

Edison Public Schools

**Public Meeting****01/24/2023 07:00 PM**

John P. Stevens High School

855 Grove Avenue

Edison, NJ 08820

**Printed : 1/20/2023 10:10 AM ET**

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**PUBLIC MEETING****I. Call to Order/Flag Salute****II. Roll Call****III. Opening Statement****IV. Presentation - Student Recognition**

## i. Resolution - Student Recognition

**V. Public Comments - Resolutions Only****VI. Resolutions**

## i. Personnel/Labor Relations

## a. Personnel Report

## ii. Administration

## a. School Board Recognition Month

## b. Approval of Policies - First Reading

## c. Approval of Policies - Second Reading

## d. Law Enforcement Units for the Public Schools of Edison Township - 2022-2023 School Year - Revised

## e. Approval of the Memorandum of Understanding - Edison Township Ice Hockey Parents Association, Inc.

## iii. Curriculum &amp; Instruction

## a. Approval of Field Trips

## b. Professional Development Documentation - January 2023

## iv. Pupil/Special Services

## a. Out of District Placements

## v. Finance

## a. Approval of Minutes - December 2022

## b. Finance Resolutions

**VII. Committee Reports**

## i. Athletic Committee

## ii. Finance &amp; Facilities Committee

## iii. Library Board Committee

**VIII. Announcements by the Board President**

## i. Upcoming Meeting Dates

**IX. Board Members/Student Representatives - Open Discussion****X. Public Comments****XI. Adjournment**

## OPENING STATEMENT

"The New Jersey Open Public Meetings Act was enacted to insure the right of the public to have advance notice of and to attend the meetings of public bodies at which any business affecting their interests is discussed or acted upon.

In accordance with the provisions of this act, the Edison Board of Education has caused notice of this meeting to be published by having the date, time and place thereof posted in the Board of Education Administrative Offices.

Copies of these notices were sent to the Home News Tribune and the Star Ledger on January 3, 2023. The Public may participate at regular meetings in accordance with the By-laws and the applicable State regulations."

## STUDENT RECOGNITION

BE IT

RESOLVED: that upon the recommendation of the Acting Superintendent of Schools, the Edison Board of Education hereby recognizes the outstanding efforts and accomplishments of the aforementioned students; and

BE IT FURTHER

RESOLVED: that individual resolutions honoring each of the students be presented to the following students:

<u>Menlo Park Elementary School</u>	<u>Award – Music - Piano</u>
Natalie Shen	2 <sup>nd</sup> Place Winner of the American Protégé International Competition of Romantic Music 2022 – Carnegie Hall
<u>John Adams Middle School</u>	<u>Award - FCCLA Fall Leadership Conference</u>
Hannah Kochher, Anmol Bhowmik, Sanya Talwar, Meesha Shah	1 <sup>st</sup> Place Gold Medal - Banner
Virendra Rautela, Aditya Reddy, Rajganes Srinivasan	1 <sup>st</sup> Place Silver Medal - Apps for Education
Aarav Brahmabhatt, Sohumi Gulati, Khilen Parikh	1 <sup>st</sup> Place Gold Medal - Web Connect
Avadhi Baid, Khushee Matani, Ria Rana	1 <sup>st</sup> Place Gold Medal Perfect Score – What's the Buzz
<u>John Adams Middle School</u>	<u>Award – Girls' Cross Country</u>
Annika Jenna, Diya Senthil, Avika Solanki, Sanvi Shah, Sruhasi Muthyala, Jahnvi Bodavula, Aadhy Patel	2022 Girls' Varsity GMC Champions
Tanvi Annamraju, Anika Kulkarni, Sanjana Panjiyar, Nidhi Santhosh, Trisha Ojha, Sonakshi Roy Chaudhury, Dyuti Mohan, Sharmishta Nallamothe, Aniya Maniar, Isabelle Durek, Saanvi Shetty, Laya Gobinathan, Anika Anand, Mia Henry, Naysa Mishra, Valentina Immanuel	2022 Girls' Junior Varsity GMC Champions
<u>Woodrow Wilson Middle School</u>	<u>Award – CNN Heroes Award</u>
Sri Nihal Tammana	CNN Heroes Young Wonder Award
<u>Edison High School</u>	<u>Award - Girls' Cross Country</u>
Rylee McEvoy, Jessica Le, Annika Villanueva	All White Division
<u>Edison High School</u>	<u>Award - Girls' Soccer Team</u>
Ghelsey Go	All Red Division Team All GMC Team
Shraddha Vemuri	All Red Division

<u>Edison High School</u> Haley Zampella	<u>Award - Girls' Gymnastics Team</u> 1 <sup>st</sup> Team All State 1 <sup>st</sup> Team All GMC – Beam
Emili Horike	All GMC – At Large
<u>Edison High School</u> Khaliyah Revan	<u>Girls' Tennis Team</u> 1 <sup>st</sup> Team All Red Division
<u>Edison High School</u> Sudays Ahmed, Jayvin Balbuena, Janesh Bhargava, Darrin Charles, Isaiah Charles, Shiloh Estoque, Abhinav Ghosh, Bence Gombos, Zen Horike, Aidan Hrehowsik, Jayden Jackson, Advay Kadam, Emmanuel Kostis, George Kostis, Qasim Malik, Aidan Muchhala, Christian Nizama, Charles Omondi, Petar Petreski, Brandon Rommel, Eshan Shah, Rayan Shah, Simeon Thomas, Vedik Upadhyay, Bruno Vildoso-Cordova	<u>Award – Boys' Soccer Team</u> White Division Champions
<u>Edison High School</u> Jayden Jackson	<u>Award - Boys' Soccer Team</u> All White Division All GMC
<u>Edison High School</u> Isaiah Charles	<u>Award - Boys' Soccer Team</u> All White Division
<u>Edison High School</u> Akshay Vadul	<u>Award - Boys' Cross Country Team</u> All GMC Team 2022 GMC Champion 1 <sup>st</sup> Team Boys' North II Group IV
<u>Edison High School</u> Victor Osiemo	<u>Award - Boys' Cross Country Team</u> All GMC Team 2022
<u>Edison High School</u> Paolo Pittenger	<u>Award - Boys' Cross Country Team</u> All Division All Red Division
<u>Edison High School</u> Matthew Fulham	<u>Award – Football Team</u> Big Central Conference Coach of the Year Middlesex County Coach of the Year
Mathew Yascko, Selbin Sabio	2 <sup>nd</sup> Team All State 1 <sup>st</sup> Team All Area 1 <sup>st</sup> Team All Conference Central Jersey Group 5 State Champions

Michael Strachan	2 <sup>nd</sup> Team All Area Honorable Mention All Conference 2 <sup>nd</sup> Team All Division Central Jersey Group 5 State Champions
Nyekir Eato, Adekunle Shittu, Malcolm Stansbury	1 <sup>st</sup> Team All Area 1 <sup>st</sup> Team All Conference 1 <sup>st</sup> Team All Division Central Jersey Group 5 State Champions
Malcolm Stansbury, Kevin Smith, Jr., Richard Harvey, Selbin Sabio, Mathew Yascko, David Boyd, Michael Strachan, Nyekir Eato, Tori'Ahn Rattray, Anthony Egnozzi, Jonathan Baio, Anthony Calantoni, Arin Pasupuleti, Jameel Parrott, Aidan Woome, Hemza Nasser, Anish Bellary, Joshua Wright, Remy-Andrew Bethea, Dedrick Harvey, Jose Barreto Martinez, Reginald Woodson, Samarth Kaushik, Quyuir Heyward, Isaiah Rago, Ah'Mer Gibbs, Hian Veras Fabre, Brock Brunson, Emmanuel Akinbo, Justin Duggan, Adekunle Shittu, Khalique Williams, Zeeshan Ahmed, Michael Roudi, Keene Ethan Alcover, Elisha Rago, Landen Cruz, Justin Reid, Gael Luna Saavedra, Ranveer Chauhan, Saidu Conteh, Nikhi Rai, Sebastian Vera, Anthony Payano, Justin Boslet, Cyrus Marmol, Jagger Alfaro, Steven Librizzi, Jumel Kooncew, Mann Chaudhari, Matthew Bueno, Sriram Saha, Dannijames Vergara, Jacob Watkins, Donald McDaniel, Gavin Bailey, Matthew Pazmino, Samuel Hightower, Bradyn Booth, Israel Rodriguez, Dylan Librizzi, Jermaine Smallwood, Derek Dudek	Central Jersey Group 5 Sectional Champions
<u>Edison High School</u>	<u>Award - Band</u>
Hanna Cheung, Agastya Chinchankar, Theodore Higgins-Griffith, Douglas Sabosik, Adwaith Ramesh, Vinay Menon, Dev Dalwadi, Jonathan Lee, Peter Loeffler	CJMEA All Central Jersey Honors Band
<u>Edison High School</u>	<u>Award - Marching Band</u>
Emelin Almanzar, Kyle Alviar, Christian Amann, Sachin Arcot, Adedoyin Ayeni, Oyindamola Ayeni, Shaun Bali, Adarsh Barot, Albert Battagliotti, Bryan Budhram, Abigail Bushra, Leah Bushra, Martin Chen, Hannah Cheung, Suhani Chokshi, Elan Cooper, Dev Dalwadi, Selin Eker, Felix Estrella, Brianna Foster, Ovy Ganesh, Michael Garces, Erkabay Girma, Adarsh Godavarthi, Akash Godavarthi, Miana Gonzalez, Sweemit Goswami, Matthew Grayson, Theodore Higgins-Griffith,	2022 US Bands Group 4 Open National NJ State Champions NJMBDA Class AAA NJ State Champions

Mia Hom, Grace Huang, Alicia Hudson, Javier Jimenez, Aimee Jose, Shriaditi Kancherla, Raghav Kanduri, Amber Kapadia, Jhanvi Kapadia, Rahul Katragadda, Akshay Khatri, Jonathan Lee, Fei Hao Li, Brynne Liew, Yingwei Lin, Ethan Lin, Ryan Lin, Queena Liu, Aliya Lloyd, Peter Loeffler, Dinesh Madasamy, Kyle Magnuson, Vincent Meo, Akash Mitra, Juan Jose Mora Herrera, Kyle Napp, Gabriella Narine, Benjamin Odhiambo, Heli Parikh, Ayrya Parisa, Genevieve Pidgeon, Colin Pridady, Sebastian Pridady, Sneha Rajagopalan, Ashvik Rajeev, Adwaith Ramesh, Guillermo Ramirez, Edna Ramirez-Guerrero, Derek Reyes, Omari Roach, Robert Rodriguez, Remea Roy, Douglas Sabosik, Ria Shah, Sarah Sharif, Emily Shiju Thomas, Gianna Stoukas, Danica Summer, Edwin Taba, Aashi Tamboli, Tina Thomas, Romulo Tobon-Ramirez, Kinjal Vaibhav, Owen Villafranca, Sean Williams, Cheynne Wimberley, Stella Wong, Sylvia Wu, Anika Yadavalli, Avinash Yadavalli	
<u>Edison High School</u>	<u>Award – FCCLA Fall Leadership Conference</u>
Diti Bompally	1 <sup>st</sup> Place Gold – Career Search
Aeliya Jafri, Rida Jafri	1 <sup>st</sup> Place Gold – Interior Design
Doha Afifi, Michael Papa	Gold Medal – Interior Design
Nikhil Badlani	Gold Medal – What’s the Buzz
Anshika Dubey	Gold Medal – Virtual Read Aloud
Ashlynn Gordon	Gold Medal – Circle Time
Matthew Gaspar, Christian Lee	Gold Medal – Go Green
Annalisa Marmol, Genevieve Pidgeon	Gold Medal – Banner
Stuti Shah	Gold Medal – Battle of the Budget
Tiara Abraham, Sarina Ahmed, Mohammed Haady, Messiah Perez, Zainab Sohail	Silver Medal – Cupcake Challenge
Valerie Kersting, Cecilia O’Connell	Silver Medal – Interior Design
Karishma Kawle	Silver Medal – Passion for Fashion
Amir Naidoo, Keya Patel	Silver Medal – Web Connect
Jessica Pelaez	Silver Medal – Edible Arrangements

Kinjal Vaibhav	Silver Medal – Lessons in Leadership
<u>Edison High School</u>	<u>Award – Visual Arts</u>
Valerie Kersting, Skylar Pawlik	AENJ / NJPAC Award Winners
<u>John P. Stevens High School</u>	<u>Award – Robotics Club</u>
Harris Nazeer, Aditya Saini, Adway Chawathe, Daniel Park, Ishaan Brahma, Zaara Shaik, Mahika Padole, Arjun Chainani, Pranaya Murugan, Zulal Ozgur, Sohan Sunkari, Sai Voruganti, Krishan Trikha, Andrew Ikemoto, Naishadh Patel, Mihir Chanduka, Justin Weeks, Shashwath Thiyagarajan, Keith Yao, Pranav Vijayananth, Vivek Isukapalli, Nazmin Abbasi, Heet Chauhan, Krishna Mansukhani, Aryan Shah, Shristhi Sharma, Tanay Naik	White Division Champions
<u>John P. Stevens High School</u>	<u>Award – FCCLA Fall Leadership Connection</u>
Shridhar Garg	1 <sup>st</sup> Place Gold Medal – Career Search
Dhritisree Bhamidipati	1 <sup>st</sup> Place Gold Medal – Caregiver Carryall
Mehak Patel, Ashna Agrawal, Yashvi Patel	1 <sup>st</sup> Place Gold Medal – Get Up and Move
Maria George	1 <sup>st</sup> Place Gold Medal – Illustrated Talk
Priya Subramanian	1 <sup>st</sup> Place Gold Medal – Lessons in Leadership
Diya Pottangadi, Nitya Angadala	1 <sup>st</sup> Place Silver Medal – Community Counts
Maanav Chittireddy	1 <sup>st</sup> Place Silver Medal – Consumer Clout
Aum Singhal, Malav Shah, Ronak Sadarangani	1 <sup>st</sup> Place Silver Medal – Tune Into FCCLA: Health & Safety
Hiral Zalavadia, Gauri Vaidya, Anushmita Dey	1 <sup>st</sup> Place Silver Medal – Tune Into FCCLA: Social
<u>John P. Stevens High School</u>	<u>Award – Odyssey of the Mind Gateway Regional Tournament</u>
Sohang Sethi, Enosh Tella, Divya Thota, Marvin Patel, Vasishta Vummiti, Sriya Potturu, Arshia Garg	1 <sup>st</sup> Place – Matryoshka Structure Team
Zoya Azeem, Ajit Mallavarapu, Ayan Chandra, Marisa Chow, Tanush Ashok, Adarsh Manna, Dhanya Desai	1 <sup>st</sup> Place – Life is a Circus
<u>John P. Stevens High School</u>	<u>Award – Hawkeye Newspaper</u>
The Hawkeye Newspaper	2nd Place – 2022 American Scholastic Press Association

<u>John P. Stevens High School</u>	<u>Award – Girls’ Track</u>
Marcella Iversen, Aishika Ghante, Grace Best	All Blue Division
<u>John P. Stevens High School</u>	<u>Award – Boys’ Track</u>
Shlok Mehta, Pritam Palani, Kaushik Annamraju	All Blue Division
<u>John P. Stevens High School</u>	<u>Award – Football</u>
Quadir Johnson, Kwabena Afrifah	1 <sup>st</sup> Team All United Silver Division
<u>John P. Stevens High School</u>	<u>Award – Boys’ Cross Country</u>
Pritam Palani, Kaushik Annamraju, Karthik Sivalasetti	All Red Division
Sohum Walavalkar	1 <sup>st</sup> Team All Conference All Red Division
<u>John P. Stevens High School</u>	<u>Award – Girls’ Cross Country</u>
Anisha Ojha, Zeal Shah	All Red Division
Aishika Ghante, Grace Best	1 <sup>st</sup> Team All Conference All Red Division
<u>John P. Stevens High School</u>	<u>Award – Girls’ Tennis</u>
Neha Saraswatula	All Conference All Red Division 1 <sup>st</sup> Singles
Emily Hsieh	All Conference All Red Division 3 <sup>rd</sup> Singles
<u>John P. Stevens High School</u>	<u>Award – Girls’ Soccer</u>
Heather Riess	All Conference All Red Division
<u>John P. Stevens High School</u>	<u>Award – Boys’ Soccer</u>
Vihaan Salian	All White Division
Kaston Chen, Ajit Mallavarapu	All Conference All White Division
<u>John P. Stevens High School</u>	<u>Award – Girls’ Volleyball</u>
Dilara Pak	All Conference All Red Division
<u>John P. Stevens High School</u>	<u>Award – Orchestra</u>
Olive Wang, Vidyut Rajagopal, Andrew Ikemoto, Avi Patel, Sophia Pan, Ashwin Nori, Madhav Narayan, Justin Tam, Mia Zhong, Adrian Chirnoaga,	CJMEA Regions Orchestra



David Zou, Roman Sadowski, Christiana Chihadeh, Rishi Gurnani, Hong Cheng, Akhil Gopal, Christopher Juan, Amol Bhingarde	
<u>John P. Stevens High School</u>	<u>Award - Orchestra</u>
Justin Tam	NAFME All Eastern Orchestra
<u>John P. Stevens High School</u>	<u>Award – Choir</u>
Advika Anand, Prakruti Ankem, Sriman Arji, Gravit Bali, Arushi Das, Murchhona Dasgupta, Sara Deo, Gourika Dhiman, Kinjal Gadgil, Adwaitaa Goswami, Shreyaah Iyer, Aayushi Mallik, Nikul Maloo, Anagha Nagesh, Mahathi Nutulapati, Victor Ogunyemi, Manjot Singh, Vedika Srinivasan, Mansi Tarigoppula, Abhishri Teki, Anika Valluru, Shravan Venkat	CJMEA Region Mixed Chorus
Varsha Akavoor, Srinitya Bhattiprolu, Riva Dave, Casey Decker, Khushi Dengal, Ananya Gunda, Sophia Han, Sarah Kanchi, Neha Kulkarni, Adrija Paul, Ramya Prasanna, Srinidhi Rajaraman	CJMEA Regions Treble Chorus
Anish Dharam, Aadityaa Singla, Shravan Venkat	NAMFE All National – Honor Choir
Prakruti Ankem, Gourika Dhiman, Shravan Venkat	NAFME – All Eastern Choir
Gravit Bali, Ronit Chakraborty, Murchhona Dasgupta, Casey Decker, Nehan Degala, Sara Deo, Dhanya Desai, Anish Dharam, Kinjal Gadgil, Ashmi Ghosh, Adwaitaa Goswami, Ananya Gunda, Stavva Gupta, Sophia Han, Navya Joshi, Kshema Karanam, Siddharth Lakkotu, Sanjana Madhukar, Aayushi Mallik, Nikhil Mula, Krish Nambiar, Ved Pant, Shraddha Rahul, Srinidhi Rajaraman, Prahalad Rana, Aadityaa Singla, Medha Valluri, Shravan Venkat, Jeslyn Victor, Nathaniel Williams	American Choral Director Association National Conference Performing Choir
<u>John P. Stevens High School</u>	<u>Award – Marching Band</u>
John P. Stevens High School Marching Band	1 <sup>st</sup> Place – NJMBDA State Marching Band Champions
<u>John P. Stevens High School</u>	<u>Award – Marching Band</u>
Mia Zhong, Christiana Chihadeh, Rishi Gurnani, Hong Cheng, Justin Ni, Kevin Dai, Sejin Kim, Luke Shen, Charvi Iruganti, Benjamin Alter, Andrew Xiong, Aadarsh Balaji, Siddharth Vaidya, Arya Shahane, Peter Lyga, Samarsimha Munagala, Anirudh Ramkumar, Brooks Yang, Akhil Gopal, Christopher Juan, Riana Sherali, Saksham Kulkarni, Amol Bhingarde, Madhav Narayan, Andrew Li, Matthew Nelson, Siddharth Perikala, Abhishek Gurubaskaran	2022-23 Central Jersey Region Band

<u>John P. Stevens High School</u>	<u>Award – Marching Band</u>
Mia Zhong, Rishi Gurnani, Hong Cheng, Kevin Dai, Andrew Xiong, Samarsimha Munagala, Andy Xu, Brandon Chang	2022-23 MENC Eastern Division Band
<u>John P. Stevens High School</u>	<u>Award – National Merit Semi Finalists</u>
Sofia Arora, Niharika Banerjee, Nishanth Bhargava, Amol Bhingarde, Dina Blachman, Shreyas Bolla, Ishan Chitale, Anish Dharam, Dev Doshi, Kevin Du, Anirudh Hebbatam, Kshema Karanam, Pranavi Kondapalli, Ayush Mishra, Tanay Naik, Krish Nambiar, Sophia Pan, Riya Patel, Krithikeshwaran Rajkumar, Krish Reddy, Jalaja Saireddy, Adithi Santhosh, Nishika Solanki, Girish Subramani	2022-23 National Merit Semi Finalists

A. PERSONNEL – LABOR RELATIONS

BE IT

RESOLVED: that upon the recommendation of the Acting Superintendent of Schools, the Edison Board of Education approves the following personnel items as indicated below:

1. RESIGNATIONS/TERMINATIONS

ID #102390	Effective: 01/05/23 Reason: Declined Transfer
Arias, Ana – Paraprofessional FDR School	Effective: 01/04/23 Reason: Declined Offer
Bello Arias, Eugenia – Bus Driver Education Center	Effective: 12/23/23 Reason: Personal
Carter, Monique – Bus Driver Education Center	Effective: 12/19/22 Reason: Declined Offer
Hasner, Courtney – Learning Leader John P. Stevens High School	Effective: 01/16/23 Reason: Personal
Kearns, Laura – Lunch Aide Lincoln School	Effective: 01/02/23 Reason: Personal
Langley-Rogers, Nicole – Bus Driver Education Center	Effective: 01/02/23 Reason: Personal
Lorenzo Rodriguez, Meylin – Lunch Aide Lindeneau School	Effective: 01/06/23 Reason: Personal
Luis, Melissa – School Psychologist Education Center	Effective: 02/15/23 Reason: Personal
Macayza, Ivon – Bus Driver Education Center	Effective: 01/06/23 Reason: Personal
Moody, Sabrina – Lunch Aide John Marshall School	Effective: 01/20/23 Reason: Personal
Rassias, Joan – Lunch Aide Menlo Park School	Effective: 01/13/23 Reason: Personal
Rodriguez Ruiz, Marleny – Bus Driver Education Center	Effective: 01/04/23 Reason: Personal
Schwarz, Rochelle – Production Club James Monroe School	Effective: 01/09/23 Reason: Personal

Vadlamannati, Sita Rama – Paraprofessional  
Menlo Park School

Effective: 01/26/23  
Reason: Personal

Womack, Herbert – Bus Driver  
Education Center

Effective: 01/13/23  
Reason: Declined Offer

Wu-Chiu, Jennifer – Lunch Aide  
Lindeneau School

Effective: 12/23/22  
Reason: Transfer

## 2. RETIREMENTS

Catania, Charles – Teacher – Health & Physical Education  
Thomas Jefferson Middle School

Effective: 06/30/23  
25 years of service

Cosentino, Beverley – School Secretary III  
Herbert Hoover Middle School

Effective: 04/30/23  
15 years, 8 months of service

Danik, Lai – School Psychologist  
Education Center

Effective: 06/30/23  
33 years, 5 months of service

Danik, Leo – Teacher – Special Education  
John P. Stevens High School

Effective: 06/30/23  
35 years, 8 months of service

Lamparello, Doreen – Teacher – Special Education  
Thomas Jefferson Middle School

Effective: 06/30/23  
13 years of service

## 3. APPOINTMENTS – Employment Verification Pending (N.J.S.A. 18A:6-7.6, et.seq)

<u>Certificated Staff</u>	<u>Step/Salary</u>	<u>Reason for Vacancy</u>	<u>Position/Location</u>
Babbin, Aimee Effective TBD-06/30/23	Step 9/MA \$76,605 Monmouth University	Resignation	Teacher – Chemistry John P. Stevens High School (for Q. Lu)
Guillens, Douglas Effective TBD-06/30/23	\$129,500 Rutgers University	Resignation	Supervisor of Transportation Education Center (for A. Rodriguez)
Martins, Kimberlisa Effective 01/30/23-06/30/23	BA \$41,600 Kean University	Leave of Absence	Long Term Substitute Teacher – Grade 3 James Madison Intermediate School (for ID #109110)
Nigro, Sydney Effective TBD-06/30/23	Step 1/BA \$55,000 TCNJ	Resignation	Teacher – English Thomas Jefferson Middle School (for J. Chedid)

Welches, Dawn Effective TBD-06/30/23	\$82,500 Rutgers University	Add to Staff	Assistant Supervisor of Transportation Education Center (New Position)
Witkowski, Fay Effective TBD-06/30/23	2 <sup>nd</sup> Masters \$164,979 Rutgers Graduate School	Transfer	Assistant Principal John P. Stevens High School (for M. Quick)
<u>Support Staff</u>	<u>Step/Salary</u>	<u>Reason for Vacancy</u>	<u>Position/Location</u>
Abbas, Leticia Effective TBD-06/30/23	\$6,335	Resignation	Lunch Aide Washington School (for S. Lawson)
Conley, Elizabeth Effective TBD-06/30/23	\$6,335	Resignation	Lunch Aide Lincoln School (for L. Kearns)
Cruz, Yajaira Effective TBD-06/30/23	\$6,335	Resignation	Lunch Aide Menlo Park School (for J. Rassias)
Diakunczak, Brianna Effective 02/15/23-06/30/23	Step 4 \$36,500	Transfer	School Secretary IIIB Woodrow Wilson Middle School (for K. Hoops)
Dutta, Jinia Effective 01/20/23-06/30/23	\$6,335	Resignation	Lunch Aide Lindeneau School (for M. Lorenzo Rodriguez)
Garcia, Adriana Effective TBD-06/30/23	\$6,335	Resignation	Lunch Aide Washington School (for K. Baba)
Hurtado, Ambar Effective TBD-06/30/23	Step 1-2/Night \$43,911	Retirement	Custodian-3:00pm-11:30pm John P. Stevens High School (for D. Fehl)
Kashif, Mariam Effective TBD-06/30/23	\$6,335	Resignation	Lunch Aide Washington School (for D. Abbatemarco)
Langley, Nicole Effective 01/02/23-06/30/23	Step 5 \$35,014	22-23 Budget	Bus Driver Education Center (New Position)
Mazumder, Nilufar Effective 01/30/23-06/30/23	Step 1 \$21,000	22-23 Budget	Paraprofessional Lindeneau School (New Position)

Prakash, Nandini Effective TBD-06/30/23	\$6,335	Resignation	Lunch Aide John Marshall School (for S. Moody)
Qureshi, Amreen Effective TBD-06/30/23	\$6,335	Resignation	Lunch Aide James Madison Intermediate School (for M. Rehman)
Rashid, Sumyya Effective TBD-06/30/23	\$6,335	Resignation	Lunch Aide James Monroe School (for P. Rivera)
Tamboli, Sweta Effective 01/02/23-06/30/23	Step 4 \$48,500	Transfer	Administrative Secretary -- Business Office Education Center (for K. Smith)
Zia, Sadaf Effective TBD-06/30/23	\$6,335	Resignation	Lunch Aide Menlo Park School (for S. Kamdar)
Zimon, Barbara Effective TBD-06/30/23	Step 1 \$21,000	22-23 Budget	Paraprofessional Lindeneau School (New Position)

#### 4. LEAVES OF ABSENCE

ID #108381 James Madison Primary School	NJ FLA	Without Pay	01/02/23-04/09/23
ID #124250 Education Center	Medical	With Pay	01/02/23-01/19/23
ID #100303 Education Center	Medical-Revised	With Pay	11/29/22-01/08/23
ID #107217 John Adams Middle School	NJFLA	Without Pay	01/02/23-02/05/23
ID #101878 Edison High School	Fed FMLA-Revised Medical	Without Pay Without Pay & Benefits	11/28/22-02/10/23 02/13/23-03/14/23
ID #108199 Lincoln School	Medical Maternity	With Pay With Pay	05/01/23-05/06/23 05/07/23-06/17/23
ID #107218 Herbert Hoover Middle School	Medical	With Pay	12/05/22-12/16/22

ID #105527 John Marshall School	NJ FLA Child Care-Revised	Without Pay Without Pay & Benefits	09/01/22-11/23/22 11/24/22-06/30/23
ID #107306 John P. Stevens High School	NJ FLA	Without Pay	05/10/23-06/30/23
ID #101036 Edison High School	Maternity NJ FLA	With Pay Without Pay	01/11/23-03/07/23 03/08/23-06/06/23
ID #109167 John Marshall School	Medical Fed FMLA	With Pay Without Pay	02/06/23-02/17/23 02/21/23-03/03/23
ID #125087 Edison High School	Maternity Medical-Revised	With Pay Without Pay	12/19/22-01/01/23 01/02/23-02/27/23
ID #108026 Washington School	Medical Fed FMLA	With Pay Without Pay	12/16/22-02/13/23 02/14/23-02/26/23
ID #102626 Edison High School	Medical Medical	With Pay Without Pay & Benefits	02/07/23-02/21/23 02/22/23-05/08/23
ID #104007 Benjamin Franklin School	Medical Fed FMLA Medical	With Pay Without Pay Without Pay & Benefits	09/28/22-10/05/22 10/06/22-01/04/23 01/05/23-01/31/23
ID #107136 Woodbrook School	Maternity-Revised NJ FLA-Revised Child Care-Revised	With Pay Without Pay Without Pay & Benefits	01/02/23-02/11/23 02/13/23-05/14/23 05/15/23-06/30/23
ID #100315 Herbert Hoover Middle School	Medical	With Pay	02/01/23-02/28/23
ID #124143 FDR School	Medical Fed FMLA Medical	With Pay Without Pay Without Pay & Benefits	09/01/22-09/21/22 09/22/22-12/18/22 12/19/22-01/19/23
ID #109110 James Madison Intermediate School	NJ FLA Child Care-Revised	Without Pay Without Pay & Benefits	09/01/22-09/21/22 09/26/22-06/30/23
ID #101704 Martin Luther King School	Medical	With Pay	01/10/23-03/10/23
ID #101486 Woodbrook School	Medical	With Pay	01/02/23-01/16/23
ID #106744 Edison High School	Fed FMLA	Without Pay	01/26/23-04/26/23

ID #124444 Lincoln School	NJ FLA	Without Pay	04/10/23-06/30/23
ID #109085 Thomas Jefferson Middle School	Medical-Revised Maternity-Revised Fed FMLA-Revised NJ FLA	With Pay With Pay Without Pay Without Pay	01/23/23-02/12/23 02/13/23-02/28/23 03/01/23-03/10/23 03/13/23-06/04/23
ID #105827 Thomas Jefferson Middle School	Military-Revised	With Pay	09/01/22-01/30/23
ID #125025 Herbert Hoover Middle School	Medical Medical	With Pay Without Pay & Benefits	04/10/23-05/04/23 05/05/23-06/30/23
ID #100260 Martin Luther King School	Medical	With Pay	12/21/22-01/22/23
ID #109737 Education Center	NJ FLA	Without Pay	01/30/23-03/05/23
ID #105234 John P. Stevens High School	NJ FLA-Intermittent	Without Pay	01/18/23-06/30/23
ID #104263 Lincoln School	Fed FMLA	Without Pay	03/13/23-04/28/23
ID #104812 Washington School	Medical Medical-Revised	With Pay Without Pay	09/12/22-10/25/22 10/26/22-03/01/23
ID #109166 Washington School	NJ FLA-Intermittent	Without Pay	01/02/23-06/30/23
ID #106352 John Adams Middle School	NJ FLA-Intermittent	Without Pay	01/02/23-06/30/23
ID #101710 Edison High School	Medical	With Pay	01/06/23-01/31/23
ID #102591 Edison High School	Medical	With Pay	01/02/23-01/16/23
ID #102604 John P. Stevens High School	Fed FMLA- Intermittent	Without Pay	12/02/23-06/30/23



5. CHANGE OF STATUS

<u>Certified Staff</u>	<u>From</u>	<u>Reason for Change</u>	<u>To</u>
Afonso, Katelyn	Long Term Substitute Teacher – Elementary John Marshall School Effective 09/01/22-04/12/23	Revised End Date	Long Term Substitute Teacher – Elementary John Marshall School Effective 09/01/22-06/30/23
Ceylan, Betul	Teacher – Science Thomas Jefferson Middle School Effective TBD-06/30/23	Revised Start Date	Teacher – Science Thomas Jefferson Middle School Effective 12/21/22-06/30/23
Cook, Justine	Teacher – Science BA/Step 1 Woodrow Wilson Middle School Effective TBD-06/30/23	Revised Start Date and Degree	Teacher – Science MA/Step 1 Woodrow Wilson Middle School Effective 01/02/23-06/30/23
Cosenza, Sarah	Long Term Substitute Teacher – Grade 2 Woodbrook School Effective 01/06/23-03/27/23	Revised End Date	Long Term Substitute Teacher – Grade 2 Woodbrook School Effective 01/06/23-03/27/23 Then Long Term Substitute Teacher – Grade 4 Lincoln School Effective 03/28/23-06/30/23 (for ID #124444)
Dejoy, Clare	Long Term Substitute Teacher – English Herbert Hoover Middle School Effective 09/01/22-01/31/23	Revised End Date	Long Term Substitute Teacher – English Herbert Hoover Middle School Effective 09/01/22-06/30/23
Drejaj, Christopher	School Social Worker John Adams Middle School Effective TBD-06/30/23	Revised Start Date	School Social Worker John Adams Middle School Effective 02/21/23-06/30/23
Graham, Tara	Teacher – French Step 12 MA John Adams Middle School Effective TBD-06/30/23	Revised Start Date & Degree	Teacher – French Step 12 MA+15 John Adams Middle School Effective 01/30/23-06/30/23

Leigh, Heidi	Long Term Substitute Teacher – Grade 4 James Madison Intermediate School Effective 09/01/22-01/30/23	Revised End Date	Long Term Substitute Teacher – Grade 4 James Madison Intermediate School Effective 09/01/22-01/31/23 Then Long Term Substitute Teacher – Grade 1 John Marshall School Effective 02/01/23-03/03/23 (for ID #109167)
McClish, Danielle	Long Term Substitute Teacher -- Grade 4 Woodbrook School Effective TBD-06/30/23	Revised Start Date	Long Term Substitute Teacher – Grade 4 Woodbrook School Effective 01/03/23-05/17/23
Perez, Evelyn	Teacher – Special Education James Monroe School Effective TBD-06/30/23	Revised Start Date	Teacher – Special Education James Monroe School Effective 01/11/23-06/30/23
Ward, Cynthia	Teacher – Spanish Washington School Effective TBD-06/30/23	Revised Start Date	Teacher – Spanish Washington School Effective 02/24/23-06/30/23
<u>Support Staff</u>	<u>From</u>	<u>Reason for Change</u>	<u>To</u>
Azeem, Uzma	Administrative Secretary- Data Specialist Education Center Effective TBD-06/30/23	Revised Start Date	Administrative Secretary-Data Specialist Education Center Effective 01/23/23-06/30/23
Balon Aldas, Mario	Bus Driver Education Center Effective TBD-06/30/23	Revised Start Date	Bus Driver Education Center Effective 12/21/22-06/30/23
Bharadwaj, Priyanka	Lunch Aide Benjamin Franklin School Effective TBD-06/30/23	Revised Start Date	Lunch Aide Benjamin Franklin School Effective 01/02/23-06/30/23
Chicaiza, Monica	Bus Driver Education Center Effective TBD-06/30/23	Revised Start Date	Bus Driver Education Center Effective 01/02/23-06/30/23
Coreschi, Jessica	School Secretary III John P. Stevens High School Effective TBD-06/30/23	Revised Start Date	School Secretary III John P. Stevens High School Effective 01/06/23-06/30/23
Dowd, Dawn	Lunch Aide James Madison Primary School Effective TBD-06/30/23	Revised Start Date	Lunch Aide James Madison Primary School Effective 01/03/23-06/30/23

Faisal, Iram	Lunch Aide FDR School Effective TBD-06/30/23	Revised Start Date	Lunch Aide FDR School Effective 01/05/23-06/30/23
Garcia, Candida	Bus Driver Education Center Effective TBD-06/30/23	Revised Start Date	Bus Driver Education Center Effective 01/02/23-06/30/23
Gonzalez, Karen	Lunch Aide Lindeneau School Effective TBD-06/30/23	Revised Start Date	Lunch Aide Lindeneau School Effective 01/02/23-06/30/23
Gordon, Barbara	Lunch Aide Thomas Jefferson Middle School Effective TBD-06/30/23	Revised Start Date	Lunch Aide Thomas Jefferson Middle School Effective 01/10/23-06/30/23
Gulama, Abraham	Paraprofessional ICR Thomas Jefferson Middle School Effective 09/01/22-06/30/23	Transfer	Paraprofessional MD John Adams Middle School Effective 01/25/23-06/30/23
Hoops, Karen	School Secretary IIB Salary \$46,301 Woodrow Wilson Middle School Effective 09/01/22-06/30/23	Retirement	School Secretary I Salary \$67,200 Woodrow Wilson Middle School Effective 02/01/23-06/30/23 (for K. DeBaker)
Hurtado Angeles, Yury	Bus Driver Education Center Effective 01/02/23-06/30/23	Revised Start Date	Bus Driver Education Center Effective 01/30/23-06/30/23
Laguer, Nina	Bus Driver Education Center Effective TBD-06/30/23	Revised Start Date	Bus Driver Education Center Effective 01/02/23-06/30/23
Lopez Ocasio, Claribel	Custodian/Flex-3:00pm-11:30pm Herbert Hoover Middle School Effective 07/01/22-06/30/23	Transfer	Custodian-3:00pm-11:30pm Herbert Hoover Middle School Effective TBD-06/30/23 (for J. Hall)
Meagher, Thomas	Custodian-10:00am-6:00pm Edison High School Effective 07/01/22-06/30/23	Retirement	Custodian – 6:30am-3:00pm Edison High School Effective 01/25/23-06/30/23 (for R. Markano)
Metta, Sangeetha	Paraprofessional Salary \$22,300 FDR School Effective TBD-06/30/23	Revised Start Date and Salary	Paraprofessional Salary \$22,400 FDR School Effective 01/02/23-06/30/23

Mopuru, Hymavathi	Paraprofessional FDR School Effective TBD-06/30/23	Revised Start Date	Paraprofessional FDR School Effective 01/02/23-06/30/23
Moussa, Maryem	Bus Aide Education Center Effective TBD-06/30/23	Revised Start Date	Bus Aide Education Center Effective 01/09/23-06/30/23
Nill, Ronald	Grounds Education Center Effective TBD-06/30/23	Revised Start Date	Grounds Education Center Effective 01/24/23-06/30/23
Qazi, Farah	Lunch Aide Menlo Park School Effective TBD-06/30/23	Revised Start Date	Lunch Aide Menlo Park School Effective 01/24/23-06/30/23
Roberts, Melissa	Paraprofessional Salary \$38,500 Woodrow Wilson Middle School Effective 09/01/22-06/30/23	AU Stipend	Paraprofessional SC AUT Salary \$38,800 Woodrow Wilson Middle School Effective 11/16/22-06/30/23
Rodriguez Ruiz, Marleny	Bus Driver Education Center Effective TBD-06/30/23	Revised Start Date	Bus Driver Education Center Effective 01/02/23-06/30/23
Siazon, Camille	Bus Aide Education Center Effective TBD-06/30/23	Revised Start Date	Bus Aide Education Center Effective 01/02/23-06/30/23
Trivedi, Parulben	Lunch Aide James Madison Primary School Effective TBD-06/30/23	Revised Start Date	Lunch Aide James Madison Primary School Effective 12/02/22-06/30/23
Wu-Chiu, Jennifer	Paraprofessional Lindeneau School Effective TBD-06/30/23	Revised Start Date	Paraprofessional Lindeneau School Effective 01/02/23-06/30/23

6. LONGEVITY

<u>Name</u>	<u>Location</u>	<u>Years</u>	<u>Date</u>	<u>Present Salary</u>	<u>New Salary</u>
Bachorik, Lydia	EDH	18	02/11/23	\$104,553	\$105,025
Bauer, Kristin	WBK	19	02/01/23	\$101,280	\$101,734
Cardoso, Stephanie	MLK	15	02/04/23	\$95,827	\$96,299
Carter, Anne	JPH	16	02/19/23	\$98,469	\$98,922
Colicchio, Jennifer	WWMS	19	02/22/23	\$105,375	\$105,847
Corso, Slyvia	TJMS	22	02/16/23	\$114,470	\$115,460
Dato, Lisa	JPH	21	02/01/23	\$110,642	\$111,123
Degnan, Alyson	HHMS	23	02/12/23	\$109,186	\$109,649
Devito, Alycia	WAS	18	02/01/23	\$103,026	\$103,480
Dunkelman, Jodi	EDH	20	02/15/23	\$112,334	\$112,824

Guno, Kelly	MEN	25	02/01/23	\$108,184	\$108,637
Gurnovich, Christina	LIN	16	02/01/23	\$102,110	\$102,581
Hurwitz, Wendy	WWMS	25	02/04/23	\$116,975	\$117,466
Jirout, Julie	JPH	20	02/19/23	\$107,741	\$108,222
Kolody, Kelly	TJMS	22	02/21/23	\$114,534	\$115,515
Korten, Nicole	TJMS	22	02/16/23	\$109,710	\$110,654
Kregeloh, Lauren	MEN	23	02/01/23	\$111,154	\$111,626
Lopez, Lauren	JPH	17	02/05/23	\$102,581	\$103,053
Losada, Robbye	ELC	19	02/01/23	\$107,075	\$107,547
Luminiello, Jodi	WBK	22	02/01/23	\$105,461	\$106,369
Monether, Meghan	MAR	16	02/01/23	\$102,138	\$102,610
Nartowicz, Nicole	JPS	23	02/01/23	\$109,186	\$109,649
Oshiro, Jacqueline	MAR	22	02/10/23	\$105,961	\$106,869
Rossi, Nero	MON	20	02/13/23	\$104,554	\$105,007
Shapiro, Regina	JPS	22	02/18/23	\$110,710	\$111,654
Stables, Heather	JPS	26	02/10/23	\$113,513	\$113,985
Tortorello, Catherine	WBR	21	02/01/23	\$102,587	\$103,041
Toto, Lauren	WBR	19	02/02/23	\$102,427	\$102,890
Tujague, Michelle	JPS	22	02/21/23	\$109,210	\$110,154
Tybus, Elizabeth	WAS	16	02/01/23	\$97,515	\$97,969
Van Dyk, Kimberly	JAM	18	02/05/23	\$99,376	\$99,830
Videla, Natalie	JMI	20	02/20/23	\$107,647	\$108,119
Weinbraub, Allyson	EHS	25	02/28/23	\$112,041	\$112,513
Zeichner, Melissa	MAR	16	02/01/23	\$97,015	\$97,469

ESSA

Cardillo, James	JPH	23	02/01/23	\$120,469	\$120,983
Carrino, Tina	ELC	17	02/01/23	\$110,567	\$111,082
Monastersky, Alyssa	WWMS	23	02/14/23	\$116,376	\$116,871

PRINCIPAL

Dettelbach, Lisa	MLK	4	02/01/23	\$150,517	\$154,431
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7. ADDITIONAL PERIOD ASSIGNMENTS

<u>Teacher</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective</u>	<u>Additional Pay</u>
Adornato, Philip	Chemistry – 1.24	JPH	01/20/23-TBD	\$10,240 pro-rated
Alfonzo, Rich	Math – 1.2 Revised Date	JPH	10/10/22-01/01/23	\$8,500 pro-rated
Amodio, James	Math – 1.2	EDH	02/21/23-06/30/23	\$8,500 pro-rated
Baer, Aimee	English – 1.2	EDH	12/19/22-02/27/23	\$8,500 pro-rated
Baer, Jordan	Math – 1.2 Revised Date	JPH	10/10/22-01/01/23	\$8,500 pro-rated
Bass, Aimee	Science – 1.2 Revised Date	TJMS	10/25/22-12/20/22	\$8,500 pro-rated
Bischoff, Nadine	Health/PE-1.2	JAMS	01/30/23-TBD	\$8,500 pro-rated
Boikess, Bruce	French – 1.2 Revised Date	JAMS	11/28/22-01/27/23	\$8,500 pro-rated
Brennan, Taylor	English – 1.2	EDH	12/19/22-02/27/23	\$8,500 pro-rated
Cameron, Christine	Science – 1.2 Revised Date	WWMS	09/01/22-01/01/23	\$8,500 pro-rated

Cardoso, Stephanie	English – 1.2	JAMS	01/02/23-02/03/23	\$8,500 pro-rated
Cavadas, Tina	Science – 1.2 Revised Date	TJMS	10/25/22-12/20/22	\$8,500 pro-rated
Ciervo, Natalie	Science – 1.2 Revised Date	TJMS	10/25/22-12/20/22	\$8,500 pro-rated
Curry, Claudine	Spanish – 1.2	JAMS	12/15/22-01/27/23	\$8,500 pro-rated
DiFilippo, Gary	Chemistry – 1.16	JPH	01/20/23-TBD	\$6,960 pro-rated
Distefano, Brooke	Chemistry – 1.2	JPH	01/20/23-TBD	\$8,500 pro-rated
Dodd Harris, Jennifer	Math – 1.2	EDH	02/21/23-06/30/23	\$8,500 pro-rated
Downey, Michele	Math – 1.2	EDH	02/21/23-06/30/23	\$8,500 pro-rated
Dziedzic, Lauren	Science – 1.2 Revised Date	WWMS	11/28/22-01/01/23	\$8,500 pro-rated
Gaudioso, Cynthia	Science – 1.2 Revised Date	WWMS	09/01/22-01/01/23	\$8,500 pro-rated
Grillo, Corey	Math – 1.2	EDH	02/21/23-06/30/23	\$8,500 pro-rated
Hennika, Erika	ACES – 1.2	EDH	02/21/23-06/30/23	\$8,500 pro-rated
Hickman, Angelique	English – 1.2	JAMS	01/02/23-02/03/23	\$8,500 pro-rated
Hinterstein, Jannine	Spanish – 1.2	TJMS	12/15/22-01/27/23	\$8,500 pro-rated
Hopkins, Emily	Health/PE-1.2	JAMS	01/30/23-TBD	\$8,500 pro-rated
Ingle, Janine	Math – 1.2 Revised Date	JPH	10/10/22-01/01/23	\$8,500 pro-rated
Jarvis, Sharon	Math – 1.2 Revised Date	JPH	10/10/22-01/01/23	\$8,500 pro-rated
McBriety, Brian	Science – 1.2 Revised Date	WWMS	09/01/22-01/01/23	\$8,500 pro-rated
McMahon, Eric	Science – 1.2 Revised Date	TJMS	10/25/22-12/20/22	\$8,500 pro-rated
McNulty, Amanda	French – 1.2 Revised End Date	JAMS	11/28/22-01/27/23	\$8,500 pro-rated
Mendez, Ana	Spanish – 1.2	JPH	12/15/22-01/27/23	\$8,500 pro-rated
Mondella, Alyssa	English – 1.2	JAMS	01/02/23-02/03/23	\$8,500 pro-rated
Napoli, James	English – 1.2	EDH	12/19/22-02/27/23	\$8,500 pro-rated
Nasser, Akhtar	Science – 1.2 Revised Date	WWMS	09/01/22-01/01/23	\$8,500 pro-rated
Oliver, Lauren	French – 1.2 Revised End Date	JAMS	11/28/22-01/27/23	\$8,500 pro-rated
Petersen, Kristin	English – 1.2	TJMS	01/02/23-02/03/23	\$8,500 pro-rated
Pittenger, Rose	Chemistry – 1.08	JPH	01/20/23-TBD	\$3,480 pro-rated
Ramirez-Echeverri, Natalia	Spanish – 1.2	WWMS	12/15/22-01/27/23	\$8,500 pro-rated
Ramsey, Jessica	English – 1.2	JAMS	01/02/23-02/03/23	\$8,500 pro-rated
Ravula, Maithreyi	English – 1.2	EDH	12/19/22-02/27/23	\$8,500 pro-rated
Rebovich, Holly	Science – 1.2 Revised Date	TJMS	10/25/22-12/20/22	\$8,500 pro-rated
Sabunas, Tina	Math – 1.2 Revised Date	JPH	10/10/22-01/01/23	\$8,500 pro-rated
Simon, Anne	French – 1.2 Revised End Date	JAMS	11/28/22-01/27/23	\$8,500 pro-rated
Spiess, Kari	English – 1.2	EDH	12/19/22-02/27/23	\$8,500 pro-rated
Stellakis, Stanley	Science/lab – 1.28 Revised Coverage	EDH	01/02/23-03/24/23	\$11,980 pro-rated

Strober, Matthew	Health/PE – 1.2	TJMS	12/19/22-01/31/23	\$8,500 pro-rated
Timko, Scott	Chemistry – 1.04	JPH	01/20/23-TBD	\$1,740 pro-rated
Tujague, Michele	Chemistry – 1.24	JPH	01/20/23-TBD	\$10,240 pro-rated
Weber, Maria	ICR – 1.2	TJMS	12/19/22-06/30/23	\$8,500 pro-rated
Vergara, Claudia	Spanish – 1.2	TJMS	12/15/22-01/27/23	\$8,500 pro-rated

8. 2022-2023 SPLIT FUNDED PERSONNEL

<u>Name</u>	<u>School</u>	<u>%</u>	<u>Title I Allocation</u>
			<u>Acct# 20-231-200-860-60-000</u>
Lopez, Maria	Education Center	56.41	\$83,233

9. 2022-2023 TITLE I Teacher/Student Mentor Program -- John Marshall School -- Effective 09/01/22-06/30/23 - \$30 per hour for 1 student, \$37 per hour for 2 students, \$40 per hour for 3-5 students, 4 sessions per month – Account 20-231-100-101-60-013 \*dependent upon student participation

Calamia, Samantha      Cauterucci, Kristen      Gluchowski, Kathleen      Kitchell, Andrew  
Kline, Allison

10. 2022-2023 TITLE I FAMILY NIGHTS (Math/STEM/SEL) – John Marshall School – Effective 09/01/22-06/30/23 – Account 20-231-100-101-60-013

Kline, Allison      Ventura, Yokasta

11. ARP ESSER III FUNDED ACADEMIC SUPPORT – John P. Stevens High School and Edison High School, John Adams Middle School – Math Program – Effective 12/02/22-05/26/23 - \$50/hour, not to exceed \$65,000 – Acct #20-490-100-100-00-000\*dependent on student participation

Abene, Vincent	Adornato, Philip	Andriano, Danielle	Artfitch, Sean
Baer, Jordan	Bloom, Jessica N.	Cuesta, Hanna	DiFilippo, Gary
Duggan, Jennine	Eannucci, Rachael	Ferraro, Dianne	Giordano, Robert
Glackin, Michael	Hayes, Marnette	Hoey, Kaitlin	Hu, Jianzhi
Jurgau, Fern	Kaur Singh, Jalin	Kirkpatrick, Karen	Krajunus, John
Kuczynski, Ricky	Lee, Joseph	Lombardi, Melissa	Manson, Howard
Marzano, David	Moore, Valerie	Murelli, Cailin	Noonan, Dawn
Olah, Nicholas	Pittenger, Rosemarie	Primavera, Joseph	Przygoda, Jennifer
Quan, Florene	Rasimowicz, Stephanie	Resner, Meredith	Revel, Matthew
Romano, Alfred	Rubenstein, Michael	Rubiano, Leanne	Sandler, Rachel
Sidorski, Jennifer	Smith, Tracie	Stellakis, Kathleen	Timko, Scott
Truppa, Jennifer	Unger, Laura	Walters, Steven	Willett-Brown, Leslie
Zapoticzny, Matthew			

12. SUBSTITUTE STAFF – AS NEEDED FOR THE 2022-2023 SCHOOL YEAR

Teachers – State Certified \$120/day – County Certified \$100/day – Appointments - \*Student Teachers  
Elmshawy, Shaimaa      Reynolds, Elizabeth

Substitute Secretary - \$100/day  
Biskupek, Christine

Substitute Lunch Aide - \$15/hour  
Rassias, Joan

Substitute Bus Aide - \$15/hour

Jansari, Neha

Jorge, Yahaira

Nair, Daya

13. 2022-2023 CO-CURRICULAR APPOINTMENTSJOHN ADAMS MIDDLE SCHOOLNAMESTIPENDCLASS A

E-Sports Club

Bischoff, Nadine/ DiBrita, John

\$1,075 (split)

HERBERT HOOVER MIDDLE SCHOOLNAMESTIPENDCLASS A

STEM

Gwiazda, Robert

\$1,075

JAMES MONROE SCHOOLNAMESTIPENDCLASS A

Production Club

Speckin, Maureen/Buzy, Danielle  
Effective 01/09/23

\$1,075 (split)

14. COCURRICULAR CHANGE OF STATUS – 2022-2023 School YearEDISON HIGH SCHOOLFromTo

Moon &amp; Stars - Class A

Harris, Lynn/Jimenez, Paulo

Jimenez, Paulo – no split

15. COACHING APPOINTMENTS – 2022-2023 School YearHIGH SCHOOL - WINTERJPHCOACHSTEPSTIPEND

Head Coach -Swimming

Osiadacz, Patrick-  
Effective 01/09/23

1

\$5,523

HIGH SCHOOL – SPRINGJPHCOACHSTEPSTIPEND

Assistant Coach – Softball

Pavese, Gabriella

2

\$4,820

Assistant Coach – Softball

Travis, Patrick

1

\$4,820

Head Coach – Boys' Volleyball

Timko, Scott

4

\$6,869

EDH

Assistant Coach – Softball

Yourstone, Tatianna

3

\$5,188

Assistant Coach – Lacrosse

Gallo, Stephanie

5

\$5,188

Assistant Coach – Boys' Tennis

Legendre, David

4

\$5,003

MIDDLE SCHOOL - SPRINGCOACHSTEPSTIPENDWWMS

Coach – Girls' Softball

Brown, Elizabeth

5

\$3,400

16. COACHING CHANGE OF STATUS – 2022-2023 School YearJOHN P. STEVENS HSFromTo

Mendez, Ana

Head Coach-Swimming, Step  
4, \$5,848Asst. Coach-Swimming-Step 4, \$4,503  
Effective 01/09/23



17. ADMINISTRATIVE LEAVE

BE IT

RESOLVED: that upon the recommendation of the Acting Superintendent of Schools, the Edison Township Board of Education hereby places Employee ID #103410, on administrative leave with pay effective January 9, 2023.

SCHOOL BOARD RECOGNITION MONTH

- WHEREAS, the New Jersey School Boards Association has declared January 2023 to be School Board Recognition Month, a time that all residents might acknowledge the contributions made by our local school board members; and
- WHEREAS, the Edison Board of Education is one of more than 581 local school boards in New Jersey which sets policies and oversees operations for public school districts; and
- WHEREAS, the Edison Board of Education embraces the goal of high-quality education for all New Jersey public school students; and
- WHEREAS, New Jersey's local school boards help determine the educational goals for approximately 1.4 million children in Pre-Kindergarten through 12<sup>th</sup> grade; and
- WHEREAS, New Jersey's 5,000 local school board members, who receive no remuneration for their services, act as advocates for public school students as they work with administrators, teachers and parents for the betterment of public education; and
- WHEREAS, school boards strive to provide the resources necessary to meet the needs of all students including those with special needs; and
- WHEREAS, boards of education provide accountability to the public; they communicate the needs of the school district to the public; and they convey to school administrators the public's expectations for the schools; and
- WHEREAS, New Jersey can take pride in its schools, which rank among the nation's best in indicators such as the National Assessment of Educational Progress scores and the preparation for college through advanced placement offering and SAT assessments.
- NOW, THEREFORE,  
BE IT RESOLVED: that the Edison Board of Education, does hereby recognize the services of local school board members throughout New Jersey as we join communities statewide in observing January 2023 as SCHOOL BOARD RECOGNITION MONTH; and
- BE IT FURTHER  
RESOLVED: that the Edison Board of Education urges all New Jersey citizens to work with their local boards of education and public school staffs toward the improvement of our children's education.

APPROVAL OF POLICIES – FIRST READING

BE IT

RESOLVED: that upon the recommendation of the Acting Superintendent of Schools, the Edison Board of Education approves the first reading of the following Revised and New Policies, as annexed hereto:

1. Policy No. 2415.04 – Title I – District-Wide Parent and Family Engagement (Revised)
2. Policy No. 2415.50 – Edison High School Title I – School Parent and Family Engagement (M) (New)
3. Policy No. 2415.51 – Herbert Hoover Middle School Title I – School Parent and Family Engagement (M) (New)
4. Policy No. 2415.52 – Thomas Jefferson Middle School Title I – School Parent and Family Engagement (M) (New)
5. Policy No. 2415.53 – Benjamin Franklin Elementary School Title I – School Parent and Family Engagement (M) (New)
6. Policy No. 2415.54 – James Monroe Elementary School Title I – School Parent and Family Engagement (M) (New)
7. Policy No. 2415.55 – John Marshall Elementary School Title I – School Parent and Family Engagement (M) (New)
8. Policy No. 2415.56 – Lindeneau Elementary School Title I – School Parent and Family Engagement (M) (New)
9. Policy No. 2415.57 – Washington Elementary School Title I – School Parent and Family Engagement (M) (New)

## TO

### 2415.04 TITLE I – DISTRICT-WIDE PARENT AND FAMILY PARENTAL INVOLVEMENT ENGAGEMENT

In support of strengthening student academic achievement, each school district that receives Title I, Part A funds must develop jointly with, agree on, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Elementary and Secondary Education Act (ESEA). This Policy establishes the school district's expectations for parent and family engagement, describes how the school district will implement a number of specific parent and family engagement activities, and is incorporated into the school district's Annual School Plan (ASP).

#### A. General Expectations

1. The school district agrees to implement the following statutory requirements:
  - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs, consistent with Section 1116 of the ESEA. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - b. Consistent with Section 1116 of the ESEA, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESEA.
  - c. The school district will incorporate this district-wide parent and family engagement policy into its school district's plan developed under Section 1112 of the ESEA.
  - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the



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school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- e. If the school district's plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan if requested by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserve goes directly to the schools.
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - (1) "Parent and family engagement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (a) That parents play an integral role in assisting their child's learning;
    - (b) That parents are encouraged to be actively involved in their child's education at school;



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- (c) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
    - (d) The carrying out of other activities, such as those described in Section 1116 of the ESEA.
  - h. For states where a Parental Information and Resource Center is established, the school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.
- B. Description of How District Will Implement Required District-Wide Parent and Family Engagement Policy Components
  - 1. The school district will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan under Section 1112 of the ESEA:
    - a. Convene an annual meeting, at a convenient time, to which all parents of participating pupils shall be invited and encouraged to attend, to inform parents of their school's participation and the requirements of the Policy and the right of the parents to be involved;
    - b. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement; and
    - c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under ESEA, §1116; and



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- d. Provide opportunities for parents to participate with written or electronic input to the district-wide parent involvement plan.
- 2. The school district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:
  - a. Timely information about programs required by ESEA, Section 1112;
  - b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
  - c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- 3. The school district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:
  - a. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
  - b. May adopt and implement model approaches to improving parental involvement;
  - c. Supporting individual school building based improvement committees comprised of teachers, administrators and parents;



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- c. May establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs;
  - d. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
  - e. Shall provide such other reasonable support for parental involvement activities under this Policy as parents may request.
- 4. The school district will coordinate and integrate parent and family engagement strategies in Title I, Part A with parent and family engagement strategies under the following other programs (Such as: Head Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), by:
  - a. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children; and
  - b. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
- 5. The school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are





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disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.

- a. Convene an annual meeting, at a convenient time, to which all parents of participating pupils shall be invited and encouraged to attend, to evaluate the content and effectiveness of this parent and family engagement policy;
  - b. Conduct a survey to school building based improvement committees to identify barriers in participation of parents in parent and family engagement activities; and
  - c. Review results of the survey and incorporating, as appropriate recommendations for revising this policy.
6. The school district will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
    - (1) The New Jersey State academic standards;
    - (2) The State and local academic assessments including alternate assessments;
    - (3) The requirements of Title I, Part A;
    - (4) How to monitor their child's progress; and



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- (5) How to work with educators:
  - (a) Convene an annual meeting, at a convenient time, to which all parents of participating pupils shall be invited and encouraged to attend, to inform parents of the aforementioned topics; and
  - (b) Offer flexible parent meetings to conference with teachers to monitor their child's progress including understanding state and local assessment results.
- b. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent and family engagement, by:
  - (1) Convene an annual meeting, at a convenient time, to which all parents of participating pupils shall be invited and encouraged to attend, to inform parents of the aforementioned topics; and
  - (2) Offer flexible parent meetings and/or workshops support families with modeling literacy and technology use at home for their children's academic achievement.
- c. The school district will, with the assistance of its schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:



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- (1) Providing professional development in building and maintaining relationships with families, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents to be equal partners to improve this children's academic achievement;
  - (2) Providing materials and coaching for teachers, student services personnel, principals, other school leaders, and other staff to implement and coordinate parent programs such as committee, workshops, and family events; and
- d. The school district will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- (1) Offering a flexible number of meetings, such as meetings in the morning or evening to provide workshops for parents on the topics listed and by providing and expanding access to parent resources materials via district website.;
- e. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- (1) By providing direct mailings on an as needed basis, and including copies of general direct mailing notifications on district website;



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- (2) Providing district resources and support to schools to send out information concerning parent programs, meetings, and other activities; and
- (3) Coordinating with school based parent committees to ensure information is sent in an understandable and uniform format including alternative formats upon request to the extent practicable.

C. Discretionary District-Wide Parent and Family Engagement Policy Components

- 1. The District-Wide Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA:
  - a. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
  - b. Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
  - c. Paying reasonable and necessary expenses associated with parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
  - d. Training parents to enhance the involvement of other parents;
  - e. In order to maximize parent and family engagement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work



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directly with participating children, with parents who are unable to attend those conferences at school;

- f. Adopting and implementing model approaches to improving parent and family engagement;
- g. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities; and
- h. Providing other reasonable support for parent and family engagement activities under Section 1116 as parents may request.

#### D. Adoption

This Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Superintendent of Schools or designee. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of one year and will be updated as needed on an annual basis. The school district will distribute this Policy to all parents of participating Title I, Part A children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted: 24 January 2011  
Re-adopted 24 September 2012  
Re-adopted 26 August 2013  
Re-adopted 25 August 2014  
Re-adopted 24 August 2015  
Re-adopted 22 August 2016  
Re-adopted 20 April 2020  
Revised



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[See POLICY ALERT No. 227]

## 2415.50 EDISON HIGH SCHOOL TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

### A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
  - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
  - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
  - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.



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- e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (a) That parents play an integral role in assisting their child’s learning;
    - (b) That parents are encouraged to be actively involved in their child’s education at school;
    - (c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and



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(d) The carrying out of other activities, such as those described in section 1116 of the ESEA.

h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.

## B. School Parent and Family Engagement Policy Required Components

1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:

*(List actions)*

a. Parents/community members are asked to serve on committees as needed (ongoing)

2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:

*(Describe when and where the annual meeting will be held.)*

a. Beginning of every school year, held at Edison High School.

3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:

*(Describe how flexibility is provided.)*

a. Surveys will be sent to Title I Families offering a variety of dates and times for meetings and if transportation/child care is needed.





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4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:  
*(List activities)*
  - a. School website, flyers, voicemail and email reminders will be regularly utilized to inform and invite parent and family engagement in the planning and implementation of related activities.
5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
    - (1) The challenging, state academic standards;
    - (2) The state and local academic assessments including alternate assessments;
    - (3) The requirements of Title I, Part A;
    - (4) How to monitor their child's progress; and
    - (5) How to work with educators to improve the achievement of their children.



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*(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)*

(a) Parent in-district programs

(b) Academic workshops available at various times throughout the year and communicated to families via email.

6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:

*(List activities)*

(1) Hosting Title I Math and Language Arts Literacy parent programs when appropriate.

b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:

*(List activities)*



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- (1) Acknowledging the significance of parents as equal educational partners, the value and utility of contributions of parents, and best practices in these areas throughout instances such as staff meetings or trainings.
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:  
*(List activities)*
  - (1) Publicizing talks, workshops, and opportunities for educating parents about the importance of literacy.
- d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:  
*(List actions)*
  - (1) The district and school's website will provide information regarding Title 1, NJ Standards and school events.
7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:



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*(List activities)*

- a. Publicizing talks, workshops and opportunities for educating parents in engagement strategies.
8. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies:  
*(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)*
    - a. Parent Liaison during our ASP meetings will provide feedback for improving the policy.
  9. The school will take the following actions to involve parents in the process of school review and improvement:  
*(List activities)*
    - a. Publicized meetings throughout the school year.
  10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:  
*(List actions)*



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- a. The administration will gather input from families.
- b. The administration will contact the parent to discuss concerns.
- c. Based upon feedback, the plan will be updated as appropriate.

### C. Shared Responsibilities for High Student Academic Achievement

- 1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement:

*(List actions)*

- a. Parents will be notified of meetings throughout the year via email

### D. Discretionary School Parent and Family Engagement Policy Components

- 1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:

*(List actions)*

- a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted



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all other reasonably available sources of funding for such training.

- c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
- d. Train parents to enhance the involvement of other parents.
- e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.
- f. Adopt and implement model approaches to improve parent and family engagement.
- g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- i. Provide other reasonable support for parent and family engagement activities under this section as parents may request:  
(List actions)
  - (1) The School's website has information on how to contact the Title I Committee.

#### E. Accessibility



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1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand:

*(List actions)*

- a. Offer relevant information posted on the school website.
- b. Offer translated documents as requested.
- c. Provide such other reasonable support for parental involvement activities under this Policy as parents may request.

### F. Adoption

1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.
2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:



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[See **POLICY ALERT No. 227**]

## 2415.51 HERBERT HOOVER MIDDLE SCHOOL TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

### A. District Expectations

1. In accordance with the requirements of Title I, Section 1216(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
  - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
  - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
  - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.





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### Herbert Hoover Middle School Title I – School Parent and Family Engagement

- e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (a) That parents play an integral role in assisting their child’s learning;
    - (b) That parents are encouraged to be actively involved in their child’s education at school;
    - (c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and



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(d) The carrying out of other activities, such as those described in section 1216 of the ESEA.

h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.

## B. School Parent and Family Engagement Policy Required Components

1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:  
*(List actions)*

a. Hold an annual meeting during Back to School Night with stakeholders.

b. Provide parents the opportunity for written or electronic input to the school-wide parent improvement plan.

2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:  
*(Describe when and where the annual meeting will be held.)*

a. Annual meeting to be held during Back to School night, Thursday, September 22, 2022, in person.

3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:  
*(Describe how flexibility is provided.)*



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- a. Offer a number of meetings, in-person or virtual, to allow for flexibility of parents.
4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:  
*(List activities)*
  - a. A parent representative on the schoolwide Title I team will be provided opportunities for input.
  - b. Information will be presented to PTO, and opportunities for feedback will be given
5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
    - (1) The challenging, state academic standards;
    - (2) The state and local academic assessments including alternate assessments;
    - (3) The requirements of Title I, Part A;
    - (4) How to monitor their child's progress; and



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- (5) How to work with educators to improve the achievement of their children.  
*(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)*
- a. A full time Math Interventionist will provide assistance to students identified utilizing classroom formative and summative assessment data.
  - b. A shared Reading Interventionist will provide assistance to students identified utilizing classroom formative and summative assessment data
  - c. Supplies to supplement math and reading instruction will be provided.
  - d. Professional development for teachers focused on best instructional practices will be provided by the district's Staff Development team
6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
- a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:  
*(List activities)*



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- (1) Offer a number of meetings, in-person or virtual, to allow for flexibility of parents.
  - (2) Provide parents/guardians with timely information, description and explanation of the programs as required by ESEA.
  - (3) Provide tutoring to students after school, before school and/or on identified Saturdays (depending on teacher availability), or in summer programs.
- b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:
- (List activities)*
- (1) Professional development for teachers focused on best instructional practices will be provided by the district's Staff Development team.
  - (2) In collaboration with grade level counselors, administrators and teachers regularly communicate with parents to identify areas of academic and social emotional need.
  - (2) Provide and expand access to parent resource materials via the school/district website.
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction



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Herbert Hoover Middle School Title I – School Parent  
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Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

*(List activities)*

- (1) Offer a number of meetings, in-person or virtual, to allow for flexibility of parents.
- (2) Provide and expand access to parent resource materials via the school/district website.

- d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

*(List actions)*

- (1) Provide direct mailings and/or e-mail on an as needed basis, and include copies of general direct mailing notification on school/district website.
- (2) Information will be provided in the two predominant languages present in the school, English and Spanish. Additional languages will be made available as needed.
- (2) Include a parent representative on the schoolwide Title I Team to provide opportunities for input regarding parental involvement.



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7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family

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engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:  
*(List activities)*

- a. Offer a number of meetings, in-person or virtual, to allow for flexibility of parents.
  - b. Provide and expand access to parent resource materials via the school/district website.
8. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies:  
*(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)*
- a. Conduct a survey of the schoolwide Title I Team, including parent representatives, for opportunities to evaluate the effectiveness of the policy.
  - b. Information will be presented to PTO , and opportunities for feedback will be given



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9. The school will take the following actions to involve parents in the process of school review and improvement:

*(List activities)*

- a. Invite and encourage parents to participate in school-based programs.
- b. Invite and encourage parents to join and participate in building PTO and related committees.

10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:

*(List actions)*

- a. Comments and suggestions can be submitted to the building principal and at any time should an issue arise via email or written letter.
- b. Parent feedback will be noted accordingly by the schoolwide Title I team and used for reflection and revision of the plan.

## C. Shared Responsibilities for High Student Academic Achievement

1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement:

*(List actions)*

- a. Offer a number of meetings, in-person or virtual, to allow for flexibility of parents.





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- b. Provide parents with timely information description and explanation about the programs required by ESEA.

## D. Discretionary School Parent and Family Engagement Policy Components

1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:
  - a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
  - b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.
  - c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
  - d. Train parents to enhance the involvement of other parents.
  - e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.



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- f. Adopt and implement model approaches to improve parent and family engagement.

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- g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.

- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.

- i. Provide other reasonable support for parent and family engagement activities under this section as parents may request:

*(List actions)*

- (1) District curriculum for each subject area and grade level is available on the district website for viewing. Middle school content areas supervisors are available to address questions.

- (2) Provide child supervision and food at meetings to assist with parental attendance.

## E. Accessibility

1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand:

*(List actions)*

- a. Using Genesis and home contact, school counselors will identify the specific needs of families in these categories and will make appropriate accommodations.



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- b. Provide direct mailings and/or e-mail on an as needed basis, and include copies of general direct mailing notification on school/district website.
- c. Information will be provided in the two predominant languages present in the school, English and Spanish. Additional languages will be made available as needed.

### F. Adoption

- 1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.
- 2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1216(a)(2)



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Adopted:



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Thomas Jefferson Middle School Title I – School Parent  
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[See **POLICY ALERT No. 227**]

## 2415.52 THOMAS JEFFERSON MIDDLE SCHOOL TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

### A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
  - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
  - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
  - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.



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- e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (a) That parents play an integral role in assisting their child’s learning;
    - (b) That parents are encouraged to be actively involved in their child’s education at school;
    - (c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and



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Thomas Jefferson Middle School Title I – School Parent  
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(d) The carrying out of other activities, such as those described in section 1116 of the ESEA.

h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.

## B. School Parent and Family Engagement Policy Required Components

1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:

*(List actions)*

a. Parents/community members are asked to serve on committees as needed.

b. At PTO meetings, parents are asked to provide feedback regarding family engagement plan and activities.

2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:

*(Describe when and where the annual meeting will be held.)*

Beginning of every year, held at Thomas Jefferson Middle School

3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:

*(Describe how flexibility is provided.)*

Surveys will be sent to Title I families offering a variety of dates and times for meetings and if transportation/child care is needed.



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Thomas Jefferson Middle School Title I – School Parent  
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4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:  
*(List activities)*
  - a. Annual School Plan Planning Meetings
5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
    - (1) The challenging, state academic standards;
    - (2) The state and local academic assessments including alternate assessments;
    - (3) The requirements of Title I, Part A;
    - (4) How to monitor their child's progress; and
    - (5) How to work with educators to improve the achievement of their children.  
*(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)*





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Thomas Jefferson Middle School Title I – School Parent  
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- (a) Parent in district programs
  - (b) State-endorsed conferences
- 6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
  - a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:  
*(List activities)*
    - (1) Parent Literacy Night
    - (2) Book Joy Event
    - (3) Parent University Events
  - b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:  
*(List activities)*
    - (1) Facilitating PTO meetings
    - (2) Sharing monthly newsletters that highlight strategies to support learners



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Thomas Jefferson Middle School Title I – School Parent  
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- c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:  
*(List activities)*

- (1) Publicizing talks, workshops and opportunities for educating parents about the importance of literacy.

- d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:  
*(List actions)*

- (1) The school website and monthly newsletters will provide information regarding Title I, NJ Standards, and school events by offering translated documents to parents as requested.

7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:  
*(List activities)*

- a. Using Blackboard communication, Parent University Workshops, and other opportunities for educating parents and sharing strategies for student success



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8. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies:

*(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)*

- a. Parent liaison during our Annual School Plan meeting

9. The school will take the following actions to involve parents in the process of school review and improvement:

*(List activities)*

- a. Publicize meetings during the school year

10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:

*(List actions)*

- a. Parents will be notified of meetings throughout the year via email available on the school website.

### C. Shared Responsibilities for High Student Academic Achievement



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Thomas Jefferson Middle School Title I – School Parent  
and Family Engagement

1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement:

*(List actions)*

- a. Parents will be notified of meetings throughout the year via email

## D. Discretionary School Parent and Family Engagement Policy Components

1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:

- a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.
- c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
- d. Train parents to enhance the involvement of other parents.



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### Thomas Jefferson Middle School Title I – School Parent and Family Engagement

- e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.
- f. Adopt and implement model approaches to improve parent and family engagement.
- g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- i. Provide other reasonable support for parent and family engagement activities under this section as parents may request:  
(List actions)
  - (1) The school's website has information on how to contact the Title I committee

#### E. Accessibility

- 1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand:  
(List actions)



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Thomas Jefferson Middle School Title I – School Parent  
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- a. The district website will provide information on Title I and NJ Standards in various languages which fit the needs of our parents and the CST team will provide as-needed accessibility for families with disabilities.

## F. Adoption

1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.
2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:

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Benjamin Franklin Elementary School Title I – School Parent  
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Apr 22

[See **POLICY ALERT No. 227**]

2415.53 BENJAMIN FRANKLIN ELEMENTARY SCHOOL TITLE I –  
SCHOOL PARENT AND FAMILY ENGAGEMENT

A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
  - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with the parents of participating children.
  - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
  - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
  - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.



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### Benjamin Franklin Elementary School Title I – School Parent and Family Engagement

- e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (a) That parents play an integral role in assisting their child’s learning;
    - (b) That parents are encouraged to be actively involved in their child’s education at school;
    - (c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and





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(d) The carrying out of other activities, such as those described in section 1116 of the ESEA.

h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.

## B. School Parent and Family Engagement Policy Required Components

1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:

*(List actions)*

a. Request parent input by survey

b. Inform Benjamin Franklin Elementary parents of Title I Targeted goals and objectives.

c. Family involvement in yearly Title I meetings.

d. Request parent feedback at Title I parent and family events.

2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:

*(Describe when and where the annual meeting will be held.)*

The meeting is held in conjunction with Back to School Night, on September 15, 2022, from 5-6 pm, in the Multi-Purpose room.

3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:



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Benjamin Franklin Elementary School Title I – School Parent  
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*(Describe how flexibility is provided.)*

a. Opportunities for parent meetings occur; before school, during school hours, after school, and evenings. Opportunities exist both in-person and virtual to eliminate transportation needs. Translation services and child care are provided when needed.

4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:

*(List activities)*

a. The school will provide written information to parents about programs including our Test Prep program and translate this information as applicable.

b. Academic and Family-Focused Workshops

c. Technology/Communication and Academic platform support at Back to School Night.

5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

(1) The challenging, state academic standards;



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- (2) The state and local academic assessments including alternate assessments;
  - (3) The requirements of Title I, Part A;
  - (4) How to monitor their child's progress; and
  - (5) How to work with educators to improve the achievement of their children.  
*(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)*
    - a. Math/ELA Focused Family Night
    - b. Parent University: Parent training to support academic achievement and emotional well-being at all levels
6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
- a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:  
*(List activities)*
    - (1) Family-Focused Workshop
    - (2) Math/ELA Focused Workshop



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- (3) Who is Benny? school-wide Literacy outreach program (once a month)
- (4) Diversity and Equity focused Workshop
- b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:  
*(List activities)*
  - (1) Title I Teacher Meetings
  - (2) Professional Development
  - (3) Common Planning with Test Prep Committee
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:  
*(List activities)*
  - (1) Family Support Workshop where community resources will be provided.
  - (2) Academic Focused Workshops



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Benjamin Franklin Elementary School Title I – School Parent  
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- d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:  
*(List actions)*
  - (1) All school communications translated
  - (2) Translation services provided at family engagement workshops
  - (3) All information is posted on the Benjamin Franklin's Title I website
7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:  
*(List activities)*
  - a. Title I Targeted Family Night (1 night)
  - b. Parent University: Parent training to support academic achievement and emotional well-being at all levels (1 night)
  - c. Parent-Teacher Conferences
8. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in



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parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies:

*(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)*

- a. Parent survey at Title I Targeted Family Events (4 times per year)
  - b. Parent survey provided by email to those not in attendance at the Title I Targeted Family Events
  - c. Workshop/event design responsive to parent feedback
9. The school will take the following actions to involve parents in the process of school review and improvement:  
*(List activities)*
- a. Inclusion of parents in the Title I Back to School Night
  - b. Parents offered the opportunity to provide feedback
  - c. Participation in the school Family Engagement events
10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:  
*(List actions)*



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- a. Parents will be able to provide feedback during parent meetings.

## C. Shared Responsibilities for High Student Academic Achievement

- 1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement:  
*(List actions)*

- a. Develop Title I school compact for Benjamin Franklin Elementary
- b. Post the Title I school compact on the school website
- c. Share the Title I school compact at Schoolwide Title I family nights

## D. Discretionary School Parent and Family Engagement Policy Components

- 1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:
  - a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
  - b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted



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Benjamin Franklin Elementary School Title I – School Parent  
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all other reasonably available sources of funding for such training.

- c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
- d. Train parents to enhance the involvement of other parents.
- e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.
- f. Adopt and implement model approaches to improve parent and family engagement.
- g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- i. Provide other reasonable support for parent and family engagement activities under this section as parents may request:  
(List actions)
  - (1) Inclusion of parents in the Title I Back to School Night
  - (2) Parents offered the opportunity to provide feedback





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Benjamin Franklin Elementary School Title I – School Parent  
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- (3) Participation in the school Family Engagement  
events

E. Accessibility

1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand:  
(List actions)

- a. All communication translated
- b. Translators included at Targeted Title I school events
- c. Information provided through the district Title I website

F. Adoption

1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes
2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:



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James Monroe Elementary School Title I – School Parent  
and Family Engagement  
September 22

[See **POLICY ALERT No. 227**]

2415.54 JAMES MONROE ELEMENTARY SCHOOL TITLE I – SCHOOL  
PARENT AND FAMILY ENGAGEMENT

A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
  - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
  - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
  - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.



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- e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (a) That parents play an integral role in assisting their child’s learning;
    - (b) That parents are encouraged to be actively involved in their child’s education at school;
    - (c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and



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(d) The carrying out of other activities, such as those described in section 1116 of the ESEA.

h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.

## B. School Parent and Family Engagement Policy Required Components

1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:

*(List actions)*

a. Convene an annual meeting, at a convenient time, to which all parents of participating pupils shall be invited and encouraged to attend, to inform parents of their school's participation and the requirements of the Policy and the right of the parents to be involved;

b. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement; and

c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under NCLB, §1114(b)(2).

2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's



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participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:

*(Describe when and where the annual meeting will be held.)*

Prior to the start of Back to School Night in the beginning of the school year.

3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:  
*(Describe how flexibility is provided.)*

- a. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

- b. May adopt and implement model approaches to improving parental involvement;

- c. May establish a school-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs;

- d. May develop appropriate roles for community-based organizations and businesses in parent involvement activities;

4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement



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James Monroe Elementary School Title I – School Parent  
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and school performance:

*(List activities)*

- a. Providing materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; and
  - b. Educating teachers, pupil services personnel, Building Principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
    - (1) The challenging, state academic standards;



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- (2) The state and local academic assessments including alternate assessments;
  - (3) The requirements of Title I, Part A;
  - (4) How to monitor their child's progress; and
  - (5) How to work with educators to improve the achievement of their children.  
*(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)*
    - a. Timely information about programs required §1118;
    - b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
    - c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.  
*(List activities)*



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- a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such

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as literacy training and using technology, as appropriate, to foster parent and family engagement, by:

*(List activities)*

- (1) Providing family workshops that support families in how to engage children in academic activities at home.
  - (2) Providing resources and materials for parents to use with their children at home.
  - (3) Share relevant information and community resources via school communication platforms.
- b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:
- (List activities)*
- (1) Providing assistance to parents of pupils served by the school in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this Policy, and how to monitor a child's progress and





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work with educators to improve the achievement of their children;

- (2) Providing materials and training to help parents to work with their children to improve their children's

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achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; and

- (3) Educating teachers, pupil services personnel, Building Principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- (List activities)*
- (1) Host informational family nights to provide resources and information regarding the programs.
  - (2) Invite families into the school for families engagement activities with their children to teach them home-school connection activities



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- (3) Offer parent education classes on varying topics, such as ESL classes for families.

- d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request,

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and, to the extent practicable, in a language the parents can understand:

- (1) Provide newsletters in a format that can translate into multiple languages.
- (2) Translate important school documents, fliers and other important information into at least one other prominent language.
- (3) the school and school district, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, to include providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

- 8. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any



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racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies:

*(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)*

- a. Monroe will host an annual meeting where we will present the school goals and elicit feedback from families regarding goal and implementation.

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- b. Seek feedback regarding the Title 1 programming and events through a survey sent out in the spring semester.

9. The school will take the following actions to involve parents in the process of school review and improvement:

*(List activities)*

- a. Using a survey, the school will seek parental and families feedback regarding the implementation of Title 1 programs.
- b. Host an annual meeting to review all Title 1 goals and programs.
- c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.



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10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:  
(List actions)

- a. Feedback will be reviewed by the ASP committee

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- b. The committee will share its findings with the parents and identify, if deemed appropriate to incorporate feedback

## C. Shared Responsibilities for High Student Academic Achievement

1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement:

(List actions)

- a. At the Annual Title 1 Parent meeting jointly developing the staff's shared responsibilities for improving academic achievement e.g. working cooperatively with parents to provide their children with high quality curriculum and instruction, providing the help needed to meet/exceed the state performance standards, explaining the curriculum, providing teacher-parent meetings, progress reports and workshops/training for parents;
- b. At the Annual Title 1 Parent meeting jointly developing the parents' shared responsibilities for improving academic achievement e.g. monitoring their child's attendance, checking homework completion, encouraging a positive attitude, communicating with teachers, attending conferences and meetings and participating in school events; and



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- c. At the Annual Title 1 Parent meeting jointly developing the students' responsibilities for improving academic achievement e.g. believing in their potential to learn, showing respect for themselves, others and their school, trying to do their best work and coming to school prepared.

## D. Discretionary School Parent and Family Engagement Policy Components

- 1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:
  - a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
  - b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.

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- c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
- d. Train parents to enhance the involvement of other parents.
- e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work



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directly with participating children, with parents who are unable to attend such conferences at school.

- f. Adopt and implement model approaches to improve parent and family engagement.
- g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- i. Provide other reasonable support for parent and family engagement activities under this section as parents may request.

*(List actions)*

(1) Provide resources for families, such as allowing students to attend events

(2) \_\_\_\_\_

(3) \_\_\_\_\_

## E. Accessibility

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James Monroe Elementary School Title I – School Parent  
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- 1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand.

*(List actions)*

- a. Providing translating devices when meeting with parents of limited English proficiency to support communication;



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- b. Providing translation services for parents when meeting with parents of limited English proficiency;
- c. Providing information and school reports in a language that parents of limited English proficiency can understand.
- d. Providing childcare with funds provided under Title I, Part A that can be offered at the school during certain meetings.

## F. Adoption

1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.
2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:



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John Marshall Elementary School Title I – School Parent  
and Family Engagement

Apr 22

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[See POLICY ALERT No. 227]

## 2415.55 JOHN MARSHALL ELEMENTARY SCHOOL TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

### A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
  - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
  - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
  - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including





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### John Marshall Elementary School Title I – School Parent and Family Engagement

alternative formats upon request, and, to the extent practicable, in a language parents understand.

- e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (a) That parents play an integral role in assisting their child’s learning;
    - (b) That parents are encouraged to be actively involved in their child’s education at school;



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(c) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and

(d) The carrying out of other activities, such as those described in section 1116 of the ESEA.

h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.

## B. School Parent and Family Engagement Policy Required Components

1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:

*(List actions)*

a. Encourage parents of participating students to attend the Title I Annual Parent Meeting to inform parents of their school's participation and the requirements of the Policy and the rights of parents to be involved; and

b. Offer a flexible number of meetings, such as meetings in the morning or evening or virtual, and may provide, with funds provided under Title I, Part A child care that can be offered at the school during certain meetings, as such services relate to parent involvement.



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2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:

The meeting will be held at John Marshall School 15 Cornell St. Edison NJ 08817 prior to the start of Back to School Night in September.

3. The school will offer a flexible number of meetings, such as meetings in the morning or evening or virtual, and may provide, with funds provided under Title I, Part A, child care can be offered at the school during certain meetings, as such services relate to relate to parent and family engagement:

*(Describe how flexibility is provided.)*

- a. Arrange flexible school meeting times or conduct virtual conferences with teachers who work directly with participating children and parents who are unable to attend conferences at school to maximize parental involvement and participation;
- b. May establish a school-wide parent advisory committee to provide input related to improving parental involvement in Title I programs.

4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:

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## John Marshall Elementary School Title I – School Parent and Family Engagement

- a. Providing parents with information to help them understand topics e.g. state academic standards, grade level expectations and assessments;
  - b. Providing materials and training to help parents work with their children to improve their children's achievement e.g. math and using technology to foster parental involvement; and
  - c. Educating all staff regarding how to communicate with and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
    - (1) The challenging, state academic standards;
    - (2) The state and local academic assessments including alternate assessments;
    - (3) The requirements of Title I, Part A;
    - (4) How to monitor their child's progress; and



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**John Marshall Elementary School** Title I – School Parent  
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- (5) How to work with educators to improve the achievement of their children.  
*(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)*
- (a) Receiving a description and explanation of the curriculum, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
  - (b) Offering opportunities for parents to request regular meetings to create an open dialogue related to decisions relating to the education of their children.
  - (c) Offering a multitude of forms of communication for parents to communicate with school staff, such as digital platforms e.g. DoJo, Remind, etc., phone conversations, in-person meetings, and set times when translators are available for parents who prefer to communicate in their primary language.
  - (d) Offering Parent universities and workshops.
6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.



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- a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as training in mathematical understandings and using technology, as appropriate, to foster parent and family engagement, by:

*(List activities)*

- (1) Providing family workshops to support families in how to engage children in academic activities at home;
- (2) Providing Parent Workshops/ Universities e.g. mathematical understandings and technology; and
- (3) Providing resources and materials for parents to use at home with their children.

- b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:

*(List activities)*

- (1) Providing professional development to teachers and staff members e.g. social and emotional learning (SEL);
- (2) Providing assistance to parents of participating students in understanding such topics as the State's academic content standards, grade level



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John Marshall Elementary School Title I – School Parent  
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expectations and achievement standards, and how to monitor a student's progress and work with educators to improve their children's achievement;

- (3) Providing materials and training to help parents work with their children to improve their children's achievement e.g. mathematical understandings and using technology to foster parental involvement; and
  - (4) Educating all staff regarding how to communicate with and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- (List activities)*
- (1) Providing Math/STEM Family Nights
  - (2) Providing SEL Family Nights
  - (3) Providing Parent Workshops/Universities
- d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request,



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and, to the extent practicable, in a language the parents can  
understand by:

*(List actions)*

- (1) Offering a multitude of forms of communication for parents to communicate with school staff, such as digital platforms e.g. DoJo, Remind, etc., phone conversations, in-person meetings, and set times when translators are available for parents who prefer to communicate in their primary language;
- (2) Maintaining current Title 1 information on the school's website which can be translated, if necessary, related to the school and parent programs, meetings, and other activities; and
- (3) Communicating Title 1 information via email and/or paper copy in English and any other requested languages.

7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:  
*(List activities)*

- a. Working with the Edison Municipal Alliance to engage families in activities e.g. Family Unity Nights that promote family engagement.

8. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in





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parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies:

*(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)*

- a. Title I Annual School Plan Committee will conduct an annual survey of parents about the content and effectiveness of the parent and family engagement policy;
  - b. May provide, with funds provided under Title I, Part A child care that can be offered at the school to enable parents to participate in a meeting related to the annual evaluation of the content and effectiveness of this parent and family engagement policy.
  - c. May provide translators or translation devices.
9. The school will take the following actions to involve parents in the process of school review and improvement:  
*(List activities)*
- a. Invite parents to be involved in the process of the school review and improvement through meetings and/or surveys;
  - c. If requested by parents, provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their



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children, and respond to any such suggestions as soon as  
practicably possible.

10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:  
(List actions)

- a. The Annual School Plan (ASP) Committee will review feedback.
- b. The ASP Committee will share its findings with parents and identify, if deemed appropriate to incorporate feedback into the plan.

## C. Shared Responsibilities for High Student Academic Achievement

1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement:  
(List actions)

- a. At the Annual Title 1 Parent meeting jointly developing the staff's shared responsibilities for improving academic achievement e.g. working cooperatively with parents to provide their children with high quality curriculum and instruction, providing the help needed to meet/exceed the state performance standards, explaining the curriculum, providing teacher-parent meetings, progress reports and workshops/training for parents;



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- b. At the Annual Title 1 Parent meeting jointly developing the parents' shared responsibilities for improving academic achievement e.g. monitoring their child's attendance, checking homework completion, encouraging a positive attitude, communicating with teachers, attending conferences and meetings and participating in school events; and
- c. At the Annual Title 1 Parent meeting jointly developing the students' responsibilities for improving academic achievement e.g. believing in their potential to learn, showing respect for themselves, others and their school, trying to do their best work and coming to school prepared.

## D. Discretionary School Parent and Family Engagement Policy Components

- 1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:
  - a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
  - b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.
  - c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.



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- d. Train parents to enhance the involvement of other parents.
- e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.
- f. Adopt and implement model approaches to improve parent and family engagement.
- g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- i. Provide other reasonable support for parent and family engagement activities under this section as parents may request:  
(List actions)
  - (1) Notify parents of upcoming Title 1 events and activities by sending home paper copies and/or send notifications electronically;
  - (2) Provide parent information sessions about Title 1 events and activities; and
  - (3) Provide Title 1 notifications and information in parents' native language.

## E. Accessibility



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John Marshall Elementary School Title I – School Parent  
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1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand:  
*(List actions)*
  - a. Providing translating devices when meeting with parents of limited English proficiency to support communication;
  - b. Providing translation services for parents when meeting with parents of limited English proficiency;
  - c. Providing information and school reports in a language that parents of limited English proficiency can understand.
  - d. Providing childcare with funds provided under Title I, Part A that can be offered at the school during certain meetings.

## F. Adoption

1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.
2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)  
Adopted:



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[See POLICY ALERT No. 227]

## 2415.56 LINDENEAU ELEMENTARY SCHOOL TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

### A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
  - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
  - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
  - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.



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- e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (a) That parents play an integral role in assisting their child’s learning;
    - (b) That parents are encouraged to be actively involved in their child’s education at school;



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- (c) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
    - (d) The carrying out of other activities, such as those described in section 1116 of the ESEA.
  - h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.
- B. School Parent and Family Engagement Policy Required Components
  - 1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:
    - a. *Lindeneau Elementary School will conduct an annual Title I presentation at Back-to-School Night.*
    - b. *Lindeneau Elementary School will conduct monthly PTO meetings with families, staff, and administration.*
    - c. *Lindeneau Elementary School will provide opportunities for parents to offer written and electronic feedback of the annual engagement plan.*
  - 2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:





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### Lindeneau Elementary School Title I – School Parent and Family Engagement

*Lindeneau Elementary School will conduct our annual meeting during one of the following scheduled events; Back to School Night; Parent/Teacher Conferences; or Family Engagement Nights.*

3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:

*Lindeneau Elementary School will host the following meetings; Back to School Night; Kindergarten Orientation; Meet the Principal Events (ie: Popsicles in the Park); In-Person and Virtual PTO Meetings; In-Person and Virtual Parent/Teacher Conferences during afternoon and evening hours.*

4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:
  - a. *Lindeneau Elementary School will provide access to a Spanish translator to assist our Spanish-speaking families.*
  - b. *Lindeneau Elementary School will provide access to translation devices to build-engagement for families whose first language may not be English.*
  - c. *Lindeneau. Elementary School will host a Literacy Night to promote the positive benefits of reading with students and families.*
  - d. *Lindeneau. Elementary School will host a STEM/Math night to build engagement through math and science.*



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5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
    - (1) The challenging, state academic standards;
    - (2) The state and local academic assessments including alternate assessments;
    - (3) The requirements of Title I, Part A;
    - (4) How to monitor their child's progress; and
    - (5) How to work with educators to improve the achievement of their children by:
      - (a) *Conducting parent workshops on curricular-related topics.*
      - (b) *Offering translation services to meet the needs of our Spanish speaking families.*
      - (c) *Sending a weekly newsletter (with translation capabilities) to families to apprise them of school events and strategies for success.*
6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to



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formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

- a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:

- (1) *Providing assistance to teachers via professional learning opportunities.*
- (2) *Coordinating all stakeholders in the school community to work together to ensure the academic success of all students.*
- (3) *Ensuring that teachers are using various means (ie: Class Dojo, Google Classroom, SeeSaw, Genesis, email) to communicate with families and keep them abreast of classroom activities.*

- b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:

*(List activities)*

- (1) *Hosting information sessions regarding information of Title I activities and events.*



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- (2) *Sending notifications home in parents' native language in order to keep parents informed of Title I meetings and programs.*
  - (3) *Notifying families electronically and/or via hard copies regarding upcoming Title I related events.*
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:  
*(List activities)*
  - (1) *Lindeneau will host school-wide Literacy Nights.*
  - (2) *Lindeneau will host school-wide STEM/Math Nights.*
  - (3) *Parents and students will be encouraged to participate in surveys to determine the effectiveness SEL-related activities and programs.*
- d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:



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- (1) *Title I information displayed on the school website available in English and Spanish.*
- (2) *Title I information will be presented at in-person events including Back to School Night, PTO meetings, and Title I information sessions.*
- (3) *Title I information will be communicated via email in English and Spanish.*

7. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies:

*(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)*

- a. *The policy will be shared with stakeholders through various avenues by Principal and/or Assistant Principal after which parents will elicit feedback.*
- b. *Parents, guardians, staff and administration will be afforded the opportunity to provide verbal, written or electronic feedback regarding the policy.*



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- c. *Parents will play a critical roles in providing feedback and suggestions regarding the engagement policiès and their effect upon students and families.*
- 8. The school will take the following actions to involve parents in the process of school review and improvement:
  - a. *Eliciting written and electronic feedback through the school website.*
  - b. *Asking for feedback from stakeholders as part of monthly PTO meetings.*
  - c. *Including a parent liason on the ASP committee to ensure all stakeholders are represented.*
- 9. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:
  - a. *Families can submit feedback via email.*
  - b. *Families can express concerns by attending PTO meetings.*
  - c. *Families can offer feedback through formal surveys.*
- C. Shared Responsibilities for High Student Academic Achievement
  - 1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement by:



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- a. *Conducting an annual parent Title I meeting.*
- b. *Conducting monthly P.T.O. meeting with parents, staff, and administration.*
- c. *Providing opportunities for parents to participate in written and electronic representation of the family engagement policy.*

D. Discretionary School Parent and Family Engagement Policy Components

- 1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:
  - a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
  - b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.
  - c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
  - d. Train parents to enhance the involvement of other parents.
  - e. In order to maximize parent and family engagement and participation in their children's education, arrange school



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meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.

- f. Adopt and implement model approaches to improve parent and family engagement.
- g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- i. Provide other reasonable support for parent and family engagement activities under this section as parents may request:
  - (1) *Lindeneau will host hybrid information sessions regarding information of Title I activities and events.*
  - (2) *Lindeneau will send notifications home in parents' native language, keeping parents informed of Title I meetings and programs.*
  - (3) *Lindeneau will notify parents electronically and/or via hard copies sent home of any upcoming Title I related events.*

## E. Accessibility

- 1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall





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provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand:

- a. *Offering translation services for Spanish-speaking families.*
- b. *Providing translation devices to meet the language needs of all families.*
- c. *Ensure programing and planning based on the needs of students and their families.*

## F. Adoption

1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.
2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:



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[See POLICY ALERT No. 227]

## 2415.57 WASHINGTON ELEMENTARY SCHOOL TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

### A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
  - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
  - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
  - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.



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### Washington Elementary School Title I – School Parent and Family Engagement

- e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
  - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (a) That parents play an integral role in assisting their child’s learning;
    - (b) That parents are encouraged to be actively involved in their child’s education at school;
    - (c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and



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(d) The carrying out of other activities, such as those described in section 1116 of the ESEA.

h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.

## B. School Parent and Family Engagement Policy Required Components

1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:  
(List actions)

a. The annual parent meeting held on September 2022.

b. Parents/community members are asked to serve on committees as needed (ongoing).

2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:  
(Describe when and where the annual meeting will be held.)

The annual meeting is held in September annually at the school and in person.

3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:

a. Family meetings will be held where child care will be provided; virtual options for those who cannot physically attend can collaborate.



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4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:  
*(List activities)*

- a. School website, flyers, voicemail and email reminders will be regularly utilized to inform and invite parent and family engagement in the planning and implementation of related activities.

5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

- (1) The challenging, state academic standards;
- (2) The state and local academic assessments including alternate assessments;
- (3) The requirements of Title I, Part A;
- (4) How to monitor their child's progress; and
- (5) How to work with educators to improve the achievement of their children.

- a. Parent Annual Meeting



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- b. RTI workshops
  - c. Parent-Teacher Conferences
  - d. Teacher in-district workshops
- 6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
  - a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:
    - (1) Family STEAM Night
    - (2) Family Math Night
    - (3) Family Literacy Night
  - b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:
    - (1) Acknowledging the significance of parents as equal educational partners, the value and utility of contributions of parents, and best practices in these



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areas throughout instances such as staff meetings or  
trainings.

(2) Hosting Family STEAM Night, Family Math Night,  
Family Literacy Night

c. The school will, to the extent feasible and appropriate,  
coordinate and integrate parent and family engagement  
programs and activities with Head Start, Home Instruction  
Programs for Preschool Youngsters, Parents as Teachers  
Program, and public preschool and other programs, and  
conduct other activities, such as parent resource centers,  
that encourage and support parents in more fully  
participating in the education of their children, by:

(1) Communicating workshops and opportunities for  
parents to learn about the importance of literacy and  
mathematics; teaching parents how to support their  
students at home

d. The school will take the following actions to ensure that  
Title I information related to the school and parent  
programs, meetings, and other activities, is sent to the  
parents of participating children in an understandable and  
uniform format, including alternative formats upon request,  
and, to the extent practicable, in a language the parents can  
understand:

*(List actions)*

(1) The district and school's website will provide  
information regarding Title I, NJ Standards and  
school events.

7. The school will coordinate and integrate parent and family  
engagement strategies under Title I with parent and family  
engagement strategies under the following programs: [Such as:



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Washington Elementary School Title I – School Parent  
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Head Start, Parents as Teachers, Home Instruction Programs for  
Preschool Youngsters, and state-operated preschool programs], by:

- a. Publicizing talks, workshops and opportunities for  
educating parents in engagement strategies.
8. The school will take the following actions to conduct, with the  
involvement of parents, an annual evaluation of the content and  
effectiveness of this parent and family engagement policy in  
improving the quality of its Title I schools. The evaluation will  
include identifying barriers to greater participation by parents in  
parent and family engagement activities (with particular attention  
to parents who are economically disadvantaged, are disabled, have  
limited English proficiency, have limited literacy, or are of any  
racial or ethnic minority background). The school district will use  
the findings of the evaluation about its parent and family  
engagement policy and activities to design strategies for more  
effective parent and family engagement, and to revise if necessary  
(and with the involvement of parents) its parent and family  
engagement policies:  
*(List actions, such as describing how the evaluation will be  
conducted, identifying who will be responsible for conducting it,  
and explaining what role parents will play.)*
- a. Participation of parents on the Annual School Planning  
Committee.
  - b. Responses from parent survey.
9. The school will take the following actions to involve parents in the  
process of school review and improvement:
- a. Encourage parent participation in Title I meetings and  
events.
  - b. Participation of parents on the Annual School Planning  
Committee.





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- c. Responses from parent survey.
- 10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:
  - a. The administration will gather input from families.
  - b. The administration will contact the parent to discuss concerns.
  - c. Based upon feedback, the plan will be updated as appropriate.
- C. Shared Responsibilities for High Student Academic Achievement
  - 1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement:
    - a. Parents will be notified via email, phone, and website throughout the school year
- D. Discretionary School Parent and Family Engagement Policy Components
  - 1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:



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### Washington Elementary School Title I – School Parent and Family Engagement

- a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.
- c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
- d. Train parents to enhance the involvement of other parents.
- e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.
- f. Adopt and implement model approaches to improve parent and family engagement.
- g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.



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- i. Provide other reasonable support for parent and family engagement activities under this section as parents may request:
  - (1) The School's website and monthly newsletter will provide information about how to contact the Title I Committee.
  - (2) Family Night Invitations will be sent in a timely manner.

## E. Accessibility

1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand:
  - a. Offer relevant information posted on the school website.
  - b. Offer translated documents as requested.
  - c. Provide such other reasonable support for parental involvement activities under this Policy as parents may request.

## F. Adoption

1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.



# POLICY GUIDE

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Washington Elementary School Title I – School Parent  
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2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:



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## APPROVAL OF POLICIES – SECOND READING

BE IT

RESOLVED:

that upon the recommendation of the Acting Superintendent of Schools, the Edison Board of Education approves the second reading of the following Revised and Abolished Policies, as annexed hereto:

1. Policy No. 2360 – Use of Technology (Revised)
2. Policy No. 2361 – Acceptable Use of Computer Network/Computers and Resources (M) (Revised)
3. Policy No. 2363 – Pupil Use of Privately-Owned Technology (Abolish)
4. Policy No. 7523 – School District Provided Technology Devices to Pupils (Revised)

# POLICY

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USE OF TECHNOLOGY

TO

## 2360 USE OF TECHNOLOGY

The Board of Education recognizes the use of technology in the educational process is an essential part of the schooling experience. Technology is to be viewed as a resource to enhance the learning process among other resources available to teachers and pupils. In addition, technology can be used to enhance the administration of the schools and the district. In order to provide direction and meaning to the use of technology as an instructional resource, the Board encourages and supports staff use of technology as a component of the learning process.

For purposes of this policy "technology" includes, but is not limited to, the use of computers and computer peripherals, communications networks, access to databases and libraries of information and the integration of audio, video, multimedia devices and media for purposes of teaching and learning.

The Superintendent, in consultation with teaching and support staff, shall recommend to the Board the acquisition of appropriate technology to best implement the curricular, instructional, and administrative program of the school district. The Superintendent shall prepare a technology plan for the school district to encompass the following:

### Curricular, Instructional and Administrative Need

The technology plan shall define the curricular, instructional and administrative need for technological equipment and media for the district.

### In-service Education

The Board shall provide opportunities for school staff to participate in in-service programs on hardware or software programs to be used in the execution of educational and administrative tasks. In-service programs may be provided in or out of the district.

### Standards, Codes and References

All technology installations shall conform to the industry standards and applicable Federal, State and local statutes and codes.

### Facilities Planning



In all facilities projects involving new constructions, additions, and renovations the Superintendent or designee shall ensure the plans include provisions for current and future technology needs in terms of the structural, electric/electronic, mechanical, acoustical and visual systems of the building(s). All educational specifications shall include features required for the use of instructional technology.

## Computers

The school district will provide support or maintenance agreements for specified brands of computers. All other computers purchased or donated will be subject to repair only when non-allocated funding is available and therefore may remain unrepaired until funding is available.

## Computer Software Acquisition and Upgrading

The school district will only support the specified upgrades and training. Staff members shall not purchase software that has not been included on a list of specified software or has been approved by the Superintendent or designee.

The Superintendent will recommend the purchase of upgrades to software as needed. An evaluation of upgrades shall be made by appropriate personnel and no upgrade shall be purchased without the express approval of the Superintendent or designee.

## Site Licenses

In the case where more than one copy of a software program is required, the Superintendent or designee shall attempt to acquire or negotiate a site license with the software developers. In the event a site license is not possible, vendors shall be sought who will provide multiple copies at a discounted cost.

## Software Copyright

All employees shall strictly adhere to the copyright laws of the United States. No software shall be copied and/or distributed except in accordance with these laws. All software placed on media workstations or any network with public access shall be copy protected by the Superintendent or designee, who shall assure that individuals who have access to such programs shall not copy them without authorization.

## Internal Communication (District)

The school district shall provide communication between schools by a variety of means.



## External Communications

The Board encourages the use of external communications so schools may utilize the vast resources of external databases and communicate with other schools, external agencies, and businesses throughout the world. Gateways to such communications will be supported by the school district. The use of particular gateways shall be approved by the Superintendent or designee. The Superintendent or designee shall be responsible for the installation of software in district owned computers and/or computer systems that prevents access to gateways and Internet sites that have material considered by the Superintendent or designee to be inappropriate for use by pupils.

## Computer Laboratories and Distributed Computing

In order to provide teacher, staff, and pupil access to computers, the Board directs that provisions be made to provide computer access in computer laboratories, classrooms, and school libraries/media centers.

## Audio/Video

All audio and/or video materials shall be used in accordance with the copyright laws of the United States. Teachers, pupils, or staff who create audio or video materials containing the voices or images of the individuals involved shall obtain proper releases from those individuals, their parent(s) or legal guardian(s) for instructional use within the school.

## Informing Parents, Legal Guardians and Interested Parties

Upon request, the Building Principal shall make available to parent/legal guardians the computer hardware and software used in the district ~~[in order that a computer purchased privately for home use may be compatible with the computer and software the pupil uses in the school setting.]~~

## Technology Coordination

The Board shall appoint a Superintendent or designee to assure the technology needs of the district are met in the most efficient manner possible at the lowest costs available to meet specified needs.

## Broadcast Rights and Copyrights





The Board specifically retains the Broadcast rights and copyrights to all materials created by employees of the Board as part of their responsibilities to the Board. Any financial remuneration for the use of such materials shall be retained by the Board.

## Computer Security

The Superintendent or designee shall develop security procedures to include, but not be limited to, the following areas:

1. Physical Security of Equipment

All computer equipment shall be maintained in a secure manner appropriate to its location.

2. Data Security

- a. Back-up procedures for system files, libraries, and data shall be practiced in a timely fashion.
- b. Disaster recovery plans shall be kept up-to-date at all times.
- c. Password protection shall be in place and updated periodically.
- d. Resource security shall be in place to prevent unauthorized access to system files, libraries, and data.

3. Employee Training

All new employees having, as part of their job responsibilities, access to computers and information systems will be trained in the proper security procedures outlined above.

All employees having, as part of their job responsibilities, access to computers and information systems will be kept up-to-date on current security procedures for equipment and data.

4. Transaction Audit Trail

Appropriate procedures will be maintained in order to monitor system activity and users, as necessary.



5. Security Officer

The Superintendent or designee shall serve as the district's Computer Security Officer to monitor system security procedures.

Use of Facsimile (FAX) Machines

Fax machines provide a useful means of communicating and shall be subject to the same rules that apply to the use of telephones. All incoming faxes shall be considered confidential mail. No disclosure of the contents of any fax shall be made except to the individual for whom the fax is intended. Any individual violating this confidentiality shall be subject to discipline as provided by the policies and regulations of the Board.

N.J.A.C. 6A:26-6.1 et seq.  
17 U.S.C. 101 et seq.

Adopted: 24 January 2011



## ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES (M)

### TO

#### 2361 ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES (M)

The Board of Education recognizes as new technologies shift the manner in which information is accessed, communicated, and transferred; these changes will alter the nature of teaching and learning. Access to technology will allow pupils to explore databases, libraries, Internet sites, and bulletin boards while exchanging information with individuals throughout the world. The Board supports access by pupils to these information sources but reserves the right to limit in-school use to materials appropriate for educational purposes. The Board directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes technology allows pupils access to information sources that have not been pre-screened by educators using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer networks and declares unethical, unacceptable, or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges, and/or instituting legal action.

The Board provides access to computer networks/computers for educational purposes only. The Board retains the right to restrict or terminate pupil access to computer networks/computers at any time, for any reason. School district personnel will monitor networks and online activity to maintain the integrity of the networks, ensure their proper use, and ensure compliance with Federal and State laws that regulate Internet safety.

#### **[District Provided Devices**

The district provides a device to every pupil in the district. Students must use a district-issued device to remotely access digital learning platforms for the following reason:

- Content filtering which controls the flow of content to the district owned devices
- Receives relevant software updates
- Provides security and management of each device

These technical requirements ensure that pupils can safely access educational content while completing their school work when off-campus. In the absence of a



## ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES (M)

**specific need for a specialized device, pupils shall not use personal, privately-owned devices when accessing the district's digital learning platforms or completing their homework while online.]**

### Standards for Use of Computer Networks

Any individual engaging in the following actions when using computer networks/computers shall be subject to discipline or legal action:

- A. Using the computer networks/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate Federal, State, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the networks. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.
- B. Using the computer networks/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.
- C. Using the computer networks in a manner that:
  - 1. Intentionally disrupts network traffic or crashes the network;
  - 2. Degrades or disrupts equipment or system performance;
  - 3. Uses the computing resources of the school district for commercial purposes, financial gain, or fraud;
  - 4. Steals data or other intellectual property;
  - 5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another person;
  - 6. Gains or seeks unauthorized access to resources or entities;
  - 7. Forges electronic mail messages or uses an account owned by others;
  - 8. Invades privacy of others;
  - 9. Posts anonymous messages;



## ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES (M)

10. Possesses any data which is a violation of this Policy; and/or
11. Engages in other activities that do not advance the educational purpose for which computer networks/computers are provided.

### Internet Safety Protection

As a condition for receipt of certain Federal funding, the school district shall be in compliance with the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and has installed technology protection measures for all computers in the school district, including computers in media centers/libraries. The technology protection must block and/or filter material and visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image file or other material or visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

This Policy also establishes Internet safety policy and procedures in the district as required in the Neighborhood Children's Internet Protection Act. Policy 2361 addresses access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including "hacking" and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

Notwithstanding blocking and/or filtering the material and visual depictions prohibited in the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act, the Board shall determine other Internet material that is inappropriate for minors.

In accordance with the provisions of the Children's Internet Protection Act, the Superintendent of Schools or designee will develop and ensure education is provided to every pupil regarding appropriate online behavior, including pupils interacting with other individuals on social networking sites and/or chat rooms, and cyberbullying awareness and response.



# POLICY

## EDISON BOARD OF EDUCATION

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### ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS AND RESOURCES (M)

The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly Board meeting or during a designated special Board meeting to address and receive public community input on the Internet safety policy - Policy and Regulation 2361. Any changes in Policy and Regulation 2361 since the previous year's annual public hearing will also be discussed at a meeting following the annual public hearing.

The school district will certify on an annual basis, that the schools, including media centers/libraries in the district, are in compliance with the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act and the school district enforces the requirements of these Acts and this Policy.

#### Consent Requirement

No pupil shall be allowed to use the school districts' computer networks/computers and the Internet unless they have filed with a consent form signed by the pupil and his/her parent(s) or legal guardian(s).

#### Violations

Individuals violating this Policy shall be subject to the consequences as indicated in Regulation 2361 and other appropriate discipline, which includes but are not limited to:

1. Use of the network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities.

N.J.S.A. 2A:38A-3

Federal Communications Commission: Children's Internet Protection Act.

Adopted: 24 January 2011

Revised: 23 July 2012

Revised:



# POLICY

## EDISON BOARD OF EDUCATION

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### PUPIL USE OF PRIVATELY-OWNED TECHNOLOGY

#### ABOLISH

#### 2363 PUPIL USE OF PRIVATELY-OWNED TECHNOLOGY

The Board of Education recognizes technology is always changing and as a result of increased accessibility to technology many pupils possess technology devices for their use during non-school hours. These privately-owned devices may be beneficial to pupils during school hours for approved educational purposes. Therefore, the Board of Education will allow pupils to use their privately-owned technology devices under conditions outlined in this Policy.

For the purpose of this Policy, "technology" means hardware or software.

For the purpose of this Policy, "privately-owned" means technology hardware and software that is purchased, owned, and maintained by the pupil at no expense to the school or school district.

For the purpose of this Policy, "hardware" means any device that can store, access, retrieve, and/or communicate data or information. "Hardware" may include, but is not limited to, any type of computer device; wireless telephone; electronic reader; personal digital assistant (PDAs); video broadcasting and/or recording device; or camera.

For the purpose of this Policy, "software" means any computer program(s) or related data that provide instruction for telling a computer or other hardware device what to do and how to do it.

The use of privately-owned technology by a pupil in the educational program during the school day must be approved by the school teaching staff member responsible for supervising and/or providing the pupil's instructional program. A teaching staff member may approve a pupil's use of privately-owned technology based on the assignment(s) to the pupil. The teaching staff member may also prohibit the use of privately-owned technology for an assignment(s).

Teaching staff members shall notify their immediate supervisor or Principal that pupils will be using privately-owned technology during instructional time.

Pupils who use privately-owned technology in school will not be given access to the school district's computer server(s) or network(s). In the event the teaching staff member approves the use of privately-owned technology to access the Internet, the access must be through the privately-owned technology without the use of any school district hardware or software. A teaching staff member who approves a pupil to use their privately-owned



## PUPIL USE OF PRIVATELY-OWNED TECHNOLOGY

technology to access the Internet during instructional time will provide the pupil with a list of approved Internet sites the pupil is permitted to access. A pupil granted such permission must comply with school district policies and regulations regarding acceptable use of computers and technology. Any use of privately-owned technology by a pupil shall be in strict accordance with the teaching staff member's specific approval(s) and Board policies and regulations. Any violation will subject the pupil to appropriate discipline and/or grading consequences.

The teaching staff member, in considering the use of privately-owned technology, will ensure such approval does not provide any advantage or benefit to the pupil who owns such technology over the pupil who does not own such technology. The teaching staff member will not approve the use of privately-owned technology if the teaching staff member determines the use would be advantageous or beneficial to the pupil who owns such technology over the pupil who does not own such technology.

The school district assumes no responsibility for any privately-owned technology brought to school by a pupil. The pupil shall be responsible for the proper operation and use of any privately-owned technology brought to school. School staff members shall not be responsible for the effective use and/or technical support for any privately-owned technology.

The school district shall assume no responsibility for the security of or damage to any privately-owned technology brought to school by a pupil. Pupils are encouraged to purchase private insurance for loss, damage, or theft of any privately-owned technology the pupil brings to school.

Adopted: 23 July 2012





## SCHOOL DISTRICT PROVIDED TECHNOLOGY DEVICES TO PUPILS

### TO

#### 7523 SCHOOL DISTRICT PROVIDED TECHNOLOGY DEVICES TO PUPILS

The Board of Education may provide technology devices to pupils in the district for school district authorized use only. The purpose of this Policy is to establish general guidelines for the issuance and utilization of any school district technology device provided to pupils of this district. For the purposes of this Policy, "technology device" or "device" shall include, but not be limited to, portable devices such as computers, laptops, tablets, cellular telephones, or any other computing or electronic devices the school district provides to pupils to be used as part of their educational program.

A technology device made available to pupils will not be considered a textbook or supply, as defined in N.J.S.A. 18A:34-1, mandatory to a successful completion of the classroom curriculum. Therefore, because a technology device defined in this Policy is not mandatory to a successful completion of a pupil's classroom curriculum, a pupil will not be required to obtain a technology device provided by the school district as defined in this Policy. In the event the school district provides a technology device that is deemed mandatory to a successful completion of the classroom curriculum, the district will provide pupils with such a technology device consistent with its textbook or supply policies. ~~[Nothing in this Policy prohibits a pupil from using their personal technology device in accordance with school rules and regulations.]~~

A technology device provided by the school district may include pre-loaded software. A pupil is prevented from downloading additional software onto the technology device or tampering with software installed on the technology device. Only school district authorized staff members may load or download software onto a school district provided technology device.

To receive a school district provided technology device, the parent and pupil must sign a **[Technology Use Agreement Form]** requiring the parent and the pupil to comply with certain provisions. These provisions may include, but are not limited to:

1. A school district provided technology device must be used only by the pupil for school district authorized use;
2. A pupil shall comply with the school district's acceptable use of technology policies, which shall be attached to the **[Technology Use Agreement Form]**, in their use of any school district provided technology device;



## SCHOOL DISTRICT PROVIDED TECHNOLOGY DEVICES TO PUPILS

3. Any school district provided technology device loaned to a pupil must be returned to the school district in the condition it was initially provided to the pupil considering reasonable use and care by the pupil;
4. The parent or pupil shall be responsible to reimburse the school district the cost of any technology device that is lost, damaged beyond reasonable use or beyond its value, abandoned, missing, stolen, or cannot be returned to the district in accordance with the terms of the School District Provided Technology Device Form;
5. The district may require, or offer as an option, depending on the type of technology device provided to the pupil, an insurance policy to be purchased by the parent or pupil that would cover certain losses or damage to a technology device during the time period the pupil has possession of the device. The parent or the pupil shall pay any insurance policy required deductibles in the event of a loss;
6. In the event the school district does not require the purchase of an insurance policy for a technology device or the parent or pupil elects not to purchase optional insurance, the parent and/or pupil shall be responsible for any loss or damage to the technology device in accordance with the terms of the School District Provided Technology Device Form;
7. A pupil will be required to report any hardware or software problems in the operation of the device to the school district staff member, designated on the **[Help Desk System]**, within two school days of the commencement of the problem;
8. A pupil must report to the school district staff member designated on the **[Technology Use Agreement Form]** within two school days in the event the technology device has been damaged or is missing;
9. A parent or pupil is required to immediately file a police report in the event it is believed the technology device has been stolen. Within one school day after filing a police report, a parent or pupil shall complete the School District Provided Technology Device Loss Form and submit the completed Loss Form and a copy of the police report to the Principal or designee;
10. A pupil shall be required to provide routine cleaning and care of the device in accordance with school district cleaning and care guidelines;



## SCHOOL DISTRICT PROVIDED TECHNOLOGY DEVICES TO PUPILS

11. The pupil shall have the technology device in their possession in school as required; and
12. Any other provisions the Superintendent of Schools determines should be included on the **[Technology Use Agreement Form]**.

The school district will provide the pupil and parent with written or electronic notification that the technology device provided by the school district may record or collect information on the pupil's activity or the pupil's use of the technology device if the device is equipped with a camera, global positioning system, or other feature capable of recording or collecting information on the pupil's activity or use of the device. This notification shall also include a statement that the school district shall not use any of the capabilities in a manner that would violate the privacy rights of the pupil or any individual residing with the pupil. The parent shall be required to acknowledge receipt of this notification and the parent acknowledgement shall be retained by the Principal or designee for as long as the pupil retains the use of the school district provided technology device. The parent acknowledgement and a signed School District Provided Technology Device Form shall be required before the issuance of a technology device to a pupil. In accordance with the provisions of P.L. 2013, Chapter 44, a school district failing to provide this notification shall be subject to a fine of \$250 per pupil, per incident. The fine shall be remitted to the New Jersey Department of Education, and shall be deposited in a fund that shall be used to provide laptop or other portable computer equipment to at-risk pupils as defined in N.J.S.A. 18A:7F-45.

Pupils shall comply with all school district policies for the use of a school district provided technology device. A pupil shall be subject to consequences in the event the pupil violates any school district policy, including the district's acceptable use policies; pupil code of conduct; any provision of this Policy; or any provision of the School District Provided Technology Device Form.

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

P.L. 2013, Chapter 44 – "The Anti-Big Brother Act"

Adopted: 26 August 2013

Revised:



LAW ENFORCEMENT UNITS FOR THE PUBLIC SCHOOLS OF EDISON TOWNSHIP – 2022-2023  
SCHOOL YEAR - REVISED

WHEREAS, the Safety and Security of the students, staff and visitors of the Edison Township Public Schools is a primary concern; and

WHEREAS, the staff and faculty of the Edison Township Public Schools' Administration must communicate certain information to law enforcement; and

WHEREAS, law enforcement agencies require certain information to maintain the public safety; and

WHEREAS, the Edison Township Board of Education must comply with the Family Educational Rights and Privacy Act ("FERPA"); and

WHEREAS, to comply with FERPA while working with law enforcement, and in accordance with Section 2.4 of the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials, the Superintendent of Schools established a Law Enforcement Unit within the District.

NOW, THEREFORE,  
BE IT RESOLVED: that upon the recommendation of the Acting Superintendent of Schools, the Edison Township Board of Education confirms the Law Enforcement Unit, consisting of the following members or the 2022-2023 school year:

- Acting Superintendent of Schools – Edward Aldarelli, Ed.D.
- Director of School Safety & Security – Patrick Kissane
- Chief Technology & Information Officer – Ralph Barca
- Edison High School Principal – Charles Ross
- John P. Stevens High School Principal – Meredith Quick
- Herbert Hoover Middle School Principal – Brian McGrath
- John Adams Middle School Principal – Joan Valentine Ed.D.
- Thomas Jefferson Middle School Principal – Antoinette Emden
- Woodrow Wilson Middle School Principal – Jennifer Blevins
- Lincoln Elementary School Principal – Shawn Scully
- Washington Elementary School Principal – Sandra Schlatter
- James Madison Intermediate School Principal – Donna Abatemarco
- Benjamin Franklin Elementary School Principal – Nicole Bevere, Ed.D.
- John Marshall Elementary School Principal – Ami Hoffman
- Menlo Park Elementary School Principal – Michael Duggan
- James Monroe Elementary School Principal – Cynthia Tufaro
- Lindeneau Elementary School Principal – Donald Platvoet
- Woodbrook Elementary School Principal – Nicole Cirillo
- Martin Luther King Elementary School Principal – Regina Paparsenos
- James Madison Primary School Principal – Michael Seiler
- Edison Early Learning Center Principal – Anthony Shallop, Ph.D.
- Franklin D. Roosevelt Pre-School Principal – Anthony Shallop, Ph.D.

APPROVAL OF THE MEMORANDUM OF UNDERSTANDING BETWEEN THE EDISON  
TOWNSHIP BOARD OF EDUCATION & THE EDISON TOWNSHIP ICE HOCKEY PARENTS  
ASSOCIATION, INC.

BE IT

RESOLVED:

that upon the recommendation of the Acting Superintendent of Schools, the Edison Township Board of Education approves the Memorandum of Understanding Between the Edison Township Board of Education and the Edison Township Ice Hockey Parents Association, Inc. for the 2022-2023 school year, as annexed hereto.

APPROVAL OF FIELD TRIPS

BE IT

RESOLVED: that upon the recommendation of the Acting Superintendent of Schools, the Edison Township Board of Education approves the following field trips:

1. Thirty students and three advisors from John P. Stevens High School's Model UN will be attending the North American Invitational Model United Nations in Washington, DC in February 2023. There will be no cost to the Board of Education, except for the cost of substitute teachers.
2. Twenty students and two advisors from John Adams Middle School's FCCLA will be attending the 2023 NJ FCCLA State Leadership Conference in Cherry Hill, NJ in March 2023. There will be a cost to the Board of Education for transportation, as well as the cost of substitute teachers.

PROFESSIONAL DEVELOPMENT DOCUMENTATION -JANUARY 2023

BE IT

RESOLVED: that upon the recommendation of the Acting Superintendent of Schools, the Edison Township Board of Education approves the professional development documentation for January 2023, as annexed hereto.

**Professional Development Approval Documentation  
January 2023 Board Agenda**

NAME	SCHOOL	DATE	CONFERENCE	LOCATION	REGISTRATION FEE	HOTEL EXPENSES **	OTHER EXPENSES **	FUND
Barca, Ralph	Ed Center	01/24/23 – 01/27/23	2023 Techspo	Atlantic City, NJ	\$565.00	\$494.14	**	Professional Development
Aldarelli, Ed.D., Edward	Ed Center	01/25/23 – 01/27/23	2023 Techspo	Atlantic City, NJ	\$565.00	\$235.52	**	Professional Development
Bruce, Bria	Ed Center	01/25/23 – 01/27/23	2023 Techspo	Atlantic City, NJ	\$565.00	\$235.52	**	Professional Development
Henriquez, Lorenzo	Ed Center	01/25/23 – 01/27/23	2023 Techspo	Atlantic City, NJ	\$565.00	\$281.18	**	Professional Development
Toth, Jonathan	Ed Center	01/25/23- 01/27/23	2023 Techspo	Atlantic City, NJ	\$565.00	\$235.52	**	Professional Development
Fitzgerald, David	Ed Center	01/30/23	Asbestos Refresher for AHERA Management Planning	Virtual	\$150.00	N/A	N/A	Professional Development
Fitzgerald, David	Ed Center	01/30/23	Asbestos Refresher for AHERA Inspectors	Virtual	\$150.00	N/A	N/A	Professional Development
Hoffman, Michael	Ed Center	01/30/23	Asbestos Refresher for AHERA Inspectors	Virtual	\$150.00	N/A	N/A	Professional Development
Lad, Nirav (Previously approved on the 08/23/22 agenda)	Ed Center	02/21/23 – 02/24/23	National Association of Bilingual Education	Portland, OR	\$820.00	\$969.76 (Revised)	\$670.20 (Revised)	Title III (Registration only) EPSA
Mosley-Aviles, Maritza (Previously approved on the 10/18/22 agenda)	Ed Center	02/21/23 – 02/24/23	National Association of Bilingual Education	Portland, OR	\$870.00	\$969.76	\$850.21 (Revised)	Title III (Registration only) EPSA
Schlatter, Sandra (Previously approved on the 12/20/22 agenda)	Ed Center	02/21/23 – 02/24/23	National Association of Bilingual Education	Portland, OR	\$970.00	\$685.45 (Revised)	\$790.60 (Revised)	Title III (Registration only) EPSA
Yannuzzi, Valerie	MLK	03/01/23	Dyslexia: Best Targeted Interventions to Accelerate Greater Literacy Success	Virtual	\$279.00	**	**	Professional Development
Andino, Manuel (Previously approved on the 10/18/22 agenda)	JPS	03/03/23 – 03/04/23	NECTFL 2023 Conference	New York, NY	\$180.00 (Revised)	N/A	N/A	Professional Development
Hall-Eatman, Shaheda	JPS	03/08/23 – 03/10/23	A Dream Deferred Conference	Chicago, IL	\$470.00	\$467.00	\$600.00	AP Fund
Sandsal, David	EHS	03/14/23 – 03/17/23	DAANJ Annual Conference	Atlantic City, NJ	\$400.00	\$316.21	**	Professional Development
Brack, Diane	Ed Center	03/15/23	NJAMLE Annual Conference	Lincroft, NJ	\$150.00	N/A	N/A	Professional Development



Shaw, Cathy	Ed Center	03/15/23	NJAMLE Annual Conference	Lincroft, NJ	\$150.00	N/A	N/A	Professional Development
Tsaoy, Kristen	EHS	03/15/23	NJAMLE Annual Conference	Lincroft, NJ	\$150.00	**	**	Professional Development
Patel, Hritisha	Ed Center	03/22/23 03/29/23 04/05/23 04/12/23 04/19/23 04/26/23	Growth Collective: March & April 2023	Virtual	\$1,446.00	N/A	N/A	ESSERZ
DiFazio, Toni	Lincoln	03/27/23	NJ AASA Women's Leadership Conference	Somerset, NJ	\$249.00	N/A	N/A	Professional Development
Gil, Annamarie	Ed Center	03/27/23	NJ AASA Women's Leadership Conference	Somerset, NJ	\$249.00	N/A	N/A	Professional Development
Mahabir, Baninder	Ed Center	03/27/23	NJ AASA Women's Leadership Conference	Somerset, NJ	\$249.00	N/A	N/A	Professional Development
Mosley-Aviles, Maritza	Ed Centr	03/27/23	NJ AASA Women's Leadership Conference	Somerset, NJ	\$249.00	N/A	N/A	Professional Development
Blevins, Jennifer	WWMS	03/27/23 & 03/28/23	NJASA/NJPSA Women's Leadership Conference	Somerset, NJ	\$409.00	**	**	Professional Development
Lad, Nirav	Ed Center	05/25/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Sanchez, Jessica	JMP	05/23/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Campbell, Sarah	JMI/Menlo	05/25/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Slater, Dana	Woodbrook	05/23/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Burton, Jill	Menlo	05/25/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Lobo-Chan, Harvey	Menlo	05/25/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Gu, Linda	Monroe	05/25/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Ballon, Dana	Lincoln	05/23/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Fleischman, Mandy	Lincoln	05/23/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Vaghani, Meghana	Ben Franklin	05/23/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Rivera, Tony	Ben Franklin / Washington	05/23/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Book, Kate	Washington	05/23/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III

Mendoza, Alexandra	Washington	05/24/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Melendez, Marcel	MLK/Menlo	05/25/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Buehler, Trisha	Washington	05/24/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Rositer, Genoveffa	Marshall	05/23/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Rondinone, Samantha	Marshall	05/23/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Wong, Karen	Lindeneau	05/23/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Chawla, Manisha	JPS/JAMIS	05/25/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Schnitzer, Robyn	JPS	05/24/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Barry, Christine	JPS	05/25/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Haggard, Kirstin	WWMS	05/24/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Zambrano, Julie	HHMS	05/24/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Fulham, Maria	EHS	05/25/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Marhefka, Antonella	EHS	05/24/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Huang, James	EHS	05/24/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III
Kousoullis, Fotini	TJMS	05/25/23	NJTESOL/NJBE Spring Conference 2023	New Brunswick, NJ	\$325.00	N/A	N/A	Title III

\*\*Pursuant to N.J.S.A.18A:11-12 et.seq.; NHHMS.J.A.C. 6A23A-5.9, 6.13, and 7.1 et.seq.; Federal OMB Circular A-87 and Board Policy No. 6471

\* As per previously approved by the Superintendent of Schools

# OUT-OF-DISTRICT PLACEMENTS –JANUARY 2023

BE IT  
RESOLVED: that upon the recommendation of the Acting Superintendent of Schools, the Edison Board of Education approves the following Out-of-District Placements:

## (Special Education Students)

<u>Student ID #</u>	<u>Effective Date</u>	<u>Previous Placement</u>	<u>New Placement</u>	<u>Annual Tuition</u>		<u>Rationale</u>
3037885	12/23/22	Montgomery Academy	N/A	(\$51,559)		Terminated Placement (Transferred Out)
3034900	12/16/22	High Point School of Bergen County	N/A	(\$38,102)		Terminated Placement (Transferred Out)
3018064	12/19/22	Rutgers-UBHC	Pineland Learning Center	\$36,960		Change of Placement (JJC/Court Placement)
3037672	01/13/23	Harbor School	Lakeview School	\$51,130		IEP Team Decision (Change of Placement)
3006428	01/23/23	East Mountain School	NuView Academy	\$32,373		IEP Team Decision (New Entrant)
3038283	01/02/23	Woodbridge Township Schools	Bright Beginnings Learning Center	\$29,456		New Entrant (Continuing Placement)
				New Placement	District of Origin	
3038050	01/17/23	Pine Hill School District	NuView Academy	NuView Academy	Pine Hill School District	New Residential Laurie Haven Group Home student

## (General Education Students)

<u>Student ID #</u>	<u>Effective Date</u>	<u>Previous Placement</u>	<u>New Placement</u>	<u>Annual Tuition</u>	<u>Rationale</u>
3016372	01/05/23	Somerset Secondary Academy-SCESC	Somerset Secondary Academy-SCESC	\$32,596	Continuing Placement

APPROVAL OF MINUTES – DECEMBER 2022

BE IT

RESOLVED:

that upon the recommendation of the Acting Superintendent of Schools, the Edison Township Board of Education approves the minutes of the December 15, 2022 Caucus Meeting and the December 20, 2022 Public Meeting.

## FINANCE RESOLUTIONS

### 1. APPROVAL OF MONTHLY FINANCIAL REPORTS

BE IT

RESOLVED:

that upon the recommendation of the Acting Superintendent of Schools, the Edison Township Board of Education confirms the following monthly reports:

- Ratification of Electronic Transfers for Self-Funded Medical & Prescription Costs – January 2023
- Warrant Accounts – January 2023
- Monthly Transfer Report – December 2022
- Voided Checks – December 2022
- Purchase Orders – January 2023
- Report of the Board Secretary – December 2022

### 2. SUBMISSION OF THE PROTECT THE GROMS SHADE STRUCTURE GRANT, FY 23

BE IT

RESOLVED:

that upon the recommendation of the Acting Superintendent of Schools, the Edison Township Board of Education approves the submission of an application for Lincoln Elementary School, sponsored by Sun Bum Protect the Groms, Fiscal Year 2023, in the amount of \$10,000.00.

### 3. SUBMISSION OF THE USDA NSLP FY 2022 EQUIPMENT ASSISTANCE GRANT, FY 23, FY 24

BE IT

RESOLVED:

that upon the recommendation of the Acting Superintendent of Schools, the Edison Township Board of Education approves the submission of an application for the purchase, renovation, or replacement of food service equipment, sponsored by the United States Department of Agriculture, Fiscal Year 2023 and Fiscal Year 2024, in the amount up to \$100,000.00.

### 4. BID – OBSOLETE TECHNOLOGY EQUIPMENT

BE IT

RESOLVED:

that there were no bidders for the Obsolete Technology Equipment bid; and, therefore, this item will be rebid. (Bid Date – 01/12/23)

### 5. RFP – BANKING SERVICES

BE IT

RESOLVED:

that the Edison Township Board of Education received Requests for Proposals for Banking Services on January 18, 2023 and hereby appoints First Bank, Investors Bank and Magyar Bank to authorize depositories, for the period of January 25, 2023 through June 30, 2023; and

BE IT FURTHER

RESOLVED:

that the Board President and Business Administrator/Board Secretary are hereby authorized to execute an Agreement on behalf of the Board; and

BE IT FURTHER

RESOLVED:

that notice of the appointment shall be provided as required by N.J.S.A. 18A:18A-5a(1); and

BE IT FURTHER

RESOLVED:

that this Resolution and the Agreement shall be maintained on file and available for public inspection in the Board's office.

6. NON-PUBLIC SCHOOL TITLE IIA PROFESSIONAL DEVELOPMENT

BE IT

RESOLVED:

that upon the recommendation of the Acting Superintendent of Schools, the Edison Township Board of Education approves the following orders for Title IIA Non-Public School professional development, Fiscal Year 2023, as follows:

<u>Quote No.</u>	<u>Nonpublic School</u>	<u>Vendor</u>	<u>Total</u>
639	The Wardlaw Hartridge School April 13-15, 2023	Global Education Benchmark Group	\$545.00
N/A	The Wardlaw Hartridge School March 2-3, 2023	Northeast Conference on the Teaching of Foreign Languages	\$250.00

7. NON-PUBLIC SCHOOL TECHNOLOGY INITIATIVE PROGRAM

BE IT

RESOLVED:

that upon the recommendation of the Acting Superintendent of Schools, the Edison Township Board of Education approves the following orders for the New Jersey Non-Public School Technology Initiative Program, Fiscal Year 2023, as annexed hereto:

<u>Quote No.</u>	<u>Nonpublic School</u>	<u>Vendor</u>	<u>Total</u>
NDDW500	St. Thomas Aquinas HS	CDWG	\$22,233.11

8. TRANSPORTATION REPORT – JANUARY 2023

BE IT

RESOLVED:

that upon the recommendation of the Acting Superintendent of Schools, the Edison Township Board of Education approves the following Transportation Report for January 2023:

<u>Route</u>	<u>Carrier</u>	<u>School</u>	<u>Effective</u>	<u>Per Diem/Aide</u>
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<u>Contract Addendum ABC 22-30 – 2022-2023 School Year</u>				
JP03/JA03/ML04	ABC	JP Stevens HS/J Adams MS/ Menlo Park ES (Contract adjusted to add ML04)	09/01/22-06/30/23	\$600 .00 (Run increased by \$50.00)

<u>Quotes Edison BOE – 2022-2023 School Year</u>				
TJ19	ABC Transport	T Jefferson MS Soccer	11/04/22	\$395.00
JA TRIP1	ABC Transport	J Adams MS to Marathon Pavilion	11/04/22	\$950.00
JA TRIP2	ABC Transport	J Adams MS to Costco	10/04/22	\$345.00
JA TRIP2	ABC Transport	J Adams MS to Dollar Tree	10/11/22	\$345.00
HH18	Nelvi Transit	H Hoover MS Wrestling	12/15/22	\$500.00
TJ19	Nelvi Transit	T Jefferson MS - Boys' Basketball	12/16/22	\$500.00
QEHDIS1	Sunset Transportation	Edison HS Displaced Student	11/28/22-12/15/22	\$184.00

## UPCOMING MEETINGS

Event - Caucus Meeting  
Date - Thursday, February 23, 2023  
Location - Education Center (Caucus Room)  
Time - 7:00 P.M.

Event - Public Meeting  
Date - Tuesday, February 28, 2023  
Location - Edison High School (Auditorium)  
Time - 7:00 P.M.