

**BOARD OF EDUCATION
UPPER SADDLE RIVER, NEW JERSEY
REGULAR MEETING
Monday, April 15, 2024, 8:00 p.m.
Bogert School Gymnasium
391 West Saddle River Road**

Agenda

This is a regular meeting of the Upper Saddle River Board of Education and appropriate notice has been provided to the designated newspapers, the Borough Clerk and all interested parties requesting such notice.

Two opportunities are provided at this meeting for citizens to make comments. The Board values and welcomes comments and opinions from the residents of Upper Saddle River as long as remarks are not personal or discourteous. Public comment allows the Board to listen to community members and to hear their opinions on school policy and operations.

Upon being recognized, persons wishing to speak should stand and identify themselves by name and address; the speaker should direct his/her remarks to the presiding officer. Comments shall be limited to school-related issues and each speaker will limit his/her remarks to three minutes. If personal or discourteous statements are made, the presiding officer shall require the speaker to stop. No speaker may comment again until all those who wish to speak have had an opportunity and as long as time allows. If, in the judgment of the presiding officer, the total time devoted to public comment becomes excessive, the presiding officer may indicate the Board has time for one more speaker and will so notify the public.

- | | | |
|------|--|----------------------------|
| I. | Call to order and roll call | Mrs. Gandara |
| II. | Flag salute and Pledge of Allegiance | Mrs. Gandara |
| III. | Opening statement by presiding officer | Mrs. Gandara |
| IV. | REPORTS | |
| A. | Superintendent's Report | Dr. Siegel |
| B. | Board Secretary's Report | Mrs. Imbasciani |
| C. | Board President's Report | Mrs. Gandara |
| D. | Committee Reports | |
| | Education | Mr. Quagliani |
| | Finance/Negotiations | Mrs. Wenberg |
| | Infrastructure | Mr. Mehegan |
| | Personnel | Dr. Verducci |
| | Policy/Governance | Mrs. Ginsberg |
| | Student Success | Mrs. Gandara |
| | School Boards Liaison | Dr. Verducci |
| E. | Student Representative's Report | Miss Noye Lozada |
| F. | PTO Report | Mrs. DeFrino/Mrs. McGovern |
| G. | USREF Report | Mrs. Tedd |

V. PUBLIC COMMENT (for Agenda Items only)

VI. ADMINISTRATION

Dr. Siegel

This motion will be one motion that encompasses items A through F and will be voted on at this meeting.
This motion has been recommended for approval by the Superintendent.

- A. **BE IT RESOLVED** that the Board affirms the Superintendent's decision that investigation #260039***02092024 is not an incident as defined under HIB Policy #5512. The Superintendent shall notify the parents and/or guardians of the Board's decision in writing in accordance with Board Policy and N.J.S.A. 18A:37-15(e).
- B. **BE IT RESOLVED** that the Board affirms the Superintendent's decision that investigation #261144***02272024 is not an incident as defined under HIB Policy #5512. The Superintendent shall notify the parents and/or guardians of the Board's decision in writing in accordance with Board Policy and N.J.S.A. 18A:37-15(e).
- C. **BE IT RESOLVED** that the Board affirms the Superintendent's decision that investigation #261490***03012024 is an incident as defined under HIB Policy #5512. The Superintendent shall notify the parents and/or guardians of the Board's decision in writing in accordance with Board Policy and N.J.S.A. 18A:37-15(e).
- D. Approve Strategic Educational Advantage to provide Superintendent Search Services at a cost not to exceed \$20,900.00.
- E. Approve the School Bus Emergency Evacuation Drill Reports (in accordance with N.J.A.C. 6A:27-11.2) as follows:
1. On April 11, 2024, between 9:30 a.m. and 10:15 a.m. all students in the Reynolds Elementary School, 391 West Saddle River Road, Upper Saddle River, New Jersey, participated in school bus emergency evacuation drills. The drills took place in front of the school and included Routes 1, 2, 3, 4 and 5. Mrs. Devin Severs, Reynolds School Principal and Mr. Thomas Inzalaco, Scholastic Bus Company Safety Director, supervised the drill.
 2. On April 11, 2024, between 10:15 a.m. and 11:00 a.m., all students in the Bogert Elementary School, 391 West Saddle River Road, Upper Saddle River, New Jersey, participated in school bus emergency evacuation drills. The drills took place in front of the school and included Routes 1, 2, 3, 4 and 5. Mr. David Kaplan, Bogert School Principal, and Mr. Thomas Inzalaco, Scholastic Bus Company Safety Director, supervised the drill.
 3. On April 15, 2024, between 11:15 a.m. and 12:45 p.m., all students in the Cavallini Middle School, 392 West Saddle River Road, Upper Saddle River, New Jersey, participated in school bus emergency evacuation drills. The drills took place in front of the school and included Routes 1, 2, 3, 4 and 5. Mr. James McCusker, Cavallini Principal, and Mr. Thomas Inzalaco, Scholastic Bus Company Safety Director, supervised the drill.
- F. Second Reading of the following Policies and Regulations:
- | | |
|-------------|--|
| Policy 0164 | Conduct of Board Meeting (Revised) |
| Policy 1140 | Educational Equity Policies/Affirmative Action (M) (Revised) |
| Policy 1523 | Comprehensive Equity Plan (M) (Revised) |
| Policy 1530 | Equal Employment Opportunities (M) (Revised) |
| Policy 1550 | Equal Employment/Anti-Discrimination Practices (M) (Revised) |
| Policy 2260 | Equity in School and Classroom Practices (M) (Revised) |

Policy 2411	Guidance Counseling (M) (Revised)
Policy 2423	Bilingual Education (M) (Revised)
Policy 2431.4	Prevention and Treatment of Sports-Related Concussions and Head Injuries (M) (Revised)
Policy 3211	Code of Ethics (Revised)
Policy 5337	Service Animals (Revised)
Policy 5570	Sportsmanship (Revised)
Policy 5750	Equitable Educational Opportunity (M) (Revised)
Policy 5755	Equity in Educational Programs and Services (M) (Abolished)
Policy 5842	Equal Access of Student Organizations (Revised)
Policy 7610	Vandalism (Revised)
Policy 8461	Reporting Violence, Vandalism, HIB, Alcohol and Other Offenses (M) (Revised)
Policy 9323	Notification of Juvenile Offender Case Disposition (Revised)
Regulation 2431.4	Prevention and Treatment of Sports-Related Concussions and Head Injuries (M) (Revised)

VII. PERSONNEL

Dr. Siegel

This motion will be one motion that encompasses items A through G and will be voted on at this meeting. This motion has been recommended for approval by the Superintendent.

- A. Create/Abolish (not applicable)
- B. Job Descriptions (not applicable)
- C. Resignations
 - 1. Accept the resignation of Shyret Murati, French Teacher at Cavallini Middle School effective July 1, 2024.
 - 2. Accept the resignation of Louis Napolitano, Multimedia/Computer Applications Teacher at Cavallini Middle School, effective July 1, 2024.
 - 3. Accept the resignation, for purposes of retirement, of Annette Perrucci, Bogert School Secretary, effective August 2, 2024.
 - 4. Accept the resignation of Eric Van Hoven, Music Teacher at Cavallini Middle School, effective July 1, 2024.
- D. Leaves
 - 1. Approve a paid leave of absence for Employee #0095, effective May 13, 2024 through June 30, 2024.
 - 2. Approve a paid medical leave for Employee ID #1546, effective April 9, 2024 through approximately April 26, 2024.
 - 3. Terminate contractual child care leave for Employee ID #1850, effective July 1, 2024.
 - 4. Approve a paid medical leave and unpaid FMLA/NJFLA leave for Employee ID #2187, effective on or about September 1, 2024 through November 25, 2024.
- E. Lateral Guide Moves (not applicable)

F. Appointments

1. Approve the reappointment of non-tenured contractual Bargaining Unit certificated staff for the 2024/25 school year, as per attached.
2. Approve the reappointment of tenured contractual Bargaining Unit certificated staff for the 2024/25 school year.
3. Appoint Madelyn Barrow to the position of Special Education Teacher at Bogert School, BA, Step 3, effective September 1, 2024.
- * 4. Appoint John Griffith to the position of PE/Health Teacher at Bogert School, BA, Step 2, effective September 1, 2024, subject to the receipt of the required NJDOE Teaching Certificate.
5. Appoint Alyssa Padilla to the position of K-2 Classroom Teacher at Reynolds School, BA, Step 1, effective September 1, 2024, subject to the receipt of the required NJDOE Teaching Certificate.
6. Appoint Dyonna Pagliocca to the position of 4th Grade Classroom Teacher, MA, Step 4, effective September 1, 2024.
7. The following student teachers are recommended for the positions listed below for the 2023/24 school year:

Coaches:		
Head Coach - Softball	James D'Arecca	\$3,000.00
Assistant Coach - Softball	Nick Annese	\$1,500.00
Assistant Coach - Baseball	Raymond McDowell	\$1,500.00

8. Approve the following staff for 2024 ESY:

Host District Bookkeeping	\$5,000 stipend	
Colette Dunn		
Host District Payroll	\$5,000 stipend	
Susan Doherty		
OT	\$50/30 minute session	(\$100/hour)
Rachel Romanoff	Elana Rosenbaum	
PT	\$50/30 minute session	(\$100/hour)
Sheli Dansky		
ABA/Pull Out Speech Therapist	\$50/30 min session	\$100/hour
Leah Fand	Kimbrow Hintz	
Certified School Nurse	\$75/hour	
Kate Cinquegrana	Ailish Fillis	
School Nurse	\$75/hour	
Robyn Ranges		
Integrated Speech Therapist	\$70/hour	
Cathy Biebrich		

*Related to Staff Member

ABA Teacher	\$50/hour	
Meghan Ennis	Gianna Milordo	Stacy Schiff
Alison Vanasse		
Special Education Teacher	\$50/hour	
Madelyn Barrow	Mara Bunting	Meghan Ennis
Elissa Gacevic	Caitlin Gervasio	Casey Herlihy
Mary Lavelle	Tara Reilly	Julia Shea
Lindsey Walker	Luke Zottoli	
MSI Teacher	\$50/hour	
Meghan Ennis	Elissa Gacevic	Caitlin Gervasio
Casey Herlihy	Mary Lavelle	Tara Reilly
Julia Shea	Lindsey Walker	Luke Zottoli
LLD Teacher	\$50/hour	
Madelyn Barrow	Mara Bunting	
Preschool Teacher	\$50/hour	
Amanda Feijo		
Social Worker	\$50/hour	
Alexis Yotka		
ABA Paraprofessionals	\$25/hour	
Kristen Byrne	Michelle Carucci	Jadwiga Cieslar
Ashley Clark	Jodi Costa	Michaela Dolak
Laura Fox	Matthew Franklin	Carol Krebs
Elizabeth Lambousis	Kevin Maphis	Susanne Messina
Elissa Mark	Joan Pilkington	Donna Reilly
Deborah Rodas	* Sophia Rosenthal	Patricia Shortway
Dana Sileo	Sabaudin Skenderi	Aurela Sokoli
Cindy Stawecki	Katie Stevens	Deanine Sumner
Lisa Wachino	Denise Weakland	Michele Weinberg
Integrated Paraprofessionals	\$21/hour	
Jadwiga Cieslar	Elizabeth Lambousis	Susanne Messina
Patricia Shortway	Deanine Sumner	

G. Change in Assignment

1. Approve the transfer of Allison Zakrzewski from Kindergarten Teacher at Reynolds School to Basic Skills Instructor at Bogert School, effective September 1, 2024.

H. Substitutes/Consultants/Volunteers

- *
1. Appoint high school student, Emma Cazes, to work as a volunteer with the Bogert School Musical for the 2023/24 school year.

*Related to Staff Member

VIII. FINANCE

Mrs. Imbasciani

This motion which encompasses Items A through O will be voted on at this meeting. This motion has been recommended for approval by the Superintendent.

- A. Approve the Minutes of Board Meeting:

March 18 and March 28 (Special Meeting), 2024

- B. Approve the Bills List for March 2024 as follows:

10	General Current Expense	\$85,403.18
11	General Current Expense	\$2,386,504.40
20	Special Revenue Funds	\$45,836.84
50	Milk	\$183.56
60	Enterprise Fund	\$31,628.95
Total		\$2,549,556.93

- C. Approve the Transfers for March 2024.

- D. Approve the Board Secretary and Treasurer's Reports dated March 2024 and to certify that after review of these reports and upon consultation with appropriate district officials, as to the best of our knowledge, no major account or fund has been over expended in violation of NJAC 6A:23-2.11 and that sufficient funds are available to meet the district's financial obligation for the remainder of the year.

- E. Motion to approve the investment of \$8,000,000 of the Board of Education's General Fund into an ICS Reciprocal Deposit with Capital One Bank at an initial interest rate of 4.75%.

- F. Approve McCloskey Mechanical Contractors, Inc. to supply and install four (4) PK Module-Fire, Model N2000MFD, Gas-Fired Near Condensing Boilers at Cavallini Middle School at a total cost of \$311,000.00. (Pricing as per HCESC-SER-21C Boiler Service; ROD Grant # G5-6912/SDA Project #5330-050-23-G5TO)

- G. Approve D&L Paving to furnish all equipment, labor, and materials necessary to install an additional 225 square foot section of brick pavers by the Buddy Bench area at Reynolds School at a total cost of \$5,256.00 (Pricing as per Ed-Data Bid #10980)

- H. Approve RFS Commercial Inc. to supply and install new VCT for Reynolds School Room #68, Storage and Kiln Room at a cost of \$12,868.75 (Pricing based on #34 HUNCCP Commercial Floor Covering & Related Services #215)

- I. Approve RFS Commercial Inc. to supply and install new LVT for Reynolds School Room #78 at a cost of \$3,684.01 (Pricing based on #34 HUNCCP Commercial Floor Covering & Related Services #215)

- J. Approve RFS Commercial Inc. to supply and install new LVT for the IT Department Suite in Reynolds School at a cost of \$7,209.22 (Pricing based on #34 HUNCCP Commercial Floor Covering & Related Services #215)

- K. Approve RFS Commercial Inc. to abate existing VAT tile, skim coat and prep subfloor, supply and install new VCT for Bogert School Room #11 at a cost of \$19,963.00 (Pricing based on #34 HUNCCP Commercial Floor Covering & Related Services #215)

- L. Approve RFS Commercial Inc. to remove and dispose of existing carpeting then patch and prep existing subfloor, and supply and install new carpeting for the Cavallini Middle School Auditorium, at a cost of \$14,285.12. (Pricing based on NJ State Contract - Interface - 22-FOOD-47763)

- M. Approve RFS Commercial Inc. to abate existing VAT tile, skim coat and prep subfloor, supply and install new VCT for Cavallini Middle School Room #35 at a cost of \$15,176.25. (Pricing based on #34 HUNCCP Commercial Floor Covering & Related Services #215)
- N. Approve Trane to provide the necessary equipment and labor to purchase and install a replacement 25 ton packaged precedent unitary rooftop unit and reinsulate all related exterior ductwork for RTU-10 at Cavallini Middle School at a total cost of \$231,069. (Pricing as per OMNIA Partners Contract Number 3341)
- O. Approve the following Travel Expenses:

Program Name	Date	Employee	Registration Fee	Travel Cost
The Words That Shape Us: Bite-Sized Phrases that Transform How Kids Think, Feel and Achieve (Online)	April 25, 2024	Lyndsey Stickerling	\$150.00	\$0.00
NJAPSA Spring Conference for Special Education Directors Atlantic City, NJ	May 15-17, 2024	Gianna Apicella	\$550.00	\$583.20
Social Work Ethics (Online)	May 22, 2024	Katherine Baker	\$50.00	\$0.00
NJTESOL 2024 Spring Conference New Brunswick, NJ	May 29-30, 2024	Jacqueline Valdes	\$515.00	\$0.00

IX. **PUBLIC COMMENT**

X. **ADJOURNMENT**

Mrs. Gandara

Contractual Appointments
April 15, 2024

Last Name	First Name	Tenured	Category
Alberta	Alexandra	N	Teacher
Aragona	Angelina	N	Teacher
Berrios	Jessica	N	Teacher
Bischoff	Nathan	N	Teacher
Brovender	Ilene	N	Teacher
Bunting	Mara	N	Teacher
Casey	Kim	N	Teacher
Chiellini	Chelsea	N	Teacher
Cirone	Paul	N	Teacher
D'Anna	Philip	N	Teacher
Dariento	Shea	N	Teacher
Fallon	Julie	N	Teacher
Fennell	Nicole	N	Teacher
Gareffa	Jennifer	N	Teacher
Gervasio	Caitlin	N	Teacher
Gonzales	Catherine	N	Teacher
Graf	Caitlin	N	Teacher
Haveman	Jennifer	N	Teacher
Ho	Linda	N	Teacher
Kaldawi	Katherine	N	Teacher
Larco	Lauren	N	Teacher
LaRosa	Angela	N	Teacher
Liggio	Samantha	N	Teacher
Massaro	Anamarie	N	Teacher
Parelhoff	Kerri	N	Teacher
Phillips	Melvin	N	Teacher
Piazza	Emma	N	Teacher
Reilly	Tara	N	Teacher
Shea	Julia	N	Teacher
Squicciarri	Rachel	N	Teacher
Stearns	Erica	N	Teacher
Telfer	Maura	N	Teacher
Weil	Leigh Ann	N	Teacher
Yotka	Alexis	N	Teacher
Zakrzewski	Allison	N	Teacher

Last Name	First Name	Tenured	Category
Cipollini	Christine	N	Administrator
Malloy	Rosemarie	N	Administrator

POLICY

UPPER SADDLE RIVER BOARD OF EDUCATION

DRAFT

Bylaws
0164/Page 1 of 2
CONDUCT OF BOARD MEETING

0164 CONDUCT OF BOARD MEETING

Parliamentary Authority

Roberts' Rules of Order, Newly Revised, shall govern the Board of Education in its deliberations and acts in all cases in which it is not inconsistent with statutes of the State of New Jersey, rules of the State Board of Education, or these bylaws.

Presiding Officer

The President shall preside at all meetings of the Board. In the absence, disability, or disqualification of the President, the Vice President shall act in his/her place; if neither person is present, any member shall be designated by a plurality of those present to preside. The act of any person so designated shall be legal and binding.

Announcement of Adequate Notice

The person presiding shall commence each meeting with an announcement of the notice given for the meeting or a statement regarding the lack of adequate notice, in accordance with law.

Agenda

The Superintendent and School Business Administrator/Board Secretary shall prepare an agenda of items of business to come before the Board at each meeting. The agenda shall be delivered to each Board member no later than two days before the meeting and shall include such reports and supplementary materials as are appropriate and available.

The order of business shall be as follows:

- Call to Order
- Roll Call
- Superintendent's Report
- Board Secretary's Report
- President's Report
- Committee Reports
- PTO Report
- USREF Report
- Opportunity for Public to Address Board on the Agenda
- Unfinished Business
- New Business



POLICY

UPPER SADDLE RIVER BOARD OF EDUCATION

Bylaws
0164/Page 2 of 2
CONDUCT OF BOARD MEETING

Hearing of the Public
Adjournment

N.J.S.A. 10:4-10
N.J.S.A. 18A:16-1.1

Adopted: 19 May 2008
Revised: 15 April 2024



POLICY

DRAFT

UPPER SADDLE RIVER BOARD OF EDUCATION

Administration
1140/Page 1 of 2

EDUCATIONAL EQUITY POLICIES/AFFIRMATIVE ACTION PROGRAM (M)

1140 EDUCATIONAL EQUITY POLICIES/AFFIRMATIVE ACTION PROGRAM (M)

M

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

The Board's educational equity policies shall recognize and value the diversity of persons and groups within the community and promote the acceptance of persons of diverse backgrounds regardless of the protected categories listed at N.J.A.C. 6A:7-1.1(a) and pursuant to N.J.A.C. 6A:7-1.4(a)1. The educational equity policies will promote equitable educational opportunity and foster a learning environment that is free from all forms of prejudice, discrimination, and harassment based upon the protected categories listed at N.J.A.C. 6A:7-1.1(a) and pursuant to N.J.A.C. 6A:7-1.4(a)2.

The Board shall inform the school community of these policies in a manner including, but not limited to, the district's customary methods of information dissemination pursuant to N.J.A.C. 6A:7-1.4(b).

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

The Affirmative Action Officer shall have a New Jersey standard certificate with an administrative, instructional, or educational services endorsement, pursuant to N.J.A.C. 6A:9B – State Board of Examiners and Certification. The Affirmative Action Officer shall: coordinate the required professional development training for all personnel pursuant to N.J.A.C. 6A:7-1.6; notify all students and employees of the district's grievance procedures for handling discrimination complaints; ensure the district's grievance procedures, including investigative responsibilities and reporting information, are followed; and serve as a member of the Affirmative Action Team. The Affirmative Action Officer may also serve as the school district's Title IX Coordinator.

In accordance with N.J.A.C. 6A:7-1.5(a)4., the Affirmative Action Team shall: include, to the extent possible, members who represent the diversity of the school district's student population; develop the Comprehensive Equity Plan (CEP) pursuant to N.J.A.C. 6A:7-1.4(c); oversee the implementation of the school district's CEP pursuant to N.J.A.C. 6A:7-1.4(c); collaborate on coordination of the required professional development training for all personnel pursuant to N.J.A.C. 6A:7-1.6; monitor the implementation of the CEP; and conduct the annual district internal



EDUCATIONAL EQUITY POLICIES/AFFIRMATIVE ACTION PROGRAM (M)

monitoring to ensure continuing compliance with State and Federal statutes governing educational equity, pursuant to N.J.A.C. 6A:7-1.4(d).

In accordance with N.J.A.C. 6A:7-1.6, the Board shall provide, on a continuing basis, professional development training for all school personnel to identify and resolve problems associated with the student achievement and opportunity gaps and other inequities on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a). The professional development training shall be differentiated based on staff position type and shall be based on the analysis of data conducted pursuant to N.J.A.C. 6A:7-1.4(c)1. The district shall ensure that parents and other community members are aware of professional development training provided to school district personnel regarding topics around equity. The district shall ensure all new personnel are provided within the first ninety days of employment with professional development training on educational equity issues.

The Commissioner or designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures, and in-service training for Affirmative Action Officers so as to aid in the elimination of prejudice on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a).

N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:7-1.4; 6A:7-1.5; 6A:7-1.6

Adopted: 28 March 2011

Revised: 20 June 2016

Revised: 15 April 2024



1523 COMPREHENSIVE EQUITY PLAN (M)

M

The Board of Education shall complete a Comprehensive Equity Plan (CEP) that includes a cohesive set of policies, programs, and practices that ensure high expectations and positive achievement patterns and equitable access to educational opportunities for all learners, including students and teachers, in accordance with the provisions of N.J.A.C. 6A:7-1.8.

The Board's obligation to be accountable for the requirements in N.J.A.C. 6A:7 is not precluded or alleviated by any rule or regulation of any recreational organization, club, athletic association, or other league or organizing group.

Pursuant to N.J.A.C. 6A:7-1.4(c), the district shall develop, once every three years, a CEP that shall identify and correct all discriminatory and inequitable educational policies, patterns, programs, and practices affecting its facilities, programs, students, and staff.

1. Prior to developing the CEP, the district shall assess its needs for achieving equity in educational activities and programs pursuant to N.J.A.C. 6A:7-1.4(c)1. The needs assessment shall identify discriminatory practices and other barriers to achieving equity in educational activities and programs, if applicable.
2. The CEP shall address:
 - a. Professional development, pursuant to N.J.A.C. 6A:7-1.6; and
 - b. Equity in school and classroom practices, educational activities, and programs pursuant to N.J.A.C. 6A:7-1.7.
3. The CEP shall include measurable and actionable goals, objectives, timelines, and benchmarks for measuring progress.
4. The Board shall submit the CEP to the Executive County Superintendent for confirmation of completion.
 - a. If the Executive County Superintendent determines that the CEP is not complete, the Board shall revise the plan in accordance with the Executive County Superintendent's instructions and shall submit to



COMPREHENSIVE EQUITY PLAN (M)

the Executive County Superintendent the revised plan within thirty days of the notification of incompleteness.

Pursuant to N.J.A.C. 6A:7-1.8(c), the CEP shall include the following:

1. An assessment of the school district's needs for achieving equity in educational activities and programs. The assessment shall include staffing practices; quality-of-program data; stakeholder-satisfaction data; and student assessment data disaggregated by gender; race; ethnicity; multilingual learner status; homeless status; special education; migrant; date of enrollment; student suspension; expulsion; Child Study Team referrals; preschool through grade twelve promotion/retention data; preschool through grade twelve completion rates; attendance data; and re-examination and re-evaluation of classification and placement process of students in special education programs if there is disproportionality within certain groups;
2. A description of how other Federal, State, and district policies, programs, and practices are aligned to the CEP;
3. Progress targets for closing the achievement and opportunity gaps;
4. Professional development targets regarding the knowledge and skills needed to provide a thorough and efficient education as defined by the New Jersey Student Learning Standards (NJSLS), differentiated instruction and formative assessments aligned to the NJSLS, and professional standards for teachers and school leaders; and
5. Annual targets that address district needs in equity in school and classroom practices and are aligned to professional development targets.

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

If the Board does not implement the CEP within sixty days of the Executive County Superintendent's certification of completion date, or fails to report its progress annually, sanctions deemed to be appropriate by the Commissioner of Education or designee shall be imposed, and may include action to suspend, terminate, or refuse to award continued Federal or State financial assistance, pursuant to N.J.S.A. 18A:55-2.



POLICY

UPPER SADDLE RIVER BOARD OF EDUCATION

Administration
1523/Page 3 of 3
COMPREHENSIVE EQUITY PLAN (M)

N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:7-1.4; 6A:7-1.7; 6A:7-1.8

Adopted: 19 May 2008
Revised: 28 March 2011
Revised: 20 June 2016
Revised: 15 April 2024



POLICY

UPPER SADDLE RIVER BOARD OF EDUCATION

DRAFT

Administration
1530/Page 1 of 2

EQUAL EMPLOYMENT OPPORTUNITIES (M)

1530 EQUAL EMPLOYMENT OPPORTUNITIES (M)

M

The Board of Education shall, in accordance with law, guarantee equal employment opportunity throughout the district.

The Board shall ensure all persons shall have equal and bias-free access to all categories of employment and equal pay for equal work in this district without discriminating on the basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a).

The school district's employment applications and pre-employment inquiries will conform to the guidelines of the New Jersey Division of Civil Rights.

The Board will use equitable hiring practices that correct imbalance and isolation based on any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) among the district's staff and within every category of employment, including administration. Promotions and transfers will be monitored to ensure non-discrimination.

The Board shall not assign, transfer, promote, or retain staff, or fail to assign, transfer, promote, or retain staff, on the sole basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a).

The Board will target underutilized groups in every category of employment. The Board will provide among the faculty of each school role models of diverse backgrounds.

The Board shall not enter into or maintain contracts with persons, agencies, or organizations that discriminate in employment or in the provision of benefits or services, on the basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a), either in employment practices or in the provision of benefits or services to students or employees.

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

The Board shall not discriminate against any person for that person's exercise of rights under the laws prohibiting discrimination in employment or this Policy.

N.J.S.A. 10:5-4; 10:5-12;
N.J.S.A. 18A:6-5; 18A:6-6; 18A:28-10; 18A:29-2
N.J.A.C. 6A:7-1.1; 6A:7-1.3



POLICY

UPPER SADDLE RIVER BOARD OF EDUCATION

Administration
1530/Page 2 of 2

EQUAL EMPLOYMENT OPPORTUNITIES (M)

Adopted: 19 May 2008
Revised: 28 March 2011
Revised: 20 June 2016
Revised: 15 April 2024



POLICY

DRAFT

UPPER SADDLE RIVER BOARD OF EDUCATION

Administration
1550/Page 1 of 1

EQUAL EMPLOYMENT/ANTI-DISCRIMINATION PRACTICES (M)

1550 EQUAL EMPLOYMENT/ANTI-DISCRIMINATION PRACTICES (M)

M

The Board of Education shall, in accordance with State statutes and administrative code and Federal law and regulations, strive to overcome the effects of any previous patterns of discrimination in school district employment practices and shall systematically monitor school district procedures to ensure continuing compliance with current Federal and State anti-discrimination laws and regulations.

The Board will ensure all persons regardless of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) shall have equal and bias-free access to all categories of employment in the public educational system of New Jersey.

The Board will not enter into any contract with a person, agency, or organization that discriminates on the basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a), either in employment practices or in the provision of benefits or services to students or employees. In addition, the Board will encourage minority businesses, women's business enterprises, and labor surplus area firms to submit bids to be considered for the awarding of contracts.

The Board shall not assign, transfer, promote, or retain staff, or fail to assign, transfer, promote, or retain staff, on the sole basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a).

The Board shall ensure equal pay for equal work among members of the school district's staff, regardless of the protected categories listed at N.J.A.C. 6A:7-1.1(a).

N.J.S.A. 10:5-4; 10:5-12
N.J.A.C. 6A:7-1.1; 6A:7-1.3

Adopted: 19 May 2008
Revised: 28 March 2011
Revised: 20 June 2016
Revised: 17 September 2018
Revised: 15 April 2024



POLICY

DRAFT

UPPER SADDLE RIVER BOARD OF EDUCATION

Program
2260/Page 1 of 3

EQUITY IN SCHOOL AND CLASSROOM PRACTICES (M)

2260 EQUITY IN SCHOOL AND CLASSROOM PRACTICES (M)

M

The Board of Education shall provide all students with equitable and bias-free access to all school facilities, courses, programs, activities, and services, regardless of the protected categories listed at N.J.A.C. 6A:7-1.1(a), by:

1. Ensuring barrier-free access to all school and classroom facilities;
2. Attaining, within each school, minority representation, that approximates the district's overall minority representation. Exact apportionment is not required, the ultimate goal is a reasonable plan achieving the greatest degree of a representative balance that is feasible and consistent with sound educational values and procedures;
3. Utilizing, on an annual basis, a State-approved English language proficiency assessment that evaluates a student's English language proficiency on the four domains of listening, speaking, writing, and reading for determining the eligibility and placement of students who may be identified as multilingual learners pursuant to N.J.A.C. 6A:15-1.3(a)3.;
4. Utilizing bias-free multiple measures for determining the special needs of students with disabilities, pursuant to N.J.A.C. 6A:14-3.4;
5. Ensuring support services, including intervention and referral services and school health services pursuant to N.J.A.C. 6A:16, are available to all students; and
6. Ensuring a student is not discriminated against because of a medical condition. A student shall not be excluded from any education program or activity because of a long-term medical condition unless a physician certifies such exclusion is necessary.
 - a. If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.



EQUITY IN SCHOOL AND CLASSROOM PRACTICES (M)

Pursuant to N.J.A.C. 6A:7-1.7(b), the Board shall ensure the district's curriculum and instruction are aligned to the New Jersey Student Learning Standards (NJSLS). The Board also shall ensure its curriculum and instruction address the elimination of discrimination by narrowing the achievement and opportunity gaps, by providing equity in educational activities and programs, and by providing opportunities for students to interact positively with others regardless of the protected categories listed at N.J.A.C. 6A:7-1.1(a), by:

1. Ensuring there are no differential requirements for completion of course offerings or programs of study solely on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a);
2. Ensuring courses shall not be offered separately on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a);
 - a. Portions of classes that deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions based on gender identity, provided that the course content for such separately conducted sessions is the same.
3. Increasing and promoting equitable representation of all students in all classes and programs;
4. Ensuring schools demonstrate the inclusion of a multicultural curriculum in its instructional content, materials and methods, and ensuring students understand the basic tenet of multiculturalism;
5. Ensuring the Amistad Commission Curriculum is infused into the curriculum and is taught;
6. Ensuring the Commission on Holocaust Education curriculum is included in the curriculum of all elementary and secondary schools, as developmentally appropriate, pursuant to N.J.S.A. 18A:35-28; and
7. Ensuring all curricular requirements pursuant to N.J.A.C. 6A:8 and the NJSLS are taught, including any curriculum developed concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) or curriculum developed by any commissions constituted for the development of curriculum concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a).



EQUITY IN SCHOOL AND CLASSROOM PRACTICES (M)

The Board shall ensure the district's physical education is in a co-educational setting that is developmentally appropriate and does not discriminate on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a) as follows:

1. The district shall provide separate restroom, locker room, and shower facilities on the basis of gender, but such facilities provided for students of each gender shall be comparable;
2. The district may choose to operate separate teams based on sex in one or more sports or single teams open competitively to members of all sexes, as long as the athletic program as a whole provides equal opportunities for students of all sexes to participate in sports at comparable levels of difficulty and competency; and
3. The activities comprising such athletic programs shall receive equitable treatment, including, but not limited to, staff salaries, purchase and maintenance of equipment, quality and availability of facilities, scheduling of practice and game time, length of season, and all other related areas or matters.

N.J.S.A. 18A:36-20

N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:7-1.7

Adopted: 19 May 2008

Revised: 28 March 2011

Revised: 20 June 2016

Revised: 15 April 2024



POLICY

UPPER SADDLE RIVER BOARD OF EDUCATION

DRAFT

Program
2411/Page 1 of 2
GUIDANCE COUNSELING (M)

2411 GUIDANCE COUNSELING (M)

M

The Board of Education requires that a planned program of guidance and counseling be an integral part of the educational program of the schools to assist students in making and implementing informed educational and occupational choices including academic, career, and personal/social development.

A program of guidance and counseling, including developmental career guidance and exploration, shall be offered to all students in this school district and shall be conducted entirely by teaching staff members certified as guidance personnel.

The Superintendent is directed to implement a guidance program that carries out the purposes of this Policy and:

1. Involves teaching staff members at all appropriate levels;
2. Honors the individuality of each student;
3. Is integrated with the total educational program;
4. Is coordinated with available resources of the community;
5. Provides for cooperation of school staff with parents and shares parents' concern for the development of their children;
6. Provides for the means of sharing information among appropriate staff members in the student's interest;
7. Ensures all students have access to adequate and appropriate counseling services, pursuant to N.J.A.C. 6A:7-1.7(c).
 - a. When informing students about possible careers or professional or vocational opportunities, the Board shall not restrict or limit the options presented to students on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a).
 - b. The Board shall not use tests or guidance or counseling materials that are biased or stereotyped on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a); and



8. Establishes a referral system that utilizes all the aid the schools and community offer, guards the privacy of the student, and monitors the efficacy of such referrals.

N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:7-1.7
6A:8-2.2; 6A:8-3.2; 6A:19-1.2

Adopted: 19 May 2008

Revised: 20 June 2016

Revised: 15 April 2024



POLICY

UPPER SADDLE RIVER BOARD OF EDUCATION

DRAFT

Program
2423/Page 1 of 4
BILINGUAL EDUCATION (M)

2423 BILINGUAL EDUCATION (M)

M

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.

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.

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.

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.



POLICY

UPPER SADDLE RIVER BOARD OF EDUCATION

Program
2423/Page 4 of 4
BILINGUAL EDUCATION (M)

Adopted: 19 May 2009
Revised: 15 March 2010
Revised: 28 March 2011
Revised: 20 June 2016
Revised: 13 March 2023
Revised: 15 April 2024



POLICY

DRAFT

UPPER SADDLE RIVER BOARD OF EDUCATION

Program
2431.4/Page 1 of 3
PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD
INJURIES (M)

2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES (M)

M

A concussion is a traumatic brain injury caused by a blow or motion to the head or body that disrupts the normal functioning of the brain and can cause significant and sustained neuropsychological impairments including, but not limited to, problem solving, planning, memory, and behavioral problems. In order to ensure safety, it is imperative that student-athletes participating in a program of athletic competition, coaches, and parents are educated about the nature and treatment of sports-related concussions and other head injuries. Allowing a student-athlete to return to a program of athletic competition before recovering from a concussion increases the chance of a more serious brain injury.

This Policy and Regulation 2431.4 are consistent with the requirements of N.J.S.A. 18A:40-41.1 et seq., the New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions, and the recommendations developed by the Center for Disease Control and Prevention (CDC).

For the purpose of this Policy and Regulation 2431.4, "program of athletic competition" shall include any competition or practice in high school interscholastic athletic programs, middle school interscholastic athletic programs where school teams or squads play teams or squads from other school districts, intramural athletic programs within a school or among schools in the district, and any cheerleading program or activity in the school district.

For the purpose of this Policy and Regulation 2431.4, "student-athlete" shall mean any student enrolled in a public or nonpublic school in New Jersey who is a participant in a program of athletic competition organized by the school district.

The staff member supervising the program of athletic competition shall take steps to prevent concussions and head injuries; ensure student-athletes have appropriate supervision and safety equipment; and ensure student-athletes avoid unsafe conditions.

School staff members supervising programs of athletic competition; licensed athletic trainers; nurses; and school/team physicians shall be trained on the possible signs or symptoms of a concussion. Any possible signs or symptoms of a concussion shall be



PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES (M)

reported by the student-athlete or an observer to the staff member supervising the program of athletic competition; athletic trainer; school/team physician; school nurse; and/or parent.

The district will adopt an Interscholastic Head Injury Training Program to be completed by the school/team physician, licensed athletic trainer, coaches, and other appropriate district personnel pursuant to N.J.S.A. 18A:40-41.2.

Pursuant to N.J.S.A. 18A:40-41.4, a student-athlete who participates in a program of athletic competition and who sustains or is suspected of having sustained a concussion or other head injury while engaged in a program of athletic competition shall be immediately removed from the program of athletic competition by the staff member supervising the program or athletic competition. A student-athlete who was removed from a program of athletic competition shall not participate in further programs of athletic competition until the student-athlete: is examined by a physician or other licensed healthcare provider trained in the evaluation and management of concussions; receives written medical clearance from a physician trained in the evaluation and management of concussions to return to a program of athletic competition; and progresses through the steps outlined in the CDC's Six-Step Return to Play Progression. The student-athlete's written medical clearance shall be reviewed and approved by the school physician.

School personnel shall contact the parent of a student-athlete to inform them of a suspected sports-related concussion or head injury as soon as possible after the incident. School personnel shall provide the parent with a checklist or copy of the return to play protocols outlined in this Policy and Regulation 2431.4.

The student-athlete may not begin the CDC's Six-Step Return to Play Progression until the student-athlete receives a medical examination, provides the required written medical clearance, and the medical clearance is approved by the school physician.

Some symptoms may require immediate medical treatment. Emergency medical responders (911) shall be called if the student-athlete is experiencing a deterioration of symptoms; loss of consciousness; direct neck pain associated with the injury; or any other symptom that may require immediate medical treatment.

The district will provide temporary supports to a student-athlete that has sustained a concussion or other head injury.

The Commissioner of Education and Commissioner of Health educational fact sheet that provides information concerning the use and misuse of opioid drugs in the event a student-athlete is prescribed an opioid for a sports-related injury shall be provided to the parents of



PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD
INJURIES (M)

student-athletes. The district shall obtain a signed acknowledgement of receipt by the student-athlete and their parent in accordance with the provisions of N.J.S.A. 18A:40-41.10.

The Board shall review this Policy and Regulation 2431.4 annually and update as necessary to ensure it reflects the most current information available on the prevention, risk, and treatment of sports-related concussions and head injuries pursuant to N.J.S.A. 18A:40-41.3.

The district shall provide a copy of this Policy and Regulation 2431.4 to all youth sports team organizations that operate on school grounds. In accordance with the provisions of N.J.S.A. 18A:40-41.5, the district shall not be liable for the injury or death of a person due to the action or inaction of persons employed by, or under contract with, a youth sports team organization that operates on school grounds, if the youth sports team organization provides the school district proof of an insurance policy of an amount of not less than \$50,000 per person, per occurrence insuring the youth sports team organization

against liability for any bodily injury suffered by a person and a statement of compliance with this Policy and Regulation 2431.4.

Pursuant to N.J.S.A. 18A:40-41.5 and for the purpose of this Policy, a “youth sports team organization” means one or more sports teams organized pursuant to a nonprofit or similar charter or which are member teams in a league organized by or affiliated with a county or municipal recreation department.

New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions – August 2023

N.J.S.A. 18A:40-41.1; 18A:40-41.2; 18A:40-41.2a;
18A:40-41.3; 18A:40-41.3a; 18A:40-41.4;
18A:40-41.5

Adopted: 19 September 2011
Revised: 15 October 2012
Revised: 25 April 2022
Revised: 15 April 2024



REGULATION

UPPER SADDLE RIVER BOARD OF EDUCATION

DRAFT

PROGRAM
R 2431.4/Page 1 of 12
PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS
AND HEAD INJURIES (M)

R 2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES (M)

M

The following procedures shall be followed to implement N.J.S.A. 18A:40-41.1 et seq., the New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions, and Policy 2431.4.

A. Prevention

1. The following steps may be taken to prevent concussions and head injuries and ensure the safety of student-athletes:
 - a. Limit the number of stunts during cheerleading practice.
 - (1) When stunting is performed, spotters shall be used and the surface shall be soft and in good condition; and
 - (2) Safe stunting techniques shall be taught and student-athletes shall not be permitted to attempt new or difficult stunts without proper instruction and a coach on hand.
 - b. Ensure student-athletes have appropriate supervision during practices and a designated safe practice facility in good condition for the activity.
 - c. Ensure the use of appropriate fitted and maintained safety equipment.
 - d. Ensure student-athletes avoid unsafe actions such as:
 - (1) Hitting another student-athlete in the head;
 - (2) Using their head to contact another student-athlete;
 - (3) Making illegal contacts; and



PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS
AND HEAD INJURIES (M)

- (4) Trying to injure or put another student-athlete at risk for injury.
- e. Limit the amount of contact during practices. This may include:
 - (1) Limiting the amount of practice time that includes scrimmages or full-speed drills.
- f. Teach student-athletes proper techniques and ways to avoid hits to the head.
- g. Keep a close eye on student-athletes in positions that are at increased risk for concussion to help spot a potential concussion.

B. Possible Signs or Symptoms of Concussion

- 1. Some mild traumatic brain injuries and concussion symptoms may appear right away, while others may not appear for hours or days after the injury. These symptoms may be observed by coaches, licensed athletic trainers, school/team physicians, school nurses, teachers, parents, or a teammate. Below are a few examples of possible signs and symptoms of a concussion:
 - a. The student-athlete grabs or holds head after a play or hit - "Hands to Head";
 - b. The student-athlete appears to be "shaking it off";
 - c. The student-athlete appears dazed or "foggy";
 - d. The student-athlete forgets plays or demonstrates short term memory difficulty;
 - e. The student-athlete cannot recall injury or events just before or just after the injury;
 - f. The student-athlete answers questions slowly or inaccurately;
 - g. The student-athlete has a headache;
 - h. The student-athlete is nauseous or is vomiting;



- i. The student-athlete is experiencing balance problems or dizziness;
 - j. The student-athlete is experiencing double vision or changes in vision;
 - k. The student-athlete is experiencing sensitivity to light or sound/noise;
 - l. The student-athlete is feeling sluggish or foggy;
 - m. The student-athlete is having difficulty with concentration and short-term memory;
 - n. The student-athlete is experiencing sleep disturbance; and
 - o. The student-athlete is experiencing irritability and/or mood changes.
2. Any possible signs or symptoms of a concussion shall be reported by the student-athlete participating in a program of athletic competition to the coach(es), athletic trainer, school or team physician, school nurse, and/or parent.

C. Treatment

- 1. Pursuant to N.J.S.A. 18A:40-41.4, a student-athlete who participates in a program of athletic competition and who sustains or is suspected of having sustained a concussion or other head injury while engaged in a program of athletic competition shall be immediately removed from the program of athletic competition by the staff member supervising the program of athletic competition.
- 2. The staff member supervising the student-athlete during the program of athletic competition shall immediately contact the school physician, athletic trainer, or school nurse to examine the student-athlete.
- 3. Emergency medical responders (911) shall be called if the student-athlete is experiencing a deterioration of symptoms, loss of consciousness, or direct neck pain associated with the injury pursuant to D. below.



PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS
AND HEAD INJURIES (M)

4. A student-athlete who is removed from a program of athletic competition shall not participate in further programs of athletic competition until:
 - a. The student-athlete is evaluated by a physician or other licensed healthcare provider trained in the evaluation and management of concussions and receives written clearance from a physician trained in the evaluation and management of concussions to return to the program of athletic competition; and
 - (1) The student-athlete's written medical clearance from a physician must indicate a medical examination has determined:
 - (a) The student-athlete's injury was not a concussion or other head injury, the student-athlete is asymptomatic at rest, and the student-athlete may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities; or
 - (b) The student-athlete's injury was a concussion or other head injury and the student-athlete's physician will monitor the student-athlete to determine when the student-athlete is asymptomatic at rest and when the student-athlete may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities.
 - (2) The student-athlete's written medical clearance shall be reviewed and approved by the school physician.
 - (3) A student-athlete who has suffered a concussion or other head injury may not begin the CDC's Six-Step Return to Play Progression as outlined in E. below until the student-athlete receives a medical examination and provides the required written medical clearance to the Principal or designee.
 - (4) A written medical clearance not in compliance with the provisions of C.4.a. above will not be accepted.



PROGRAM
R 2431.4/Page 5 of 12
PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS
AND HEAD INJURIES (M)

- b. A student-athlete who has suffered a concussion or other head injury returns to regular school activities without the need for additional support and is no longer experiencing symptoms of the injury when conducting those activities.
 - (1) If school is in session, a student-athlete who has suffered a concussion or other head injury must return to regular school activities without symptoms or need for additional support before returning to a program of athletic competition as part of the CDC's Six-Step Return to Play Progression.
 - (2) If school is not in session, a student-athlete who has suffered a concussion or other head injury must return to their normal daily activities without symptoms as part of the CDC's Six-Step Return to Play Progression.
- D. Symptoms Requiring Immediate Medical Assessment (911/Emergency Evaluation)
 - 1. The following symptoms requiring immediate medical assessment include, but are not limited to:
 - a. The student-athlete loses consciousness;
 - b. The student-athlete has a headache that gets worse and does not go away;
 - c. The student-athlete is experiencing weakness, numbness, decreased coordination, convulsions, or seizure;
 - d. The student-athlete is experiencing repeated vomiting and/or intractable retching;
 - e. The student-athlete is slurring speech or exhibiting unusual behavior (disoriented);
 - f. The student-athlete has one pupil (the black part in the middle of the eye) larger than the other; and



PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS
AND HEAD INJURIES (M)

includes moderate jogging, brief running, moderate-intensity stationary biking, or moderate-intensity weightlifting (less time and/or less weight from their typical routine).

d. Step 4: Heavy, Non-Contact Activity

The student-athlete shall add heavy, non-contact physical activity, such as sprinting/running, high-intensity stationary biking, regular weightlifting routine, or non-contact sport-specific drills (in three planes of movement).

e. Step 5: Practice & Full Contact

The student-athlete may return to practice and full contact (if appropriate for the sport) in controlled practice.

f. Step 6: Competition

The student-athlete may return to competition.

3. It is important for a student-athlete's parent(s), coach(es), and teachers to watch for concussion symptoms after each day's Six-Step Return to Play Progression activity.
4. A student-athlete should only move to the next step if they do not exhibit any new symptoms at the current step.
5. If a student-athlete's symptoms return or if they develop new symptoms, this could be a sign the student-athlete is overexerting. The student-athlete shall stop these activities and the student-athlete's medical provider shall be contacted. After more rest and no concussion symptoms, the student-athlete can start at the previous step.

F. Temporary Supports for Student-Athletes with Sports-Related Head Injuries or Concussions

1. Initial rest followed by a gradual return to activity during healing is recommended. Accordingly, consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports-related concussions and head injuries.



PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS
AND HEAD INJURIES (M)

2. Mental exertion increases the symptoms from concussions and affects recovery. To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, texting, even watching movies if a student-athlete is sensitive to light/sound, can slow a student-athlete's recovery. Managing the symptoms through a balance of rest and activity is the key to recovery.
 - a. The district will provide support for student-athletes diagnosed with a concussion.
 - b. The student-athlete's health care provider will handle short-term medical accommodations.
3. Collaboration between the student-athlete's health care provider and the school may be necessary. If accommodations are needed for an extended time, the district may want to consider implementing accommodations via a formalized 504 plan.
4. The Principal or designee may address the student-athlete's cognitive needs in the following ways:
 - a. Limit the student-athlete's screen time;
 - b. Have the student-athlete take rest breaks as needed;
 - c. Have the student-athlete spend fewer hours at school;
 - d. Provide the student-athlete more time to take tests or complete assignments. (All courses should be considered);
 - e. Provide the student-athlete help with schoolwork;
 - f. Reduce the student-athlete's time spent on the computer, reading, and writing;
 - g. Provide or grant the student-athlete early passing time to avoid crowded hallways; and/or



PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS
AND HEAD INJURIES (M)

- h. Allow the student-athlete extra time to complete tests or coursework.
 - 5. These supports and/or short-term medical accommodations may be addressed in an individualized healthcare plan for a student-athlete who has suffered a concussion or other head injury.
 - 6. Concussions affect several aspects of brain function, including cognition, balance and coordination, visual tracking and processing, behavior, and others. The symptoms experienced, difficulties faced, and timeline for recovery will vary for each individual.
 - 7. A brief period of relative rest followed by a gradual return to lighter activities is generally considered the best "medicine" for healing concussions or other head injuries. This may include relative rest from both physical and cognitive activities. Each injury, and therefore each treatment plan, is different. School personnel, in collaboration with the student-athlete, parents, and the student-athlete's health care provider, are in the best position to create flexible, temporary supports to meet the needs of each student-athlete.
- G. Education
- 1. The CDC offers tips for health professionals and educators on their website. Interscholastic Head Injury Training Programs are available via the CDC website or the National Federation of State High School Associations.
 - 2. This training shall be completed by the school/team physician, licensed athletic trainer, school nurses, coaches, and other relevant school personnel.
- H. Other Considerations
- 1. Educational information for student-athletes on the prevention of concussions shall be reviewed.
 - 2. The importance of early identification and treatment of concussions to improve recovery shall be reinforced.



PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS
AND HEAD INJURIES (M)

3. School personnel shall contact the student-athlete's parent and inform them of the suspected sports-related concussion or head injury before allowing the student-athlete to go home after a program of athletic competition.
4. School personnel shall provide the parent of the student-athlete with a checklist or copy of the return to play protocols including the requirement of written clearance from a physician trained in the evaluation and management of concussions before the student-athlete is able to return to a program of athletic competition.

I. Interscholastic Head Injury Training Program

1. The district will adopt an Interscholastic Head Injury Training Program to be completed by the school/team physician, licensed athletic trainer, coaches, and other appropriate district personnel pursuant to N.J.S.A. 18A:40-41.2. The training program shall include:
 - a. The recognition of the signs of head and neck injuries, concussions, and second impact syndrome; and
 - (1) Pursuant to N.J.S.A. 18A:40-41.1.d., if a student-athlete sustains a second concussion while still having symptoms of a previous concussion, it can lead to the severe impairment and even the death of the student-athlete, and is referred to as second-impact syndrome.
 - b. The CDC's Six-Step Return to Play Progression or any subsequent changes or other updates developed by the CDC.

J. "Return to Play Progressions" vs. "Therapeutic Progressions"

1. In many cases, after the initial rest period, concussed individuals may be encouraged to resume limited activities, including light physical and cognitive activities, even in the presence of some continued symptoms. This may be referred to as "therapeutic progressions," and while some of the activities may overlap with the CDC's Six-Step Return to Play Progression, it is different in the goals and intent from "return to play."



PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS
AND HEAD INJURIES (M)

- a. "Return to play" progressions are intended to test the concussed individual's readiness to perform the activity correctly, and to do so with no symptoms.
- b. "Therapeutic" progressions are intended to help the individual recover and to help them improve their performance and tolerance to those activities. This may take several days, or longer, at any given step.
- c. "Therapeutic progressions" should be recommended and supervised by a health care provider familiar with the evaluation and management of concussions, and monitored by a team including the student-athlete, parents, health care provider, and school personnel. Adjustments to the program should be in response to the student-athlete's overall symptom load and progress. It should be remembered that student-athletes may progress at different rates for various aspects of their injury, such as tolerating light to moderate aerobic activity before tolerating being in the classroom, or tolerating schoolwork done at home before tolerating the classroom and school environment. Of note, progressions in one aspect of the treatment plan can have a positive effect on other areas as the brain is returning to a more typical overall level of function. A successful treatment plan is one that can adapt appropriately for each student-athlete.

K. Educating the Community on the District Sports-Related Concussions and Head Injuries Policy

1. The Board shall review Policy 2431.4 and this Regulation annually, and update as necessary to ensure Policy 2431.4 and this Regulation reflect the most current information available on the prevention, risk, and treatment of sports-related concussions and head injuries.
2. The district may provide regular education and training for staff including administrators, teachers, paraprofessionals, and school counselors regarding concussions and other head injuries as head injuries can happen at any time during the school day or outside of school.
3. The district is in a unique position to promote healthy behaviors. The district can embed education related to the prevention and treatment of concussions



REGULATION

UPPER SADDLE RIVER BOARD OF EDUCATION

PROGRAM

R 2431.4/Page 12 of 12

PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES (M)

and head injuries through the New Jersey Student Learning Standards Comprehensive Health and Physical Education Standard 2.3 – Safety. In addition, N.J.S.A. 18A:6-2 requires education in accident and fire prevention and N.J.S.A. 18A:35-5 requires education in injury or illness emergencies.

Adopted: 19 September 2011

Revised: 15 October 2012

Revised: 25 April 2022

Revised: 15 April 2024



3211 CODE OF ETHICS

The Board of Education endorses the code of ethics for professional educators published by the National Education Association (NEA).

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nature of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues; of students; of parent(s); and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle I – Commitment to the Student

The educator strives to help each student realize their potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.



4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not, on the basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a), unfairly:
 - a. Exclude any student from participation in any program;
 - b. Deny benefits to any student; or
 - c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

Principle II – Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent their professional qualifications.



POLICY

UPPER SADDLE RIVER BOARD OF EDUCATION

Teaching Staff Members
3211/Page 3 of 3
CODE OF ETHICS

3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

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

Adopted: 19 May 2008
Revised: 15 April 2024



5337 SERVICE ANIMALS

In compliance with Title II of the Americans with Disabilities Act (ADA) as amended by the ADA Amendments Act of 2008, it is the Policy of the Board to permit use of a service animal by an individual with a disability in all areas of the district where the public is normally permitted: in district buildings; on district property; and on vehicles owned, leased, or controlled by the district. (28 CFR §35.136)

A. Definitions

1. “Act” means the Americans with Disabilities Act (ADA) as amended by the ADA Amendments Act of 2008.
2. “Designated administrator” means Principal or person designated by the Principal to coordinate these activities.
3. “District” means this school district.
4. “Handler” means the animal’s owner who is an individual with a disability or a person, such as a trainer, assisting the owner with control of the service animal.
5. “Service animal” means a dog individually trained to do work or perform a specific job or task for the benefit of an individual with a disability, including a medical, physical, sensory, psychiatric, intellectual, or other mental disability. (28 CFR §36.104)
 - a. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition.
 - b. The work or tasks performed by a service animal must be directly related to the individual’s disability (e.g. navigation, alerting physical support and assistance, preventing or interrupting impulsive or destructive behaviors).
 - c. Work or tasks for the purposes of this definition do not include the provision of emotional support, well-being, comfort, therapy, companionship, or crime deterrence.

B. Generally



1. The district shall permit the use of a service animal by an individual with a disability unless:
 - a. The animal is out of control and the animal's handler does not take effective action to control it;
 - b. The animal is not housebroken.
2. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g. voice control, signals, or other effective means). (28 CFR §35.136(d))
3. If an animal is properly excluded, the district shall give the individual with a disability the opportunity to participate in the service, program, or activity without having the service animal on the premises. (28 CFR §35.136(b))
4. If there are places in the district where it is determined to be unsafe for a handler and service animal, reasonable accommodations will be provided to assure the individual with a disability has equal access to the activity.
5. Unless the need for a service animal is readily apparent, the individual with a disability or his/her parent will be required to provide the district with information that:
 - a. The service animal is required because of a disability; and
 - b. What work or task the animal has been trained to perform.
6. The district may not require documentation, including proof that the animal has been certified, trained, or licensed as a service animal; nor that the dog demonstrates its ability to perform the work or task. (28 CFR §35.136(f))
7. Individuals with a disability who have service animals are not exempt from local animal control or public health requirements.
8. Service animals must be licensed and registered in accordance with State and local laws.



C. Delegation of Responsibility

1. The district is not responsible for the care or supervision of a service animal, in accordance with 28 CFR §35.136(e).
 - a. The district is not responsible to pay for or provide a handler to aid the individual with a disability in the control of the service animal.
 - b. The district is responsible to provide assistance to an individual with a disability in performing the tasks required of the individual for the care and maintenance of the service animal.
2. If the district normally charges individuals for damage they cause, an individual with a disability may be charged for damage caused by his or her service animal. (28 CFR §35.136(h))
3. The district will designate relief areas for the service animal which will be included in mobility training and orientation of students and animals new to the school.

D. Notification and Responsibilities

1. In the event a service animal will be introduced as part of the school community, the designated administrator will develop a comprehensive implementation plan prior to introduction of the service animal into the school to include:
 - a. Notification to parents of students who may be in contact with the service animal;
 - b. Appropriate accommodations:
 - (1) For students who are allergic to the service animal; and/or
 - (2) For students who have fears regarding the service animal.
 - c. Appropriate etiquette regarding service animals to include:
 - (1) Never pet a service animal while it is working;
 - (2) Never feed a working service animal;



- (3) Do not deliberately startle, tease, or taunt a service animal;
 - (4) Do not hesitate to ask the handler if he or she would like assistance regarding directions for navigating the facility.
2. The use of a service animal introduced as part of the school community will require inclusion into the student's Individualized Education Plan (IEP) or the student's Section 504 Accommodation Plan.
3. The district may request, but cannot require, the owner of a service animal introduced as part of the school community and, as included in the student's IEP or Section 504 Accommodation Plan, maintain liability insurance for the service animal. The School Business Administrator/Board Secretary will ensure the school district has appropriate insurance in the event a service animal is introduced as part of the school community.

28 CFR §35.136

28 CFR §36.104

Adopted: 11 January 2016

Revised: 29 April 2019

Revised: 15 April 2024



5570 SPORTSMANSHIP

The Board of Education requires that all individuals involved in or attending the athletic and intramural programs sponsored by the Board exhibit sportsmanship when representing the school at any athletic event. Sportsmanship is defined as abiding by the rules of the contest as defined or accepted by the participating teams. In exhibiting sportsmanship all participants shall:

1. Respect and follow the rules of the contest;
2. Recognize skilled performance of others regardless of affiliation;
3. Display respect for all individuals participating in the athletic event;
4. Treat opponents in an empathetic manner; and
5. Congratulate opponents in victory or defeat.

Unsportsmanlike conduct shall include, but not be limited to, the following:

1. Any person (athletic department, staff member, student athlete, or a fan or spectator associated with the school district) who strikes or physically abuses an official, coach, player, or spectator;
2. Any person (athletic department, staff member, student athlete, or a fan or spectator associated with the school district) who intentionally incites participants or spectators to violent or abusive action;
3. Any person (athletic department, staff member, student athlete, or a fan or spectator associated with the school district) who uses obscene gestures or profane or unduly provocative language or action towards officials, coaches, opponents, or spectators;
4. Any person (athletic department, staff member, student athlete, or a fan or spectator associated with the school district) who engages in harassing verbal or physical conduct which exhibits bias based on any of the protected categories listed at N.J.A.C. 6A:7-1.1(a);
5. Any school or athletic staff member who is publicly critical of a game official, opponents, and/or opposing coaches/players;



6. Other conduct judged by the Principal or designee to be unsportsmanlike in character; and
7. Any violation of the rules of the New Jersey State Interscholastic Athletic Association.

Schools are not permitted to conduct pre-meet/game activities of an intimidating nature, e.g., the use of fog machines, the blaring of sirens or loud music/unusual sound effects, strobe/unusual lighting effects, or similar type activities.

Failure to exhibit good sportsmanship may subject the individual to disciplinary action as deemed appropriate by the Board.

NJSIAA General Information Constitution By-laws Rules and Regulations 2023-2024
N.J.A.C. 6A:7-1.1; 6A:7-1.3

Adopted: 22 September 2008
Revised: 15 April 2024



5750 EQUITABLE EDUCATIONAL OPPORTUNITY (M)

M

The Board of Education will ensure all students enrolled in the schools of this district shall be afforded an equitable educational opportunity in strict accordance with law. No student shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a). The Board shall assure that all students are free from harassment, sexual or otherwise.

The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will promote mutual acceptance and respect among students and enable students to interact effectively with others, regardless of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a):

1. School climate/learning environment;
2. Courses of study, including physical education;
3. Instructional materials and strategies;
4. Library materials;
5. Software and audio-visual materials;
6. Guidance and counseling;
7. Extra-curricular programs and activities; and
8. Testing and other assessments.

Affirmative action shall be taken to ensure that students are protected from the effects of discrimination, in accordance with Policy 2260. Students who experience less than equal educational opportunities or experience discrimination shall use the procedure established by Regulation 5750 to report and/or appeal any harassment or discriminatory practice.



EQUITABLE EDUCATIONAL OPPORTUNITY (M)

The conduct of teaching staff members shall exemplify the highest principles of equality and democracy. Conduct and attitudes that display discrimination are contrary to the policies of this Board and, further, are destructive to the self esteem that this Board wishes to encourage in all students. A teaching staff member's act of derision or enmity, in any form, against a person or persons on the basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) shall be considered to be conduct unbecoming to a professional staff member of this district and shall be subject to appropriate discipline.

The Superintendent shall develop and promulgate a procedure by which a student or parent may appeal Board policy, district practice, or the act or omission of any district employee that allegedly violates this Policy.

42 U.S.C.A. 12101

N.J.S.A. 10:5-1 et seq.

N.J.S.A. 18A:4A-1 et seq.; 18A:6-5 et seq.; 18A:36-20

N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:14-1.2

Adopted: 22 September 2008

Revised: 20 June 2016

Revised: 15 April 2024



5842 EQUAL ACCESS OF STUDENT ORGANIZATIONS

The Board of Education will permit the use of school facilities by student-initiated organizations for non-curricular student activities. A student-initiated organization, regardless of the size of the group, will not be denied an opportunity to meet and use school facilities on the basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) or the political, philosophical, or other content of the speech at their meeting.

An application for permission to meet on school premises shall be made to the Principal or designee, who shall grant permission provided it is determined that:

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

A student-initiated group granted permission to meet on school premises shall be subject to the same rules and regulations that govern the meetings of student organizations sponsored by this Board, except as provided by this Policy.

Participation in a student-initiated meeting must be available to all students who wish to attend and cannot be denied on the basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a). The Board will not permit the organization of a fraternity, sorority, or secret society in accordance with N.J.S.A. 18A:42-5 and 18A:42-6.

Access to school facilities by student organizations will be provided within the governing principles of the First Amendment of the Constitution of the United States.

School district staff involvement in student organizations shall be in accordance with the governing principles of the First Amendment of the Constitution of the United States.



EQUAL ACCESS OF STUDENT ORGANIZATIONS

An appropriately certified staff member shall be assigned to attend a student-initiated meeting in a custodial capacity and shall not participate in the activity while serving in this custodial capacity. No teaching staff member shall be required to attend a student-initiated meeting if the content of the speech at the meeting is contrary to their beliefs.

The Principal or designee may take such actions as may be necessary to maintain order and discipline on school premises and to protect the safety and well-being of students and staff members.

20 U.S.C.A. 1701 et seq.

United State Department of Education – Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools

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

Adopted: 22 September 2008

Revised: 15 April 2024



POLICY

UPPER SADDLE RIVER BOARD OF EDUCATION

DRAFT

Property
7610/Page 1 of 1
VANDALISM

7610 VANDALISM

The Board of Education believes all school district property should be respected and all persons who use or have access to school district property should respect such property and take pride in the institutions of this community and the schools of this district.

Any person who purposely or knowingly damages school district property or damages school district property recklessly or negligently in the employment of fire, explosives, or another dangerous means listed in accordance with N.J.S.A. 2C:17-2 or purposely or recklessly tampers with the tangible property of the school district so as to endanger school district property shall be reported to the appropriate law enforcement agency. Pursuant to N.J.S.A. 18A:37-3, the parent(s) of any minor who shall injure any public or nonpublic school property shall be liable for damages for the amount of injury to be collected by the Board or the owner of the premises in any Court of competent jurisdiction, together with costs of suit.

A person convicted of an offense of criminal mischief that involves an act of graffiti may, in addition to any other penalty imposed by the Court, be required to pay the school district monetary restitution in the amount of the pecuniary damage caused by the act of graffiti and to perform community service, which may include removing the graffiti from the property, in accordance with N.J.S.A. 2C:17-3.c. If community service is ordered by the Court, it shall be for either not less than twenty days or not less than the number of days necessary to remove the graffiti from the property.

A person who purposely defaces or damages district property with any symbol that exposes persons to violence, contempt, or hatred on the basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) may have committed a crime and shall be reported to the appropriate law enforcement agency in accordance with Policy and Regulation 8465, N.J.A.C. 6A:16-6.3, and the Memorandum of Agreement with Local Law Enforcement.

The Board may also report to the appropriate law enforcement agencies any person whose vandalism of school property is serious or chronic.

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

N.J.S.A. 18A:34-2; 18A:37-3

N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:16-6.3

Adopted: 16 June 2008

Revised: 15 April 2024



POLICY

DRAFT

UPPER SADDLE RIVER BOARD OF EDUCATION

Operations
8461/Page 1 of 3

REPORTING VIOLENCE, VANDALISM, HARASSMENT, INTIMIDATION, BULLYING, ALCOHOL, AND OTHER DRUG OFFENSES (M)

8461 REPORTING VIOLENCE, VANDALISM, HARASSMENT, INTIMIDATION, BULLYING, ALCOHOL, AND OTHER DRUG OFFENSES (M)

M

The Board of Education shall observe Red Ribbon/Week of Respect (“School Violence Awareness Week”) during the week beginning with the third Monday in October of each year by organizing activities to prevent school violence. Activities shall include, but are not limited to, age-appropriate opportunities for student discussion on conflict resolution, issues of student diversity, and tolerance. The Board shall invite law enforcement personnel to join members of the teaching staff in the discussions and provide programs for school employees that are designed to help them recognize warning signs of school violence and to instruct them on recommended conduct during an incident of school violence. The Board of Education shall disseminate to students’ parents an informational pamphlet prepared by the New Jersey Department of Education (NJDOE) on how a parent can limit a child’s exposure to violence on television, cell phones, computers, and other electronic devices, on an annual basis pursuant to N.J.S.A. 18A:40-44.

In accordance with N.J.A.C. 6A:16-5.3 any school employee who observes or has direct knowledge from a participant or victim of an act of violence; including harassment, intimidation, and bullying; or the possession or distribution of alcohol or other drugs on school grounds, and any school employee who reports a student for being under the influence of alcohol or other drugs, according to the requirements of N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3, shall file a report describing the incident to the school Principal, in accordance with N.J.S.A. 18A:17-46. The report shall be on a form adopted by the Board to include all of the incident detail and offender and victim information that are reported on the Student Safety Data System (SSDS).

A report alleging an incident of harassment, intimidation, or bullying shall be made in accordance with the provisions of N.J.S.A. 18A:37-13.1 and Policy 5512.

The Building Principal, for each incident of violence; including harassment, intimidation, and bullying, vandalism, and alcohol and other drug offenses, shall review the incident report for accuracy; forward a copy of the incident report to the Superintendent; and notify the Superintendent of the action taken regarding the incident. The Board shall not discharge or subject to any manner of discrimination any school employee who files a report pursuant to N.J.A.C. 6A:16-5.3.



REPORTING VIOLENCE, VANDALISM, HARASSMENT, INTIMIDATION, BULLYING,
ALCOHOL, AND OTHER DRUG OFFENSES (M)

The majority representative of the school employees' bargaining units shall have access monthly to the number and disposition of all reported acts of school violence, including harassment, intimidation, and bullying, and vandalism, pursuant to N.J.S.A. 18A:17-46.

Personally identifying information may be provided to the majority representative of the school employees' bargaining units only in instances when school administrators have reason to believe that the safety of a school staff member is at risk.

Twice each school year, once between September 1 and January 1 and once between January 1 and June 30, the Superintendent shall report to the Board at a public meeting all acts of violence, including harassment, intimidation, and bullying, vandalism, and alcohol and other drug offenses that occurred during the previous reporting period, according to the provisions of N.J.S.A. 18A:17-46 and N.J.A.C. 6A:16-5.3. The report shall include the number of reports of harassment, intimidation, or bullying, the status of all investigations, the nature of the bullying based on one of the protected categories identified in section 2 of P.L.2002, c.83 (C.18A:37-14), the names of the investigators, the type and nature of any discipline imposed on any student engaged in harassment, intimidation, or bullying, and any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation, or bullying. The information shall also be reported once during each reporting period to the NJDOE. The report must include data broken down by the enumerated categories as listed in section 2 of P.L.2002, c.83 (C.18A:37-14), and data broken down by each school in the district, in addition to district-wide data. It shall be a violation to improperly release any confidential information not authorized by Federal or State law for public release.

The report shall be used to grade each school for the purpose of assessing its effort to implement policies and programs consistent with the provisions of P.L. 2002, c.83 (C.18A:37-13 et seq.). The district shall receive a grade determined by averaging the grades of all the schools in the district. The Commissioner shall promulgate guidelines for a program to grade schools for the purposes of N.J.S.A. 18A:17-46. The grade received by a school and the district shall be posted on the homepage of the school's website. The grade for the district and each school of the district shall be posted on the homepage of the district's website. A link to the report shall be available on the district's website. The information shall be posted on the websites within ten days of the receipt of a grade by the school and district.

Whenever it is alleged a school employee has knowingly falsified reported information on acts of violence or vandalism, or any incident included in the annual report on violence and vandalism required under N.J.S.A. 18A:17-46, the Board shall make a determination regarding whether the employee committed the act. The Board shall provide written notice of the allegations to the employee and the employee shall be entitled to a hearing before



REPORTING VIOLENCE, VANDALISM, HARASSMENT, INTIMIDATION, BULLYING,
ALCOHOL, AND OTHER DRUG OFFENSES (M)

the Board in accordance with the provisions of N.J.A.C. 6A:16-5.3(f). Upon a determination by the Board that an employee has knowingly falsified reported information, the Board may take appropriate action.

The Board of Education shall submit and implement corrective action plans for high incidences of violence, vandalism, or alcohol or other drug abuse upon notification by the Commissioner of Education.

The Board shall provide ongoing staff training, in cooperation with the NJDOE, in fulfilling the reporting requirements of N.J.S.A. 18A:17-46.

N.J.S.A. 18A:17-46; 18A:36-5.1; 18A:40-44
N.J.A.C. 6A:16-5.2; 6A:16-5.3

Adopted: 16 June 2008
Revised: 15 March 2010
Revised: 20 June 2011
Revised: 29 April 2019
Revised: 15 April 2024



DRAFT

NOTIFICATION OF JUVENILE OFFENDER CASE DISPOSITION

9323 NOTIFICATION OF JUVENILE OFFENDER CASE DISPOSITION

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

The Principal or designee, on a confidential basis, may request from law enforcement agencies at the time of charge, adjudication, or disposition, information as to the identity of a juvenile student charged, the offense charged, the adjudication, and the disposition. The Principal or designee may inform school staff members of this information if the Principal or designee deems it appropriate for maintaining order, safety, or discipline in the school or for planning programs relevant to the juvenile's educational and social development. This information will not become part of the juvenile student's permanent school record and shall not be maintained except as authorized by regulation of the New Jersey Department of Education (NJDOE).

A law enforcement or prosecuting agency shall, at the time of a charge, adjudication, or disposition, send written notice to the Principal or designee of the school where the juvenile is enrolled, of the identity of the juvenile charged, the offense charged, the adjudication, and the disposition if:

1. The offense occurred on school property or a school bus, occurred at a school-sponsored function, or was committed against an employee or official of the school;
2. The juvenile was taken into custody as a result of information or evidence provided by school officials; or
3. The offense, if committed by an adult, would constitute a crime, and the offense:
 - a. Resulted in death or serious bodily injury or involved an attempt or conspiracy to cause death or serious bodily injury;
 - b. Involved the unlawful use or possession of a firearm or other weapon;



NOTIFICATION OF JUVENILE OFFENDER CASE DISPOSITION

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

Information provided to the Principal or designee pursuant to N.J.S.A. 2A:4A-60.d. shall be treated as confidential but may be made available to such members of the staff and faculty of the school as the Principal or designee deems appropriate for maintaining order, safety, or discipline in the school or for planning programs relevant to a juvenile's educational and social development. This information will not become part of the juvenile student's permanent school record and shall not be maintained except as authorized by regulation of the NJDOE.

Law enforcement or the prosecuting agency may provide the Principal or designee with information identifying one or more juvenile students who are under investigation or have been taken into custody for the commission of any act that would constitute an offense if committed by an adult when the law enforcement or prosecuting agency determines that the information may be useful to the Principal or designee in maintaining order, safety, or discipline in the school or in planning programs relevant to the juvenile's educational and social development. Information provided in accordance with N.J.S.A. 2A:4A-60.e. shall be treated as confidential, but the Principal or designee may inform school staff members of this information if the Principal or designee deems it appropriate for maintaining order, safety, or discipline in the school or for planning programs relevant to the juvenile's educational and social development. No information provided pursuant to N.J.S.A. 2A:4A-60 shall be maintained.

The Principal or designee who requests and/or receives information as specified in this Policy shall notify the Superintendent or designee within twenty-four hours of the request being made. In accordance with N.J.S.A. 53:1-20.6, the Principal or designee shall notify the Superintendent or designee of any applicable fees associated with the request.

The school district shall comply with the NJDOE rules and regulations concerning the creation, maintenance, and disclosure of student records regarding Principal or designee notification of juvenile offender case disposition and this Policy.



POLICY

UPPER SADDLE RIVER
BOARD OF EDUCATION

Community
9323/Page 3 of 3

NOTIFICATION OF JUVENILE OFFENDER CASE DISPOSITION

N.J.S.A. 2A:4A-60
N.J.S.A. 53:1-15; 53:1-20.6
N.J.A.C. 6A:7-1.1; 6A:7-1.3

Adopted: 16 June 2008
Revised: 15 April 2024

