

Perth Amboy Board of Education
REGULAR MEETING
October 17, 2024 – 5:30 p.m.
Perth Amboy High School
931 Convery Boulevard

MINUTES

1. Call to Order – President Peralta 5:35pm
2. Pledge of Allegiance
3. Notice of Meeting
“The New Jersey Open Public Meetings Law was enacted to ensure the right of the public to have advance notice of and to attend the meetings of public bodies at which any business affecting their interests is discussed or acted upon. In accordance with the provisions of the Act, the Perth Amboy Board of Education has caused notice of this meeting to be published by having the date, time and place thereof posted at the bulletin board in the Administrative Headquarters Building, mailing notices to The Home Tribune, El Diario/La Prensa, City Clerk Kupsch, as well as all other persons requiring notification pursuant to the New Jersey Open Public Meetings Law.”

4. Roll Call – Mr. Michael LoBrace, School Business Administrator/Board Secretary

Mr. Anderson	<u>P</u>	Ms. Crawford	<u>P</u>
Mr. George	<u>P</u>	Mr. Marte	<u>P Remote</u>
Ms. Melendez	<u>P</u>	Ms. Megan Oduyela	<u>P 6:13pm</u>
Mr. Quiles	<u>A</u>	Vice President Gonzalez	<u>P</u>
President Peralta	<u>P</u>		

Administration:

Dr. Roman	<u>P</u>
Dr. Medina	<u>P</u>
Mr. Rodriguez	<u>P</u>
Ms. Machado	<u>P</u>
Mr. LoBrace	<u>P</u>

5. Student Representative – Mr. Angel Cruz provided the Board and the public with updates for athletics, clubs, organizations, and academics within the High School, along with details of the Senior Sunrise. He announced the opening of the application process for the National Honor Society. He lauded school spirit and closed with the remarkable energy and enthusiasm permeating throughout High School.
6. Presentations:

Dr. Roman commented on the impressive efforts of Mr. Cruz as the Student Representative to the Board before inviting the Board to join the public to enjoy the following performance by the Marching Panthers:

- Band - Dr. Courtney Pepe, Director of Instructional Technology.

The Board then proceeded to return to the dais and listen to the following presentations:

- NJSLA, NJGPA and AP Perfect Scores - Ms. Jamie Richardson, Director of Curriculum and Instruction, Ms. Katelyn Tivald, Director of Counseling and Related Services and Dr. Courtney Pepe, Director of Instructional Technology.
- NJSLA/DLM - Ms. Jamie Richardson, Director of Curriculum and Instruction and Ms. Marcia Stillo, Director of Special Services.
- HIB Report - Self Assessment of the 2023-2024 School Year – Ms. Katelyn Tivald, Director of School Counseling and Related Services.
- School Counseling Department Updates - Ms. Katelyn Tivald, Director of School Counseling and Related Services.

Dr. Roman discussed the data provided and its correlation to State of NJ standards and the validation it exemplifies of what is being accomplished here in Perth Amboy. He also announced the availability of the NJ Transit bus discount cards procured by the district and the planned expansion of the availability of Before and After School care programs to meet some of the community’s needs. He addressed the continual remarks being put forth regarding the lack of supplies by confirming that almost \$3million of supplies have been purchased and a video was played showing the abundance of supplies in all buildings. The only change has been the implementation of enhanced inventory control systems.

7. Meeting open to the public for discussion of agenda items and non-agenda items. There will be only one public participation session at this meeting.

At this time, comments are invited on any matter. In accordance with the hearing requirement set forth in N.J.S.A. 18A:11-8(2)(a), the public is also invited to comment on the approval of revised Board Policy 5518, School Uniforms. Public participation shall be governed by Policy No. 0167. Anyone wishing to address the Board, please state your name, municipality of residence and group affiliation. Each statement made by a participant shall be limited to three minutes. No participant may speak more than once on the same topic until all others who wish to speak on that topic have been heard. All statements shall be directed to the presiding officer. No member of the public may address or question board members individually. Although the Board encourages public participation, it reserves the right, through its presiding officer, to terminate remarks to and/or by any individual not keeping with the conduct of a proper and efficient meeting. The Board discourages the public from speaking negatively about any employee, administrator, or student. Individuals can be held personally liable for defamatory or libelous statements made at public meetings. The Board bears no responsibility for comments made by members of the public. Comments regarding employees, administrators or students cannot be legally responded to by any member of the Board or administration.

Public Speaker #1
Discussed supplies, policies, EPTA’s, busing, nursing, support staff and sustainability.

Public Speaker #2
Congratulated NJSLA results and expressed concerns about the meeting and all the grievances being filed.

Public Speaker #3
A parent expressed concerns about the need for more security guards.

Public Speaker #4
The speaker had a question on the budget and transportation.

Public Speaker #5
Discussed the concern for transportation during a blizzard, cold weather, and a vehicular violation he received.

Public Speaker #6
Read a letter from another parent regarding DLS security for the buildings, transportation concerns regarding increased traffic and the pedestrian crossings around Route 440 ramps. He continued that students must be attentive when walking to and from school.

A roll call vote was taken for one additional minute to continue which was approved unanimously.

He continued regarding his concerns for safety inside schools and the need for a tougher zero tolerance stance on students being disruptive in class.

Motion to close Public comments.

<u>Oduyela</u>	<u>Gonzalez</u>
Motion	Seconded

No discussion.
All in favor.

8. **WHEREAS**, pursuant to N.J.S.A. 10:4-12 (b), the Board of Education may exclude the public from that portion of a public meeting wherein the board discusses any of the matters set forth at N.J.S.A. 10:4-12 (b) (1) -(9);

NOW, THEREFORE, BE IT RESOLVED that in accordance with the provisions of the Open Public Meeting Act (“Act”), the Board of Education shall conduct a closed session pursuant to the provisions of N.J.S.A. 10:4-12(b) for the purpose of discussing the following matter(s): **Continued on Page 2**

- | | |
|-------------------------------------|---|
| ☐ | Matters rendered confidential by state or federal law |
| ☒ | Personnel |
| ☐ | Student(s) – Harassment, Intimidation & Bullying |
| ☐ | Termination of employee |
| ☐ | Appointment of a public official |
| ☒ | Matters covered by the attorney-client privilege |
| ☐ | Pending or anticipated litigation |
| ☐ | Pending or anticipated contract negotiations |
| ☐ | Protection of the safety or property of the public |
| ☐ | Matters involving the purchase, lease or acquisition of real property with public funds |
| ☐ | Matters which would constitute an unwarranted invasion of privacy |
| ☐ | Matters in which the release of information would impair a right to receive funds from the United States Government |
| ☐ | Matters concerning collective negotiations and/or the negotiations of terms and conditions of employment of employees of the Board of Education |
| ☐ | Possible imposition of a civil penalty or suspension |
| ☐ | Any matter which could adversely affect the public interest if discussion of the matters were disclosed |

It is anticipated that the length of time of this executive session will be 60 to 90 minutes, and that action may be taken in public after the executive session.

Motion to enter Executive Session

Gonzalez
Motion

Oduyela
Seconded

No discussion.
All in favor.
7:04PM

Motion to close Executive Session

Oduyela
Motion

Crawford
Seconded

No discussion.
All in favor.
8:49pm

9. Amendments/revisions to the agenda.

Addition of the following item:

CUR-14). Recommendations of the Superintendent of Schools
Curriculum Committee – Mr. Michael George, Chairperson

- 1). Approval to add the following Field Trip. (Specified in Attachment)

Revision of the following items:

PER-15). Recommendations of the Superintendent of Schools
Personnel Committee – Ms. Marisol Gonzalez – Chairperson

Note: All appointments of district staff are contingent upon satisfying the requirements of the New Jersey Criminal History Background Check Status.

- 4). Location should be McGinnis School not Richardson School

	Name (Last, First)	Position	Location	Revised Location	Effective Date
a.	Carey, Suzanne	Resource Program Teacher	Richardson School	McGinnis School	July 1, 2025

- 6). Removing - Attachment Page 28 Extra Curricular Club Advisors Perth Amboy High School.

Removing - Attachment Page 29 Performing Arts Program Perth Amboy High School.

Revision - Attachment Page 30 Personalized Learning Program Delayed Opening/Early Dismissal Team: Christine Mattei’s rate of pay should be revised from \$47.00 to \$41.13.

- 9). Amended with an effective date through October 17, 2024 and added:

Approve severance and general release with respect to employee XX941

- 5). Acceptance of the following resignations:

	Name (Last, First)	Position	Location	Effective Date
i.	Cruz, Ailin	Teacher	McGinnis School	December 31, 2024

New Business

Approval to return student ID# XXX429 to school, as recommended by the Student Disciplinary Committee at the hearing conducted on October 10, 2024.

Approval to return students ID# XXX970 and ID# XXX429 to school, upon receipt of a satisfactory psychiatric clearance, as recommended by the Student Disciplinary Committee at the hearing conducted on October 10, 2024.

10. Approval of Minutes of Regular Meeting held on August 29, 2024.
Approval of Executive Session Minutes of Meeting held on August 29, 2024.
Approval of Minutes of Regular Meeting held on September 19, 2024.
Approval of Executive Session Minutes of Meeting held on September 19, 2024.

Anderson Gonzalez
Motion Seconded

No discussion.
All in favor.

11. Approval of the Bills List for October 17, 2024 and the following payrolls:

Dates	Amounts
September 30, 2024	\$6,752,312.23

Melendez Oduyela
Motion Seconded

No discussion.
All in favor.

12. Correspondence

No Board Correspondence received to report.

13. Reports

A. Board Secretary – Mr. Michael LoBrace

- 1). Secretary’s Monthly Financial Report for the month of August 2024.
2). Treasurer’s Monthly Financial Report for the month of August 2024.

Acceptance of the Reports of the Secretary’s and Treasurer’s as submitted and as being in agreement for the month of August 2024.

Acceptance of certification from the Board Secretary that no major line item has been over-expended for the month of August 2024.

B. Board President’s Report – Ms. Stacey Peralta read the bereavement report for the district and offered the Board’s condolences. She then thanked all staff and students for the transition to the new High School and congratulated all students on their achievements this evening.

C. Superintendent’s Report – Dr. David A. Roman thanked Ms. Tivald for her efforts and the content of her presentation, as well as the usefulness of the data provided. He continued once again thanking the Board and students for their collaboration regarding the revisions to the uniform policy and explained the process of moving forward before it can be implemented.

He discussed the PAPS app and the availability of the information being shared. Dr. Roman continued to advise anyone in need of supplies to reach out to their principals. He concluded by adding that Halloween is upon us, and students should be mindful of safety while celebrating this holiday.

CUR-14). Recommendations of the Superintendent of Schools

Curriculum Committee – Mr. Michael George, Chairperson

- 1). Approval for the following Field Trips: (Specified in Attachment)
- 2). Approval for the following Professional Development Services:

	Name of Program /Consultant	Date(s)	Audience	Total Cost Not to Exceed	Account # Pending Grant Approval	Under the Supervision of:
a.	All In – New Jersey Coalition of Inclusive Education	24-25 School Year (not to exceed 8 full day sessions)	In-class resource staff members	\$10,000.00	20-239-200-300-0-0000-04 20-237-200-300-0-0000-04 Title I	Ms. Marcia Stillo, Director of Special Services

- 3). Approval to renew the following district Subscriptions/Online Resources/Licenses for the 2024-2025 school year.

	Subscription/ Online Resource/ License	Grade Level(s)	Total Cost Not to Exceed	Account #	Under the Supervision of:
a.	PowerSchool's Naviance (College Career Readiness Program)	Grades: 9-12	\$17,421.14	11-000-218-390-0-0000-20	Ms. Katelyn Tivald, Director of School Counseling and Related Services
b.	BrainPop (Health Technology Resource)	Grades: K-8	\$23,955.75	20-231-100-610-0-0000-40 20-234-100-610-0-0000-40 Title I	Ms. Jamie Richardson, Director of Curriculum and Instruction
c.	iReady (Curriculum Associates-Toolbox)	Grades K-5	\$6936.00	20-239-100-610-0-0000-05 Title I SIA	Ms. Lauren Marrocco, Patten School Principal and Ms. Jamie Richardson, Director of Curriculum and Instruction

- 4). Approval to provide the following Before/After School Program for the 2024-2025 school year.

	School	Program Name	Grade Level	Total Cost Not to Exceed	Account #	Under the Supervision of:
a.	McGinnis School	All-In	Grades 6-8 (Students with Disabilities)	\$58,733.00	20-237-100-101-1-0000-04 20-239-100-101-1-0000-04 20-237-200-110-1-0000-04 20-239-200-110-1-0000-04 20-237-100-610-0-0000-04 20-239-100-610-0-0000-04 20-231-100-101-1-0000-40 20-231-100-101-1-0000-40 20-234-100-101-1-0000-40 20-231-200-110-1-0000-40 20-234-200-110-1-0000-40 Title I and Title I SIA	Ms. Marcia Stillo, Director of Special Services

	School	Program Name	Grade Level	Total Cost Not to Exceed	Account #	Under the Supervision of:
b.	Ceres, Richardson, Wilentz, Rose M. Lopez, DLS and Patten Elementary Schools	Extended School Day Reading and Math Program	Grades 2-5	\$500,000.00	20-231-100-101-1-0000-40 20-231-200-110-1-0000-40 20-234-100-101-1-0000-40 20-234-200-110-1-0000-40 20-271-200-300-0-0000-40 20-272-200-300-0-0000-40	Ms. Jamie Richardson, Director of Curriculum and Instruction

CUR-14). Recommendations of the Superintendent of Schools

Curriculum Committee – Mr. Michael George, Chairperson (continued)

- 5). Approval to add Rose M. Lopez to the High Impact Tutoring Program approved at the August 29, 2024 meeting, curriculum section item 4 c. under the supervision of Ms. Lillianne Cruz-Argemil, Director of Bilingual, ESL, & World Languages at a cost not to exceed \$65,791.13 funded through Title III account numbers 20-243-200-500-0-0000-40, 20-243-100-101-1-0000-40, 20-243-200-110-1-0000-40, 20-245-200-500-0-0000-40, 20-245-100-101-1-0000-40, 20-245-200-110-1-0000-40.
- 6). Approval to enter partnership with NJCDD, NJCIE, EPIC and IncludeNJ for the 2024-2025 school year to implement an initiative to support students with disabilities in school settings to reduce levels of seclusion, restraint, suspension and expulsion at no cost to the district, under the supervision of Ms. Marcia Stillo, Director of Special Services.
- 7). Retroactive approval to apply for the Harbor Freight grant in the amount of \$10,000 to be utilized for the Automotive CTE Program during the 2024-2025 school year under the supervision of Dr. Courtney Pepe, Director of Instructional Technology.
- 8). Approval for Perth Amboy High School to perform the bilingual play “Los Árboles Mueren de Pie” by Alejandro Casona during the 2024-2025 school year, at no cost to the district, under the supervision of Mr. Keith Guarino, Principal and Dr. Courtney Pepe, Director of Instructional Technology.
- 9). Approval to establish the Perth Amboy High School Vocal Ensemble Club, for the 2024-2025 school year at a cost not to exceed the stipend contractual rate, under the supervision of Mr. Keith Guarino, Principal of Perth Amboy High School, and Ms. Karla Garcia, Principal of the Freshman Academy and PLP funded through account number 15-401-100-101-1-0000-03.
- 10). Approval to submit to the New Jersey Department of Education Office of Early Childhood Education the Annual Preschool Operational Plan for the 2025-2026 school year, under the supervision of Ms. Jamie Richardson, Director of Curriculum and Instruction.
- 11). Approval to affirm the Superintendent’s decision regarding the following HIB case as unfounded and to approve the Superintendent to transmit a copy of the Board’s decision to the affected students’ parents (HIB case number: 268387).

Including prior revisions and the following added revisions:

- 4a). Adding Shull School
- 4b). Adding Flynn School

George Gonzalez
Motion Seconded

No discussion.
All in favor.

PER-15). Recommendations of the Superintendent of Schools

Personnel Committee – Ms. Marisol Gonzalez – Chairperson

Note: All appointments of district staff are contingent upon satisfying the requirements of the New Jersey Criminal History Background Check Status.

1). Appointments of the following certificated staff:

	Name (Last, First)	Position	Step	Salary Pending Negotiations (Pro-rated)	Location	Date Effective	End Date	Notes
a.	Messinger, Allyson	Teacher	A-MA	\$68,925.00 (Sp.Ed Stipend Included)	Wilentz School	On or before 12/2/2024	6/30/2025	Replacing A. Zamorano
b.	Adames, Josmary	Teacher	K-MA	\$86,815.00	Flynn School	On or before 1/29/2025	6/30/2025	Replacing J. Neumann
c.	Moreira, Ana	Sp. Education Teacher	B-BA	\$63,995.00 (Sp.Ed Stipend Included)	Flynn School	10/7/2024	6/30/2025	New Position
d.	McLaughlin, Marina	English Teacher	A-MA	\$68,925.00 (Content Stipend Included)	PAHS	On or before 11/11/2024	6/30/2025	Replacing E. Segerman

2). Approval of the following non-certificated staff:

	Name (Last, First)	Position	Salary Pending Negotiations (Pro-rated)	Location	Date Effective	End Date	Notes
a.	Coronado Rojas, Rosa	Lunch Aide	\$22.00/hr. (Not to exceed 29.5 hours)	McGinnis School	9/23/2024	6/30/2025	New Position
b.	Lazala Rosario, Marielva	Lunch Aide	\$22.00/hr. (Not to exceed 29.5 hours)	McGinnis School	9/23/2024	6/30/2025	New Position
c.	Hanley Grullon, Nicole	Lunch Aide	\$22.00/hr. (Not to exceed 29.5 hours)	Dual Language School	9/23/2024	6/30/2025	New Position
d.	Soto Jr., Angel	Lunch Aide	\$22.00/hr. (Not to exceed 29.5 hours)	Richardson School	10/7/2024	6/30/2025	Replacing M. Marin Morales
e.	Cruz, Felicita	Lunch Aide	\$22.00/hr. (Not to exceed 29.5 hours)	Lopez School	10/7/2024	6/30/2025	Replacing R. Acevedo

3). Approval of the following requests for a Leave of Absence:

	Name (Last, First)	Reason	Position	Location	Date Effective	End Date	Notes
a.	Irizarry, Elizabeth	Medical Leave	Food Service	McGinnis School	9/23/2024	10/18/2024	Utilizing sick days
b.	Rosario, Jahaira	Revision of Medical Leave	Level I Secretary	Admin. Bldg.	8/3/2024	8/30/2024	Revision of Medical Leave From: 8/13/24 – 8/30/24 Utilizing sick days To: 8/13/24 – 8/16/24 Utilizing sick days 8/19/24 – 8/30/24 Without pay
c.	Gonzalez, Vidal	Extension of Medical Leave	Custodian	Wilentz School	9/18/2024	10/11/2024	Extension of Medical Leave utilizing sick days
d.	Nieves, Jason	Medical Leave	Security Personnel	PAHS	9/24/2024	10/4/2024	Utilizing sick days
e.	Stefura, Dana	Medical Leave	Teacher	Shull School	9/4/2024	9/30/2024	Utilizing sick days
f.	Vicente, Marita	Medical Leave	Teacher	Shull School	9/18/2024	11/1/2024	Utilizing sick days
g.	Bentil, Shelby	Medical Leave	School Counselor	Flynn School	11/22/24	12/20/24	Utilizing sick days
h.	Garb, David	Medical Leave	Production Specialist	PAHS	9/9/2024	9/20/2024	Utilizing sick days
i.	Southward, Carmen	Medical Leave	Director of Operation	Admin. Bldg.	9/20/2024	10/7/2024	Utilizing sick days

j.	Cruz, Gabriela	Medical Leave	Level II Secretary	Admin. Bldg.	8/28/2024	9/27/2024	8/28/2024 – 9/18/2024 Utilizing sick, personal and vacation day 9/19/24 – 9/27/24 without pay
k.	Velez, Tania	Intermittent Medical Leave	Paraprofessional	PAHS	9/5/2024	6/26/2025	Intermittent Medical Leave utilizing sick and personal days
l.	Ruiz, Joann	Medical Leave	School Nurse	McGinnis School	9/10/2024	9/30/2024	Utilizing sick days
m.	Medina, Vicenta	Medical Leave	Custodian	McGinnis School	9/10/2024	9/30/2024	Utilizing sick days
n.	Blatt-Panek, Cindy	Medical Leave	School Social Worker	Ignacio Cruz E.C.C.	9/17/2024	10/1/2024	Utilizing sick days
o.	Siguenza, Wendy	Medical Leave	Custodian	Patten School	8/19/2024	9/27/2024	8/19/24 – 9/13/24 Utilizing sick, personal and family medical days 9/16/24 – 9/27/24 Without pay
p.	Mongiello, Debra	Medical Leave	Teacher	Wilentz School	9/3/2024	10/31/2024	Utilizing sick days

	Name (Last, First)	Reason	Position	Location	Date Effective	End Date	Notes
q.	Rosa, Jacqueline	Maternity/ Family Leave	Payroll Manager	Admin. Bldg.	5/3/2024	1/2/2025	5/3/24 – 5/15/24 Utilizing vacation days 5/16/24 – 10/31/24 Without pay 11/1/24 – 12/6/24 Family Leave utilizing sick days 12/9/24 – 1/2/25 Without pay
r.	Sutera, GinaMarie	Maternity Leave	Teacher	Wilentz School	10/7/2024	4/9/2025	10/7/24 – 12/10/24 Utilizing sick days 12/11/24 – 4/9/25 Without pay
s.	Nelson, Shirley	Maternity Leave	Vice Principal	PAHS Freshman Academy	12/2/2024	5/9/2025	12/2/24 – 2/5/25 Utilizing sick and vacation days 2/6/25 – 5/9/25 Without pay
t.	Diaz, Jacquelyn	Maternity Leave	Teacher	School 7	9/30/2024	1/31/2025	9/30/24 – 10/11/24 Utilizing sick days 10/14/24 – 1/31/25 Without pay
u.	Liberman, Paola	Revision of Maternity Leave	Teacher	McGinnis School	9/5/2024	2/28/2025	Revision of Maternity Leave From: 9/16/24 – 10/18/24 Utilizing sick days 10/21/24 – 2/28/25 Without pay 9/5/24 – 10/4/24 Utilizing sick days 10/7/24 – 2/28/25 Without pay
v.	DePalma, Coralía	Revision of Maternity Leave	Production Specialist	PAHS	10/16/2024	5/28/2025	Revision of Maternity Leave From: 10/23/24 – 1/28/25 Utilizing sick and vacation days 1/29/25 – 6/5/25 Without pay To: 10/16/25 – 1/28/25 Utilizing sick and vacation days 1/29/25 – 5/28/25 Without pay

PER-15). Recommendations of the Superintendent of Schools

Personnel Committee – Ms. Marisol Gonzalez – Chairperson

3). Approval of the following requests for a Leave of Absence: **(Continued)**

	Name (Last, First)	Reason	Position	Location	Date Effective	End Date	Notes
w.	Quezada, Yeny	Revision of Maternity Leave	Teacher	Richardson School	9/3/2024	2/7/2025	Revision of Maternity Leave From: 9/3/24 – 11/1/24 Utilizing sick and personal days 11/4/24 – 2/7/25 Without pay To: 9/3/24 – 11/29/24 Utilizing sick and personal days 12/2/24 – 2/7/25 Without pay
x.	Fernandez, Maribel	Intermittent Family Leave	Level I Secretary	Admin. Bldg.	9/11/2024	6/30/2025	Intermittent Family Leave utilizing sick, personal and family medical days
y.	Massimino, Kimberly	Intermittent Family Leave	Media Specialist	Patten School	9/4/2024	6/26/2025	Intermittent Family Leave utilizing sick, personal and family medical days
z.	Rojas, Yolanda	Family Leave	Paraprofessional	Ignacio Cruz E.C.C.	9/18/2024	10/2/2024	Utilizing sick, personal and family medical days
aa.	Cukovic, Mirian	Intermittent Family Leave	Paraprofessional	Ignacio Cruz E.C.C.	9/3/2024	6/26/2025	Intermittent Family Leave utilizing sick, personal and family medial days

4). Acceptance of the following resignations for the purpose of retirement:

	Name (Last, First)	Position	Location	Effective Date
a.	Carey, Suzanne	Resource Program Teacher	Richardson School	July 1, 2025
b.	Zupko, Nancy	Paraprofessional	Rose M. Lopez	November 1, 2024
c.	Serrano, Isabel	Bilingual Teacher	Richardson School	January 1, 2025

5). Acceptance of the following resignations:

	Name (Last, First)	Position	Location	Effective Date
a.	Maggi, Patricia	Lunch Aide	School 7	September 20, 2024
b.	Placencia, Darlin	Lunch Aide	Ceres School	September 27, 2024
c.	Stanley, Membreno	Part Time Teacher	Adult Program	October 3, 2024
d.	Faine, Cassandra	Bus Aide	District	October 16, 2024
e.	Walker, Tameeka	Preschool Intervention Referral Specialist	Hmieleski ECC	November 13, 2024
f.	Ramos, Alanah	English Teacher	PAHS	November 22, 2024
g.	Abreu, Orlando	Mathematics Teacher	Shull School	November 29, 2024
h.	Benitez, Carolina	Bilingual School Counselor	Flynn School	December 9, 2024

6). Approval for Staff to work for the 2024-2025 school year and be compensated at the contractual rate, under the supervision of each respective Principal and or Director. **(Specified in Attachment)**

7). Approval for the following staff to serve as mentors for the first-year certificated staff for the 2024-2025 school year. **(Specified in Attachment)**

8). Approval of the reinstatement of the following staff.

- XX456, effective September 24, 2024
- XX342, effective September 30, 2024

9). Approval of the following staff to be placed on administrative leave with pay.

- XX126, effective September 27, 2024

PER-15). Recommendations of the Superintendent of Schools

Personnel Committee – Ms. Marisol Gonzalez – Chairperson

- 10). Approval to accept the following Student Teachers/Student Observations/Internships for the 2024-2025 school year.

	Name (Last, First)	Subject	Location	Cooperating Teacher/ Administrator	Start Date	End Date	School
a.	Nieves, Yamilis	Elementary	Richardson School	Ronald Mascenik	10/21/2024	12/20/2024	Universidad Interamericana de Puerto Rico
b.	Santos Cruz, Sasha	Elementary	Patten School	Lauren Marrocco	10/21/2024	12/20/2024	Liberty University
c.	Szpyhulsky, Alison	Middle School	Shull	Derrick Kyriacou	10/21/2024	12/20/2024	Centenary University

- 11). Approval for the following to serve as Substitute Lunch Aides at an hourly rate of \$18.16, not to exceed 29.5 hours weekly, for the 2024-2025 school year, under the supervision of Ms. Yolanda Gomez, Director of Personnel.

	Name (Last, First)	Position
a.	Batista, Ana M.	Sub. Lunch Aide
b.	Gonzalez, Betis	Sub. Lunch Aide
c.	Hernandez, LLeny	Sub. Lunch Aide

- 12). Approval of the transfers and/or change of assignments for the 2024-2025 school year. **(Specified in Attachment)**
- 13). Approval of the salary adjustments. **(Specified in Attachment)**

Gonzalez
Motion

Peralta
Seconded

Including revisions and addition of number 14

No discussion.

Mr. Anderson	Yes	Ms. Crawford	Yes
Mr. George	Yes	Mr. Marte	Yes
Ms. Oduyela	Yes	Ms. Melendez	Yes
Mr. Quiles	Yes	Vice President Gonzalez	Yes
President Peralta	Yes		

Mr. Anderson abstained from Numbers 6 and 12

FIN-16). Recommendations of the Superintendent of Schools

Finance Committee – Ms. Stacey Peralta – Chairperson

- 1). Approval of travel expenses, under the supervision of Mr. Michael LoBrace, School Business Administrator and Mr. Francisco Velez, Assistant School Business Administrator. **(Specified in Attachment)**
- 2). Approval of transfer report in accordance with Board Policy 6422 and N.J.S.A. 18A:22-8.1 and N.J.A.C. 6A:23A-13.1 et seq. under the supervision of Mr. Michael LoBrace, School Business Administrator and Mr. Francisco Velez, Assistant School Business Administrator. **(Specified in Attachment)**
- 3). Approval of the contract(s)/additional related services for Special Education, General Education, Displaced, et al student(s) placed in Out-of-District facility for the 2024-2025 school year, under the supervision of Ms. Marcia Stillo, Director of Special Services.

Student #	School	Contract Fee	Account #
69	Gramon	\$90,068.16	11-000-100-566-0-0000-16
124	Somerset Educational Services Commission (additional services)	\$3,880.00	11-000-100-562-0-0000-16
145	Essex Valley School	\$77,900.00	11-000-100-566-0-0000-16
146	Essex Valley School	\$75,525.00	11-000-100-566-0-0000-16

- 4). Approval to utilize SilverGate Prep to provide in-patient home instruction for the 2024-2025 school year, to be funded through account number 11-150-100-320-0-0000-16, under the supervision of Ms. Marcia Stillo, Director of Special Services.
- 5). Approval of the Tuition Rate Schedule provided from the Union County Educational Services Commission for the 2024-2025 school year, under the supervision of Ms. Marcia Stillo, Director of Special Education. **(Specified in Attachment)**
- 6). Approval of “Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials” for the 2024-205 school year with the City of Perth Amboy and Edison Township, under the supervision of Mr. Tibor A. Kacso, Director of Safety and Security.
- 7). Approval to accept items donated by Mr. William Van Pelt including a historic painting of McGinnis School and a 1956 Perth Amboy High School Newsletter, under the supervision of Mr. Michael LoBrace, School Business Administrator and Mr. Francisco Velez, Assistant School Business Administrator.
- 8). Approval for one teacher from the Perth Amboy Assumption Catholic School to attend the seminar for Practical Early Intervention Strategies to support young children with developmental delays and challenging behaviors on November 1, 2024 for a total of \$295.00, funded through Title II account number 20-272-200-300-0-0000-81, under the supervision of Ms. Jamie Richardson, Director of Curriculum & Instruction.
- 9). Approval for Hogan Security Inc. to provide Perth Amboy Assumption Catholic School with updated security for a total of \$25,193.56, funded through account number 20-511-100-300-0-0000-81, under the supervision of Ms. Jamie Richardson, Director of Curriculum & Instruction.
- 10). Approval for S & P Consulting Services Group to provide Perth Amboy Assumption Catholic School with cyber security training and software for \$5,700.00, funded through account number 20-511-100-300-0-0000-81, under the supervision of Ms. Jamie Richardson, Director of Curriculum & Instruction.
- 11). Approval for the state aid entitlements and payments for Chapter 192 and 193 non-public services for the 2024-2025 school year which includes the following Chapter 192 services: Compensatory Education, ESL and Transportation; and the following Chapter 193 Services: Evaluations, Speech and Supplemental Instruction Services for the amounts listed below, under the supervision of Ms. Jamie Richardson, Director of Curriculum and Instruction.

FIN-16). Recommendations of the Superintendent of Schools

Finance Committee – Ms. Stacey Peralta – Chairperson

Chapter 192 & 193 Services – September 2024

Chapter 192 Services	Amount
Comp. Ed.	\$136,114.00
ESL	\$ 45,911.00
Transportation	\$0
Subtotal – Chapter 192 Services	\$182,025.00
Chapter 193 Services	
Speech	\$21,390.00
Supplemental Instruction	\$10,738.00
Initial Exam & Class	\$9,283.00
Annual Exam & Class	\$2,660.00
Subtotal – Chapter 193 Services	\$44,071.00
Grand Total	\$226,096.00

- 12). Approval for state aid entitlements and payments for non-public services for the 2024-2025 school year, which includes security, textbooks, technology and nursing services for the amounts listed below, under the supervision of Ms. Jamie Richardson, Director of Curriculum and Instruction.

Nursing	Amount
Assumption Catholic	\$21,970.00
Perth Amboy Catholic	\$15,340.00
Mosdos Satmar Linden	\$8,580.00
Technology	
Assumption Catholic	\$7,546.00
Perth Amboy Catholic	\$5,782.00
Mosdos Satmar Linden	\$3,234.00
Security	
Assumption Catholic	\$34,645.00
Perth Amboy Catholic	\$24,190.00
Mosdos Satmar Linden	\$13,530.00
Textbooks	
Assumption Catholic	\$7,876.00
Perth Amboy Catholic	\$6,035.00
Mosdos Satmar Linden	\$3,375.00

- 13). Approval to enter into an agreement with Cyntox Biohazard Solutions, located at 64 Beaver St, New York, NY to provide Medical Waste Removal services for the district in accordance with all applicable laws and regulations based upon the following fee schedule:

Type of Service	Medical Waste Removal
Service Frequency	1 Time Annually for all 16 Schools
Service Charge	\$95.00
Allotted Containers per pickup	1 box / 30 gallon
Fee per additional container	\$50.00
Term of Agreement	12 months

to be paid for through account number 11-000-213-300-0-0000-27, under the supervision of Ms. Eva Kucaba, Supervisor of Nursing.

- 14). Approval to enter into an agreement with Home Care Therapies LLC dba Horizon Healthcare Staffing along with Horizon Staffing Resources to provide the District on an as-needed and as-requested basis, the full range of staffing services including Registered Nurses, Licensed Practical Nurses, Certified Nurse Assistants, Health Aides, Paraprofessionals to the District in accordance with all applicable laws and regulations to be paid for through account number 11-000-213-300-0-0000-27, under the supervision of Ms. Eva Kucaba, Supervisor of Nursing. **(Specified in Attachment)**
- 15). Approval to enter into an agreement with Starlight Homecare Agency, Inc d/b/a Star Pediatric Home Care Agency located at 160 Pehle Ave, Suite 203, Saddle Brook, NJ 07663 to provide on-site RN at a cost of \$63.00 per hour and LPN services at a cost of \$54.00 per hour to the District in accordance with all applicable laws and regulations to be paid for through account number 11-000-213-300-0-0000-27, under the supervision of Ms. Eva Kucaba, Supervisor of Nursing.

FIN-16). Recommendations of the Superintendent of Schools

Finance Committee – Ms. Stacey Peralta – Chairperson

- 16). Renewal Resolution Awarding Contract – Electrical Equipment & Supplies – from Jewel Electric, LLC, 455 Third Street, Jersey City, NJ 07302

The Perth Amboy Board of Education, based upon the recommendation and supervision of Mr. Michael LoBrace, School Business Administrator and Ms. Carmen Southward, Director of Operations, hereby approves the renewal of a contract for Electrical Equipment & Supplies, on an “as needed” basis to:

Jewel Electric, LLC
455 Third Street
Jersey City, NJ 08816

The renewal of the contract is based on the following pricing as obtained through the NJSTART Bid Solicitation: 21DP00567, T0167 Electrical Equipment and Supplies, Statewide. Blanket PO Number 21-Food-01749

Contract Renewal

It is estimated, based upon historical spending trends, that the purchase order with Jewel Electric, LLC will not exceed \$55,000.00.

Funded through account number 11-000-261-610-0-0000-32

The term of the contract is from October 1, 2024 – June 30, 2025

- 17). Approval to enter into an agreement with the Jewish Renaissance Foundation for 20 to 25 high school students selected through a raffle to participate in the Shop with a Cop event on December 19, 2024, in coordination with the City of Perth Amboy Department at no cost to the district, under the supervision of Mr. Keith Guarino, Principal and Ms. Karla Garcia, Principal.
- 18). Approval to accept donations from the Good Shepherd Parish through their “Annual Gift Giving Program,” this holiday season, coats, scarfs, children’s clothes and toys for ages 5-12 years old, not to exceed \$10,000.00, under the supervision of Ms. Katelyn Tivald, Director of School Counseling and Related Services.
- 19). Approval to accept the donation of a 2009 Subaru Impreza Hatchback and to be used only for the engine and several components attached to the engine, donated by Randy Velasco, the estimated value of the donation is \$2,353.00, under the supervision of Dr. Courtney Pepe, Director of Instructional Technology.
- 20). Retroactive approval for the Dr. Herbert N. Richardson School to accept a donation of 100 bookbags with school supplies from the Science of Spirituality Meditation Center and Community Offshore Wind, the estimated value of the donation is \$1,800.00, under the supervision of Mr. Ronald Mascenik, Principal.
- 21). Approval for Robert N. Wilentz School to accept a parent donation of hats, gloves, stickers and puzzles, the estimated value of the donation is \$100.00, under the supervision of Ms. Robyn Carrera, Principal.
- 22). Approval to apply for the Competitive NJDOE Mental Health Grant for Project Period 3 through the Electronic Web-enabled Grant System, under the supervision of Mr. Michael LoBrace, School Business Administrator and Ms. Katelyn Tivald, Director of School Counseling and Related Services.
- 23). Approval to apply for late liquidation approval for ESSER III, ARP final reimbursement through the State of NJ EWEG system for HVAC replacement projects at Eagle Ave, Wilentz and Patten Schools for a maximum of an additional 14 months under the supervision of Mr. Michael LoBrace, School Business Administrator and Mr. Francisco Velez, Assistant School Business Administrator.

FIN-16). Recommendations of the Superintendent of Schools

Finance Committee – Ms. Stacey Peralta – Chairperson

24). AUTHORIZATION FOR SALE/DISPOSAL OF SURPLUS VEHICLE(S)

WHEREAS, the Perth Amboy Board of Education reaffirmed its membership in the Hunterdon County Educational Services Commission (“HCESC”) Cooperative Purchasing System for the 2024/2025 school year; and

WHEREAS, the Perth Amboy Public Schools has seventeen (17) vehicles, which are being replaced by the District; and

BE IT RESOLVED that, in accordance with N.J.S.A. 40A:65-1, et. seq. and N.J.S.A. 18A:6-51, et. seq., the Perth Amboy Board of Education Board of Education does enter into an Inter-Local Vehicle Sale Agreement with the HCESC for the following vehicles:

Vehicle	Year	Make Model
The following vehicles are being replaced with new models.		
BUS # 1W	2015	COLLINGS CG
BUS # 2	2015	COLLINS CG
BUS # 3	2014	COLLINS
BUS # 21	2009	INTERNATIONAL BUS
BUS # 23	2011	THOMAS 310
BUS # 24	2014	CHEVROLET MID-BUS VAN
BUS # 25	2014	CHEVROLET MID-BUS VAN
BUS # 27	2014	BLUE BIRD BUS
BUS # 30	2016	BLUE BIRD CV

The following vehicles are beyond repair and are of no value to the District.

BUS # 26	2013	INTERNATIONAL CE
BUS # 29	2016	BLUE BIRD CV
BG-1101	2016	FORD F150 XL PICK-UP
BG-1111	2012	GMC PICK-UP TRUCK
FS TRUCK 3	2008	FORD E250 CARGO VAN
MALIBU**	2010	CHEVROLET MALIBU (4DR)
BUS # 18	2007	MID-BUS-VAN-CHEV
BUS # 19	2007	MID-BUS-VAN-CHEV

BE IT FURTHER RESOLVED that, as per this agreement, the Perth Amboy Board of Education does not pay any commission or fee, or incur any sales-related cost, and the buyer shall pay any such fees to the HCESC, which will handle all legal advertisements, bid documentation, promotion, and coordination of the sale of above-listed vehicles on the behalf of Perth Amboy Board of Education; and

BE IT FURTHER RESOLVED that, a legal notice shall be posted by the HCESC at least 10 (ten) days prior to the sealed bid date, and proof of this notice, as well as a copy of the bid packet, and all other documentation related to the sale process, shall be provided to the Perth Amboy Board of Education; and

BE IT FINALLY RESOLVED that any offers to purchase subject vehicles will be presented by the HCESC to the Perth Amboy Board of Education, which will have the right to authorize acceptance or to decline each offer. Additionally, the Perth Amboy Board of Education may grant authorization to the School Business Administrator to authorize acceptance, counter, or decline each offer which does not meet the expected amount for each vehicle, a copy of which is maintained in the Business Office.

- 25). Approval to renew **RFP #25-23** Demographic Analysis to Ross Haber and Associates, LLC., for an amount not to exceed **\$13,000.00**, funded through account number **11-000-230-530-0-0000-00**, under the supervision of Mr. Michael LoBrace, School Business Administrator/Board Secretary and Mr. Franciso Velez, Assistant School Business Administrator.
- 26). Approval to accept the donation of winter coats from Mr. Eladio Ruiz, a graduate of Perth Amboy High School, and his project Cathy’s Kids, under the supervision of Mr. Michael LoBrace, School Business Administrator and Mr. Francisco Velez, Assistant School Business Administrator.
- 27). Approval to enter into agreement with RRC Risk & Regulatory Consulting to perform actuarial evaluation for Other Post – Employment Benefits Reporting, in accordance with GASB 74 & 75 for an amount not to exceed \$8,250.00, to be funded through account number 11-000-251-330-0-0000-00, under the supervision of Mr. Michael LoBrace, School Business Administrator and Mr. Francisco Velez, Assistant School Business Administrator.

FIN-16). Recommendations of the Superintendent of Schools

Finance Committee – Ms. Stacey Peralta – Chairperson

28). Approval of the following PTO approved events and fundraisers.

	School	Event/Fundraiser	Date/s
a.	Edward J. Patten	PTO Pinkout (Breast Cancer Awareness) Wear Pink	10/18/2024
b.	Edward J. Patten	PTO Trunk or Treat	10/30/2024
c.	Edward J. Patten	PTO Boo Grams (Fundraiser)	10/15 - 10/31/24
d.	Rose M. Lopez	Fangtastic Fiesta (School sponsored w/ PTO help)	10/25/2024
e.	Rose M. Lopez	Pumpkin Patch (School sponsored w/PTO help)	10/29/2024
f.	James J. Flynn	PTO Fall Dance	10/25/2024
g.	Dr. Herbert N. Richardson	PTO Pumpkin Patch	10/17/2024
h.	Perth Amboy High School	PTO Meeting	11/13/2024

Peralta
Motion

Gonzalez
Seconded

Ms. Melendez thanked the PTO’s for all of the events and asked to be able to have any photos added to the PAPS app for all to see.

President Peralta added the announcements of the District App and the reminders being provided.

All in favor.

B&G-15). Recommendations of the Superintendent of Schools

Buildings & Grounds Committee – Mr. Joas Quiles, Chairperson

- 1). Approval of the following use of facilities requests, under the supervision of Mr. Michael LoBrace, School Business Administrator and Mr. Francisco Velez, Assistant School Business Administrator.

	Organization	Building	Dates/Time	Event	Certificate of Insurance	Estimated Fee
a.	PRAHD	Robert N. Wilentz School	Saturday, November 16, 2024 1:00 pm – 4:00 pm	Cultural Event Celebration for Puerto Rican Discovery	X	\$665.00

Gonzalez
Motion

Oduyela
Seconded

President Peralta abstained

No discussion.

All in favor.

Old Business

- 1). Second Reading of the following policy:
- 2510 Adoption of Textbooks and Core Instructional Resources Policy
 - 2510 Adoption of Textbooks and Core Instructional Resources Regulation
 - 7650 School Vehicle Assignment, Use, Tracking, Maintenance, and Accounting Policy
 - 7650 School Vehicle Assignment, Use, Tracking, Maintenance, and Accounting Regulation
- Peralta
Motion

Oduyela
Seconded

Mr. Anderson acknowledged the passing of Ronald Anderson, Physics and Photography teacher, and congratulated teachers for their hard work in teaching AP courses.

All in favor.

New Business

- 1). First Reading of the following policies and regulations:
- 2423 Bilingual Education Policy
 - 2423 Bilingual Education Regulation
 - 3212 Attendance Support Staff Members Policy
 - 4212 Attendance Teaching Staff Members Policy
 - 5511 Dress and Grooming Policy
 - 5511 Dress and Grooming Regulation
 - 5518 School Uniforms Policy
 - 5518 School Uniforms Regulation
 - 2365 Acceptable Use of Generative Artificial Intelligence Policy
 - 7523 School District Provided Technology Devices to Pupils Policy
- Crawford
Motion

Melendez
Seconded

No discussion.

All in favor.

Ms. Oduyela read a statement regarding the falsehoods and unfounded allegations stated at the September meeting which slander both her personal and professional reputation. The person making these statements should be held accountable.

Motion to Adjourn

- George
Motion

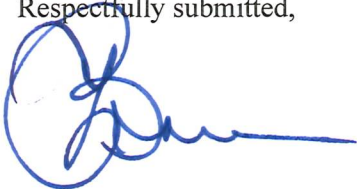
Oduyela
Seconded

No discussion.

All in favor.

9:10pm

Respectfully submitted,



Michael LoBrace
Board Secretary

Curriculum

14 – Item #1

Field Trips Board Approval
October 17, 2024

Date of Trip	Destination	School	Number of Students Attending	Number of Staff/Adults Attending	Teacher Responsible	Walking Trip	Cost	Admission/ Additional Costs Account number	Transportation Cost	Account Number for Bus Cost	Grand Total of Trip	# of BOE Buses	# of Charter Buses	Time Leaving	Time Returning
(Retroactive) 10/17/2024	Two River Theater- Red Bank, NJ	PAHS - Freshman Academy	34	2	McLaughlin, Lisa		\$ -	N/A	\$ -	N/A	\$ -	1		9:00 AM	2:30 PM
10/26/2024	NJ Marching Band Competition- Wayne Valley High School	PAHS - Main	44	3	Brian Plagge		\$ -	PAHS Student Activity Account	\$ 1,260.00	PAHS Student Activity Account	\$1,260.00	2		3:00 PM	Approx. 10:00 PM
11/1/2024	MSU Choralfest- Montclair State University	PAHS - Main	74	5	Jeffrey Pando		\$ -	PAHS Student Activity Account	\$ 900.00	PAHS Student Activity Account	\$900.00	2		7:00 AM	4:00 PM
11/9/2024	Rutgers University - Marco Battaglia Practice Facility	PAHS - Main	44	3	Brian Plagge		\$ 940.00	PAHS Student Activity Account	\$ 1,400.00	PAHS Student Activity Account	\$2,340.00	2		8:30 AM	6:30 PM
12/10/2024	Paper Mill Playhouse- Millburn, NJ	PAHS - Main	28	2	Ashley Gottesman		\$ -	N/A	\$ -	N/A	\$ -	0		10:00 AM	4:00 PM
2/13/2025	Paper Mill Playhouse- Millburn, NJ	PAHS - Main	28	2	Ashley Gottesman		\$ -	N/A	\$ -	N/A	\$ -	0		12:00 PM	4:30 PM

Personnel **15 – Item #6**

Panther Enrichment Center Program **Perth Amboy High School** **2024-2025 SY**

Employee Name	School/Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Donatantonio, Dante	Freshman Academy	Teacher	Panther Enrichment Center	20-231-100-101-1-0000-40	\$47 per hour	October 2024-June 2025	as needed
				20-231-200-110-1-0000-40			
				20-234-100-101-1-0000-40			
				20-234-200-110-1-0000-40			
Down, Emily	Freshman Academy	Teacher	Panther Enrichment Center	20-231-100-101-1-0000-40	\$47 per hour	October 2024-June 2025	as needed
				20-231-200-110-1-0000-40			
				20-234-100-101-1-0000-40			
				20-234-200-110-1-0000-40			
Gonzalez, Jason	Freshman Academy	Teacher	Panther Enrichment Center	20-231-100-101-1-0000-40	\$47 per hour	October 2024-June 2025	as needed
				20-231-200-110-1-0000-40			
				20-234-100-101-1-0000-40			
				20-234-200-110-1-0000-40			
Granato, Karen	Main Campus	Teacher	Panther Enrichment Center	20-231-100-101-1-0000-40	\$47 per hour	October 2024-June 2025	as needed
				20-231-200-110-1-0000-40			
				20-234-100-101-1-0000-40			
				20-234-200-110-1-0000-40			
Johnson, David	Main Campus	Teacher	Panther Enrichment Center	20-231-100-101-1-0000-40	\$47 per hour	October 2024-June 2025	as needed
				20-231-200-110-1-0000-40			
				20-234-100-101-1-0000-40			
				20-234-200-110-1-0000-40			
LOZANO, ALEX	Main Campus	Teacher	Panther Enrichment Center	20-231-100-101-1-0000-40	\$47 per hour	October 2024-June 2025	as needed
				20-231-200-110-1-0000-40			
				20-234-100-101-1-0000-40			
				20-234-200-110-1-0000-40			
McCarthy, Lucas	Freshman Academy	Teacher	Panther Enrichment Center	20-231-100-101-1-0000-40	\$47 per hour	October 2024-June 2025	as needed
				20-231-200-110-1-0000-40			
				20-234-100-101-1-0000-40			
				20-234-200-110-1-0000-40			
Mercier, Danielle	Main Campus	Teacher	Panther Enrichment Center	20-231-100-101-1-0000-40	\$47 per hour	October 2024-June 2025	as needed
				20-231-200-110-1-0000-40			
				20-234-100-101-1-0000-40			
				20-234-200-110-1-0000-40			
Mitchell, Cynthia	Main Campus	Teacher	Panther Enrichment Center	20-231-100-101-1-0000-40	\$47 per hour	October 2024-June 2025	as needed
				20-231-200-110-1-0000-40			
				20-234-100-101-1-0000-40			
				20-234-200-110-1-0000-40			

Employee Name	School/Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Nunez Carvajal, Jacqueline	Main Campus	Coordinator	Panther Enrichment Center	20-231-100-101-1-0000-40	\$47 per hour	October 2024-June 2025	as needed
				20-231-200-110-1-0000-40			
				20-234-100-101-1-0000-40			
				20-234-200-110-1-0000-40			
Ponnappalli, Girija	Main Campus	Teacher	Panther Enrichment Center	20-231-100-101-1-0000-40	\$47 per hour	October 2024-June 2025	as needed
				20-231-200-110-1-0000-40			
				20-234-100-101-1-0000-40			
				20-234-200-110-1-0000-40			
Ramirez, Alejandro	Main Campus	Teacher	Panther Enrichment Center	20-231-100-101-1-0000-40	\$47 per hour	October 2024-June 2025	as needed
				20-231-200-110-1-0000-40			
				20-234-100-101-1-0000-40			
				20-234-200-110-1-0000-40			
Sayles, Peter	Main Campus	Teacher	Panther Enrichment Center	20-231-100-101-1-0000-40	\$47 per hour	October 2024-June 2025	as needed
				20-231-200-110-1-0000-40			
				20-234-100-101-1-0000-40			
				20-234-200-110-1-0000-40			
Turab, Nusrat	Main Campus	Teacher	Panther Enrichment Center	20-231-100-101-1-0000-40	\$47 per hour	October 2024-June 2025	as needed
				20-231-200-110-1-0000-40			
				20-234-100-101-1-0000-40			
				20-234-200-110-1-0000-40			
Warlick, Kathryn	Main Campus	CST	Panther Enrichment Center	20-231-100-101-1-0000-40	\$47 per hour	October 2024-June 2025	as needed
				20-231-200-110-1-0000-40			
				20-234-100-101-1-0000-40			
				20-234-200-110-1-0000-40			
Yossef Amal	Freshman Academy	Teacher	Panther Enrichment Center	20-231-100-101-1-0000-40	\$47 per hour	October 2024-June 2025	as needed
				20-231-200-110-1-0000-40			
				20-234-100-101-1-0000-40			
				20-234-200-110-1-0000-40			

Student Entry & Breakfast Duty Program
Perth Amboy High School
2024-2025 SY

Employee Name	School/Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Astarita, Patricia	Freshman Academy	Teacher	Student Entry & Breakfast Duty	15-140-100-101-1-0000-03-01	\$ 41.13	September 2024-June 2025	as needed
Cancel, Lisa	Freshman Academy	Teacher	Student Entry & Breakfast Duty	15-140-100-101-1-0000-03-01	\$ 41.13	September 2024-June 2025	as needed
Caboy, Brandi	Main Campus	School Counselor	Student Entry & Breakfast Duty	15-000-218-104-1-0000-03	\$ 41.13	September 2024-June 2025	as needed
Cano, Nicholas	Main Campus	School Counselor	Student Entry & Breakfast Duty	15-000-218-104-1-0000-03	\$ 41.13	September 2024-June 2025	as needed
Chan, Gary	Main Campus	Teacher	Student Entry & Breakfast Duty	15-140-100-101-1-0000-03-01	\$ 41.13	September 2024-June 2025	as needed
Caternaro, James	Main Campus	Teacher	Student Entry & Breakfast Duty	15-140-100-101-1-0000-03	\$ 41.13	September 2024-June 2025	as needed
Collante, Megan	Main Campus	Teacher	Student Entry & Breakfast Duty	15-140-100-101-1-0000-03	\$ 41.13	September 2024-June 2025	as needed
Ferlisi, Daniel	Main Campus	Teacher	Student Entry & Breakfast Duty	15-140-100-101-1-0000-03	\$ 41.13	September 2024-June 2025	as needed
Gimenez, Vanina	Main Campus	School Counselor	Student Entry & Breakfast Duty	15-000-218-104-1-0000-03	\$ 41.13	September 2024-June 2025	as needed
Gottesman, Ashley	Main Campus	Teacher	Student Entry & Breakfast Duty	15-140-100-101-1-0000-03	\$ 41.13	September 2024-June 2025	as needed
Graham, Allison	Main Campus	Teacher	Student Entry & Breakfast Duty	15-140-100-101-1-0000-03	\$ 41.13	September 2024-June 2025	as needed
Guerra, Julissa	Main Campus	CST	Student Entry & Breakfast Duty	11-000-219-104-1-0000-03	\$ 41.13	September 2024-June 2025	as needed
Laffey, Kimberly	Main Campus	School Counselor	Student Entry & Breakfast Duty	15-000-218-104-1-0000-03	\$ 41.13	September 2024-June 2025	as needed
Landi, Tina	Main Campus	Teacher	Student Entry & Breakfast Duty	15-140-100-101-1-0000-03	\$ 41.13	September 2024-June 2025	as needed
Malave, Luz	Main Campus	School Counselor	Student Entry & Breakfast Duty	15-000-218-104-1-0000-03	\$ 41.13	September 2024-June 2025	as needed

Mateo-Baez, Erica	Main Campus	School Counselor	Student Entry & Breakfast Duty	15-000-218-104-1-0000-03	\$	41.13	September 2024-June 2025	as needed
Mitchell, Cynthia	Main Campus	Teacher	Student Entry & Breakfast Duty	15-140-100-101-1-0000-03	\$	41.13	September 2024-June 2025	as needed
Postell, Denere	Main Campus	Dean Of Student	Student Entry & Breakfast Duty	15-000-240-103-1-0000-03-04	\$	41.13	September 2024-June 2025	as needed
Rodriguez, Leezenia	Main Campus	Dean Of Student	Student Entry & Breakfast Duty	15-140-100-101-1-0000-03	\$	41.13	September 2024-June 2025	as needed
Sheaffer, Timothy	Main Campus	Teacher	Student Entry & Breakfast Duty	15-140-100-101-1-0000-03	\$	41.13	September 2024-June 2025	as needed
Vacca, Jaime	Main Campus	Teacher	Student Entry & Breakfast Duty	15-140-100-101-1-0000-03	\$	41.13	September 2024-June 2025	as needed
Vyas, Nayna	Main Campus	Teacher	Student Entry & Breakfast Duty	15-140-100-101-1-0000-03	\$	41.13	September 2024-June 2025	as needed
Welch, Lea	Main Campus	Teacher	Student Entry & Breakfast Duty	15-140-100-101-1-0000-03	\$	41.13	September 2024-June 2025	as needed
Welch, Loris	Main Campus	Teacher	Student Entry & Breakfast Duty	15-140-100-101-1-0000-03	\$	41.13	September 2024-June 2025	as needed
Zaretsky, Lori	Main Campus	School Counselor	Student Entry & Breakfast Duty	15-000-218-104-1-0000-03	\$	41.13	September 2024-June 2025	as needed
Seaman, Tammi	Freshman Academy	Teacher	Student Entry & Breakfast Duty	15-140-100-101-1-0000-03-01	\$	41.13	October 2024-June 2025	as needed
Warlick, Kathryn	Main Campus	CST	Student Entry & Breakfast Duty	15-000-218-104-1-0000-03	\$	41.13	October 2024-June 2025	as needed

Substitute Paraprofessional Bus Aide Program
Perth Amboy High School
2024-2025 SY

Employee Name	School/Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Betances, Fanny	Freshman Academy	Paraprofessional	Substitute Bus Aide	15-204-100-106-1-0000-03-01	\$ 34.08	September 2024-June 2025	as needed
Clark, Damon	Main Campus	Paraprofessional	Substitute Bus Aide	15-204-100-106-1-0000-03	\$ 34.08	September 2024-June 2025	as needed
Falcon, Ramonita	Freshman Academy	Paraprofessional	Substitute Bus Aide	15-204-100-106-1-0000-03	\$ 34.08	September 2024-June 2025	as needed
Fernandez, Perla	Main Campus	Paraprofessional	Substitute Bus Aide	15-204-100-106-1-0000-03	\$ 34.08	September 2024-June 2025	as needed
Guzman, Diana	Freshman Academy	Paraprofessional	Substitute Bus Aide	15-204-100-106-1-0000-03-01	\$ 34.08	September 2024-June 2025	as needed
Lopes, Carol	Main Campus	Paraprofessional	Substitute Bus Aide	15-204-100-106-1-0000-03	\$ 34.08	September 2024-June 2025	as needed
Martinez, Christina	Main Campus	Paraprofessional	Substitute Bus Aide	15-204-100-106-1-0000-03	\$ 34.08	September 2024-June 2025	as needed
Mendoza, Christopher	Main Campus	Paraprofessional	Substitute Bus Aide	15-204-100-106-1-0000-03	\$ 34.08	September 2024-June 2025	as needed
Messiercola, Marco	Main Campus	Paraprofessional	Substitute Bus Aide	15-204-100-106-1-0000-03	\$ 34.08	September 2024-June 2025	as needed
Munoz, Gisela	Main Campus	Paraprofessional	Substitute Bus Aide	15-204-100-106-1-0000-03	\$ 34.08	September 2024-June 2025	as needed
Patterson, Brandon	Freshman Academy	Paraprofessional	Substitute Bus Aide	15-204-100-106-1-0000-03-01	\$ 34.08	September 2024-June 2025	as needed
Serrano, Mariam	Main Campus	Paraprofessional	Substitute Bus Aide	15-204-100-106-1-0000-03	\$ 34.08	September 2024-June 2025	as needed

Afterschool & Saturday Detention Program Perth Amboy High School 2024-2025 SY							
Employee Name	School/Bullding	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Astarita, Patricia	Freshman Academy	Teacher	Afterschool & Saturday Detention	15-140-100-101-1-0000-03-01	\$ 41.13	September 2024-June 2025	as needed
Cancel, Lisa	Freshman Academy	Teacher	Afterschool & Saturday Detention	15-140-100-101-1-0000-03-01	\$ 41.13	September 2024-June 2025	as needed
Laffey, Kimberly	Main Campus	School Counselor	Afterschool & Saturday Detention	15-000-218-104-1-0000-03	\$ 41.13	September 2024-June 2025	as needed
Manson, Michael	Main Campus	Teacher	Afterschool & Saturday Detention	15-140-100-101-1-0000-03	\$ 41.13	September 2024-June 2025	as needed
Ortiz, Jaclyn	Main Campus	Teacher	Afterschool & Saturday Detention	15-140-100-101-1-0000-03	\$ 41.13	September 2024-June 2025	as needed
Rodriguez, Leezenia	Main Campus	Dean of Student	Afterschool & Saturday Detention	15-000-240-103-1-0000-03	\$ 41.13	September 2024-June 2025	as needed

Afterschool & Saturday Detention Program Perth Amboy High School							
Employee Name	School/Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
De Jesus, Yesenia	Main Campus	Teacher	Afterschool & Saturday Detention	15-140-100-101-1-0000-03	\$ 41.13	October 2024-June 2025	as needed
Diaz, Luis	Main Campus	Teacher	Afterschool & Saturday Detention	15-140-100-101-1-0000-03	\$ 41.13	October 2024-June 2025	as needed
Ferlisi, Daniel	Main Campus	Teacher	Afterschool & Saturday Detention	15-140-100-101-1-0000-03	\$ 41.13	October 2024-June 2025	as needed
Gonsalves, Jared	Main Campus	SAC	Afterschool & Saturday Detention	15-000-218-104-1-0000-03	\$ 41.13	October 2024-June 2025	as needed
McCarthy, Lucas	Freshman Academy	Teacher	Afterschool & Saturday Detention	15-140-100-101-1-0000-03-01	\$ 41.13	October 2024-June 2025	as needed
Lozano, Alex	Main Campus	Teacher	Afterschool & Saturday Detention	15-140-100-101-1-0000-03	\$ 41.13	October 2024-June 2025	as needed
Rodriguez, Diana	Freshman Academy	Teacher	Afterschool & Saturday Detention	15-140-100-101-1-0000-03-01	\$ 41.13	October 2024-June 2025	as needed
Rosenthal, Gregory	Main Campus	Teacher	Afterschool & Saturday Detention	15-140-100-101-1-0000-03	\$ 41.13	October 2024-June 2025	as needed
Sheaffer, Timothy	Main Campus	Teacher	Afterschool & Saturday Detention	15-140-100-101-1-0000-03	\$ 41.13	October 2024-June 2025	as needed

Extra Curricular Club Advisors Perth Amboy High School 2024-2025 SY							Hours (AM/PM)
Employee Name	School/Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Baxter, Stanley	Main Campus	NIROTC Cyber Patriot Team	Extra Curricular Club Advisors	15-401-100-101-1-0000-03	\$ 1,381	October 2024-June 2025	as needed
Baxter, Stanley	Main Campus	NIROTCMarksmanship Team	Extra Curricular Club Advisors	15-401-100-101-1-0000-03	\$ 1,381	October 2024-June 2025	as needed
Baxter, Stanley	Main Campus	NIROTC Competition Team	Extra Curricular Club Advisors	15-401-100-101-1-0000-03	\$ 1,381	October 2024-June 2025	as needed
Bedir, Nagla	Main Campus	Student Council Advisor (1 of 2)	Extra Curricular Club Advisors	15-401-100-101-1-0000-03	\$ 3,293	October 2024-June 2025	as needed
Cancel, Lisa	Main Campus	Junior Class Advisors (1 of 2)	Extra Curricular Club Advisors	15-401-100-101-1-0000-03	\$ 3,161	October 2024-June 2025	as needed
Ferguson, Jennifer	Freshman Academy	Event Coordinator	Extra Curricular Club Advisors	15-401-100-101-1-0000-03	\$ 1,381	October 2024-June 2025	as needed
Garb, David	Main Campus	Video Club	Extra Curricular Club Advisors	15-401-100-101-1-0000-03	\$ 1,381	October 2024-June 2025	as needed
Greve, Janet	Main Campus	Newspaper Club	Extra Curricular Club Advisors	15-401-100-101-1-0000-03	\$ 1,381	October 2024-June 2025	as needed
Greve, Janet	Main Campus	The Collective Faith	Extra Curricular Club Advisors	15-401-100-101-1-0000-03	\$ 1,381	October 2024-June 2025	as needed
Manson, Michael	Main Campus	Junior Class Advisors (2 of 2)	Extra Curricular Club Advisors	15-401-100-101-1-0000-03	\$ 3,161	October 2024-June 2025	as needed
Martin, Amanda	Main Campus	Gender & Sexuality Alliance Club	Extra Curricular Club Advisors	15-401-100-101-1-0000-03	\$ 1,381	October 2024-June 2025	as needed
Niebojeski, Mark	Main Campus	HOSA	Extra Curricular Club Advisors	15-401-100-101-1-0000-03	\$ 1,381	October 2024-June 2025	as needed
Nunez Carvajal, Jacqueline	Main Campus	Spanish Literacy Club (Freshman Academy)	Extra Curricular Club Advisors	15-401-100-101-1-0000-03	\$ 1,381	October 2024-June 2025	as needed
Reid, Donald	Main Campus	Student Council Advisor (2 of 2)	Extra Curricular Club Advisors	15-401-100-101-1-0000-03	\$ 3,293	October 2024-June 2025	as needed
Rodriguez, Leezenia	Main Campus	Event Coordinator	Extra Curricular Club Advisors	15-401-100-101-1-0000-03	\$ 1,381	October 2024-June 2025	as needed
Stahl, Elizabeth	Main Campus	Photography Club	Extra Curricular Club Advisors	15-401-100-101-1-0000-03	\$ 1,381	October 2024-June 2025	as needed
Stahl, Elizabeth	Main Campus	Art Club (2 of 2)	Extra Curricular Club Advisors	15-401-100-101-1-0000-03	\$ 1,416	October 2024-June 2025	as needed
Welch, Loris	Main Campus	Kiwanas Key Club	Extra Curricular Club Advisors	15-401-100-101-1-0000-03	\$ 1,381	October 2024-June 2025	as needed
Yee, Frank	Main Campus	Panther Roar	Extra Curricular Club Advisors	15-401-100-101-1-0000-03	\$ 1,381	October 2024-June 2025	as needed

Performing Arts Program Perth Amboy High School 2024-2025 SY							
Employee Name	School/Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Gramham Allison	Main Campus	Performing Arts-Dramatics Production Costume Designer	Performing Arts	15-401-100-101-1-0000-03	\$ 1,058	October 2024-June 2025	as needed
Rothwieler, Natalie	Main Campus	Performing Arts-Dramatics Choreographer	Performing Arts	15-401-100-101-1-0000-03	\$ 2,109	October 2024-June 2025	as needed
Vacca, Jaime	Main Campus	Performing Arts-Dramatics Set Designer	Performing Arts	15-401-100-101-1-0000-03	\$ 2,109	October 2024-June 2025	as needed
Yee, Frank	Main Campus	Performing Arts- Dramatics Sound Technician	Performing Arts	15-401-100-101-1-0000-03	\$ 1,058	October 2024-June 2025	as needed
Yee, Frank	Main Campus	Performing Arts- Dramatics Stage Director	Performing Arts	15-401-100-101-1-0000-03	\$ 6,652	October 2024-June 2025	as needed
Yee, Frank	Main Campus	Performing Arts- Dramatics Technical Stage Director	Performing Arts	15-401-100-101-1-0000-03	\$ 2,109	October 2024-June 2025	as needed

PERTH AMBOY HIGH SCHOOL
Personalized Learning Program
Delayed Opening/Early Dismissal Team
2024-2025 SY

Employee Name	School/Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Damaris Vargas	High School/PLP	Secretary Job ID#6935	Delayed Opening/Early Dismissal	15-000-240-105-1-0000-03-04	\$ 38.66	October 2024-June 2025	As Needed
Felix Velez	High School/PLP	Home School Liaison Job ID#6935	Delayed Opening/Early Dismissal	15-000-211-100-1-0000-03-04	\$ 45.10	October 2024-June 2025	As Needed
Christine Mattei	High School/PLP	Teacher Job ID#6935	Delayed Opening/Early Dismissal	15-140-100-101-1-0000-03-04	\$ 47.00	October 2024-June 2025	As Needed

2024-2025 WINTER ATHLETICS - Volunteer Coaches

[illegible]

Per Diem Recommendations
Samuel E. Shull Middle School

2024-2025 SY

Employee Name	School/Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)
Clem, Dallas	Shull	Teacher	Per Diem - Phy Ed Section 807	15-130-100-101-1-0000-06-	\$55.81	September 5, 2024 - November 1, 2024
Clem, Dallas	Shull	Teacher	Per Diem - Phy Ed Section 706	15-130-100-101-1-0000-06-	\$55.81	September 5, 2024 - November 1, 2024
Clem, Dallas	Shull	Teacher	Per Diem - Phy Ed Section 814	15-130-100-101-1-0000-06-	\$55.81	September 5, 2024 - November 1, 2024
Clem, Dallas	Shull	Teacher	Per Diem - Phy Ed Section 712	15-130-100-101-1-0000-06-	\$55.81	September 5, 2024 - June 26, 2025
Dabrowski, James	Shull	Teacher	Per Diem - Phy Ed Section 813	15-130-100-101-1-0000-06-	\$55.81	September 5, 2024 - June 26, 2025
Dabrowski, James	Shull	Teacher	Per Diem - Phy Ed Section 609	15-130-100-101-1-0000-06-	\$55.81	September 5, 2024 - June 26, 2025
Paltjon, Melissa	Shull	Teacher	Per Diem - Phy Ed Section 704	15-130-100-101-1-0000-06-	\$55.81	September 5, 2024 - June 26, 2025
Paltjon, Melissa	Shull	Teacher	Per Diem - Phy Ed Section 805	15-130-100-101-1-0000-06-	\$55.81	September 5, 2024 - June 26, 2025
Paltjon, Melissa	Shull	Teacher	Per Diem - Phy Ed Section 604	15-130-100-101-1-0000-06-	\$55.81	September 5, 2024 - November 1, 2024
Paltjon, Melissa	Shull	Teacher	Per Diem - Phy Ed Section 611	15-130-100-101-1-0000-06-	\$55.81	September 5, 2024 - November 1, 2024
Siegel, Tandy	Shull	Teacher	Per Diem - Math 133	15-130-100-101-1-0000-06	\$55.81	September 5, 2024 - January 10, 2025
Siegel, Tandy	Shull	Teacher	Per Diem - Math 134	15-130-100-101-1-0000-06	\$55.81	September 5, 2024 - January 10, 2025

After School Detention Recommendation
Samuel E. Shull Middle School
2024-2025 SY

Employee Name	School/ Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
O'Keefe, Marisol	Shull	Teacher	After School Detention	15-130-100-101-1-0000-06	41.13	September 5, 2024 -June 26, 2025	1 hours per day

AM Supervision Recommendation
Samuel E. Shull Middle School
2024-2025 SY

Employee Name	School/ Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Davison, Joe	Shull	Teacher	AM Supervision	15-130-100-101-1-0000-06	\$41.13	September 5, 2024 -June 26, 2025	1/2 hour per day
Leonardis, Gino	Shull	Teacher	AM Supervision	15-130-100-101-1-0000-06	\$41.13	September 5, 2024 -June 26, 2025	1/2 hour per day
Cumber, Kathleen	Shull	Paraprofessional	AM Supervision	15-204-100-106-1-0000-06	\$34.08	September 5, 2024 -June 26, 2025	1/2 hour per day

Lunch Duty Recommendation
Samuel E. Shull Middle School
2024-2025 SY

Employee Name	School/Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Encarnacion, Jamie	Shull	Teacher	Lunch Duty	15-130-100-101-1-0000-06	\$41.13	September 5, 2024 -June 26, 2025	1 hour per day
Loayza, Rosa	Shull	Teacher	Lunch Duty	15-130-100-101-1-0000-06	\$41.13	September 5, 2024 -June 26, 2025	1 hour per day
Oliverira, Olga	Shull	Teacher	Lunch Duty	15-130-100-101-1-0000-06	\$41.13	September 5, 2024 -June 26, 2025	1 hour per day
Vizzacchero, Marybeth	Shull	Teacher	Lunch Duty	15-130-100-101-1-0000-06	\$41.13	September 5, 2024 -June 26, 2025	1 hour per day

SOAR Program
Samuel E. Shull Middle School
2024-2025 SY

Employee Name	School/Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Bartolo Mendez, Minerva	Shull	Teacher	SOAR Program	20-231-100-101-1-0000-40 20-231-200-110-1-0000-40 20-231-100-610-0-0000-40 20-234-100-101-1-0000-40 20-234-200-110-1-0000-40 20-234-100-610-0-0000-40	\$47.00	November 11, 2024 - May 16, 2025	2:45 - 3:45pm
Livesey, Kelly	Shull	Teacher	SOAR Program	20-231-100-101-1-0000-40 20-231-200-110-1-0000-40 20-231-100-610-0-0000-40 20-234-100-101-1-0000-40 20-234-200-110-1-0000-40 20-234-100-610-0-0000-40	\$47.00	November 11, 2024 - May 16, 2025	2:45 - 3:45pm
McDonald, Eric	Shull	Teacher	SOAR Program	20-231-100-101-1-0000-40 20-231-200-110-1-0000-40 20-231-100-610-0-0000-40 20-234-100-101-1-0000-40 20-234-200-110-1-0000-40 20-234-100-610-0-0000-40	\$47.00	November 11, 2024 - May 16, 2025	2:45 - 3:45pm
Perez (Tirado), Jessica	Shull	Coordinator	SOAR Program	20-231-100-101-1-0000-40 20-231-200-110-1-0000-40 20-231-100-610-0-0000-40 20-234-100-101-1-0000-40 20-234-200-110-1-0000-40 20-234-100-610-0-0000-40	\$47.00	November 11, 2024 - May 16, 2025	2:45-4:15pm

AM/PM DLS Sports
William C. McGinnis School
2024-2025 School Year

Employee Name	School/ Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Ali Rodriguez	WCM	Teacher	AM/PM DLS/Sports	15-120-100-101-1-0000-04	\$41.13	September 5, 2024 - June 26, 2025	1.5 hours

Morning Duty
William C. McGinnis School
2024-2025 School Year

Employee Name	School/ Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Todd Bauer	WCM	Teacher	Morning Duty	15-130-100-101-1-0000-04	\$41.13	September 5, 2024- June 26, 2025	1/2 hour
Jenny Boggs-Cristallo	WCM	Teacher	Morning Duty	15-130-100-101-1-0000-04	\$41.13	September 5, 2024- June 26, 2025	1/2 hour
David Cardona	WCM	Teacher	Morning Duty	15-130-100-101-1-0000-04	\$41.13	September 5, 2024- June 26, 2025	1/2 hour
Mary DeSimone	WCM	Teacher	Morning Duty	15-130-100-101-1-0000-04	\$41.13	September 5, 2024- June 26, 2025	1/2 hour
Regina Jimenez	WCM	Teacher	Morning Duty	15-130-100-101-1-0000-04	\$41.13	September 5, 2024- June 26, 2025	1/2 hour
Stephanie Kowalick	WCM	Teacher	Morning Duty	15-130-100-101-1-0000-04	\$41.13	September 5, 2024- June 26, 2025	1/2 hour
Jamie Lobban	WCM	Teacher	Morning Duty	15-130-100-101-1-0000-04	\$41.13	September 5, 2024- June 26, 2025	1/2 hour
John Riley	WCM	Teacher	Morning Duty	15-130-100-101-1-0000-04	\$41.13	September 5, 2024- June 26, 2025	1/2 hour
Ali Rodriguez	WCM	Teacher	Morning Duty	15-130-100-101-1-0000-04	\$41.13	September 5, 2024- June 26, 2025	1/2 hour

Lunch Duty
William C. McGinnis School
2024-2025 School Year

Employee Name	School/ Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Todd Bauer	WCM	Teacher	Lunch Duty	15-130-100-101-1-0000-04	\$41.13	September 5 - June 26, 2025	Per Period
Aimee Brown	WCM	Teacher	Lunch Duty	15-130-100-101-1-0000-04	\$41.13	September 5 - June 26, 2025	Per Period
Robin Brumbaugh	WCM	Teacher	Lunch Duty	15-130-100-101-1-0000-04	\$41.13	September 5 - June 26, 2025	Per Period
Richard Burzynski	WCM	Teacher	Lunch Duty	15-130-100-101-1-0000-04	\$41.13	September 5 - June 26, 2025	Per Period
David Cardona	WCM	Teacher	Lunch Duty	15-130-100-101-1-0000-04	\$41.13	September 5 - June 26, 2025	Per Period
Mary DeSimone	WCM	Teacher	Lunch Duty	15-130-100-101-1-0000-04	\$41.13	September 5 - June 26, 2025	Per Period
Alyssa Doctor	WCM	Teacher	Lunch Duty	15-130-100-101-1-0000-04	\$41.13	September 5 - June 26, 2025	Per Period
Kristin Dura	WCM	Teacher	Lunch Duty	15-130-100-101-1-0000-04	\$41.13	September 5 - June 26, 2025	Per Period
Johanna Hughes	WCM	Teacher	Lunch Duty	15-130-100-101-1-0000-04	\$41.13	September 5 - June 26, 2025	Per Period
Robert Iezzi	WCM	Teacher	Lunch Duty	15-130-100-101-1-0000-04	\$41.13	September 5 - June 26, 2025	Per Period
Jamie Lobban	WCM	Teacher	Lunch Duty	15-130-100-101-1-0000-04	\$41.13	September 5 - June 26, 2025	Per Period
Jennifer Renda	WCM	Teacher	Lunch Duty	15-130-100-101-1-0000-04	\$41.13	September 5 - June 26, 2025	Per Period
Polina Robertson	WCM	Teacher	Lunch Duty	15-130-100-101-1-0000-04	\$41.13	September 5 - June 26, 2025	Per Period
Ali Rodriguez	WCM	Teacher	Lunch Duty	15-130-100-101-1-0000-04	\$41.13	September 5 - June 26, 2025	Per Period
Jill Tretsky	WCM	Teacher	Lunch Duty	15-130-100-101-1-0000-04	\$41.13	September 5 - June 26, 2025	Per Period
Lawrence Valante	WCM	Teacher	Lunch Duty	15-130-100-101-1-0000-04	\$41.13	September 5 - June 26, 2025	Per Period
Patricia Zulin	WCM	Teacher	Lunch Duty	15-130-100-101-1-0000-04	\$41.13	September 5 - June 26, 2025	Per Period

2024-2025 William C. McGinnis School

SOAR 24-25

Employee Name	School	Position	Program Name	Account Number	Rate of Pay (Stipend)	Dates (From-To)	Hours AM or PM
Robin Brumbaugh	WCM	Co-Coordinator and Teacher	SOAR	20-231-100-101-1-0000-40 20-231-200-110-1-0000-40 20-231-100-610-0-0000-40 20-234-100-101-1-0000-40 20-234-200-110-1-0000-40 20-234-100-610-0-0000-40	\$ 47.00	November 11, 2024 - May 16, 2025	2:45 p.m. - 3:45 p.m.
Edgardo Vazquez	WCM	Co-Coordinator and Teacher	SOAR	20-231-100-101-1-0000-40 20-231-200-110-1-0000-40 20-231-100-610-0-0000-40 20-234-100-101-1-0000-40 20-234-200-110-1-0000-40 20-234-100-610-0-0000-40	\$ 47.00	November 11, 2024 - May 16, 2025	2:45 p.m. - 3:45 p.m.
Jamie Lobba	WCM	Teacher	SOAR	20-231-100-101-1-0000-40 20-231-200-110-1-0000-40 20-231-100-610-0-0000-40 20-234-100-101-1-0000-40 20-234-200-110-1-0000-40 20-234-100-610-0-0000-40	\$ 47.00	November 11, 2024 - May 16, 2025	2:45 p.m. - 3:45 p.m.
Mark Rivera	WCM	Teacher	SOAR	20-231-100-101-1-0000-40 20-231-200-110-1-0000-40 20-231-100-610-0-0000-40 20-234-100-101-1-0000-40 20-234-200-110-1-0000-40 20-234-100-610-0-0000-40	\$ 47.00	November 11, 2024 - May 16, 2025	2:45 p.m. - 3:45 p.m.

Employee Name	School	Position	Program Name	Account Number	Rate of Pay (Stipend)	Dates (From-To)	Hours AM or PM
Sherri Holt	WCM	Teacher	SOAR	20-231-100-101-1-0000-40 20-231-200-110-1-0000-40 20-231-100-610-0-0000-40 20-234-100-101-1-0000-40 20-234-200-110-1-0000-40 20-234-100-610-0-0000-40	\$ 47.00	November 11, 2024 - May 16, 2025	2:45 p.m. - 3:45 p.m.
Alyssa Doctor	WCM	Teacher	SOAR	20-231-100-101-1-0000-40 20-231-200-110-1-0000-40 20-231-100-610-0-0000-40 20-234-100-101-1-0000-40 20-234-200-110-1-0000-40 20-234-100-610-0-0000-40	\$ 47.00	November 11, 2024 - May 16, 2025	2:45 p.m. - 3:45 p.m.
Robert Iezzi	WCM	Teacher	SOAR	20-231-100-101-1-0000-40 20-231-200-110-1-0000-40 20-231-100-610-0-0000-40 20-234-100-101-1-0000-40 20-234-200-110-1-0000-40 20-234-100-610-0-0000-40	\$ 47.00	November 11, 2024 - May 16, 2025	2:45 p.m. - 3:45 p.m.
Steven Orgo	WCM	Teacher	SOAR	20-231-100-101-1-0000-40 20-231-200-110-1-0000-40 20-231-100-610-0-0000-40 20-234-100-101-1-0000-40 20-234-200-110-1-0000-40 20-234-100-610-0-0000-40	\$ 47.00	November 11, 2024 - May 16, 2025	2:45 p.m. - 3:45 p.m.

Employee Name	School	Position	Program Name	Account Number	Rate of Pay (Stipend)	Dates (From-To)	Hours AM or PM
Todd Bauer	WCM	Teacher	SOAR	20-231-100-101-1-0000-40 20-231-200-110-1-0000-40 20-231-100-610-0-0000-40 20-234-100-101-1-0000-40 20-234-200-110-1-0000-40 20-234-100-610-0-0000-40	\$ 47.00	November 11, 2024 - May 16, 2025	2:45 p.m. - 3:45 p.m.
Sarah Salas	WCM	Teacher	SOAR	20-231-100-101-1-0000-40 20-231-200-110-1-0000-40 20-231-100-610-0-0000-40 20-234-100-101-1-0000-40 20-234-200-110-1-0000-40 20-234-100-610-0-0000-40	\$ 47.00	November 11, 2024 - May 16, 2025	2:45 p.m. - 3:45 p.m.
Kristin Dura	WCM	Teacher	SOAR	20-231-100-101-1-0000-40 20-231-200-110-1-0000-40 20-231-100-610-0-0000-40 20-234-100-101-1-0000-40 20-234-200-110-1-0000-40 20-234-100-610-0-0000-40	\$ 47.00	November 11, 2024 - May 16, 2025	2:45 p.m. - 3:45 p.m.

Emergency Team
Robert N. Wilentz School
2024-2025 School Year

Employee Name	School/ Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Engy Aly	Wilentz	Teacher	Delayed Opening/Early Dismissal	15-120-100-101-1-0000-18	\$41.13	September 2024-June 2025	7:55-9:55/1:30-3:30
Joel Polidura	Wilentz	Teacher	Delayed Opening/Early Dismissal	15-120-100-101-1-0000-18	\$41.13	September 2024-June 2025	7:55-9:55/1:30-3:30
Elizabeth Crowley Rivera	Wilentz	Teacher	Delayed Opening/Early Dismissal	15-120-100-101-1-0000-18	\$41.13	September 2024-June 2025	7:55-9:55/1:30-3:30
Ekaterina Georgoulas	Wilentz	Paraprofessional	Delayed Opening/Early Dismissal	15-190-100-106-1-0000-18	\$34.08	September 2024-June 2025	7:55-9:55/1:30-3:30

AM & PM Supervision
Robert N. Wilentz School
2024-2025 School Year

Employee Name	School/ Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Jared Isaacson	Wilentz	Teacher	Substitute AM & PM Supervision	15-120-100-101-1-0000-18	\$41.13	September 2024-June 2025	1 hour

Kindergarten Orientation
 Anthony V. Ceres Elementary School
 2024-2025 School Year

Employee Name	School/Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Maisonave, Angelica	Anthony V. Ceres	Paraprofessional	Kindergarten Orientation	15-190-100-106-1-0000-02	\$34.08	September 3, 2024-September 3, 2024	5:30 p.m. - 7:00 p.m.

Delayed Opening/Early Dismissal Team
 Anthony V. Ceres Elementary School
 2024-2025 SY

Employee Name	School/ Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Jennifer Osborne	Ceres	Guidance Counselor	Delayed Opening/Early Dismissal Team	15-120-100-101-1-0000-02	\$41.13	September 2024-June 2025	not to exceed 2hrs/day
Frederick Wenzel	Ceres	Teacher	Delayed Opening/Early Dismissal Team	15-120-100-101-1-0000-02	\$41.13	September 2024-June 2025	not to exceed 2hrs/day

Extended Day High Impact Tutoring Program for Board Approval
James J. Flynn Elementary School

2024-2025 SY

Employee Name	School/Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Rachel Palmer	James J. Flynn Elementary School	Teacher	High Impact Tutoring	20-239-100-101-1-0000-09 (instructional staff carryover) 20-237-100-101-1-0000-09 (instructional staff)	\$47.00	November 2024-May 2025	1 hour/day, 3 days per week
Christine Conquest	James J. Flynn Elementary School	Teacher	High Impact Tutoring	20-239-100-101-1-0000-09 (instructional staff carryover) 20-237-100-101-1-0000-09 (instructional staff)	\$47.00	November 2024-May 2025	1 hour/day, 3 days per week
Michael Cestaro	James J. Flynn Elementary School	Teacher	High Impact Tutoring	20-239-100-101-1-0000-09 (instructional staff carryover) 20-237-100-101-1-0000-09 (instructional staff)	\$47.00	November 2024-May 2025	1 hour/day, 3 days per week
Angela Tanella	James J. Flynn Elementary School	Teacher	High Impact Tutoring	20-239-100-101-1-0000-09 (instructional staff carryover) 20-237-100-101-1-0000-09 (instructional staff)	\$47.00	November 2024-May 2025	1 hour/day, 3 days per week
Sophia Kerzelis	James J. Flynn Elementary School	Teacher	High Impact Tutoring	20-239-100-101-1-0000-09 (instructional staff carryover) 20-237-100-101-1-0000-09 (instructional staff)	\$47.00	November 2024-May 2025	1 hour/day, 3 days per week
Shannon Juliano	James J. Flynn Elementary School	Teacher	High Impact Tutoring	20-239-100-101-1-0000-09 (instructional staff carryover) 20-237-100-101-1-0000-09 (instructional staff)	\$47.00	November 2024-May 2025	1 hour/day, 3 days per week
Christina Alfano	James J. Flynn Elementary School	Teacher	High Impact Tutoring	20-239-100-101-1-0000-09 (instructional staff carryover) 20-237-100-101-1-0000-09 (instructional staff)	\$47.00	November 2024-May 2025	1 hour/day, 3 days per week
Marie McMahon-Connor	James J. Flynn Elementary School	Teacher	High Impact Tutoring	20-239-100-101-1-0000-09 (instructional staff carryover) 20-237-100-101-1-0000-09 (instructional staff)	\$47.00	November 2024-May 2025	1 hour/day, 3 days per week
Dawn Bishop	James J. Flynn Elementary School	Teacher	High Impact Tutoring	20-239-100-101-1-0000-09 (instructional staff carryover) 20-237-100-101-1-0000-09 (instructional staff)	\$47.00	November 2024-May 2025	1 hour/day, 3 days per week
Cindy Cardona	James J. Flynn Elementary School	Teacher	High Impact Tutoring	20-239-100-101-1-0000-09 (instructional staff carryover) 20-237-100-101-1-0000-09 (instructional staff)	\$47.00	November 2024-May 2025	1 hour/day, 3 days per week
Kristy Rivera	James J. Flynn Elementary School	Teacher	High Impact Tutoring	20-239-100-101-1-0000-09 (instructional staff carryover) 20-237-100-101-1-0000-09 (instructional staff)	\$47.00	November 2024-May 2025	1 hour/day, 3 days per week
Cynthia Borghetti	James J. Flynn Elementary School	Teacher (Substitute)	High Impact Tutoring	20-239-100-101-1-0000-09 (instructional staff carryover) 20-237-100-101-1-0000-09 (instructional staff)	\$47.00	November 2024-May 2025	1 hour/day, 3 days per week
Michael Barreto	James J. Flynn Elementary School	Coordinator	High Impact Tutoring	20-239-200-110-1-0000-09	\$47.00	November 2024-May 2025	1 hour/day, 3 days per week
Rachel Palmer	James J. Flynn Elementary School	Orientation and Preparations	High Impact Tutoring	20-239-200-110-1-0000-09 (orientation and prep carryover) 20-237-200-110-1-0000-09 (orientation and preparation)	\$41.13	November 2024-May 2025	7 hour orientation, 20 minutes preparation 3 days per week
Christine Conquest	James J. Flynn Elementary School	Orientation and Preparations	High Impact Tutoring	20-239-200-110-1-0000-09 (orientation and prep carryover) 20-237-200-110-1-0000-09 (orientation and preparation)	\$41.13	November 2024-May 2025	7 hour orientation, 20 minutes preparation 3 days per week
Michael Cestaro	James J. Flynn Elementary School	Orientation and Preparations	High Impact Tutoring	20-239-200-110-1-0000-09 (orientation and prep carryover) 20-237-200-110-1-0000-09 (orientation and preparation)	\$41.13	November 2024-May 2025	7 hour orientation, 20 minutes preparation 3 days per week
Angela Tanella	James J. Flynn Elementary School	Orientation and Preparations	High Impact Tutoring	20-239-200-110-1-0000-09 (orientation and prep carryover) 20-237-200-110-1-0000-09 (orientation and preparation)	\$41.13	November 2024-May 2025	7 hour orientation, 20 minutes preparation 3 days per week
Sophia Kerzelis	James J. Flynn Elementary School	Orientation and Preparations	High Impact Tutoring	20-239-200-110-1-0000-09 (orientation and prep carryover) 20-237-200-110-1-0000-09 (orientation and preparation)	\$41.13	November 2024-May 2025	7 hour orientation, 20 minutes preparation 3 days per week
Shannon Juliano	James J. Flynn Elementary School	Orientation and Preparations	High Impact Tutoring	20-239-200-110-1-0000-09 (orientation and prep carryover) 20-237-200-110-1-0000-09 (orientation and preparation)	\$41.13	November 2024-May 2025	7 hour orientation, 20 minutes preparation 3 days per week
Christina Alfano	James J. Flynn Elementary School	Orientation and Preparations	High Impact Tutoring	20-239-200-110-1-0000-09 (orientation and prep carryover) 20-237-200-110-1-0000-09 (orientation and preparation)	\$41.13	November 2024-May 2025	7 hour orientation, 20 minutes preparation 3 days per week
Marie McMahon-Connor	James J. Flynn Elementary School	Orientation and Preparations	High Impact Tutoring	20-239-200-110-1-0000-09 (orientation and prep carryover) 20-237-200-110-1-0000-09 (orientation and preparation)	\$41.13	November 2024-May 2025	7 hour orientation, 20 minutes preparation 3 days per week

Dawn Bishop	James J. Flynn Elementary School	Orientation and Preparations	High Impact Tutoring	20-239-200-110-1-0000-09 (orientation and prep carryover) 20-237-200-110-1-0000-09 (orientation and preparation)	\$41.13	November 2024-May 2025	7 hour orientation, 20 minutes preparation 3 days per week
Cindy Cardona	James J. Flynn Elementary School	Orientation and Preparations	High Impact Tutoring	20-239-200-110-1-0000-09 (orientation and prep carryover) 20-237-200-110-1-0000-09 (orientation and preparation)	\$41.13	November 2024-May 2025	7 hour orientation, 20 minutes preparation 3 days per week
Kristy Rivera	James J. Flynn Elementary School	Orientation and Preparations	High Impact Tutoring	20-239-200-110-1-0000-09 (orientation and prep carryover) 20-237-200-110-1-0000-09 (orientation and preparation)	\$41.13	November 2024-May 2025	7 hour orientation, 20 minutes preparation 3 days per week
Cynthia Borghetti	James J. Flynn Elementary School	Orientation and Preparations	High Impact Tutoring	20-239-200-110-1-0000-09 (orientation and prep carryover) 20-237-200-110-1-0000-09 (orientation and preparation)	\$41.13	November 2024-May 2025	7 hour orientation, 20 minutes preparation 3 days per week
Michael Barreto	James J. Flynn Elementary School	Orientation and Preparations	High Impact Tutoring	20-239-200-110-1-0000-09 (orientation and prep carryover) 20-237-200-110-1-0000-09 (orientation and preparation)	\$41.13	November 2024-May 2025	7 hour orientation, 20 minutes preparation 3 days per week

Emergency Team for Board Approval
James J. Flynn Elementary School
2024-2025 SY

Employee Name	School/Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Thomas Bromirksi	Flynn Elementary School	Paraprofessional	Emergency Team	15-204-100-106-1-0000-09	\$34.08	September 2024-June 2025	1.5 hours each early dismissal or delayed opening
Megan Kehoe	Flynn Elementary School	Paraprofessional	Emergency Team	15-204-100-106-1-0000-09	\$34.08	September 2024-June 2025	
Linda Arocho	Flynn Elementary School	Secretary	Emergency Team	15-000-240-105-1-0000-09	\$38.45	September 2024-June 2025	
Jennifer Rendiero	Flynn Elementary School	CST	Emergency Team	15-120-100-101-1-0000-09	\$41.13	September 2024-June 2025	

Fruit and Vegetable Program for Board Approval
James J. Flynn Elementary School
2024-2025 SY

Employee Name	School/Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Tiffany Stevenson	Flynn Elementary School	Coordinator	Fruit and Vegetable Program	60-000-200-101-1-0000-00	\$ 41.13	September 2024-June 2025	1 period per week

AM and PM Duty for Board Approval
James J. Flynn Elementary School
2024-2025 SY

Employee Name	School/Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Artilia Crespo	James J. Flynn Elementary School	Paraprofessional	AM/PM Duty	15-190-100-106-1-0000-09	\$34.08	September 2024-June 2025	AM/PM

Coordinators Fresh Fruit and Vegetable Grant

Ignacio Cruz

School Year 2024-2025

Employee name	School	Position	Program Name	Account Number	Rate of Pay	Dates (From-To)	Hours/ Am or PM
Jill Lemanski	Cruz	Coordinator	Fresh Fruit and Vegetable Grant	60-000-200-101-2-0000-00	\$41.13/hr	September 2024-June 2025	1 Hour every other week
Nicole Gerardi	Cruz	Coordinator	Fresh Fruit and Vegetable Grant	60-000-200-101-2-0000-00	\$41.13/hr	September 2024-June 2025	1 Hour every other week

Project Adelante-Bus attendant
2024-2025 School Year

Employee Name	School/Building	Position	Program Name	Account Number(s)	Rate of Pay	Dates (From-To)	Hours (AM/PM)
Anampa-arbieto, Ammy	District	Para-professional	Project Adelante (Bus Attendant)	20-243-200-110-1-0000-40	34.08 Per Hour	October 19, 2024- May 17, 2025	not to exceed 8 hours a day (Saturday)

Adelante

9/27/24

K-8 Musical Theatre Program							
Employee name	School	Position	Program Name	Account Number	Rate of Pay	Dates (From-To)	Hours
Condit, William	Flynn	Director	Musical Theatre Program	20-231-100-101-1-0000-40	\$47 per hour	2024-2025 SY	not to exceed 100 hours
Rosa, Rolando	Flynn	Assistant Director	Musical Theatre Program	20-231-100-101-1-0000-40	\$47 per hour	2024-2025 SY	not to exceed 80 hours
Issacson, Jared	Wilentz	Director	Musical Theatre Program	20-231-100-101-1-0000-40	\$47 per hour	2024-2025 SY	not to exceed 100 hours
Perchaski, Laurene	Wilentz	Assistant Director	Musical Theatre Program	20-231-100-101-1-0000-40	\$47 per hour	2024-2025 SY	not to exceed 40 hours
Shintani, Emiri	Wilentz	Assistant Director	Musical Theatre Program	20-231-100-101-1-0000-40	\$47 per hour	2024-2025 SY	not to exceed 40 hours
Lajewski, Joseph	Ceres	Director	Musical Theatre Program	20-231-100-101-1-0000-40	\$47 per hour	2024-2025 SY	not to exceed 100 hours
Borghetti, Cynthia	Ceres	Assistant Director	Musical Theatre Program	20-231-100-101-1-0000-40	\$47 per hour	2024-2025 SY	not to exceed 80 hours
Stegner, Dawn	Patten	Director	Musical Theatre Program	20-231-100-101-1-0000-40	\$47 per hour	2024-2025 SY	not to exceed 100 hours
Gearin, Linda	Patten	Assistant Director	Musical Theatre Program	20-231-100-101-1-0000-40	\$47 per hour	2024-2025 SY	not to exceed 40 hours
Durso, Angeline	Patten	Assistant Director	Musical Theatre Program	20-231-100-101-1-0000-40	\$47 per hour	2024-2025 SY	not to exceed 40 hours
Pendleton, Anne	Richardson	Director	Musical Theatre Program	20-231-100-101-1-0000-40	\$47 per hour	2024-2025 SY	not to exceed 100 hours
Rizzotti, Gabrielle	Richardson	Assistant Director	Musical Theatre Program	20-231-100-101-1-0000-40	\$47 per hour	2024-2025 SY	not to exceed 80 hours
Vasfallo, Lisa	McGinnis	Director	Musical Theatre Program	20-231-100-101-1-0000-40	\$4,136	2024-2025 SY	2024-2025 SY
Vasfallo, Lisa	McGinnis	Technical Stage Director	Musical Theatre Program	20-231-100-101-1-0000-40	\$1,381	2024-2025 SY	2024-2025 SY
Erige, Jessica	McGinnis	Vocal Director	Musical Theatre Program	20-231-100-101-1-0000-40	\$1,381	2024-2025 SY	2024-2025 SY
Ostermann, Dorothy	McGinnis	Set Designer	Musical Theatre Program	20-231-100-101-1-0000-40	\$1,381	2024-2025 SY	2024-2025 SY
Gerritano, Angela	Shull	Director	Musical Theatre Program	20-231-100-101-1-0000-40	\$4,136	2024-2025 SY	2024-2025 SY
Dewitt, Ashley	Shull	Vocal Director	Musical Theatre Program	20-231-100-101-1-0000-40	\$1,381	2024-2025 SY	2024-2025 SY
Costello, James	Shull	Technical Stage Director	Musical Theatre Program	20-231-100-101-1-0000-40	\$1,381	2024-2025 SY	2024-2025 SY
Livesey, Kelly	Shull	Set Designer	Musical Theatre Program	20-231-100-101-1-0000-40	\$1,381	2024-2025 SY	2024-2025 SY

PERTH AMBOY PUBLIC SCHOOLS



Administrative Headquarters Building
178 Barracks Street
Perth Amboy, NJ 08861
(732) 376-6200

Ms. Yolanda Gómez
Director of Personnel

Ext. 30-151/30-152
30-153/30-154/30-155
Fax: (732) 638-1007

Date: October 4, 2024

To: Dr. David Roman
Superintendent of Schools

From: Ms. Yolanda Gómez
Director of Personnel

Re: Agenda Item – District Mentors

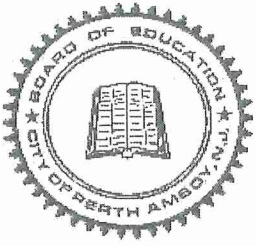
Please submit the following for Board of Education approval on the October 17, 2024, agenda:

Approval for the following staff to serve as mentors for the first-year certificated staff for the 2024-2025 school year.

	Name (Last, First)	Position	Location	Mentor	Start Date	End Date	Stipend
a.	Velasco, Randy	Health & Phys. Ed.	PAHS FA	Brian Plagge	10/2/2024	6/30/2025	\$665.80
b.	Rowley, Jason	Social Studies	PAHS FA	Heather Renaud	10/2/2024	6/30/2025	\$399.48
c.	Villa, Michelle	English	PAHS	Janet Greve	10/2/2024	6/30/2025	\$732.38
d.	Gonzalez, Jason	English	PAHS	Christine Mattei	10/2/2024	6/30/2025	\$1,997.50
e.	Kapaj, Xheni	English	PAHS	Jaime Costanzo	10/2/2024	6/30/2025	\$1,997.50
f.	Zazzarino, Joseph	Culinary Arts	PAHS	Michael Shepard	10/2/2024	6/30/2025	\$1,997.50
g.	Kaufman, Juliana	English	PAHS	Janet Greve	10/2/2024	6/30/2025	\$1,997.50
h.	Hager, Kristen	Special Education	PAHS	Tami Seaman	10/2/2024	6/30/2025	\$1,997.50
i.	McEnerney, Michael	Culinary Arts	PAHS	Michael Shepard	10/2/2024	6/30/2025	\$1,997.50
j.	Watson, Tamyra	Social Studies	PAHS	Hayley Branstrom	10/2/2024	6/30/2025	\$1,997.50
k.	Diaz, Suleibi	Bilingual Elementary	Wilentz School	Andrea Castano	10/4/2024	6/30/2025	\$732.38
l.	Lamboy, Inddy	ESL	Richardson School	Jamie Ponte	10/4/2024	6/30/2025	\$798.96
m.	Stahl, Elizabeth	Art	PAHS	Cynthia Mitchell	10/4/2024	6/30/2025	\$1,331.60
n.	Porreca, Dana	ESL	Flynn School	Tiffany Stevenson	10/4/2024	6/30/2025	\$998.70
o.	Cangley, Nicole	Special Education	Cruz	Lise De Wise	10/4/2024	6/30/2025	\$998.70
p.	Hernandez, Jasmin	PIRS	District	Wendy Siegel	10/4/2024	6/30/2025	\$1,065.28
q.	Domingues, Jessica	Art	DLS	Kimberly Macomber	10/4/2024	6/30/2025	\$1,997.50
r.	Colon, Alyvia	Special Education	Ceres School	Brittany Simonik	10/4/2024	6/30/2025	\$1,997.50

	Name (Last, First)	Position	Location	Mentor	Start Date	End Date	Stipend
s.	Bugge, Nicolette	ELA	Shull	Schakia Arrington	10/4/2024	6/30/2025	\$1,997.50
t.	Flynn, Christina	Elementary	Ceres School	Cecilia Crespo	10/4/2024	6/30/2025	\$1,997.50
u.	Kuehl, Caitlin	Preschool	Hmieleski	Lisa De Wise	10/4/2024	6/30/2025	\$1,997.50
v.	Torres, Jaddy	Preschool	Hmieleski	Esmeralda Torres	10/4/2024	6/30/2025	\$1,997.50
w.	Manfredi, Chiara	Preschool – Grade 3	Wilentz	Ariana Crespo	10/4/2024	6/30/2025	\$1,997.50
x.	Puntiel, Alexa	Elementary	Ceres School	Frezia Valenzuela	10/4/2024	6/30/2025	\$1,997.50
y.	Boughton, Victoria	Health & Phys. Ed.	Shull School	James Dabrowski	10/10/2024	6/30/2025	\$1,997.50
z.	Wissen, Marc	Health & Phys. Ed.	McGinnis	David Cardona	10/10/2024	6/30/2025	\$1,997.50
aa.	Vasquez, Johanna	Special Education	Ceres School	Cecilia Crespo	10/11/2024	6/30/2025	\$1,131.86
bb.	Spencer, Zachary	Social Studies	PAHS	Hayley Branstrom	10/21/2024	6/30/2025	\$466.06

PERTH AMBOY PUBLIC SCHOOLS



Administrative Headquarters Building
178 Barracks Street
Perth Amboy, NJ 08861
(732) 376-6200

Personnel
15 – Item #12

Ms. Yolanda Gómez
Director of Personnel

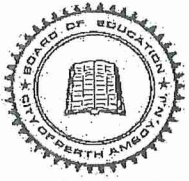
Ext. 30-151/30-152
30-153/30-154
Fax: (732) 638-1007

Date: October 15, 2024

To: Dr. David A. Roman
Superintendent of Schools
From: Ms. Yolanda Gómez
Director of Personnel
Re: Agenda Item

Please recommend the following for Board of Education approval on the October 17, 2024, Agenda.
The transfer and/ or change of assignments of the following staff for the 2024-2025 school year:

Last Name	First Name	From	To	Effective
VANTERPOOL	GUY	School Security Personnel – Administration Building	School Security Personnel – School 7	11/01/2024
MORILLO	YAISA	School Security Personnel – Thomas Peterson Building	School Security Personnel – Administration Building	11/01/2024
APPLE	WENDY	School Security Personnel – School 7	School Security Personnel – Perth Amboy High School	11/01/2024
CORREA	GERARD	School Security Personnel – E.J. Patten School	School Security Personnel – Perth Amboy High School	9/01/2024
HOYNOWSKI	CAROLINE	Teacher – Dual Language School	Teacher – S.E. Shull School	10/23/2024
BABYAK	THOMAS	Teacher – E.J. Patten School	Teacher – H.N. Richardson School	09/30/2024
ANDERSON	KIMBERLY	Teacher – E.J. Patten School	Special Education Teacher – E.J. Patten School	09/01/2024
CALDERIN	SARAY	Paraprofessional – School #7	Paraprofessional – J.J. Flynn School	09/30/2024
ROSSI-DOS REIS	PAMELA	Paraprofessional – S.E. Shull School	Paraprofessional – Perth Amboy High School	11/01/2024
MAIZONET RUIZ	IRIS	Paraprofessional – E.J. Patten School	Paraprofessional – Perth Amboy High School	11/01/2024
GARLARZA	ANGELIQUE	Teacher – Ignacio Cruz E.C.C.	Teacher – School 7	11/01/2024
SANTOS	ANA	Secretary – Guidance	Secretary – Central Registration	11/01/2024
SEJO	VIRGINIA	Secretary – Central Registration	Secretary – Transportation	11/01/2024
HERNANDEZ	MAGDA	Secretary – Transportation	Secretary – Perth Amboy High School	11/01/2024
MARTINEZ	IVANA	School Counselor – W.C. McGinnis	Student Support Specialist – District	When current position is filled
MOREL	YSABEL	Lunch Aide – R.N. Wilentz School	Lunch Aide – Ignacio Cruz E.C.C.	10/21/2024
BERA GOMEZ	ROSA	Paraprofessional – Ignacio Cruz E.C.C.	Professional – School 7	10/14/2024
MEDINA	ELIZABETH	School Counselor – Adult School	School Counselor – W.C. McGinnis	11/01/2024



Perth Amboy Public Schools

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Personnel

15 – Item #13

Ms. Yolanda Gómez
Director of Personnel

Ext. 30-151/30-152
30-153/30-154/30-155
Fax: (732) 638-1007

October 2, 2024

AGENDA: October 17, 2024

To: The Honorable Members of the Board of Education

From: Ms. Yolanda Gómez *Yolanda Gómez*
Director of Personnel

Please be advised that the annual salary of the following employee(s) salaries and previously approved by the Board are recommended to be adjusted as follows:

Name	Location	Salary-From	Salary-To (Prorated)	Reason for Change	Effective Date
Isai Acevedo	PAHS	\$105,378.00	\$116,541.00	Full EPTA Stipend	9/1/2024
Anju Bala	PAHS	\$98,725.00	\$109,888.00	Full EPTA Stipend	9/1/2024
Carlos Baltadano	PAHS	\$102,978.00	\$114,141.00	Full EPTA Stipend	9/1/2024
Maribel Batista	PAHS	\$76,128.00	\$87,291.00	Full EPTA Stipend	9/1/2024
Nagla Bedir	PAHS	\$81,865.00	\$93,028.00	Full EPTA Stipend	9/1/2024
Larry Bello	PAHS	\$105,378.00	\$116,541.00	Full EPTA Stipend	9/1/2024
Brad Bishop	PAHS	\$66,955.00	\$78,118.00	Full EPTA Stipend	9/1/2024
Erin Bishop	PAHS	\$104,330.00	\$111,027.80	3/5 EPTA Stipend	9/1/2024
Paul Bouchard	PAHS	\$95,315.00	\$106,478.00	Full EPTA Stipend	9/1/2024
Carla Casal Ramirez	PAHS	\$68,485.00	\$79,648.00	Full EPTA Stipend	9/1/2024
James Catenaro	PAHS	\$80,865.00	\$92,028.00	Full EPTA Stipend	9/1/2024
Keith Chapman	PAHS	\$101,265.00	\$112,428.00	Full EPTA Stipend	9/1/2024
William Clark	PAHS	\$77,090.00	\$83,787.80	3/5 EPTA Stipend	9/1/2024
Megan Collante	PAHS	\$73,190.00	\$84,353.00	Full EPTA Stipend	9/1/2024
Jaime Costanzo	PAHS	\$105,150.00	\$116,313.00	Full EPTA Stipend	9/1/2024
Juan Delgado	PAHS	\$106,093.00	\$117,256.00	Full EPTA Stipend	9/1/2024
Dhvani Desai	PAHS	\$75,610.00	\$86,773.00	Full EPTA Stipend	9/1/2024
Anitha Dilip	PAHS	\$75,610.00	\$86,773.00	Full EPTA Stipend	9/1/2024
Jason Dohl	PAHS	\$75,395.00	\$86,558.00	Full EPTA Stipend	9/1/2024
Paul Fraraccio, Paul	PAHS	\$97,205.00	\$108,368.00	Full EPTA Stipend	9/1/2024
Amanda Gogolin	PAHS	\$89,165.00	\$95,862.80	3/5 EPTA Stipend	9/1/2024
Taylor Goldson	PAHS	\$81,865.00	\$93,028.00	Full EPTA Stipend	9/1/2024
Karen Granato	PAHS	\$95,605.00	\$106,768.00	Full EPTA Stipend	9/1/2024
Maureen Guzman	PAHS	\$105,378.00	\$116,541.00	Full EPTA Stipend	9/1/2024
Michael Hansen	PAHS	\$68,770.00	\$79,933.00	Full EPTA Stipend	9/1/2024
David Johnson	PAHS	\$97,205.00	\$108,368.00	Full EPTA Stipend	9/1/2024
Raymond Konopka	PAHS	\$97,205.00	\$108,368.00	Full EPTA Stipend	9/1/2024
Catherine Krakowski	PAHS	\$79,320.00	\$90,483.00	Full EPTA Stipend	9/1/2024
Neelam Kulkarni	PAHS	\$65,065.00	\$76,228.00	Full EPTA Stipend	9/1/2024

Tina Landi	PAHS	\$84,215.00	\$95,378.00	Full EPTA Stipend	9/1/2024
Jacqueline Leon-adler	PAHS	\$108,928.00	\$117,858.40	4/5 EPTA Stipend	9/1/2024
Dionne Lopez	PAHS	\$68,485.00	\$79,648.00	Full EPTA Stipend	9/1/2024
Castor Losada	PAHS	\$94,430.00	\$101,127.80	3/5 EPTA Stipend	9/1/2024
Michael Manfre	PAHS	\$97,205.00	\$103,902.80	3/5 EPTA Stipend	9/1/2024
Michael Manson	PAHS	\$97,205.00	\$108,368.00	Full EPTA Stipend	9/1/2024
Amanda Martin	PAHS	\$82,590.00	\$93,753.00	Full EPTA Stipend	9/1/2024
Danielle Mercier	PAHS	\$101,265.00	\$112,428.00	Full EPTA Stipend	9/1/2024
Cynthia Mitchell	PAHS	\$75,915.00	\$87,078.00	Full EPTA Stipend	9/1/2024
Gerardo Molina-Matta	PAHS	\$104,330.00	\$115,493.00	Full EPTA Stipend	9/1/2024
Roberto Morales	PAHS	\$99,200.00	\$105,897.80	3/5 EPTA Stipend	9/1/2024
Elena Munoz	PAHS	\$95,605.00	\$106,768.00	Full EPTA Stipend	9/1/2024
Mark Niebojeski	PAHS	\$105,990.00	\$117,153.00	Full EPTA Stipend	9/1/2024
Mark Niebojeski	PAHS	\$117,153.00	\$121,618.20	Full EPTA Stipend	9/1/2024
Tricia O'Grady	PAHS	\$97,205.00	\$108,368.00	Full EPTA Stipend	9/1/2024
Jaclyn Ortiz	PAHS	\$77,090.00	\$88,253.00	Full EPTA Stipend	9/1/2024
Jaclyn Ortiz	PAHS	\$88,253.00	\$99,416.00	Full EPTA Stipend	9/1/2024
Jeffrey Pando	PAHS	\$75,610.00	\$86,773.00	Full EPTA Stipend	9/1/2024
Nicholas Peters	PAHS	\$90,085.00	\$101,248.00	Full EPTA Stipend	9/1/2024
Jose Pizarro	PAHS	\$104,203.00	\$115,366.00	Full EPTA Stipend	9/1/2024
Brian Plagge	PAHS	\$94,430.00	\$105,593.00	Full EPTA Stipend	9/1/2024
Girija Ponnappalli	PAHS	\$104,330.00	\$115,493.00	Full EPTA Stipend	9/1/2024
Alejandro Ramirez	PAHS	\$106,093.00	\$117,256.00	Full EPTA Stipend	9/1/2024
Irma Rivera	PAHS	\$75,915.00	\$87,078.00	Full EPTA Stipend	9/1/2024
Arlene Roncin	PAHS	\$97,700.00	\$108,863.00	Full EPTA Stipend	9/1/2024
Ronni Rothstein	PAHS	\$105,150.00	\$116,313.00	Full EPTA Stipend	9/1/2024
Natalie Rothweiler	PAHS	\$72,190.00	\$83,353.00	Full EPTA Stipend	9/1/2024
Robert Ruggiero	PAHS	\$79,320.00	\$90,483.00	Full EPTA Stipend	9/1/2024
Suzanne Salazar	PAHS	\$72,195.00	\$83,358.00	Full EPTA Stipend	9/1/2024
Peter Sayles	PAHS	\$83,625.00	\$94,788.00	Full EPTA Stipend	9/1/2024
Nina Schurko-Wieczorek	PAHS	\$89,165.00	\$95,862.80	3/5 EPTA Stipend	9/1/2024
Aimee Senopole	PAHS	\$80,865.00	\$92,028.00	Full EPTA Stipend	9/1/2024
Timothy Sheaffer	PAHS	\$72,195.00	\$83,358.00	Full EPTA Stipend	9/1/2024
Sonali Shetty	PAHS	\$79,320.00	\$90,483.00	Full EPTA Stipend	9/1/2024
Gary Signor	PAHS	\$95,315.00	\$106,478.00	Full EPTA Stipend	9/1/2024
Michael Somers	PAHS	\$99,200.00	\$110,363.00	Full EPTA Stipend	9/1/2024
Elizabeth Stahl	PAHS	\$63,760.00	\$74,923.00	Full EPTA Stipend	9/1/2024
Michael Tita	PAHS	\$99,200.00	\$105,897.80	3/5 EPTA Stipend	9/1/2024
Nusrat Turab	PAHS	\$75,610.00	\$86,773.00	Full EPTA Stipend	9/1/2024
George Vosinas	PAHS	\$72,195.00	\$83,358.00	Full EPTA Stipend	9/1/2024
Nayna Vyas	PAHS	\$107,473.00	\$118,636.00	Full EPTA Stipend	9/1/2024
Loris Welch	PAHS	\$101,505.00	\$112,668.00	Full EPTA Stipend	9/1/2024
Rachel Wintemberg	PAHS	\$107,165.00	\$118,328.00	Full EPTA Stipend	9/1/2024
Frank Yee	PAHS	\$68,485.00	\$79,648.00	Full EPTA Stipend	9/1/2024
Hayley Branstrom	PAHS	\$70,110.00	\$81,273.00	Full EPTA Stipend	9/1/2024
Lisa Cancel	PAHS	\$89,753.00	\$100,916.00	Full EPTA Stipend	9/1/2024
Jonathan Cepeda	PAHS	\$86,815.00	\$97,978.00	Full EPTA Stipend	9/1/2024
Rhonda Dakelman,	PAHS	\$105,150.00	\$111,847.80	3/5 EPTA Stipend	9/1/2024

Kevin Dalton	PAHS	\$89,575.00	\$98,505.40	4/5 EPTA Stipend	9/1/2024
Dante Donatantonio	PAHS	\$64,160.00	\$75,323.00	Full EPTA Stipend	9/5/24 - 9/16/24
Dayna Glass	PAHS	\$101,265.00	\$112,428.00	Full EPTA Stipend	9/1/2024
Victoria Iasparro	PAHS	\$89,655.00	\$91,887.60	1/5 EPTA Stipend	9/1/2024
Kitora Jones	PAHS	\$81,865.00	\$93,028.00	Full EPTA Stipend	9/1/2024
Nathalie Martinez	PAHS	\$63,760.00	\$74,923.00	Full EPTA Stipend	9/1/2024
Lisa McLaughlin	PAHS	\$74,435.00	\$85,598.00	Full EPTA Stipend	9/1/2024
Valerie Nigrelli	PAHS	\$79,320.00	\$90,483.00	Full EPTA Stipend	9/1/2024
Jordan Olivero	PAHS	\$84,215.00	\$86,447.60	1/5 EPTA Stipend	9/1/2024
Coralie Peary	PAHS	\$101,265.00	\$112,428.00	Full EPTA Stipend	9/1/2024
Patrick Phillips	PAHS	\$97,205.00	\$108,368.00	Full EPTA Stipend	9/1/2024
Kellen Porter	PAHS	\$83,040.00	\$91,970.40	4/5 EPTA Stipend	9/1/2024
Moises Ramos	PAHS	\$64,160.00	\$75,323.00	Full EPTA Stipend	9/1/2024
Ruth Roca	PAHS	\$98,253.00	\$109,416.00	Full EPTA Stipend	9/1/2024
Daniel Rodriguez	PAHS	\$98,725.00	\$109,888.00	Full EPTA Stipend	9/1/2024
Diana Rodriguez	PAHS	\$83,040.00	\$94,203.00	Full EPTA Stipend	9/1/2024
Jasco Rodriguez	PAHS	\$75,915.00	\$84,845.40	4/5 EPTA Stipend	9/1/2024
Jason Rowley	PAHS	\$63,760.00	\$74,923.00	Full EPTA Stipend	9/1/2024
Lucia Schnetzer	PAHS	\$74,220.00	\$80,917.80	3/5 EPTA Stipend	9/1/2024
Tami Seaman	PAHS	\$83,040.00	\$94,203.00	Full EPTA Stipend	9/1/2024
Ty Sebor	PAHS	\$64,160.00	\$75,323.00	Full EPTA Stipend	9/1/2024
Zachary Spencer	PAHS	\$69,710.00	\$80,873.00	Full EPTA Stipend	9/5/24 - 9/16/24
Jaime Vacca	PAHS	\$72,195.00	\$83,358.00	Full EPTA Stipend	9/1/2024
Randy Velasco	PAHS	\$64,160.00	\$70,857.80	3/5 EPTA Stipend	9/1/2024
Ana Santos	S.E. Shull	\$71,005.00	\$61,605.00	Removal of Full Bus Stipend	9/16/2024
Marina Toala	S.E. Shull	\$61,020.00	\$70,420.00	Full Bus Stipend	9/16/2024
Sonia Maldonado	PAHS	\$60,095.00	\$69,495.00	Full Bus Stipend	9/16/2024
Nancy Rivera	PAHS	\$60,095.00	\$69,495.00	Full Bus Stipend	9/16/2024
Migdali Sanchez	PAHS	\$65,100.00	\$74,500.00	Full Bus Stipend	9/16/2024
Robin Brumbaugh	W.C. McGinnis	\$92,028.00	\$80,865.00	Removal EPTA Stipend	9/19/2024
Todd Bauer	W.C. McGinnis	\$108,368.00	\$97,205.00	Removal EPTA Stipend	9/19/2024
Heather Yannone-Pawski	W.C. McGinnis	\$66,065.00	\$77,228.00	Full EPTA Stipend	9/19/2024
Laurence Sanders	W.C. McGinnis	\$106,325.00	\$117,488.00	Full EPTA Stipend	9/19/2024
Schakia Arrington	S.E. Shull	\$101,265.00	\$112,428.00	Full EPTA Stipend-Non-Pensionable	9/1/24-12/23/24
Ayatt Elmahalawy	S.E. Shull	\$81,865.00	\$93,028.00	Full EPTA Stipend-Non-Pensionable	9/1/24-12/23/24
Angela Gerrantano	S.E. Shull	\$98,725.00	\$109,888.00	Full EPTA Stipend-Non-Pensionable	9/1/24-12/23/24
Shealyn Malone	S.E. Shull	\$72,195.00	\$83,358.00	Full EPTA Stipend-Non-Pensionable	9/1/24-12/23/24
Michele Miller	S.E. Shull	\$73,045.00	\$84,208.00	Full EPTA Stipend-Non-Pensionable	9/1/24-1/10/25
Jessica M. Perez	S.E. Shull	\$75,395.00	\$86,558.00	Full EPTA Stipend-Non-Pensionable	9/1/24-12/23/24
Elisa Riggins	S.E. Shull	\$104,330.00	\$115,493.00	Full EPTA Stipend-Non-Pensionable	9/1/24-12/23/24
Amanda Vilchia	S.E. Shull	\$75,915.00	\$87,078.00	Full EPTA Stipend-Non-Pensionable	9/1/24-12/23/24
Audrey Winston	S.E. Shull	\$89,575.00	\$100,738.00	Full EPTA Stipend-Non-Pensionable	9/1/24-12/23/24
Orlando Abreu	S.E. Shull	\$78,145.00	\$89,308.00	Full EPTA Stipend	9/1/2024
Carolyn Alfaro	S.E. Shull	\$81,865.00	\$93,028.00	Full EPTA Stipend	9/1/2024
Denise Concepcion	S.E. Shull	\$97,205.00	\$108,368.00	Full EPTA Stipend	9/1/2024
Eric McDonald	S.E. Shull	\$88,480.00	\$99,643.00	Full EPTA Stipend	9/1/2024
Bailey Zrebeic	S.E. Shull	\$64,160.00	\$75,323.00	Full EPTA Stipend	9/1/2024
Carmen Cruz	E.J. Patten	\$58,255.00	\$65,305.00	3/4 Bus Stipend	9/16/2024

Gisela Alicea	E.J. Patten	\$63,975.00	\$71,025.00	3/4 Bus Stipend	9/16/2024
Maria Velez	E.J. Patten	\$56,990.00	\$64,040.00	3/4 Bus Stipend	9/16/2024
Yasmin Munoz	E.J. Patten	\$54,430.00	\$61,480.00	3/4 Bus Stipend	9/16/2024
Jacqueline Nunez	PAHS	\$70,375.00	\$77,500.00	MA +Content	9/16/2024
Crystal Collado	E.J. Patten	\$68,485.00	\$69,660.00	Special Education Stipend	9/10/2024
Nichole Figueroa	E.J. Patten	\$54,620.00	\$56,990.00	Para+90	9/1/2024
Victoria lasparro	PAHS	\$91,887.60	\$103,050.60	Full EPTA Stipend	9/30/2024
Lianna Perez	PAHS	\$71,285.00	\$82,448.00	Full EPTA Stipend	9/30/2024
Maria Gouveia	Ignacio Cruz	\$95,315.00	\$97,205.00	20 yrs. Teacher Long.	10/1/2024
Daniel Walters	J.J. Flynn	\$63,990.00	\$65,260.00	18 yrs. SRP Long.	10/1/2024
David Grey	Admin. Build.	\$63,990.00	\$65,260.00	18 yrs. SRP Long.	10/1/2024
Guy Vanterpool	Admin. Build.	\$63,990.00	\$65,260.00	18 yrs. SRP Long.	10/1/2024
Alex Lozano	PAHS	\$91,418.00	\$97,368.00	MA Degree	9/1/2024
Martina Goda	PAHS	\$70,110.00	\$71,285.00	Content Stipend	9/16/24
Leezenia Rodriguez	PAHS	\$81,865.00	\$93,028.00	Full EDPA Stipend	9/16/2024
Colin Worthley	PAHS	\$103,155.00	\$104,330.00	Content Stipend	9/1/2024
Colin Worthley	PAHS	\$111,018.00	\$112,193.00	Content Stipend	9/1/23-6/30/24
Colin Worthley	PAHS	\$108,005.00	\$109,005.00	Content Stipend	9/1/22-6/30/23
Colin Worthley	PAHS	\$106,635.00	\$107,635.00	Content Stipend	9/1/21-6/30/22
Colin Worthley	PAHS	\$94,450.00	\$95,450.00	Content Stipend	9/1/20-6/30/21
Colin Worthley	PAHS	\$90,130.00	\$91,130.00	Content Stipend	9/1/19-6/30/20
Colin Worthley	PAHS	\$84,100.00	\$85,100.00	Content Stipend	9/1/18-6/30/19
Kimberly Anderson	E.J. Patten	\$103,155.00	\$104,330.00	Special Education Stipend	9/1/2024
Marissa Andrade	PAHS	\$74,220.00	\$85,383.00	Full EPTA Stipend	9/30/2024
Anju Bala	PAHS	\$109,888.00	\$121,051.00	Full EPTA Stipend	9/30/2024
Carlos Baltadano	PAHS	\$114,141.00	\$125,304.00	Full EPTA Stipend	9/30/2024
Larry Bello	PAHS	\$116,541.00	\$127,704.00	Full EPTA Stipend	9/13/2024
Michael Byleckie	PAHS	\$75,915.00	\$82,612.80	3/5 EPTA Stipend	9/1/2024
CarlaCasal Ramirez	PAHS	\$79,648.00	\$90,811.00	Full EPTA Stipend	9/30/2024
James Caterano	PAHS	\$92,028.00	\$103,191.00	Full EPTA Stipend	9/30/2024
Nicholas Corvino	PAHS	\$72,195.00	\$83,358.00	Full EPTA Stipend	9/23/2024
Dhvani Desai	PAHS	\$86,773.00	\$97,936.00	Full EPTA Stipend	9/30/2024
Kristen Ditommaso	PAHS	\$98,725.00	\$105,422.80	3/5 EPTA Stipend	9/23/2024
Janet Greve	PAHS	\$101,265.00	\$112,428.00	Full EPTA Stipend	9/30/2024
Peyman Jamedar	PAHS	\$94,430.00	\$101,127.80	3/5 EPTA Stipend	9/23/2024
David Johnson	PAHS	\$108,368.00	\$119,531.00	Full EPTA Stipend	9/23/2024
Raymond Konopka	PAHS	\$108,368.00	\$119,531.00	Full EPTA Stipend	9/30/2024
Tricia O'Grady	PAHS	\$108,368.00	\$119,531.00	Full EPTA Stipend	9/23/2024
Jose Pizarro	PAHS	\$115,366.00	\$126,529.00	Full EPTA Stipend	9/30/2024
Donald Reid	PAHS	\$76,785.00	\$87,948.00	Full EPTA Stipend	9/23/2024
Arlene Roncin	PAHS	\$108,863.00	\$120,026.00	Full EPTA Stipend	9/23/2024
Suzanne Salazar	PAHS	\$83,358.00	\$94,521.00	Full EPTA Stipend	9/30/2024
Gary Signor	PAHS	\$106,478.00	\$117,641.00	Full EPTA Stipend	9/23/2024
Migdaly Tineo-Duarte	PAHS	\$67,095.00	\$78,258.00	Full EPTA Stipend	9/23/2024
Anna Tzanos	PAHS	\$102,440.00	\$113,603.00	Full EPTA Stipend	9/30/2024
Nayna Vyas	PAHS	\$118,636.00	\$129,799.00	Full EPTA Stipend	9/23/2024
Lea Welch	PAHS	\$83,040.00	\$94,203.00	Full EPTA Stipend	9/17/2024
Rachel Wintemberg	PAHS	\$118,328.00	\$129,491.00	Full EPTA Stipend	9/23/2024

Stephanie Mercado	PAHS	\$63,370.00	\$74,533.00	Full EDPA Stipend	9/30/2024
Jacqueline Nunez	PAHS	\$77,500.00	\$88,663.00	Full EPTA Stipend-Non-Pensionable	9/1/2024 - 6/26/2025
Jacqueline Nunez	PAHS	\$88,663.00	\$99,826.00	Full EPTA Stipend-Non-Pensionable	9/1/2024 - 9/17/2024
Jacqueline Nunez	PAHS			Full EPTA Stipend-Non-Pensionable	9/21/2024 - 6/26/2025
Finis Fernandez	PAHS	\$95,315.00	\$106,478.00	Full EPTA Stipend-Non-Pensionable	9/1/2024 - 6/26/2025
Lianna Perez	PAHS	\$71,285.00	\$82,448.00	Full EPTA Stipend-Non-Pensionable	9/11/2024 - 9/20/2024
Paulette Hallett	PAHS	\$83,040.00	\$94,203.00	Full EPTA Stipend-Non-Pensionable	9/11/2024 - 9/16/2024
Elizabeth Alvarado	PAHS	\$78,548.00	\$89,711.00	Full EPTA Stipend-Non-Pensionable	9/11/2024 - 9/20/2024
Indranath Chattopadhyay	PAHS	64,160.00	\$75,323.00	Full EPTA Stipend	10/9/2024-6/26/2025
Ashley Gottesman	PAHS	81,865.00	\$93,028.00	Full EPTA Stipend	11/1/2024-6/26/2025
Leslie Johnson	PAHS	89,575.00	\$100,738.00	Full EPTA Stipend	10/9/2024-6/26/2025
Michele Meservie Montecalvo	PAHS	85,135.00	\$96,298.00	Full EPTA Stipend	9/1/2024-6/26/2025
Cynthia Mitchell	PAHS	87,078.00	\$98,241.00	Full EPTA Stipend	10/9/2024-6/26/2025
Theresa Berrios	PAHS	\$108,340.00	\$119,503.00	Full EPTA Stipend-Non-Pensionable	9/30/2024-6/26/2025
Heidy Irizarry	W.C. McGinnis	\$94,430.00	\$105,593.00	Full EPTA Stipend-Non-Pensionable	10/10/2024-11/1/2024
Britanny Gaines	W.C. McGinnis	\$81,865.00	\$93,028.00	Full EPTA Stipend-Non-Pensionable	10/10/2024-11/1/2024
Mark Rivera	W.C. McGinnis	\$95,315.00	\$106,478.00	Full EPTA Stipend-Non-Pensionable	10/10/2024-11/1/2024
Shelley Murphy	W.C. McGinnis	\$95,315.00	\$100,896.50	Half EPTA Stipend-Non-Pensionable	10/10/2024-11/1/2024
Polina Robertson	W.C. McGinnis	\$92,775.00	\$98,356.50	Half EPTA Stipend-Non-Pensionable	10/10/2024-11/1/2024
Sherri Holt	W.C. McGinnis	\$102,440.00	\$113,603.00	Full EPTA Stipend-Non-Pensionable	10/10/2024-11/1/2024
Regina Jimenez	W.C. McGinnis	\$90,750.00	\$101,913.00	Full EPTA Stipend-Non-Pensionable	10/10/2024-11/1/2024

Perth Amboy Public Schools
Approval for Travel Expenses
Board Meeting - October

Finance
16 – Item #1

Staff Member	Building	Travel Dates	Workshop/Conference	Destination	Regist. Fee	Meals and Incidentals Days Daily Total	Mileage/Trans.	Lodging Nights Daily Total	Account Number	Bd. App Cost	Board App	County Approval
Kelly Cosme	Dual Language School	24-25 SY	NJ Leaders to Leaders	Virtual	\$950.00	N/A	N/A	N/A	11-000-230-580-0-00000-00			
Francisco Velez	Administration	24-25 SY	NJASBO	NJASBO	\$1,100	N/A	N/A	N/A	11-000-251-580-0-00000-00			

DISTRICT: Perth AmboyCOUNTY: MiddlesexMONTH: October-24**Finance****16 – Item #2**SCHOOL: District Wide

Fund	Account Program	# Function	Object	Code or Description	(1) Original Appropriation Amount	(2) Appropriation Amount Before Transfer	(3) Increase (Decrease)	(4) Appropriation Amount After Transfer
11	000	230	100	SALARIES	849,600.82	849,600.82	5,999.42 \$	855,600.24
11	000	230	110	SALARIES	86,102.86	86,102.86	0.98 \$	86,103.84
11	000	252	100	SALARIES - TECH DW	651,945.78	651,945.78	274,554.29 \$	926,500.07
11	000	221	104	SAL OTH PROF STAFF-PIS	61,800.00	61,800.00	-61,800.00 \$	-
11	000	221	102	SAL OF SUPERVISOR OF INS	61,800.00	61,800.00	-2,848.75 \$	58,951.25
11	000	252	100	SALARIES - TECH DW	651,945.78	926,500.07	163,511.25 \$	1,090,011.32
11	000	251	100	SALARIES-BUSINESS OFFICE	1,154,530.22	1,154,530.22	-40,728.75 \$	1,113,801.47
11	000	252	100	SALARIES - TECH DW	651,945.78	1,090,011.32	40,728.75 \$	1,130,740.07
11	000	262	100	OT CUST SALARIES	500,000.00	500,000.00	-18,234.63 \$	481,765.37
11	000	266	100	SALARY - LEO	480,212.97	480,212.97	18,234.63 \$	498,447.60
11	000	261	100	SALARIES - MAINTENANCE	1,679,185.02	1,679,185.02	-32,916.10 \$	1,646,268.92
11	000	211	173	SALARIES SCHOOL LIAISON	0.00	0.00	338,132.00 \$	338,132.00
11	000	270	162	SALARY TRANS - OTHER	0.00	0.00	60.47 \$	60.47
11	000	262	441	RENTAL OF LAND & BLDG.	610,945.00	610,945.00	238,089.99 \$	849,034.99
11	000	270	503	CONTR SRVC - AID IN LIEU	524,250.00	524,250.00	-70,932.85 \$	453,317.15
11	000	270	593	PUR SVC - RENTAL	36,050.00	36,050.00	31,500.00 \$	67,550.00
11	000	291	270	HEALTH BENEFITS	10,202,695.21	10,202,695.21	-198,657.14 \$	10,004,038.07
11	000	262	610	GENERAL SUPPLY - DW	0.00	0.00	2,895.00 \$	2,895.00
11	000	230	580	TRAVEL	15,000.00	15,000.00	-8,400.00 \$	6,600.00
11	000	252	340	PUR TECH SVCS - TECH DW	648,675.87	608,675.87	40,000.00 \$	648,675.87
11	000	252	500	OTR PUR SVCS - TECH DW	1,015,625.20	1,011,021.20	4,604.00 \$	1,015,625.20
11	000	252	600	SUPPLY/MATERIAL - TECH DW	48,896.00	50,000.00	-1,104.00 \$	48,896.00
20	619	100	101	SAL ABE LEVEL 5-6	4,159.00	33,417.00	-29,258.00 \$	4,159.00
20	619	200	105	SUPP IELCE 1-6	36,250.00	6,992.00	29,258.00 \$	36,250.00
15	000	213	100	SALARIES - NURSE - AVC	98,380.00	98,380.00	4,060.00 \$	102,440.00

Fund	Account Program	# Function	Object	Code or Description	Location	(1)		(2)		(3)		(4)	
						Original Appropriation Amount	Appropriation Amount	Before Transfer	Increase (Decrease)	Appropriation Amount After Transfer			
15	000	262	100	SAL-OPER PLANT/MAINT	02	384,949.13		384,949.13		23,915.59	\$	408,864.72	
15	213	100	101	SAL TEACHER - RR - AVC	02	792,870.00		792,870.00		2,715.00	\$	795,585.00	
15	240	100	101	SAL TEACHER - BIL - AVC	02	873,037.50		873,037.50		-30,690.59	\$	842,346.91	
11	000	219	104	SALARIES/CHILD STUDY TEA	03	555,975.00		555,975.00		255,009.50	\$	810,984.50	
11	000	219	104	SALARIES/CHILD STUDY TEA	03	273,805.00		273,805.00		-255,009.50	\$	18,795.50	
11	000	252	100	SALARIES - TECH	03	188,672.75		188,672.75		-93,421.79	\$	95,250.96	
11	000	262	100	SAL/OT & SUBS-PAHS	03	0.00		0.00		512.32	\$	512.32	
11	000	262	100	SAL. LUNCH AIDES-PAHS	03	0.00		5,382.00		5,561.07	\$	10,943.07	
11	000	219	104	SALARIES/CHILD STUDY TEA	03	555,975.00		810,984.50		-144,860.71	\$	666,123.79	
11	140	100	101	AFTER SCHOOL PROGRAMS-HI	03	0.00		1,300.00		15,033.24	\$	16,333.24	
15	000	240	300	PUR PRO TEC SVC-ADM HS	03	150,072.70		118,584.70		-43,286.00	\$	75,298.70	
15	190	100	500	OTHER PUR SERV	03	500.00		500.00		43,286.00	\$	43,786.00	
15	000	266	300	PURCH PROF SECURITY SERV	03	0.00		0.00		45,000.00	\$	45,000.00	
15	190	100	610	GENERAL SUPPLIES - PAHS	03	810,283.24		767,713.24		-45,000.00	\$	722,713.24	
15	000	213	100	SALARIES - NURSE - HS	03	72,015.00		72,015.00		128,805.00	\$	200,820.00	
15	000	218	104	EXTRA COMP - PAHS	03	37,500.00		37,500.00		97.37	\$	37,597.37	
15	000	218	104	EXTRA COMP - PAHS	03	1,344.00		1,344.00		1,092.45	\$	2,436.45	
15	000	222	100	SALARY - LIBRARY - HS	03	285,817.50		285,817.50		1,227.58	\$	287,045.08	
15	000	240	103	SALARY - PRINC/VP - HS	03	727,880.32		727,880.32		81,189.24	\$	809,069.56	
15	000	240	103	SALARY - PRIN/VP - HS SC	03	276,261.59		276,261.59		4,699.21	\$	280,960.80	
15	000	240	103	SALARIES	03	101,265.00		101,265.00		3,270.00	\$	104,535.00	
15	000	240	105	SAL SECRETARIAL - HS	03	286,417.50		286,417.50		89,098.02	\$	375,515.52	
15	000	262	100	SALARIES - CUSTODIAL PAH	03	865,494.73		865,494.73		319,655.96	\$	1,185,150.69	
15	000	266	100	SALARY-LEO - HS	03	883,788.75		883,788.75		369,753.73	\$	1,253,542.48	
15	140	100	101	SAL TEACHER GR 9-12 MAIN	03	9,553,614.00		9,553,614.00		-1,000,000.00	\$	8,553,614.00	
15	140	100	101	SAL TCHR - GR 9-12 - PLP	03	849,160.00		849,160.00		17,162.98	\$	866,322.98	
15	213	100	101	SAL TEACHER - RR - HS	03	1,232,765.00		1,232,765.00		-189,906.20	\$	1,042,858.80	

Account		#	Function	Object	Code or Description	Location	(1)		(2)		(3)		(4)	
Fund	Program						Original Appropriation Amount	Appropriation Amount Before Transfer	Increase (Decrease)	Appropriation Amount After Transfer				
15	213	100	100	101	SAL TEACHER RR - HS - SC	03	491,760.00	491,760.00	100,895.00	\$	592,655.00			
15	213	100	100	101	SALARIES	03	170,920.00	170,920.00	2,350.00	\$	173,270.00			
15	240	100	100	101	SAL TEACHER - BIL HS SC	03	480,245.00	480,245.00	9,086.00	\$	489,331.00			
15	240	100	100	106	SAL PARAS - BIL - HS	03	0.00	0.00	47,765.00	\$	47,765.00			
15	402	100	100	100	SAL COACHES - HS	03	0.00	0.00	13,758.66	\$	13,758.66			
15	140	100	100	101	EXTRA COMP - HS	03	1,672,258.50	1,672,258.50	-45,000.00	\$	1,627,258.50			
15	402	100	100	500	OTR PUR SVCS - HS	03	55,250.00	55,250.00	45,000.00	\$	100,250.00			
11	000	252	100	100	SALARIES - TECH	04	89,861.25	89,861.25	-89,861.25	\$	-			
15	000	262	100	100	SALARIES-CUSTODIAL MCGIN	04	760,522.05	760,522.05	-115,041.25	\$	645,480.80			
15	000	266	100	100	EXTRA COMP-LEO - MCG	04	0.00	0.00	2,791.48	\$	2,791.48			
15	190	100	100	106	EXTRA COMP - MCG	04	0.00	0.00	1,174.77	\$	1,174.77			
15	204	100	100	101	SAL TEACHER - LLD - MCG	04	275,722.50	275,722.50	3,525.50	\$	279,248.00			
15	212	100	100	101	SAL TEACHER - MD - MCG	04	75,915.00	75,915.00	12,338.00	\$	88,253.00			
15	213	100	100	101	SAL TEACHER - RR - MCG	04	1,293,711.50	1,293,711.50	95,211.50	\$	1,388,923.00			
15	190	100	100	610	GENERAL SUPPLIES - MCGNS	04	78,526.20	78,526.20	36,437.20	\$	114,963.40			
15	213	100	100	610	GENERAL SUPPLIES-RESOURC	04	25,403.20	25,403.20	-9,109.30	\$	16,293.90			
15	240	100	100	610	GEN SUPPLY - BIL - MCG	04	70,359.60	70,359.60	-27,327.90	\$	43,031.70			
15	190	100	100	610	GENERAL SUPPLIES - PATTN	05	91,322.80	91,322.80	38,415.87	\$	129,738.67			
15	213	100	100	610	GEN SUPPLY - RR - EJP	05	26,377.08	26,377.08	-9,603.97	\$	16,773.11			
15	240	100	100	610	GEN SUPPLY - BIL - EJP	05	83,411.23	83,411.23	-28,811.90	\$	54,599.33			
15	000	266	100	100	SALARY-LEO - EJP	05	112,265.00	112,265.00	54,299.56	\$	166,564.56			
15	190	100	100	106	SAL TEACHER AIDES - EJP	05	1,158,235.00	1,158,235.00	-327,155.00	\$	831,080.00			
15	204	100	100	101	SAL TEACHER - LLD - EJP	05	89,575.00	89,575.00	108,675.00	\$	198,250.00			
15	204	100	100	106	SAL PARAS - LLD - EJP	05	0.00	0.00	186,015.00	\$	186,015.00			
15	213	100	100	101	SAL TEACHER - RR - EJP	05	782,185.00	782,185.00	-110,109.56	\$	672,075.44			
15	214	100	100	106	OTHER SAL FOR INSTR AUTI	05	0.00	0.00	88,275.00	\$	88,275.00			
11	000	252	100	100	SALARIES - TECH	06	91,271.25	91,271.25	-91,271.25	\$	-			

Fund	Account Program	# Function	Object	Code or Description	Location	(1)	(2)	(3)	(4)
						Original Appropriation Amount	Appropriation Amount Before Transfer	Increase (Decrease)	Appropriation Amount After Transfer
11	000	262	100	SAL/OT & SUBS-SHULL	06	0.00	0.00	342.71 \$	342.71
15	000	218	104	SALARY - GUID - SHULL	06	453,220.00	453,220.00	27,840.50 \$	481,060.50
15	000	240	103	SALARY - PRIN/VP - SES	06	668,279.39	660,279.39	7,350.29 \$	667,629.68
15	000	266	100	SALARY-LEO - SHULL	06	258,335.00	258,335.00	55,455.59 \$	313,790.59
15	204	100	101	SAL TEACHER - LLD - SHUL	06	97,205.00	97,205.00	1,175.00 \$	98,380.00
15	209	100	101	SAL TEACHERS-BD	06	0.00	0.00	100,375.00 \$	100,375.00
15	209	100	106	SAL TEACHER AIDES-BD	06	0.00	0.00	52,465.00 \$	52,465.00
15	213	100	101	SAL TEACHER - RR - SHULL	06	1,589,462.50	1,589,462.50	-249,044.08 \$	1,340,418.42
15	401	100	101	SAL CO-CURRIC - SCHULL	06	787.30	787.30	4,382.70 \$	5,170.00
11	000	219	104	SALARIES/CHILD STUDY TEA	07	32,075.00	32,075.00	12,752.40 \$	44,827.40
11	216	100	101	SALARIES	07	0.00	0.00	92,775.00 \$	92,775.00
11	216	100	106	OTR SALARY PARA - SPED	07	0.00	0.00	171,065.00 \$	171,065.00
11	000	262	100	SAL/LUNCH AIDES-#7 SCH	07	0.00	0.00	25,000.00 \$	25,000.00
20	218	100	106	SAL-PARA - #7	07	679,475.00	744,560.00	-114.00 \$	744,446.00
20	218	200	105	SALARIES OF SECR AND CLE	07	0.00	0.00	114.00 \$	114.00
11	000	219	104	SALARIES/CHILD STUDY TEA	08	92,700.00	92,700.00	-12,752.40 \$	79,947.60
11	000	219	104	SALARIES/CHILD STUDY TEA	08	92,700.00	79,947.60	-35,120.00 \$	44,827.60
11	216	100	101	SALARIES	08	473,585.00	473,585.00	-147,625.00 \$	325,960.00
11	216	100	106	OTR SALARY PARA - SPED	08	967,151.00	967,151.00	-28,128.21 \$	939,022.79
11	000	219	104	SALARIES/CHILD STUDY TEA	08	92,700.00	44,827.60	24,817.40 \$	69,645.00
11	000	262	610	GENERAL SUPPLY - HMIELES	08	65,000.00	65,000.00	-2,895.00 \$	62,105.00
20	218	200	600	SUPPLY/MATERIAL - HMIELE	08	44,000.00	44,000.00	-8,000.00 \$	36,000.00
20	218	200	800	OTHER OBJECTS-HMIELESKI	08	20,000.00	20,000.00	8,000.00 \$	28,000.00
11	000	219	104	SALARIES/CHILD STUDY TEA	09	379,150.00	379,150.00	1,045.00 \$	380,195.00
15	000	262	100	SALARIES CUSTODIAL FLYN	09	312,019.88	312,019.88	499.96 \$	312,519.84
15	000	266	100	SALARY-LEO - JUF	09	63,250.00	63,250.00	65,824.88 \$	129,074.88
15	120	100	101	SAL TEACHERS GR 1-5 JUF	09	2,975,835.00	2,975,835.00	-4,473.34 \$	2,971,361.66

Fund	Account Program	# Function	Object	Code or Description	(1) Original Appropriation Amount		(2) Appropriation Amount Before Transfer		(3) Increase (Decrease)		(4) Appropriation Amount After Transfer	
					Location	Amount	Amount	Before Transfer	Amount	(Decrease)	Amount	Transfer
15	190	100	106	SAL TEACHER AIDES - JJF	09	409,375.00	409,375.00	409,375.00	95,535.00	\$	504,910.00	
15	204	100	101	SAL TEACHER - LLD - JJF	09	643,160.00	643,160.00	643,160.00	-45,048.00	\$	598,112.00	
15	204	100	106	SAL PARAS - LLD - JJF	09	52,465.00	52,465.00	52,465.00	114,225.00	\$	166,690.00	
15	213	100	101	SAL TEACHER - RR - JJF	09	400,410.00	400,410.00	400,410.00	10,650.00	\$	411,060.00	
15	213	100	106	SAL PARAS - RR - JJF	09	476,620.00	476,620.00	476,620.00	2,920.00	\$	479,540.00	
15	240	100	101	SAL TEACHER - BIL - JJF	09	751,382.50	751,382.50	751,382.50	-240,133.50	\$	511,249.00	
15	190	100	610	GENERAL SUPPLIES - FLYNN	09	83,806.66	83,806.66	83,806.66	40,010.67	\$	123,817.33	
15	213	100	610	GEN SUPPLY - RR - JJF	09	24,436.94	24,436.94	24,436.94	-10,002.67	\$	14,434.27	
15	240	100	610	GEN SUPPLY - BIL - JJF	09	75,715.80	75,715.80	75,715.80	-30,008.00	\$	45,707.80	
11	000	219	104	SALARIES/CHILD STUDY TEA	10	501,025.00	501,025.00	501,025.00	4,215.00	\$	505,240.00	
15	000	213	100	SALARIES - NURSE - HNR	10	129,097.22	129,097.22	129,097.22	-46,205.00	\$	82,892.22	
15	000	218	104	SALARY - GUIDANCE - HNR	10	177,520.00	177,520.00	177,520.00	1,995.00	\$	179,515.00	
15	204	100	101	SAL TEACHER - LLD - #10	10	432,565.00	432,565.00	432,565.00	44,210.00	\$	476,775.00	
15	190	100	610	GENERAL SUPPLY - HNR	10	83,617.52	83,617.52	83,617.52	39,727.47	\$	123,344.99	
15	213	100	610	GEN SUPPLY - RR - #10	10	24,953.56	24,953.56	24,953.56	-9,931.87	\$	15,021.69	
15	240	100	610	GEN SUPPLY - BIL - #10	10	76,515.67	76,515.67	76,515.67	-29,795.60	\$	46,720.07	
11	000	219	104	SALARIES/CHILD STUDY TEA	11	501,155.00	501,155.00	501,155.00	220,065.00	\$	721,220.00	
11	216	100	101	SALARIES	11	956,165.00	956,165.00	956,165.00	-106,240.00	\$	849,925.00	
11	000	219	104	SALARIES/CHILD STUDY TEA	11	501,155.00	501,155.00	501,155.00	-24,817.40	\$	696,402.60	
11	216	100	106	OTR SALARY PARA - SPED	11	1,502,974.00	1,502,974.00	1,502,974.00	-136,531.90	\$	1,366,442.10	
11	000	262	100	OT/SUBS-LAW ENFORCE-ADMI	11	0.00	0.00	0.00	1,500.00	\$	1,500.00	
11	000	219	104	SALARIES/CHILD STUDY TEA	11	139,440.00	139,440.00	139,440.00	-139,440.00	\$	-	
20	218	100	106	SAL-PARA - CRUZ	11	2,071,465.00	2,071,465.00	1,732,185.00	-212.00	\$	1,731,973.00	
20	218	100	106	EXTRA COMP-PARA - CRUZ	11	0.00	0.00	0.00	212.00	\$	212.00	
20	218	200	110	OTHER SALARIES - CRUZ	11	496,656.00	496,656.00	430,899.00	-3,781.00	\$	427,118.00	
20	218	200	110	EXTRA COMP-OTHER SALARIE	11	0.00	0.00	2,500.00	3,781.00	\$	6,281.00	
20	218	100	101	SALARY - TEACHER - CRUZ	11	3,183,908.00	3,183,908.00	2,934,798.00	-1,000.00	\$	2,933,798.00	

Fund	Account Program	# Function	Object	Code or Description	Location	(1) Original Appropriation Amount		(2) Appropriation Amount Before Transfer		(3) Increase (Decrease)		(4) Appropriation Amount After Transfer	
						Amount		Amount		Amount		Amount	
20	218	200	110	EXTRA COMP-OTHER SALARIE	11	0.00		6,281.00		1,000.00		\$ 7,281.00	
20	218	200	600	SUPPLY/MATERIAL - CRUZ	11	61,000.00		61,000.00		-20,600.00		\$ 40,400.00	
20	218	200	800	OTHER OBJECTS-CRUZ	11	20,000.00		20,000.00		20,600.00		\$ 40,600.00	
13	601	100	101	TEACHER ACCRED EVE/ADULT	12	37,849.00		37,849.00		-37,849.00		\$ -	
13	601	200	100	SUPPORT ACCRED EVE/ADULT	12	0.00		0.00		37,849.00		\$ 37,849.00	
15	000	218	104	SALARY - GUIDE - DLS	13	171,215.00		171,215.00		3,780.50		\$ 174,995.50	
15	000	240	103	SALARY - PRIN - DLS	13	268,358.12		268,358.12		20,177.96		\$ 288,536.08	
15	240	100	101	SALARY - BIL - DLS	13	1,610,902.50		1,610,902.50		-23,958.46		\$ 1,586,944.04	
15	000	218	104	SALARY - GUIDE - DLS	13	171,215.00		174,995.50		-6,000.00		\$ 168,995.50	
15	000	218	104	SALARY - GUIDE - DLS	13	0.00		0.00		3,780.50		\$ 3,780.50	
15	401	100	100	SALARIES FOR CLUBS	13	0.00		0.00		2,219.50		\$ 2,219.50	
11	000	252	100	SALARIES - TECH	14	90,131.25		90,131.25		-90,131.25		\$ -	
15	000	218	104	SALARY - GUIDE - LOPEZ	14	326,295.00		318,795.00		29,325.00		\$ 348,120.00	
15	000	240	105	SAL SECRETARIAL - LOPEZ	14	120,510.00		120,510.00		8,209.92		\$ 128,719.92	
15	000	262	100	SALARIES	14	502,689.13		502,689.13		56,510.82		\$ 559,199.95	
15	000	262	100	EXTRA COMP CUST	14	0.00		0.00		1,000.00		\$ 1,000.00	
15	000	266	100	EXTRA COMP - LEO - LOPEZ	14	2,000.00		4,000.00		4,000.00		\$ 8,000.00	
15	110	100	101	SAL TEACHER - K - LOPEZ	14	331,500.00		331,500.00		1,997.00		\$ 333,497.00	
15	120	100	101	SAL TEACH GR 1-5 - LOPEZ	14	2,519,617.50		2,519,617.50		-101,042.74		\$ 2,418,574.76	
11	000	219	104	SALARY - SPED - LDTC	16	0.00		60,000.00		164,924.18		\$ 224,924.18	
11	000	219	110	EXTRA COMP- SPED - LDTC	16	592,366.00		459,384.00		-265,204.18		\$ 194,179.82	
11	000	221	102	OTR SAL - SUMMER - SPED	16	0.00		0.00		3,258.04		\$ 3,258.04	
11	000	223	110	EXTRA COMP - SPED	16	50,000.00		50,000.00		-6,000.40		\$ 43,999.60	
11	216	100	101	SAL OF TEACHERS PSD	16	0.00		8,000.00		18,153.21		\$ 26,153.21	
11	000	221	102	SALARY SPVSRS - SPED	16	381,524.41		361,354.41		-110,212.56		\$ 251,141.85	
11	000	221	105	SALARY SECRETARY - SPED	16	63,370.00		63,370.00		115,632.56		\$ 179,002.56	
11	204	100	101	SAL OF TEACHERS LLD	16	0.00		20,000.00		42,416.24		\$ 62,416.24	

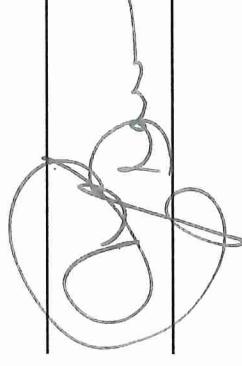
Fund	Account Program	# Function	Object	Code or Description	(1) Original Appropriation Amount		(2) Appropriation Amount Before Transfer		(3) Increase (Decrease)		(4) Appropriation Amount After Transfer	
					Location	Amount	Amount	Before Transfer	Amount	(Decrease)	Amount	Transfer
11	204	100	106	OTHER SALARIES PARA LLD	16	0.00	29,500.00		65,397.33	\$	94,897.33	
11	214	100	101	SAL OF TEACHERS AUTISM	16	0.00	5,700.00		24,720.33	\$	30,420.33	
11	214	100	106	OTHER SAL PARA AUTISM	16	0.00	7,100.00		3,998.00	\$	11,098.00	
11	000	219	104	SALARY - SPED - OT	16	68,925.00	68,925.00		-68,925.00	\$	-	
11	000	100	561	TUIT OTH LEAVIN ST REG	16	1,460,064.00	1,460,064.00		-566,835.16	\$	893,228.84	
11	000	100	562	TUIT OTH LEA/ OUT ST SPE	16	4,267,456.00	4,267,456.00		-580,131.60	\$	3,687,324.40	
11	000	100	566	TUIT TO PRIVATE IN STATE	16	3,999,523.00	3,999,523.00		1,146,966.76	\$	5,146,489.76	
11	000	221	580	TRAVEL	16	0.00	0.00		8,400.00	\$	8,400.00	
11	000	221	102	SALARY SPVSR - BILINGUAL	17	523,007.25	523,007.25		2,249.31	\$	525,256.56	
11	000	219	104	SALARIES/CHILD STUDY TEA	18	318,165.00	318,165.00		-89,925.00	\$	228,240.00	
11	000	252	100	SALARIES - TECH	18	73,380.00	73,380.00		-73,380.00	\$	-	
15	120	100	101	SAL TEACHER GR 1-5 - WIL	18	3,010,000.00	3,010,000.00		-7,775.50	\$	3,002,224.50	
15	204	100	106	SAL PARAS - LLD - WILENT	18	49,490.00	49,490.00		224,785.00	\$	274,275.00	
15	213	100	101	SAL TEACHER - RR - WLNTZ	18	453,762.50	453,762.50		18,392.50	\$	472,155.00	
15	240	100	101	SAL TEACHER - BIL - WLN	18	1,209,085.00	1,209,085.00		-293,657.00	\$	915,428.00	
15	240	100	106	SAL PARAS - BIL - WLNTZ	18	0.00	0.00		58,255.00	\$	58,255.00	
15	000	213	100	SALARY - NURSE - WILENTZ	18	81,865.00	81,865.00		10,910.00	\$	92,775.00	
15	000	266	100	SALARY-LEO - WILENTZ	18	180,955.00	180,955.00		3,879.56	\$	184,834.56	
15	110	100	101	SAL TEACHER - K - WILENZ	18	102,137.50	102,137.50		0.50	\$	102,138.00	
15	120	100	101	SAL TEACHER GR 1-5 - WIL	18	3,010,000.00	3,002,224.50		-14,790.06	\$	2,987,434.44	
11	000	221	102	SALARY SPVSR - GUIDANCE	20	149,971.50	149,971.50		0.42	\$	149,971.92	
11	000	221	102	SALARY SPVSR - GUIDANCE	20	149,971.50	149,971.92		56,380.00	\$	206,351.92	
11	000	221	102	SALARY SPVSR - GUIDANCE	20	149,971.50	206,351.92		-56,380.00	\$	149,971.92	
11	000	221	105	SALARY SECRETARY - GUID	20	0.00	0.00		56,380.00	\$	56,380.00	
11	150	100	101	SALARY - HOME INSTRUCTIO	20	250,000.00	200,000.00		-200,000.00	\$	-	
11	150	100	101	SAL OF TEACHER-HOME INST	20	0.00	0.00		200,000.00	\$	200,000.00	
11	000	221	102	SALARY SPVSR - MATH	22	120,794.85	120,794.85		3,000.03	\$	123,794.88	

Fund	Account Program	# Function	Object	Code or Description	Location	(1) Original Appropriation Amount	(2) Appropriation Amount Before Transfer	(3) Increase (Decrease)	(4) Appropriation Amount After Transfer
11	000	221	102	SALARY SPVSR - VOC	24	120,513.33	120,513.33	2,749.55 \$	123,262.88
11	000	221	105	SALARY OF SEC - LA	26	63,370.00	0.00	2,848.75 \$	2,848.75
11	000	221	102	SALARY SPVSR - NURSES	27	123,600.00	123,600.00	5,046.96 \$	128,646.96
11	000	221	102	SALARY SPVSR -HEALTH/PE	29	133,903.13	133,903.13	21,681.67 \$	155,584.80
11	000	221	105	SALARY SEC - FEDERAL	31	56,380.00	56,380.00	-12,187.56 \$	44,192.44
11	000	221	105	SAL SEC - CURR 7-12	36	179,380.00	242,750.00	-25,798.42 \$	216,951.58
11	000	251	600	SUPPLY/MATERL	39	60,813.46	104,313.46	-43,500.00 \$	60,813.46
20	231	100	500	REGISTRATION FEES DW	40	102,900.00	102,900.00	50.00 \$	102,950.00
20	231	100	610	SUPPLIES - DW	40	287,449.00	287,449.00	-50.00 \$	287,399.00
Totals						\$	99,379,893 \$	(0) \$	99,379,893 \$

*Column totals must agree

**Column total must equal zero

Transfers Reviewed



Transfers Approved

EXTENDED SCHOOL YEAR RATES —July 1, 2024-August 9, 2024**Finance
16 – Item #5**

ESY RATES FOR 2024 (July 1 – August 9)	
WESTLAKE SCHOOL - MULTIPLY DISABLED PROGRAM	\$ 6,932
WESTLAKE SCHOOL- AUTISTIC PROGRAM	\$ 9,577
CROSSROADS SCHOOL	\$ 9,577
LAMBERTS MILL ACADEMY	\$ 10,430
NEW POINT SPECIALTY RESIDENTIAL TREATMENT FACILITY/NEW DAY PROGRAM	\$ 10,430
PERSONAL AIDE FOR WESTLAKE SCHOOL, CROSSROADS, LAMBERTS MILL ACADEMY , OR TRANSITION SERVICES	\$ 4,692
WORK READINESS TRAINING PROGRAM	
Half-day program	\$ 5,517
Full-day program	\$ 10,328
ADDITIONAL INDIVIDUAL THERAPY SERVICES OVER AND ABOVE SERVICES INCLUDED IN TUITION WILL BE BILLED AT THE RELATED SERVICES PER SESSION RATE (see page 4)	

REGULAR SCHOOL YEAR RATES –SEPTEMBER 6, 2024-JUNE 23, 2025 (180 DAYS)

<u>WESTLAKE SCHOOL</u>	
<u>MULTIPLY DISABLED PROGRAM</u>	
<u>Elementary/ Middle</u> Tuition rate inclusive of speech and occupational therapy as reflected in student's IEP.	\$58,775
<u>High School Programs</u> Tuition rate inclusive of speech and occupational therapy as reflected in student's IEP. Also included is structured Learning Experience-Work Readiness Programs in the community.	\$59,207
<u>AUTISTIC PROGRAM</u>	
<u>Elementary/ Middle</u> Tuition rate inclusive of speech and occupational therapy as reflected in student's IEP. Also included is structured Learning Experience-Work Readiness Programs in the community.	\$82,252
<u>High School Programs</u> Tuition rate inclusive of speech and occupational therapy as reflected in student's IEP. Also included is rigorous community based Work Readiness Programs.	\$82,860
<u>HALF-DAY SHARED PROGRAM – Ages 16-21</u> Focus on Vocational and Life Skills development	\$38,444
<u>HALF-DAY SHARED PERSONAL AIDE</u>	\$33,939
<u>CROSSROADS SCHOOL</u>	
<u>AUTISTIC PROGRAM – (Pre School/Elementary/Middle School Programs)</u> Tuition rates inclusive of speech and occupational therapy as reflected in student's IEP.	\$82,252
<u>LAMBERTS MILL ACADEMY</u>	
<u>BEHAVIORAL DISABILITIES PROGRAM – (Middle School/High School Programs)</u> Collaborative partnership with Trinitas Hospital Student Behavioral Health providing psycho-therapeutic services in an educational setting Tuition rates inclusive of: - One individual counselling session per week - Five group counseling sessions per week: On call counseling daily - Psychiatric Intervention Services –Available for psychiatric evaluations, consultations, and medication management - Speech Therapy	\$63,037
<u>POST SECONDARY PROGRAM FOR 5TH YEAR STUDENTS</u> Emphasis on work readiness and college preparatory skills integrated in a therapeutic education environment	\$63,037
<u>HALF DAY SHARED PROGRAM</u>	\$31,518

RELATED SERVICES for WESTLAKE SCHOOL, CROSSROADS, LAMBERTS MILL ACADEMY AND WORK READINESS PROGRAM (30 minute sessions)		
Physical Therapy (OT & Speech Therapy included in Tuition)		\$84/session
NONPUBLIC SERVICES		
Chapters 192/193, Title 1, Nursing, Technology		All services funded from State/Federal entitlement
Technology		5% Administration Charge
Nursing		6% Administration Charge
Textbooks		10% Administration Charge (not funded from entitlement)
Security Aid		12% Administration Charge (not funded from entitlement)
NonPublic IDEA Services:		
	NP Teacher	\$125/hr.
	Speech/Language Therapist	\$125/hr.
	OT/PT Therapy Services	\$104/30 min session
	Paraprofessional	\$43/hr.
	Service Charge for Ordering Products	6% Funded From Grant
EANS Program:		
	Processing Fee	6%
	Teacher Rate	\$61/hr.
	Paraprofessional Rate	\$26/hr.
	Counseling Services	\$87/hr.
CHILD STUDY TEAM SERVICES (PUBLIC SCHOOL SERVICES)		
Educational Psychology, Educational, Social, and Speech Therapy Evaluations		\$420/evaluation
Evaluation Rush Fee (if needed within 2 weeks)		\$50
Required CST Meeting		\$100/hour
Administrative support including due process hearings, travel, record reviews and additional meetings		\$131/hour
½ Day and Full Day Services available		Call for rates
Oral Language/Additional Educational Evaluation		\$75/evaluation
Other additional sub-tests to WJ or Wechsler batteries		\$75/addt'l sub-test
Addt'l Supplemental Educational/Cognitive Evals plus written reports		\$420/evaluation
Spanish Bilingual Educational or Psychological Evaluation with report (Standard WJ ACH or Wechsler battery)		\$572/evaluation

<u>CHILD STUDY TEAM SERVICES</u> (cont'd)	
Speech/Language Evals (including 2 appropriate language assessments and written reports)	\$420/evaluation
Articulation only Speech Evaluations with written report	\$125/evaluation
<u>TRANSPORTATION</u>	
Special Education, Public, Non-Public, and Vocational School transportation for participating districts	4% surcharge: Contract and Aide
<u>HOSPITAL SERVICES</u>	
TRINITAS HOSPITAL	
Behavioral Unit - Bedside Instruction	\$74/hour
New Point Specialty Residential Education Program/New Day Program – services provided as full day classroom model on unit or at Lamberts Mill Academy for qualified students.	\$63,037/pupil
CHILDREN'S SPECIALIZED HOSPITAL – Home Instruction Model	
General Education Students (5 hours)	\$404 per week
Special Education Classified Students (10 hours)	\$801 per week
ENVIRONMENTAL SAFETY PROGRAMS	
Available Programs: Right To Know Training, Bloodborne Pathogens, Public Employees Occupational Safety and Health (PEOSHA)	15% Administrative Charge



Business Office

MEMORANDUM

BOARD AGENDA ITEM

October 15, 2024

Nursing Services Agreement

RN's-Health Office coverage/field trips	\$72.00/hr
RN-Certified School Nurse	\$85.00/hr
RN's-1:1 (skilled nursing services for special needs students)	\$80.00/hr
Specialty RN-1:1 (enhanced nursing services for medically fragile special needs students, a separate addendum will be signed for those cases)	\$84.00/hr
LPN's 1:1 Skilled Nursing	\$65.00/hr
LPN'S Nurse Specialty (1:1 enhanced nursing service for medically fragile special needs students)	\$68.00/hr
Student Transportation ONLY-(2 hour minimum each way)*	\$90.00/hr
RN-Overnight School Trips	\$72.00/hr (7:30am-lights out) \$10.00/hr (lights out-7:30am)
RN Visit (dispense meds)	\$125.00 per visit
RN in-service/consulting	\$156.00/hr
Nurse Practitioner	\$96.00/hr
CNA'S	\$40.00/hr
Physical/Speech/Occupational Therapy	\$120.00/hr
Paraprofessionals/Health Aides/Instructional Aides	\$36.80/hr
Paraprofessionals with Sub Certification	\$40.00/hr
ABA Paraprofessionals	\$42.00/hr
Registered Behavioral Technicians	\$42.00/hr
LMSW	\$59.00/hr
LCSW	\$75.00/hr
School Certified LCSW	\$80.00/hr
LDTIC (Learning Disability Teacher Consultant)	\$96.00/hr
ABA (Ninety Minute Session)	\$126.00 per 90 minutes

POLICY

PERTH AMBOY
BOARD OF EDUCATION

Program
2510/Page 1 of 1
ADOPTION OF TEXTBOOKS

2510 - ADOPTION OF TEXTBOOKS AND CORE INSTRUCTIONAL RESOURCES

The Board of Education shall approve all textbooks and core instructional resources used within the district. "Core Instructional Resources" means the principal source of instructional material for any given course of study, in whatever form the material may be presented, which is available or distributed to every pupil enrolled in the course of study.

The Superintendent shall be responsible for the selection and recommendation of Core Instructional Resources for Board consideration.

In considering the approval of any proposed Core Instructional Resource, the Board will weigh its value as a learning tool; its suitability for the maturity level and educational accomplishment of the pupils who will be using the resource; its freedom from bias; its relationship to a course of study adopted by the Board; its relationship to a continuous multigrade program; the adherence to the instructional resource adoption process; and its cost, appearance, and durability.

The Superintendent shall develop regulations for the selection of Core Instructional Resources that include effective consultation with professional staff members at all appropriate levels.

The Office of Curriculum & Instruction shall continually research new Core Instructional Resources that are aligned to the New Jersey Student Learning Standards and grounded in current research and best practices.

Core Instructional Resources currently in use shall be periodically evaluated for their continuing usefulness and relevance and shall be replaced or updated with new editions as often as necessary to meet the needs of pupils and the curriculum.

A list of all approved Core Instructional Resources shall be maintained and revised annually by the Office of Curriculum & Instruction, presented to the Superintendent, and made available upon request.

N.J.S.A. 18A:34-1; 18A:34-2

Adopted: 12 January 2006
Revised: 17 October 2024



REGULATION

PERTH AMBOY BOARD OF EDUCATION

PROGRAM
R 2510/Page 1 of 3
ADOPTION OF TEXTBOOKS AND
CORE INSTRUCTIONAL RESOURCES

R 2510 ADOPTION OF TEXTBOOKS AND CORE INSTRUCTIONAL RESOURCES

A. Definition

A “Core Instructional Resource” means the principal source of instructional material for any given course of study, in whatever form the material may be presented, digital and/or print, which is available to or distributed to every pupil enrolled in the course of study.

B. Core Instructional Resource Selection Committee

1. A Core Instructional Resource selection committee(s) will be named when a new core instructional material is being considered.
2. A content area administrator, will serve as the chair of the committee.
3. The committee chair will solicit participation and appoint teaching staff members and administrators who represent a range of interests and backgrounds, and grade levels, where appropriate.

C. Recommendation Procedures

1. The Core Instructional Resource selection committee will review and identify current Core Instructional Resource available on the market.
2. A Core Instructional Resource recommended for screening should be reviewed and assessed by each committee member. The committee members should have examined, wherever possible, at least two other similar instructional resources.
3. Each Core Instructional Resource selection committee member should submit to the chairperson a written evaluation of the Core Instructional Resource.
4. The committee chairperson will also review and analyze each recommended Core Instructional Resource.
5. The committee chairperson or the person initiating the request for consideration will prepare an evaluation report for submission to the Superintendent.



6. The Superintendent will forward the recommendation to the Board. The Superintendent may first convene the Core Instructional Resource selection committee or confer with the chairman of the committee to discuss the evaluation report and the merits of the recommended Core Instructional Resource.

D. Review of Core Instructional Resources Currently in Use

1. Each Core Instructional Resource that has been in the district for five years may be reviewed for continuation or replacement.
2. The Core Instructional Resource selection committee will consider:
 - a. The length of service of the current Core Instructional Resource,
 - b. The copyright date,
 - c. The cost of the current resource and potential replacement,
 - d. The alignment of the current resource to the content standards,
 - e. The Core Instructional Resource is accessible to all pupils, and
 - f. The Core Instructional Resource is culturally responsive.
3. A recommendation to retire a Core Instructional Resource will be forwarded to the Superintendent with a full report of the committee's findings. Any such recommendation should be accompanied by the committee's suggestion for a replacement Core Instructional Resource.

E. Standards of Review

In the review of any suggested Core Instructional Resource, the Core Instructional Resource selection committee shall consider:

1. Whether the content of the Core Instructional Resource
 - a. Aligns to the content area standards of the course of study in which it will be used,



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R 2510/Page 3 of 3
ADOPTION OF TEXTBOOKS AND
CORE INSTRUCTIONAL RESOURCES

- b. Is grade level appropriate,
- c. Is accurate,
- d. Is current,
- e. Is well organized and presented,
- f. Includes helpful and thoughtfully prepared indexes, graphic materials, references, bibliographies, glossaries, and appendices,
- g. Is equitable and accessible to (or has an equivalent resource for) all subgroups (i.e. multilingual learners),
- h. Is culturally responsive,
- i. Is unbiased, and,
- j. The cost.

Issued: 12 January 2006

Revised: 17 October 2026



POLICY

PERTH AMBOY
BOARD OF EDUCATION

Property

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SCHOOL VEHICLE ASSIGNMENT, USE, TRACKING, MAINTENANCE, AND ACCOUNTING

7650 SCHOOL VEHICLE ASSIGNMENT, USE, TRACKING, MAINTENANCE,
AND ACCOUNTING (M)

M

The Board of Education adopts this Policy concerning the assignment, use, tracking, maintenance, and accounting of school district vehicles in accordance with the provisions of N.J.A.C. 6A:23A-6.11 and 6A:23A-6.12. For the purposes of this Policy, a “school district vehicle” means a vehicle purchased, leased, leased-purchased, or acquired without cost by gift, donation, or other method by the school district regardless of funding source.

School district vehicle assignment and use shall be in compliance with N.J.A.C. 6A:23A-6.12 and in accordance with OMB Circular 08-16-ADM or any superseding circulars. The Board of Education, upon the recommendation of the Superintendent, may authorize, at its discretion, by an affirmative vote of the Board’s full membership, the lease, lease-purchase, or purchase and assignment of school district vehicles for the conduct of official school district business.

The vehicles may be assigned either to individuals or to units within the school district for pool use according to classifications as outlined in N.J.A.C. 6A:23A-6.12(b). No individual assignment shall be made for the primary purpose of commuting. Vehicle use logs shall be maintained for all individual and pool assignments in order to accurately record all usage of each vehicle, including the driver, mileage, and starting and destination points. All changes to vehicle assignment, whether pool or individual, shall require prior written approval of the Superintendent and the authorization of an affirmative majority vote of the full Board.

A school district vehicle shall be used primarily for business purposes, however, incidental and reasonable personal use is permitted.

If a school district vehicle is misused the driver's driving privileges for school district vehicles shall be suspended or revoked, and additional disciplinary action shall be taken as appropriate. The Board shall establish and implement a policy for progressive, uniform, and mandatory disciplinary actions to be applied as necessary in the event it is determined a staff member misused a school vehicle.

The Board designates the Transportation Manager as the school vehicle coordinator(s) for district vehicles. The school vehicle coordinator(s) shall maintain inventory control records pursuant to the requirements of N.J.A.C. 6A:23A-6.11(a)1., driving records of operators of school district vehicles pursuant to the requirements of N.J.A.C. 6A:23A-



SCHOOL VEHICLE ASSIGNMENT, USE, TRACKING, MAINTENANCE, AND ACCOUNTING

6.11(a)2., and the records of maintenance, repair and body work pursuant to the requirements of N.J.A.C. 6A:23A-6.11(a)3.

N.J.A.C. 6A:23A-6.11; 6A:23A-6.12

Adopted: 20 November 2008

Revised: 20 December 2016



REGULATION

PERTH AMBOY BOARD OF EDUCATION

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SCHOOL VEHICLE ASSIGNMENT, USE, TRACKING, MAINTENANCE,
AND ACCOUNTING (M)

R 7650 SCHOOL VEHICLE ASSIGNMENT, USE, TRACKING, MAINTENANCE, AND ACCOUNTING (M)

M

A. School Vehicle Assignment and Use

The Board of Education, upon the recommendation of the Superintendent, may authorize, at its discretion, by an affirmative vote of the Board's full membership, the lease, lease-purchase, or purchase and assignment of school district vehicles for the conduct of official school district business.

1. The vehicles may be assigned either to individuals or to units within the school district for pool use according to the following classifications:
 - a. Vehicles may be assigned permanently and individually to the Superintendent, School Business Administrator/Board Secretary, the staff member serving as head of security services or other supervisory employees who, based on their job duties, may be called upon on a twenty-four hour, seven day-a-week basis. No individual assignment shall be made for the primary purpose of commuting.
 - b. A unit may be permanently assigned one or more school district pool vehicles only if employees of the unit will collectively use the vehicle or each vehicle for more than an average of 750 miles per month on official school district business. Pool vehicles shall not be used for the purpose of commuting and shall remain at a school district facility when not in official use.
2. Board members or employees may be temporarily assigned a school district vehicle for travel events.
3. In the event the operator of a school district vehicle believes their personal health (temporary or long-term) may impair their ability to safely operate a school vehicle, the operator shall inform their immediate supervisor and the school vehicle coordinator of the health problem and the expected duration of impairment. The operator's immediate supervisor or the school vehicle coordinator may coordinate a physical examination for the staff member in accordance with Policy 3160 or 4160.



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SCHOOL VEHICLE ASSIGNMENT, USE, TRACKING, MAINTENANCE, AND ACCOUNTING (M)

4. Smoking, as defined in Policy 7434, is prohibited on "school grounds" and therefore, in accordance with the definition of school grounds in Policy 7434, smoking is prohibited in a school district vehicle at any time.
5. Vehicle use logs shall be maintained for all individual and pool assignments in order to accurately record all usage of each vehicle, including the driver, mileage, and starting and destination points.
6. All complaints of a potential misuse shall be investigated by the school vehicle coordinator and/or appropriate administrator and appropriate disciplinary action shall be taken. Any disciplinary action shall be progressive and uniform depending on the specific misuse.
7. All changes to vehicle assignment, whether pool or individual, shall require prior written approval of the Superintendent and the authorization of an affirmative majority vote of the full Board.
8. No luxury vehicle, one which exceeds the greater of \$30,000 or any current dollar limit established in IRS law or regulation, shall be purchased, lease-purchased, or leased by the school district. If a vehicle is assigned to the Superintendent, it may be a full size or intermediate, four-door sedan of the non-luxury class. All other vehicles shall be compact sedans, unless special passenger, cargo, equipment, or use requirements make the standard vehicle unsuitable for documented school district needs.
9. All damage to school district vehicles, regardless of cause, shall be reported within twenty-four hours to the school vehicle coordinator and the employee assigned to file insurance claims.
10. No physical alterations shall be made to a vehicle without prior Board approval.
11. Operators of a school district vehicle shall possess a valid driver's license to operate a vehicle in New Jersey. The school vehicle coordinator(s) shall be responsible to maintain a copy of each driver's license on file. In the event a driver's license is revoked, suspended or otherwise makes the driver unable to operate a school district vehicle in accordance with law, the driver shall immediately notify the school vehicle coordinator, who



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SCHOOL VEHICLE ASSIGNMENT, USE, TRACKING, MAINTENANCE, AND ACCOUNTING (M)

will immediately revoke the driver's authorization to operate a school district vehicle.

12. When a vehicle is due for routine maintenance in accordance with the manufacturer's schedule, the driver of an individually assigned vehicle or, in the case of a pool vehicle, the school vehicle coordinator shall be responsible for ensuring the vehicle receives the scheduled service.
13. A driver assigned a school district vehicle shall be responsible for the security of the vehicle and its contents.
14. Drivers shall be personally responsible for all fines accrued as a result of traffic violations related to operation of school district vehicles.
15. The driver, or the driver's supervisor, if the driver is incapacitated, of a school district vehicle involved in an accident resulting in damage to the school district vehicle or other vehicle shall file, within twenty-four hours of the accident, a detailed written report with the school vehicle coordinator and the school district staff member responsible for making insurance claims.
16. Police shall be immediately notified of an accident by the driver or school vehicle coordinator, if the driver is incapacitated. A copy of the police report shall be submitted to the school vehicle coordinator and the school district staff member responsible for making insurance claims as soon as possible.
17. If a school district vehicle is misused in any of the following ways, the driver's driving privileges for school district vehicles shall be suspended or revoked, and additional disciplinary action shall be taken as appropriate:
 - a. Frequent violation of traffic laws;
 - b. Flagrant violation of traffic laws;
 - c. Operation of a vehicle which the police or insurance company determined was the cause of an accident;
 - d. Use of a vehicle for unauthorized use whether personal use, business use, or commuting;



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PERTH AMBOY BOARD OF EDUCATION

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SCHOOL VEHICLE ASSIGNMENT, USE, TRACKING, MAINTENANCE, AND ACCOUNTING (M)

- e. Violation of these rules or school district policy governing the assignment, use, operation, repair, and/or maintenance of vehicles. This includes the failure to submit a vehicle for routine maintenance as called for in the manufacturer's routine maintenance schedule;
- f. Operation of a vehicle while impaired to any degree, or under the influence of alcohol or narcotics as defined by State statutes;
- g. Use of a school district vehicle by an unauthorized individual while assigned to an employee;
- h. Use of a school district vehicle to transport any person or child, other than in the course of their assigned duties and responsibilities; and/or
- i. Use of radar detectors in school district vehicles.

The Board shall implement a progressive and uniform mandatory disciplinary program to be applied as necessary in the event it is determined a staff member misused a school vehicle.

B. School Vehicle Inventory Control Record

The school vehicle coordinator(s) shall be responsible to maintain the following inventory control records for every school district vehicle:

- 1. Vehicle make, model and year;
- 2. Vehicle identification numbers (VIN);
- 3. Original purchase price;
- 4. Date purchased;
- 5. License plate number;
- 6. Person assigned or pool if not individually assigned;



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7. Driver's license number of person assigned and the expiration date;
8. Insurer and policy number of person assigned; and
9. Usage category such as regular business, maintenance, security, or student transportation.

C. Driving Record of Operators of School District Vehicles

The school vehicle coordinator(s) shall be responsible to obtain and maintain the following driving records of operators of school district vehicles:

1. Name of driver;
2. Drivers license number and expiration date;
3. Insurer and policy number of person assigned;
4. Motor vehicle code violations;
5. Incidents of improper or non-business usage;
6. Accidents; and
7. Other relevant information.

D. Record of Maintenance, Repair and Body Work for School District Vehicles

The school vehicle coordinator(s) shall be responsible to maintain the following records of maintenance, repair and body work for each school vehicle:

1. Vehicle make, model and year;
2. Vehicle identification numbers (VIN);
3. Original purchase price;
4. Date purchased;
5. License plate number;



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6. Usage category such as regular business, maintenance, security or student transportation;
7. Manufacturer's routine maintenance schedule;
8. Category of work performed (routine maintenance, repair or body work);
9. Purchase order number;
10. Date work was performed;
11. Detailed description of work performed;
12. Mileage on date work was performed; and
13. Cost of work performed.

All records maintained by the school vehicle coordinator(s) shall be maintained in the school district office of the school vehicle coordinator(s).

E. Utility Vehicles

The district permits the use of a district owned golf cart/utility vehicle ("Utility Vehicle") on Perth Amboy Public School District ("District") premises. Any use of a Utility Vehicle on district premises shall be strictly in compliance with this District Policy/Regulations 7650 and the Utility Vehicle Procedures.

If a Utility Vehicle is misused or used in a way which violates District Policy/Regulation 7650 or the Utility Vehicle Procedures, the driver's driving privileges for District Utility Vehicles shall be suspended or revoked, and additional disciplinary action shall be taken as appropriate and as further set forth in the Utility Vehicle Procedures.

Adopted: 20 November 2008

Revised: 20 December 2016

Revised: 17 October 2024



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

2423 BILINGUAL EDUCATION

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

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

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

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



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

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

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

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

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

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



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

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

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

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

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

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

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



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

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

Adopted: 12 January 2006
Revised: 21 September 2010
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Revised:



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2423 BILINGUAL AND ESL EDUCATION

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

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

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

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



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

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

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

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

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

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



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

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

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

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

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

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

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



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

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

Adopted:



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R 2423 BILINGUAL EDUCATION

A. Definitions – N.J.A.C. 6A:15-1.2

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



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



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



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



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



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

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

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



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



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



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



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



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



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



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



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2. The school district shall provide MLs with linguistically and culturally responsive supportive services, such as academic counseling; tutoring; career guidance; and mental health counseling. Bilingual personnel who are trained in social-emotional learning and are familiar with and knowledgeable about the unique assets and needs of the MLs, including newcomers and SIFEs, and their parents, shall provide the services.

F. Professional Development – N.J.A.C. 6A:15-1.7

1. As part of the district- and school-level plans for professional development requirements at N.J.A.C. 6A:9C-4.2, the Board of Education shall describe professional learning for bilingual, ESL, and academic content teachers whose classroom instruction is in English; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of MLs.
2. The district- and school-level professional development plan shall:
 - a. Include instructional adaptational strategies, pursuant to N.J.A.C. 6A:8-3.1, and training on appropriate assessments to help MLs meet the NJSLs and the ELD standards;
 - b. Address the needs of bilingual and ESL teachers, who shall receive training in the use of the ESL curriculum and the ELD standards; and
 - c. Ensure all teachers receive training on the ELD standards and how to provide linguistically and culturally accessible instruction and appropriate modifications and accommodations for MLs.

G. Certification – N.J.A.C. 6A:15-1.8

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



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



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



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



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

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

J. Location – N.J.A.C. 6A:15-1.11

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

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

K. Notification – N.J.A.C. 6A:15-1.12

1. The district shall notify, by written communication, the parent of a ML of the fact that their child has been identified as eligible for placement in a LIEP.
 - a. The district shall issue the notification within thirty calendar days of the start of the school year.
 - b. For a student who enrolls after the beginning of the school year, the district shall issue the notification within fourteen calendar days of the student being placed in a LIEP.
2. The notice shall be in writing and in the language in which the parent possesses a primary speaking ability, and in English, and shall include the following information:
 - a. Why the student was identified as a ML;



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



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5. The district shall notify the parent when the student meets the exit criteria and is placed in a monolingual English program. The notice shall be in English and in the language in which the parent possesses a primary speaking ability.

L. Joint Programs – N.J.A.C. 6A:15-1.13

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

M. Parental and Family Engagement – N.J.A.C. 6A:15-1.14

1. The Superintendent or designee shall provide for the maximum practicable engagement of the parent of MLs in the development and review of program objectives and dissemination of information to and from the Boards of Education and communities served by the LIEP.
 - a. This duty includes ensuring all information regarding a ML's educational experience is available in the language in which the parent possesses a primary speaking ability, and in English. This information includes, but it not limited to: district- and school-level policies; invitational letters regarding school or district programs; information regarding student discipline policies and procedures; registration and enrollment; report cards; requests for parent permission for student participation in district or school activities; parent-teacher conferences; parent handbooks; and gifted and talented programs.
2. With the exception of a Board implementing an English language services or ESL program, each Board implementing a LIEP shall establish a parent advisory committee on bilingual education of which the majority membership shall be the parents of MLs.



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

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

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Bilingual and ESL Education

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

R 2423 BILINGUAL AND ESL EDUCATION

A. Definitions – N.J.A.C. 6A:15-1.2

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



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



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



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



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



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

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

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



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



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



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



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



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



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



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



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2. The school district shall provide MLs with linguistically and culturally responsive supportive services, such as academic counseling; tutoring; career guidance; and mental health counseling. Bilingual personnel who are trained in social-emotional learning and are familiar with and knowledgeable about the unique assets and needs of the MLs, including newcomers and SIFEs, and their parents, shall provide the services.

F. Professional Development – N.J.A.C. 6A:15-1.7

1. As part of the district- and school-level plans for professional development requirements at N.J.A.C. 6A:9C-4.2, the Board of Education shall describe professional learning for bilingual, ESL, and academic content teachers whose classroom instruction is in English; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of MLs.
2. The district- and school-level professional development plan shall:
 - a. Include instructional adaptational strategies, pursuant to N.J.A.C. 6A:8-3.1, and training on appropriate assessments to help MLs meet the NJSLs and the ELD standards;
 - b. Address the needs of bilingual and ESL teachers, who shall receive training in the use of the ESL curriculum and the ELD standards; and
 - c. Ensure all teachers receive training on the ELD standards and how to provide linguistically and culturally accessible instruction and appropriate modifications and accommodations for MLs.

G. Certification – N.J.A.C. 6A:15-1.8

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



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



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



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



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

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

J. Location – N.J.A.C. 6A:15-1.11

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

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

K. Notification – N.J.A.C. 6A:15-1.12

1. The district shall notify, by written communication, the parent of a ML of the fact that their child has been identified as eligible for placement in a LIEP.
 - a. The district shall issue the notification within thirty calendar days of the start of the school year.
 - b. For a student who enrolls after the beginning of the school year, the district shall issue the notification within fourteen calendar days of the student being placed in a LIEP.
2. The notice shall be in writing and in the language in which the parent possesses a primary speaking ability, and in English, and shall include the following information:
 - a. Why the student was identified as a ML;



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



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5. The district shall notify the parent when the student meets the exit criteria and is placed in a monolingual English program. The notice shall be in English and in the language in which the parent possesses a primary speaking ability.

L. Joint Programs – N.J.A.C. 6A:15-1.13

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

M. Parental and Family Engagement – N.J.A.C. 6A:15-1.14

1. The Superintendent or designee shall provide for the maximum practicable engagement of the parent of MLs in the development and review of program objectives and dissemination of information to and from the Boards of Education and communities served by the LIEP.
 - a. This duty includes ensuring all information regarding a ML's educational experience is available in the language in which the parent possesses a primary speaking ability, and in English. This information includes, but it not limited to: district- and school-level policies; invitational letters regarding school or district programs; information regarding student discipline policies and procedures; registration and enrollment; report cards; requests for parent permission for student participation in district or school activities; parent-teacher conferences; parent handbooks; and gifted and talented programs.
2. With the exception of a Board implementing an English language services or ESL program, each Board implementing a LIEP shall establish a parent advisory committee on bilingual education of which the majority membership shall be the parents of MLs.



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

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

Issued:



POLICY GUIDE

TEACHING STAFF MEMBERS

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Attendance

Sep 23

M

[See **POLICY ALERT** Nos. 205 and 231]

3212 ATTENDANCE

The regular and prompt attendance of teaching staff members is an essential element in the efficient operation of the school district and the educational program. Teaching staff member absenteeism disrupts the educational program and the Board of Education considers attendance an important component of a teaching staff member's job performance.

Teaching staff members shall provide notice for the use of sick time as required in N.J.S.A. 18A:30-4 and Policy and Regulation 1642.01 in accordance with the district's procedure for teaching staff members to report the use of sick leave and other absences. A teaching staff member who fails to give prompt notice of an absence, misuses sick leave, fails to verify an absence in accordance with statute, administrative code, or Board policy; falsifies the reason for an absence;; is absent without authorization;; is repeatedly tardy;; or accumulates an excessive number of absences may be subject to appropriate consequences, which may include, but not be limited to, the withholding of a salary increment, termination, nonrenewal, and/or certification of tenure charges.

Sick leave is defined in accordance with N.J.S.A. 18A:30-1 and Policy and Regulation 1642.01. No teaching staff member will be discouraged from the prudent, necessary use of sick leave and any other leave provided for **by statute**; administrative code; collective bargaining agreement; an individual employment contract; or the policies of the Board. ; The Superintendent or Board of Education may require verification to be filed with the Secretary of the Board in order to obtain sick leave in accordance with the provisions of N.J.S.A. 18A:30-4 and Policy and Regulation 1642.01.



POLICY GUIDE

TEACHING STAFF MEMBERS

3212/page 2 of 2

Attendance

The Superintendent, in consultation with administrative staff members, will review the rate of absence among teaching staff members. The review will include the collection and analysis of attendance patterns, the training of teaching staff members in their attendance responsibilities, and the counseling of teaching staff members for whom regular and prompt attendance is a problem.

N.J.S.A. 18A:27-4; 18A:28-5; 18A:30-1; 18A:30-2; 18A:30-4

Adopted: 12 January 2006

Revised: 2 April 2015

Revised: 15 June 2017

Revised: 14 June 2018

Revised: 07 March 2019

Revised:



POLICY GUIDE

TEACHING STAFF MEMBERS

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Attendance

Sep 23

M

[See POLICY ALERT Nos. 205 and 231]

3212 ATTENDANCE

The regular and prompt attendance of teaching staff members is an essential element in the efficient operation of the school district and the educational program. **Teaching staff** Staff member absenteeism disrupts the educational program and the Board of Education considers attendance an important component of a **teaching** staff member's job performance.

Teaching staff members shall provide notice for the use of sick time as required in N.J.S.A. 18A:30-4 and Policy and Regulation 1642.01 in accordance with the district's procedure for teaching staff members to report the use of sick leave and other absences. A teaching staff member who fails to give prompt notice of an absence, misuses sick leave, fails to verify an absence in accordance with **statute, administrative code, or Board policy**; falsifies the reason for an absence; is absent without authorization; is repeatedly tardy; or accumulates an excessive number of absences may be subject to appropriate consequences, which may include, **but not be limited to**, the withholding of a salary increment, **termination dismissal, nonrenewal**, and/or certification of tenure charges.

Sick leave is defined in accordance with N.J.S.A. 18A:30-1 and Policy and Regulation 1642.01. ~~In accordance with N.J.S.A. 18A:30-1, sick leave is defined to mean the absence from work because of a personal disability due to injury or illness or because the staff member has been excluded from school by the school medical authorities on account of contagious disease or of being quarantined for such a disease in the staff member's immediate household. No teaching staff member will be discouraged from the prudent, necessary use of sick leave and any other leave provided for by statute; administrative code; in the collective bargaining agreement; negotiated with the member's majority representative, in an individual employment contract; or provided in the policies of the Board. In accordance with N.J.S.A. 18A:30-4, T~~he Superintendent or Board of Education may require **verification** a physician's certificate to be filed with the Secretary of the Board in order to obtain sick leave **in accordance with the provisions of N.J.S.A. 18A:30-4 and Policy and Regulation 1642.01.**



POLICY GUIDE

TEACHING STAFF MEMBERS

3212/page 2 of 2

Attendance

The Superintendent, in consultation with administrative staff members, will review the rate of absence among **teaching** the staff members. The review will include the collection and analysis of attendance **patterns** data, the training of teaching staff members in their attendance responsibilities, and the counseling of teaching staff members for whom regular and prompt attendance is a problem.

N.J.S.A. 18A:27-4; 18A:28-5; 18A:30-1 ~~et seq.~~; **18A:30-2; 18A:30-4**

Adopted:



POLICY GUIDE

SUPPORT STAFF MEMBERS

4212/page 1 of 2

Attendance

Sep 23

M

[See POLICY ALERT Nos. 205 and 231]

4212 ATTENDANCE

The regular and prompt attendance of support staff members is an essential element in the efficient operation of the school district and the effective conduct of the educational program. Support Staff member absenteeism disrupts the educational program and the Board of Education considers attendance an important component of a support staff member's job performance.

Support staff members shall provide notice for the use of sick time as required in N.J.S.A. 18A:30-4 and Policy and Regulation 1642.01 in accordance with the district's procedure for support staff members to report the use of sick leave and other absences. A support staff member who fails to give prompt notice of an absence, misuses sick leave, fails to verify an absence in accordance with statute, administrative code, or Board policy;; falsifies the reason for an absence;; is absent without authorization;; is repeatedly tardy;; or accumulates an excessive number of absences may be subject to appropriate consequences, which may include, but not be limited to, the withholding of a salary increment, termination, nonrenewal, and/or certification of tenure charges.

Sick leave is defined in accordance with N.J.S.A. 18A:30-1 and Policy and Regulation 1642.01. No support staff member will be discouraged from the prudent, necessary use of sick leave and any other leave provided for by statute; administrative code; the collective bargaining agreement; in an individual employment contract; or the policies of the Board. The Superintendent or Board of Education may require verification to be filed with the Secretary of the Board in order to obtain sick leave in accordance with the provisions of N.J.S.A. 18A:30-4 and Policy and Regulation 1642.01.



POLICY GUIDE

SUPPORT STAFF MEMBERS

4212/page 2 of 2

Attendance

The Superintendent, in consultation with administrative staff members, will review the rate of absence among support staff members. The review will include the collection and analysis of attendance patterns, the training of support staff members in their attendance responsibilities, and the counseling of support staff members for whom regular and prompt attendance is a problem.

N.J.S.A. 18A:30-1; 18A:30-2; 18A:30-4

Adopted: 12 January 2006

Revised: 02 April 2015

Revised: 15 June 2017

Revised: 14 June 2018

Revised: 07 March 2019



POLICY GUIDE

SUPPORT STAFF MEMBERS

4212/page 1 of 2

Attendance

Sep 23

M

[See POLICY ALERT Nos. 205 and 231]

4212 ATTENDANCE

The regular and prompt attendance of support staff members is an essential element in the efficient operation of the school district and the effective conduct of the educational program. **Support s**Staff member absenteeism disrupts the educational program and the Board of Education considers attendance an important component of a **support** staff member's job performance.

Support staff members shall provide notice for the use of sick time as required in N.J.S.A. 18A:30-4 and Policy and Regulation 1642.01 in accordance with the district's procedure for support staff members to report the use of sick leave and other absences. A support staff member who fails to give prompt notice of an absence, misuses sick leave, fails to verify an absence in accordance with **statute, administrative code, or Board policy**; falsifies the reason for an absence; is absent without authorization; is repeatedly tardy; or accumulates an excessive number of absences may be subject to appropriate consequences, which may include, **but not be limited to**, the withholding of a salary increment, **termination dismissal, nonrenewal**, and/or certification of tenure charges.

Sick leave is defined in accordance with N.J.S.A. 18A:30-1 and Policy and Regulation 1642.01. ~~In accordance with N.J.S.A. 18A:30-1, sick leave is defined to mean the absence from work because of a personal disability due to injury or illness or because the support staff member has been excluded from school by the school medical authorities on account of contagious disease or of being quarantined for such a disease in the staff member's immediate household. No support staff member will be discouraged from the prudent, necessary use of sick leave and any other leave provided for by statute; administrative code; in the collective bargaining agreement; negotiated with the member's majority representative, in an individual employment contract; or the policies of the Board. In accordance with N.J.S.A. 18A:30-4, Tthe Superintendent or Board of Education may require verification a physician's certificate to be filed with the Secretary of the Board in order to obtain sick leave in accordance with the provisions of N.J.S.A. 18A:30-4 and Policy and Regulation 1642.01.~~



POLICY GUIDE

SUPPORT STAFF MEMBERS

4212/page 2 of 2

Attendance

The Superintendent, in consultation with administrative staff members, will review the rate of absence among **support** ~~the~~ staff members. The review will include the collection and analysis of attendance **patterns** ~~data~~, the training of support staff members in their attendance responsibilities, and the counseling of support staff members for whom regular and prompt attendance is a problem.

N.J.S.A. 18A:30-1 ~~et seq.~~; **18A:30-2; 18A:30-4**

Adopted:



POLICY

PERTH AMBOY
BOARD OF EDUCATIONStudents
5511/Page 1 of 3
DRESS AND GROOMING5511 DRESS AND GROOMING

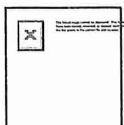
The school uniform pursuant to Policy and Regulation 5518 is to be worn by each student every school day unless told otherwise. Since school is a place of business and learning, students are expected to dress appropriately. It is the obligation of the students to maintain their personal appearance in a manner that reflects well on themselves and on the school.

This dress and grooming policy, along with Policy and Regulation 5518, supports equitable access to educational programming and is intended to prevent marginalization on the basis of race, sex, identity, expression, ethnicity, religion, culture, or otherwise distinguishing characteristic.

A student's appearance is the primary responsibility of themselves and their parents. Students will wear clothing that is neat, clean and suitable for classroom and campus. A student's appearance, including dress and grooming, must not disrupt the educational process, interfere with a positive teaching / learning climate, or compromise reasonable standards of health, safety, and decency.

Guidelines for appropriate dress are as follows:

1. Students are expected to be clean and well-groomed in their appearance.
2. Students are expected to avoid dress and grooming that is likely to create a material and substantial disruption to the school environment.
3. Clothing that could jeopardize the health and safety of any student or is damaging to school property is not to be worn.
4. Proper and safe footwear is required at all times.
 - a. No cleated shoes.
 - b. No spike heels that exceed three inches.
 - c. Open toe shoes or shoes that have no back strap are not allowed.
 - d. Students are allowed to wear "croc" style shoes only if they are in "sport" mode.
 - e. Sneakers must be worn during physical education classes.
5. No hats or head coverings are permitted unless for religious, cultural or medical purposes.



6. Leggings (tight fitting spandex pants) or skin-tight fitting pants are not permitted to be worn.
7. Clothing designed for outdoor use is not permitted to be worn in the classroom unless deemed necessary by the teacher or Principal.
8. Transparent clothing is not permitted to be worn.
9. Halter-tops, tank tops, crop tops, tube-tops, or any shirt where shoulders are visible are not permitted. Tops also meet the waistband of slacks, skirts or shorts. Bare midriff shirts are not permitted to be worn.
10. V neck shirts of any kind are not permitted to be worn.
11. Knee-length skirt and, dresses, and solid (no designs) knee length shorts with waistbands may be worn as long as they are appropriate and are neat in appearance. Loose fitting basketball shorts are not permitted.
12. Cargo pants are permitted.
13. Undergarments must not be visible. Pants must always be above the waist and cannot show undergarments of any kind.
14. Undershirts are not permitted to be worn as the outer garment.
15. Slogans, patches and emblems that promote hate, discrimination and/or obscene are not permitted.
16. Safety and protective clothing / glasses, and footwear, as well as athletic or gym clothing, shall be worn as required by the classroom teacher.
17. Clothing worn while actively participating in a physical education class is not to be worn in the classroom in schools where locker rooms are available. A change of clothing must be brought to school. Physical education attire (such as sweat suits, etc.) is only permitted to be worn in gym area and/or athletic field.
 - a. However, sweatpants with a non-Perth Amboy logo of no more than three inches in length and width can be worn. The pants cannot have any mesh, or any striping along the sides.



POLICY

PERTH AMBOY BOARD OF EDUCATION

Students
5511/Page 3 of 3
DRESS AND GROOMING

18. Any clothing, apparel and / or accessories with print that is vulgar, offensive, lewd, or obscene, or that is directed toward or intended to harass, threaten or intimidate an individual or group of individuals because of sex, color, race, religion or sexual orientation is prohibited.
19. Any clothing, apparel and / or accessories which indicate affiliation with any gang associated with criminal activity or have references to alcohol and / or drugs is prohibited.
20. Students attending school functions (e.g., field trips, dances, activities beyond school hours) will not be permitted to participate unless they are properly attired. Properly attired is defined as the school uniform / dress code or a specific dress code issued for the school related activity.

N.J.S.A. 18A:11-1;18A:11-7; 18A:11-8; 18A:11-9

Adopted: 12 January 2006
Revised: 06 May 2015
Revised: 17 September 2020
Revised:



Revised

Perth Amboy School District

District Policy

5511 - DRESS AND GROOMING

Section: Students

Date Created: January 2006

Date Edited: ~~October 2020~~ 2024

The school uniform pursuant to Policy and Regulation 5518 is to be worn by each student every school day unless told otherwise. Since school is a place of business and learning, ~~pupils~~students are expected to dress appropriately. It is the obligation of the ~~pupils~~students to maintain their personal appearance in a manner that reflects well on themselves and on the school.

This dress and grooming policy, along with Policy and Regulation 5518, supports equitable access to educational programming and is intended to prevent marginalization on the basis of race, sex, identity, expression, ethnicity, religion, culture, or otherwise distinguishing characteristic.

~~Pupils will dress in good taste. A student's appearance is the primary responsibility of themselves and their parents. It is their responsibility, as well as that of their parents, to see that the pupils are properly dressed and well-groomed. Any type of garment that does not contribute to the proper social and academic atmosphere of the school will be prohibited by the school authorities. Pupils~~ Students will wear clothing that is neat, clean and suitable for classroom and campus. A student's appearance, including dress and grooming, must not disrupt the educational process, interfere with a positive teaching / learning climate, or compromise reasonable standards of health, safety, and decency. ~~Attire should not be so extreme as to create a disturbance of the educational environment.~~

Guidelines for appropriate dress are as follows:

1. Students are expected to be clean and well-groomed in their appearance.
2. Students are expected to avoid dress and grooming that is likely to create a material and substantial disruption to the school environment.
3. Clothing that could jeopardize the health and safety of any student or is damaging to school property is not to be worn.
4. Proper and safe footwear is required at all times.
 - a. No cleated shoes.
 - b. No spike heels that exceed three inches.
 - c. Open toe shoes or shoes that have no back strap are not allowed.
 - d. Students are allowed to wear "croc" style shoes only if they are in "sport" mode. ~~Proper and safe footwear is required at all times. No spike heels that exceed three inches.~~

e. Sneakers must be worn during physical education classes.

~~—No hats or Hhead coverings are not permitted unless for religious, cultural or medical purposes. Hats are not to be carried throughout the school after homeroom period.~~

5. ~~-~~

6. Leggings (tight fitting spandex pants) or Sskin-tight fitting pants are not permitted to be worn.

7. Clothing designed for outdoor use is not permitpermitted to be worn in the classroom unless deemed necessary by the teacher or Principal.

~~—Clothing that could cause damage to any pupil or school property is not to be worn.~~

8. Transparent clothing is Girls are not permitted to be worn to wear transparent blouses.

4. ~~Halter-tops, tank tops, crop tops, and tube-tops, or any shirt where shoulders are visible are not permitted. Tops must also meet the waistband of slacks, skirts or shorts. Bare midriff shirts are not permitted to be worn.~~

9. ~~-~~

~~—~~
10. V neck shirts of any kind are not permitted to be worn.

~~—~~
11. Knee-length skirt ands, dresses, and solid (no designs) Bermudaknee-length shorts with waistbands may be worn as long as they are appropriate and are neat in appearance. Loose fitting basketball style shorts are not permitted.

12. Cargo pants are permitted.

13. Undergarments must not be visible. Pants must always be above the waist and cannot show undergarments of any kind.

~~—~~
14. Undershirts are not permitted to be worn as the outer garment.

15. Slogans, patches and emblems that promote hate, discrimination and/or obscene are not permitted.

16. Safety and protective clothing / glasses, and footwear, as well as athletic or gym clothing, shall be worn as required by the classroom teacher.

17. Clothing worn while actively participating in a physical education class is not to be worn in the classroom in schools where locker rooms are available. A change of clothing must be brought to school. Physical education attire (such as sweat suits, etc.) is only permitted to be worn in gym area and/or athletic field.

a. However, sweatpants with a non-Perth Amboy logo of no more than three inches in length and width can be worn. The pants cannot have any mesh, or any striping along the sides.

18. Any clothing, apparel and / or accessories with print that is vulgar, offensive, lewd, or obscene, or that is directed toward or intended to harass, threaten or intimidate an individual or group of individuals because of sex, color, race, religion or sexual orientation is prohibited.

19. Any clothing, apparel and / or accessories which indicate affiliation with any gang associated with criminal activity, or have references to alcohol and / or drugs is prohibited.

20. Students attending school functions (e.g., field trips, dances, activities beyond school hours) will not be permitted to participate unless they are properly attired. Properly attired is defined as the school uniform / dress code or a specific dress code issued for the school related activity.

N.J.S.A. 18A:11-1;18A:11-7; 18A:11-8; 18A:11-9

Adopted: 12 January 2006

Revised: 06 May 2015

Revised: 17 September 2020

Revised: _____ 2024

REGULATION

PERTH AMBOY
BOARD OF EDUCATION

STUDENTS
R 5511/Page 1 of 1
DRESS CODE

R 5511 DRESS CODE

The students must comply with the dress code set forth in Policy 5511 and Policy / Regulation 5518, School Uniforms.

A. Enforcement

1. Teaching staff members will report perceived violations of the dress code to the Building Principal or designee, who will interpret and apply the dress code.
2. Students who publicly represent the school or a school organization at an activity away from the school district are required to dress in full accordance with the reasonable expectations of the staff member in charge of the activity. Pupils unwilling to comply with this requirement will disqualify themselves from participation.
3. Students will not be permitted to attend a school-related function, such as a field trip, after-school activity unless they are attired and groomed in accordance with this dress code and the reasonable expectations of the staff member in charge.
4. The Principal may waive application of the dress code for special school activity days
5. A student whose dress or grooming has been found by the Principal or designee to violate this Regulation may appeal the determination to the Superintendent.

Issued: 12 January 2006
Revised:



Revised

Perth Amboy School District

District Regulation

5511 - DRESS CODE

Section: Students

Date Created: January 2006

Date Edited: January 2006 _____ 202

The following students must comply with the dress code set forth in Policy 5511 and Policy / Regulation 5518, School Uniforms. has been developed in accordance with Policy No. 5511 and in consultation with staff members, parent(s) or legal guardian(s), and pupils of this district.

A. General Rules

- 1. Pupils are expected to be clean and well-groomed in their appearance.
- 2. Pupils are expected to avoid dress and grooming that is likely to create a material and substantial disruption to the school environment.
- 3. Dress or grooming that jeopardizes the health or safety of the pupil or of other pupils or is injurious to school property will not be tolerated.
-

B. Prohibited Clothing and Articles

- The following garments and articles are prohibited in school and at school-sponsored indoor events:
- 1. Extremely low-cut, tight-fitting or transparent clothes, bare midriffs, and suggestive clothing;
 - 2. Skirts, dresses, and pants that end higher than mid-thigh;
 - 3. Outdoor jackets, coats, or hats except when entering or leaving the building and when there is a defect in the heating system;
 - 4. Bare feet, unsafe footwear, cleated shoes, and footwear intended for the beach;
 - 5. Patches and decorations that are offensive or obscene;
 - 6. Undershirts (underwear) worn without an outer shirt;
 - 7. In the classroom, clothing required for physical education classes;
 - 8. Clothing that is overly soiled, torn, worn, or defaced;

- ~~9. Nonprescription sunglasses, glazed, and tinted glasses, except as prescribed by the pupil's doctor;~~
- ~~10. Portable audio or video devices;~~
- ~~11. Beepers and other summoning devices, except as permitted in Policy No. 2360;~~
- ~~12. Clothing, apparel and/or accessories which indicate affiliation with any gang associated with criminal activity or have references to alcohol, controlled dangerous substances, or tobacco;~~
- ~~13. Clothing containing profanity or sexual references or innuendoes;~~
- ~~14. Clothing which includes racial or ethnic violence; and~~
- ~~15. Hats, hoods, visors, headbands and other headgear.~~

CA. Enforcement

1. Teaching staff members will report perceived violations of the dress code to the Building Principal or designee, who will interpret and apply the dress code.
2. ~~Pupils~~ Students who publicly represent the school or a school organization at an activity away from the school district are required to dress in full accordance with the reasonable expectations of the staff member in charge of the activity. Pupils unwilling to comply with this requirement will disqualify themselves from participation.
3. ~~Pupils~~ Students will not be permitted to attend a school-related function, such as a field trip, or after-school activity, unless they are attired and groomed in accordance with this dress code and the reasonable expectations of the staff member in charge.
4. The Principal may waive application of the dress code for special school activity days.
5. A ~~pupil~~ student whose dress or grooming has been found by the Principal or designee to violate this Regulation may appeal the determination to the Superintendent.

Issued: 12 January 2006

Revised: _____, 2024

Final POLICY

New Business

PERTH AMBOY
BOARD OF EDUCATION

Students
5518/Page 1 of 3
SCHOOL UNIFORMS

5518 SCHOOL UNIFORMS

Introduction/Background

The Board of Education believes school dress can influence student behavior and a school uniform policy will enhance a school's learning environment. In accordance with N.J.S.A. 18A:11-7 and N.J.S.A. 18A:11-8, the Board adopts a dress code policy to require students at the following schools to wear a school uniform:

School	Board Public Hearing Date
Dr. Herbert N. Richardson School	June 29, 2004
A.V. Ceres School	June 1, 2006
E.J. Patten School	June 1, 2006
Robert N. Wilentz School	March 15, 2007
James J. Flynn School	March 15, 2007
William C. McGinnis School	April 24, 2008
Samuel E. Shull School	April 24, 2008
Perth Amboy High School	October 17, 2024
Rose Lopez School	August 31, 2023
Dual Language School	August 31, 2023

A school uniform policy has been requested by the school Principal, staff, and parent(s) or legal guardian(s) of students in each school listed above. The Board held a public hearing for each school listed above prior to the adoption and implementation of this Policy. This Policy shall not be implemented in an individual school for at least three months after Board approval and after providing notice to the parent(s) of the students in the school.

School Uniforms

The school uniform to be worn in each school listed above was selected by the Principal and a representative committee of staff and parent(s) or legal guardian(s) of the students attending the school. The uniform selected for each school was presented to the Board by the Principal and was approved by the Board. Footwear is not to be included as part of the school uniform. A description of the school uniform for each school listed above shall be set forth in Regulation 5518.

The school uniform to be worn to school shall be purchased by the parent(s) or legal guardian(s) directly from the vendors of their choice who have been determined to provide the designated uniform clothing. The Board reserves the right to identify particular vendors



that carry the uniform items. The parent(s) or legal guardian(s) may patronize these vendors if they so choose.

The Board believes the cost of school uniforms will result in a lesser expense for each student than not wearing school uniforms. The Board shall not pay for the school uniforms itself. However, each school, working with the school's parent organization, will develop fundraising opportunities, community donation programs, and corporate sponsorships to defray the cost of the school uniforms to students and to assist in the compliance with this Policy for economically disadvantaged students.

Exceptions/Exemptions

This School Uniform Policy does not prohibit students who participate in nationally recognized youth organizations (girl scouts, boy scouts, etc.) that are approved and/or recognized by the Board, from wearing organization uniform to school on days organization has a scheduled meeting or for a scheduled and specific purpose for wearing such organization uniform approved in advance by the Principal. Furthermore, students are expressly allowed to wear small buttons, armbands, ribbons or jewelry to express political or social opinions, religious beliefs, and other similar personal expressions.

A parent(s) or legal guardian(s) may request an exemption for their child wearing the school uniform by completing the Application for School Uniform Policy Exemption stating a bona fide religious or philosophical objection to wearing the school uniform. The Application requires the applicant to indicate the objection with specificity and to provide alternative dress the student will wear to school to be in compliance with the bona fide objection. The Principal will designate a committee of school staff members to consider all exemption requests and the committee will grant exemptions upon a finding that the objection is based in a deeply held religious or philosophical belief.

Non-Compliance

A parent(s) or legal guardian(s) of a student shall not be determined non-compliant with this Policy in the event the student is determined by the Principal to be exercising his/her First Amendment rights or has permission from the Principal or an exemption pursuant to this Policy.

A student will not be penalized academically or otherwise discriminated against nor denied admittance to school if the student is granted permission by the Principal and/or is granted an exemption.



School Buildings in the District

In the event a Principal, school staff, and parent(s) or legal guardian(s) of students in a school that is not listed above in this Policy desire to have this Policy implemented in their school building, the Principal must request approval from the Superintendent to implement the public hearing requirements of N.J.S.A. 18A:11-8. The Superintendent will coordinate the scheduling of a public hearing with the Board President.

Annual Policy Review

The Board of Education will evaluate the effectiveness of this Policy on an annual basis before the end of each school year. The Principal of each building listed in this Policy will compile a report to the Superintendent to be presented to the Board indicating the impact school uniforms had on the school's learning environment. This report shall be presented to the Board by June 30th. The Board will consider this report for each school with this School Uniform Policy and may revise this Policy to remove a school from the list of schools to require school uniforms.

Policy Publication

The Building Principal of all schools listed above in this Policy will distribute a copy of this Policy and Regulation 5518; to all parent(s) or legal guardian(s) of all students in the school; to parent(s) or legal guardian(s) of all students entering the school from another school in the district; and/or to parent(s) or legal guardian(s) of all students entering the school during the school year from another school district.

N.J.S.A. 18A:11-7, 18A:11-8

Adopted: 14 October 2004
Revised: 29 June 2004
Revised: 1 June 2006
Revised: 15 March 2007
Revised: 14 April 2008
Revised: 16 September 2010
Revised: 23 August 2018
Revised: 31 August 2023
Revised:



District Policy

5518 - SCHOOL UNIFORMS

Section: Students

Date Created: October 2004

Date Edited: ~~November 2023~~ 2024

The Board of Education believes school dress can influence ~~pupil~~ student behavior and a school uniform policy will enhance a school's learning environment. In accordance with N.J.S.A. 18A:11-7 and N.J.S.A. 18A:11-8, the Board adopts a dress code policy to require ~~pupils~~ students at the following schools to wear a school uniform:

School	Board Public Hearing Date
Dr. Herbert N. Richardson School	June 29, 2004
A.V. Ceres School	June 1, 2006
E.J. Patten School	June 1, 2006
Robert N. Wilentz School	March 15, 2007
James J. Flynn School	March 15, 2007
William C. McGinnis School	April 24, 2008
Samuel E. Shull School	April 24, 2008
Freshman Academy	August 23, 2018
Perth Amboy High School	August 31, 2023 October 17, 2024
Rose Lopez School	August 31, 2023
Dual Language School	August 31, 2023

A school uniform policy has been requested by the school Principal, staff, and parent(s) or legal guardian(s) of ~~pupils~~ students in each school listed above. The Board held a public hearing for each school listed above prior to the adoption and implementation of this Policy. This Policy shall not be implemented in an individual school for at least three months after Board approval and after providing notice to the parent(s) of the ~~pupils~~ students in the school.

School Uniforms

The school uniform to be worn in each school listed above was selected by the Principal and a representative committee of staff and parent(s) or legal guardian(s) of the ~~pupils~~ students attending the school. The uniform selected for each school was presented to the Board by the Principal and was approved by the Board. Footwear is not to be included as part of the school uniform. A description of the school uniform for each school listed above shall be set forth in Regulation 5518 ~~attached to this Policy~~.

The school uniform to be worn to school shall be purchased by the parent(s) or legal guardian(s) directly from the vendors of their choice who have been determined to provide the designated

uniform clothing. The Board reserves the right to identify particular vendors that carry the uniform items. The parent(s) or legal guardian(s) may patronize these vendors if they so choose.

The Board believes the cost of school uniforms will result in a lesser expense for each pupil student than not wearing school uniforms. The Board shall not pay for the school uniforms itself. However, each school, working with the school's parent organization, will develop fundraising opportunities, community donation programs, and corporate sponsorships to defray the cost of the school uniforms to pupilsstudents and to assist in the compliance with this Policy for economically disadvantaged pupilsstudents.

Exceptions/Exemptions

This School Uniform Policy does not prohibit pupilsstudents who participate in nationally recognized youth organizations (girl scouts, boy scouts, etc.) that are approved and/or recognized by the Board, from wearing organization uniform to school on days organization has a scheduled meeting or for a scheduled and specific purpose for wearing such organization uniform approved in advance by the Principal. Furthermore, pupilsstudents are expressly allowed to wear small buttons, armbands, ribbons or jewelry to express political or social opinions, religious beliefs, and other similar personal expressions.

A parent(s) or legal guardian(s) may request an exemption for their child wearing the school uniform by completing the Application for School Uniform Policy Exemption stating a bona fide religious or philosophical objection to wearing the school uniform. The Application requires the applicant to indicate the objection with specificity and to provide alternative dress the pupil student will wear to school to be in compliance with the bona fide objection. The Principal will designate a committee of school staff members to consider all exemption requests and the committee will grant exemptions upon a finding that the objection is based in a deeply held religious or philosophical belief.

Non-Compliance

A parent(s) or legal guardian(s) of a pupilstudent shall not be determined non-compliant with this Policy in the event the pupilstudent is determined by the Principal to be exercising his/her First Amendment rights or has permission from the Principal or an exemption pursuant to this Policy.

A pupilstudent will not be penalized academically or otherwise discriminated against nor denied admittance to school if the pupilstudent is granted permission by the Principal and/or is granted an exemption.

School Buildings in the District

In the event a Principal, school staff, and parent(s) or legal guardian(s) of pupilsstudents in a school that is not listed above in this Policy desire to have this Policy implemented in their school building, the Principal must request approval from the Superintendent to implement the public hearing requirements of N.J.S.A. 18A:11-8. The Superintendent will coordinate the scheduling of a public hearing with the Board President.

Annual Policy Review

The Board of Education will evaluate the effectiveness of this Policy on an annual basis before the end of each school year. The Principal of each building listed in this Policy will compile a report to the Superintendent to be presented to the Board indicating the impact school uniforms had on the school's learning environment. This report shall be presented to the Board by June 30th. The Board will consider this report for each school with this School Uniform Policy and may revise this Policy to remove a school from the list of schools to require school uniforms.

Policy Publication

The Building Principal of all schools listed above in this Policy will distribute a copy of this Policy and Regulation 5518; to all parent(s) or legal guardian(s) of all ~~pupils~~students in the school; to parent(s) or legal guardian(s) of all ~~pupils~~students entering the school from another school in the district; and/or to parent(s) or legal guardian(s) of all ~~pupils~~students entering the school during the school year from another school district.

N.J.S.A. 18A:11-7, 18A:11-8

Adopted: 14 October 2004

Revised: 29 June 2004

Revised: 1 June 2006

Revised: 15 March 2007

Revised: 14 April 2008

Revised: 16 September 2010

Revised: 23 August 2018

Revised: 31 August 2023

Revised: _____ 2024

Perth Amboy School District

District Regulation

5518 – SCHOOL UNIFORMS

Section: Students

Date Created: _____, 2024

The Board of Education believes that a school uniform policy can influence student behavior and enhance a school's learning environment. Pursuant to Policy 5518, School Uniforms, below is a description of the school uniform for each school:

MANDATORY SCHOOL UNIFORMS

Elementary Schools (A.V. Ceres School; E. J. Patten School; James J. Flynn School; Dr. Herbert N. Richardson School; Robert N. Wilentz School; Rose M. Lopez School; Dual Language School)

- Uniform Shirt with district logo in the following colors: Yellow, Light Blue, Navy Blue, Dark Green
- Pants, Skirts, Skorts in the following colors: Khaki, Navy Blue

Middle Schools (Dual Language School; Samuel E. Shull School; William C. McGinnis School)

- Uniform Shirt with middle school logo in the following colors: Black, White, Red, Grey
- Pants, Skirts, Skorts in the following colors: Khaki, Black, Grey

High School (Perth Amboy High School)

- Uniform Shirt can be polo or crew neck shirts in the following colors: Red, Black, Grey, or White. All shirts must have one of three approved logos. All approved logos will be shared with available vendors.
 - Students will be considered “in uniform” if they wear a PAHS athletics “team” crew neck sweatshirt. The term “team” means that the shirt must represent one of PAHS sports programs.
- Pants, Skirts, Skorts in the following colors: Black, Red, Grey, or Khaki.
- Cheerleaders and teams are allowed to wear their uniforms on game days.
- In collaboration with the building Principal, students will be allowed to wear “sprit attire” on Fridays. Students will not have to wear the traditional uniform, but must comply with all other dress code requirements including guidelines set forth in Policy and Regulation 5511.

- Iron on services for logos will be available at the high school at a cost to be evaluated and determined by the high school Principal at the end of each year.

Issued: _____, 2024

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Acceptable Use of Generative

Artificial Intelligence (AI)

Aug 24

[See POLICY ALERT No. 234]

2365 ACCEPTABLE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

The Board of Education recognizes the use of artificial intelligence (AI) may result in increased and enhanced learning opportunities for students in the school district. The Board adopts this Policy to provide guidelines and expectations for student use of generative AI.

For the purpose of this Policy, “AI” means all types of generative AI technologies that create new content or outputs from a prompt to produce text, images, videos, or music.

For the purpose of this Policy, “AI tools” means software applications and platforms that utilize AI technologies to perform specific tasks and solve problems that typically require human intelligence.

For the purpose of this Policy, “assignment” means any task or work required of a student as part of a student’s educational and co-curriculum program in the district.

The Board recognizes the potential of AI tools to enhance and transform a student’s educational and co-curricular experience in the district. However, AI tools are not inherently knowledgeable and are trained from large amounts of data collected from various sources. Outputs generated by an AI tool may be inaccurate, inappropriate, or incomplete. Therefore, to ensure the responsible use of AI and to maintain academic integrity, students shall be required to comply with the district’s Acceptable Use of Generative Artificial Intelligence Plan (AI Plan) that will include proper citation and/or documentation methods to support the content provided by an AI tool in a student assignment.

The Superintendent or designee may designate an AI Coordinator to oversee the use of all AI tools in the district and may designate additional AI Coordinators and/or committees to monitor the use of all AI tools within the district.

The Superintendent or designee, in consultation with district staff and AI Coordinator(s), shall develop the district’s AI Plan.



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Acceptable Use of Generative
Artificial Intelligence (AI)

The district's AI Plan will include details addressing the following issues:

1. A list of the schools, departments, and/or grade level(s) in the district where a staff member is authorized to permit student use of AI in assignments;
2. An explanation on when, how, and to what extent a staff member may permit a student to use AI in assignments;
3. A procedure for the Superintendent or designee and the AI Coordinator(s) in the district to approve and review the use of AI tools and a process to ensure strategies will be implemented in the district to address any issues regarding student use of AI in assignments. This may include, but not be limited to, areas such as academic integrity, bias, inaccuracy/misinformation, copyright/licensing unknowns, privacy violations, and equity of access;
4. A list of prohibited uses of AI that violate this Policy or the district's Code of Student Conduct, which may include any use of AI which does not align with the conditions set when the assignment was provided to the student; using AI to complete an assignment in a way that falsely represents the assignment as the student's own; using AI to purposefully create misinformation or to misrepresent others with the intent of harming, bullying, or intimidating an individual(s); using AI with confidential student or staff personal information; and other prohibited behaviors and/or conduct listed in Policy and Regulation 2361 – Acceptable Use of Computer Networks/ Computers and Resources;
5. A list of consequences if a student violates any provision of this Policy or AI Plan which may include, but not be limited to, the consequences listed in Policy and Regulation 2361 – Acceptable Use of Computer Networks/Computers and Resources or Policy and Regulation 5600 – Student Discipline/Code of Conduct;



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Acceptable Use of Generative
Artificial Intelligence (AI)

6. A procedure where the AI Coordinator(s) in the district, supervisors, administrative staff members, and other staff members review the procedures used in determining the activities where AI may be permitted to be used by students to ensure staff members are implementing AI procedures in accordance with this Policy and the district's AI Plan;
7. A procedure to be used by a staff member to address suspected plagiarism or academic dishonesty using AI in a student's assignment in accordance with the provisions of Policy 5701;
8. The method(s) or format(s) to be used by students on how to cite or document content generated from any AI platform that is used in an assignment.

The district's AI Plan will be reviewed and/or revised as needed.

In the event the Superintendent determines a provision(s) of this Policy or the district's AI Plan becomes inapplicable, inappropriate, undesirable, and/or irrelevant for any reason in the school setting, the Superintendent may revise or suspend a provision(s) of this Policy or the district's AI Plan. In such case, the Superintendent will report to the Board the reason for the revision or suspension and recommend the Board ratify the Superintendent's actions.

Adopted:



FINAL COPY

AI Plan for Perth Amboy Public Schools

Supporting Policy 2365: Acceptable Use of Generative Artificial Intelligence (AI).

1st Reading October 14th BOE Meeting

**It should be denoted: The following Strauss Esmay guidelines are provided as a Menu of Options that the Local District Can Use as Regulations. In this plan, the district has selected guidelines 1-4, 6-8, and 10 & 12, while intentionally omitting guidelines 5, 9, and 11.*

Regulation #1

A list of the schools, departments, and/or grade level(s) in the district where a staff member is authorized to permit student use of AI in assignments;

All schools, departments, and grade levels across the district are authorized to permit the use of AI in student assignments. However, the use of AI must strictly adhere to the guidelines outlined in the district's AI plan. These guidelines ensure responsible, ethical, and educationally appropriate use of AI by requiring clear communication of AI permissions, verification of AI-generated content, protection of data privacy, proper attribution, and monitoring to uphold academic integrity.

Regulation #2

An explanation on when, how, and to what extent a staff member may permit a student to use AI in assignments;

AI may be permitted for specific assignments where its use can enhance learning outcomes. Teachers must clearly communicate whether AI can be used, the type of assistance it can provide, and the limitations on its use. For instance, AI can be allowed for explaining complex concepts, exploring new topics of interest, or offering guidance on research directions. However, the use of AI must be closely supervised, with clear instructions on verifying its accuracy.

Students can use AI to better understand topics and explore ideas, but they must be cautious. AI is prone to producing incorrect, outdated, or biased information, also known as “hallucinations.” As a result, students must always cross-check AI-generated content against reliable sources such as textbooks, scientific papers, and credible educational websites.

While AI may assist in idea generation or providing feedback, students must complete the actual writing and problem-solving in their own words. Copying and pasting AI-generated content as their own work is strictly prohibited. AI-generated materials should never be the primary content of any assignment.

In cases where students use AI to incorporate external information or ideas into their work, they must cite reputable sources. AI tools themselves should not be treated as primary sources, and their role in the assignment must be clearly documented.

Students should not upload any personal, confidential, or sensitive information into AI tools. Examples of such data include passwords, personal details like names and addresses, social security numbers, or financial information. Students should only use voice cloning in tools approved and vetted by the District AI coordinator.

Students are responsible for verifying any AI-generated content before using it in their work. They must ensure that the information is accurate, not biased, and complies with the district's academic policies.

Essays and other assignments that utilize AI will be subject to scrutiny by AI detection tools. Should AI-generated content be identified, teachers may require students to resubmit their work or complete additional verification, such as an oral examination or revision of their work to ensure their personal understanding of the topic. Upon approval of the policy, teachers should only use AI detection tools approved and vetted by the District AI coordinator.

Regulation #3

A procedure that requires each staff member authorized to permit students to use AI in assignments to inform the students at the time of the assignment the conditions in which AI may be used;

Each teacher must clearly communicate the allowable use of AI tools for an assignment. The communication must include:

- Whether AI can be used.
- What kind of AI assistance is allowed (e.g., for generating ideas, receiving feedback, or exploring topics).
- Any specific prohibitions, such as copying AI-generated content verbatim.
- Citation expectations for AI-generated work.

Regulation #4

A procedure for the Superintendent or designee and the AI Coordinator(s) in the district to approve and review the use of AI tools and a process to ensure strategies will be implemented in the district to address any issues regarding student use of AI in assignments. This may include, but not be limited to, areas such as academic integrity, bias, inaccuracy/misinformation, copyright/licensing unknowns, privacy violations, and equity of access;

The Superintendent or designee, in collaboration with the AI Coordinator(s), must review and approve AI tools for classroom use. This review will focus on ensuring compliance with district policies, laws, and educational standards. The process will include:

- A vetting procedure for privacy, bias, and data integrity.
- Regular updates on AI tools to address emerging technologies and concerns.
- A formal approval process for teachers wishing to integrate new AI tools into their classrooms.

To ensure responsible AI use, the district will implement strategies to mitigate risks associated with academic dishonesty, bias, and misinformation. These strategies include:

- Training teachers to recognize AI-generated content and the risks of AI “hallucinations” (false information).
- Ensuring students verify AI outputs through reputable sources like textbooks, scientific journals, or educational websites.
- Enforcing strict guidelines that prohibit the use of AI to complete assignments without acknowledgment and proper citation.
- Promoting equitable access to AI tools by ensuring all students have the necessary technology and support to use AI effectively.
- Protecting privacy by forbidding the use of confidential or sensitive information in AI tools.

Regulation #6

A list of prohibited uses of AI that violate this Policy or the district's Code of Student Conduct, which may include any use of AI which does not align with the conditions set when the assignment was provided to the student; using AI to complete an assignment in a way that falsely represents the assignment as the student's own; using AI to purposefully create misinformation or to misrepresent others with the intent of harming, bullying, or intimidating an individual(s); using AI with confidential student or staff personal information; and other prohibited behaviors and/or conduct listed in Policy and Regulation 2361 - Acceptable Use of Computer Networks/ Computers and Resources;

Students are prohibited from using AI in the following ways:

- Submitting AI-generated work as their own without acknowledgment or proper citation.
- Using AI to produce false or misleading information.
- Engaging in bullying or harassment via AI-generated content.
- Inputting sensitive personal or confidential information into AI tools.
- Any misuse of AI that violates district policies on acceptable use of technology (Policy 2361) or the district's Code of Conduct.

Regulation #7

A list of consequences if a student violates any provision of this Policy or AI Plan which may include, but not be limited to, the consequences listed in Policy and Regulation 2361 - Acceptable Use of Computer Networks/Computers and Resources or Policy and Regulation 5600 - Student Discipline/Code of Conduct;

If a student violates any provision of the AI Policy or Plan, consequences will be determined on a case-by-case basis, depending on the nature and severity of the violation. Teachers and professional staff will address the offense initially, and when necessary, consult with the Board of Education. Disciplinary actions may include, but are not limited to, those outlined in:

- Policy and Regulation 2361: Acceptable Use of Computer Networks/Computers and Resources, which governs appropriate use of district technology and may result in restrictions on technology access.
- Policy and Regulation 5600: Student Discipline/Code of Conduct, which outlines the consequences for breaches of school policy, ranging from warnings to more severe disciplinary actions, such as suspension.

Additionally, Policy 5701 on Academic Integrity will be applied for violations involving plagiarism or academic dishonesty related to AI use. This may include consequences such as failing the assignment, additional academic assessments, or disciplinary actions per the school's code of conduct.

Regulation #8

A procedure where the AI Coordinator(s) in the district, supervisors, administrative staff members, and other staff members review the procedures used in determining the activities where AI may be permitted to be used by students to ensure staff members are implementing AI procedures in accordance with this Policy and the district's AI Plan;

AI Coordinator(s), supervisors, and school staff will regularly review how AI is being used in classrooms to ensure compliance with district policy. Reviews will include:

- Monitoring the integration of AI in lesson plans.
- Reviewing student work for compliance with AI guidelines.
- Supervising how AI tools are implemented in a learning context.

Regulation #10

A procedure to be used by a staff member to address suspected plagiarism or academic dishonesty using AI in a student's assignment in accordance with the provisions of Policy 5701;

1. In cases where plagiarism or academic dishonesty involving AI is suspected, staff will follow the procedures outlined in Policy 5701. This includes:
 - Conducting an initial conversation with the student to clarify expectations.
 - Using AI detection tools as a part of the investigation but not as the sole evidence.
 - Reporting the suspected dishonesty to administration for further investigation.
 - Applying consequences in accordance with district academic integrity standards.

Regulation #12

The method(s) or format(s) to be used by students on how to cite or document content generated from any AI platform that is used in an assignment.

2. Students must document the use of AI tools in their work. The format for citing AI tools will follow these guidelines:
 - Students must clearly indicate when AI tools have been used in any part of their assignment.
 - APA (7th Edition): In APA, because AI-generated content (such as ChatGPT responses) is not retrievable by others, you would treat it similarly to personal communication.
 - In-text citation:
 - (OpenAI, personal communication, October 11, 2024)

- Since it's not retrievable, there is no need to include a reference list entry.
- MLA (9th Edition): In MLA format, AI-generated content can be cited like a conversation or a digital source.
 - In-text citation: (ChatGPT)
 - Works Cited entry:
 - OpenAI. ChatGPT, OpenAI, October 11, 2024, www.openai.com/chatgpt (OpenAI, personal communication, October 11, 2024)
- AI should not be cited as a primary source. Reliable, vetted sources must still be referenced to support the assignment.
- Assignments may be required to include version histories or logs to show the development of the student's work.

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PERTH AMBOY BOARD OF EDUCATION

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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, "wi-fi" or "hotspots", or any other computing or electronic devices the school district provides to pupils to be used as part of their educational program. The utilization of any school district technology device is for student use only in furtherance of their educational program. All other uses by any other member of the household is prohibited and may be grounds for the removal of the device.

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 School District Provided Technology Device 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 School District Provided Technology Device Form, in their use of any school district provided technology device;



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 may 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, including but not limited to:
 - Replacement Chromebook: \$350.00
 - Power charger/adaptor: \$25.00
 - Replacement keyboard/touchpad/missing keys: \$50.00
5. The parent and/or pupil may be responsible for any loss or damage to the technology device in accordance with the terms of the School District Provided Technology Device Form;
6. 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 School District Provided Technology Device Form, within two school days of the commencement of the problem;
7. A pupil must report to the school district staff member designated on the School District Provided Technology Device Form within two school days in the event the technology device has been damaged or is missing;
8. 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;
9. A pupil shall be required to provide routine cleaning and care of the device in accordance with school district cleaning and care guidelines;



10. The pupil shall have the technology device in their possession in school as required; and
11. Any other provisions the Superintendent of Schools determines should be included on the School District Provided Technology Device 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: 12 February 2015

Revised: 23 August 2018

Revised: 17 September 2020

Revised POLICY

PERTH AMBOY BOARD OF EDUCATION

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SCHOOL DISTRICT PROVIDED TECHNOLOGY DEVICES TO PUPILS

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, "wi-fi" or "hotspots", or any other computing or electronic devices the school district provides to pupils to be used as part of their educational program. The utilization of any school district technology device is for student use only in furtherance of their educational program. All other uses by any other member of the household is prohibited and may be grounds for the removal of the device.

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 School District Provided Technology Device 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 School District Provided Technology Device 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 may 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, including but not limited to:
 - Replacement Chromebook: \$350.00
 - Power charger/adapter: \$25.00
 - 4. • Replacement keyboard/touchpad/missing keys: \$50.00
5. The parent and/or pupil may be responsible for any loss or damage to the technology device in accordance with the terms of the School District Provided Technology Device Form;
6. 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 School District Provided Technology Device Form, within two school days of the commencement of the problem;
7. A pupil must report to the school district staff member designated on the School District Provided Technology Device Form within two school days in the event the technology device has been damaged or is missing;
8. 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;
9. A pupil shall be required to provide routine cleaning and care of the device in accordance with school district cleaning and care guidelines;



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PERTH AMBOY BOARD OF EDUCATION

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SCHOOL DISTRICT PROVIDED TECHNOLOGY DEVICES TO PUPILS

~~10. 10.~~ ——— The pupil shall have the technology device in their possession in school as required; and

~~11. 11.~~ ——— Any other provisions the Superintendent of Schools determines should be included on the School District Provided Technology Device 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: 12 February 2015

Revised: 23 August 2018

Revised: 17 September 2020

