



East Brunswick Board of Education
Board Meeting Meeting
June 5, 2025

CALL TO ORDER AND ROLL CALL AT 6:00 PM

Board Member	Present	Absent	Late
Anna Braun	X		
Timothy Cummings	X		
Jaime Falco	X		
Louis Figueroa	X		
Laurie Herrick	X		
Liwu Hong, Board Vice President	X		
Wilbur Pan	X		
Heather Guas, Board President	X		
Totals	8	0	

With a quorum of eight Board members being present, the meeting proceeded with Ms. Guas presiding.

Others Present
Dr. Victor P. Valeski Superintendent of Schools
Dr. Joyce Boley Assistant Superintendent of Academics
Mr. Joseph Crotchfelt, CPA Director of Financial Services/Assistant School Business Administrator/Assistant Board Secretary
Ms. Nicole Tibbetts Director of Human Resources
Mr. Matthew Giacobbe, Esq. Board Attorney
Mr. Rishi Kunderan 2024-2025 Student Representative
Ms. Jane Godwin 2025-2026 Student Representative

PLEDGE OF ALLEGIANCE

PRESIDENT'S ANNOUNCEMENT

The New Jersey Open Public Meetings Law was enacted to ensure the right of the public to have advance notice of, and to attend the meetings of, public bodies at which any business affecting their interests is discussed and acted upon. In accordance with the provisions of this Act, the East Brunswick Board of Education has caused notice of this meeting to be published by having the date, time and place thereof posted at the Board of Education offices, located at 760 Route 18, East Brunswick, New Jersey. Written notice was also provided to the Sentinel, The Newark Star Ledger, The Home News Tribune, The Alternative Press of East Brunswick, and the Municipal Clerk of East Brunswick.

All Board of Education meetings, with the exception of executive session discussions, are video taped for later broadcast. It is the policy of the Board of Education that video taped meetings are not edited for any purpose. Individuals who speak at the Board's public meetings should be aware of these videotaping rules.

CLOSED SESSION

Closed Session Resolution

Recommendation: That the following resolution is approved:

WHEREAS, the Board of Education must discuss matters which are not appropriate for discussion in a public meeting; and

WHEREAS, these subjects are within the exceptions to the Open Public Meetings Act and are permitted to be discussed in Closed Session pursuant to N.J.S.A. 10:4-12b; and

WHEREAS, the Board of Education intends to discuss matters as follows:

- Pursuant to N.J.S.A. 10:4-12b(1), *"any matter which, by provision of federal law or State statute or rule of court shall be rendered confidential or excluded from the provisions of subsection a. of N.J.S.A. 10:4-12, public meetings."* The nature of the matter, described as specifically as possible without undermining the need for confidentiality, is:
- Pursuant to N.J.S.A. 10:4-12b(2), *"any matter in which the release of information would impair a right to receive funds from the Government of the United States."* The nature of the matter, described as specifically as possible without undermining the need for confidentiality, is:
- Pursuant to N.J.S.A. 10:4-12b(3), *"any material the disclosure of which constitutes an unwarranted invasion of individual privacy such as records, data, reports, recommendations, or other personal material of any educational, training, social service, medical, health, custodial, child protection, rehabilitation,*

legal defense, welfare, housing, relocation, insurance and similar program or institution operated by a public body pertaining to any specific individual admitted to or served by such institution or program, including but not limited to information relative to the individuals personal and family circumstances, and any material pertaining to admission, discharge, treatment, progress or condition of any individual, unless the individual concerned (or, in the case of a minor or incompetent, his guardian) shall request in writing that the same be disclosed publicly." The nature of the matter, described as specifically as possible without undermining the need for confidentiality, is:

- Pursuant to N.J.S.A. 10:4-12b(4), *"any collective bargaining agreement, or the terms and conditions which are proposed for inclusion in any collective bargaining agreement, including the negotiation of the terms and conditions thereof with employees or representatives of employees of the public body."* The collective bargaining contract(s) discussed are between the Board and: East Brunswick Education Association Memorandum of Agreement.
- Pursuant to N.J.S.A. 10:4-12b(5), *"any matter involving the purchase, lease or acquisition of real property with public funds, the setting of banking rates or investment of public funds, where it could adversely affect the public interest if discussion of such matter were disclosed."* The nature of the matter, described as specifically as possible without undermining the need for confidentiality, is:
- Pursuant to N.J.S.A. 10:4-12b(6), *"any tactics and techniques utilized in protecting the safety and property of the public, provided that their disclosure could impair such protection. Any investigations of violations or possible violations of the law."* The nature of the matter, described as specifically as possible without undermining the need for confidentiality, is:
- Pursuant to N.J.S.A. 10:4-12b(7), *"any pending or anticipated litigation or contract negotiation other than in subsection b. (4)" of N.J.S.A. 10:4-12 in which the public body is, or may become a party. Any matters falling within the attorney-client privilege, to the extent that confidentiality is required in order for the attorney to exercise his ethical duties as a lawyer."* The nature of the matter, described as specifically as possible without undermining the need for confidentiality, is:
- Pursuant to N.J.S.A. 10:4-12b(8), *"any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of the performance of, promotion or discipline of any specific prospective public officer or employee or current public officer or employee employed or appointed by the public body, unless all individual employees or appointees whose rights could be adversely affected request in writing that such matter or matters be discussed at a public meeting."* The nature of the matter, described as specifically as possible without undermining the need for confidentiality, is: Principal vacancy interview.
- Pursuant to N.J.S.A. 10:4-12b(9), *"any deliberation of a public body occurring*

after a public hearing that may result in the imposition of a specific civil penalty upon the responding party or the suspension or loss of a license or permit belonging to the responding party as a result of an act or omission for which the responding party bears responsibility." The nature of the matter, described as specifically as possible without undermining the need for confidentiality, is:

WHEREAS, the length of the Closed Session is estimated to be THIRTY (30) MINUTES after which the public meeting of the Board shall reconvene and action WILL BE taken.

NOW, THEREFORE, BE IT RESOLVED that the East Brunswick Board of Education will recess into Closed Session for only the aforesaid subject(s); and

BE IT FURTHER RESOLVED that the East Brunswick Board of Education hereby declares that its discussion of the aforesaid subject(s) will be made public at a time when the public's interest in disclosure is greater than any privacy or governmental interest being protected from disclosure in accordance with the Open Public Meetings Act.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco		X				
Louis Figueroa						
Laurie Herrick						
Liwu Hong						
Wilbur Pan	X					
Heather Guas						
Totals			8	0	0	0

The above action was unanimously approved by a voice vote.

The meeting recessed into closed session at 6:02 PM and reconvened into open session at 6:32 PM.

SUPERINTENDENT'S REPORT

"Good Evening,

The artwork on display in the Boardroom at the Administration Building was created by students from Hammar skjold Upper Elementary School. The art teachers of these talented students are Kathryn Barrett and Mariam Kulik. Russell Petronko is the Principal.

Congratulations to the 15 seniors who were celebrated at Educator's Signing Day yesterday, June 4th. This celebration, graciously supported by an EBEA Pride Grant, recognizes students who plan to become teachers.

Students received a “Promise of First Consideration” ensuring them an interview to be considered for a teaching position in our district upon graduation from college. The students also took a moment to write a note of thanks to the teachers who inspired them to go into the field of education. We look forward to welcoming these Future Educators back into our schools in a few short years.

The East Brunswick High School Counseling Department coordinated a successful Trade Fair with 24 different trade professionals in attendance.

This included the NJ Department of Corrections, Plumbers and Pipefitters Union, HVAC Union of NJ, Salon Professional Academy, Automotive Training Center, JR Truck Driving School and many more.

Over 200 students opted to attend the fair and 85% of attendees indicated that attending the Trade Fair had influenced their exposure to potential career opportunities.

Last evening, 509 Band, Chorus and Orchestra students representing grades 7-9 presented the CJHS Pops concert.

To have such a large number of students all flawlessly perform together at the same time is a testament to the high level of talent of these student musicians. Congratulations to the students and music staff who presented such an extraordinary event.

The Annual Art Walk will be displayed until June 16th in the center of the Municipal Complex.

Tonight, our agenda includes a Resolution of Appreciation dedicated to our Parent-Teacher Associations. I want to express our profound gratitude to all the PTAs for their unwavering support of our students and staff.

Just a few important reminders as we finish up the school year:

- Tomorrow, Friday, June 6th is a non-school and non-workday for students and 10-month staff. District offices will be open.
- Tuesday, June 10th is a single session day for all students with lunch served for grades K-6.
- Tuesday, June 17th is single session day for the High School students only as they begin taking their finals.
- Wednesday, June 18th is a single session for the high school and Churchill only due to final exams.
- Thursday, June 19th is a non-school and non-workday for students and 10-month staff. District Offices will be open.

Thank you.”

PRESENTATIONS AND/OR SPECIAL REPORTS

Student Representative's Report

Mr. Rishi Kunderan reported on Prom, Senior Decision Day activities, athletics spring sports competitions and results, the Annual Senior Award Ceremony, Student Council movie night and the upcoming Graduation activities. He thanked the Board and his student representative advisors. He then introduced next year's Student Representative, Jane Godwin.

Ms. Jane Godwin introduced herself and thanked the Board for their warm welcome.

RESOLUTIONS OF APPRECIATION AND/OR RECOGNITION

1. Resolution of Appreciation - 2024-2025 Board of Education Student Representative

Recommendation: WHEREAS, Rishi Kunderan has served as the student representative on the Board of Education for the 2024-2025 school year; and

WHEREAS, Rishi has faithfully attended meetings, offered insight as a student of East Brunswick, and effectively communicated the Board of Education's actions to his fellow students.

NOW, THEREFORE, BE IT RESOLVED that the East Brunswick Board of Education recognizes and commends Rishi Kunderan for his time and service to the East Brunswick Board of Education.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick	X					
Liwu Hong		X				
Wilbur Pan						
Heather Guas						
Totals			8	0	0	0

The above action was unanimously approved by a voice vote.

2. Resolution of Commendation - New Jersey We the People: 2025 The Citizen and the Constitution High School Competition

Recommendation: WHEREAS, at the New Jersey We the People: 2025 - The Citizen and the Constitution Competition, 22 East Brunswick High School students in the Advanced Placement Institute for Political and Legal Education (AP IPLE) class

showcased their impressive knowledge of the Constitution, critical thinking abilities, and clear articulation of ideas by testifying on constitutional issues in simulated congressional hearings; and

WHEREAS, through rigorous preparation, these dedicated students achieved first place, marking the 36th time in 37 years that East Brunswick High School has earned the distinction of representing New Jersey at the national We the People: The Citizen and the Constitution Competition finals; and

WHEREAS, this remarkable accomplishment, a testament to the students' hard work, dedication, and commitment, has brought significant local, state, and national recognition to their school, the district, and the community.

NOW, THEREFORE, BE IT RESOLVED that the East Brunswick Board of Education proudly recognizes and commends Arun Baalaji, Samina Chittalwala, Rebecca Cornavaca, Zaina Dhrolia, Shivansh Gorty, Tasneem Haque, Sahil Kochhar, Rishi Kunderan, Maria Mueller, Ayush Myneni, Afnan Nasir, Savannah Newman, Pragya Pandey, Roshini Ramesh, Aryan Rayana, Deeyan Shah, Seth Smoller, Hannah Smutko, Gillian Stein, Tyler Suhan, Ruqaya Tapy, Aditya Udeshi, and their dedicated advisors Marc Mondry and Ellen Spivey, for this outstanding accomplishment.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick	X					
Liwu Hong		X				
Wilbur Pan						
Heather Guas						
Totals			8	0	0	0

The above action was unanimously approved by a voice vote.

3. Resolution of Appreciation - Parent Teacher Association

Recommendation: WHEREAS, our Parent Teacher Associations (PTAs) are an invaluable asset to our eleven schools and over 8,300 students, dedicating countless hours to enrich their school communities and foster a positive school culture; and

WHEREAS, these dedicated PTAs tirelessly fundraise to provide essential resources, including technology, playground equipment, teacher mini-grants, and scholarships, among many other vital contributions; and

WHEREAS, the PTAs generously organize and fund a wide array of special programs, bringing in authors, illustrators, musicians, dancers, and leading engaging history and science assemblies and workshops that profoundly enhance our students' learning

environment; and

WHEREAS, the commitment and efforts of all PTA members serve as an inspiring example of good citizenship and the importance of community involvement for our students.

NOW, THEREFORE, BE IT RESOLVED that the East Brunswick Board of Education gratefully acknowledges the incredible support, dedicated service, and unwavering devotion of the PTAs to our students and staff. A heartfelt thank you to:

- Bowne-Munro PTA and President Cheryl Konieczko
- Central PTA and President Cortney Blumig
- Chittick PTA and President Jessica Schneiderman
- Churchill PTA and President Christine Wall
- East Brunswick High School PTSA and President Rachel Van Wagner
- Frost PTA and President Kim Gromadzki
- Hammarskjold PTA and Presidents Marianne Tanious and Christine Grossmann
- Irwin PTA and President Nada Soto
- Lawrence Brook PTA and President Lynda Graham
- Memorial PTA and President Caitlin Mendes
- Warnsdorfer PTA and President Amanda Foster

FURTHER, BE IT RESOLVED that the East Brunswick Board of Education extends a very special thank you to Jamie Wasserman, President of the PTA Presidents Council, for her invaluable support and encouragement of all PTA initiatives.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick	X					
Liwu Hong		X				
Wilbur Pan						
Heather Guas						
Totals			8	0	0	0

The above action was unanimously approved by a voice vote.

4. Resolution of Commendation - 2025 NAFME All Eastern Orchestra

RECOMMENDATION: WHEREAS a talented Junior at East Brunswick High School, has achieved the distinguished honor of acceptance into the 2025 National Association for Music Education (NAfME) All Eastern Orchestra; and

WHEREAS, this prestigious bi-annual ensemble comprises the most accomplished high school orchestra students from thirteen northeastern states, with eligibility based on

prior All State Orchestra selection and a limited number of students accepted per state to ensure regional balance; and

WHEREAS, this remarkable achievement, diligent effort, and unwavering dedication, has brought significant local and state recognition to our schools, the district, and the East Brunswick community; and

NOW, THEREFORE, BE IT RESOLVED that the East Brunswick Board of Education proudly recognizes and warmly commends Jessica Hong and their dedicated teacher, Dr. Arvin Gopal, for this truly outstanding accomplishment.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick	X					
Liwu Hong		X				
Wilbur Pan						
Heather Guas						
Totals			8	0	0	0

The above action was unanimously approved by a voice vote.

5. Resolution of Commendation - 2025 NJACDA/NJMEA All State Elementary Chorus

Recommendation: WHEREAS, following a rigorous and competitive audition process a talented student from Central Elementary School, distinguished herself among the top young musicians throughout New Jersey and was selected to participate in the 2025 NJACDA/NJMEA All-State Elementary Chorus; and

WHEREAS, participation in the All-State Elementary Chorus demands a significant commitment from selected students, requiring numerous hours of dedicated practice, culminating in a memorable performance at the All-State Concert which was held on May 3rd, 2025; and

WHEREAS, this honor not only recognizes the students exceptional musical talent, hard work, and remarkable dedication and also brings well-deserved local and statewide recognition to Central Elementary School, the East Brunswick School District, and the wider community;

NOW, THEREFORE, BE IT RESOLVED that the East Brunswick Board of Education proudly recognizes and commends Ariana Valles for her outstanding achievement and her teacher, Maia Judd.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick	X					
Liwu Hong		X				
Wilbur Pan						
Heather Guas						
Totals			8	0	0	0

The above action was unanimously approved by a voice vote.

6. Resolution of Commendation - 2025 NJMEA All-State Orchestra

Recommendation: WHEREAS, after a rigorous statewide audition process, two Churchill Junior High School students and three East Brunswick High School students earned selection to the prestigious 2025 New Jersey Music Educators Association All-State Orchestra; and

WHEREAS, this achievement reflects their significant dedication and countless hours of intensive practice alongside top student musicians from across New Jersey, culminating in a collaborative ensemble performance; and

WHEREAS, this honor not only celebrates the students exceptional talent and hard work but also brings well-deserved local and state recognition to our schools, the district, and the East Brunswick community.

NOW, THEREFORE, BE IT RESOLVED that the East Brunswick Board of Education proudly recognizes and commends Remson Dominique, Matthew Ham, Jessica Hong, Jason Liu and Stephen Shen, along with their dedicated teachers Susan Meuse and Dr. Arvin Gopal, for this outstanding accomplishment.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick	X					
Liwu Hong		X				
Wilbur Pan						
Heather Guas						
Totals			8	0	0	0

The above action was unanimously approved by a voice vote.

7. Resolution of Commendation - 2025 Rutgers Waksman Scholars

Recommendation: WHEREAS, thirty-two dedicated East Brunswick High School students participated in the prestigious Rutgers Waksman Scholars Program, focusing on DNA sequence analysis; and

WHEREAS, their significant research has been published on the National Center for Biotechnology Information (NCBI) database, a global resource for biomedical information crucial to understanding human health and disease; and

WHEREAS, this publication will allow scientists worldwide to access and utilize the students' findings in their own research; and

WHEREAS, this remarkable achievement, a testament to the students' hard work and commitment, has garnered local, state, and national recognition for East Brunswick High School, the school district, and the community; and

NOW, THEREFORE, BE IT RESOLVED, that the East Brunswick Board of Education hereby recognizes and commends the following 2025 Rutgers Waksman Scholars and their advisor, Christen Drescher, for this outstanding accomplishment:

Hafsa Abbasi, Divya Ashok, Rojan Aziz, Lakshanya Baskar, Elizabeth Cancel, Erin Choi, Meriam Daoud, Shrea Dhodapkar, Vritti Gor, Jessica Hong, Ayaan Hossain, Aanya Luthra, Phoenix Macuray, Kerollos Mekhail, Akshitha Minupala, Nandan Mudakalli, Joyce Nadler, Eva Naik, Logan Netzel, Bhavyasri Pamudurti, Snigdha Pandya, Gargi Patel, Samiha Rahim, Tara Ranaweera, Diana Roshchina, Srijita Sarkar, Aanya Shah, Veer N. Shah, Nethmie Singappuli, Aarav Vasanthan, Tanvi Walia and April Yu.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick	X					
Liwu Hong		X				
Wilbur Pan						
Heather Guas						
Totals			8	0	0	0

The above action was unanimously approved by a voice vote.

8. Resolution of Commendation - NAFME All-Eastern Division Concert Band

Recommendation: WHEREAS, through a rigorous audition process, one dedicated East Brunswick High School student successfully earned a place in the prestigious All-

Eastern Division Concert Band; and

WHEREAS, based on his impressive record of New Jersey All-State Band achievements, this student was selected to represent New Jersey in the 2025 National Association for Music Education Eastern Division Concert Band, performing from April 24th through April 27th in Hartford, CT; and

WHEREAS, this significant honor, a testament to the student's exceptional talent, diligent hard work, and unwavering dedication, has brought well-deserved local and state recognition to our schools, the district, and the entire community; and

NOW, THEREFORE, BE IT RESOLVED that the East Brunswick Board of Education proudly recognizes and commends Kenny Shao, along with their dedicated teacher, Brian Toth, for this outstanding accomplishment.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick	X					
Liwu Hong		X				
Wilbur Pan						
Heather Guas						
Totals			8	0	0	0

The above action was unanimously approved by a voice vote.

9. Resolution of Commendation - NJMEA All-State Intermediate Orchestra

Recommendation: WHEREAS, after a rigorous statewide audition process, eight talented Churchill Junior High School students earned selection to the prestigious 2025 New Jersey Music Educators Association All-State Intermediate Orchestra; and

WHEREAS, this achievement reflects their significant dedication and countless hours of intensive practice alongside accomplished young musicians from across New Jersey; and

WHEREAS, this honor not only celebrates these students' exceptional talent and hard work but also brings well-deserved local and state recognition to our schools, the district, and the East Brunswick community.

NOW, THEREFORE, BE IT RESOLVED that the East Brunswick Board of Education proudly recognizes and commends Allison Chuah, Liam Decker, Joshua Kang, Gavin Lee, Zhiwei Ma, Joseph Manukyan, Isabella Sun, Angela Xie, and their dedicated teacher Susan Meuse, for this outstanding accomplishment.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick	X					
Liwu Hong		X				
Wilbur Pan						
Heather Guas						
Totals			8	0	0	0

The above action was unanimously approved by a voice vote.

10. Resolution of Commendation - NJMEA All-State Symphonic Band

Recommendation: WHEREAS, through a rigorous audition process, two talented East Brunswick Public School students distinguished themselves among New Jersey's top student musicians and were selected for the prestigious 2025 NJMEA All-State Symphonic Band; and

WHEREAS, this selection reflects a significant commitment of intensive practice and culminates in their successful audition into the state's premier ensemble, as evidenced by their performance with the All-State Symphonic Band at the New Jersey Performing Arts Center; and

WHEREAS, this significant honor, a testament to the students' exceptional talent, diligent hard work, and unwavering dedication, has brought well-deserved local and state recognition to our schools, the district, and the entire community; and

NOW, THEREFORE, BE IT RESOLVED that the East Brunswick Board of Education proudly recognizes and commends Maria Mueller and Charlotte Wells, along with their dedicated teacher, Brian Toth.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick	X					
Liwu Hong		X				
Wilbur Pan						
Heather Guas						
Totals			8	0	0	0

The above action was unanimously approved by a voice vote.

11. Resolution of Commendation - NJMEA All State Wind Ensemble

Recommendation: WHEREAS, after a rigorous audition process, two talented East Brunswick High School students ranked among New Jersey's top student musicians and were selected for the prestigious 2025 NJMEA All State Wind Ensemble; and

WHEREAS, these students earned their place in the Wind Ensemble, the highest-scoring group in the state, through their exceptional performance in the 2025 NJMEA All-State Band Auditions. They performed with the Wind Ensemble in February and will also perform with the All-State Orchestra; and

WHEREAS, this significant honor, a testament to the students' talent, hard work, and dedication, has brought well-deserved local and state recognition to our schools, the district, and the entire community; and

NOW, THEREFORE, BE IT RESOLVED that the East Brunswick Board of Education proudly recognizes and commends Gavin Salgado and Kenny Shao, as well as their dedicated teacher, Brian Toth.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick	X					
Liwu Hong		X				
Wilbur Pan						
Heather Guas						
Totals			8	0	0	0

The above action was unanimously approved by a voice vote.

12. Resolution of Commendation - Goethe Institute Award of Excellence

Recommendation: WHEREAS, one East Brunswick High School student enrolled in AP German Language & Culture and serving as co-president of the German Honor Society, achieved first place for the United States in the prestigious annual "Award of Excellence" contest organized by the Goethe Institute in San Francisco; and

WHEREAS, this year's competition, centered on "Political Engagement in Germany," was open to German language students across the US, Canada, Central America, Mexico, and the Caribbean, with the top three participants from each region earning a fully funded two- week German language immersion scholarship in Austria, this summer; and

WHEREAS, this remarkable achievement, a testament to the students exceptional talent, diligent effort, and unwavering dedication, has brought well-deserved local and state recognition to East Brunswick High School, the school district, and the wider community; and

NOW, THEREFORE, BE IT RESOLVED that the East Brunswick Board of Education hereby recognizes and commends Divya Avadhani for this significant accomplishment and extends its sincere appreciation to their dedicated teacher, Silke Wehner-Franco.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick	X					
Liwu Hong		X				
Wilbur Pan						
Heather Guas						
Totals			8	0	0	0

The above action was unanimously approved by a voice vote.

13. Resolution of Commendation - Johansen International Competition for Young String Players

Recommendation: WHEREAS, after a rigorous statewide audition process, one East Brunswick High School student earned the Judges Commendation from the Johansen International Competition for Young String Players; and

WHEREAS, this achievement reflects their significant dedication and countless hours of intensive practice alongside top student musicians from across New Jersey; and

WHEREAS, this honor not only celebrates the students exceptional talent and hard work but also brings well-deserved local and state recognition to our schools, the district, and the East Brunswick community.

NOW, THEREFORE, BE IT RESOLVED that the East Brunswick Board of Education proudly recognizes and commends Matthew Ho, along with his dedicated teacher Dr. Arvin Gopal for this outstanding accomplishment.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						

Laurie Herrick	X					
Liwu Hong		X				
Wilbur Pan						
Heather Guas						
Totals			8	0	0	0

The above action was unanimously approved by a voice vote.

14. Resolution of Commendation - Regeneron Science Talent Search

Recommendation: WHEREAS, an accomplished East Brunswick High School Senior, has been recognized as a Top 300 Scholar in the highly esteemed 2025 Regeneron Science Talent Search; and

WHEREAS, the Regeneron Science Talent Search, the nation's oldest and most prestigious science and mathematics competition for high school seniors, provides a national platform for students to showcase original research, celebrating the dedication and innovative discoveries of young scientists addressing critical global issues. This recognition includes a \$2,000 award for both the Scholar and East Brunswick High School; and

WHEREAS, this impressive achievement, a clear reflection of the student's effort and unwavering dedication, has brought significant local and state recognition to East Brunswick High School, the school district, and the wider community; and

NOW, THEREFORE, BE IT RESOLVED that the East Brunswick Board of Education hereby recognizes and commends Allison Lee for this significant accomplishment and extends its sincere appreciation to their dedicated teacher, Jennifer Post.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick	X					
Liwu Hong		X				
Wilbur Pan						
Heather Guas						
Totals			8	0	0	0

The above action was unanimously approved by a voice vote.

15. Resolution of Commendation - Scholastic Art and Writing Awards

Recommendation: WHEREAS, the Scholastic Art and Writing Awards provide national recognition for the creative achievements of students; and

WHEREAS, one Churchill Junior High School student has demonstrated exceptional talent by having two pieces selected for recognition this year, building upon her achievement of one selection last year; and

WHEREAS, her painting, "Sell Out," has advanced to the National Level, competing with distinguished works from across the nation; and

WHEREAS, this significant honor celebrates the students dedication and artistic ability, while also bringing esteemed local and state recognition to our schools, the district, and the East Brunswick community; and

NOW, THEREFORE, BE IT RESOLVED that the East Brunswick Board of Education hereby proudly recognizes and commends Zoe Quan for her outstanding accomplishment in the Scholastic Art and Writing Awards, and further recognizes her teacher, Darin Amme, for his invaluable guidance and support.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick	X					
Liwu Hong		X				
Wilbur Pan						
Heather Guas						
Totals			8	0	0	0

The above action was unanimously approved by a voice vote.

FOR THE GOOD OF THE CAUSE FOR THE PUBLIC

Public Comment Rules

The Board of Education recognizes the value of public comment on educational issues and the importance of allowing members of the public to express themselves on school matters of community interest. To protect the privacy of all students and staff, concerns regarding individual students and staff members should generally be addressed by first meeting with the appropriate administrative staff.

In order to permit the fair and orderly expression of such comment, the Board shall provide a period for public comment at every meeting of the Board.

Public participation shall be permitted only as indicated on the order of business in Board Bylaw No. 0164.

Public participation shall be extended to residents of this district, persons having a legitimate interest in the actions of this Board, persons representing groups in the

community or school district, representatives of firms eligible to bid on materials or services solicited by the Board, and employees and pupils of this district, except when the issue addressed by the participant is subject to remediation by an alternate method provided for in policies or contracts of the Board.

Public participation is not an opportunity to engage in a dialogue with the Board and shall be governed by the following rules:

1. A participant must be recognized by the presiding officer and must preface comments by an announcement of his/her name, place of residence, and group affiliation, if appropriate;
2. A participant is limited to three (3) minutes' duration; elapsed time will be determined through the use of a timing device operated by the Board Secretary;
3. No participant may speak more than once and there shall be no yielding of time among speakers;
4. All statements shall be directed to the presiding officer; no participant may address or question Board members individually;
5. There shall be no cross dialogue between the participant and the Board and/or Administration;
6. Upon conclusion of a participant's remarks, the presiding officer will acknowledge the individual's remarks and may respond and/or direct a member of the Administration to respond to an inquiry following the participant's remarks or at the conclusion of the public participation session;

The presiding officer may:

- a. Interrupt, warn, or terminate a participant's statement when the statement is too lengthy, abusive, obscene, or irrelevant;
- b. Request any individual to leave the meeting when that person does not observe reasonable decorum;
- c. Request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
- d. Call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action; and
- e. Waive these rules when necessary for the protection of privacy or the efficient administration of the Board's business.

N.J.S.A. 2C:33-8

N.J.S.A. 10:4-12

Michelle Bethe spoke on students with dyslexia.

Fran Snowise spoke on antisemitism in the schools and the Comprehensive Equity Plan.

Allegra Seidler spoke on the Superintendent search and Curriculum Committee.

BUSINESS AND SUPPORT OPERATIONS

1. Bid Renewals - FY2026 Student Transportation Services

Public school routes are being recommended for the 2025-2026 school year for renewal within the maximum negotiated Consumer Price Index (CPI) pursuant to N.J.S.A. 18A:39-3. All vendors have agreed to increases below the CPI. The increase is calculated on the cost of the contracts from the end of the prior year.

Recommendation: That the 2025-2026 transportation contract renewals are approved as per attached.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			
Jaime Falco		X	X			
Louis Figueroa			X			
Laurie Herrick			X			
Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			
Totals			8	0		

The above action was unanimously approved by a roll-call vote.

2. Contract - Educational Services Commission of New Jersey Nonpublic Technology Initiative Program Agreement For The Period July 1, 2025 Through June 30, 2030

The Non Public Technology Initiative Program is a New Jersey state initiative in which the District must participate. The Educational Services Commission of New Jersey (the "Commission") has successfully administered the District's nonpublic services for many years. Therefore, it is recommended that the District enter into a five-year agreement with the Commission to continue these services.

Recommendation: That the East Brunswick Board of Education enter in to an agreement with the Educational Services Commission of New Jersey (the "Commission") whereby the Commission will implement the law and administer the nonpublic technology initiative program, not to exceed funding provided by the State Department of Education for these purposes for the period July 1, 2025 until June 30, 2030.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			
Jaime Falco		X	X			
Louis Figueroa			X			
Laurie Herrick			X			

Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			
Totals			8	0		

The above action was unanimously approved by a roll-call vote.

3. School Bus Evacuation Drill Reports

N.J.A.C. 6A:27-11.2 requires that school bus emergency evacuation drills shall be conducted each school year. For the 2024-2025 school year, the second required school bus evacuation drills were conducted in April and May 2025.

Recommendation: That the school bus emergency evacuation drill reports for April and May 2025 are accepted as presented in the attachment.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			
Jaime Falco		X	X			
Louis Figueroa			X			
Laurie Herrick			X			
Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			
Totals			8	0		

The above action was unanimously approved by a roll-call vote.

4. Shared Services Agreement Between the East Brunswick Board of Education and the Township of East Brunswick - 2025-2030 Financing (Roll Call)

On January 16, 2025, the Board of Education approved a new Shared Services Agreement to finance capital projects and renovations, and the acquisition of instructional and non- instructional items and equipment.

The Township of East Brunswick approved the Shared Services Agreement on February 11, 2025. Subsequently, the Township requested a reduction to the principal amount financed. However, the Township later rescinded that request in favor of the original Shared Services Agreement necessitating the Board to rescind the amended agreement.

The planned payments take into consideration the debt expiring in FY2026 and maintains a level-debt payment structure. This method of short-term financing has been utilized each year to facilitate important projects and equipment acquisitions. Additionally, financing through the Township results in substantial interest savings to East Brunswick's taxpayers versus the District seeking financing through other means.

Recommendation: That the amended Shared Services Agreement Between the East Brunswick Board of Education and the Township of East Brunswick for 2025-2030 Financing approved on April 10, 2025 is rescinded and that the original Shared Services Agreement approved on January 16, 2025 remains in force.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			
Jaime Falco		X	X			
Louis Figueroa			X			
Laurie Herrick			X			
Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			
Totals			8	0		

The above action was unanimously approved by a roll-call vote.

5. Transfer Of 2024-2025 Unanticipated Excess Current Revenue Or Unexpended Appropriations Into Capital Reserve, Emergency Reserve, and Maintenance Reserve (Roll Call)

In accordance with State statute and administrative code, a board of education may supplement a reserve account through a transfer by board resolution of any unanticipated revenue and/or unexpended line-item appropriation amounts anticipated at year end for withdrawal in subsequent school years. Any such transfer resolution shall be adopted by the board no earlier than June 1 and no later than June 30 of the respective year. As the district evaluates its financial status at year end, it is prudent to provide for this transfer to the extent possible. Any funds placed into the capital reserve would be dedicated to capital projects of varying degrees. Any funds placed into the emergency reserve would be dedicated to finance unanticipated general fund expenditures required for a thorough and efficient education for reasonably unforeseeable expenditures. Any funds placed into maintenance reserve would be dedicated for the required maintenance of a facility in accordance with the Educational Facilities Construction and Financing Act.

Recommendation: WHEREAS, N.J.S.A. 18A:21-2, N.J.S.A. 18A:7F-41, and N.J.A.C. 6A:23A-14.3 permit a board of education to establish and/or deposit funds into certain reserve accounts at year end; and

WHEREAS, the aforementioned statutes authorize procedures, under the authority of the Commissioner of Education, which permit a board of education to transfer unanticipated excess current revenue or unexpended appropriations into reserve accounts during the month of June by board resolution; and

WHEREAS, sufficient unanticipated excess current year revenue or unexpended line-

item appropriations may exist to fund such a transfer from the General Fund into the Capital Reserve Account, Emergency Reserve Account, and Maintenance Reserve Account.

NOW, THEREFORE, BE IT RESOLVED by the East Brunswick Board of Education that it hereby authorizes and directs the Assistant Superintendent for Business and Support Operations, consistent with all applicable laws and regulations, to supplement the Capital Reserve Account, Emergency Reserve Account, and/or Maintenance Reserve Account through transfer of unanticipated excess current year revenue and/or unexpended line-item appropriation amounts anticipated at year end for withdrawal in subsequent school years; that such transfer shall be recorded no later than June 30, 2025; and, that the transfer be reflected in the June 2025 report of revision of the 2024-2025 school district budget for ratification by the Board.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			
Jaime Falco		X	X			
Louis Figueroa			X			
Laurie Herrick			X			
Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			
Totals			8	0		

The above action was unanimously approved by a roll-call vote.

CURRICULUM AND INSTRUCTION

1. Contract - Amplify

New Jersey's Learning Equity and Academic Recovery office released recommendations for high-quality instructional materials in reading. These programs were selected for piloting based on these recommendations and reviews from the Reading League and EdReports. The goal of the pilot is to collect data on student growth within the curriculum compared to our existing resources and triangulate this with teacher and administrator feedback to decide if a new curricular resource might support the students of East Brunswick. The pilot will run from July 1, 2025 through June 30, 2026 and will involve professional learning and collaboration, in addition to student and teacher resources.

CKLA-Amplify ELA

Select kindergarten through sixth grade general education and in-class resource teachers will be piloting this curriculum. CKLA will replace Heggerty, Foundations, High-frequency word instruction, and The Units of Study in Reading and Writing for pilot teachers.

There is no cost to the district for this pilot.

Recommendation: That Amplify, Brooklyn NY is approved to provide a pilot program for *CKLA-Amplify* during the period July 1, 2025 through June 30, 2026 at no cost to the district.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			
Jaime Falco		X	X			
Louis Figueroa			X			
Laurie Herrick			X			
Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			
Totals			8	0		

The above action was unanimously approved by a roll-call vote.

2. Contract - Collaborative Classroom

New Jersey's Learning Equity and Academic Recovery office released recommendations for high-quality instructional materials in reading. These programs were selected for piloting based on these recommendations and reviews from the Reading League and EdReports. The goal of the pilot is to collect data on student growth within the curriculum compared to our existing resources and triangulate this with teacher and administrator feedback to decide if a new curricular resource might support the students of East Brunswick. The pilot will run from July 1, 2025 through June 30, 2026 and will involve professional learning and collaboration, in addition to student and teacher resources.

Being a Reader

Select kindergarten through fifth grade general education and in-class resource teachers will be piloting this curriculum. Being a Reader will replace Heggerty, Foundations, High- frequency word instruction, and The Units of Study in Reading for pilot teachers.

There is no cost to the district for this pilot.

Recommendation: That Collaborative Classroom, Alameda, CA is approved to provide a pilot program for *Being a Reader* during the period July 1, 2025 through June 30, 2026 at no cost to the district.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			

Jaime Falco		X	X			
Louis Figueroa			X			
Laurie Herrick			X			
Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			
Totals			8	0		

The above action was unanimously approved by a roll-call vote.

3. Contract - Talent Stock, LLC

The staff development program provides professional development opportunities to meet the needs of the district's diverse learning community.

Talent Stock will provide State required CPR/AED and First Aid training to members of the Janet's Law Teams at each school as well as to athletic coaches. This training will provide a state-approved CPR Certification Course at the rate of \$45.00 per participant. The workshops will be conducted between July 1, 2025 and June 30, 2026.

The workshop/training is funded through the General Fund.

Recommendation: That Talent Stock, LLC, Milford, NJ is approved to present CPR/AED and First Aid Certification training between July 1, 2025 and June 30, 2026 in the amount of \$45.00 per person.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			
Jaime Falco		X	X			
Louis Figueroa			X			
Laurie Herrick			X			
Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			
Totals			8	0		

The above action was unanimously approved by a roll-call vote.

4. Evaluation Rubrics 2025-2026

In accordance with N.J.A.C. 6A:10-22, as a part of the process described in N.J.A.C.6A:10.2.1(c) the Board of Education will annually adopt practice rubrics, as presented in the attachment, which are research-based, include indicators for levels of performance of ineffective, partially effective, effective and highly effective, and approved by the Commissioner of Education.

Recommendation: That the certificated staff member rubrics for the 2025-2026 school year are approved as presented in the attachment.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			
Jaime Falco		X	X			
Louis Figueroa			X			
Laurie Herrick			X			
Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			
Totals			8	0		

The above action was unanimously approved by a roll-call vote.

5. Mentoring and Professional Development Plan 2025

The District reviews and reflects upon the professional development offered to both novice and experienced teachers on a regular basis. As part of Achieve NJ, the plan is reviewed by the Board of Education for fiscal responsibility and impact on the general fund. Funding for Professional Development is supported through the general fund, Title IIA and Title IV grants.

Recommendation: That the Professional Development and Mentoring Plans for the 2025- 2026 school year are approved as presented in the attachment.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			
Jaime Falco		X	X			
Louis Figueroa			X			
Laurie Herrick			X			
Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			
Totals			8	0		

The above action was unanimously approved by a roll-call vote.

HUMAN RESOURCES

1. Comprehensive Equity Plan

In January 2017, the State Board of Education re-adopted N.J.A.C. 6A:7, Managing for

Equality and Equity in Education, which outlines responsibilities for achieving and maintaining compliance with all state and federal laws governing equity in educational programs. As a result, all school districts are mandated to develop a three-year Comprehensive Equity Plan (CEP). The responsibility of each Board of Education of every public school district in New Jersey is to identify and correct all discriminatory and inequitable policies, programs, practices and conditions within or affecting its schools. Each school district must review the approved Comprehensive Equity Plan (CEP) on an annual basis and submit a statement of assurance regarding the CEP implementation to the County Office of Education.

The District has an Affirmative Action Team led by two Affirmative Action Officers that has conducted a needs assessment. The CEP covers a period of three fiscal years: 2025-2026, 2026-2027, 2027-2028.

Recommendation: That the attached District Comprehensive Equity Plan for the 2025-2026, 2026-2027, 2027-2028 school years be submitted to the New Jersey Department of Education for approval.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			
Jaime Falco		X	X			
Louis Figueroa			X			
Laurie Herrick			X			
Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			
Totals			8	0		

The above action was unanimously approved by a roll-call vote.

2. Contract - Mark White, Ph.D., A.B.P.P.

In the interest of the safety and security of students, employees, and visitors to the District, the Board of Education adopted modifications to Policy No. 7446 allowing School Security Officers (SSO) to be armed. Among the required criteria for carrying a weapon, an SSO must undergo "fit-to-carry" evaluation by a licensed psychologist.

This contract is funded through the General Fund.

Recommendation: That Dr. Mark White, Wall, NJ, is approved to provide fit-to-carry evaluation services for the period July 1, 2025 through June 30, 2026 at the rate of \$650.00 per evaluation.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			

Jaime Falco		X	X			
Louis Figueroa			X			
Laurie Herrick			X			
Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			
Totals			8	0		

The above action was unanimously approved by a roll-call vote.

3. Contract - Montclair State University Academic Services Agreement

The University and the District together seek to enter into an agreement to permit Montclair to assign Montclair faculty to teach Montclair University Educational Leadership course curriculum to District employees at a mutually agreeable location within the District. The program will allow current district teachers to earn a Principal or Supervisor certification by taking courses in East Brunswick. District employees will be responsible for paying a tuition rate approved by Montclair for each course they register for. The admissions for the first cohort of students under this agreement shall commence on the first day of the Montclair fall semester in August 2025. The agreement has undergone legal review by the Board Attorney.

Recommendation: That an academic services agreement for employee tuition for degree- granting programs with Montclair State University, Montclair, New Jersey is approved effective June 6, 2025.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			
Jaime Falco		X	X			
Louis Figueroa			X			
Laurie Herrick			X			
Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			
Totals			8	0		

The above action was unanimously approved by a roll-call vote.

4. Contract - Rider University Teacher Candidate Placement Agreement

Rider University offers instruction in selected educational discipline programs in which students undertaking the course of study are required to obtain educational clinical experience. The University and the District together seek to enter into an agreement through which the District would provide students with opportunities for practical experience, which will also serve to increase the future candidate pool of prospective

employees. The agreement attached is required to proceed with this undertaking. The agreement has undergone legal review by the Board Attorney.

Recommendation: That an agreement for student clinical experience with Rider University, Lawrence Township, New Jersey is approved effective June 6, 2025.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			
Jaime Falco		X	X			
Louis Figueroa			X			
Laurie Herrick			X			
Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			
Totals			8	0		

The above action was unanimously approved by a roll-call vote.

5. Contract - Rutgers, The State University Clinical Affiliation Agreement

Rutgers University offers instruction in selected allied health programs in which students undertaking the course of study are required to obtain clinical experience. The College and the District together seek to enter into an agreement through which the District would provide students with opportunities for practical experience, which will also serve to increase the future candidate pool of prospective employees. The agreement attached is required to proceed with this undertaking. The agreement has undergone legal review by the Board Attorney.

Recommendation: That a Clinical Affiliation Agreement for student internships with Rutgers University, Newark, New Jersey is approved effective June 6, 2025.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			
Jaime Falco		X	X			
Louis Figueroa			X			
Laurie Herrick			X			
Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			
Totals			8	0		

The above action was unanimously approved by a roll-call vote.

6. Personnel Actions (Roll Call - Majority of Full Board Required)

The personnel actions listed in the attached report are in compliance with Board of Education policies and regulations, applicable collective bargaining agreements, practice, and other governing law and principles. All recommended appointments are within the allotted positions established by the budget or subsequently approved by the Board.

Recommendation: That the attached personnel actions, pursuant to the recommendation of the Superintendent of Schools, is approved.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			
Jaime Falco		X	X			
Louis Figueroa			X			
Laurie Herrick			X			
Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			
Totals			8	0		

The above action was unanimously approved by a roll-call vote.

7. Personnel Actions - Addendum No. 1 (Roll Call - Majority of Full Board Required)

The personnel actions listed in the attached report are in compliance with Board of Education policies and regulations, applicable collective bargaining agreements, practice, and other governing law and principles. All recommended appointments are within the allotted positions established by the budget or subsequently approved by the Board.

Recommendation: That the attached Personnel Actions - Addendum No. 1, pursuant to the recommendation of the Superintendent of Schools, is approved.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			
Jaime Falco		X	X			
Louis Figueroa			X			
Laurie Herrick			X			
Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			

Totals			8	0		

The above action was unanimously approved by a roll-call vote.

SPECIAL EDUCATION AND STUDENT SERVICES

1. 2023-2024 HIB Self-Assessment - District and School Grade Report

N.J.S.A. 18A:17-46 requires school districts to report on self-assessment grades under the Anti-Bullying Bill of Rights. The HIB Self-Assessment grades for 2023-2024 were just approved by the NJDOE in May 2025. A full Board presentation on the Anti-Bullying Bill of Rights (ABBR) progress for the District will be given as scheduled in the Fall of 2025.

Recommendation: That the 2023-2024 HIB self-assessment district and school grade report are accepted as presented in the attachment for the school year ending June 30, 2024.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			
Jaime Falco		X	X			
Louis Figueroa			X			
Laurie Herrick			X			
Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			
Totals			8	0		

The above action was unanimously approved by a roll-call vote.

2. 2025-2026 Clubs/Activities/Athletics/Academic Teams

The district provides a variety of extracurricular activities and athletics, which are available to students before and after school that are an integral part of the educational program in the schools. They include clubs, academic teams, course component, student services activities and athletic teams. These extracurricular activities help develop leadership, organizational and athletic abilities, aid in the socialization of pupils and enable pupils to explore a wider range of interests.

Recommendation: That the sponsored and non-sponsored (under the Equal Access Act) clubs/activities, athletics and academic teams, including related participant fees, are approved for the 2025-2026 school year as reflected in the attachment.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			
Jaime Falco		X	X			

Louis Figueroa			X			
Laurie Herrick			X			
Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			
Totals			8	0		

The above action was unanimously approved by a roll-call vote.

3. Contracts - FY2026 Student Service Providers

The District is responsible to contract with professional services providers in order to meet the needs of students in the East Brunswick Public School system, including adherence to student IEP requirements. The motion reflects student service providers whose services are deemed necessary for the 2025-2026 school year. Multiple providers are recommended in many service areas to ensure that there is adequate coverage to meet student needs. The contracts have been negotiated and all efforts have been made to obtain best pricing.

Recommendation: That the providers and respective rates are approved, contingent upon the provider meeting the insurance requirements, to provide student services for the period July 1, 2025 through June 30, 2026.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			
Jaime Falco		X	X			
Louis Figueroa			X			
Laurie Herrick			X			
Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			
Totals			8	0		

The above action was unanimously approved by a roll-call vote.

4. Harassment, Intimidation and Bullying Incidents Report (Roll Call)

N.J.S.A. 18A:37-15 sets forth the investigation and reporting requirements for all acts of harassment, intimidation, or bullying. Also, pursuant to N.J.S.A. 18A:37-15b(6)(c), “the results of each investigation shall be reported to the board of education no later than the date of the board of education meeting next following the completion of the investigation, along with information or any services provided, training established, discipline imposed, or other action taken or recommended by the superintendent.”

The accompanying report is provided in compliance with these requirements. Board Policy 5512, *Harassment, Hazing, Intimidation, Bullying and Cyber-bullying*, and Regulation No. 5512, *Hazing and/or Harassment, Intimidation or Bullying Investigation*

Procedure.

Recommendation: That the attached harassment, intimidation and bullying incidents report is accepted for the period May 23, 2025 through June 5, 2025.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			
Jaime Falco		X	X			
Louis Figueroa			X			
Laurie Herrick			X			
Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			
Totals			8	0		

The above action was unanimously approved by a roll-call vote.

5. Settlement Agreement

Recommendation: That the Board of Education approves a settlement agreement in the matter of J.G. o/b/o A.G., and that said agreements shall be filed with the Office of the Board Secretary.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun			X			
Timothy Cummings			X			
Jaime Falco		X	X			
Louis Figueroa			X			
Laurie Herrick			X			
Liwu Hong			X			
Wilbur Pan	X		X			
Heather Guas			X			
Totals			8	0		

The above action was unanimously approved by a roll-call vote.

COMMITTEE REPORTS, INFORMATION ITEMS AND FOR THE GOOD OF THE CAUSE FOR THE BOARD

Heather Guas reported on and thanked Nicole Tibbetts for teacher's signing; thanked the Memorial PTA, staff and parent volunteers for Memorial's Field Day; and, thanked everyone who organized Senior awards.

Timothy Cummings reported on the East Brunswick Sustainability Task Force Repair Café event.

Laurie Herrick thanked the Board for their support with her School Board certification, and she reported on School Board Legislative Committee discussions on school funding, pilot programs and legislative updates. She also reported on the Student Services Committee discussions on the adaptive recreation program and collaborations with transportation and EST, the transition from the lower elementary schools to HUES, as well as the transition to Churchill Junior High School, the Career Fair at Churchill and EBHS, and the financial aid group at the High School.

Liwu Hong reported on the Senior Award banquet, thanking Dr. Valeski and Dr. Bucior, the sponsors, and the PTA.

Wilbur Pan reported on the Student Services Committee discussions regarding the transitions from elementary to HUES and HUES to Churchill, the Township Memorial Day service, and the Pops concert.

Laurie Herrick reported on the Special Education Parent Advisory Group meet up.

Anna Braun reported on the Churchill Pops concert.

Jamie Falco remarked on her pride in our students being honored.

Heather Guas thanked the Board for the time they spent this week and reported on the Superintendent search.

ADJOURNMENT

1. Adjournment

Recommendation: That the meeting be adjourned.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun	X					
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick						
Liwu Hong						
Wilbur Pan		X				
Heather Guas						
Totals			8	0	0	0

The above action was unanimously approved by a voice vote.

The meeting was adjourned at 8:11 PM.

Respectfully submitted,

Joseph Crotchfelt, CPA
Director of Financial Services/Assistant School
Business Administrator/Assistant Board Secretary



**EAST BRUNSWICK PUBLIC
SCHOOLS**

BUSINESS AND SUPPORT OPERATIONS
Agenda Item: 1.

Date Prepared: 5/21/2025

Meeting Date: 6/5/2025

TO: Members, Board of Education

FROM: Lori Tagerty, Purchasing Manager & Joyce Forsberg, Senior Manager of Transportation

SUBJECT: Bid Renewals - FY2026 Student Transportation Services

Summary:

Public school routes are being recommended for the 2025-2026 school year for renewal within the maximum negotiated Consumer Price Index (CPI) pursuant to N.J.S.A. 18A:39-3. All vendors have agreed to increases below the CPI. The increase is calculated on the cost of the contracts from the end of the prior year.

Recommendation:

Recommendation: That the 2025-2026 transportation contract renewals are approved as per attached.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick						
Liwu Hong						

Wilbur Pan						
Heather Guas						
Totals						

ATTACHMENTS:

Description	Upload Date	Type
Transportation Contract Renewals 2025-2026	5/21/2025	Backup Material

BID# 2022-09

Contractor Name: Emmanuel Trans LLC

Bid Number: 2022-09

Renewal Number: 4

School
Type

1 Public

2 NP

3 PSD

4 Charter

2024-2025

2025-2026

2025-2026

Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1 HWJR0001 A/P0*	HAWKSWOOD SCHOOL	1	\$ 297.64	180	\$ 68.00	1	180	\$ -	\$ 7.31	\$ 372.95

BID# 2022-19

Contractor Name: ABC TRANS
 Bid Number: 2022-19
 Renewal Number: 3

School
Type

1 Public

2 NP

3 PSD

4 Charter

2024-2025

2025-2026

2025-2026

Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1 CE0008 A/P0*	CENTRAL ES	1	\$ 283.34	180	\$ 80.00	1	180	\$ 2.99	\$ 7.27	\$ 370.61
2 CHAS001P0- (SHUTTLE)	CJHS TO EBHS ATHL SHUTTLE	1	\$ 208.39	180	\$ -	0	0	\$ -	\$ 4.17	\$ 212.56
3 NP0201 A/P0	ST.BART/THOMAS AM/PM	2	\$ 302.43	180	\$ -	0	0	\$ -	\$ 6.05	\$ 308.48

Contractor Name: DURHAM
 Bid Number: 2022-19
 Renewal Number: 3

School
Type

1 Public

2 NP

3 PSD

4 Charter

2024-2025

2025-2026

2025-2026

Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1 BM0001 A/P0 (PKG14)	BOWNE ES (PKG 14)	1	\$ 266.75	180	\$ -	0	0	\$ 0.01	\$ 6.67	\$ 273.42
2 CH0003 A/P4 (PKG 20)	CHURCHILL JHS (PKG 20)	1	\$ 273.31	180	\$ -	0	0	\$ 0.01	\$ 6.83	\$ 280.14
3 HM0011 A/P3 (PKG 12)	HAMMARSKJOLD UES (PKG 12)	1	\$ 281.68	180	\$ -	0	0	\$ 0.01	\$ 7.04	\$ 288.72
4 HM0012 A/P4 (PKG 11)	HAMMARSKJOLD UES (PKG 11)	1	\$ 276.78	180	\$ -	0	0	\$ 0.01	\$ 6.92	\$ 283.70
5 HM0020 A/P5 (PKG 20)	HAMMARSKJOLD UES (PKG 20)	1	\$ 273.31	180	\$ -	0	0	\$ 0.01	\$ 6.83	\$ 280.14
6 HS0017 A/P4 (PKG 9)	EAST BRUNSWICK HS (PKG 9)	1	\$ 260.45	180	\$ -	0	0	\$ 0.01	\$ 6.51	\$ 266.96
7 HS0022 A/P5 (PKG 11)	EAST BRUNSWICK HS (PKG 11)	1	\$ 276.78	180	\$ -	0	0	\$ 0.01	\$ 6.92	\$ 283.70
8 HS0023 A/P5 (PKG12)	EAST BRUNSWICK HS (PKG 12)	1	\$ 281.68	180	\$ -	0	0	\$ 0.01	\$ 7.04	\$ 288.72
9 HS0027 A/P6 (PKG 14)	EAST BRUNSWICK HS (PKG 14)	1	\$ 266.75	180	\$ -	0	0	\$ 0.01	\$ 6.67	\$ 273.42
10 ME0001 A/P0 (PKG 9)	MEMORIAL ES (PKG 9)	1	\$ 260.45	180	\$ -	0	0	\$ 0.01	\$ 6.51	\$ 266.96

Contractor Name: EMMANUEL TRANS

Bid Number: 2022-19

Renewal Number: 3

School
Type

1 Public

2 NP

3 PSD

4 Charter

2024-2025

2025-2026

2025-2026

Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1 BM0002 A/P0* (PKG 42)	BOWNE ES (PKG 42)	1	\$ 180.56	180	\$ 40.00	1	180	\$ 0.10	\$ 4.41	\$ 224.97
2 CH00005 A/P3 (PKG 22)	CHURCHILL JHS(PKG 22)	1	\$ 285.07	180	\$ -	0	0	\$ -	\$ 5.70	\$ 290.77
3 CH0001 A/P4 (PKG 19)	CHURCHILL JHS(PKG 19)	1	\$ 181.03	180	\$ -	0	0	\$ 0.10	\$ 3.62	\$ 184.65
4 CH0001L1 (PKG 19)	CHURCHILL JHS/ LATE RUN(PKG 19)	1	\$ 301.79	120	\$ -	0	0	\$ 0.10	\$ 6.04	\$ 307.83
5 CH0045 A/P3* (PKG 42)	CHURCHILL JHS(PKG 42)	1	\$ 180.56	180	\$ 40.00	1	180	\$ 0.10	\$ 4.41	\$ 224.97
6 CH0047 A/P6* (PKG 43)	CHURCHILL JHS(PKG 43)	1	\$ 180.56	180	\$ 40.00	1	180	\$ 0.10	\$ 4.41	\$ 224.97
7 CH0048 A/P4* (PKG 44)	CHURCHILL JHS AM/PM(PKG 44)	1	\$ 180.56	180	\$ 40.00	1	180	\$ 0.10	\$ 4.41	\$ 224.97
8 CSHA04 A/P0	HATIKVAH	4	\$ 446.33	185	\$ -	0	0	\$ 0.10	\$ 8.93	\$ 455.26
9 CSHA05 A/P0	HATIKVAH	4	\$ 446.33	185	\$ -	0	0	\$ 0.10	\$ 8.93	\$ 455.26
10 CT0008 A/P0* (PKG 43)	CHITTICK ES (PKG 43)	1	\$ 180.56	180	\$ 40.00	1	180	\$ 0.10	\$ 4.41	\$ 224.97
11 HM0009 A/P3 (PKG 22)	HAMMARSKJOLD UES (PKG 22)	1	\$ 285.07	180	\$ -	0	0	\$ -	\$ 5.70	\$ 290.77
12 HS0033 A/P2* (PKG 17)	EAST BRUNSWICK HS (PKG 17)	1	\$ 180.56	180	\$ 40.00	1	180	\$ 0.10	\$ 4.41	\$ 224.97
13 HS0034 A/P3* (PKG 18)	EAST BRUNSWICK HS (PKG 18)	1	\$ 180.56	180	\$ 40.00	1	180	\$ 0.10	\$ 4.41	\$ 224.97
14 LB0004 A/P0* (PKG 44)	LAWRENCE BROOK ES (PKG 44)	1	\$ 180.56	180	\$ 40.00	1	180	\$ 0.10	\$ 4.41	\$ 224.97
15 LB0006 A/P0* (PKG 17)	LAWRENCE BROOK ES (PKG 17)	1	\$ 180.56	180	\$ 40.00	1	180	\$ 0.10	\$ 4.41	\$ 224.97
16 WA0006 A/P0*	WARNSDORFER ES	1	\$ 314.31	180	\$ 80.00	1	180	\$ 0.10	\$ 7.89	\$ 402.20
17 WA0007 A/P0* (PKG 18)	WARNSDORFER ES (PKG 18)	1	\$ 180.56	180	\$ 40.00	1	180	\$ 0.10	\$ 4.41	\$ 224.97
18 WA0008 A/P0*	WARNSDORFER ES	1	\$ 314.31	180	\$ 80.00	1	180	\$ 0.10	\$ 7.89	\$ 402.20
19 WA0009 A/P0*	WARNSDORFER ES	1	\$ 314.31	180	\$ 80.00	1	180	\$ 0.10	\$ 7.89	\$ 402.20

Contractor Name: FIRST STUDENT

Bid Number: 2022-19

Renewal Number: 3

School
Type

1 Public

2 NP

3 PSD

4 Charter

2024-2025

2025-2026

2025-2026

Route Number		Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1	CH0004 A/P3 (PKG 21)	CHURCHHILL JHS (PKG 21)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
2	CH0007 A/P3 (PKG 24)	CHURCHHILL JHS (PKG 24)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
3	CH0008 A/P3 (PKG 25)	CHURCHHILL JHS (PKG 25)	1	\$ 279.99	1880	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
4	CH0009 A/P6 (PKG 26)	CHURCHHILL JHS (PKG 26)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
5	CH0036 A/P1 (PKG 38)	CHURCHHILL JHS (PKG 38)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
6	CH0037 A/P1 (PKG 39)	CHURCHHILL JHS (PKG 39)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
7	CH0038 A/P1 (PKG 40)	CHURCHHILL JHS (PKG 40)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
8	CT0006 A/P0*	CHITTICK ES	1	\$ 567.52	180	\$ 110.00	1	180	\$ 0.55	\$ 13.55	\$ 691.07
9	CT0007 A/P0*	CHITTICK ES	1	\$ 567.52	180	\$ 110.00	1	180	\$ 0.55	\$ 13.55	\$ 691.07
10	CT0010 A/P0*	CHITTICK ES	1	\$ 567.52	180	\$ 110.00	1	180	\$ 0.55	\$ 13.55	\$ 691.07
11	FR0001 A/P0 (PKG 39)	FROST ES (PKG 39)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
12	FR0003 A/P1 (PKG 40)	FROST ES (PKG 40)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
13	FR0008 A/P0*	FROST ES	1	\$ 567.52	180	\$ 110.00	1	180	\$ 0.55	\$ 13.55	\$ 691.07
14	HM0007 A/P3 (PKG 6)	HAMMARSKJOLD UES (PKG 6)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
15	HM0008 A/P3 (PKG 8)	HAMMARSKJOLD UES (PKG 8)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
16	HM0015 A/P4 (PKG 5)	HAMMARSKJOLD UES (PKG 5)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
17	HM0016 A/P4 (PKG 26)	HAMMARSKJOLD UES (PKG 26)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
18	HM0022 A/P5 (PKG 38)	HAMMARSKJOLD UES (PKG 38)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
19	HM0027 A/P5 (PKG 4)	HAMMARSKJOLD UES (PKG 4)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
20	HS00011 A/P3 (PKG 7)	EAST BRUNSWICK HS (PKG 7)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
21	HS0007 A/P1 (PKG 4)	EAST BRUNSWICK HS (PKG 4)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
22	HS0009 A/P2 (PKG 5)	EAST BRUNSWICK HS (PKG 5)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
23	HS0010 A/P3 (PKG 6)	EAST BRUNSWICK HS (PKG 6)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
24	HS0012 A/P3 (PKG 8)	EAST BRUNSWICK HS (PKG 8)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
25	IR0008 A/P0*	IRWIN ES	1	\$ 567.52	180	\$ 110.00	1	180	\$ 0.55	\$ 13.55	\$ 691.07
26	LB0009 A/P0*	LAWRENCE BROOK ES	1	\$ 567.52	180	\$ 110.00	1	180	\$ 0.55	\$ 13.55	\$ 691.07

27	ME0006 A/P0	MEMORIAL ES	1	\$ 559.97	180	\$ -	0	0	\$ 0.55	\$ 11.20	\$ 571.17
28	ME0008 A/P0*	MEMORIAL ES	1	\$ 567.52	180	\$ 110.00	1	180	\$ 0.55	\$ 13.55	\$ 691.07
29	ME0009 A/P0*	MEMORIAL ES	1	\$ 567.52	180	\$ 110.00	1	180	\$ 0.55	\$ 13.55	\$ 691.07
30	WA0001 A/P0 (PKG 21)	WARNSDORFER ES (PKG 21)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
31	WA0002 A/P0 (PKG 7)	WARNSDORFER ES (PKG 7)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
32	WA0003 A/P0 (PKG 25)	WARNSDORFER ES (PKG 25)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59
33	WA0004 A/P0 (PKG 24)	WARNSDORFER ES (PKG 24)	1	\$ 279.99	180	\$ -	0	0	\$ 0.55	\$ 5.60	\$ 285.59

Contractor Name: ROAD TO SUCCESS
Bid Number: 2022-19
Renewal Number: 3

School
Type

1 Public

2 NP

3 PSD

4 Charter

2024-2025

2025-2026

2025-2026

Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1	CHAS002P0- (SHUTTLE)	CJHS TO EBHS ATHL SHUTTLE	\$ 234.09	180	\$ -	0	0	\$ 0.01	\$ 4.68	\$ 238.77
2	FR0007 A/P0*	FROST ES	\$ 258.56	180	\$ 65.00	1	180	\$ 0.01	\$ 6.47	\$ 330.03
3	HM0033 A/P5*	HAMMARSKJOLD UES	\$ 252.32	180	\$ 65.00	1	180	\$ 0.01	\$ 6.35	\$ 323.67

BID# 2023-04

Contractor Name: ABC TRANS
 Bid Number: 2023-04
 Renewal Number: 3

School Type

1 Public

2 NP

3 PSD

4 Charter

Route Number	Destination	School Type	2024-2025					2025-2026		2025-2026
			Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1 CH00039 A/P (PKG 45)	CHURCHILL JHS (PKG 45)	1	\$ 261.81	180	\$ -	0	0	\$ 2.99	\$ 5.24	\$ 267.05
2 HM0004 A/P (PKG 45)	HAMMARSKJOLD UES (PKG 45)	2	\$ 261.81	180	\$ -	0	0	\$ 2.99	\$ 5.24	\$ 267.05

Contractor Name: EMMANUEL TRANS
 Bid Number: 2023-04
 Renewal Number: 3

School Type

1 Public

2 NP

3 PSD

4 Charter

Route Number	Destination	School Type	2024-2025					2025-2026		2025-2026
			Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1 BMPK01P*	BOWNE ES	1	\$ 154.55	180	\$ 40.00	1	180	\$ -	\$ 3.89	\$ 198.44
2 BMPK02P*	BOWNE ES	1	\$ 154.55	180	\$ 40.00	1	180	\$ -	\$ 3.89	\$ 198.44
3 CHWC0050	CHURCHILL JR HS	1	\$ 227.85	180	\$ -	0	0	\$ -	\$ 4.56	\$ 232.41
4 CSHA06 A/P	HATIKVAH	4	\$ 441.13	185	\$ -	0	0	\$ -	\$ 8.82	\$ 449.95
5 CTPK01*	CHITTICK ES	1	\$ 154.55	180	\$ 40.00	1	180	\$ -	\$ 3.89	\$ 198.44
6 CTPK02*	CHITTICK ES	1	\$ 154.55	180	\$ 40.00	1	180	\$ -	\$ 3.89	\$ 198.44
7 CTPK03*	CHITTICK ES	1	\$ 154.55	180	\$ 40.00	1	180	\$ -	\$ 3.89	\$ 198.44
8 DD0001 A/P0*	DOUGLAS DDC RUTGERS	3	\$ 187.85	184	\$ 40.00	1	184	\$ -	\$ 4.56	\$ 232.41
9 FR0010 A/P*	FROST ES	1	\$ 202.82	180	\$ 50.00	1	180	\$ -	\$ 5.06	\$ 257.88
10 FRPK01*	FROST ES	1	\$ 154.55	180	\$ 40.00	1	180	\$ -	\$ 3.89	\$ 198.44
11 FRPK02*	FROST ES	1	\$ 154.55	180	\$ 40.00	1	180	\$ -	\$ 3.89	\$ 198.44

12	HM0031 A/P*	HAMMARSKJOLD UES	1	\$ 202.82	180	\$ 50.00	1	180	\$ -	\$ 5.06	\$ 257.88
13	HM0032 A/P*	HAMMARSKJOLD UES	1	\$ 202.82	180	\$ 50.00	1	180	\$ -	\$ 5.06	\$ 257.88
14	HM0034 A/P*	HAMMARSKJOLD UES	1	\$ 202.82	180	\$ 50.00	1	180	\$ -	\$ 5.06	\$ 257.88
15	HM0035 A/P*	HAMMARSKJOLD UES	1	\$ 202.82	180	\$ 50.00	1	180	\$ -	\$ 5.06	\$ 257.88
16	HS0042 A/P	EAST BRUNSWICK HS	1	\$ 148.78	180	\$ -	0	0	\$ -	\$ 2.98	\$ 151.76
17	HS0043 A/P	EAST BRUNSWICK HS	1	\$ 129.01	180	\$ -	0	0	\$ -	\$ 2.58	\$ 131.59
18	HS0044 A/P	EAST BRUNSWICK HS	1	\$ 100.92	180	\$ -	0	0	\$ -	\$ 2.02	\$ 102.94
19	IR0009 A/P*	IRWIN ES	1	\$ 202.82	180	\$ 50.00	0	0	\$ -	\$ 5.06	\$ 257.88
20	IRPK01P*	IRWIN ES	1	\$ 154.55	180	\$ 40.00	1	180	\$ -	\$ 3.89	\$ 198.44
21	IRPK02P*	IRWIN ES	1	\$ 154.55	180	\$ 40.00	1	180	\$ -	\$ 3.89	\$ 198.44
22	IRPK03P*	IRWIN ES	1	\$ 154.55	180	\$ 40.00	1	180	\$ -	\$ 3.89	\$ 198.44
23	LBPK01P*	LAWRENCE BROOK ES	1	\$ 154.55	180	\$ 40.00	1	180	\$ -	\$ 3.89	\$ 198.44
24	RDGT01 A/P	RUTGERS DAY SCHOOL	3	\$ 184.15	185	\$ -	0	0	\$ -	\$ 3.68	\$ 187.83

Contractor Name: FIRST STUDENT

Bid Number: 2023-04

Renewal Number: 3

School Type

1 Public

2 NP

3 PSD

4 Charter

2024-2025

2025-2026

2025-2026

Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1	CH00013 A/P	CHURCHILL JHS	\$ 264.48	180	\$ -	0	0	\$ 0.01	\$ 5.29	\$ 269.77
2	LB00005 A/P*	LAWRENCE BROOK ES	\$ 268.26	180	\$ 55.00	1	180	\$ 0.01	\$ 6.47	\$ 329.73

Contractor Name: **HAPPY LIME**
 Bid Number: **2023-04**
 Renewal Number: **3**

School Type
 1 Public
 2 NP
 3 PSD
 4 Charter

			2024-2025						2025-2026	2025-2026
Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1 BM0004 A/P0	BOWNE-MUNRO ES	1	\$ 133.17	180	\$ -	0	0	\$ 2.00	\$ 2.66	\$ 135.83

Contractor Name: **THREE BROTHERS**
 Bid Number: **2023-04**
 Renewal Number: **3**

School Type
 1 Public
 2 NP
 3 PSD
 4 Charter

			2024-2025						2025-2026	2025-2026
Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1 HWPJ02 A/P*	HAWKSWOOD SCHOOL	3	\$ 285.01	180	\$ 50.00	1	180	\$ -	\$ 6.70	\$ 341.71
2 SSLC01 A/P*	SCHROTH SCHOOL	3	\$ 366.12	184	\$ 49.00	1	184	\$ -	\$ 8.30	\$ 423.42

BID# 2023-06

Contractor Name: THREE BROTHERS

Bid Number: 2023-06

Renewal Number: 3

School
Type

1 Public

2 NP

3 PSD

4 Charter

2024-2025

2025-2026

2025-2026

	Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1	JAEN0002 A/P	JARDINE ACADEMY	3	\$ 341.25	180	\$ -	0	0	\$ 1.99	\$ 6.83	\$ 348.08
2	JASA0001 A/P	JARDINE ACADEMY	3	\$ 307.96	180	\$ -	0	0	\$ 1.99	\$ 6.16	\$ 314.12

BID# 2023-10

Contractor Name: EMMANUEL TRANS
 Bid Number: 2023-10
 Renewal Number: 2

School
Type
1 Public
2 NP
3 PSD
4 Charter

				2024-2025						2025-2026	2025-2026
Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount	
1	BM003 A/P*	BOWNE ES	\$ 282.72	180	\$ 60.00	1	180	\$ -	\$ 6.85	\$ 349.57	
2	CE0009 A/P*	CENTRAL ES	\$ 282.72	180	\$ 60.00	1	180	\$ -	\$ 6.85	\$ 349.57	
3	CSMM0001 A/P	CENTER SCHOOL	\$ 217.26	200	\$ -	0	0	\$ -	\$ 4.35	\$ 221.61	
4	DD0001 ESY*	DOUGLAS DDC- RUTGERS	\$ 191.44	34	\$ 35.00	1	34	\$ -	\$ 4.53	\$ 230.97	
5	EM0001 A/P	EAST MOUNTAIN	\$ 246.84	210	\$ -	0	0	\$ -	\$ 4.94	\$ 251.78	
6	IR0010A*	IRWIN ES	\$ 180.32	180	\$ 40.00	1	180	\$ -	\$ 4.41	\$ 224.73	
7	OBFF01	OLD BRIDGE MIDDLE SCHOOL	\$ 149.94	207	\$ -	0	0	\$ -	\$ 3.00	\$ 152.94	
8	RDGT001 ESY	RUTGERS DAY SCHOOL	\$ 170.34	36	\$ -	0	0	\$ -	\$ 3.41	\$ 173.75	
9	SA0001 A/P	SOMERSET ACADEMY	\$ 227.46	212	\$ -	0	0	\$ -	\$ 4.55	\$ 232.01	

Contractor Name: FIRST STUDENT
 Bid Number: 2023-10
 Renewal Number: 2

School
Type
1 Public
2 NP
3 PSD
4 Charter

				2024-2025						2025-2026	2025-2026
Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount	
1	CH0002L2- LATE RUN	CHURCHHILL JHS- LATE RUN	\$ 568.22	120	\$ -	0	0	\$ 1.00	\$ 11.36	\$ 579.58	
2	CH0004L4- LATE RUN	CHURCHHILL JHS- LATE RUN	\$ 568.22	120	\$ -	0	0	\$ 1.00	\$ 11.36	\$ 579.58	
3	HS0002L2- LATE RUN	EAST BRUNSWICK HS- LATE RUN	\$ 568.22	120	\$ -	0	0	\$ 1.00	\$ 11.36	\$ 579.58	
4	HS0004L4- LATE RUN	EAST BRUNSWICK HS- LATE RUN	\$ 568.22	120	\$ -	0	0	\$ 1.00	\$ 11.36	\$ 579.58	

Contractor Name: K&D BUS SERVICE
 Bid Number: 2023-10
 Renewal Number: 2

School
 Type
 1 Public
 2 NP
 3 PSD
 4 Charter

Route Number	Destination	School Type	2024-2025	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	2025-2026	2025-2026
			Contract Amount						CPI Extension	Renewal Contract Amount
1 HWJR01 ESY*	HAWKSWOOD SCHOOL	1	\$ 286.55	30	\$ 55.00	1	30	\$ 0.99	\$ 6.83	\$ 348.38
2 MEDM001*	MERCER CTY ESC	1	\$ 422.05	205	\$ 82.00	1	205	\$ 0.99	\$ 10.08	\$ 514.13

Contractor Name: KERO TRANS
 Bid Number: 2023-10
 Renewal Number: 2

School
 Type
 1 Public
 2 NP
 3 PSD
 4 Charter

Route Number	Destination	School Type	2024-2025	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	2025-2026	2025-2026
			Contract Amount						CPI Extension	Renewal Contract Amount
1 DLCSM01*	DEVELOPMENTAL LEARNING CENTER- WARREN	3	\$ 224.98	210	\$ 80.00	1	210	\$ 1.00	\$ -	\$ 304.98

Contractor Name:

MERCY TRANS

Bid Number:

2023-10

Renewal Number:

2

School
Type

1 Public

2 NP

3 PSD

4 Charter

2024-2025

2025-2026

2025-2026

Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount	
1	CH0003L3- (SHUTTLE)	CHURCHHILL JHS (SHUTTLE)	1	\$ 81.60	120	\$ -	0	0	\$ 1.00	\$ 1.63	\$ 83.23
2	CH0006 A/P	CHURCHHILL JHS	1	\$ 464.10	180	\$ -	0	0	\$ 1.00	\$ 9.28	\$ 473.38
3	CH0006L6- (SHUTTLE)	CHURCHHILL JHS (SHUTTLE)	1	\$ 81.60	120	\$ -	0	0	\$ 1.00	\$ 1.63	\$ 83.23
4	CH0011 A/P	CHURCHHILL JHS	1	\$ 464.10	180	\$ -	0	0	\$ 1.00	\$ 9.28	\$ 473.38
5	CSHA01 A/P0	HATIKVAH SCHOOL	4	\$ 404.94	185	\$ -	0	0	\$ 1.00	\$ 8.10	\$ 413.04
6	CSHA02 A/P0	HATIKVAH SCHOOL	4	\$ 404.94	185	\$ -	0	0	\$ 1.00	\$ 8.10	\$ 413.04
7	CSHA03 A/P0	HATIKVAH SCHOOL	4	\$ 404.94	185	\$ -	0	0	\$ 1.00	\$ 8.10	\$ 413.04
8	HS0001L1- (SHUTTLE)	EAST BRUNSWICK HS (SHUTTLE)	1	\$ 81.60	120	\$ -	0	0	\$ 1.00	\$ 1.63	\$ 83.23
9	HS0003L3- (SHUTTLE)	EAST BRUNSWICK HS (SHUTTLE)	1	\$ 81.60	120	\$ -	0	0	\$ 1.00	\$ 1.63	\$ 83.23
10	HS0004 A/P1	EAST BRUNSWICK HS	1	\$ 448.80	180	\$ -	0	0	\$ 1.00	\$ 8.98	\$ 457.78
11	HS0005L5- (SHUTTLE)	EAST BRUNSWICK HS (SHUTTLE)	1	\$ 81.60	120	\$ -	0	0	\$ 1.00	\$ 1.63	\$ 83.23
12	HS0006 A/P	EAST BRUNSWICK HS	1	\$ 448.80	180	\$ -	0	0	\$ 1.00	\$ 8.98	\$ 457.78
13	HS0006L6- (SHUTTLE)	EAST BRUNSWICK HS (SHUTTLE)	1	\$ 81.60	120	\$ -	0	0	\$ 1.00	\$ 1.63	\$ 83.23
14	HS0026 A/P	EAST BRUNSWICK HS	1	\$ 448.80	180	\$ -	0	0	\$ 1.00	\$ 8.98	\$ 457.78
15	HS0030 A/P	EAST BRUNSWICK HS	1	\$ 448.80	180	\$ -	0	0	\$ 1.00	\$ 8.98	\$ 457.78

Contractor Name: NUHEIGHTS TRANS
 Bid Number: 2023-10
 Renewal Number: 2

School
Type
1 Public
2 NP
3 PSD
4 Charter

Route Number	Destination	School Type	2024-2025 Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	2025-2026 CPI Extension	2025-2026 Renewal Contract Amount
1 SHLIWM1*	SOMERSET HILLS LEARNING INSTITUTE	3	\$ 315.00	180	\$ 100.00	1	180	\$ 0.50	\$ 8.30	\$ 423.30

Contractor Name: THREE BROTHERS
 Bid Number: 2023-10
 Renewal Number: 2

School
Type
1 Public
2 NP
3 PSD
4 Charter

Route Number	Destination	School Type	2024-2025 Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	2025-2026 CPI Extension	2025-2026 Renewal Contract Amount
1 HWPJ02 ESY*	HAWKSWOOD SCHOOL	3	\$ 267.42	30	\$ 60.00	1	30	\$ 0.99	\$ 6.55	\$ 333.97
2 JAEN002 ESY	JARDINE ACADEMY	3	\$ 330.48	30	\$ -	0	0	\$ 0.99	\$ 6.61	\$ 337.09
3 JALH003*	JARDINE ACADEMY	3	\$ 311.48	210	\$ 70.00	1	210	\$ 0.99	\$ 7.63	\$ 389.11
4 JASA001 ESY	JARDINE ACADEMY	3	\$ 294.78	30	\$ -	0	0	\$ 0.99	\$ 5.90	\$ 300.68
5 LVKI002	LAKEVIEW SCHOOL	3	\$ 304.98	213	\$ -	0	0	\$ 0.99	\$ 6.10	\$ 311.08
6 LVMJ001*	LAKEVIEW SCHOOL	3	\$ 308.84	213	\$ 40.00	1	213	\$ 0.99	\$ 6.98	\$ 355.82
7 SSLC01 ESY*	SCHROTH SCHOOL ESY	3	\$ 354.94	39	\$ 50.00	1	39	\$ 0.99	\$ 8.10	\$ 413.04

Contractor Name: TRIO TRANS
Bid Number: 2023-10
Renewal Number: 2

School Type
 1 Public
 2 NP
 3 PSD
 4 Charter

				2024-2025							2025-2026	2025-2026
Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount		
1 SD00001*	SEARCH DAY PROGRAM	3	\$ 261.92	37	\$ 40.00	1	37	\$ 0.99	\$ 6.04	\$ 307.96		

BID# 2023-12

Contractor Name: EMMANUEL TRANS

Bid Number: 2023-12

Renewal Number: 2

School Type

1 Public

2 NP

3 PSD

4 Charter

Route Number	Destination	School Type	2024-2025	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	2025-2026	2025-2026
			Contract Amount						CPI Extension	Renewal Contract Amount
1 NAVB0001*	NUVIEW ACADEMY	3	\$ 158.28	184	\$ 60.00	1	184	\$ -	\$ 4.37	\$ 222.65

Contractor Name: TRIO TRANS

Bid Number: 2023-12

Renewal Number: 2

School Type

1 Public

2 NP

3 PSD

4 Charter

Route Number	Destination	School Type	2024-2025	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	2025-2026	2025-2026
			Contract Amount						CPI Extension	Renewal Contract Amount
1 HM0018SA	HAMMARSKJOLD UES	1	\$ 85.68	23	\$ -	0	0	\$ 0.90	\$ 1.71	\$ 87.39

BID# 2024-02

Contractor Name: ABC TRANS
 Bid Number: 2024-02
 Renewal Number: 2

School Type

1 Public

2 NP

3 PSD

4 Charter

Route Number	Destination	School Type	2024-2025	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	2025-2026	2025-2026
			Contract Amount						CPI Extension	Renewal Contract Amount
1 WBMS1 A/P	WOODBIDGE MAGNET	3	\$ 412.97	180	\$ -	0	0	\$ 2.99	\$ 8.26	\$ 421.23

Contractor Name: EMMANUEL TRANS
 Bid Number: 2024-02
 Renewal Number: 2

School Type

1 Public

2 NP

3 PSD

4 Charter

Route Number	Destination	School Type	2024-2025	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	2025-2026	2025-2026
			Contract Amount						CPI Extension	Renewal Contract Amount
1 CT00012A/P*	CHITTICK ES	1	\$ 147.68	180	\$ 40.00	1	180	\$ -	\$ 3.75	\$ 191.43
2 EBMS01A/P	EB MAGNET SCHOOL	4	\$ 243.78	183	\$ -	0	0	\$ -	\$ 4.88	\$ 248.66
3 FR0009A/P*	FROST ES	1	\$ 284.56	180	\$ 50.00	1	180	\$ -	\$ 6.69	\$ 341.25

Contractor Name: ROAD TO SUCCESS

Bid Number: 2024-02

Renewal Number: 2

School Type

1 Public

2 NP

3 PSD

4 Charter

2024-2025

2025-2026

2025-2026

Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1 EBMS02 A/P	EB MAGNET SCHOOL	4	\$ 253.98	183	\$ -	0	0	\$ 0.99	\$ 5.08	\$ 259.06
2 EBMS03 A/P	EB MAGNET SCHOOL	4	\$ 252.96	183	\$ -	0	0	\$ 0.99	\$ 5.06	\$ 258.02
3 EDMS01 A/P	EDISON MAGNET SCHOOL	4	\$ 290.70	183	\$ -	0	0	\$ 0.99	\$ 5.81	\$ 296.51
4 PMS0001 A/P	PISCATAWAY MAGNET SCHOOL	4	\$ 289.68	183	\$ -	0	0	\$ 0.99	\$ 5.79	\$ 295.47

BID# 2024-04

Contractor Name: BRIGHT START
 Bid Number: 2024-04
 Renewal Number: 2

School Type

1 Public

2 NP

3 PSD

4 Charter

2024-2025

2025-2026

2025-2026

Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1 LDNP01 A/P*	LAKE DRIVE SCHOOL	3	\$ 373.50	183	\$ 60.00	1	183	\$ 0.50	\$ 8.67	\$ 442.17

Contractor Name: CHRIS TRANS
 Bid Number: 2024-04
 Renewal Number: 2

School Type

1 Public

2 NP

3 PSD

4 Charter

2024-2025

2025-2026

2025-2026

Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1 COLL01 A/P*	COLLIER SCHOOL	3	\$ 380.00	183	\$ 50.00	1	183	\$ 1.00	\$ 8.60	\$ 438.60

Contractor Name: FIRST STUDENT
 Bid Number: 2024-04
 Renewal Number: 2

School Type

1 Public

2 NP

3 PSD

4 Charter

2024-2025

2025-2026

2025-2026

Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1 NP0202 A/P	ST. BARTS & ST. THOMAS	3	\$ 231.84	181	\$ -	0	0	\$ 0.05	\$ 4.64	\$ 236.48

Contractor Name: K&D BUS SERVICE
 Bid Number: 2024-04
 Renewal Number: 2

School Type
 1 Public
 2 NP
 3 PSD
 4 Charter

Route Number	Destination	School Type	2024-2025 Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	2025-2026 CPI Extension	2025-2026 Renewal Contract Amount
1 FFA001 A/P*	FUTURE FOUNDATIONS ACADEMY	3	\$ 203.54	184	\$ 49.00	1	184	\$ 0.99	\$ 5.05	\$ 257.59

Contractor Name: LAMASIA LLC
 Bid Number: 2024-04
 Renewal Number: 2

School Type
 1 Public
 2 NP
 3 PSD
 4 Charter

Route Number	Destination	School Type	2024-2025 Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	2025-2026 CPI Extension	2025-2026 Renewal Contract Amount
1 CDAB001 A/P	CORNERSTONE DAY SCHOOL	3	\$ 200.94	192	\$ -	0	0	\$ 3.00	\$ 4.02	\$ 204.96
2 DLCMY1 A/P*	DEVELOPMENTAL LEARNING CENTER- WARREN	3	\$ 283.44	180	\$ 45.00	1	180	\$ 5.00	\$ 6.57	\$ 335.01

BID# 2024-07

Contractor Name: EMMANUEL TRANS

Bid Number: 2024-07

Renewal Number: 2

School Type

1 Public

2 NP

3 PSD

4 Charter

2024-2025

2025-2026

2025-2026

Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1	ALCCC4 A/P	1	\$ 189.72	184	\$ -	0	0	\$ -	\$ 3.79	\$ 193.51

BID# 2025-01

Contractor Name: ABC TRANS
 Bid Number: 2025-01
 Renewal Number: 1

School Type

1 Public

2 NP

3 PSD

4 Charter

2024-2025

2025-2026

2025-2026

Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1 HS0001 A/P (PKG 1)	EAST BRUNSWICK HS (PKG 1)	1	\$ 230.50	180	\$ -	0	0	\$ 0.01	\$ 4.61	\$ 235.11
2 FR0002 A/P (PKG 1)	FROST ES (PKG 1)	1	\$ 230.50	180	\$ -	0	0	\$ 1.00	\$ 4.61	\$ 235.11
3 CH0042 A/P (PKG 4)	CHURCHILL JHS (PKG 4)	1	\$ 230.50	180	\$ -	0	0	\$ 0.01	\$ 4.61	\$ 235.11
4 FR0004 A/P (PKG 4)	FROST ES (PKG 4)	1	\$ 230.50	180	\$ -	0	0	\$ 0.01	\$ 4.61	\$ 235.11
5 HS0028 A/P (PKG 15)	EAST BRUNSWICK HS (PKG 15)	1	\$ 230.50	180	\$ -	0	0	\$ 0.01	\$ 4.61	\$ 235.11
6 HM0001 A/P (PKG 15)	HAMMARSKJOLD UES (PKG 15)	1	\$ 230.50	180	\$ -	0	0	\$ 0.01	\$ 4.61	\$ 235.11
7 CH0033 A/P (PKG 37)	CHURCHILL JHS (PKG 37)	1	\$ 230.50	180	\$ -	0	0	\$ 0.01	\$ 4.61	\$ 235.11
8 HM0002 A/P (PKG 37)	HAMMARSKJOLD UES (PKG 37)	1	\$ 230.50	180	\$ -	0	0	\$ 0.01	\$ 4.61	\$ 235.11

Contractor Name: EMMANUEL TRANS
 Bid Number: 2025-01
 Renewal Number: 1

School Type

1 Public

2 NP

3 PSD

4 Charter

2024-2025

2025-2026

2025-2026

Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1 ALCCC4 ESY	ACADEMY LEARNING CENTER	1	\$ 100.00	29	\$ -	0	0	\$ 0.90	\$ 2.00	\$ 102.00
2 CLC001 A/P	COASTAL LEARNING CENTER-HOWELL	3	\$ 232.00	217	\$ -	0	0	\$ 0.90	\$ 4.64	\$ 236.64
3 CPC002 A/P	CPC HIGHPOINT	3	\$ 144.00	183	\$ -	0	0	\$ 0.90	\$ 2.88	\$ 146.88
4 DLCNP1 A/P*	DEVELPMENTAL LEARNING CENTER	3	\$ 250.00	210	\$ 73.00	1	210	\$ 0.90	\$ 6.46	\$ 329.46
5 HSSA01 A/P*	HARBOR SCHOOL	3	\$ 240.00	213	\$ 44.00	1	213	\$ 0.90	\$ 5.68	\$ 289.68
6 ME0021S*	MEMORIAL ES	1	\$ 110.00	23	\$ 45.00	1	23	\$ 0.90	\$ 3.10	\$ 158.10
7 NAVB001 ESY	NUVIEW ACADEMY	3	\$ 123.00	33	\$ -	0	0	\$ 0.90	\$ 2.46	\$ 125.46

Contractor Name: H&N TRANS
 Bid Number: 2025-01
 Renewal Number: 1

School Type
 1 Public
 2 NP
 3 PSD
 4 Charter

			2024-2025						2025-2026	2025-2026
Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1 MA0001 A/P*	MONTGOMERY ACADEMY	3	\$ 242.00	202	\$ 60.00	1	202	\$ 1.99	\$ 6.04	\$ 308.04

Contractor Name: K&D BUS SERVICE
 Bid Number: 2025-01
 Renewal Number: 1

School Type
 1 Public
 2 NP
 3 PSD
 4 Charter

			2024-2025						2025-2026	2025-2026
Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1 LDNP01 ESY*	LAKE DRIVE SCHOOL	3	\$ 235.00	30	\$ 50.00	1	30	\$ 0.89	\$ 5.70	\$ 290.70

Contractor Name: ROOTS TRANS.
 Bid Number: 2025-01
 Renewal Number: 1

School Type

1 Public

2 NP

3 PSD

4 Charter

Route Number	Destination	School Type	2024-2025	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	2025-2026	2025-2026
			Contract Amount						CPI Extension	Renewal Contract Amount
1 COLL01 ESY*	COLLIER SCHOOL	3	\$ 200.00	30	\$ 68.00	1	30	\$ 1.99	\$ 5.36	\$ 273.36

Contractor Name: SHEPHERD TRANS.
 Bid Number: 2025-01
 Renewal Number: 1

School Type

1 Public

2 NP

3 PSD

4 Charter

Route Number	Destination	School Type	2024-2025	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	2025-2026	2025-2026
			Contract Amount						CPI Extension	Renewal Contract Amount
1 EIAH01 A/P*	EDEN SCHOOL	3	\$ 274.00	219	\$ 35.00	1	219	\$ 1.25	\$ 6.18	\$ 315.18
2 JAJG004 A/P*	JARDINE ACADEMY	3	\$ 257.00	210	\$ 35.00	1	210	\$ 1.25	\$ 5.84	\$ 297.84
3 NS0001 A/P*	NEWMARK SCHOOL	3	\$ 247.00	201	\$ 35.00	1	201	\$ 1.25	\$ 5.64	\$ 287.64

BID# 2025-03

Contractor Name: **HAPPY LIME**
Bid Number: **2025-03**
Renewal Number: **1**

School
Type

1 Public

2 NP

3 PSD

4 Charter 2024-2025

2025-2026

2025-2026

Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1 HS0038 A/P	EAST BRUNSWICK HS	1	\$ 231.00	180	\$ -	0	0	\$ 2.00	\$ 4.62	\$ 235.62

Contractor Name: **KERO TRANS**
Bid Number: **2025-03**
Renewal Number: **1**

School
Type

1 Public

2 NP

3 PSD

4 Charter 2024-2025

2025-2026

2025-2026

Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1 RS0001 A/P	RUGBY SCHOOL	3	\$ 271.00	185	\$ -	0	0	\$ 2.00	\$ -	\$ 271.00

Contractor Name: M&T TRANS
 Bid Number: 2025-03
 Renewal Number: 1

School
 Type
 1 Public
 2 NP
 3 PSD
 4 Charter

2024-2025

2025-2026

2025-2026

Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1 ALC001 A/P	ACADEMY LEARNING CENTER	1	\$ 78.00	184	\$ -	0	0	\$ -	\$ 1.95	\$ 79.95
2 CH0049 A/P	CHURCHILL JHS	1	\$ 103.00	180	\$ -	0	0	\$ -	\$ 2.58	\$ 105.58
3 CT009 A/P*	CHITTICK ES	1	\$ 188.00	180	\$ 40.00	1	180	\$ -	\$ 5.70	\$ 233.70
4 FR0011 A/P*	FROST ES	1	\$ 188.00	180	\$ 40.00	1	180	\$ -	\$ 5.70	\$ 233.70
5 HM0038 A/P*	HAMMARSKJOLD UES	1	\$ 133.00	180	\$ 40.00	1	180	\$ -	\$ 4.33	\$ 177.33
6 HS0037 A/P*	EAST BRUNSWICK HS	1	\$ 124.00	180	\$ 40.00	1	180	\$ -	\$ 4.10	\$ 168.10
7 WA0011 A/P*	WARNSDORFER ES	1	\$ 53.00	180	\$ 20.00	1	180	\$ -	\$ 1.83	\$ 74.83

	Route Number	Destination	Hourly Rate per bus	Hourly Rate per Aide
1	FT0001	FIELD TRIPS (8:15AM-1:45PM) (54 PASSENGERS)	\$ 87.13	\$ 20.50
2	AT0001	ATHLETIC TRIPS (2:30 PM-7:30 PM)	\$ 87.13	\$ 20.50

Contractor Name: ROYAL CROWN TRANS
 Bid Number: 2025-03
 Renewal Number: 1

School
 Type
 1 Public
 2 NP
 3 PSD
 4 Charter

2024-2025

2025-2026

2025-2026

Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1 HM0037 A/P	HAMMARSKJOLD UES	1	\$ 125.00	180	\$ -	0	0	\$ 5.00	\$ 2.50	\$ 127.50

BID# 2025-05

Contractor Name: EMMANUEL TRANS

Bid Number: 2025-05

Renewal Number: 1

School Type

1 Public

2 NP

3 PSD

4 Charter

Route Number	Destination	School Type	2024-2025					2025-2026		2025-2026
			Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1	CSHA07 A/P	4	\$ 278.00	185	\$ -	0	0	\$ 1.00	\$ 5.56	\$ 283.56
2	IRPK04 P*	1	\$ 100.00	180	\$ 33.00	1	180	\$ 1.00	\$ 2.66	\$ 135.66
3	LB0007 A/P*	1	\$ 250.00	180	\$ 38.00	1	180	\$ 1.00	\$ 5.76	\$ 293.76

Contractor Name: THREE BROTHERS

Bid Number: 2025-05

Renewal Number: 1

School Type

1 Public

2 NP

3 PSD

4 Charter

Route Number	Destination	School Type	2024-2025					2025-2026		2025-2026
			Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1	CE0010 A/P*	1	\$ 180.00	180	\$ 44.00	1	180	\$ 2.99	\$ 4.48	\$ 228.48

BID# 2025-13

Contractor Name: EMMANUEL TRANS
 Bid Number: 2025-13
 Renewal Number: 1

School Type

1 Public

2 NP

3 PSD

4 Charter

2024-2025

2025-2026

2025-2026

Route Number	Destination	School Type	Contract Amount	# Route Days	Aide Amount	# of Aides	# Aide Days	Provision	CPI Extension	Renewal Contract Amount
1 CLL0001 A/P*	CENTER FOR LIFELONG LEARNING	1	\$ 180.00	180	\$ 38.00	1	180	\$ 2.00	\$ 4.36	\$ 222.36
2 HM0039 A/P	HAMMARSKJOLD UES	1	\$ 163.00	180	\$ -	0	0	\$ 2.00	\$ 3.26	\$ 166.26
3 SA0002 A/P	SOMERSET ACADEMY	1	\$ 153.00	180	\$ -	0	0	\$ 2.00	\$ 3.06	\$ 156.06



**EAST BRUNSWICK PUBLIC
SCHOOLS**

BUSINESS AND SUPPORT OPERATIONS
Agenda Item: 2.

Date Prepared: 5/29/2025

Meeting Date: 6/5/2025

TO: Members, Board of Education

FROM: Bernardo Giuliana, SFO, QPA, Assistant Superintendent For Business and Support Operations

SUBJECT: Contract - Educational Services Commission of New Jersey Nonpublic Technology Initiative Program Agreement For The Period July 1, 2025 Through June 30, 2030

Summary:

The Non Public Technology Initiative Program is a New Jersey state initiative in which the District must participate. The Educational Services Commission of New Jersey (the "Commission") has successfully administered the District's nonpublic services for many years. Therefore, it is recommended that the District enter into a five-year agreement with the Commission to continue these services.

Fiscal Impact:

Recommendation:

Recommendation: That the East Brunswick Board of Education enter in to an agreement with the Educational Services Commission of New Jersey (the "Commission") whereby the Commission will implement the law and administer the nonpublic technology initiative program, not to exceed funding provided by the State Department of Education for these purposes for the period July 1, 2025 until June 30, 2030.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						

Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick						
Liwu Hong						
Wilbur Pan						
Heather Guas						
Totals						

ATTACHMENTS:

Description

Nonpublic Technology Initiative

Upload Date Type

5/29/2025 Backup Material



EDUCATIONAL SERVICES COMMISSION OF NEW JERSEY

NONPUBLIC TECHNOLOGY INITIATIVE PROGRAM

Pursuant to the official action taken at the meeting of the Board of Education of _____, (hereinafter referred to as the "Board"), with offices located at _____, in the County of _____, held on _____, the Board agrees that the Educational Services Commission of New Jersey (hereinafter referred to as the "Commission"), with offices at 1660 Stelton Road, Piscataway, NJ 08854, provide Nonpublic School Technology Initiative Program, pursuant to the requirements of the New Jersey Nonpublic School Technology Initiative Program, on behalf of the Board. The services shall be limited to those permitted under the law and pertinent regulations.

The terms of this Agreement shall be in effect from **July 1, 2025** until **June 30, 2030**. The Board may withdraw from participation with the Commission by providing written notice to the Commission by December 31 of any year for withdraw effective June 30 of the ensuing year.

The Board agrees to issue a purchase order to the Commission for the total amount of State Aid allocated to the Board for the impacted services on or before September 1st. The Commission shall submit an invoice to the Board for the services provided on a monthly basis, which invoice will include an administrative fee in an amount approved by the Commission annually, up to 5% on all services provided. The Board shall pay each invoice in full within 30 days. The Commission shall not be responsible to provide services beyond the amount of State aid allocated to the Board for the services, inclusive of the administrative fee. The Commission reserves the right to terminate the agreement in the event that the Board fails to timely pay any invoice.

The parties agree that in the event the Board shall no longer be eligible for funding pursuant to the New Jersey Nonpublic School Technology Initiative Program, or such funding shall terminate, either party may terminate this agreement on five (5) days prior written notice.

It is understood that the Commission will provide services to all of the eligible nonpublic schools within the borders of the District.

The Commission will prepare a financial report for District records. The District will promptly forward copies of funding statements and other pertinent documents required under the New Jersey Nonpublic School Technology Initiative Program to the Commission.

The Commission will provide an annual addendum to this Agreement outlining the services provided to each nonpublic school located within the district.

The Commission shall contact the nonpublic schools within the district and determine services to be provided within the parameters of the law and the limitation of funding.

The Board authorizes the Commission to hold consultation meetings with the nonpublic schools that it is providing services to on behalf of the District.

IN WITNESS THEREOF, the Board of Education of _____ and the Board of Directors of the Educational Services Commission of New Jersey have by resolution directed their respective President and Secretary set their signatures and affix their seals.

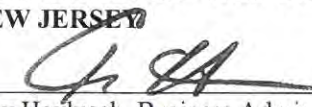
ACCEPTED AND APPROVED:

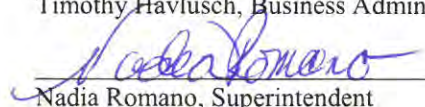
(Please Print Board of Education Name)

_____, Board Secretary Date

_____, Board President Date

EDUCATIONAL SERVICES COMMISSION
OF NEW JERSEY


Timothy Havlusch, Business Administrator Date


Nadia Romano, Superintendent Date



**EAST BRUNSWICK PUBLIC
SCHOOLS**

BUSINESS AND SUPPORT OPERATIONS
Agenda Item: 3.

Date Prepared: 5/14/2025

Meeting Date: 6/5/2025

TO: Members, Board of Education

FROM: Joyce Forsberg, Senior Manager of Transportation

SUBJECT: School Bus Evacuation Drill Reports

Summary:

N.J.A.C. 6A:27-11.2 requires that school bus emergency evacuation drills shall be conducted each school year. For the 2024-2025 school year, the second required school bus evacuation drills were conducted in April and May 2025.

Recommendation:

Recommendation: That the school bus emergency evacuation drill reports for April and May 2025 are accepted as presented in the attachment.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick						
Liwu Hong						
Wilbur Pan						

Heather Guas						
Totals						

ATTACHMENTS:

Description	Upload Date	Type
Bus Evacuation Spring 2025	5/14/2025	Backup Material

SCHOOL BUS EMERGENCY EVACUATION DRILL REPORT

School Bus emergency evacuation drills shall be conducted twice each school year according to the New Jersey Administrative Code (NJAC GA:27-11.2).

Emergency evacuation drills and safety education

(a). School administrators shall organize and conduct emergency exit drills at least twice within the school year for all students who are transported to and from school.

1. All other students shall receive school bus evacuation instruction at least once within the school year.

(b). The school bus driver and bus aide shall participate in the emergency exit drills.

(c). Drills shall be conducted on school property and shall be supervised by the principal or person assigned to act in a supervisory capacity.

(d). Drills shall be documented in the minutes of the local board of education at the first board meeting following the completion of the emergency exit drill. The minutes shall include, but are not limited to, the following:

1. Date of the drill;
2. Time of day the drill was conducted;
3. School name;
4. Location of the drill;
5. Route number(s) included in the drill; and
6. Name of school principal, or person(s) assigned, who supervised the drill.

REPORT OF THE COMPLETION OF THE SCHOOL BUS EMERGENCY EVACUATION DRILL TO THE BOARD OF EDUCATION

Date of the school bus emergency evacuation drill: 4/21/2025

Time of day the drill was conducted: 9:15 am

School Name: BOWNE-MUNRO ELEMENTARY

Location of the Emergency Evacuation Drill: Bus loading and unloading zone

Route Number(s): All students in the school

Name of the school principal/person(s) overseeing the drill: Kenneth Erickson,

Other information relative to the emergency evacuation drill:

SCHOOL BUS EMERGENCY EVACUATION DRILL REPORT

School Bus emergency evacuation drills shall be conducted twice each school year according to the New Jersey Administrative Code (NJAC GA:27-11.2).

Emergency evacuation drills and safety education

(a). School administrators shall organize and conduct emergency exit drills at least twice within the school year for all students who are transported to and from school.

1. All other students shall receive school bus evacuation instruction at least once within the school year.

(b). The school bus driver and bus aide shall participate in the emergency exit drills.

(c). Drills shall be conducted on school property and shall be supervised by the principal or person assigned to act in a supervisory capacity.

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1. Date of the drill;
2. Time of day the drill was conducted;
3. School name;
4. Location of the drill;
5. Route number(s) included in the drill; and
6. Name of school principal, or person(s) assigned, who supervised the drill.

REPORT OF THE COMPLETION OF THE SCHOOL BUS EMERGENCY EVACUATION DRILL TO THE BOARD OF EDUCATION

Date of the school bus emergency evacuation drill:

April 22, 2025

Time of day the drill was conducted:

9:15 am

School Name:

CENTRAL ELEMENTARY

Location of the Emergency Evacuation Drill:

Bus loading and unloading zone

Route Number(s):

All students in the school

Name of the school principal/person(s) overseeing the drill:

Lori Howell, Matt Anthony

Other information relative to the emergency evacuation drill:

SCHOOL BUS EMERGENCY EVACUATION DRILL REPORT

School Bus emergency evacuation drills shall be conducted twice each school year according to the New Jersey Administrative Code (NJAC GA:27-11.2).

Emergency evacuation drills and safety education

(a). School administrators shall organize and conduct emergency exit drills at least twice within the school year for all students who are transported to and from school.

1. All other students shall receive school bus evacuation instruction at least once within the school year.

(b). The school bus driver and bus aide shall participate in the emergency exit drills.

(c). Drills shall be conducted on school property and shall be supervised by the principal or person assigned to act in a supervisory capacity.

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1. Date of the drill;
2. Time of day the drill was conducted;
3. School name;
4. Location of the drill;
5. Route number(s) included in the drill; and
6. Name of school principal, or person(s) assigned, who supervised the drill.

REPORT OF THE COMPLETION OF THE SCHOOL BUS EMERGENCY EVACUATION DRILL TO THE BOARD OF EDUCATION

Date of the school bus emergency evacuation drill:

April 30, 2025

Time of day the drill was conducted:

9:15 am

School Name:

CHITTICK ELEMENTARY

Location of the Emergency Evacuation Drill:

Bus loading and unloading zone

Route Number(s):

All students in the school

Name of the school principal/person(s) overseeing the drill:

Lori Howell, Matt Anthony

Other information relative to the emergency evacuation drill:

SCHOOL BUS EMERGENCY EVACUATION DRILL REPORT

School Bus emergency evacuation drills shall be conducted twice each school year according to the New Jersey Administrative Code (NJAC GA:27-11.2).

Emergency evacuation drills and safety education

(a). School administrators shall organize and conduct emergency exit drills at least twice within the school year for all students who are transported to and from school.

1. All other students shall receive school bus evacuation instruction at least once within the school year.

(b). The school bus driver and bus aide shall participate in the emergency exit drills.

(c). Drills shall be conducted on school property and shall be supervised by the principal or person assigned to act in a supervisory capacity.

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1. Date of the drill;
2. Time of day the drill was conducted;
3. School name;
4. Location of the drill;
5. Route number(s) included in the drill; and
6. Name of school principal, or person(s) assigned, who supervised the drill.

REPORT OF THE COMPLETION OF THE SCHOOL BUS EMERGENCY EVACUATION DRILL TO THE BOARD OF EDUCATION

Date of the school bus emergency evacuation drill: May 1, 2025 and May 2, 2025

Time of day the drill was conducted: 9:00 AM - 1:00PM

School Name: CHURCHILL JHS

Location of the Emergency Evacuation Drill: Bus loading and unloading zone

Route Number(s): All students in the school

Name of the school principal/person(s) overseeing the drill: Rosser, T. Lavoie, K. Erickson, J. Uhl

Other information relative to the emergency evacuation drill:

SCHOOL BUS EMERGENCY EVACUATION DRILL REPORT

School Bus emergency evacuation drills shall be conducted twice each school year according to the New Jersey Administrative Code (NJAC GA:27-11.2).

Emergency evacuation drills and safety education

(a). School administrators shall organize and conduct emergency exit drills at least twice within the school year for all students who are transported to and from school.

1. All other students shall receive school bus evacuation instruction at least once within the school year.

(b). The school bus driver and bus aide shall participate in the emergency exit drills.

(c). Drills shall be conducted on school property and shall be supervised by the principal or person assigned to act in a supervisory capacity.

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1. Date of the drill;
2. Time of day the drill was conducted;
3. School name;
4. Location of the drill;
5. Route number(s) included in the drill; and
6. Name of school principal, or person(s) assigned, who supervised the drill.

REPORT OF THE COMPLETION OF THE SCHOOL BUS EMERGENCY EVACUATION DRILL TO THE BOARD OF EDUCATION

Date of the school bus emergency evacuation drill:

April 21, 2025

Time of day the drill was conducted:

7:40 AM

School Name:

EAST BRUNSWICK HS

Location of the Emergency Evacuation Drill:

Bus loading and unloading zone

Route Number(s):

All students in the school

Name of the school principal/person(s) overseeing the drill:

Joyce Forsberg, Lori Howell, Matt Anthony

Other information relative to the emergency evacuation drill:

SCHOOL BUS EMERGENCY EVACUATION DRILL REPORT

School Bus emergency evacuation drills shall be conducted twice each school year according to the New Jersey Administrative Code (NJAC GA:27-11.2).

Emergency evacuation drills and safety education

(a). School administrators shall organize and conduct emergency exit drills at least twice within the school year for all students who are transported to and from school.

1. All other students shall receive school bus evacuation instruction at least once within the school year.

(b). The school bus driver and bus aide shall participate in the emergency exit drills.

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2. Time of day the drill was conducted;
3. School name;
4. Location of the drill;
5. Route number(s) included in the drill; and
6. Name of school principal, or person(s) assigned, who supervised the drill.

REPORT OF THE COMPLETION OF THE SCHOOL BUS EMERGENCY EVACUATION DRILL TO THE BOARD OF EDUCATION

Date of the school bus emergency evacuation drill:

April 24, 2025

Time of day the drill was conducted:

9:15 am

School Name:

FROST ELEMENTARY

Location of the Emergency Evacuation Drill:

Bus loading and unloading zone

Route Number(s):

All students in the school

Name of the school principal/person(s) overseeing the drill:

Matt Anthony

Other information relative to the emergency evacuation drill:

SCHOOL BUS EMERGENCY EVACUATION DRILL REPORT

School Bus emergency evacuation drills shall be conducted twice each school year according to the New Jersey Administrative Code (NJAC GA:27-11.2).

Emergency evacuation drills and safety education

(a). School administrators shall organize and conduct emergency exit drills at least twice within the school year for all students who are transported to and from school.

1. All other students shall receive school bus evacuation instruction at least once within the school year.

(b). The school bus driver and bus aide shall participate in the emergency exit drills.

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1. Date of the drill;
2. Time of day the drill was conducted;
3. School name;
4. Location of the drill;
5. Route number(s) included in the drill; and
6. Name of school principal, or person(s) assigned, who supervised the drill.

REPORT OF THE COMPLETION OF THE SCHOOL BUS EMERGENCY EVACUATION DRILL TO THE BOARD OF EDUCATION

Date of the school bus emergency evacuation drill: April 22, 2025 and April 23, 2025

Time of day the drill was conducted: 9:00AM-1:00PM

School Name: HAMMARSKJOLD UPPER ELEMENTARY

Location of the Emergency Evacuation Drill: Bus loading and unloading zone

Route Number(s): All students in the school

Name of the school principal/person(s) overseeing the drill: J. suiter, J. Rosser, S. Lee

Other information relative to the emergency evacuation drill:

SCHOOL BUS EMERGENCY EVACUATION DRILL REPORT

School Bus emergency evacuation drills shall be conducted twice each school year according to the New Jersey Administrative Code (NJAC GA:27-11.2).

Emergency evacuation drills and safety education

(a). School administrators shall organize and conduct emergency exit drills at least twice within the school year for all students who are transported to and from school.

1. All other students shall receive school bus evacuation instruction at least once within the school year.

(b). The school bus driver and bus aide shall participate in the emergency exit drills.

(c). Drills shall be conducted on school property and shall be supervised by the principal or person assigned to act in a supervisory capacity.

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1. Date of the drill;
2. Time of day the drill was conducted;
3. School name;
4. Location of the drill;
5. Route number(s) included in the drill; and
6. Name of school principal, or person(s) assigned, who supervised the drill.

REPORT OF THE COMPLETION OF THE SCHOOL BUS EMERGENCY EVACUATION DRILL TO THE BOARD OF EDUCATION

Date of the school bus emergency evacuation drill:

April 24, 2025

Time of day the drill was conducted:

9:15 am

School Name:

IRWIN ELEMENTARY

Location of the Emergency Evacuation Drill:

Bus loading and unloading zone

Route Number(s):

All students in the school

Name of the school principal/person(s) overseeing the drill:

Lori Howell, Matt Anthony

Other information relative to the emergency evacuation drill:

SCHOOL BUS EMERGENCY EVACUATION DRILL REPORT

School Bus emergency evacuation drills shall be conducted twice each school year according to the New Jersey Administrative Code (NJAC GA:27-11.2).

Emergency evacuation drills and safety education

(a). School administrators shall organize and conduct emergency exit drills at least twice within the school year for all students who are transported to and from school.

1. All other students shall receive school bus evacuation instruction at least once within the school year.

(b). The school bus driver and bus aide shall participate in the emergency exit drills.

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1. Date of the drill;
2. Time of day the drill was conducted;
3. School name;
4. Location of the drill;
5. Route number(s) included in the drill; and
6. Name of school principal, or person(s) assigned, who supervised the drill.

REPORT OF THE COMPLETION OF THE SCHOOL BUS EMERGENCY EVACUATION DRILL TO THE BOARD OF EDUCATION

Date of the school bus emergency evacuation drill: April 29, 2025

Time of day the drill was conducted: 9:15 am

School Name: LAWRENCE BROOK ELEMENTARY

Location of the Emergency Evacuation Drill: Bus loading and unloading zone

Route Number(s): All students in the school

Name of the school principal/person(s) overseeing the drill: Matt Anthony, Lori Howell

Other information relative to the emergency evacuation drill:

SCHOOL BUS EMERGENCY EVACUATION DRILL REPORT

School Bus emergency evacuation drills shall be conducted twice each school year according to the New Jersey Administrative Code (NJAC GA:27-11.2).

Emergency evacuation drills and safety education

(a). School administrators shall organize and conduct emergency exit drills at least twice within the school year for all students who are transported to and from school.

1. All other students shall receive school bus evacuation instruction at least once within the school year.

(b). The school bus driver and bus aide shall participate in the emergency exit drills.

(c). Drills shall be conducted on school property and shall be supervised by the principal or person assigned to act in a supervisory capacity.

(d). Drills shall be documented in the minutes of the local board of education at the first board meeting following the completion of the emergency exit drill. The minutes shall include, but are not limited to, the following:

1. Date of the drill;
2. Time of day the drill was conducted;
3. School name;
4. Location of the drill;
5. Route number(s) included in the drill; and
6. Name of school principal, or person(s) assigned, who supervised the drill.

REPORT OF THE COMPLETION OF THE SCHOOL BUS EMERGENCY EVACUATION DRILL TO THE BOARD OF EDUCATION

Date of the school bus emergency evacuation drill: April 23, 2025

Time of day the drill was conducted: 9:15 am

School Name: MEMORIAL ELEMENTARY

Location of the Emergency Evacuation Drill: Bus loading and unloading zone

Route Number(s): All students in the school

Name of the school principal/person(s) overseeing the drill: Matt Anthony, Lori Howell

Other information relative to the emergency evacuation drill:

SCHOOL BUS EMERGENCY EVACUATION DRILL REPORT

School Bus emergency evacuation drills shall be conducted twice each school year according to the New Jersey Administrative Code (NJAC GA:27-11.2).

Emergency evacuation drills and safety education

- (a). School administrators shall organize and conduct emergency exit drills at least twice within the school year for all students who are transported to and from school.
 1. All other students shall receive school bus evacuation instruction at least once within the school year.
- (b). The school bus driver and bus aide shall participate in the emergency exit drills.
- (c). Drills shall be conducted on school property and shall be supervised by the principal or person assigned to act in a supervisory capacity.
- (d). Drills shall be documented in the minutes of the local board of education at the first board meeting following the completion of the emergency exit drill. The minutes shall include, but are not limited to, the following:
 1. Date of the drill;
 2. Time of day the drill was conducted;
 3. School name;
 4. Location of the drill;
 5. Route number(s) included in the drill; and
 6. Name of school principal, or person(s) assigned, who supervised the drill.

REPORT OF THE COMPLETION OF THE SCHOOL BUS EMERGENCY EVACUATION DRILL TO THE BOARD OF EDUCATION

Date of the school bus emergency evacuation drill: April 28, 2025

Time of day the drill was conducted: 9:15 am

School Name: WARNSDORFER ELEMENTARY

Location of the Emergency Evacuation Drill: Bus loading and unloading zone

Route Number(s): All students in the school

Name of the school principal/person(s) overseeing the drill: Lori Howell, Mathew Anthony

Other information relative to the emergency evacuation drill:



**EAST BRUNSWICK PUBLIC
SCHOOLS**

CURRICULUM AND INSTRUCTION
Agenda Item: 4.

Date Prepared: 5/22/2025

Meeting Date: 6/5/2025

TO: Members, Board of Education

FROM: Danielle DiNinno, Director of Elementary Education

SUBJECT: Evaluation Rubrics 2025-2026

Summary:

In accordance with N.J.A.C. 6A:10-22, as a part of the process described in N.J.A.C.6A:10.2.1(c) the Board of Education will annually adopt practice rubrics, as presented in the attachment, which are research-based, include indicators for levels of performance of ineffective, partially effective, effective and highly effective, and approved by the Commissioner of Education.

Recommendation:

Recommendation: That the certificated staff member rubrics for the 2025-2026 school year are approved as presented in the attachment.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick						
Liwu Hong						

Wilbur Pan						
Heather Guas						
Totals						

ATTACHMENTS:

Description	Upload Date	Type
Evaluation Rubrics 2025-2026	5/22/2025	Backup Material

Athletic TrainerProvider/Partnership Agency: [Athletic Trainer Society of New Jersey \(ATSNJ\)](#) Evaluation Rubric**Domain 1: Injury/Illness Prevention and Wellness**

The licensed athletic trainer effectively educates participants and manages risk for safe performance and function.

Ineffective	Partially Effective	Effective	Highly Effective
The Licensed Athletic Trainer's actions demonstrate a lack of professional knowledge regarding injury preventative measures, or rarely demonstrates injury preventative measures.	The Licensed Athletic Trainer employs injury preventative measures., however does not consistently use professional knowledge, or some measures are not done in a consistent manner.	The Licensed Athletic trainer uses professional knowledge and consistently employs injury preventative measures.	The Licensed Athletic Trainer uses professional knowledge and consistently employs injury preventative measures. Evaluates protocols for injury prevention and makes recommendations and/or changes to increase effectiveness.

Domain 2: Clinical Evaluation

The licensed athletic trainer effectively implements standard evaluation techniques and formulates a clinical impression for the determination of a course of action.

Ineffective	Partially Effective	Effective	Highly Effective
The Licensed Athletic Trainer's actions demonstrate a lack of professional knowledge regarding injury evaluations, or rarely demonstrates consistent and accurate injury evaluations.	The Licensed Athletic Trainer conducts evaluations to determine nature and extent of injury/illness or health related conditions, however does not consistently use professional knowledge or, some evaluations are not done in a consistent manner or are not accurate.	The Licensed Athletic Trainer uses professional knowledge and consistently and accurately conducts evaluations to determine nature and extent of injury/illness or health related conditions.	The Licensed Athletic Trainer uses professional knowledge and consistently and accurately conducts evaluations to determine nature and extent of injury/illness or health related conditions. Evaluates protocols for evaluation and makes recommendations and/or changes to increase effectiveness.

Domain 3: Immediate and Emergency Care

The licensed athletic trainer employs standard care procedures and communicates outcomes for efficient and appropriate care of the injured student-athlete.

Ineffective	Partially Effective	Effective	Highly Effective
The Licensed Athletic Trainer's actions demonstrate a lack of professional knowledge regarding immediate and emergency care procedures, or rarely demonstrates consistent and accurate immediate and emergency care procedures.	The Licensed Athletic Trainer conducts immediate and emergency care procedures however does not consistently use professional knowledge or, some procedures are not done in a consistent manner or are not accurate.	The Licensed Athletic Trainer uses professional knowledge and consistently and accurately conducts immediate and emergency care procedures.	The Licensed Athletic Trainer uses professional knowledge and consistently and accurately conducts immediate and emergency care procedures. Evaluates protocols for immediate and emergency care and makes recommendations and/or changes to increase effectiveness.

Domain 4: Treatment and Rehabilitation

The licensed athletic trainer effectively reconditions participants for optimal performance and function.

Ineffective	Partially Effective	Effective	Highly Effective
The Licensed Athletic Trainer's actions demonstrate a lack of professional knowledge regarding injury treatment and rehabilitation procedures, or rarely demonstrates consistent and accurate injury treatment and rehabilitation procedures	The Licensed Athletic Trainer conducts injury treatment and rehabilitation procedures however does not consistently use professional knowledge or, some procedures are not done in a consistent manner or are not accurate.	The Licensed Athletic Trainer uses professional knowledge and consistently and accurately conducts injury treatment and rehabilitation procedures.	The Licensed Athletic Trainer uses professional knowledge and consistently and accurately conducts injury treatment and rehabilitation procedures. Evaluates protocols for injury treatment and rehabilitation and makes recommendations and/or changes to increase effectiveness.

Domain 5: Organization and Administration

The licensed athletic trainer understands and adheres to approved organizational and professional practices and guidelines to ensure individual and organizational well-being.

Ineffective	Partially Effective	Effective	Highly Effective
The Licensed Athletic Trainer's actions demonstrate a lack of	The Licensed Athletic Trainer conducts organizational and	The Licensed Athletic Trainer uses professional knowledge and	The Licensed Athletic Trainer uses professional knowledge and

organizational and administrative procedures, or rarely demonstrates consistent and accurate organizational and administrative procedures.	administrative procedures however does not consistently use professional knowledge or, some procedures are not done in a consistent manner or are not accurate.	consistently and accurately conducts organizational and administrative procedures	consistently and accurately conducts organizational and administrative procedures. Evaluates protocols for organization and administration and makes recommendations and/or changes to increase effectiveness.

Domain 6: Personal and Professional Attributes

The licensed athletic trainer demonstrates appropriate professional conduct and adheres to organizational policies and procedures.

Ineffective	Partially Effective	Effective	Highly Effective
The Licensed Athletic Trainer exhibits unethical behavior, rarely participates in professional growth opportunities or rarely applies learning from professional development in a way that contributes to the profession.	The Licensed Athletic Trainer demonstrates limited understanding of professional ethics, inconsistently participates in professional growth opportunities or inconsistently applies learning from professional development in a way that contributes to the profession.	The Licensed Athletic Trainer exhibits behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth.	The Licensed Athletic Trainer is a professional role model for others, engages in a high level of personal professional growth, and/or contributes to the development of others and the well-being of the profession.

Child Nutrition

Provider/Partnership Agency: Developed by East Brunswick Public Schools

Domain A: General Knowledge

Criteria	Not Applicable	Ineffective	Developing	Effective
Basic knowledge of the National School Meal Program requirements.	Not Applicable	Ineffective	Developing	Effective
Basic knowledge of kitchen equipment, utensils and measurements.	Not Applicable	Ineffective	Developing	Effective
Basic knowledge of sanitation and safety practices related to food services.	Not Applicable	Ineffective	Developing	Effective
Basic Knowledge of proper serving and portion control.	Not Applicable	Ineffective	Developing	Effective
Interpersonal skills using tact, patience and courtesy.	Not Applicable	Ineffective	Developing	Effective
Understands and follows written and oral directions.	Not Applicable	Ineffective	Developing	Effective
Works independently with little direction.	Not Applicable	Ineffective	Developing	Effective

Domain B: Essential Job Functions

Criteria	Not Applicable	Ineffective	Developing	Effective
Assigns duties, trains, directs, and corrects assigned staff according to established guidelines.	Not Applicable	Ineffective	Developing	Effective
Courteously services students with accuracy and efficiency while adhering to portion control and appearance standards.	Not Applicable	Ineffective	Developing	Effective
Ensures accuracy of daily cash reports and prepare bank deposit	Not Applicable	Ineffective	Developing	Effective
Establishes and maintains an effective working relationship with other employees; works effectively as a team member; maintains a positive attitude.	Not Applicable	Ineffective	Developing	Effective
Estimates food quantities and supplies needed for ordering; receives, inspects, and verifies delivery of food and supplies and ensures proper storage according to established guidelines.	Not Applicable	Ineffective	Developing	Effective
Keeps work area neat and clean.	Not Applicable	Ineffective	Developing	Effective

Maintains a cordial and effective relationship with students, teachers and other staff.	Not Applicable	Ineffective	Developing	Effective
Maintains personal uniform cleanliness.	Not Applicable	Ineffective	Developing	Effective
Operates a variety of equipment used in school cafeterias, including cash register, slicer, mixer, chopper, stove and oven.	Not Applicable	Ineffective	Developing	Effective
Performs all duties promptly, accurately and effectively.	Not Applicable	Ineffective	Developing	Effective
Plans, organizes and supervises food service operations at assigned school site according to established guidelines.	Not Applicable	Ineffective	Developing	Effective
Prepares a variety of reports and records including inventory, production records, H.A.C.C.P. logs and food order forms according to established guidelines.	Not Applicable	Ineffective	Developing	Effective
Prepares food according to standardized recipes and established food preparation.	Not Applicable	Ineffective	Developing	Effective
Prepares nutritious food in quantities as necessary.	Not Applicable	Ineffective	Developing	Effective
Reports to work on time.	Not Applicable	Ineffective	Developing	Effective
Reports to work regularly; calls when absence is necessary.	Not Applicable	Ineffective	Developing	Effective

NJDOE Approved Evaluation Instrument
Child Study Team

Provider/Partnership Agency:
Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. ASCD.
(Includes modifications specific to East Brunswick Public Schools)

Domain 1: Planning and Preparation

1a. Demonstrates Knowledge of Role as a Consultant

Ineffective	Partially Effective	Effective	Highly Effective
CST member does not have knowledge of his/her professional discipline as it relates to the education setting.	CST member displays basic knowledge of his/her professional discipline as it relates to the educational setting.	CST member displays solid knowledge of his/her professional discipline as it relates to the educational setting.	CST member displays extensive knowledge of his/her professional discipline as it relates to the educational setting.
CST member displays little effort to be available to staff and parents.	CST member displays some effort to be available to staff and parents.	CST member regularly makes themselves available to staff and parents.	CST member regularly makes themselves available to staff and parents and is flexible regarding the needs of staff and parents.
CST member displays little understanding of the issues that impact student learning.	CST member displays basic understanding of the issues that impact student learning	CST member makes meaningful recommendations based on current research of best educational practices.	CST member makes meaningful recommendations based on current research of best educational practices and continues to search for updated research.

1b. Demonstrates Knowledge of Students

Ineffective	Partially Effective	Effective	Highly Effective
CST member displays minimal knowledge of developmental characteristics of age group. CST member is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities and different "intelligences". CST member displays little knowledge of students' skills, abilities and behaviors.	CST member displays generally accurate knowledge of developmental characteristics of age group. CST member displays general understanding of the different approaches to learning that students exhibit. CST member recognizes the value of understanding students' skills, abilities and behaviors.	CST member displays thorough understanding of typical developmental characteristics of age group, as well as exceptions to general patterns. CST member displays solid understanding of the different approaches to learning that different students exhibit. CST member displays knowledge of students' skills, abilities and behaviors for groups of students and recognizes the value of his/her knowledge.	CST member displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and how this impacts upon learning. CST member uses, where appropriate, knowledge of students' varied approaches to learning in providing services and/or consultation. CST member displays knowledge of students' skills, abilities and behaviors for each student and how to provide appropriate interventions.

1c. Monitoring the Individual Development of Educational Goals

Ineffective	Partially Effective	Effective	Highly Effective
Goals are neither suitable nor do they permit viable methods of assessment. CST member does not recommend suitable placements for students. CST member does not collaborate with administration and staff to problem solve for delivery of special education services.	Goals are only moderately suitable. Some goals do not permit viable methods of assessment. CST member sometimes recommends suitable placements for students. CST member participates in limited collaboration with administration and staff to problem solve for delivery of special education service.	CST member works to ensure most of the goals are suitable. Most permit viable methods of assessment. Overall, CST member recommends suitable placements for students. CST member collaborates effectively with administration and staff to problem solve for delivery of special education services.	CST member works to ensure all goals are suitable and permit viable methods of assessment. CST member carefully selects suitable placements for students taking all factors into consideration. CST member initiates and effectively collaborates with administration and staff to problem solve for delivery of special education services.

1d. Demonstrating Knowledge of Resources

Ineffective	Partially Effective	Effective	Highly Effective
CST member is unaware of or does not use resources available through school, district or community. CST member is unaware of or does not use resources available to assist students who need them.	CST member displays limited awareness/use of resources available through the school, district or community. CST member displays limited awareness/use of resources available through the school or district.	CST member is fully aware of and uses resources available through the school, district or community. CST member is fully aware and uses resources available through the school or district.	CST member uses school and district resources and actively seeks other materials from professional organizations and community. CST member uses school and district resources and actively seeks other materials from professional organizations and community

1e. Scheduling and Time Management

Ineffective	Partially Effective	Effective	Highly Effective
CST member displays little effort to meet legal timelines for meetings. CST member displays little effort to provide proper notification to each of the IEP team members.	CST member displays some effort to meet legal timelines for meetings. CST member displays some effort to provide proper notification to each of the IEP members.	CST member consistently meets legal timelines for meetings with appropriate anticipation of unique needs. CST member consistently provides proper notification to each of the IEP team members.	CST member always meets legal timelines for meetings with appropriate anticipation of unique needs. CST member always provides proper notification to each of the IEP team members with consideration for all unique needs.

Domain 2: Student Assessment and Evaluation

2a. Student Observation

Ineffective	Partially Effective	Effective	Highly Effective
CST member conducts structured observations of student behavior and classroom performance but is unable to focus on identified problems. CST member is unable to gather background information, gain parent/student perception and information. CST member's assessment can be inaccurate and results minimally affect planning for student.	CST member conducts structured observations of student behavior and classroom performance and may be able to focus on identified problems. CST member is sometimes able to gather background information, gain parent/student perception and information. CST member's assessment may be accurate and results affect planning for student.	CST member conducts structured observations of student behavior and classroom performance with a focus on identified problems. CST member collects input to gather background information, gain parent/student perception and information regarding academic functioning. CST member's assessment is accurate and results positively affect planning for student.	CST member conducts structured observations of student behavior and classroom performance with a focus on identified problems and provides valuable feedback. CST member is always able to gather detailed background information, gain parent/student perception, and information regarding general home-school relations when conducting parent/student interview. CST member's assessment is always accurate and thorough with ample data to positively affect planning for student.

2b. Developing Respect and Rapport

Ineffective	Partially Effective	Effective	Highly Effective
CST member's interactions with at least some students is negative, demeaning, sarcastic or inappropriate to the age or culture of the students. CST member's interaction with at least some parents is negative, demeaning, sarcastic or inappropriate to the age or culture of the students.	CST member's student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism or disregard for students' cultures. CST member's parent interactions are generally appropriate but may reflect occasional inconsistencies, favoritism or disregard for students' cultures.	CST member's student interactions are friendly and demonstrate general warmth, caring and respect. Such interactions are appropriate to developmental and cultural norms. CST member's parent interactions are friendly and demonstrate general warmth, caring and respect. Such interactions are appropriate to developmental and cultural norms.	CST member demonstrates genuine caring and respect for individual students. CST member demonstrates genuine caring and respect for individual parents.

2c. Completes Written Reports

Ineffective	Partially Effective	Effective	Highly Effective
CST member does not complete written reports that provide useful information to the multi-disciplinary team. CST member is not successful in communicating results of standardized and functional data.	CST member sometimes completes written reports that provide useful information to the multi-disciplinary team. CST member is sometimes successful in communicating results of standardized and functional data.	CST member writes reports that provide useful information to the multidisciplinary team. CST member successfully communicates results of standardized and functional data.	CST member writes reports that provide useful information to the multi-disciplinary team with attention to detail. CST member successfully communicates results of standardized and functional data for all disciplines, as needed.

2d. Collaborates with other Child Study Team Members

Ineffective	Partially Effective	Effective	Highly Effective
CST member displays little effort to be available to problem solve for the delivery of special education services. CST member's knowledge of their specific discipline is not effectively shared during multi-disciplinary collaboration.	CST member displays some effort to be available to problem solve for the delivery of special education services. CST member's knowledge of their specific discipline is somewhat effectively shared during multi-disciplinary collaboration	CST member makes themselves readily available to problem solve for the delivery of special education services. CST member's knowledge of their specific discipline is effectively shared during multi-disciplinary collaboration.	CST member makes themselves readily available to problem solve for the delivery of special education services and is flexible regarding the needs of their Child Study Team members. CST member's knowledge of their specific discipline is effectively shared during multi-disciplinary collaboration with appreciation for the input of others and is meaningful to the educational setting.

Domain 3: Functioning as a Child Study Team Member

3a. Serving as a Case Manager

Ineffective	Partially Effective	Effective	Highly Effective
CST member displays little effort to monitor that all components of the IEP are being implemented. CST member displays little effort to schedule meetings within the required timelines and with the required participants. CST member's records of students in caseload are not current and are not in compliance with Federal, State and local regulations.	CST member displays some effort to monitor that all components of the IEP are being implemented. CST member displays some effort to schedule meetings within the required timelines and with the required participants. CST member's records of students in caseload are sometimes current and in compliance with Federal, State and local regulations.	CST member monitors the implementation of the IEP. CST member always schedules meetings within the required timelines and with the required participants, when within CST member's control, with appropriate documentation. CST member's records of students in caseload are current and in compliance with Federal, State and local regulations, when within CST members control, with documentation.	CST member works to monitor that all of the components of the IEP are being implemented and the child is benefiting from all services provided. CST member always schedules meetings within the required timelines, with the required participants, and takes into consideration unique circumstances. CST member's records of students in caseload are always current and in compliance with Federal, State and local regulations.

3b. Developing the IEP

Ineffective	Partially Effective	Effective	Highly Effective
CST member displays little effort to gather input from required participants. CST member's IEPs of students in caseload are not in compliance with Federal, State and local regulations. CST member's IEPs of students in caseload are not completed in a timely manner.	CST member displays some effort to gather input from required participants. CST member's IEPs of students in caseload are sometimes in compliance with Federal, State and local regulations. CST member's IEPs of students in caseload are sometimes completed in a timely manner.	CST member regularly gathers input from required participants. CST member's IEPs of students in caseload are in compliance with Federal, State and local regulations. CST member's IEP's of students in caseload are completed in a timely manner.	CST member always gathers input from required participants and is flexible regarding needs of staff and parents. CST member's IEPs of students in caseload are always in compliance with Federal, State and local regulations with few errors. CST member's IEPs of students in caseload are always completed in a timely manner with few errors.

Domain 4: Fulfillment of Professional Responsibilities

4a. Serving as Consultant and Source of Information for Staff/Parents/Students

Ineffective	Partially Effective	Effective	Highly Effective
CST member displays little effort to be available to staff and parents. CST member displays little understanding of educational issues involved in students' academic and social/emotional functioning.	CST member displays some effort to be available to staff and parents. CST member displays basic understanding of educational issues involved in students' academic and social/emotional functioning.	CST member regularly makes themselves available to staff and parents. CST member displays a solid understanding of education issues involved in students' academic/or social/emotional functioning and makes meaningful recommendations based on current research of best educational practices.	CST member regularly makes themselves available to staff and parents and is flexible regarding the needs of staff and parents. CST member displays a solid understanding of educational issues involved in students' academic and/or social/emotional functioning. She/he makes meaningful recommendations based on current research of best educational practices and continues to seek updated research.

4b. Growing and Developing Professionally

Ineffective	Partially Effective	Effective	Highly Effective
CST member engages in no professional development activities to enhance knowledge or skill. CST member's relationships with colleagues are negative.	CST member participates in professional activities to a limited extent. CST member maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	CST member seeks out opportunities for professional development to enhance content knowledge and educational skills. CST member's support and cooperation characterize relationships with colleagues.	CST member seeks out opportunities for professional development and makes a systematic attempt to incorporate new techniques in their practice. CST member's support and cooperation characterize relationships with colleagues and CST member takes initiative in assuming leadership among the staff.

4c. Psychologist/Social Worker Providers of Services per Discipline

Ineffective	Partially Effective	Effective	Highly Effective
Related Services Provider displays little effort to abide by students' IEPs. Related Service Provider's system for maintaining logs/documentation of therapy sessions for individual students is in disarray.	Related Service Provider displays some effort to abide by students' IEPs. Related Service Provider's system for maintaining logs/documentation of therapy sessions for individual students is rudimentary and only partially effective.	Related Service Provider regularly implements services according to students' IEPs. Related Service Provider's system for maintaining logs and/or documentation of therapy sessions for individual students is effective.	Related Service Provider regularly implements services according to students' IEPs and is flexible regarding the needs of students and staff. Related Service Provider's system for maintaining logs/documentation of therapy sessions for individual students is fully effective and detailed.

4d. Creates a Culture of Respect and Collaboration

Ineffective	Partially Effective	Effective	Highly Effective
Related Service Provider does not collaborate with teachers.	Related Service Provider collaborates with teachers.	Related Service Provider collaborates with teachers to develop strategies that work effectively within the framework of the classroom.	Related Service Provider collaborates with teachers to develop strategies that work effectively within the framework of the classroom and follow-up to determine effectiveness of collaboration.

4e. Advocates for Student Success

Ineffective	Partially Effective	Effective	Highly Effective
Related Service Provider does not demonstrate concern. Related Services Provider does not share data or opportunities for feedback.	Related Service Provider demonstrates a limited manner of concern. Related Services Provider provides limited data and opportunity for feedback.	Related Service Provider demonstrates a concern for student learning and outcomes by respectfully advocating for a change of instruction and services when needed. Related Services Provider shares data and provides opportunities for feedback from teachers/staff on effectiveness of interventions and listens openly to suggestions.	Related Service Provider demonstrates a concern for student learning and outcomes by respectfully advocating for a change of instruction and services when needed and follows up to determine effectiveness of advocacy. Related Services Provider shares data and provides opportunities for feedback from teachers/staff on effectiveness of interventions and listens openly to suggestions and follow-up to determine effectiveness of collaboration.

Custodian

Provider/Partnership Agency: Rubric Developed by East Brunswick Public Schools

Domain 1: Job Knowledge

Knowledge of custodial equipment (i.e. Auto Scrubber, Wet Vac, Side-by-Side, Burnisher, etc.), sanitation tools (i.e. dust mops, microfiber pads, table mops, lobby brooms, etc.) and methods.

Not Applicable	Ineffective	Developing	Effective
Not Applicable	Shows little to no knowledge of equipment and tools and is unwilling to learn or consistently apply appropriate methods.	Demonstrated adequate knowledge of equipment and tools but needs additional training to increase proficiency.	Demonstrated appropriate knowledge of equipment and tools to increase effectiveness and efficiency.

Domain 2: Work Performance

Quality and quantity of work meets standards of work based on level of responsibility and area of assignment.

Not Applicable	Ineffective	Developing	Effective
Not Applicable	Performed below unit standards for quality and quantity of work.	Performed adequate quality and quantity of work.	Performed appropriate quality and quantity of work.

Domain 3: Organization and Cleanliness

Condition of assigned areas, i.e., Administrative Offices, Restrooms, Cafeterias, Kitchens, Classrooms, Custodial Closets, Storage Rooms, Mechanical and Utility Spaces.

Not Applicable	Ineffective	Developing	Effective
Not Applicable	Lacked initiative in identifying the need to organize, clean and maintain decluttered spaces.	Organized, cleaned and decluttered spaces in a timely manner when directed.	Proactively maintained well-organized, debris-free and uncluttered spaces.

Domain 4: Communication Skills

Level of communication between Work Leaders, Supervisors, department management, building administration, staff, faculty and community.

Not Applicable	Ineffective	Developing	Effective
Not Applicable	Displayed unwillingness to communicate issues that have negatively impacted building operations and occupants.	Lacked consistent communication of issues that have hampered building operations.	Proactively sought and provided updates on issues affecting building operations.

Domain 5: Professionalism

Level of professionalism displayed concerning courtesy, respect, flexibility, dependability, responsiveness, cooperation, approachability and accountability when dealing with building staff, district employees and community.

Not Applicable	Ineffective	Developing	Effective
Not Applicable	Difficult to get along with or shows disregard for teamwork or fellow employees.	Occasionally gets along with others but ignores requests for assistance and/or does not cooperate.	Always gets along with and works cooperatively with all personnel.

Domain 6: Work Appearance

Reports to work neat, clean, in full uniform and maintains a high level of hygiene during the work shift.

Not Applicable	Ineffective	Developing	Effective
Not Applicable	Frequently not neat, clean or consistently out of uniform.	Usually neat, clean and in full uniform.	Always neat, clean and always in full uniform.

Domain 7: Absenteeism

Adherence to Attendance Policy.

Not Applicable	Ineffective	Developing	Effective
Not Applicable	Poor attendance. Number of unscheduled absences or unsubstantiated sick days are a cause for concern. Frequently tardy.	Good attendance. Occasional unscheduled absences. Occasionally late.	Excellent attendance and/or always punctual.

Domain 8: Compliance with Safety Rules and Regulations

Level of compliance to documenting and reporting issues regarding Integrated Pest Management (IPM), Right to Know (RTK), Indoor Air Quality (IAQ), Boiler Operations, Fire & Playground Safety and use of Personal Protective Equipment (PPE).

Not Applicable	Ineffective	Developing	Effective
Not Applicable	Lacked initiative in identifying, resolving or mitigating compliance issues. Major error in documentation and reporting.	Mitigated compliance issues when directed or reported. Minor gaps in documentation or delays in submitting reports.	Proactively took steps to ensure school building and grounds are safe. Always documents and submits reports.

Domain 9: Declared District Emergencies

Level of responsiveness to man-made, natural, weather-related conditions affecting real property and personnel safety.

Not Applicable	Ineffective	Developing	Effective
Not Applicable	Poor availability or responsiveness to declared emergencies.	Good availability and responsiveness, works cohesively to mitigate declared emergencies.	Excellent availability, responds to and works cohesively to mitigate emergencies.

Domain 10: Work Leader Responsibilities (for Head Custodians Only)

Ensures effective/efficient use of custodial personnel by prioritizing, assigning, monitoring teams to complete courier, cleaning, sanitation, maintenance, event set-ups and breakdowns, work orders and tasks to support school operations.

Not Applicable	Ineffective	Developing	Effective
Not Applicable	Demonstrated ineffective oversight of assigned personnel. Inappropriate use of assigned personnel and/or resources have negatively affected school operations.	Demonstrated adequate oversight abilities. Team production and efficiency need to improve.	Demonstrated appropriate oversight of assigned personnel to support school operations.

NJDOE Approved Evaluation Instrument
Information Technology

Provider/Partnership Agency: Rubric Developed by East Brunswick Public Schools

Domain A: Personal Attributes

A. Personal Attributes - appearance, enthusiasm, integrity, punctuality

Narrative Evaluation

Domain B: Professional Competence

B. Professional Competence - job skills, ability to cope with emergency situations, respect for confidentiality, organization

Narrative Evaluation

Domain C: Human Relations

C. Human Relations - rapport with superiors, staff and community as evidenced by courtesy, respect for individuals, self-control, fairness and interest

Narrative Evaluation

Domain D: Overall Efficiency

D. Overall Efficiency - organization, handling and follow-through of routine procedures, general effectiveness

Narrative Evaluation

NJDOE Approved Evaluation Instrument
Instructional Administrator

Provider/Partnership Agency:

[New Jersey Principal Evaluation for Professional Learning Observation Instrument](#)

Domain 1: Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and set of core values of high-quality education and academic success for, and well-being of, each student.

Ineffective	Partially Effective	Effective	Highly Effective
The actions or attitude of the principal or educational leader regarding the development and enactment of mission, vision, and core values have a negative impact on the educational environment.	The principal or educational leader is inconsistent in planning, implementing and supporting actions associated with mission, vision and core values or these actions have limited or no positive impact on the educational environment.	The principal or educational leader plans, implements and supports actions that develop, advocate and enact a shared mission, vision, and set of core values of high-quality education for each student's success resulting in a positive impact on the educational environment.	The principal or educational leader consistently plans, implements and supports actions that develop, advocate and enact a shared mission, vision, and set of core values of high-quality education for each student's success. Shared ownership by staff and students leads to significant improvements in or sustained excellence of the educational environment.

Domain 2: Curriculum, Instruction, and Assessment

Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Ineffective	Partially Effective	Effective	Highly Effective
The actions or attitudes of the principal or educational leader regarding the development and support of systems of curriculum, instruction and assessment have a negative impact on student success.	The principal or educational leader is inconsistent in planning, implementing and supporting actions that develop and support rigorous, coherent systems of curriculum, instruction, and assessment or these actions have limited or no positive impact on student success.	The principal or educational leader plans, implements and supports actions that develop and support rigorous, coherent systems of curriculum, instruction, and assessment for each student resulting in a positive impact on student success.	The principal or educational leader consistently plans, implements and supports actions that develop and support rigorous, coherent systems of curriculum, instruction, and assessment for each student. Shared ownership by staff leads to significant improvements in or sustained high levels of student success.

Domain 3: Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Ineffective	Partially Effective	Effective	Highly Effective
The actions or attitudes of the principal or educational leader regarding the development of the professional capacity and practice of school personnel have a negative impact on staff performance.	The principal or educational leader is inconsistent in planning, implementing and supporting actions that develop the professional capacity and practice of school personnel or these actions have limited or no positive impact on staff performance.	The principal or educational leader plans, implements and supports actions that develop the professional capacity and practice of school personnel to promote the success of each student resulting in a positive impact on staff performance.	The principal or educational leader consistently plans, implements and supports actions to develop the professional capacity and practice of school personnel to promote each student's success. Shared ownership by staff leads to significant improvements in or sustained high levels of staff performance.

Domain 4: Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Ineffective	Partially Effective	Effective	Highly Effective
The actions or attitudes of the principal or educational leader regarding equity of educational opportunity and a culturally responsive climate for students have a negative impact on equity and responsiveness.	The principal or educational leader is inconsistent in planning, implementing and supporting actions that promote equity of educational opportunity and cultural responsiveness for students or these actions have limited or no positive impact on equity and responsiveness.	The principal or educational leader plans, implements and supports actions that promote equity of educational opportunity and cultural responsiveness for each student resulting in a positive impact on equity and responsiveness.	The principal or educational leader consistently plans, implements and supports actions that promote equity of educational opportunity and cultural responsiveness for each student. Shared ownership by staff and students leads to significant improvements or sustained high levels of equity and responsiveness in the educational environment.

Domain 5: Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Ineffective	Partially Effective	Effective	Highly Effective
The actions or attitudes of the principal or educational leader regarding the cultivation of a community of care and support for students have a negative impact on the school or district community	The principal or educational leader is inconsistent in planning, implementing and supporting actions that cultivate an inclusive, caring, and supportive school community for each student or these actions have limited or no positive impact on the care and support of the school or district community.	The principal or educational leader plans, implements and supports actions that cultivate an inclusive, caring, and supportive school community for each student resulting in a positive impact on the care and support of the school or district community.	The principal or educational leader consistently plans, implements and supports actions that cultivate an inclusive, caring, and supportive school community for each student. Shared ownership by staff and students leads to significant improvements in or sustained excellence in the care and support of the school or district community

Domain 6: Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Ineffective	Partially Effective	Effective	Highly Effective
The actions or attitudes of the principal or educational leader regarding engagement of families and community have a negative impact on community engagement.	The principal or educational leader is inconsistent in planning, implementing and supporting actions that engage families and the community in meaningful, reciprocal, and mutually beneficial ways or these actions have limited or no positive impact on community engagement.	The principal or educational leader plans, implements and supports actions that engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's success resulting in a positive effect on community engagement.	The principal or educational leader consistently plans, implements and supports actions that engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's success. Shared ownership by staff and students leads to significant improvements or sustained excellence in community engagement.

Domain 7: Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Ineffective	Partially Effective	Effective	Highly Effective
The management of school or district operations and resources negatively impacts how the school or district is run.	The principal or educational leader is inconsistent in managing school operations and resources or these actions have limited or no positive impact on how the school or district is run.	The principal or educational leader manages school operations and resources to promote each student's success resulting in a positive impact on how the school or district is run.	The principal or educational leader consistently manages school operations and resources to promote each student's success. Shared ownership by staff and students leads to a school or district that runs smoothly and efficiently.

Instructional Assistant

Provider/Partnership Agency: Developed by East Brunswick Public Schools

Domain A: Instructional Support Skills

Criteria	Not Applicable	Ineffective	Developing	Effective
Works effectively with small groups and individuals.	Not Applicable	Ineffective	Developing	Effective
Follows teacher direction in supporting planned activities.	Not Applicable	Ineffective	Developing	Effective
Assists teacher in preparation, maintenance and distribution of materials.	Not Applicable	Ineffective	Developing	Effective
Maintains student records as directed.	Not Applicable	Ineffective	Developing	Effective
Actively supervises students using safety and security protocols.	Not Applicable	Ineffective	Developing	Effective
Attends building and other professional meetings.	Not Applicable	Ineffective	Developing	Effective
Corrects student assignments.	Not Applicable	Ineffective	Developing	Effective
Accurately communicates student program progress to teacher.	Not Applicable	Ineffective	Developing	Effective

Domain B: Professional Presence

Criteria	Not Applicable	Ineffective	Developing	Effective
Demonstrates the ability to cope with emergency situations.	Not Applicable	Ineffective	Developing	Effective
Exhibits good judgment.	Not Applicable	Ineffective	Developing	Effective
Shows respect for sensitive and/or confidential matters.	Not Applicable	Ineffective	Developing	Effective
Shows flexibility in handling assigned duties.	Not Applicable	Ineffective	Developing	Effective
Demonstrates self-control and fairness.	Not Applicable	Ineffective	Developing	Effective

Domain C: School Community Relations

Criteria	Not Applicable	Ineffective	Developing	Effective
Demonstrates good organizational skills.	Not Applicable	Ineffective	Developing	Effective
Communicates well, both verbally and in writing.	Not Applicable	Ineffective	Developing	Effective
Shows enthusiasm and dependability.	Not Applicable	Ineffective	Developing	Effective
Presents a professional demeanor.	Not Applicable	Ineffective	Developing	Effective
Demonstrates an understanding of and complies with Board Policies and Regulations.	Not Applicable	Ineffective	Developing	Effective

NJDOE Approved Evaluation Instrument
Library Media Specialist

Provider/Partnership Agency:

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. ASCD.

Domain 1: Planning and Preparation

1a. Demonstrating knowledge of literature and current trends in library/media practice and information technology

Ineffective	Partially Effective	Effective	Highly Effective
Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology

1b. Demonstrating knowledge of the school's program and student information needs within that program

Ineffective	Partially Effective	Effective	Highly Effective
Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.

1c. Establishing goals for the library/media program appropriate to the setting and the students served

Ineffective	Partially Effective	Effective	Highly Effective
Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.

1d. Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan

Ineffective	Partially Effective	Effective	Highly Effective
Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.

1e. Planning the library/media program integrated with the overall school program

Ineffective	Partially Effective	Effective	Highly Effective
Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.

1f. Developing a plan to evaluate the library/media program

Ineffective	Partially Effective	Effective	Highly Effective
Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Environment

2a. Creating an environment of respect and rapport

Ineffective	Partially Effective	Effective	Highly Effective
Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and student and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students are and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library

2b. Establishing a culture for investigation and love of literature

Ineffective	Partially Effective	Effective	Highly Effective
Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.

2c. Establishing and maintaining library procedures

Ineffective	Partially Effective	Effective	Highly Effective
Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either non-existent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.

2d. Managing student behavior

Ineffective	Partially Effective	Effective	Highly Effective
There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

2e. Organizing physical space to enable smooth flow

Ineffective	Partially Effective	Effective	Highly Effective
Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

Domain 3: Delivery of Service

3a. Maintaining and extending the library collection in accordance with the school's needs and within budget limitations

Ineffective	Partially Effective	Effective	Highly Effective
Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.

3b. Collaborating with teachers in the design of instructional units and lessons

Ineffective	Partially Effective	Effective	Highly Effective
Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

3c. Engaging students in enjoying literature and in learning information skills

Ineffective	Partially Effective	Effective	Highly Effective
Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.

3d. Assisting students and teachers in the use of technology in the library/media center

Ineffective	Partially Effective	Effective	Highly Effective
Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.

3e. Demonstrating flexibility and responsiveness

Ineffective	Partially Effective	Effective	Highly Effective
Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

4a. Reflecting on practice

Ineffective	Partially Effective	Effective	Highly Effective
Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.

4b. Preparing and submitting reports and budgets

Ineffective	Partially Effective	Effective	Highly Effective
Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.

4c. Communicating with the larger community

Ineffective	Partially Effective	Effective	Highly Effective
Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit

4d. Participating in a professional community

Ineffective	Partially Effective	Effective	Highly Effective
Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

4e. Engaging in professional development

Ineffective	Partially Effective	Effective	Highly Effective
Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4f. Showing professionalism

Ineffective	Partially Effective	Effective	Highly Effective
Library/media specialist displays dishonesty in interactions with colleagues, students, and the public, violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

NJDOE Approved Evaluation Instrument
Maintenance

Provider/Partnership Agency: Rubric developed by East Brunswick Public Schools

Domain 1: Job Knowledge

Knowledge of trade-specific tools, equipment and/or devices used to complete installations, maintenance and repairs.

Not Applicable	Ineffective	Developing	Effective
Not Applicable	Demonstrated Insufficient knowledge of tools, equipment and/or devices. Inability to consistently apply appropriate methods negatively impacted effectiveness and productivity.	Demonstrated adequate knowledge of tools, equipment and/or devices. needs additional training to increase effectiveness, efficiency and productivity.	Demonstrated appropriate knowledge of tools, equipment, and/or devices. occasionally researches information to increase expertise.

Domain 2: Work Performance

Quality and quantity of trade-specific work based on industry, building and construction codes, manufacturers and department standards and expectations.

Not Applicable	Ineffective	Developing	Effective
Not Applicable	Quality and quantity of work did not meet standards, regulations and expectations.	Quality and quantity of work met minimum standards, regulations and expectations.	Quality and quantity of work met standards, regulations and expectations.

Domain 3: Organization and Cleanliness

Condition of assigned tools, equipment, supplies, devices, vehicle, job site, work cage, etc

Not Applicable	Ineffective	Developing	Effective
Not Applicable	Lacked initiative to maintain clean, well-organized items, and debris and clutter-free spaces.	Organized, maintained, cleaned or decluttered spaces in a timely manner when directed.	Proactively maintained clean, well-organized, debris and clutter-free spaces/areas

Domain 4: Communication Skills

Level of communication between direct supervisor, department management, building administration, staff and faculty.

Not Applicable	Ineffective	Developing	Effective
Not Applicable	Lacked consistent communication on trade-specific issues that have hampered performance or service life of building equipment, infrastructure, operations or supplies.	Occasionally provided updates on trade-specific issues affecting building equipment, infrastructure, operations or supplies.	Proactively provided updates on trade-specific issues affecting building equipment, infrastructure, operations or supplies.

Domain 5: Professionalism

Level of professionalism displayed concerning courtesy, respect, flexibility, dependability, responsiveness, cooperation, approachability and accountability when dealing with his/her direct supervisor, department management, building administration, staff and community.

Not Applicable	Ineffective	Developing	Effective
Not Applicable	Consistently demonstrated inappropriate workplace behaviors.	Occasionally demonstrated inappropriate workplace behaviors.	Demonstrated appropriate workplace behavior and demeanor.

Domain 6: Work Appearance

Reports to work in full uniform, neat and clean. Maintains an acceptable level of hygiene during the work shift.

Not Applicable	Ineffective	Developing	Effective
Not Applicable	Occasionally not neat, clean or in full uniform.	Usually neat, clean and in full uniform.	Always neat, clean and in full uniform.

Domain 7: Absenteeism

Adherence to attendance policy.

Not Applicable	Ineffective	Developing	Effective
Not Applicable	Poor attendance. Number of unscheduled absences or unsubstantiated sick days is cause for concern. Frequently late.	Good attendance. Occasional unscheduled absences. Occasionally late.	Excellent attendance. Reports to work when scheduled. Always punctual.

Domain 8: Compliance with Rules, Regulations and Safety

Level of compliance with departments operating instructions, documentation and reporting procedures.
Adherence with Lock-Out-Tag-Out, Safety and use of Personal Protective Equipment (PPE).

Not Applicable	Ineffective	Developing	Effective
Not Applicable	Non-compliant with instructions and guidance. Unwillingness to accurately report and submit forms and documentation is a concern.	Complied with some instructions and guidance. Major discrepancies in accuracy or delays in submitting forms and documents.	Complied with all instructions and guidance. Always submits accurate forms and documents in a timely manner.

Domain 9: Declared District Emergencies

Level of responsiveness to man-made, natural, weather-related conditions or emergent events that affect buildings, equipment, real property or safety.

Not Applicable	Ineffective	Developing	Effective
Not Applicable	Poor availability or responsiveness	Good availability and responsiveness	Excellent availability and responsiveness.

Non-Instructional AdministratorProvider/Partnership Agency: **East Brunswick Public Schools-Developed rubric adapted from NJPEPL****Domain 1: Mission, Vision, and Core Values**

Effective leaders plan, implement and maintain high quality services which align with the core values and mission of the District to benefit the school community.

Ineffective	Partially Effective	Effective	Highly Effective
The administrator demonstrates a lack of interest or initiative in developing and planning improvements in their area. A lack of shared vision for providing high quality service to the school community exists.	The administrator is inconsistent in developing and planning improvements in their area. Little or no evidence of a shared vision for providing high quality service to the school community exists.	The administrator is developing and planning improvement of services in their area, including a shared vision for providing high quality service to the school community. Working toward shared ownership by staff which leads to significant improvements in or sustained excellence of the educational environment	The administrator consistently plans, implements and maintains a shared vision, and set of core values for high quality service to the school community. Evidence of shared ownership by staff demonstrates significant sustainment in excellence of the educational environment.

Domain 2: Compliance

Effective leaders develop and support Standard Operating Procedures that align with knowledge of and compliance with Board Policy, Regulation, and state and federal law and manage their department in accordance with established procedures.

Ineffective	Partially Effective	Effective	Highly Effective
The employee has not developed or implemented procedures which align with Board Policy and Regulations, and State and Federal Law.	The employee is inconsistent in the development and implementation of procedures. A lack of alignment with Board Policy and Regulations, and State and Federal Law exists.	The employee consistently plans, implements and supports operations which are aligned with Board Policy and Regulations, and State and Federal Law, and is working toward further development of compliance standards.	The employee consistently plans, implements and supports operations which are aligned with Board Policy and Regulations, and State and Federal Law. The administrator pro-actively engages with stakeholders to ensure compliance standards are met.

Domain 3: Professional Capacity of Administrators

Effective leaders develop the professional capacity and practice of school district employees to enhance the school community.

Ineffective	Partially Effective	Effective	Highly Effective
There is a lack of evidence of successful professional development and evaluation of staff.	The employee is inconsistent in consistently supporting professional growth, evaluating and fostering professional capacity.	The employee plans, implements and supports the professional growth of their team, effectively evaluates and fosters their professional capacity. The administrator works toward team building to improve department effectiveness.	The employee consistently plans, implements and supports the professional growth of their team, effectively evaluates and fosters their professional capacity. Shared ownership by staff leads to significant improvements in or sustained high levels of department effectiveness.

Domain 4: Equity and Cultural Responsiveness

Effective leaders strive for equity in employment, access to programs and facilities and culturally responsive practices.

Ineffective	Partially Effective	Effective	Highly Effective
Little or no evidence exists in planning, implementing and supporting actions that promote equity and cultural responsiveness in the school community.	There is a lack of initiative in planning, implementing and supporting actions that promote equity and cultural responsiveness in the school community.	The employee plans, implements and supports actions that promote equity and cultural responsiveness in the school community.	The employee consistently plans, implements and supports actions that promote equity and cultural responsiveness in the school community. The administrator proactively works toward the furtherance of these goals.

Domain 5: Fiscal Management

Effective leaders complete the annual budget in compliance with District procedures, Board Policy and Regulation and manages department budget with integrity and in compliance with Board Policy and Regulation.

Ineffective	Partially Effective	Effective	Highly Effective
The employee demonstrates a lack of knowledge of, or interest in completing the annual budget in compliance with District procedures, Board Policy and Regulation and does not manage department budget with integrity and in compliance with Board Policy and Regulation.	The employee inconsistently manages the annual budget in compliance with District procedures, Board Policy and Regulation and inconsistently manages department budget with integrity and compliance with Board Policy and Regulation.	The employee consistently manages the annual budget in compliance with District procedures, Board Policy and Regulation and manages department budget with integrity and in compliance with Board Policy and Regulation.	The employee expertly completes the annual budget in compliance with District procedures, Board Policy and Regulation and manages department budget with integrity and in compliance with Board Policy and Regulation.

Domain 6: Professionalism and Professional Presence

Effective leaders maintain a professional presence that represents fairness, control, integrity and moral standards.

Ineffective	Partially Effective	Effective	Highly Effective
The employee demonstrates a lack of knowledge of, or interest in district standards for professionalism.	The employee is inconsistent in one or more of the following; professional presence, effective communication, professional dress, regular attendance, strong communication skills and compliance with Board Policy and Regulation.	The employee consistently conducts themselves in a professional manner. The leader maintains a professional presence; effective communication, professional dress, regular attendance, strong communication skills and compliance with Board Policy and Regulation.	The employee consistently conducts themselves in exemplary fashion. The leader maintains a professional presence; effective communication, professional dress, regular attendance, strong communication skills and compliance with Board Policy and Regulation.

Nurse

Provider/Partnership Agency: **Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. ASCD.**

Domain 1: Planning and Preparation

1a. Demonstrating medical knowledge and skill in nursing techniques

Ineffective	Partially Effective	Effective	Highly Effective
Nurse demonstrates little understanding of medical knowledge and nursing techniques.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques.	Nurse demonstrates understanding of medical knowledge and nursing techniques.	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.

1b. Demonstrating knowledge of child and adolescent development

Ineffective	Partially Effective	Effective	Highly Effective
Nurse displays little or no knowledge of child and adolescent development.	Nurse displays partial knowledge of child and adolescent development.	Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.

1c. Establishing goals for the nursing program appropriate to the setting and the students served

Ineffective	Partially Effective	Effective	Highly Effective
Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students.	Nurse's goals for the nursing program are rudimentary and are partially suitable to the situation and the age of the students.	Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.	Nurse's goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

1d. Demonstrating knowledge of government, community, and district regulations and resources

Ineffective	Partially Effective	Effective	Highly Effective
Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.

1e. Developing a plan to evaluate the nursing program

Ineffective	Partially Effective	Effective	Highly Effective
Nurse has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Nurse has a rudimentary plan to evaluate the nursing program.	Nurse's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Nurse's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

1f. Planning the nursing program for both individuals and groups of students, integrated with the regular school program

Ineffective	Partially Effective	Effective	Highly Effective
Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Nurse has developed a plan that includes the important aspects of work in the setting.	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.

Domain 2: The Environment

2a. Creating an environment of respect and rapport

Ineffective	Partially Effective	Effective	Highly Effective
Nurse's interactions with at least some students are negative or inappropriate.	Nurse's interactions with students are a mix of positive and negative.	Nurse's interactions with students are positive and respectful.	Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.

2b. Establishing a culture for health and wellness

Ineffective	Partially Effective	Effective	Highly Effective
Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers.	Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful.	Nurse promotes a culture throughout the school for health and wellness.	The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students.

2c. Following health protocols and procedures

Ineffective	Partially Effective	Effective	Highly Effective
Nurse's procedures for the nursing office are nonexistent or in disarray.	Nurse has rudimentary and partially successful procedures for the nursing office.	Nurse's procedures for the nursing office work effectively.	Nurse's procedures for the nursing office are seamless, anticipating unexpected situations.

2d. Supervising health associates

Ineffective	Partially Effective	Effective	Highly Effective
No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor associates' activities.	Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors associates' activities sporadically.	Nurse has established guidelines for delegated duties and monitors associates' activities.	Associates work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional.

2e. Organizing physical space

Ineffective	Partially Effective	Effective	Highly Effective
Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored.	Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find.	Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized.	Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized.

Domain 3: Delivery of Service

3a. Assessing student needs

Ineffective	Partially Effective	Effective	Highly Effective
Nurse does not assess student needs, or the assessments result in inaccurate conclusions.	Nurse's assessments of student needs are perfunctory.	Nurse assesses student needs and knows the range of student needs in the school.	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.

3b. Administering medications to students

Ineffective	Partially Effective	Effective	Highly Effective
Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.

3c. Promoting wellness through classes or classroom presentations

Ineffective	Partially Effective	Effective	Highly Effective
Nurse's work with students in classes fails to promote wellness.	Nurse's efforts to promote wellness through classroom presentations are partially effective.	Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle.

3d. Managing emergency situations

Ineffective	Partially Effective	Effective	Highly Effective
Nurse has no contingency plans for emergency situations. Nurse's work with students in classes fails to promote wellness.	Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.	Nurse's plans for emergency situations have been developed for many situations.	Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.

3e. Demonstrating flexibility and responsiveness

Ineffective	Partially Effective	Effective	Highly Effective
Nurse adheres to the plan or program, in spite of evidence of its inadequacy.	Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.	Nurse makes revisions in the nursing program when they are needed.	Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or teacher input.

3f. Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs

Ineffective	Partially Effective	Effective	Highly Effective
Nurse declines to collaborate with classroom teachers to develop specialized educational programs.	Nurse collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school.

Domain 4: Professional Responsibilities

4a. Reflecting on practice

Ineffective	Partially Effective	Effective	Highly Effective
Nurse does not reflect on practice, or the reflections are inaccurate or self-serving	Nurse's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.	Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.

4b. Maintaining health records in accordance with policy and submitting reports in a timely fashion

Ineffective	Partially Effective	Effective	Highly Effective
Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Nurse's reports, records, and documentation are generally accurate, but are occasionally late.	Nurse's reports, records, and documentation are accurate and are submitted in a timely manner.	Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.

4c. Communicating with families

Ineffective	Partially Effective	Effective	Highly Effective
Nurse provides no information to families, either about the nursing program as a whole or about individual students.	Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students.	Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.	Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.

4d. Participating in a professional community

Ineffective	Partially Effective	Effective	Highly Effective
Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects.	Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so.	Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Nurse makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues.

4e. Engaging in professional development

Ineffective	Partially Effective	Effective	Highly Effective
Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.	Nurse's participation in professional development activities is limited to those that are convenient or are required.	Nurse seeks out opportunities for professional development based on an individual assessment of need.	Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4f. Showing professionalism

Ineffective	Partially Effective	Effective	Highly Effective
Nurse displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Nurse is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Nurse can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

NJDOE Approved Evaluation Instrument
School Safety and Security

Provider/Partnership Agency: Rubric Developed by East Brunswick Public Schools

Domain A: Review of Essential Job Functions

Criteria	Not Applicable	Ineffective	Developing	Effective
1. Patrols the parking lot and grounds of the school during the school day for the purpose of maintaining a safe school environment.	Not Applicable	Ineffective	Developing	Effective
2. Assists in monitoring arrival and departure of visitors to the school to provide a safe learning environment.	Not Applicable	Ineffective	Developing	Effective
3. Assists in monitoring hallways and cafeteria during student transition.	Not Applicable	Ineffective	Developing	Effective
4. Notifies school administration of any security risks to students or staff in a timely manner.	Not Applicable	Ineffective	Developing	Effective
5. Notifies school administration of any damage to outside property of the school.	Not Applicable	Ineffective	Developing	Effective
6. Assists in monitoring bus and parent drop-of and pick-up, includes student arrival and dismissal.	Not Applicable	Ineffective	Developing	Effective
7. Communicates effectively and works cooperatively with District staff and community members to ensure an effective school environment.	Not Applicable	Ineffective	Developing	Effective
8. Maintains a high level of confidentiality regarding student and staff information in order to remain in compliance with legal requirements and to maintain a professional work environment.	Not Applicable	Ineffective	Developing	Effective
9. Maintains knowledge of applicable technology as it pertains to the Position of SSO (i.e. LobbyGuard, Security Incident Reports, Genesis, Office, Outlook and school camera).	Not Applicable	Ineffective	Developing	Effective
10. Performs other duties as assigned by the Director of School Security or his/her designee for the purpose of ensuring the efficient and effective functioning of the work unit.	Not Applicable	Ineffective	Developing	Effective

Domain B: Review of Essential SSO Characteristics

Criteria	Not Applicable	Ineffective	Developing	Effective
1. Demonstrates self-control, fairness and interest.	Not Applicable	Ineffective	Developing	Effective
2. Demonstrates good organizational skills.	Not Applicable	Ineffective	Developing	Effective
3. Presents a professional demeanor.	Not Applicable	Ineffective	Developing	Effective
4. Demonstrates the ability to work well independently and as part of a team.	Not Applicable	Ineffective	Developing	Effective
5. Is courteous to staff, students and visitors.	Not Applicable	Ineffective	Developing	Effective
6. Maintains good attendance and punctuality.	Not Applicable	Ineffective	Developing	Effective
7. Demonstrates knowledge of emergency procedures and how to manage emergency situations.	Not Applicable	Ineffective	Developing	Effective
8. Demonstrates good judgment.	Not Applicable	Ineffective	Developing	Effective
9. Shows respect for sensitive and/or confidential matters.	Not Applicable	Ineffective	Developing	Effective
10. Shows flexibility in handling workload/hours.	Not Applicable	Ineffective	Developing	Effective
11. Relates well to students.	Not Applicable	Ineffective	Developing	Effective
12. Exhibits a service-oriented attitude.	Not Applicable	Ineffective	Developing	Effective

Domain C: Lead Safety and Security Officer Evaluation

Criteria	Not Applicable	Ineffective	Developing	Effective
1. Conducts briefing sessions with SSOs, ensures compliance with and disseminates information regarding policies and procedures, and serves as a liaison between shifts, organization units and other law enforcement.	Not Applicable	Ineffective	Developing	Effective
2. Reviews reports prepared by subordinates for accuracy, clarity, and completeness; prepares special and/or summary reports.	Not Applicable	Ineffective	Developing	Effective
3. Advises subordinates on job-related topics, conducts training sessions, evaluates performance and facilitates professional development for subordinates to improve skills and abilities.	Not Applicable	Ineffective	Developing	Effective
4. Creates a positive work environment, maintains discipline and initiates corrective action, ensures compliance with safe work practices and policies.	Not Applicable	Ineffective	Developing	Effective
5. Keeps superiors informed of events affecting areas	Not Applicable	Ineffective	Developing	Effective

of responsibility, including but not limited to personnel problems, complaints, and other occurrences having an impact on the school and/or district.				
6. Attends staff building meetings and all appropriately assigned lead SSO meetings and training sessions. Participates in employee professional development activities as assigned; keeps aware of developments that affect the school safety and information which would assist subordinates in the performance of their duties.	Not Applicable	Ineffective	Developing	Effective
7. Ensures vehicles and equipment used by staff are well-maintained in accordance with established procedures and standards.	Not Applicable	Ineffective	Developing	Effective
8. Interacts with co-workers at all levels in the school and district in a collaborative and customer service-oriented manner.	Not Applicable	Ineffective	Developing	Effective

School Aide

Provider/Partnership Agency: Rubric Developed by East Brunswick Public Schools

Domain A: Professional Skills - Student Assigned

Criteria	Not Applicable	Ineffective	Developing	Effective
Accompanies students to and from locations in the school.	Not Applicable	Ineffective	Developing	Effective
Accurately maintains student data and records.	Not Applicable	Ineffective	Developing	Effective
Actively supervises assigned students in all areas of the school.	Not Applicable	Ineffective	Developing	Effective
Assists teachers in facilitating activities.	Not Applicable	Ineffective	Developing	Effective
Completes required training.	Not Applicable	Ineffective	Developing	Effective
Confers with teachers, counselors, case managers, and nurses when requested.	Not Applicable	Ineffective	Developing	Effective
Implements teacher and/or administrative directives.	Not Applicable	Ineffective	Developing	Effective
Prompts, cues and redirects student participation.	Not Applicable	Ineffective	Developing	Effective
Provides support to students in the organization and management of course schedule, workload and materials.	Not Applicable	Ineffective	Developing	Effective

Domain A: Professional Skills - Lunch/Recess/Hall

Criteria	Not Applicable	Ineffective	Developing	Effective
Actively supervises students in the lunchroom, on the playground, in halls, classrooms, or in other areas of the school as requested.	Not Applicable	Ineffective	Developing	Effective
Accompanies students to and from locations in the school.	Not Applicable	Ineffective	Developing	Effective
Assists students with opening and disposing of lunch items as necessary.	Not Applicable	Ineffective	Developing	Effective
Ensures students wear appropriate apparel when outdoor recess occurs.	Not Applicable	Ineffective	Developing	Effective
Promotes good hygiene, good eating habits and proper clean-up routines as appropriate.	Not Applicable	Ineffective	Developing	Effective
Provides safe supervision of recess activities, including compliance with anti-bullying practices.	Not Applicable	Ineffective	Developing	Effective

Domain A: Professional Skills - Transportation

Criteria	Not Applicable	Ineffective	Developing	Effective
Assists students getting on and off the bus.	Not Applicable	Ineffective	Developing	Effective
Coordinates with Bus Driver to promote safe and responsible conduct in school vehicles.	Not Applicable	Ineffective	Developing	Effective
Ensures students use seatbelts for the duration of the ride.	Not Applicable	Ineffective	Developing	Effective
Maintains appropriate student discipline and control.	Not Applicable	Ineffective	Developing	Effective
Monitors and supervises all students.	Not Applicable	Ineffective	Developing	Effective

Domain A: Professional Skills - Clerical

Criteria	Not Applicable	Ineffective	Developing	Effective
Completes student data entry tasks accurately and efficiently.	Not Applicable	Ineffective	Developing	Effective
Adaptable to new procedures and technology.	Not Applicable	Ineffective	Developing	Effective
Communicates effectively with parents, staff, teachers, students and administrators.	Not Applicable	Ineffective	Developing	Effective
Completes and routes forms and paperwork according to school procedures.	Not Applicable	Ineffective	Developing	Effective
Maintains electronic and physical student records according to district policies and specifications.	Not Applicable	Ineffective	Developing	Effective
Manages supplies and assists with the inventory of materials.	Not Applicable	Ineffective	Developing	Effective
Performs routine office clerical duties promptly and efficiently, such as opening and distributing mail, filing, duplicating, and distributing materials.	Not Applicable	Ineffective	Developing	Effective
Types and correctly formats different types of correspondences, such as memos, letters and emails.	Not Applicable	Ineffective	Developing	Effective

Domain B: Professional Presence

Criteria	Not Applicable	Ineffective	Developing	Effective
Acts responsibly in emergency situations.	Not Applicable	Ineffective	Developing	Effective
Demonstrates self-control and fairness.	Not Applicable	Ineffective	Developing	Effective
Exhibits good judgment.	Not Applicable	Ineffective	Developing	Effective
Show flexibility in handling assigned duties.	Not Applicable	Ineffective	Developing	Effective
Shows respect for sensitive and/or confidential matters.	Not Applicable	Ineffective	Developing	Effective

Domain C: School Community Relations

Criteria	Not Applicable	Ineffective	Developing	Effective
Demonstrates good organizational skills.	Not Applicable	Ineffective	Developing	Effective
Demonstrates an understanding of and complies with Board Policies and Regulations.	Not Applicable	Ineffective	Developing	Effective
Presents a professional demeanor.	Not Applicable	Ineffective	Developing	Effective
Shows enthusiasm and dependability.	Not Applicable	Ineffective	Developing	Effective

School Counselor & Student Assistance Specialist

Provider/Partnership Agency: Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. ASCD. (Includes modifications specific to East Brunswick Public Schools)

Domain 1: Program Planning, Implementation and Evaluation

1a. Collaborates with school personnel and community agencies to facilitate a school counseling program intended to meet the needs of all students

Ineffective	Partially Effective	Effective	Highly Effective
Counselor/Specialist does not collaborate with school personnel and community agencies to facilitate a school counseling program intended to meet the needs of all students.	Counselor/Specialist inconsistently collaborates with school personnel and community agencies to facilitate a school counseling program intended to meet the needs of all students.	Counselor/Specialist collaborates with school personnel and community agencies to facilitate a school counseling program intended to meet the needs of all students.	Counselor demonstrates consistent efforts to collaborate with school personnel and community agencies to facilitate a school counseling program intended to meet the needs of all students.

1b. Reviews the school counseling services and goals with the school administrator

Ineffective	Partially Effective	Effective	Highly Effective
Counselor/Specialist does not review school counseling services and goals with the school administrator.	Counselor/Specialist inconsistently reviews school counseling services and goals with the school administrator.	Counselor/Specialist reviews school counseling services and goals with the school administrator.	Counselor/Specialist demonstrates consistent efforts to review school counseling services and goals with the school administrator.

1c. Shares the school counseling program calendar with students, parents, guardians, administrators and other school personnel

Ineffective	Partially Effective	Effective	Highly Effective
Counselor/Specialist does not share the school counseling program calendar with students, parents, guardians, administrators and other school personnel.	Counselor/Specialist inconsistently shares the school counseling program calendar with students, parents, guardians, administrators and other school personnel.	Counselor/Specialist shares the school counseling program calendar with students, parents, guardians, administrators and other school personnel.	Counselor/Specialist consistently shares the school counseling program calendar with students, parents, guardians, administrators and other school personnel.

1d. Uses a variety of data to evaluate activities, lessons and action plans based on student needs

Ineffective	Partially Effective	Effective	Highly Effective
Counselor/Specialist does not evaluate data to assess student needs and outcomes.	Counselor/Specialist sometimes evaluates a variety of data to assess student needs and outcomes.	Counselor/Specialist evaluates a variety of data to assess student needs and outcomes.	Counselor/Specialist consistently evaluates a variety of data to assess student needs and outcomes.

1e. Monitors and assesses students' academic progress, attendance, behavior, development and safety to inform and improve the school counseling program

Ineffective	Partially Effective	Effective	Highly Effective
Counselor/Specialist does not monitor and assess students' academic progress, attendance, behavior, development and safety to inform and improve the school counseling program.	Counselor/Specialist inconsistently monitors and assesses students' academic progress, attendance, behavior, development and safety to inform and improve the school counseling program.	Counselor/Specialist monitors and assesses students' academic progress, attendance, behavior, development and safety to inform and improve the school counseling program.	Counselor/Specialist consistently monitors and assesses students' academic progress, attendance, behavior, development and safety to inform and improve the school counseling program.

Domain 2: Program Delivery

2a. Establishes trusting, caring relationships with students that promote their personal, social, career and academic development

Ineffective	Partially Effective	Effective	Highly Effective
No evidence of the Counselor/Specialist establishing trusting, caring relationships with students that promote their personal, social, career and academic development.	Counselor/Specialist inconsistently establishes trusting, caring relationships with students that promote their personal, social, career and academic development.	Counselor/Specialist establishes trusting, caring relationships with students that promote their personal, social, career and academic development.	Counselor consistently establishes trusting, caring relationships with students that promote their personal, social, career and academic development.

2b. Provides individual counseling, group counseling and crisis intervention using standard counseling practices

Ineffective	Partially Effective	Effective	Highly Effective
No evidence of delivery of the Counselor/Specialist delivering counseling practices in individual counseling, group counseling, crisis intervention and individual planning.	Counselor/Specialist inconsistently delivers counseling practices in individual counseling, group counseling, crisis intervention and individual planning.	Counselor/Specialist delivers counseling practices in individual counseling, group counseling, crisis intervention and individual planning.	Counselor consistently models high quality counseling practices in individual counseling, group counseling, crisis intervention and individual planning.

2c. Conducts activities that assist students in developing educational goals and career plans

Ineffective	Partially Effective	Effective	Highly Effective
No evidence of the Counselor/Specialist conducting activities that assist students in developing educational goals and career plans.	Evidence of the Counselor/Specialist inconsistently conducting activities that assist students in developing educational goals and career plans.	Evidence of the Counselor/Specialist conducting activities that assist students in developing educational goals and career plans.	Evidence of the Counselor/Specialist consistently conducting activities that assist students in developing educational goals and career plans.

2d. Delivers the counseling curriculum through various activities to provide all students with the knowledge, attitudes and skills appropriate for their developmental level

Ineffective	Partially Effective	Effective	Highly Effective
No evidence of the Counselor/Specialist delivering the counseling curriculum through various activities to provide all students with the knowledge, attitudes and skills appropriate for their developmental level.	Evidence of the Counselor/Specialist inconsistently delivering the counseling curriculum through various activities to provide all students with the knowledge, attitudes and skills appropriate for their developmental level.	Evidence of the Counselor/Specialist delivering the counseling curriculum through various activities to provide all students with the knowledge, attitudes and skills appropriate for their developmental level.	Evidence of the Counselor/Specialist consistently delivering the counseling curriculum through various activities to provide all students with the knowledge, attitudes and skills appropriate for their developmental level.

2e. Communicates and consults with parents/guardians, teachers, colleagues, administrators and community organizations to identify resources and make referrals

Ineffective	Partially Effective	Effective	Highly Effective
No evidence of consultation with parents/guardians, teachers, colleagues, administrators and community organizations to identify resources as needed.	Counselor/Specialist inconsistently consults with parents/guardians, teachers, colleagues, administrators and community organizations to identify resources as needed.	Counselor consults with parents/guardians, teachers, colleagues, administrators and community organizations to identify resources as needed.	Counselor consistently models high quality counseling practices that enhance consultations with parents/guardians, teachers, colleagues, administrators and community organizations to identify resources as needed.

Domain 3: Leadership & Advocacy

3a. Collaborates with school personnel to foster a positive school climate that respects and values the diversity of all members of the school community

Ineffective	Partially Effective	Effective	Highly Effective
No evidence of collaboration with school personnel to foster a school climate that respects and values the diversity of all members of the school community.	Counselor/Specialist sometimes collaborates with school personnel to foster a school climate that respects and values diversity of all members of the school community.	Counselor collaborates with school personnel to foster a school climate that respects and values the diversity of all members of the school community.	Counselor consistently engages in collaborative efforts with school personnel to foster a school climate that respects and values the diversity of all members of the school community.

3b. Provides culturally diverse school counseling activities that promote student learning and achievement

Ineffective	Partially Effective	Effective	Highly Effective
No evidence of the implementing culturally diverse school counseling activities that promote student learning and achievement.	Counselor/Specialist sometimes implements culturally diverse school counseling activities that promote student learning and achievement.	Counselor/Specialist implements culturally diverse school counseling activities that promote student learning and achievement.	Counselor/Specialist consistently provides culturally diverse school counseling activities that promote student learning and achievement.

3c. Advocates for policies and programs that promote equity, access and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability or socioeconomic status

Ineffective	Partially Effective	Effective	Highly Effective
No evidence of participating in the implementation of policies and programs that promote equity, access and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability or socioeconomic status	Counselor/Specialist sometimes participates in the implementation of policies and programs that promote equity, access and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability or socioeconomic status.	Counselor/Specialist participates in the implementation of policies and programs that promote equity, access and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability or socioeconomic status.	Counselor consistently participates in the development of policies and programs that promote equity, access and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability or socioeconomic status.

3d. Promotes prevention and intervention programs and activities that address student needs

Ineffective	Partially Effective	Effective	Highly Effective
No evidence of promoting prevention and intervention programs and activities that address student needs.	Counselor/Specialist sometimes promotes prevention and intervention programs and activities that address student needs.	Counselor/Specialist promotes prevention and intervention programs and activities that address student needs.	Counselor/Specialist consistently promotes prevention and intervention programs and activities that address student needs.

Domain 4: Professionalism and Growth

4a. Acts ethically and professionally with all students and school personnel

Ineffective	Partially Effective	Effective	Highly Effective
Little or no evidence of ethical and professional practice.	Counselor/Specialist sometimes acts ethically and professionally with all school personnel. Sometimes consults on ethical and professional matters with counselors and colleagues.	Counselor/Specialist acts ethically and professionally with all school personnel. Seeks consultation with counselors and colleagues on ethical issues.	Counselor/Specialist consistently acts ethically and professionally with all school personnel and consults on ethical and professional matters with counselors and colleagues.

4b. Seeks ongoing relevant professional development

Ineffective	Partially Effective	Effective	Highly Effective
Little or no evidence of the counselor/specialist seeking professional development for school counselors/student assistance specialists.	Counselor/Specialist seeks some professional development for school counselors/student assistance specialists.	Counselor/Specialist seeks professional development of school counselors/student assistance specialists.	Counselor/Specialist consistently seeks and contributes to the professional development of school counselors/student assistance specialists.

4c. Actively reflects on professional practice and supervision feedback

Ineffective	Partially Effective	Effective	Highly Effective
Little or no evidence of reflective practice and utilization of supervisor's feedback.	Sometimes reflects on practice and utilizes supervisor's feedback.	Actively reflects on professional practice and utilizes supervisor's feedback.	Consistently reflects on professional practice and applies supervision feedback.

4d. Identifies and applies new ideas that improve the school and enhance the academic, career and personal/social development of all students

Ineffective	Partially Effective	Effective	Highly Effective
Counselor/Specialist does not identify and apply new ideas that improve the school and enhance the academic, career and personal/social development of all students	Counselor/Specialist sometimes identifies and applies new ideas that improve the school and enhance the academic, career and personal/social development of all students	Counselor/Specialist identifies and applies new ideas that improve the school and enhance the academic, career and personal/social development of all students	Counselor/Specialist consistently identifies and applies new ideas that improve the school and enhance the academic, career and personal/social development of all students

Secretarial/Clerical

Provider/Partnership Agency: Rubric Developed by East Brunswick Public Schools

Domain A: Professional Skills

A. Professional Skills - such as computer skills, bookkeeping and accounting procedures, general secretarial and clerical responsibilities.

Narrative Evaluation

Domain B: Overall Attitude

B. Overall Attitude – such as ability to cope with emergencies, good judgment, respect for sensitive and/or confidential matters, loyalty, and flexibility to handle increased workload.

Narrative Evaluation

Domain C: Interpersonal Relations

C. Interpersonal Relations – such as rapport with supervisors, staff, students and community as evidenced by courtesy, respect for individuals, self-control, fairness and interest.

Narrative Evaluation

Domain D: Personal Attributes

D. Personal Attributes – such as organizational skills, general effectiveness, enthusiasm, appearance and dependability.

Narrative Evaluation

NJDOE Approved Evaluation Instrument
Speech Language Specialist

Provider/Partnership Agency: **Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. ASCD. (Includes modifications specific to East Brunswick Public Schools)**

Domain 1: Planning and Preparation

1a. Demonstrating Knowledge and Skill in the Specialist Therapy Area; Holding the Relevant Certificate or License

Ineffective	Partially Effective	Effective	Highly Effective
SLS demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	SLS demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	SLS demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license Examples Include: NJ DOE certification as a speech-language specialist OR SLS has completed the Speech Upgrade Project to meet the equivalency of Speech-Language Specialist certification.	SLS demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license. Examples include: In addition to NJ DOE certification as a speech language specialist (or equivalent), SLS also holds NJ license from the Attorney General's Office and/or ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC).

1b. Establishing Goals for the Therapy Program Appropriate to the Setting and the Students Served

Ineffective	Partially Effective	Effective	Highly Effective
SLS has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	SLS goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	SLS's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students. Examples include: Demonstrates progress toward innovative initiatives for the program. (May be in development/planning stages).	SLS's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers. Examples include: Documentation of innovative initiative developed and implemented for the program.

1c. Demonstrating Knowledge of District, State and Federal Regulations and Guidelines

Ineffective	Partially Effective	Effective	Highly Effective
SLS demonstrates little or no knowledge of special education laws and procedures.	SLS demonstrates basic knowledge of special education laws and procedures.	SLS demonstrates thorough knowledge of special education laws and procedures. Examples include: (Description is self-explanatory).	SLS's knowledge of special education laws and procedures is extensive; SLS takes a leadership role in reviewing and revising district policies. Examples include: Membership on school-wide or district policy committees.

1d. Demonstrating Knowledge of Resources, Both Within and Beyond the School and District

Ineffective	Partially Effective	Effective	Highly Effective
SLS demonstrates little or no knowledge of resources for students available through the school or district.	SLS demonstrates basic knowledge of resources for students available through the school or district.	SLS demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside of the district. Examples include: Copies of lists, website addresses or pamphlets summarizing resources available within the school, district, or community.	SLS demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. Examples include: Copies of lists, website addresses or pamphlets summarizing resources available within the school, district, and community.

1e. Planning the Therapy Program, Integrated with the Regular School Program, to Meet the Needs of Individual Students

Ineffective	Partially Effective	Effective	Highly Effective
Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	SLS's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	SLS has developed a plan that includes the important aspects of work in the setting. Examples include: SLS coordinates scheduling within the parameter of the general education program.	SLS's plan is highly coherent and serves to support students individually, within the broader educational program. Examples include: References to the Common Core or Special Education Curriculum Standards in planning.

Domain 2: Student Assessment and Evaluation

2a. Establishing Rapport with Students

Ineffective	Partially Effective	Effective	Highly Effective
SLS's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment environment.	SLS's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	SLS's interactions with students are positive and respectful; students appear comfortable in the testing and treatment environment. Examples include: (Description is self-explanatory).	Students seek out the SLS, reflecting a high degree of comfort and trust in the relationship. Examples include: (Description is self-explanatory).

2b. Organizing Time Effectively

Ineffective	Partially Effective	Effective	Highly Effective
SLS exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	SLS's time-management skills are moderately well developed; essential activities are carried out, but not always in an efficient manner.	SLS exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. Examples include: Therapy schedules, testing schedules, meeting schedules, or computer-based records system. Modifies schedule as needed.	SLS demonstrates excellent time management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules. Examples include: Therapy schedules, testing schedules, meeting schedules, evidence of how schedules are shared with other teachers/specialists. Modifies schedule as needed.

2c. Maintaining Clear Procedures for Referrals

Ineffective	Partially Effective	Effective	Highly Effective
No procedures for referrals are followed; when teachers want to refer a student for special services, they are not sure how to go about it.	SLS knows procedures for referrals, but follows them inconsistently.	Procedures for referrals are followed consistently and on time and in minimal collaboration with other professionals. Examples: Copy of referral policies/procedures.	Procedures for referrals are followed consistently and in extensive collaboration with other professionals. Examples: Takes leadership role in informing others of effective referral process (information on appropriate referrals, outreach programs to parents and colleagues, webpage, newsletter).

2d. Establishing Standards of Conduct in the Treatment Environment

Ineffective	Partially Effective	Effective	Highly Effective
No standards of conduct have been established, and SLS disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. SLS's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment environment. SLS monitors student behavior against those standards; response to students is appropriate and respectful. Examples include: Posted rules for student conduct.	Standards of conduct have been established for the testing and treatment environment. SLS's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior. Examples include: Posted rules for student conduct, uses positive behavior supports.

2e. Organizing Physical Space for Testing of Students and Providing Therapy

Ineffective	Partially Effective	Effective	Highly Effective
The therapy environment is disorganized and poorly suited to working with students. Materials are usually available.	The therapy environment is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The therapy environment is well organized; materials are available when needed. Examples include: (Description is self-explanatory).	The therapy environment is highly organized and is inviting to students. Materials are convenient when needed. Examples include: (Description is self-explanatory).

Domain 3: Functioning as a child Study Team Member

3a. Responding to Referrals and Evaluating Student Needs

Ineffective	Partially Effective	Effective	Highly Effective
SLS fails to respond to referrals or makes hasty assessments of student needs.	SLS responds to referrals when pressed and makes adequate assessments of student needs.	SLS responds to referrals and makes thorough assessments of student needs. Examples include: System for tracking referrals, evidence that SLS uses a basic battery of formal and informal assessment tools consistent with student needs.	SLS is proactive in responding to referrals and makes highly competent assessments of student needs. Examples include: System for tracking referrals and results, documentation for colleagues summarizing SLS's efficiency in handling referrals, evidence that the SLS is proficient in selecting and utilizing a variety of formal and informal assessment tools addressing suspected areas of weakness.

3b. Developing and Implementing Treatment Plans to Maximize Students' Success

Ineffective	Partially Effective	Effective	Highly Effective
SLS fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	SLS's plans for students are partially suitable for them or sporadically aligned with identified needs.	SLS's plans for students are suitable for them and are aligned with identified needs. Examples include: IEPs are compliant with federal regulations and up to date.	SLS develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements. Examples include: IEPs are compliant with federal regulations and up to date. Evidence that SLS varies lessons across students as appropriate and offers a continuum of services as appropriate to students. Evidence that SLS conveys the objectives to the student (in an appropriate manner).

3c. Communicating with Families

Ineffective	Partially Effective	Effective	Highly Effective
SLS fails to communicate with families and secure necessary permissions or communicates in an insensitive manner.	SLS's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	SLS communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions. Examples include: Copies of consent forms. Develops means for communication with non-English speaking families.	SLS secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. SLS reaches out to families of students to enhance trust. Examples include: Develops means for communicating with non-English speaking families. Copies of meeting notices, evidence of communication with families such as: phone logs, webpages, newsletter, parent workshops, supporting documentation from families (letters, notes, email). SLS provides families with specific, practical, and effective strategies to help their children succeed outside of the school setting.

3d. Collecting Information; Writing reports

Ineffective	Partially Effective	Effective	Highly Effective
SLS neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	SLS collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	SLS collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience. Examples include: Sample reports.	SLS is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience. Examples include: Sample reports, interview questionnaires, teacher information checklists.

3e. Demonstrating Flexibility and Responsiveness

Ineffective	Partially Effective	Effective	Highly Effective
SLS adheres to the plan or program, in spite of evidence of its inadequacy.	SLS makes modest changes in the treatment program when confronted with evidence of the need for change.	SLS makes revisions in the treatment program when they are needed. Examples include: Evidence of revised/contingency plans and schedules.	SLS is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input. Examples include: Evidence of revised/contingency plans & schedules, documentation from parents, students, or colleagues reflection, the SLS's flexibility and responsiveness.

Domain 4: Professional Responsibilities

4a. Reflecting on Practice

Ineffective	Partially Effective	Effective	Highly Effective
SLS does not reflect on practice, or the reflections are inaccurate or self-serving.	SLS's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	SLS's reflection provides an accurate and objective description of practice, citing specific suggestions as to how the therapy program might be improved. Examples include: Written self-assessment/reflection.	SLS's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. SLS draws on an extensive repertoire to suggest alternative strategies. Examples include: Written self-assessment/reflection that includes a philosophy of intervention services.

4b. Collaborating with Teachers and Administrators

Ineffective	Partially Effective	Effective	Highly Effective
SLS is not available to staff for questions and planning and declines to provide background material when requested.	SLS is available to staff for questions and planning and provides background material when requested.	SLS initiates contact with teachers and administrators to confer regarding individual cases. Examples include: Documentation of case meetings initiated by SLS.	SLS seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students. Examples include: Documentation of case meetings initiated by SLS, materials such as checklists and questionnaires used to gather information about students.

4c. Maintaining an Effective Data Management System

Ineffective	Partially Effective	Effective	Highly Effective
SLS's data management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	SLS has developed a rudimentary data management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	SLS has developed an effective data management system for monitoring student progress and uses it to adjust treatment when needed. Examples include: Data summaries.	SLS has developed a highly effective data management system for monitoring student progress and uses it to adjust treatment when needed. SLS uses the system to communicate with teachers and parents. Examples include: Data summaries, examples of progress reports to parents/teachers that contain relevant data.

4d. Participation in a Professional Community

Ineffective	Partially Effective	Effective	Highly Effective
SLS's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	SLS's relationships with colleagues are cordial, and specialist inconsistently participates in school and district events and projects when specifically asked to do so.	SLS participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Examples include: Evidence of consistent attendance at events such as open house, curriculum night, PTA/PTO events, professional development activities.	SLS makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. Examples include: Evidence of consistent attendance at events such as open house, curriculum night, etc. The SLS takes leadership role in an event or project, membership on school improvement committee or similar committee/task force.

4e. Engaging in Professional Development

Ineffective	Partially Effective	Effective	Highly Effective
SLS does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	SLS's participation in professional development activities is limited to those that are convenient or are required.	SLS seeks out opportunities for professional development based on an individual assessment of need. Examples include: Certificates of attendance, professional development transcript.	SLS actively pursues professional development opportunities and makes a substantial contribution to the profession through sch activities as offering workshops to colleagues. Examples include: Certificates of attendance, professional development transcript, documentation of workshop or presentation lead by the SLS.

4f. Showing Professionalism, Including Integrity, Advocacy, and Maintaining Confidentiality

Ineffective	Partially Effective	Effective	Highly Effective
SLS displays dishonesty in interactions with colleagues, students, parents, and the public and violates principles of confidentiality.	SLS is honest in interactions with colleagues, students, parents, and the public, plays a moderate advocacy role for students and does not violate norms of confidentiality	SLS displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, parents, and the public, and advocates for students when needed. Examples include: Demonstrates compliance with local state and federal privacy laws and policy.	SLS can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues. Examples include: Demonstrates compliance with local state and federal privacy laws and policy. Serves as a resource to others in matters of compliance.

Teachers

Provider/Partnership Agency: **Danielson, C. (2011). *Enhancing professional practice: A framework for teaching*. ASCD.**

Domain 1: Planning and Preparation

1a. Knowledge of Content and Pedagogy

Ineffective	Partially Effective	Effective	Highly Effective
In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

1b. Demonstrating Knowledge of Students

Ineffective	Partially Effective	Effective	Highly Effective
Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

1c. Setting Instructional Outcomes

Ineffective	Partially Effective	Effective	Highly Effective
Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	Most outcomes represent the rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.

1d. Demonstrating Knowledge of Resources

Ineffective	Partially Effective	Effective	Highly Effective
Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic knowledge of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	Teacher displays awareness of resources-not only through the school or district but also through sources external to the school and on the internet-available for classroom use, for the expansion of his or her own knowledge, and for students.	Teacher displays extensive knowledge of resources-not only through the school and district but also in the community, through professional organizations and universities, and on the internet-for classroom use, for the expansion of his or her own knowledge, and for students.

1e. Designing Coherent Instruction

Ineffective	Partially Effective	Effective	Highly Effective
The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent a significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.

1f. Designing Student Assessments

Ineffective	Partially Effective	Effective	Highly Effective
Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment

2a. Creating an Environment of Respect and Rapport

Ineffective	Partially Effective	Effective	Highly Effective
Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.

2b. Establishing a Culture for Learning

Ineffective	Partially Effective	Effective	Highly Effective
The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work, students can be successful. Students understand their role as learners and consistently expend efforts to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.

2c. Managing Classroom Procedures

Ineffective	Partially Effective	Effective	Highly Effective
Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost through only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.

2d. Managing Student Behavior

Ineffective	Partially Effective	Effective	Highly Effective
There appears to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventative. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

2e. Organizing Physical Space

Ineffective	Partially Effective	Effective	Highly Effective
The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Domain 3: Instruction

3a. Communicating With Students

Ineffective	Partially Effective	Effective	Highly Effective
The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to students interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.

3b. Questioning and Discussion Techniques

Ineffective	Partially Effective	Effective	Highly Effective
Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

3c. Engaging Students in Learning

Ineffective	Partially Effective	Effective	Highly Effective
The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.

3d. Using Assessment in Instruction

Ineffective	Partially Effective	Effective	Highly Effective
There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances Learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.

3e. Demonstrating Flexibility and Responsiveness

Ineffective	Partially Effective	Effective	Highly Effective
Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

Domain 4: Professional Responsibilities

4a. Reflecting on Teaching

Ineffective	Partially Effective	Effective	Highly Effective
Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

4b. Maintaining Accurate Records

Ineffective	Partially Effective	Effective	Highly Effective
Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.

4c. Communicating with Families

Ineffective	Partially Effective	Effective	Highly Effective
Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.

4d. Participating in a Professional Community

Ineffective	Partially Effective	Effective	Highly Effective
Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so.	Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.

4e. Growing and Developing Professionally

Ineffective	Partially Effective	Effective	Highly Effective
Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues - either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.

4f. Showing Professionalism

Ineffective	Partially Effective	Effective	Highly Effective
Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited but genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.	Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Transportation

Provider/Partnership Agency: Rubric Developed by East Brunswick Public Schools

Domain A: Professional Skills

Criteria	Not Applicable	Ineffective	Developing	Effective
Driving Abilities: proven and observed ability to safely drive a school bus in all kinds of weather and traffic conditions.	Not Applicable	Ineffective	Developing	Effective
Obeys posted speed limits.	Not Applicable	Ineffective	Developing	Effective
Driver wears seatbelt.	Not Applicable	Ineffective	Developing	Effective
Performs thorough pre-trip of assigned vehicle. Submits form daily to the transportation office. Notifies the Transportation Office immediately of any mechanical problems.	Not Applicable	Ineffective	Developing	Effective
Makes reasonable attempts to ensure student use of seatbelts. Performs random seat belt checks.	Not Applicable	Ineffective	Developing	Effective
Maintains appropriate student discipline and control. Follows through with consequences and write-ups.	Not Applicable	Ineffective	Developing	Effective
Keeps a clean bus inside and out. Garbage emptied at least daily.	Not Applicable	Ineffective	Developing	Effective
Checks the bus after each run for students and items left and notifies the Transportation Office of items left behind.	Not Applicable	Ineffective	Developing	Effective
Has all paperwork completed in a timely manner in order to keep bus licenses current and applicable	Not Applicable	Ineffective	Developing	Effective
Limits two-way radio communication to official and appropriate transportation business.	Not Applicable	Ineffective	Developing	Effective
Punctuality: on time to work; makes an effort to be on time to each stop; informs the office of route time problems.	Not Applicable	Ineffective	Developing	Effective

Domain B: Professional Presence

Criteria	Not Applicable	Ineffective	Developing	Effective
Acts responsibly in emergency situations.	Not Applicable	Ineffective	Developing	Effective
Exhibits good judgment.	Not Applicable	Ineffective	Developing	Effective
Shows respect for sensitive and/or confidential matters.	Not Applicable	Ineffective	Developing	Effective
Show flexibility in handling assigned duties; adaptable to changing circumstances.	Not Applicable	Ineffective	Developing	Effective
Demonstrates self-control and fairness.	Not Applicable	Ineffective	Developing	Effective

Domain C: School Community Relations

Criteria	Not Applicable	Ineffective	Developing	Effective
Shows respect and courtesy to students and parents. Knows students and parents by name (if applicable).	Not Applicable	Ineffective	Developing	Effective
Relates well to co-workers and contributes positively to the team.	Not Applicable	Ineffective	Developing	Effective
Communicates well with the Transportation Manager, Principals, Board Office Administration and other school officials.	Not Applicable	Ineffective	Developing	Effective



**EAST BRUNSWICK PUBLIC
SCHOOLS**

CURRICULUM AND INSTRUCTION
Agenda Item: 5.

Date Prepared: 5/22/2025

Meeting Date: 6/5/2025

TO: Members, Board of Education

FROM: Danielle DiNinno, Director of Elementary Education

SUBJECT: Mentoring and Professional Development Plan 2025

Summary:

The District reviews and reflects upon the professional development offered to both novice and experienced teachers on a regular basis. As part of Achieve NJ, the plan is reviewed by the Board of Education for fiscal responsibility and impact on the general fund. Funding for Professional Development is supported through the general fund, Title IIA and Title IV grants.

Recommendation:

Recommendation: That the Professional Development and Mentoring Plans for the 2025- 2026 school year are approved as presented in the attachment.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick						
Liwu Hong						

Wilbur Pan						
Heather Guas						
Totals						

ATTACHMENTS:

Description	Upload Date	Type
Professional Development Plan 2025-2026	5/22/2025	Backup Material
Mentoring Plan 2025-2026	5/22/2025	Backup Material

East Brunswick Public Schools District Professional Development Plan



2025-2026

Excellence in Academics, Athletics and the Arts

OVERVIEW:

East Brunswick Public Schools is highly committed to professional development for all staff members. Opportunities are built into the school calendar ensuring that all staff members participate in at least 20 hours of PD per year. Additionally, a variety of other opportunities are offered for staff to participate in based on availability and need.

COMPONENTS OF PROFESSIONAL DEVELOPMENT PLAN:

- Recruitment and hiring of highly qualified staff members
- Three-day extensive New Staff Orientation
- Two full-day staff development days focused on district initiatives and curriculum goals
- Mentor assigned for all novice teachers
- Buddy assigned to all newly hired staff who already have a certificate of eligibility with advanced standing (CEAS)
- Eight induction meetings for first-year staff members
- Each staff member develops two Professional Development Plans that are individualized with an emphasis on student achievement and instructional practices
- After school professional development opportunities throughout the year for staff to attend based on a variety of topics including but not limited to content, curriculum, pedagogy, instructional strategies and technology
- Online learning opportunities, which include mandatory training modules
- Ongoing administrator training on observations, feedback, and evaluations
- Walk-through classroom visits with individualized feedback intended to build teacher capacity
- Staff and curriculum meetings (20 per year)

FUNDING RESOURCES:

In order to support the training program appropriately the following resources are used to provide funds for the different components:

- Stipends for mentor training (one hour per mentor)
- Presenter fees
- Supplies and materials for trainings

East Brunswick Public Schools

Mentoring Plan



2025-2026

OVERVIEW

Since 2001, East Brunswick Public Schools has established a highly successful mentoring and induction program, adhering to the guidelines provided by the State Department of Education (N.J.A.C. 6:11-14.4). Furthermore, the district utilizes a Teacher Evaluation Program rooted in the principles delineated in Charlotte Danielson's "Enhancing Professional Practice – A Framework for Teaching."

PARAMETERS OF DISTRICT MENTORING PROGRAM

The mentoring plan for novice teachers includes:

A comprehensive three-day orientation program covering various aspects such as curriculum, assessment, parent communication, classroom management, teacher evaluation, security protocols, and instructional technology before the school year begins (Appendix A).

Ongoing teacher induction meetings to reinforce orientation concepts (Appendix B).

Monthly faculty meetings featuring targeted professional development.

Monthly department or curriculum meetings emphasizing collaboration and student achievement.

After-school professional development sessions are available to all staff.

A minimum of three formal observations by administrators.

Informal walk-throughs by administrators throughout the school year.

Opportunities for novice teachers and mentors to observe each other and discuss observations.

MENTOR TRAINING

Mentors are promptly identified after a teacher is hired, with input from principals and other administrators. Selection criteria include:

- Exemplary command of content area knowledge and pedagogy.
- Experience and certification in the subject area taught by the novice teacher, where feasible.
- Familiarity with district and community norms.
- Knowledge of district resources and ability to serve as a referral source.
- Selected mentors must complete a training program before the school year starts, covering expectations, responsibilities, and strategies for supporting novice teachers (Appendix C). Mentors maintain logs of all interactions with novice teachers (Appendix D).

ROLES AND RESPONSIBILITIES

All members of the educational community are responsible for supporting new teachers by:

- Ensuring a strong start to the school year through the provision of time, resources, and support, with involvement from various stakeholders such as the school board, superintendent, district office staff, school-based administration, teaching staff, clerical staff, and custodial staff.
- Providing necessary information and support, and identifying and delivering instructional, professional, personal, and logistical support in a timely manner.

FUNDING RESOURCES

To support the mentoring program, funds are allocated for:

- Stipends for summer staff development and mentor training.
- Substitutes for classroom visitations.
- Supplies for new staff orientation and induction meetings.

APPENDIX

- A. New Staff Orientation Agenda
- B. Induction Meeting Schedule
- C. Mentoring Requirements
- D. Mentoring Log

Appendix A
East Brunswick Public Schools
New Staff Orientation Agenda
2025-2026

Tuesday, August 19

8:00 - 8:30 Check In
8:30 - 9:00 Welcome from the Superintendent and Board of Education
9:00 - 11:30 Content & Curriculum
11:30 - 12:30 Lunch
12:30 - 3:30 Content & Curriculum

Wednesday, August 20

8:00 - 8:15 Check In
8:15 - 9:00 Human Resources Department
9:00 - 11:30 Central Office Presentations
11:30 - 1:00 EBEA presentation and lunch courtesy of EBEA
1:00 - 3:00 Team Building and Choice Sessions
3:00 - 3:30 Administrivia

Thursday, August 21

Day at home school with mentor

Appendix B
East Brunswick Public Schools
Induction Meeting Schedule
2025-2026

Newly hired certificated staff members must attend eight (8) induction meetings. If unable to attend, they should contact the Office of Academics to arrange makeup sessions during the following school year. Meetings for grades PK-6 start at 3:50 at Central School, and for Grades 7-12, they start at 3:00 at EBHS.

September: Navigating Evaluations and Feedback

October: Effective Parent Teacher Conferences

November: Supporting Students with Challenging Behaviors

January: Creating Inclusive Environments

January: Using Assessment Data to Differentiate Instruction

February: Instructional Technology

March: Effective Summary Meetings

April: The Student-Centered Classroom

May: Reflection and Goal Setting for Year 2

Appendix C
East Brunswick Public Schools
Mentor Requirements
2025-2026

Mentors must provide and document the following support in the mentor log:

- For those with a CEAS, meet twice per week for the first four weeks; for those with a CE, meet twice per week for the first eight weeks.
- Meetings covering recommended and other necessary topics.
- Mentor visiting novice's classroom during weeks 2 and 4.
- Novice visiting mentor's classroom during weeks 1 and 3.
- Mentor and novice meeting at least 30 times in total.

Week One Recommended Topics

- Novice Visits Mentor's Classroom
- Orientation to buildings/facilities
- Locating materials and supplies
- Preparing bulletin boards
- Fire drill and lockdown drill procedures
- Building personnel
- Teacher schedule/bell schedule
- Procedures for distributing textbooks and other materials
- Practice topic: classroom environment

Week Two Recommended Topics

- Mentor Visits Novice's Classroom
- Review of District Employee Handbook and School Handbook
- Classroom management and anchor charts
- Technology/multimedia tools (e.g., Genesis, Google Classroom, Canvas, Smartboard/ELMO, OneDrive/SharePoint, Microsoft Teams)
- Lesson plan format
- Practice topic: planning and preparation

Appendix C
East Brunswick Public Schools
Mentor Requirements
2025-2025
(continued)

Week Three Recommended Topics

- Novice Visits Mentor's Classroom (focus on environment and teaching strategies)
- Building forms and procedures (attendance, referrals, etc.)
- Grading/assessment/Genesis
- District Calendar; school community/PTA/holidays
- Practice topic: instruction

Week Four Recommended Topics

- Mentor Visits Novice's Classroom (focus on teaching strategies)
- Parent communication (progress reports, phone calls, conferences)
- Review practice rubric
- Evaluation procedures
- New Jersey Student Learning Standards
- Curriculum guides

Monthly Suggested Topics for Discussion and Review

October

- Child Study Team Evaluation Process (I&RS Action Plan)
- Genesis
- Progress Reports, Grading Guidelines, Fall Parent Conferences
- Frontline
- IEPs, 504s, and Health Alert Lists
- PDP/SGO/SGP

November

- Non-tenured teacher scheduled observation by 11/30
- Completing and issuing report cards
- Implementation of effective teaching strategies
- Adherence to professional day approval procedures & reimbursement guidelines
- Fulfillment of assigned duties
- Participation in extracurricular activities
- Completion of end-of-year procedures

Appendix C
East Brunswick Public Schools
Mentor Requirements
2025-2026
(continued)

December

- Running records
- Student progress tracking
- Midterm exams
- Classroom management reminders

January

- Student Expectations
- Professional development hours
- Grading requirements

February

- Spring Parent Conferences
- Teaching strategies for higher-level thinking skills
- Next fiscal year classroom supply orders
- Continued evaluation follow-up
- Rehiring process
- Completing and issuing report cards

March

- Standardized testing
- Analyzing assessments
- Communication with parents
- Reflection on Danielson's Framework for Professional Practice to identify strengths and weaknesses in professional practice

April

- Completing and issuing report cards
- Identifying staff development needs
- Reflecting on effective practices and strategies that worked for students in preparation for year two of curriculum/instruction

Appendix C
East Brunswick Public Schools
Mentor Requirements
2025-2026
(continued)

May

- Participating in summer staff development opportunities
- Reflecting on the first year of teaching, including successes and areas for improvement
- Updating resume if necessary

June

- Completing and issuing report cards
- Concluding end-of-academic-year activities
- Drafting opening letters/communications for September
- Packing classroom materials for summer storage or movement



East Brunswick Public Schools

Mentoring Log

2025-2026

Effective May 5, 2014, changes to New Jersey regulations (N.J.A.C. 6A:9-8(d)) require individual mentor teachers to log mentoring contact time with novice provisional teachers. Mentors are responsible for maintaining these logs and submitting them twice per year (December 1 and May 1).



East Brunswick Public Schools

Excellence in Academics, Athletics and the Arts

Mentorship Record (Fall)

As specified in N.J.A.C. 6A:9-8(d), individual mentor teachers assigned to work with a novice provisional teacher are required to log their mentoring contact time. The mentor is responsible for maintaining this log and submitting this completed form by December 1st.

Mentoring Policy and Form Directions (Click Arrow to Expand)



This section will be completed by the Department of Academics

Novice Name:

School:

Position:

Position Type:

Certificate type:

- ☐ Certificate of Eligibility with Advanced Standing (CEAS)
- ☐ Certificate of Eligibility (CE)

Mentorship Program Continuation

If this form is a continuation of mentorship that was partially completed in a prior year, please indicate the number of meeting weeks the novice teacher will carry over and the reason below.

Completed meeting weeks to carry over:

Mentorship Continuation Reason:

- ☐ Part-time employee (mentorship continues over two years)
- ☐ Partially completed mentoring in another school or district
- ☐ Novice did not complete 30 weeks in the prior school year (mid-year hire)

Meeting Log

Fall - Week 1 (Two 40-minute meetings)



Mentor Log	Meeting(s) Completed
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	
	Enter Description of Activities

Fall - Week 2 (Two 40-minute meetings)



Mentor Log	Meeting(s) Completed
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	
	Enter Description of Activities

Fall - Week 3 (Two-40 minute meetings)	
Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed Enter Description of Activities

Fall - Week 4 (Two-40 minute meetings)	
Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed Enter Description of Activities

Fall - Week 5	
Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed Enter Description of Activities

Fall - Week 6	
Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed Enter Description of Activities

Fall - Week 7	
Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed Enter Description of Activities

Fall - Week 8	
Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed Enter Description of Activities

Fall - Week 9	
Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed Enter Description of Activities

Fall - Week 10	
Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed Enter Description of Activities

Fall - Week 11	

Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed Enter Description of Activities

Fall - Week 12	
Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed Enter Description of Activities

Fall - Week 13	
Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed Enter Description of Activities

Fall - Week 14	
Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed Enter Description of Activities

Fall - Week 15	
Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed Enter Description of Activities

Additional Information

Notes from Mentor:

If you wish to add additional documentation to the mentor log, please upload artifacts below.

Artifacts				
Name	Upload Date	Upload User	File	

Mentorship Record (Fall)

Novice Teacher Mentorship Record

The novice teacher's total mentorship meeting weeks includes:

- Completed mentorship weeks carried over from a partially-completed mentorship program in a previous school year or another district or school.
- The total number of meeting weeks completed this school year through the East Brunswick Public Schools Mentorship Program.

Completed Meeting Weeks Carried Over:

Mentorship Record (Fall) Novice Total:

Mentorship Weeks Completed by Novice:

Mentor Record (Fall)

Mentorship Record (Fall) Mentor Total:

0





East Brunswick Public Schools

Excellence in Academics, Athletics and the Arts

Mentorship Record (Spring)

As specified in N.J.A.C. 6A:9-8(d), individual mentor teachers assigned to work with a novice provisional teacher are required to log their mentoring contact time. The mentor is responsible for maintaining this log and submitting this completed form by May 1st.

Novice Name:

School:

Position:

Position Type:

Certificate type:

- ☐ Certificate of Eligibility with Advanced Standing (CEAS)
- ☐ Certificate of Eligibility (CE)

Part-Year Hire

If this novice teacher was hired after December 1st, meeting weeks for the rest of the school year will be recorded on this spring form. Please enter any completed meeting weeks from a prior district or school in the mentorship record section.

☐ Mentorship Program Spring Start

Novice Hire Date:

Mentorship Record

Part-Year Hire Program Continuation

Spring start only: If the novice teacher completed any mentorship weeks prior to employment with East Brunswick Public Schools, please enter the number of weeks completed.

Meeting Weeks Completed (Before Hire):

Mentor Reassignment

If this novice teacher was assigned a new mentor after the start of the program, record the number of weeks completed during the fall and spring by the prior mentor.

Prior Mentor Name:

Total Weeks Completed by Prior Mentor in Fall:

Total Weeks Completed by Prior Mentor in Spring:

Total Weeks Completed (in-District):

Total Completed Meeting Weeks from Mentorship Record (Fall):

Total to date includes completed weeks from the Mentor Record (Fall) and completed meeting weeks carried over from partially-completed mentorship programs in a prior year, district or school.

Weeks Completed from Mentorship Record (Fall):

Meeting Log

Spring - Week 1/Week 16



Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed
	Enter Description of Activities

Spring - Week 2/Week 17



Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed
	Enter Description of Activities

Spring - Week 3/Week 18



Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed
	Enter Description of Activities

Spring - Week 4/Week 19



Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed
	Enter Description of Activities

Spring - Week 5/Week 20



Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed
	Enter Description of Activities

Spring - Week 6/Week 21



Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed
	Enter Description of Activities

Spring - Week 7/Week 22



Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed
	Enter Description of Activities

Spring - Week 8/Week 23



Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed
	Enter Description of Activities

Spring - Week 9/Week 24	
Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed
	Enter Description of Activities

Spring - Week 10/Week 25	
Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed
	Enter Description of Activities

Spring - Week 11/Week 26	
Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed
	Enter Description of Activities

Spring - Week 12/Week 27	
Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed
	Enter Description of Activities

Spring - Week 13/Week 28	
Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed
	Enter Description of Activities

Spring - Week 14/Week 29	
Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed
	Enter Description of Activities

Spring - Week 15/Week 30	
Mentor Log	
Press 'Meeting(s) Completed' to log this session, then enter a description of your activities.	Meeting(s) Completed
	Enter Description of Activities

Add-On Meeting Weeks

Add-On Week 1

Add-On Week 2

Add-On Week 3



Add-On Week 4



Add-On Week 5



Add-On Week 6



Add-On Week 7



Add-On Week 8



Additional Information

Notes from Mentor:

If you wish to add additional documentation to the mentor log, please upload artifacts below.

Artifacts



Name	Upload Date	Upload User	File		

Mentorship Record (Full Year)

Novice Teacher Mentorship Record

The novice teacher's total mentorship meeting weeks includes:

- Completed mentorship weeks carried over from a partially-completed mentorship program in a previous school year or another district or school.
- The total number of meeting weeks completed this school year through the East Brunswick Public Schools Mentorship Program.

Mentorship Record (Spring) Total Completed by Novice:

Total Mentorship Weeks Completed by Novice:

Novice teachers must enter the total completed mentorship weeks on the Summary of Professional Objectives form included in their evaluation portfolio.

Mentor Service Record (Full School Year)

A record of completed meeting weeks provided by this mentor to this novice teacher this school year.

Mentorship Record (Fall) Mentor Total:

Mentorship Record (Spring) Mentor Total:

Mentorship Weeks Completed by This Mentor:



**EAST BRUNSWICK PUBLIC
SCHOOLS**

HUMAN RESOURCES
Agenda Item: 1.

Date Prepared: 5/22/2025

Meeting Date: 6/5/2025

TO: Members, Board of Education
FROM: Nicole Tibbetts
SUBJECT: Comprehensive Equity Plan

Summary:

In January 2017, the State Board of Education re-adopted N.J.A.C. 6A:7, Managing for Equality and Equity in Education, which outlines responsibilities for achieving and maintaining compliance with all state and federal laws governing equity in educational programs. As a result, all school districts are mandated to develop a three-year Comprehensive Equity Plan (CEP). The responsibility of each Board of Education of every public school district in New Jersey is to identify and correct all discriminatory and inequitable policies, programs, practices and conditions within or affecting its schools. Each school district must review the approved Comprehensive Equity Plan (CEP) on an annual basis and submit a statement of assurance regarding the CEP implementation to the County Office of Education.

The District has an Affirmative Action Team led by two Affirmative Action Officers that has conducted a needs assessment. The CEP covers a period of three fiscal years: 2025-2026, 2026-2027, 2027-2028.

Recommendation:

Recommendation: That the attached District Comprehensive Equity Plan for the 2025-2026, 2026-2027, 2027-2028 school years be submitted to the New Jersey Department of Education for approval.

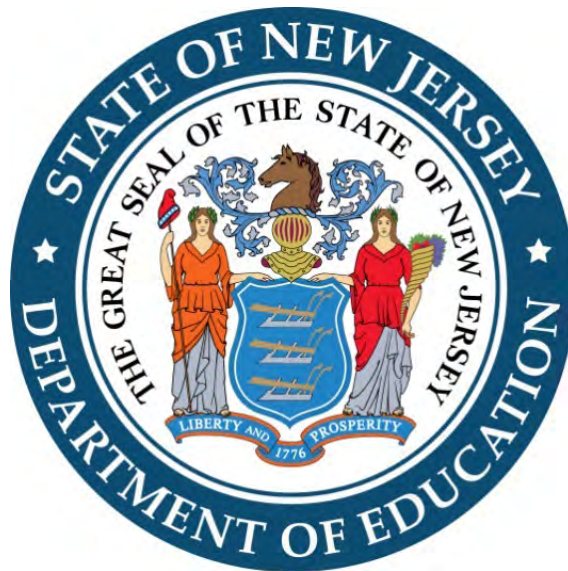
Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote

Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick						
Liwu Hong						
Wilbur Pan						
Heather Guas						
Totals						

ATTACHMENTS:

Description	Upload Date	Type
CEP Appendix A & B	5/28/2025	Backup Material

**New Jersey State Department of Education
Division of Field Services**



**Comprehensive Equity Plan
for School Years 2025-26 through 2027-28**

Instructions and Forms

To Assist School Districts, Charter Schools and Renaissance School Projects in Developing
A Comprehensive Equity Plan to Provide Equity in Educational Activities and Programs

New Jersey State Board of Education

Member Name	Municipality
Kathy A. Goldenberg (President)	Burlington County
Nedd James Johnson (Vice President)	Salem County
Arcelio Aponte	Middlesex County
Mary G. Bennett	Essex County
Mary Beth Berry	Hunterdon County
Elaine Bobrove	Camden County
Ronald K. Butcher	Gloucester County
Jack Fornaro	Warren County
Claudine Keenan, Ed.D.	Atlantic County
Jeanette Peña	Hudson County
Joseph Ricca, Jr., Ed.D.	Morris County
Ahmed Shehata	Union County

Kevin Dehmer
Acting Commissioner of Education
New Jersey Department of Education

Ambrose Duckett, III
Assistant Commissioner
Division of Field Support and Services

General Information

Purpose

In September 2023, the State Board of Education re-adopted N.J.A.C. 6A:7, Managing for Equity in Education, which outlines responsibilities for achieving and maintaining compliance with all state and federal laws governing equity in educational activities and programs. As a result, all school districts, including charter schools and renaissance school projects are mandated to develop a three-year Comprehensive Equity Plan (CEP). The responsibility of each board of education of every public school district and charter school or renaissance school project board of trustees in New Jersey is to identify and correct all discriminatory and inequitable policies, programs, practices and conditions within or affecting its schools. The role of the New Jersey Department of Education (NJDOE) is to ensure that each district, charter school or renaissance school project complies with equity requirements, and to provide guidelines to accomplish that result.

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

Federal Laws

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

State Laws

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

Affirmative Action Team

The following Affirmative Action Team (AAT) members participated in the development of the needs assessment and Comprehensive Equity Plan. The AAT must consist of a minimum of three personnel and be comprised of diverse stakeholders. Add rows to Table 1 as needed.

School District, Charter School or Renaissance School Project Name:

Table 1: Affirmative Action Team Members

School District, Charter School or Renaissance School Project Name:

Table 1: Affirmative Action Team Members

Name	Title	Grade Level	Signature
Dr. Joyce Boley	Assistant Superintendent of Academics Affirmative Action Officer	K-12	
Nicole Tibbetts	Director of Human Resources Affirmative Action Officer	K-12	
Jocelyne Kwiecinski	Senior Manager of Human Resources	K-12	
Danielle DiNinno	Director of Elementary Education	K-6	
Christine Sce	Director of Secondary Education	7-12	
Frank Malta	Supervisor of Athletics	K-12	
Danielle Blalock	Supervisor of Student Services	K-12	
Vanessa Amaturro	Supervisor of Counseling and Careers	6-12	

District, Charter School or Renaissance School Project Comprehensive Equity Plan Needs Assessment

Needs assessments for:

- Board Responsibilities (Tables 2–4)
- Staff Development and Training (Table 5)
- School and Classroom Practices (Table 6–13)

Directions

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

Board Responsibilities

N.J.A.C. 6A:7-1.7; Title VII, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5, Title IX; U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard

Adopt or re-adopt and implement written educational equity policies that require the following: (N.J.A.C. 6A:7-1.4a)

Table 2: Equity in School and Classroom Practices, that shall, as a minimum, do the following (N.J.A.C. 6A:7-1.7)

Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	List name of noncompliant school(s) in the district
Identify and address all forms of prejudice and discrimination in all district, charter or renaissance school project activities and programs, practices, curricula, instructional materials and assessments.	Yes	Board Policy 1140, Educational Equity Policies/Affirmative Action, 10/10/2024 (revised) Board Policy and Regulation 1510, Americans with Disabilities Act, 8/9/2018 (revised) Board Policy 1511, Board of Education Website Accessibility, 12/15/2022 (revised) Board Policy 1523, Comprehensive Equity Plan, 10/10/2024 (revised) Board Policy 2110, Philosophy of Education/District Mission Statement, 7/10/2008 (adopted) Board Policy 2200, Curriculum Content, 8/9/2018 (revised) Board Regulation 2200, Curriculum Content, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Policy and Regulation 5550, Disaffected Students, 7/26/2012 (adopted) Board Policy 5750, Equal Educational Opportunity, 10/10/2024 (revised) Board Regulation 5750, Equal Educational Opportunity Complaint Procedure, 8/28/2008 (adopted)	

Ensure equitable access to all schools, facilities, activities and programs, and benefits for all students regardless of the protected categories listed at N.J.A.C. 6A:7-1.1(a).	Yes	Board Policy 1140, Educational Equity Policies/Affirmative Action, 10/10/2024 (revised) Board Policy and Regulation 1510, Americans with Disabilities Act, 8/9/2018 (revised) Board Policy and Regulation 1581, Domestic Violence, 1/17/2021 (revised) Board Policy 1511, Board of Education Website Accessibility, 12/15/2022 (revised) Board Policy 1523, Comprehensive Equity Plan, 10/10/2024 (revised) Board Policy 2110, Philosophy of Education/District Mission Statement 7/10/2008 (adopted) Board Policy 2200, Curriculum Content, 8/9/2018 (revised) Board Regulation 2200, Curriculum Content, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Policy and Regulation 5111, Eligibility of Resident/Nonresident Students, 10/10/2024 (revised) Board Policy 5113, Postgraduate Students, 8/9/2018 (adopted) Board Policy 5116, Education of Homeless Children, 10/10/2024 (revised) Board Regulation 5116, Education of Homeless Children and Youths, 10/10/2024 Board Policy and Regulation 5550, Disaffected Students, 7/26/12 (adopted) Board Policy 5750, Equal Educational Opportunity, 10/10/24 (revised) Board Regulation 5750, Equal Educational Opportunity Complaint Procedure, 8/28/08 (adopted) Board Policy 5756, Transgender Students, 12/5/2019 (revised) Student Assistance Programs School Counseling Curriculum Alternative Programs, The FLEX Program Alternative Programs, The College Pathways Program District Website District Staff Portal Employee Handbook Student Handbook Translation Service Company Translation of Materials to dominant languages of English Language Learners (ELL) Broadcasting of Board of Education Meetings	
Provide equitable treatment for pregnant and married students	Yes	Board Policy 5752, Marital Status and Pregnancy, 8/9/2018 (adopted) Student Assistance Programs School Counseling Curriculum Alternative Programs, The FLEX Program Nursing support for students	
Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010, c122).	Yes	Board Policy 3351, Healthy Workplace Environment, 8/9/2018 (adopted) Board Policy 3362, Sexual Harassment, 2/7/2008 (adopted) Board Regulation 3362, Sexual Harassment of Teaching Staff Members Complaint Procedure, 8/9/2018 (revised) Board Policy 4351, Healthy Workplace Environment, 8/9/2018	

		(adopted) Board Policy and Regulation 5512, Harassment, Intimidation, and Bullying, 12/15/2022 (revised) School Mentor Program Components Staff Mentor Program Requirements Sources of Strength Program Materials New Student Orientation Agenda New Teacher Orientation Agenda	

Table 3: Affirmative Action Officer, Affirmative Action Team, Develop Comprehensive Equity Plan

Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	List name of noncompliant school(s) in the district
The appointment of an Affirmative Action Officer (AAO) who can also serve as, or coordinate with, the district, charter or renaissance school project school's Section 504 Officer and/or the district, charter or renaissance school project's Title IX Coordinator. (N.J.A.C. 6A-7-1.5).	Yes	Board Policy 1140, Educational Equity Policies/Affirmative Action, 10/10/2024 (revised) Board Approval of two (2) Affirmative Action Officers Annual Board Approval of District 504 Coordinator Annual Board Approval of Title IX Coordinator Student Assistant Specialists	
Provide staff development to ensure that all equity requirements are in compliance with N.J.A.C. 6A:7-1.6.	Yes	Board Approved Professional Development Plan Board Approved Mentoring Plan Global Compliance Network Board Policy 3240, Professional Development for Teachers and School Leaders, 8/9/2018 Board Regulation 3240, Professional Development for Teachers and School Leaders, 8/9/2017 Board Policy 4240, Employee Training, 11/12/2013 Board Policy 1140, Educational Equity Policies/Affirmative Action, 10/10/2024 (revised) Board Policy 1523, Comprehensive Equity Plan, 10/10/2024 (revised)	
Authorize the Affirmative Action Officer and team to develop a Needs Assessment and a Comprehensive Equity Plan, implement the plan over a three-year period of time, submit an annual Statement of Assurance of its implementation and progress, and complete the District Performance Review in the NJQSAC. Charter and Renaissance school projects will report annual progress in the NJDOE, Office of Charter	Yes	Board Policy 1140, Educational Equity Policies/Affirmative Action, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Resolution Affirmative Action Team Meeting Agendas	

and Renaissance Schools Annual Report.			
Collect and analyze Annual Yearly Progress Target data for underperforming student groups disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant status, date of enrollment, student suspension, expulsion, child study team referrals; Pre-K–12 promotion/retention data; Pre-K–12 completion rates and re-examination and re-evaluation of classification and placement of students in special education programs if there is over representation within certain groups; staffing practices; quality of program data; and stakeholder satisfaction data. Identify any school-level underperforming student groups on Annual Yearly Progress Target reports for State assessments.	Yes	Assessment and Achievement Data Retention Data Expulsion/Suspension Data CST Referral Data Board Policy 1140 – Educational Equity Policies/Affirmative Action, 10/10/2024 (revised) Board Policy & Regulation 2423 – Bilingual Education, 10/10/2024 (revised) Board Policy 2610 – Educational Program Evaluation, 10/17/2019 (revised) Policy & Regulation 2622 – Student Assessment, 3/17/2022 (revised) Board Policy 5113, Post-Graduate Students, 8/9/2018 (adopted) Board Policy and Regulation 5116, Education of Homeless Children, 10/10/2024 (revised) Board Policy and Regulation 5550, Disaffected Pupils, 7/26/12 (adopted) Board Policy 5750, Equitable Educational Opportunity, 10/10/24 (revised) Board Regulation 5750, Equal Educational Opportunity Complaint Procedure 8/28/2008 (adopted) Board Policy 5752, Marital Status and Pregnancy 8/9/2018 (adopted) Board Policy 2200, Curriculum Content 8/9/2018 (revised) Board Policy 2260, Equity in School and Classroom Practices. 10/10/2024 (revised) Board Policy 5756, Transgender Students, 12/5/2019 (revised) Student Assistance Programs School Counseling Curriculum EB Flex School Program	

Table 4: Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking or authorizing the following actions:

Board Responsibility	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	List name of noncompliant school(s) in the district
Inform the school community of the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equity in educational activities and programs.	Yes	Board Policy 1140, Educational Equity Policies/Affirmative Action, 10/10/2024 (revised) Board Policy 1530, Equal Employment Opportunities, 10/10/2024 (revised) Board Regulation 1530, Equal Employment Opportunity Complaint Procedure, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Student Handbook District Website Participation on the East Brunswick Interfaith Clergy Council Board Meeting Discussions (recorded and posted for public viewing)	

		Board Member representation on ADA Coalition, Equity in Action, Human Relations Council Committees	
Define the responsibilities of the AAO (Affirmative Action Officer/504 Officer, and/or Title IX Coordinator); require that the AAO be a certificated staff person; and train the AAO to handle the district, charter, or renaissance school projects equity responsibilities.	Yes	Board Policy 1140, Educational Equity Policies/Affirmative Action, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Job Description, Affirmative Action Officer Annual Training of AAO Meetings with Legal Counsel AA Resources Global Compliance Network	
Inform students, staff and the community of the name, office address, and phone number of the district, charter, or renaissance school project's AAO, and publicize the location and availability of the district, charter, or renaissance school project's CEP, policies, grievance procedures and annual reports.	Yes	Board Policy 1140, Educational Equity Policies/Affirmative Action, 10/10/2024 (revised) Board Regulation 1530, Equal Employment Opportunity Complaint Procedure, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Employee Handbook Student Handbook District Website	
Investigate and resolve discrimination complaints, grievances and incidents between students and staff or among students, based on the protected categories listed at N.J.A.C. 6A:7-1.1(a).	Yes	Board Policy 1140, Educational Equity Policies/Affirmative Action, 10/10/2024 (revised) Board Regulation 1530, Equal Employment Opportunity Complaint Procedure, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Policy 3362, Sexual Harassment, 2/7/2008 (adopted) Board Regulation 3362, Sexual Harassment of Teaching Staff Members Complaint Procedure, 8/9/2018 (revised) Board Policy 5116, Education of Homeless Children, 10/10/2024 (revised) Board Regulation 5116, Education of Homeless Children and Youths, 10/10/2024 (revised) Employee Handbook Student Handbook District Website	
Report on progress made in meeting the adequate yearly targets (as set by the NJDOE) for closing the achievement gap.	Yes	Board Policy 2415 – Every Student Succeeds Act 12/15/2022 (revised) Board Regulation 2415 – Title I Services 8/9/2017 (adopted) Board Policy 2610 – Educational Program Evaluation 10/17/2019 (revised) Board Policy 1140, Educational Equity Policies/Affirmative Action, 10/10/2024 (revised) Board Policy 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Regulation 2260, Equity in School and Classroom Practices, 10/10/24 (revised) Board Policy 5750, Equitable Educational Opportunity, 10/10/24 (revised)	

		Board Regulation 5750, Equal Educational Opportunity Complaint Procedure, 8/28/2008 (adopted) Board Policy 9120 Public Relations Program, 9/15/2011 (adopted) Board Regulation 9120 Public Information Program, 9/15/2011 (adopted) Board Presentations Board Meeting State Assessment Reporting (8/29/2024) Board of Education meetings are recorded and posted online for public viewing	
Authorize the AAO to conduct yearly equity training for all staff.	Yes	Global Compliance Network Cultural Awareness and Implicit Bias Training (New Teacher Induction Meeting) Diversity, Equity, Inclusion, Belonging (DEIB) Training K-12, 2024-2025 school year District Staff Development Catalog District Schools' Opening Meeting Agendas Board Policy 1140, Educational Equity Policies/Affirmative Action, 10/10/2024 (revised) Board Policy 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Regulation 2260, Equity in School and Classroom Practices, 10/10/24 (revised) Board Policy 3362, Sexual Harassment, 2/7/2008 (adopted) Board Regulation 3362, Sexual Harassment of Teaching Staff Members Complaint Procedure, 8/9/2018 (revised) Board Policy 4352, Sexual Harassment, 2/7/2008 (adopted) Board Regulation 4352, Sexual Harassment of Support Staff Members Complaint Procedure, 8/9/2018 (adopted)	
A county vocational school district shall admit resident students based on board-approved policies and procedures that ensure equity and access for enrollment that shall be posted on the county vocational school district website. N.J.A.C. 6A:19-2.3(b), Career and Technical Education Programs and Standards.	N/A	(For County Vocational School Districts Only)	

Staff Development and Training

Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement and opportunity gaps and other inequities arising from prejudice on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a) **every school year**, as follows (Table 5).

Table 5: Staff Development and Training (N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5)

Staff Development and Training	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	List name of noncompliant school(s) in the district

All certificated (administrative and professional) staff.	Yes	Parent University Webpage Staff Development Catalog GCN Department Meeting Agendas Professional Development Day Board Approval List of Out-of-District Workshops Board Policy 1140, Educational Equity Policies/Affirmative Action, 10/10/2024 (revised) Board Regulation 1530 Equal Employment Opportunity Complaint Procedure, 8/9/2017 (adopted) Board Policy 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Regulation 2260, Equity in School and Classroom Practices, 10/10/24 (revised) Board Policy 3362, Sexual Harassment, 2/7/2008 (adopted) Board Regulation 3362, Sexual Harassment of Teaching Staff Members Complaint Procedure, 8/9/2018 (revised) Board Policy 1523 – Comprehensive Equity Plan, 10/10/2024, (revised) Board Policy & Regulation 3240 – Professional Development for Teachers and School Leaders, 8/9/2018	
All non-certificated (non-professional) staff	Yes	Parent University Webpage Staff Development Catalog GCN District Staff Development Catalog Board Policy 1140, Educational Equity Policies/Affirmative Action, 10/10/2024 (revised) Board Regulation 1530 Equal Employment Opportunity Complaint Procedure, 8/9/2017 (adopted) Board Regulation 2260, Equity in School and Classroom Practices, 10/10/24 (revised) Board Policy 4352, Sexual Harassment, 2/7/2008 (adopted) Board Regulation 4352, Sexual Harassment of Support Staff Members Complaint Procedure, 8/9/2018 (adopted) Board Policy & Regulation 4240 – Employee Training, 11/12/2013 (adopted)	

School and Classroom Practices

A. Equity in Curriculum

(Tables 6 and 7)

N.J.A.C. 6A:7-1.7(b); Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972, U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard

Ensure that the district, charter school or renaissance school project's curriculum and instruction are aligned to the New Jersey Student Learning Standards and address the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP (Progress Targets profiles) for State assessment, by providing equity in educational 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). Areas covered include, but are not limited to, the following (Tables 6 and 7)

Table 6: Equity in Curriculum

School and Classroom Practices	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	List name of noncompliant school(s) in the district
School climate and culture, safe and positive learning environment.	Yes	Board Policy 1140, Educational Equity Policies/Affirmative Action, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Policy 5113, Post-Graduate Students, 8/9/2018 (adopted) Board Policy and Regulation 5116, Education of Homeless Children, 10/10/2024 (revised) Board Policy and Regulation 5550, Disaffected Pupils, 7/26/2012 (adopted) Board Policy 5750, Equitable Educational Opportunity, 10/10/24 (revised) Board Regulation 5750, Equal Educational Opportunity Complaint Procedure, 8/28/2008 (adopted) Board Regulation 1530 Equal Employment Opportunity Complaint Procedure, 10/10/2024 (revised) Board Policy and Regulation 2417, Student Intervention and Referral Services, 12/15/2022 (revised) Board Policy 5752, Marital Status and Pregnancy 8/9/2018 (adopted) Board Policy 5756, Transgender Students, 12/5/2019 (revised) Board Policy 5512 – Harassment, Intimidation, or Bullying 12/15/2022 (revised) Board Student Services Committee meeting minutes Translation Services Staff Mentor Program Requirements Sources of Strength Program Materials New Student Orientation Agenda School-based Climate Team meetings	
Courses of study, including Physical Education	Yes	Board Approved Curriculum Guides Board Approved Course Guide Board Approved Course Adoption Naviance Board Policy 2260, Equity in School and Classroom Practices, 10/10/24 (revised) Board Regulation 2260, Equity in School and Classroom Practices, 10/10/24 (revised) Board Policy 5113, Post-Graduate Students, 8/9/2018 (revised) Board Policy 2422, Comprehensive Health and Physical Education, 1/20/22 (revised) Board Policy and Regulation 5116, Education of Homeless Children, 10/10/2024 (revised) Board Policy and Regulation 5550, Disaffected Pupils, 7/26/12 (adopted) Board Policy 5750, Equitable Educational Opportunity, 10/10/24 (revised) Board Regulation 5750, Equal Educational Opportunity Complaint Procedure, 8/28/2008 (adopted) Board Policy and Regulation 5338, Diabetes Management, 9/16/2010 (adopted)	

		Board Policy & Regulation 2200 – Curriculum Content, 8/9/2018 (revised)	
Library materials/Instructional materials and strategies	Yes	Board Approved Curriculum Guides Board Approved Course Guide Board Approved Course Adoption Board Policy and Regulation 2200, Curriculum Content, 8/9/2018 (revised) Board Policy & Regulation 2260 – Equity in School and Classroom Practices, 10/10/2024 (revised) Board Policy & Regulation 2520 – Instructional Supplies, 12/14/2023 (revised) Board Policy & Regulation 5750 – Equitable Educational Opportunity, 10/10/2024 (revised)	
Technology/software and audio-visual materials	Yes	Board Approved Curriculum Guides Board Approved Course Guide Board Approved Course Adoption Board Policy and Regulation 2200, Curriculum Content, 8/9/2018 (revised) Board Policy 2360, Use of Technology, 8/9/2018 (adopted) Board Policy 2361 and Regulation, Acceptable Use of Computer Networks/Computers and Resources, 9/27/2012 (adopted) Board Policy 7523, School District Provided Technology Devices to Students, 8/9/2018 (adopted) Board Policy & Regulation 5750 – Equitable Educational Opportunity, 10/10/2024 (revised)	
Guidance and counseling, including harassment, intimidation and bullying, sexual harassment, and grievance procedures.	Yes	Board Policy and Regulation 2200, Curriculum Content, 8/9/2018 (revised) Board Policy and Regulation 5550, Disaffected Pupils, 7/26/2012 (adopted) Board Policy 5750, Equitable Educational Opportunity, 10/10/24 (revised) Board Regulation 5750, Equal Educational Opportunity Complaint Procedure, 8/28/2008 (adopted) Board Policy & Regulation 2260 – Equity in School and Classroom Practices 10/10/2024 (revised) Board Policy & Regulation 2411 – Guidance Counseling 10/10/2024 (revised) Board Policy 5512 – Harassment, Intimidation, Bullying 12/15/2022 (revised) Board Policy 5541 Anti-Hazing 3/17/2022 (revised) Board Policy & Regulation 5751 – Sexual Harassment of Students 1/20/2022 (revised) Translation Service Company Student Assistance Programs School Counseling Curriculum Sources of Strength Programs	
Extra-curricular activities and programs	Yes	Board Policy 1140, Educational Equity Policies/Affirmative Action, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Policy and Regulation 5111, Eligibility of Resident/Non-Resident Students, 10/10/2024 (revised) Board Policy 5512, Harassment, Intimidation and Bullying,	

		12/15/2022 (revised) Board Policy 5113, Post-Graduate Students, 8/9/2018 (adopted) Board Policy and Regulation 5116, Education of Homeless Children, 10/10/2024 (revised) Board Policy and Regulation 5337, Service Animals, 5/30/2019 (revised) Board Policy and Regulation 5338, Diabetes Management, 9/16/2010 (adopted) Board Policy and Regulation 5550, Disaffected Pupils, 7/26/2012 (adopted) Board Policy 5750, Equitable Educational Opportunity, 10/10/24 (revised) Board Regulation 5750, Equal Educational Opportunity Complaint Procedure, 8/28/2008 (adopted) Unified Sports (Pairing special needs students with their peers)	
Tests and other assessments	Yes	Email for homework free breaks List of state approved holidays Board Policy 2110, Philosophy of Education/District Mission Statement, 7/10/2008 (adopted) Board Policy and Regulation 2200, Curriculum Content, 8/9/2018 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Policy 8210, School Year, 3/4/2021 (revised) Board Policy and Regulation 5200, Attendance, 8/31/2023 (revised) Board Policy 2428.1 – Standards-Based Instructional Priorities 8/9/2018 (adopted) Board Policy & Regulation 2622 – Student Assessment 3/17/2022 (revised) Board Policy & Regulation 5750 – Equitable Educational Opportunity, 10/10/2024 (revised)	
Reduction and/or prevention of under representation of minority, female and male students in all classes, activities and programs.	Yes	Electronic Scheduling Student Interviews (Grades 5-12) Counseling Support Groups Board Policy 2110, Philosophy of Education/District Mission Statement, 8/10/2008 (adopted) Board Policy and Regulation 2200, Curriculum Content, 8/9/2018 (revised) Board Regulation 2200, Curriculum Content, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Policy & Regulation 5750 – Equitable Educational Opportunity, 10/10/2024 (revised)	

Table 7: Equity in Curriculum

School and Classroom Practices	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	List name of noncompliant school(s) in the district
Include a multicultural curriculum in the	Yes	Curriculum Compliance Folder QSAC Board Approved Curriculum Guides	

instructional content and practices across the curriculum.		Board Approved Course Guide Board Approved Course Adoption School-wide initiatives (Black History Month, Kindness and Justice Challenges/MLK Celebrations) Board Policy 2110, Philosophy of Education/District Mission Statement, 8/10/2008 (adopted) Board Policy and Regulation 2200, Curriculum Content, 8/9/2018 (revised) Board Regulation 2200, Curriculum Content, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Policy & Regulation 5750 – Equitable Educational Opportunity, 10/10/2024 (revised) ESL Literacy Nights Individual school activities listed in NJ Performance Report	
Ensure the Amistad Commission Curriculum is taught as part of the history of the United States. (N.J.S.A. 18A:35-1)	Yes	Curriculum Compliance Folder QSAC Board Approved Curriculum Guides Board Approved Course Guide Board Approved Course Adoption Board Policy and Regulation 2200, Curriculum Content, 8/9/2018 (revised) Board Regulation 2200, Curriculum Content, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Policy 2428.1 Standards-Based Instructional Priorities, 8/9/2018 (adopted) School-wide initiatives (Black History Month, Kindness and Justice Challenges/MLK Celebrations) Board Policy & Regulation 5750 – Equitable Educational Opportunity, 10/10/2024 (revised) Board Policy 2422, Comprehensive Health and Physical Education, 1/20/22 (revised)	
Ensure the Commission on Holocaust Education curriculum for elementary and secondary school students, as developmentally appropriate. (N.J.S.A. 18A:35-28)	Yes	Curriculum Compliance Folder QSAC Board Approved Curriculum Guides Board Approved Course Guide Board Approved Course Adoption Board Policy and Regulation 2200, Curriculum Content, 8/9/2018 (revised) Board Regulation 2200, Curriculum Content, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Policy 2428.1 Standards-Based Instructional Priorities, 8/9/2018 (adopted) Board Policy & Regulation 5750 – Equitable Educational Opportunity, 10/10/2024 (revised)	
Include instruction on all curricular requirements pursuant to N.J.A.C. 6A:8, including 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	Yes	Curriculum Compliance Folder QSAC Board Approved Curriculum Guides Board Approved Course Guide Board Approved Course Adoption Board Policy and Regulation 2200, Curriculum Content, 8/9/2018 (revised) Board Regulation 2200, Curriculum Content, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised)	

constituted for the development of curriculum concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a).		Board Policy 2428.1 Standards-Based Instructional Priorities, 8/9/2018 (adopted) Board Policy & Regulation 5750 – Equitable Educational Opportunity, 10/10/2024 (revised)	

B. Equity in Student Access

(Tables 8–10)

N.J.A.C. 6A:7-1.7; Titles VI & VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5 IDEA of 1997; Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education (1989); U.S. Supreme Court, 1982; Plyler v. Doe; U.S. Supreme Court, 1974, Castañeda v. Pickard

Provide equitable and bias-free access for all students 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) as follows (Table 8):

Table 8: Equity in Student Access

School and Classroom Practices	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	List name of noncompliant school(s) in the district
Ensure equal and barrier-free access to all school and classroom facilities.	Yes	Board Policy and Regulation 5310, Health Services, 12/14/2023 (revised) Board Policy 5116, Education of Homeless Children and Youths, 10/10/2024 (revised) Board Policy 5337, Service Animals, 5/30/2019 (revised) Board Policy and Regulation 7100, Long Range Facilities Planning, 8/9/2018 (adopted) Board Policy and Regulation 7102, Site Selection and Acquisition, 8/9/2018 (revised)) Board Policy & Regulation 5750 – Equitable Educational Opportunity, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Student Services Committee meeting minutes Board Policy 2418, Section 504 of the Rehabilitation Act of 1973 students, 8/9/2018 (revised) Translation services	
Attain minority representation of students within each school, including racial and ethnic balance, within each school which approximates the district, charter or renaissance school project's overall minority racial and ethnic representation.	Yes	Board Policy & Regulation 5750 – Equitable Educational Opportunity, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) NJ Performance Report	

Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments.	Yes	Board Policy 7100, Long-Range Facilities Planning, 8/9/2018 (adopted) Board Regulation 7100, Long-Range Facilities Planning, 8/9/2017 (issued) Board Policy 7102, Site Selection and Acquisition, 8/9/2018 (adopted) Board Regulation 7102, Site Selection and Acquisition, 8/9/2017 (issued) Board Buildings & Grounds Committee	
Ensure that students are not separated or isolated on the basis of protected categories listed at N.J.A.C. 6A:7-1.1(a) resulting in disproportionate placement within schools, courses, classes, activities and programs or extracurricular activities, except as provided under N.J.A.C. 6A:7-1.7(b), which permits a district, at its discretion, to conduct portions of classes that deal exclusively with human sexuality in separate developmentally appropriate sessions based on gender identity, provided the course content for each such separately conducted sessions is the same.	Yes	Board Regulation 2200, Curriculum Content, 10/10/2024 (revised) Students populated into courses electronically Clubs and activities are open to all students Student Interviews (Grades 5-12) Board Policy 5116, Education of Homeless Children and Youths, 10/10/2024 (revised)	

Ensure that students are not separated or isolated on the basis of protected categories listed at N.J.A.C. 6A:7-1.1(a) resulting in disproportionate placement within schools, courses, classes, activities and programs or extracurricular activities (Tables 9 and 10)

Table 9: Equity in Student Access

School and Classroom Practices	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	List name of noncompliant school(s) in the district
Ensure that minority and female students are not under-represented in gifted and talented or accelerated/advanced courses, including math and science.	Yes	SAGES and Naglieri testing plus board policies/FOCUS description School Counselors and Teaching staff promote these programs to all students; Rubrics are developed for evaluating eligibility. Board Policy 2200, Curriculum Content, 8/9/2018 (revised) Board Regulation 2200, Curriculum Content, 10/10/2024 (revised) Board Policy 2464, Gifted and Talented Students, 8/5/2021 (revised) Board Regulation 2464. Gifted and Talented Students,	

		3/18/2009 (adopted) Board Policy & Regulation 5750 – Equitable Educational Opportunity, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised)	
Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	Yes	Board Policy 2417, Student Intervention and Referral Services, 12/15/2022 (revised) Board Regulation 2417, Student Intervention and Referral Services, 8/9/2018 (revised) Board Policy 2460, Special Education, 4/1/2017 (adopted) Board Policy and Regulation 5410, Promotion and Retention, 8/9/2018 (adopted) Board Policy and Regulation 5420, Reporting Student Progress, 8/9/2018 (adopted) Board Policy and Regulation 5550, Disaffected Students, 7/26/2012 (adopted) Board Policy and Regulation 5610, Suspension, 1/8/2021 (revised) Board Policy 5620, Expulsion, 1/7/2021 (revised) Board Policy & Regulation 5750 – Equitable Educational Opportunity, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Translation services	
Ensure equitable and bias-free access for all students to computers, computer classes, career and technical education programs, and technologically advanced instructional assistance, regardless of the protected categories listed at N.J.A.C. 6A:7-1.1(a).	Yes	School Counselors and Teaching staff promote these courses to all students; Board Approved Curriculum Guides Board Policy and Regulation 2200, Curriculum Content, 8/9/2018 (revised) Board Policy 2360, Use of Technology, 8/9/2018 (adopted) Board Policy 2361 and Regulation, Acceptable Use of Computer Networks/Computers and Resources, 9/27/2012 (adopted) Board Policy 7523, School District Provided Technology Devices to Students, 8/9/2018 (adopted) Board Policy & Regulation 5750 – Equitable Educational Opportunity, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Policy 2421 – Career and Technical Education 12/16/2021 (revised)	
Ensure that all multilingual learners have equal and bias-free access to all school activities and programs.	Yes	Board Approved ESL Curriculum Translation Services Board Policy & Regulation 2423 – Bilingual Education 10/10/2024 (revised) Board Policy & Regulation 5750 – Equitable Educational Opportunity, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) ESL Literacy Nights	
Ensure that all students with disabilities have equal and bias-free access to all school activities and programs.	Yes	Board Policy 5339, Screening for Dyslexia, 8/9/2018 (revised) Board Policy 2460, Special Education, 4/27/2017 (adopted) Board Regulation 2460, Special Education, 8/9/2018 (adopted) Board Policy and Regulation 2418, Section 504 of the	

		Rehabilitation Act of 1973 - Students, 8/9/2017 (adopted) Board Policy & Regulation 1510 – American with Disabilities Act 8/9/2018 (revised) Board Policy & Regulation 5750 – Equitable Educational Opportunity, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised)	
Ensure that all schools’ registration procedures are in compliance with State and Federal regulations and case law.	Yes	Board Policy and Regulation, Eligibility of Resident/Nonresident Students, 10/10/2024 (revised) Translation Service Company Translation of Materials to dominant languages of English Language Learners (ELL)	

Table 10: Equity in Student Access

School and Classroom Practices	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	List name of noncompliant school(s) in the district
Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of multilingual learners.	Yes	Board Policy and Regulation 2423, Bilingual, 10/10/20124 (revised) ACCESS 2.0	
Utilize bias-free measures for determining the special needs of students with disabilities.	Yes	Board Policy 2460, Special Education, 04/27/2017 (adopted) Board Regulation 2460, Special Education, 08/09/2017 (adopted)	
Ensure that support services (e.g. school-based youth services, health care, tutoring and mentoring) are available to all students, including multilingual learners.	Yes	East Brunswick Community Programs Early Morning and After School Programs East Brunswick Community Programs Enrichment Activities (after school) District Club Offerings School Counseling Groups School Mentor Program Components Sources of Strength Program Materials New Student Orientation Agenda Translation Services Board Policy 2260, Equity in School and Classroom Practices, 10/10/2024 (revised)	
Ensure that all pregnant students are permitted to remain in the regular school activities and programs. Ensure that equivalent instruction is provided to the students, if not permitted to attend school by a doctor.	Yes	Board Policy 5752, Marital Status and Pregnancy 8/9/2018 (adopted) Board Policy 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Counseling Curriculum Student Assistance Programs	

C. Equity in Guidance Programs and Services

N.J.A.C. 6A:7-1.7(c) Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998

Ensure that the school district, charter or renaissance school project's guidance program provides the following (Table 11):

Table 11: Guidance Programs and Services

Guidance Programs and Services	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	List name of noncompliant school(s) in the district
Access to adequate and appropriate counseling services for all students, inclusive of any protected categories listed at N.J.A.C. 6A:7-1.1(a)	Yes	Board Policy 5750, Equitable Educational Opportunity, 10/10/2024 (revised) Board Policy & Regulation 2411 – Guidance Counseling 10/10/2024 (revised) School Mentor Program Components Sources of Strength Program Materials New Student Orientation Agenda Live Translation Services Student Assistance Programs School Counseling Curriculum EB Flex School Program Student Interviews (Grades 5-12) Counseling Support Groups	
The presentation of a full range of possible occupational, professional, and Career and Technical Education choices for all students, including careers in the science and technology industries and non-traditional careers.	Yes	Board Policy 5750, Equitable Educational Opportunity, 10/10/2024 (revised) Board Policy & Regulation 2411 – Guidance Counseling 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) East Brunswick Public Schools Course Catalog School Counseling Curriculum Career Days Military Branch Visits Partnership with EB Magnet School College Fair Trade Fair Military Panel Career Fair	
Guidance counselors are using bias-free materials.	Yes	Board Policy and Regulation 2200, Curriculum Content, 8/9/2018 (revised) Board Regulation 2200, Curriculum Content, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Policy 5750, Equitable Educational Opportunity, 10/10/2024 (revised) Board Policy & Regulation 2411 – Guidance Counseling 10/10/2024 (revised) School Mentor Program Components	

		Sources of Strength Program Materials New Student Orientation Agenda Live Translation Services Student Assistance Programs School Counseling Curriculum EB Flex School Program	

D. Equity in Physical Education

N.J.A.C. 6A:7-1.7 (d) and Title IX, Education Amendment of 1972

Ensure that the district, charter or renaissance school project's physical education program is co-educational, as follows (Table 12):

Table 12: Physical Education

Physical Education	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	List name of noncompliant school(s) in the district
All instructional activities are equitable and are co-educational.	Yes	Board Approved Physical Education and Health Curriculum Board Policy 2422, Comprehensive Health and Physical Education, 1/20/2022 (revised) Board Policy 2200, Curriculum Content, 8/9/2018 (revised) Board Regulation 2200, Curriculum Content, 10/10/2024 (revised) Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Policy 5750, Equitable Educational Opportunity, 10/10/2024 (revised)	

E. Equity in Athletic Programs

Athletic Guidelines 1986; N.J.A.C. 6A:7-1.7(d) and Title IX, Education Amendments of 1972

Ensure that the district, charter or renaissance school project's Athletic Program accomplishes the following (Table 13):

Table 13: Athletic Programs

Athletic Programs	Compliant (Yes or No)	Documentation or evidence to substantiate compliance must include Board policy title, number and date of adoption and or revision	List name of noncompliant school(s) in the district
Ensures relatively equitable numbers of varsity and sub-varsity teams for male and female students.	Yes	Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Policy 5750, Equitable Educational Opportunity, 10/10/24 (revised) Board Policy 2430, Co-curricular Activities, 9/16/2010 (adopted) Athletics Website Team Listings Coach Job Postings Athletics Schedules Uniform Rotation Chart Athletics Handbook	

Ensures equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	Yes	Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Policy 5750, Equitable Educational Opportunity, 10/10/24 (revised) Board Policy 2430, Co-curricular Activities, 9/16/2010 (adopted) Athletics Website Team Listings Coach Job Postings Athletics Schedules Field/Court Doc Pre Season Coach meeting Athletic Handbook	
Ensures that athletic programs receive equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	Yes	Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Policy 5750, Equitable Educational Opportunity, 10/10/24 (revised) Board Policy 2430, Co-curricular Activities, 9/16/2010 (adopted) Athletics Website Team Listings Coach Job Postings Athletics Schedules Athletic Budget (Ed-Data) Uniform Rotation Chart Athletic Handbook	
Provides comparable facilities for male and female teams.	Yes	Board Policy and Regulation 2260, Equity in School and Classroom Practices, 10/10/2024 (revised) Board Policy 5750, Equitable Educational Opportunity, 10/10/24 (revised) Board Policy 2430, Co-curricular Activities, 9/16/2010 (adopted) Athletics Schedules Athletics Website Athletics Handbook Boys and Girls Wrestling Invitationals Boys and Girls sports share most facilities Field/Court Doc	

Comprehensive Equity Plan Statement of Assurance

(to be Submitted with the Three-Year CEP)

School District, Charter School or Renaissance School Project Information School Year 2025-2026

Name of County: **Middlesex County**

Name of School District/Charter School/Renaissance School Project: **East Brunswick Public Schools**

Address: **760 Route 18, East Brunswick, NJ 08816**

Affirmative Action Office (AAO):

Telephone #:

AAO Email:

Alternate Contact Person:

Telephone #:

Title:

Email:

1. The school district, charter school or renaissance school project has conducted a comprehensive needs assessment of its equality and equity needs at each school within the district, charter school or renaissance school project, if applicable. The attached Comprehensive Equity Plan is designed to meet the assessed equality and equity needs at each site, if applicable.
2. The local Board has authorized the submission of the Comprehensive Equity Plan and will support full implementation of the plan within 60 days of certification of completion by the Executive County Superintendent.
3. The school district, charter school or renaissance school project will achieve and maintain compliance with all applicable laws, codes and regulations governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.

Certification

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

Name and Title: **Dr. Victor P. Valeski, Superintendent of Schools**

Signature: _____

Date: _____



**EAST BRUNSWICK PUBLIC
SCHOOLS**

HUMAN RESOURCES
Agenda Item: 3.

Date Prepared: 5/22/2025

Meeting Date: 6/5/2025

TO: Members, Board of Education

FROM: Nicole Tibbetts, Director of Human Resources

SUBJECT: Contract - Montclair State University Academic Services Agreement

Summary:

The University and the District together seek to enter into an agreement to permit Montclair to assign Montclair faculty to teach Montclair University Educational Leadership course curriculum to District employees at a mutually agreeable location within the District. The program will allow current district teachers to earn a Principal or Supervisor certification by taking courses in East Brunswick. District employees will be responsible for paying a tuition rate approved by Montclair for each course they register for. The admissions for the first cohort of students under this agreement shall commence on the first day of the Montclair fall semester in August 2025. The agreement has undergone legal review by the Board Attorney.

Recommendation:

Recommendation: That an academic services agreement for employee tuition for degree-granting programs with Montclair State University, Montclair, New Jersey is approved effective June 6, 2025.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis						

Figueroa						
Laurie Herrick						
Liwu Hong						
Wilbur Pan						
Heather Guas						
Totals						

ATTACHMENTS:

Description

Montclair State University

Upload Date Type

5/22/2025

Backup Material

MONTCLAIR STATE UNIVERSITY

ACADEMIC SERVICES AGREEMENT

THIS AGREEMENT is entered into and dated this _____ day of _____ 2025 between MONTCLAIR STATE UNIVERSITY (hereinafter referred to as "Montclair") and East Brunswick Township Board of Education (hereinafter referred to as the "District")

WHEREAS, the Parties wish to enter into this Agreement to permit Montclair to assign Montclair faculty to teach Montclair course curriculum at a mutually agreeable location within the District for the convenience of District employees at a tuition rate approved by Montclair for District employees;

NOW, THEREFORE, in consideration of the foregoing premises, and of the mutual covenants and promises herein contained, the parties agree as follows:

ARTICLE 1: SCOPE OF SERVICES

Montclair shall provide the services assigned to Montclair ("Montclair Work") for the courses described in Schedule A ("Program"). District shall provide the facilities ("Off-Campus Location") and services assigned to District ("District Work") as described in Schedule A. The Montclair Work and District Work shall be collectively referred to as Work.

ARTICLE 2: TERM

The term of this Agreement shall continue for the 2025-2026, 2026-2027 and 2027-2028 academic years commencing on the first day of the Montclair Fall Semester in August 2025 and ending on the last day of Montclair's Summer semester in August 2028. The Term may be extended by written mutual agreement of both parties.

ARTICLE 3: COST AND PAYMENT

3.1 Cost Amount. The total cost to be charged by Montclair for the cohort of District teachers enrolled in during the 2025-2026, 2026-2027 and 2027-2028 academic years shall be in an amount approved by Montclair's Board of Trustees for tuition and fees less any scholarships or financial aid provided by Montclair. Montclair shall not be obligated to pay the District for use of the Off-Campus Location.

3.2 Payment and Reimbursement. Students enrolled in Montclair from the District to learn at the Off-Campus Location shall pay Montclair the total amount due for each course they have registered. All invoices for such coursework will be issued directly to registered students by



MONTCLAIR

STATE UNIVERSITY

Montclair's Students Accounts. The District will reimburse their employees who register for courses in the Program in accordance with District policy and the terms of the District's then current collective bargaining agreement(s).

3.3 Montclair Student Accounts shall send an invoice to registered students at the start of every semester to the Montclair student's email.

3.4 District employees who register for courses in the Program are responsible to pay Montclair in accordance with Montclair's policies applicable to students.

3.5 In the event a District employee fails to make timely payment to Montclair or fails to timely withdraw from a course within Montclair's add/drop period, the District employee will be responsible for paying the semester bill to Montclair. District employees who do not withdraw or take a leave of absence according to Montclair policy forfeit all rights to a refund or to a reduction in his/her account. It is the District employee's obligation to drop/withdraw from his/her classes. District employees who drop/withdraw and have received financial aid may have his/her aid returned to the appropriate agency. District employees participating in the Program shall be subject to all Montclair policies, including Montclair's Student Code of Conduct.

ARTICLE 4: TAXES

4.1 Montclair shall be responsible for the payment of compensation to Montclair employees who perform the Montclair Work and all associated taxes in connection therewith, including, without limitation, all unemployment, payroll and social security taxes. The District shall be responsible for the payment of compensation to District employees who perform the District Work and all associated applicable taxes with respect to the labor and materials used in connection therewith, including, without limitation, all unemployment, payroll and social security taxes.

ARTICLE 5: OWNERSHIP AND USE OF DOCUMENTS

5.1 The District agrees that any work, discoveries, inventions, or improvements developed by Montclair solely or with others, resulting from the performance of this Agreement are the property of Montclair, and District agrees and does hereby assign all rights therein to Montclair. District further agrees to provide Montclair with any assistance required to obtain patents or copyright registrations, including the execution of any documents submitted by Montclair.

5.2 MONTCLAIR MAKES NO WARRANTIES, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING, WITHOUT LIMITATION, THE CONDITION OF THE WORK PRODUCT OR SERVICES, WHETHER TANGIBLE OR INTANGIBLE, CONCEIVED, DISCOVERED OR DEVELOPED UNDER THIS AGREEMENT; OR THE NON-INFRINGEMENT, OWNERSHIP, MERCHANTABILITY, OR FITNESS FOR A



MONTCLAIR

STATE UNIVERSITY

PARTICULAR PURPOSE OF THE RESEARCH OR ANY SUCH INVENTION OR PRODUCT.

5.3 This provision shall survive expiration and termination of this Agreement.

ARTICLE 6: MUTUAL RELEASE

Subject to the New Jersey Tort Claims Act, N.J.S.A. 59:1-1, the New Jersey Contractual Liability Act, N.J.S.A. 59:13-1, et seq., and appropriations and the availability of funding, the District shall be responsible for and, at its own expense, defend itself against, and hereby releases the Montclair State University for any and all suits, claims, losses, demands, expenses, or damages of whatsoever kind or nature, to the extent arising out of or in connection with any negligent act or omission of the Facility, its employees, representatives, agents, or independent contractors, related to this Agreement.

The District shall be responsible for its own negligent acts or omissions or those of its officers, agents, students, or employees to the full extent allowed by law.

Subject to the New Jersey Tort Claims Act, N.J.S.A. 59:1-1, the New Jersey Contractual Liability Act, N.J.S.A. 59:13-1, et seq., and appropriations and the availability of funding, Montclair State University shall be responsible for and, at its own expense, defend itself against, and hereby releases the District for any and all suits, claims, losses, demands, expenses, or damages of whatsoever kind or nature, to the extent arising out of or in connection with any negligent act or omission of Montclair State University, its employees, representatives, agents, or third-party independent contractors, related to this Agreement.

Montclair State University shall be responsible for its own negligent acts or omissions or those of its officers, agents, students, or employees to the full extent allowed by law.

ARTICLE 7: TERMINATION

Either party may terminate the Agreement, with or without cause, upon thirty (30) days prior written notice to the other party. In the event of termination without cause, District employees shall be permitted to complete the Program on the campus of Montclair.

ARTICLE 8: INDEPENDENT CONTRACTOR

Montclair shall remain an independent contractor in the performance of this Agreement, and all employees assigned by Montclair to perform shall remain at all times the employees of Montclair for all purposes and shall not be deemed to be employees of the District. District shall remain an independent contractor in the performance of this Agreement, and all employees assigned by District to perform shall remain at all times the employees of District for all purposes and shall not



MONTCLAIR STATE UNIVERSITY

be deemed to be employees of Montclair.

ARTICLE 9: NOTICES AND CORRESPONDENCE

District and Montclair designate the following individuals as their representatives for all matters arising under this Agreement. All notices and correspondence related to this Agreement shall be in writing and sent to these representatives at the following addresses by confirmation of delivery, and she is deemed sent on the date received:

SCHOOL DISTRICT	MONTCLAIR STATE UNIVERSITY
<u>Dr. Victor Valeski</u>	<u>Vincent Alfonso</u>
<u>Superintendent of Schools</u>	<u>Dean, College for Education and</u>
East Brunswick Township Board of Education 760 Route 18 East Brunswick, NJ 08816	<u>Engaged Learning and</u>
	<u>Provost and Senior Vice President</u>
	<u>Academic Affairs</u>
	Montclair State University 1 Normal Avenue Montclair, NJ 07043
With a copy to District Counsel	With a copy to the University Counsel

ARTICLE 10: MISCELLANEOUS

10.1 This Agreement shall be governed by and construed and interpreted in accordance with the laws of the State of New Jersey, without regard to choice of law principles, by the Superior Court of New Jersey.

10.2 The parties agree not to discriminate in employment and agree to abide by all anti-discrimination laws including those contained within N.J.S.A. 10:2-1 through N.J.S.A. 10:2-4, N.J.S.A. 10:5-1 et seq. and N.J.S.A. 10:5-31 through 10:5-38, and all rules and regulations issued there under. The parties shall also comply with all provisions of the Americans With Disabilities Act (ADA), P.L. 101-336, in accordance with 42 U.S.C. 12101 et seq. 1.4.

10.3 If any provision of this Agreement is found invalid or unenforceable by a court of competent jurisdiction, the remainder of this Agreement shall continue in full force and effect.

10.4 Neither party's delay or failure in enforcing any right or remedy afforded hereunder or by



MONTCLAIR

STATE UNIVERSITY

law shall prejudice or operate to waive that right or remedy or any other right or remedy which it shall have available; nor shall any such failure or delay operate to waive either party's rights to any remedies due to a future breach of this Agreement, whether of a like or different character.

10.5 This Agreement constitutes the entire agreement between the parties hereto and supersedes any previous agreements or understandings, whether oral or written. Any printed terms and conditions contained in purchase orders, invoices or other documents issued by the Company or Montclair shall be of no effect and shall be superseded by this Agreement.

10.6 No modification or waiver of the provisions of this Agreement shall be valid or binding on either party unless in writing and signed by both parties.

10.7 The headings assigned to the articles of this Agreement are for convenience only and shall not limit the scope and applicability of the articles.

10.8 This Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective heirs, successors, and assigns; however, no right or interest in this Agreement shall be assigned by either party without the prior written permission of the other party, and no delegation of any obligation owed, nor the performance of any obligation, by either party may be made without the prior written permission of the other party.

10.9 The terms, provisions, representations, warranties and covenants contained in this Agreement that by their sense and context are intended to survive the performance thereof by either party or both parties hereunder shall so survive the completion of performance, expiration or termination of this Agreement.

10.10 Each party agrees to execute such further papers, agreements, documents, instruments and the like as may be necessary or desirable to affect the purpose of this Agreement and to carry out its provisions.

10.11 This Agreement may be executed in two (2) or more counterparts, each of which shall for all purposes be deemed an original and all of which shall constitute one and the same instrument.

10.12. Neither party will be liable for performance delays or for non-performance due to unforeseen events such as acts of God, war, riot, national or state emergencies, epidemic, labor dispute, fire, casualty, natural disaster, power failure or other circumstances beyond the University's reasonable control ("Force Majeure"). In the event of Force Majeure, the affected party shall send notice to the other party indicating those obligations, in whole or part, that cannot be performed as a result of Force Majeure, and the expected duration of the inability to perform. If Force Majeure exists for a period of 30 days or longer, the affected party may elect to reschedule or terminate the Agreement. If a party elects to reschedule, the sole remedy provided to the other party shall be satisfaction of the obligations on a mutually agreeable date in the future, and a credit of amounts previously paid. In the event a party elects to terminate, the



MONTCLAIR

STATE UNIVERSITY

parties shall have no further obligation to each other except for payment obligations pro-rated to the date of termination. Montclair's obligation to make or refund payments shall be subject to the availability of annual appropriations by the State of New Jersey sufficient to meet all of the University's annual payment obligations.

10.13. Russia/Belarus Disclosure. Pursuant to N.J.S.A. 52:32-60, District represents and warrants that it: a) is not a company in which the Government of Russia or Belarus has any direct equity share; (2) does not have any business that involve contracts with or the provision of goods or services to the Government of Russia or Belarus; (3) contractor is not headquartered in Russia and does not have its principal place of business in Russia or Belarus, and (4) is not supporting, assisting or facilitating the Government of Russia or Belarus in their campaigns to invade the sovereign country of Ukraine, either through in-kind support or for profit. A breach of this representation and warranty may require termination of this Agreement and sanctions as permitted by applicable law.

12

MONTCLAIR

STATE UNIVERSITY

IN WITNESS WHEREOF, this Agreement is entered into by the parties as of the day and year first written above and is to be executed by the parties' duly authorized representatives.

Montclair State University:

East Brunswick Township Board of Education:

Signature

Vincent Alfonso

Print Name

Dean, College for Education
and Engaged Learning

Signature

Dr. Victor Valeski

Print Name

Superintendent of Schools

Signature

Provost and Senior Vice President
Academic Affairs or designee

Date

Signature

Board of Education Designee

Date

MONTCLAIR STATE UNIVERSITY

SCHEDULE A

Montclair and District agree to provide the necessary support and administrative services required for Montclair to deliver the program identified herein at the locations identified herein within the District and through online and hybrid courses. The District will assist in the facilitation of administration to its employees and at the District locations.

The programs will be offered by Montclair in accordance with approvals granted by the State of New Jersey's Office of the Secretary of Higher Education, U.S. Department of Education and accrediting agencies. No program will be offered that is not part of an existing portfolio of Programs approved for Montclair. All programs offered by Montclair will meet all of the applicable academic standards and requirements of Montclair.

Educational Leadership Programs to be provided by Montclair (course schedules subject to change):

Fall 2025	
<u>ELAD 540</u> 7-week 1 Differentiated Supervision (S/P/D/MA)	<u>ELAD 635</u> 7-week 2 Curriculum, Instruction & Assessment (S/P/MA)
Spring 2026	
<u>ELAD 543</u> 7-week 1 Leadership and the Learning Organization (S/P/MA)	<u>ELAD 680</u> 7-week 2 Leading Curriculum Change for Student Achievement (S/P/D/MA)
<u>COUN 587</u> full term Administration and Supervision of Guidance Programs (online) (D)	
Summer 2026	
<u>ELAD 510</u> 7-week 1 Effective Leadership in a Diverse Society (P/MA)	<u>ELAD 521</u> 7-week 2 Education Law (online) (P/D/MA)
Fall 2026	
<u>ELAD 611</u> 7-week 1 Ethical Leadership and Decision Making (P/MA)	<u>ELAD 622</u> 7-week 2 School Finance (online) (P/MA)
Spring 2027	
<u>ELAD 619</u> 7-week 1 Using Research for School Improvement (MA)	<u>ELAD 615</u> full term Internship for School Leadership (internship for Principal Certification) (P/MA)
Summer 2027	
<u>ELAD 690</u> 7-week 1 School and Community Relations (P/MA)	<u>ELAD 610</u> full term Fieldwork in District-Level Leadership (internship for School Administrator Cert.) (MA)

*S = Supervisor Cert. course; P= Principal Cert. Course; D = Director of School Cert. course; MA= MA Degree course



MONTCLAIR

STATE UNIVERSITY

7 semesters; 7-week courses; the program set-up is devised to offer *less than 50% in person* at the District; primarily 7-week courses with internship courses being held in 14-week sessions. Any changes to the Program must be agreed to in writing by both parties using the form attached hereto.

FACILITIES

The District will be responsible for providing, maintaining, managing, and cleaning the facilities in which courses and academic advising will take place for the Program, at the District's sole cost and expense. The following locations will be made available to Montclair for delivery of the Programs: classroom and/or conference room in the school building.

STUDENT SERVICES

Montclair will provide services to the students in the Programs in connection with admission, financial aid, and academic advising. District personnel will distribute information concerning the programs available under this MOU to teachers and other employees of the district and provide basic information regarding the Program to prospective students. Final admission decisions will be made solely by Montclair in accordance with Montclair's applicable policies and procedures.

Montclair will provide registration support services to District employees at either on-site location approved by Montclair or remotely who are accepted by Montclair in the Program, maintain student records, and bill and collect tuition, fees and financial aid pursuant to Montclair's applicable policies and procedures. Montclair will be responsible for providing financial aid services for students enrolled in the Programs, including processing and disbursing students' financial aid pursuant to Montclair's policies and procedures.

Montclair will be responsible for providing academic advisement to the students admitted to the Programs. District personnel will coordinate the use of advising space by Montclair for on-site advising sessions.

Montclair will be responsible for enforcing student conduct and discipline, including grade appeals, allegations of cheating, plagiarism or violation of rules pursuant to Montclair's policies and procedures governing student conduct and academic progress.

Montclair will also be responsible for addressing student misconduct and discipline matters, including conduct that may violate criminal law or disrupt the facility or Programs pursuant to Montclair's applicable policies and procedures. In all such student misconduct or discipline matters, the District shall immediately communicate any actions and incidents to Montclair and, Montclair may, if appropriate, apply disciplinary action. Subject to the provisions of the Federal



MONTCLAIR STATE UNIVERSITY

Education Right to Privacy Act, Montclair shall notify the District of the outcome of such disciplinary process.



MONTCLAIR STATE UNIVERSITY

PROGRAM AMENDMENT

WHEREAS, the undersigned parties have entered into an Agreement to permit Montclair to assign Montclair faculty to teach Montclair course curriculum at a mutually agreeable location within the District for the convenience of District employees at a tuition rate approved by Montclair for District employees; and

WHEREAS, the Agreement contains Schedule A that identifies the course curriculum to be taught by Montclair and off-site locations provided by the District for such teaching; and

WHEREAS, the parties wish to amend the Agreement to include additional courses, off-site locations, and/or to extend the term of the Agreement;

NOW, THEREFORE, the parties agree to the following:

1. The Agreement is amended effective on the date this Program Amendment is last signed by both parties.
2. Unless otherwise defined herein, all capitalized terms shall have the same meaning assigned to them in the Agreement.
3. Schedule A is amended to identify the following Programs to be added to the Agreement:

4. Schedule A is amended to identify the following Off-Site Locations to be added to the Agreement:

5. The Term of the Agreement is extended to the following academic years to include the Program and Off-Site Location identified herein:

6. Unless otherwise modified by this Program Amendment, all other terms of the Agreement shall remain in full force and effect.

Agreed to on this ____ day of _____, 20__.

Montclair State University

East Brunswick Township Board of Education

Vincent Alfonso, Dean,
College for Education and Engaged Learning

Dr. Victor Valeski, Superintendent of Schools

Date

Date





**EAST BRUNSWICK PUBLIC
SCHOOLS**

HUMAN RESOURCES
Agenda Item: 4.

Date Prepared: 5/22/2025

Meeting Date: 6/5/2025

TO: Members, Board of Education

FROM: Nicole Tibbetts, Director of Human Resources

SUBJECT: Contract - Rider University Teacher Candidate Placement Agreement

Summary:

Rider University offers instruction in selected educational discipline programs in which students undertaking the course of study are required to obtain educational clinical experience. The University and the District together seek to enter into an agreement through which the District would provide students with opportunities for practical experience, which will also serve to increase the future candidate pool of prospective employees. The agreement attached is required to proceed with this undertaking. The agreement has undergone legal review by the Board Attorney.

Recommendation:

Recommendation: That an agreement for student clinical experience with Rider University, Lawrence Township, New Jersey is approved effective June 6, 2025.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie						

Herrick						
Liwu Hong						
Wilbur Pan						
Heather Guas						
Totals						

ATTACHMENTS:

Description	Upload Date	Type
Rider University	5/22/2025	Backup Material

TEACHER CANDIDATE PLACEMENT AGREEMENT

BETWEEN

RIDER UNIVERSITY

AND

EAST BRUNSWICK TOWNSHIP BOARD OF EDUCATION

THIS AGREEMENT is made this 1st day of May, 2025, between RIDER UNIVERSITY ("Rider" or "University") and EAST BRUNSWICK TOWNSHIP BOARD OF EDUCATION ("Clinical Partner").

INTRODUCTION

Rider University conducts educational programs in Lawrenceville, New Jersey, and desires to build formal Partnerships with school districts and co-construct with these districts' clinical experiences within the University curricula. Creative opportunities exist to include formal programs in which "Teacher Candidates" (student teachers) alternate between on-campus and workplace instruction. This commitment provides Rider and its Clinical Partner the distinctive opportunity to better prepare Teacher Candidates for entry into the workforce and to help ensure that Rider curricula are appropriately responsive to rapidly-changing school environments. Agreements with clinical partners directly contribute to Rider University's mission toward nurturing and developing future educators.

Accordingly, Rider seeks placement for its Teacher Candidates with a Clinical Partner to provide these Teacher Candidates with practical experience. Clinical Partners maintain facilities and employ skilled professional personnel relevant to the Rider educational experience and agree to collaborate with Rider to deliver these educational goals. Specifically, in accordance with the Council for the Accreditation of Educator Preparation (CAEP) Standard 2, Rider and Clinical Partner commit to a Partnership and high-quality clinical practice so that qualified Teacher Candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Using a shared-responsibility model, Rider seeks input from the Clinical Partner to co-construct clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that Teacher Candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Partners co-select, support and develop high-quality clinical educators (defined as cooperating teachers in schools and supervisors at Rider), both provider- and school-based, who demonstrate a positive impact on Teacher Candidates' development and P-12 student learning and development. Rider and the Clinical Partner agree to meet and collaborate regularly to ensure continuous improvement of clinical experiences and to make changes to the design of the program as needed. These continuous improvement discussions may take the form of, but are not limited to, small group meetings, focus groups, advisory board meetings and large semester events.



RESPONSIBILITIES OF RIDER UNIVERSITY

Program Oversight: Rider shall facilitate collaboration for planning and execution of the educational program, including programming, administration, curriculum content, promotion and certification. Rider shall also participate in the selection of all mentor teachers who must demonstrate effective teaching practices and positive student learning outcomes.

Faculty Oversight: Rider shall provide a qualified faculty member for supervision of "Teacher Candidates" assigned to Clinical Partner for each Teacher Candidate placement. Any of Rider's clinical faculty or Teacher Candidates designated by Clinical Partner may be required to complete appropriate orientation as provided by Clinical Partner.

Notification of Clinical Partner as to Teacher Candidate Assignments: Rider shall notify Clinical Partner of the dates of initiation and completion of each semester during which the Teacher Candidate will be placed at Clinical Partner, and shall provide Clinical Partner with reasonable notice, as to proposed Teacher Candidate assignments. Rider shall send to Clinical Partner Teacher Candidates(s) enrolled in appropriate educational program(s) at the University.

Clinical Experience Terms:

Rider University shall, guided by the Student Teaching Handbook where applicable (available at www.rider.edu/studentteaching):

- Provide Teacher Candidate clinical experience overview and expectations (Student Teaching Handbook) to Clinical Partner faculty and administration
- Provide Rider field placement and faculty supervision contact and communication information to participating Clinical Partner mentor teachers
- Designate a qualified Teacher Candidate faculty supervisor to observe and evaluate Teacher Candidate progress on an ongoing basis, generally every other week over the 14-15 week semester based on NJDOE Administrative Code.
- Provide a stipend for participating clinical mentor teachers for each hosted Teacher Candidate (half or partial stipend for a half or partial semester; full stipend for a full semester). Clinical mentor teachers who are collaborating in the mentorship of a Teacher Candidate will receive a prorated stipend.

Compliance: Rider shall exercise reasonable efforts to assure that any and all Teacher Candidates and personnel placed at Clinical Partner shall comply with all applicable Clinical Partner rules, regulations and policies while performing services at Clinical Partner.

Rider shall notify its Teacher Candidates that they are prohibited from disclosing and sharing information and records related to the East Brunswick Township Board of Education's students to any Rider staff member, including their mentors, supervisors and/or professors.

Rider shall also be responsible for advising the Teacher Candidates of their own responsibilities under this Agreement, including but not limited to their obligations under the Family Educational Rights and Privacy Act of 1974, as amended ("FERPA") and the New Jersey Pupil Records Act (NJPR), N.J.S.A. 18A:36-19, and its implementing regulations, to maintain confidentiality of pupil educational records, and their obligations to abide by the policies and procedures of the East Brunswick School District.

Confidentiality: Rider shall exercise reasonable efforts to assure that all Teacher Candidates and clinical faculty supervisors shall treat P-12 learner information acquired by them with regard to clinical experiences as confidential, during and after the placement period. Rider shall instruct Teacher Candidates and clinical faculty supervisors in the importance of respecting the confidential nature of all information which may



come to them through Clinical Partner records and activities. Any artifacts or evidence that Rider Teacher Candidates collect will be treated in such a way as to maintain P-12 learner confidentiality. Any artifacts and evidence collected will only be used to support required performance-based assessments for licensure.

Health Status Report: Rider shall exercise reasonable efforts to ensure that the health of all Teacher Candidates and faculty assigned to Clinical Partner meet the standards required of Clinical Partner employees.

Insurance: Rider shall maintain general and professional liability insurance in the amounts of \$1,000,000 per occurrence, \$2,000,000 general aggregate for each coverage to protect itself and Clinical Partner from loss or liability in connection with performance of services pursuant to this Agreement by Rider, its employees, representatives, agents and/or students. Such insurance shall be with companies qualified to do business in New Jersey with an AM Best rating of A- or better. Such insurance shall be primary and on a non-contributory basis with a waiver of subrogation and evidenced by a Certificate of Insurance provided to the East Brunswick Township Board of Education prior to the placement of a Teacher Candidate. The East Brunswick Township Board of Education shall be named as an additional insured. This provision does not waive, limit or otherwise impact the East Brunswick Township Board of Education's defenses and protections afforded to it and its officers and employees under the New Jersey Tort Claims Act and State and Federal law.

Background Check: Each Teacher Candidate shall undergo a criminal history review through the New Jersey State Police in accordance with N.J.S.A. 18A:6-7.1, and at their own /Rider's own expense, as a condition of participation in the program. Completed background test results must be available and submitted to the East Brunswick Township Board of Education showing that the student was not convicted of a disqualifying offense, as a condition of the Teacher Candidates' participation in the program. Neither Clinical Partner nor Rider University shall be considered an "employer" for purposes of N.J.S.A. 18A:6-7.6 - 7.13.

RESPONSIBILITIES OF CLINICAL PARTNER

Collaborate in Education Program:

Clinical Partner shall:

- Collaborate and regularly communicate progress and concerns with Rider clinical supervisor
- Provide a clinical mentor (cooperating teacher) who has a documented record of effective teaching and positive impact on student learning for each Teacher Candidate in order to ensure a meaningful and appropriate learning experience
- Accept Teacher Candidates from the Rider University College of Education and Human Services as Teacher Candidates in classrooms for the number of weeks designated for each Teacher Candidate clinical experience
- Provide opportunities for Teacher Candidates to prepare and implement lesson plans and engage in all duties of a teacher as appropriate
- Complete Teacher Candidate evaluations designated by Rider Field Placement Office

Authority to Decline Placements: Clinical Partner reserves the right to decline Teacher Candidate assignments where the proposed number of Teacher Candidates exceeds that which the Clinical Partner believes it can reasonably supervise on-site, or for other legitimate reasons.

Candidate in a format agreed upon by the parties in advance of each placement. The clinical mentor must be able to mentor adults and establish specific goals for improvement for the Teacher Candidate.

Policies and Procedures: Clinical Partner shall provide Rider with a copy of applicable Clinical Partner policies and procedures. Clinical Partner may permit, on reasonable request and reasonable notice, the inspection of the facilities, services available for each Teacher Candidate placement, and such items pertaining to the program, by Rider or those agencies responsible for accreditation of Rider's programs.

Safety Equipment: Clinical Partner shall make such equipment available to faculty and Teacher Candidates as is necessary to implement appropriate safety precautions. Clinical Partner shall provide suitable facilities for Teacher Candidates and faculty to change to uniforms/school attire, if applicable.

Emergency treatment for Teacher Candidates: All Teacher Candidates may be treated for emergency illness or accidental injury occurring while on duty with the Clinical Partner. If the attending physician recommends, they may be sent home with notice thereof and the nature of the illness provided to Rider. Teacher Candidate permission will be obtained when reasonably possible.

Insurance: Clinical Partner shall maintain general and professional liability insurance in the amounts of \$1,000,000 per occurrence, \$2,000,000 general aggregate for each coverage to protect itself from loss or liability in connection with performance of services pursuant to this Agreement by Clinical Partner, its employees, representatives, agents and/or students.

GENERAL PROVISIONS

Term: This Agreement shall commence on the date first written above and shall be in effect until:

June 30, 2028

upon which date it shall automatically terminate. In addition, either party may terminate this Agreement upon sixty (60) days' written notice. The parties may extend this Agreement by mutual consent set forth in writing. Representatives of Rider and Clinical Partner shall hold regular meetings to discuss and evaluate each student placement program.

Performance Based Assessments required for NJDOE licensure: Teacher Candidates must prepare a portfolio of materials during their student teaching clinical experience. Many Performance Based Assessments require Teacher Candidates to demonstrate readiness to teach through a series of lesson plans designed to support their P-12 learners' strengths and needs, engage P-12 learners in ambitious learning, analyze whether their P-12 learners are learning, provide feedback to P-12 learners and adjust their instruction to become more effective. Teacher Candidates may be required to submit video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators. These recordings and the devices used to create and store these files are subject to the stringent controls and confidentiality guidelines detailed in the previous section of this agreement. The Clinical Partner and Rider agree to collaborate to demonstrate compliance with NJDOE requirements for licensure, including but not limited to providing for video recording of the Teacher Candidate for Performance Based Assessment scoring.

Termination of Student Teaching: Termination by Clinical Partner, Rider or Teacher Candidate shall be in accordance with the applicable provisions of the Student Teaching Handbook.

Dispute Resolution: Any dispute regarding this Agreement and/or any Teacher Candidate placement experience shall be referred to a Rider faculty member and a Clinical Partner staff member designated by each party for resolution. If such designees are unable to resolve said dispute, then the matter shall be referred to the Dean (or their designee) of the Rider University College of Education and Human Services

and to the designated party of the applicable department at Clinical Partner. The Student Teaching Handbook, CAEP Standard 2, and performance-based assessment requirements, where applicable, shall be references for resolution of any dispute.

Release, Hold Harmless and Indemnification: Rider and Clinical Partner hereby each agree to release, hold harmless and indemnify the other, and their trustees, officers, faculty, staff, employees and agents, from and against any and all actions, claims, costs (including reasonable attorneys' fees), damages, expenses, losses and judgments, arising out of their own negligent acts or omissions. This indemnification provision does not waive, limit or otherwise impact the Clinical Partner's defenses and protections afforded to it and its officers and employees under the New Jersey Tort Claims Act and State and Federal law.

Governing Law: This Agreement shall be construed in accordance with and governed by the laws of the State of New Jersey.

Entire Agreement: The Clinical Partner and Rider agree that they are not relying upon any promises, understandings, warranties or representations, either oral or written, express or implied, other than those expressly set forth herein; that this Agreement is a complete integration and constitutes the entire agreement of the parties with respect to the subject matter hereof; that no amendments or other modifications of this Agreement shall be valid unless in writing and signed by an authorized officer of the Clinical Partner and Rider.

Notice: Any notice required pursuant to this Agreement shall be made in writing and sent by electronic and regular mail as follows:

As to Rider:

Erica Spence-Umstead
Asst. Dean, Partnerships and Field Placements
Office of Field Placement and State Certification
Rider University
2083 Lawrenceville Road, BFH 116
Lawrenceville, NJ 08648
espenceumste@rider.edu
609.895.5669
609.896.5282 (fax)

With a copy to:

James P. Hartman
Vice President for Finance & Chief Financial Officer
Rider University
2083 Lawrenceville Road
Lawrenceville, NJ 08648
jhartman@rider.edu
609.896.5016
609.895.5681(fax)

As to Clinical Partner:

Nicole Tibbetts
Director of Human Resources
East Brunswick Public Schools
760 Route 18
East Brunswick, NJ 08816
NTIBBETTS@ebnet.org

With a copy to:

Matthew J. Giacobbe, Esq., Managing Partner
Cleary | Giacobbe | Alfieri | Jacobs, LLC
169 Ramapo Valley Road
Upper Level 105
Oakland, New Jersey 07436
mgiacobbe@cgajlaw.com

IN WITNESS WHEREOF, the parties hereto have executed this Agreement to be effective as of the date first written above.

For Clinical Partner:

By: _____

Date: _____

For Rider:

By: 

James P. Hartman
Vice President for Finance & Chief Financial Officer

Date: 5/15/2025

(12)



**EAST BRUNSWICK PUBLIC
SCHOOLS**

HUMAN RESOURCES
Agenda Item: 5.

Date Prepared: 5/22/2025

Meeting Date: 6/5/2025

TO: Members, Board of Education

FROM: Nicole Tibbetts, Director of Human Resources

SUBJECT: Contract - Rutgers, The State University Clinical Affiliation Agreement

Summary:

Rutgers University offers instruction in selected allied health programs in which students undertaking the course of study are required to obtain clinical experience. The College and the District together seek to enter into an agreement through which the District would provide students with opportunities for practical experience, which will also serve to increase the future candidate pool of prospective employees. The agreement attached is required to proceed with this undertaking. The agreement has undergone legal review by the Board Attorney.

Recommendation:

Recommendation: That a Clinical Affiliation Agreement for student internships with Rutgers University, Newark, New Jersey is approved effective June 6, 2025.

Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick						

Liwu Hong						
Wilbur Pan						
Heather Guas						
Totals						

ATTACHMENTS:

Description

Clinical Affiliation Agreement - Rutgers

Upload Date Type

5/22/2025 Backup Material

CLINICAL AFFILIATION AGREEMENT

This Clinical Affiliation Agreement by and between **Rutgers, The State University**, an instrumentality of the State of New Jersey, a public entity, on behalf of its **Rutgers Biomedical and Health Sciences ("RBHS") - Rutgers School of Nursing ("University")**, 65 Bergen Street, Newark, New Jersey 07107 for the clinical education of **BS in Nursing, MSN, Post Master's Certificate, Doctoral, or Anesthesia Students** and the **East Brunswick Township Board of Education ("Facility")**, 760 Route 18, East Brunswick, New Jersey 08816.

The University offers instruction in selected allied health disciplines. As part of each Program, University seeks relevant, supervised experiences in clinical practice settings. The purpose of this Clinical Affiliation Agreement is to identify the mutual responsibilities and expectations of the University and the clinical Facility. University and Facility may be referred to herein as "parties" collectively or "party" individually.

1. General Information.

- A. The Facility will accept students in the University's **Rutgers, School of Nursing, BS in Nursing, MSN, Post Master's Certificate, Doctoral, or Anesthesia Programs** for clinical instruction in the **BS in Nursing, MSN, Post Master's Certificate, Doctoral, or Anesthesia Programs**. This Clinical Affiliation Agreement shall commence on the Effective Date (as defined below).
- B. The period of time for each student's clinical education or independent study project shall be agreed upon in writing by the University and Facility at least one month before the beginning of the clinical education Program.
- C. The number of students eligible to participate in the clinical education Program or independent study projects shall be mutually determined by agreement of the parties and may be altered by mutual agreement.
- D. There shall be no discrimination against any employee engaged in the work required to produce the services and programs covered by this Clinical Affiliation Agreement, or against any applicant for such employment because of race, creed, color, national origin, nationality, ancestry, age, sex (including pregnancy and sexual harassment), marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information liability for military service, or mental or physical disability, including AIDS and HIV related illnesses or their belonging to any category now or later protected by law. This provision shall include, but not be limited to, the following: employment, upgrading, demotion, transfer, recruitment or recruitment advertising, layoff or termination, rates of pay or other forms of compensation, and selection for training including apprenticeship. The Facility shall insert a similar provision in all subcontracts.



- E. The parties to this Clinical Affiliation Agreement do hereby agree that the provision of *N.J.S.A. 10:2-1* through *10:2-4*, dealing with discrimination in employment on public agreements, and the rules and regulations promulgated pursuant thereto, as the same may be amended or modified, are hereby made a part of this Clinical Affiliation Agreement and are binding upon them.
- F. The University will not be obligated to compensate the Facility for any of the activities, services, or facilities provided for in this Clinical Affiliation Agreement.
- G. The University and the Facility do not consider the student an employee of the Facility, but a student in the clinical education or independent study phase of his/her professional education.
- H. Under this Clinical Affiliation Agreement, both the University and the Facility shall continue to be autonomous and shall be governed independently by their respective governing bodies and administrations except insofar as this Clinical Affiliation Agreement specifically states to the contrary.
- I. The Facility may terminate a student at the Facility for cause, including for a students' violation of Facility's rules of professional conduct.

2. Responsibility of the University.

- A. The University shall provide the basic academic preparation of the students through classroom instruction and laboratory practice and will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the curriculum. The University shall also provide each student with instruction in infection control and safety procedures applicable to their clinical practice and patient contact.
- B. The University will designate a Clinical Coordinator to plan and evaluate with designated Facility personnel the clinical education Program as outlined in Section 1 above.
- C. The University will provide to the appropriate personnel at the Facility a list of University students to receive clinical training at the Facility and will update such list as necessary.
- D. University faculty will collaborate with Facility personnel in selecting clinical experiences. University faculty will provide oversight and evaluation of all students.
- E. For prelicensure students, the University will maintain a student to instructor ratio not to exceed 10 to 1.



F. The University will provide to the appropriate personnel at the Facility a list of University students to receive clinical training at the Facility and will update such list as necessary.

G. The University shall provide the staff of the Facility's clinical department with opportunities on an annual basis to participate in the development of specific educational objectives for each student experience as well as in the joint planning and evaluation of the effectiveness of the clinical experience, with input from students.

H. The University shall be responsible for advising the students of their own responsibilities under this Agreement, including but not limited to their obligations under the Family Educational Rights and Privacy Act of 1974, as amended ("FERPA") and the New Jersey Pupil Records Act (NJPR), N.J.S.A. 18A:36-19, and its implementing regulations, to maintain confidentiality of pupil educational and medical records, and their obligations to abide by the policies and procedures of the Facility. Should any student fail to abide by any law, regulation, or Facility policy and/or procedure, they may be expelled from the program.

I. Liability Insurance:

1. University shall be responsible for its own negligent acts or omissions or those of its officers, agents, students, or employees to the full extent allowed by law. University shall maintain at its' own cost throughout the term of this Clinical Affiliation Agreement, a policy or policies of insurance covering general liability claims with minimum limits of \$3,000,000 per occurrence and \$5,000,000 in the aggregate, and covering professional liability claims with minimum limits of \$1,000,000 per claim and \$3,000,000 in the aggregate. The University shall provide the Facility with a self-insured confirmation of coverage letter evidencing this coverage upon request.

3. Responsibility of the Facility.

A. The Facility shall provide clinical instruction and supervision of the students by personnel qualified in **Nursing** who meet the standards of recognized professional accrediting agencies or state agencies and the stated objectives of the University. The Facility shall designate in writing to the University the name and professional academic credentials of staff members participating in the clinical education program.

B. Designated Facility personnel and the University's Clinical Coordinator for the **Rutgers School of Nursing** shall jointly plan and evaluate the clinical experience.

C. The Facility shall provide immediate emergency health care to the faculty, if any, and students in any instance of injury or illness at the expense of the faculty or the

157

student. The Facility shall also orient the student to the infection control and safety procedures at the Facility that are applicable to their clinical rotation.

- D. The Facility will permit faculty, if any, and students to utilize the parking/library facilities. The Facility will permit faculty, if any, and students to utilize the Facility's cafeteria at their own expense.

- E. Liability Insurance:

- 1. Facility shall be responsible for its own negligent acts or omissions or those of its officers, agents, students, or employees to the full extent allowed by law. Facility shall maintain at their own cost throughout the term of this Agreement, a policy or policies of insurance covering general liability claims with minimum limits of \$3,000,000 per occurrence and \$5,000,000 in the aggregate, and covering professional liability claims with minimum limits of \$1,000,000 per claim and \$3,000,000 in the aggregate. The Facility shall provide University with a certificate of insurance evidencing this coverage upon request.

- F. Every patient receiving health services shall be treated with the understanding of the patient and where necessary, of the patient's parents or guardian, that he/she will be involved in the teaching program for students of the University under the guidance of the teaching staff of Rutgers University – Rutgers School of Nursing, and supervised by the supervisory personnel of the Facility.

- G. The facility is prohibited from using the Rutgers name, or any part thereof, its logo or symbol, or names of Rutgers components, without prior approval by the Rutgers University Department of University Relations.

4. Responsibilities of the Students.

- A. Students of the University shall, at all times, follow the rules and regulations established by the Facility, and shall do so under the specific instruction of supervisory personnel of the Facility.

- B. Each student shall provide evidence that his/her own health care is covered in the event of sickness or accident by appropriate insurance policy. The University shall advise and direct its students that students are required to comply with the RBHS policies on "Student Accident and Health Insurance." See the Policy at:
<https://policies.rutgers.edu/B.aspx?BookId=12209&PageId=459581&Search=Student%20Accident%20and%20Health%20Insurance%20>

- C. The University shall advise and direct its students that students are required to comply with the RBHS policies on "Student Immunizations and Health Requirements." See the Policy at:
<https://policies.rutgers.edu/B.aspx?BookId=11922&PageId=459239&Search=student%20health%20>

5. Criminal Background Checks for Students.

- A. Students shall undergo a criminal history review through the New Jersey State Police in accordance with *N.J.S.A. 18A:6-7.1*, and at their own / Rutgers' expense. Completed background test results shall be provided to Rutgers. Rutgers will notify the Facility in the event that the background test results are not clear. If the Facility requires a copy of the background test results, it shall request a copy directly from the students.
- B. The University shall advise and direct its students that students are required to comply with the University's policies on "Criminal Background Checks for Accepted Applicants for Admission to RBHS Schools and Educational Programs and for Currently Enrolled Students." See the Policy at:
<https://rutgershealth.org/sites/default/files/2022-09/rbhs-policy-101-1-4.pdf>

6. Indemnification.

- A. *Indemnification by University.* To the fullest extent allowed by law, University shall, during the term of this Clinical Affiliation Agreement, indemnify and hold Facility and its employees, agents, directors, officers and affiliated corporations and their respective officers, directors and employees (individually and collectively, the "Facility Indemnitees") harmless from all legal liability, injury or damage, including reasonable attorney's fees, costs and expenses for bodily injuries, public liabilities, and property damage (individually a "Claim" and collectively, "Claims") arising out of the negligent acts of any University students and/or employees in connection with the **BS in Nursing, MSN, Post Master's Certificate, Doctoral, or Anesthesia Programs** and the activities set forth in this Clinical Affiliation Agreement; provided, however, that University will not indemnify or hold the Facility Indemnitees harmless for any Claims arising from the willful misconduct of a Facility Indemnatee and further provided, however, that Claims shall be brought in accordance with the timeliness and notice requirements of the New Jersey Tort Claims Act. This indemnification provision shall survive the termination or expiration of this Clinical Affiliation Agreement for Claims that arose while this Clinical Affiliation Agreement was in effect.
- B. *Indemnification by Facility.* To the fullest extent allowed by law, Facility shall, during the term of this Clinical Affiliation Agreement, indemnify and hold University and its students, employees, agents, directors, officers and affiliated corporations (including schools, institutes, and centers) and their respective students, officers, directors and employees (individually and collectively, the "University Indemnitees") harmless from all Claims arising out of the negligent acts of any Facility employee in connection with the **BS in Nursing, MSN, Post Master's Certificate, Doctoral, or Anesthesia Programs** and the activities set forth in this Clinical Affiliation Agreement; provided, however, that Facility will not indemnify or hold University Indemnitees harmless for any Claims arising from

23

the negligence or willful misconduct of a University Indemnitee. This indemnification provision shall survive the termination or expiration of this Agreement for Claims that arose while this Clinical Affiliation Agreement was in effect. This provision does not waive, limit or otherwise impact the Facility's defenses and protections afforded to it and its officers and employees under the New Jersey Tort Claims Act and State and Federal law.

- C. *Tort Claims Act.* University and Facility are educational institutions created and operated pursuant to laws of the State of New Jersey and is constituted as an instrumentality of the State of New Jersey. All tort claims against University and Facility, its employees, its students and the Facility are governed by the terms and provisions of the New Jersey Tort Claims Act, *N.J.S.A. 59:1-1 et seq.* ("NJTCA"), including the requirement for filing a Notice of Tort Claim.

7. Term of Clinical Affiliation Agreement.

- A. The term of this Clinical Affiliation Agreement shall run from **May 9, 2025** (the "Effective Date") until **May 9, 2027**. This Clinical Affiliation Agreement shall thereafter be automatically renewed for periods of one (1) year unless either party hereto shall notify the other party in writing not less than one hundred twenty (120) days prior to the termination of this Clinical Affiliation Agreement that either party wishes not to renew this Clinical Affiliation Agreement. Such written notice shall be sent by facsimile or overnight mail through a courier with a reliable system for tracking delivery to the addresses set forth below:

To the University:

Steven Andreassen, Esq.
Chief of Staff
Office of the RBHS Chancellor
Rutgers University
65 Bergen Street
Newark, New Jersey 07103

With a copy to:

Kyle D. Warren, PhD
Senior Vice Dean, School of Nursing
Associate Vice Chancellor, Rutgers Health
Rutgers University – School of Nursing
110 University Avenue, Ackerson Hall, Suite 102
Newark, New Jersey 07111



To the Facility:

Jamie Mayo
Confidential Secretary/Human Resources
East Brunswick Township Board of Education
760 Route 18
East Brunswick, New Jersey 08816

With a copy to:

Matthew J. Giacobbe, Sr., Esq.
Cleary Giacobbe Alfieri & Jacobs, LLC
169 Ramapo Valley Road
Upper Level 105
Oakland, New Jersey 07436

- B. It is understood and agreed that the parties to this Clinical Affiliation Agreement may revise or modify this Clinical Affiliation Agreement by written amendment when both parties agree to such amendment.

8. Insertion of Law.

It is the intent and understanding of the parties to this Clinical Affiliation Agreement that each and every provision required by law to be inserted in this Clinical Affiliation Agreement shall be and is deemed inserted herein. Furthermore, it is hereby stipulated that every such provision is deemed to be inserted herein, and if through a mistake or otherwise, any such provision is not inserted or is not inserted in correct form, then this Clinical Affiliation Agreement shall forthwith upon the application by either party be amended by such insertion so as to comply strictly with the law, without prejudice to the rights of either party.

9. Choice of Law and Venue.

This Clinical Affiliation Agreement shall be deemed to have been executed in the State of New Jersey, and shall be governed by and construed, and the rights and obligations of the parties hereto shall be determined, in accordance with the laws of the State of New Jersey, without resort to the conflicts of laws principles of the State of New Jersey. The parties agree that any and all claims arising under this Clinical Affiliation Agreement, or related thereto, shall be heard and determined either in the courts of the United States with venue in New Jersey or in the courts of the State of New Jersey.

10. Warranties.

- A. The undersigned warrants and represents that this Clinical Affiliation Agreement has not been solicited or secured, directly or indirectly, in a manner contrary to the laws of the State of New Jersey and that said laws have not been violated and shall not be violated as they relate to the procurement or performance of this Clinical Affiliation Agreement by any conduct, including the paying or giving of any fee, commission, compensation, gift, gratuity, or consideration of any kind, directly and indirectly, to any State employee, officer or official.
- B. The Facility warrants and represents that it is qualified by training and experience to perform the required services and programs in the manner and on the terms and conditions set forth herein.

11. Compliance Statement.

- A. In the performance of their obligations under this Agreement, the parties will comply with all applicable laws and regulations. Without limiting the generality of the foregoing, the parties will observe and comply with the provisions relating to the federal Anti-kickback statute, set forth at 42 *U.S.C.* & 1320a-7b (b) ("Anti-Kickback Statute"), and the federal prohibition against physician self-referrals, set forth at 42 *U.S.C.* & 1395nn ("Stark Law").
- B. Nothing contained in this Agreement will be construed to require any University Staff (as that term is defined herein) to refer patients to the Facility, nor will University track any referrals made by any University Staff, nor will any compensation paid by University to any University Staff performing services under this Agreement be related to the volume or value of referrals by such University Staff to the Facility and such compensation will be consistent with fair market value as determined in arms'-length transactions.
- C. In no event will any payments, grants, or other funding from the Facility to the University be based unlawfully, directly or indirectly, on the volume or value of referrals or other business generated between the parties.
- D. Notwithstanding anything to the contrary herein, all payments associated with this Agreement are intended to comply with the requirements of applicable New Jersey State Laws, such as the Codey Law, *N.J.S.A.* & 45:9-22.4 et seq. (as it may be amended from time to time) and the regulations promulgated thereunder.
- E. Each party represents and warrants that it will not violate the Anti-Kickback Statute or the Stark law, with respect to the performance of its obligations under this Agreement.
- F. To the extent that the compliance office of a party to this Agreement receives a report or otherwise has knowledge of an allegation that an employee of the other party has or probably has violated the Anti-Kickback Statute, the Stark Law or



Federal False Claims Act with respect to the performance of its obligations under this Agreement, and the party believes such information to be reasonably credible, such party will report the probable violation to the compliance office of the other party.

12. Counterparts.

This Clinical Affiliation Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

13. Patient Confidentiality.

The parties shall keep all patient information confidential in accordance with all applicable federal and state laws and regulations including, but not limited to, the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and the Health Information Technology for Economic and Clinical Health Act (the "HITECH Act"), as amended from time to time.



IN WITNESS WHEREOF, the parties hereto have caused this Clinical Affiliation Agreement to be executed by their duly authorized representatives as of the dates written below.

**EAST BRUNSWICK TOWNSHIP
BOARD OF EDUCATION**

**RUTGERS, THE STATE UNIVERSITY OF
NEW JERSEY, ON BEHALF OF ITS
RUTGERS BIOMEDICAL AND
HEALTH SCIENCES - SCHOOL OF NURSING**

Recommended By:

Name: _____

Kyle D. Warren, PhD

(on behalf of) Angela Starkweather, PhD, ACNP-BC,
FAANP, FAAN, *Dean - School of Nursing*

Signature _____

Signature: _____

Title _____

Senior Vice Dean, School of Nursing
Associate Vice Chancellor, Rutgers Health

Date: _____

Date: _____

Approved By:

Approved By:

Name: Dr. Victor Valeski

Name: Steven Andreassen, Esq.

Signature: _____

Signature: _____

Title: Superintendent

Title: Chief of Staff, RBHS Office of the Chancellor

Date: _____

Date: _____



**EAST BRUNSWICK PUBLIC
SCHOOLS**

HUMAN RESOURCES
Agenda Item: 6.

Date Prepared: 5/30/2025

Meeting Date: 6/5/2025

TO: Members, Board of Education

FROM: Nicole Y. Tibbetts, Director of Human Resources

SUBJECT: Personnel Actions (Roll Call - Majority of Full Board Required)

Summary:

The personnel actions listed in the attached report are in compliance with Board of Education policies and regulations, applicable collective bargaining agreements, practice, and other governing law and principles. All recommended appointments are within the allotted positions established by the budget or subsequently approved by the Board.

Fiscal Impact:

Recommendation:

Recommendation: That the attached personnel actions, pursuant to the recommendation of the Superintendent of Schools, is approved.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick						

Liwu Hong						
Wilbur Pan						
Heather Guas						
Totals						

ATTACHMENTS:

Description	Upload Date	Type
Personnel Actions	5/30/2025	Backup Material

EAST BRUNSWICK, NEW JERSEY

Office of the Superintendent

BOARD OF EDUCATION MEETING

All certificated staff, support staff and substitutes are being employed contingent upon the completion of a criminal history background check required by P.L. 1986, c 116. This is in accordance with guidelines from the State Department of Education. All items are budgeted unless otherwise noted.

Name ID	No. of Mos	Action Description Leave Information if Applicable	Effective Date	Position	Guide	Location	Salary or Hourly Rate	Comments
<u>Attachment E.1</u> <u>Certificated Personnel</u>								
ARBACH, ALYSON 25840	10	CPCN Position Change	9/1/2025	ESL TEACHER	TE02/MA/05	Hammar skjold	\$69,970.00	
				11-240-100-21010-000-00-0-056				
BURTON, CAMERON 26864	10	REMP Reemployment/ Leave Replacement	9/1/2025 - 6/30/2026	ELEMENTARY TEACHER	TE02/BA/02	Irwin	\$64,250.00	Degree: BS Cert: ELEM K-6 NORTHEASTERN UNIVERSITY
				11-120-100-21010-000-00-0-090				
CAPORASO, KIMBERLY 24688	10	LVAD Leave of Absence		BASIC SKILLS TEACHER		District		
				11-230-100-21010-000-00-0-090				
EffectiveBegin: 5/15/2025 EffectiveEnd: 6/30/2025 LeaveType: PAID LEAVE CHANGE 1 - AMENDED DATES								
CIANCIMINO, JENNA 26112	10	CPCN Position Change	9/1/2025	ELEMENTARY TEACHER	TE02/MA/04	Warnsdorfer	\$69,250.00	
				11-120-100-21010-000-00-0-138				

***Approved Substitute Rates for the 2024-2025 School Year: Substitute School Nurse: \$40.00 per hour. Substitute Child Nutrition: \$15.53 per hour. Clerical/School Aide or Secretary: \$15.68 per hour. Substitute Bus Drivers: \$31.53 per hour. Salaries listed will be pro-rated for employees who are contracted or work less than the full year. Maintenance/Custodial Second Shift Differential: \$1.25 per hour. LLSO/SSO Special Duty Differential: \$4.69 per hour.**

11:30 AM

Name ID	No. of Mos	Action Description Leave Information if Applicable	Effective Date	Position	Guide	Location	Salary or Hourly Rate	Comments
DIBENEDETTI, JESSICA 22428	12	RSGN Resignation	7/1/2025	SCIENCE TEACHER		EBHS		Resignation
11-000-221-21020-000-00-0-000								
FUTERFAS, JESSICA 24327	10	LVAD Leave of Absence		MATHEMATICS TEACHER		EBHS		
11-140-100-21010-000-00-0-050								
EffectiveBegin: 11/14/2025 EffectiveEnd: 2/3/2026 LeaveType: UNPAID LEAVE								
GRUBER, NICOLE 25579	10	CPCN Position Change/ New Position	9/1/2025	GIFTED AND TALENTED TEACHER	TE02/MA/06	District	\$72,170.00	
11-120-100-21010-000-00-0-138 - 12.5%, 11-120-100-21010-000-00-0-070 - 12.5%, 11-120-100-21010-000-00-0-100 - 12.5%, 11-120-100-21010-000-00-0-130 - 12.5%, 11-120-100-21010-000-00-0-060 - 12.5%, 11-120-100-21010-000-00-0-090 - 12.5%, 11-120-100-21010-000-00-0-120 - 12.5%, 11-120-100-21010-000-00-0-125 - 12.5%								
HEINZ, LAURA 26950	10	NEW Replacement	9/1/2025	MATHEMATICS TEACHER	TE02/MA/13	EBHS	\$99,670.00	Degree: BS Cert: MATHEMATICS UNIVERSITY OF PITTSBURGH
11-140-100-21010-000-00-0-050								
HORN, ALEXIS 26490	10	CSLU Salary Upgrade	9/1/2025	SPECIAL ED TEACHER RESOURCE	TE02/MA/03	Irwin	\$65,950.00	18 Graduate Credits
11-213-100-21010-000-00-0-090								
ISLAM, NITHARUL 26589	10	CSLU Salary Upgrade	9/1/2025	ENGLISH/ILA TEACHER	TE02/BA+18/03	Churchill	\$68,750.00	Masters Degree
11-130-100-21010-000-00-0-002								
LORFING, AMANDA 21958	10	CPCN Position Change	9/1/2025	SPECIAL ED TEACHER RESOURCE	TE02/BA+18/12	Warnsdorfer	\$91,945.00	
11-213-100-21010-000-00-0-138								

***Approved Substitute Rates for the 2024-2025 School Year: Substitute School Nurse: \$40.00 per hour. Substitute Child Nutrition: \$15.53 per hour. Clerical/School Aide or Secretary: \$15.68 per hour. Substitute Bus Drivers: \$31.53 per hour. Salaries listed will be pro-rated for employees who are contracted or work less than the full year. Maintenance/Custodial Second Shift Differential: \$1.25 per hour. LLSO/SSO Special Duty Differential: \$4.69 per hour.**

11:30 AM

Name ID	No. of Mos	Action Description	Effective Date	Position	Guide	Location	Salary or Hourly Rate	Comments
Leave Information if Applicable								
MANNERS, SHARI 23708	10	LVAD Leave of Absence		SPANISH TEACHER		Churchill		
			11-130-100-21010-000-00-002					
			EffectiveBegin: 3/19/2025	EffectiveEnd: 6/4/2025	LeaveType: PAID LEAVE CHANGE 1 - AMENDED DATES			
			EffectiveBegin: 6/5/2025	EffectiveEnd: 6/30/2025	LeaveType: FMLA/NJFLA - CRL			
			EffectiveBegin: 9/1/2025	EffectiveEnd: 10/31/2025	LeaveType: FMLA/NJFLI			
MARTIN, JULIA 26508	10	REMP Reemployment/ Leave Replacement	9/1/2025 - 6/30/2026	SPECIAL ED TEACHER RESOURCE	TE02/MA/03	Lawrence Brook	\$68,750.00	Degree: MED Cert: TCHR STU DISAB RUTGERS UNIVERSITY
			11-213-100-21010-000-00-0-100					
MCBRIDE, TATIANNA 26500	12	LVAD Leave of Absence		PRINCIPAL		Chittick		
			11-000-240-21030-000-00-0-125					
			EffectiveBegin: 9/1/2025	EffectiveEnd: 9/24/2025	LeaveType: FMLA/NJFLA - CRL EXTENSION			
			EffectiveBegin: 9/25/2025	EffectiveEnd: 11/13/2025	LeaveType: UNPAID LEAVE			
MEISTER, HALLIE 25005	10	CSLU Salary Upgrade	9/1/2025	ELEMENTARY TEACHER	TE02/MA/06	Frost	\$72,120.00	Masters Degree
			11-120-100-21010-000-00-0-130					
MENDES, CAITLIN 26881	10	NEW Replacement	9/1/2025	SCHOOL NURSE	TE02/BA/03	Churchill	\$64,750.00	Degree: BS Cert: PENDING CHAMBERLAIN UNIVERSITY
			11-000-213-21000-000-00-0-055					
MORGEN, STEPHANIE 23166	10	RSGN Resignation	7/1/2025	HEALTH TEACHER		District		Resignation
			11-130-100-21010-000-00-0-003					

***Approved Substitute Rates for the 2024-2025 School Year: Substitute School Nurse: \$40.00 per hour. Substitute Child Nutrition: \$15.53 per hour. Clerical/School Aide or Secretary: \$15.68 per hour. Substitute Bus Drivers: \$31.53 per hour. Salaries listed will be pro-rated for employees who are contracted or work less than the full year. Maintenance/Custodial Second Shift Differential: \$1.25 per hour. LLSO/SSO Special Duty Differential: \$4.69 per hour.**

11:30 AM

Name ID	No. of Mos	Action Description	Effective Date	Position	Guide	Location	Salary or Hourly Rate	Comments
Leave Information if Applicable								
NUZZI, ADAM 24824	10	RSGN Resignation	7/1/2025	MUSIC TEACHER		District		Resignation
11-120-100-21010-000-00-0-138								
SHEAFFER, MELISSA 24417	10	LVAD Leave of Absence		SPECIAL ED TEACHER RESOURCE		Lawrence Brook		
11-213-100-21010-000-00-0-100								
EffectiveBegin: 9/1/2025 EffectiveEnd: 9/28/2025 LeaveType: PAID LEAVE								
EffectiveBegin: 9/29/2025 EffectiveEnd: 12/21/2025 LeaveType: FMLA/NJFLA - CRL								
SOLOMON, RACHEL 23732	12	EXTC Contract Extension	7/1/2025 - 11/15/2025	INTERIM PRINCIPAL	PSA/PRIN/CT2	Chittick	\$147,805.00	
11-230-100-21010-000-00-0-138								
Salary Correction 4/1/2025 - 6/30/2025					PSA/PRIN/CT2	Chittick	\$143,500.00	
STROKUS, MARY ANN 16039	10	LVAD Leave of Absence		SPECIAL ED TEACHER RESOURCE		Churchill		
11-213-100-21010-000-00-0-055								
EffectiveBegin: 5/19/2025 EffectiveEnd: 5/27/2025 LeaveType: PAID LEAVE EXTENSION								
TABONE, GINA 26467	10	CSLU Salary Upgrade	9/1/2025	ELEMENTARY TEACHER	TE02/BA+18/03	Irwin	\$65,950.00	18 Graduate Credits
11-120-100-21010-000-00-0-090								
TUMBLESON, JANICE 26952	10	NEW Replacement	9/1/2025	FAMILY/CONSUMR SCIENCETEACHER	E02/BA/12	Churchill	\$90,745.00	Degree: BS Cert: HUMAN DEVELOPMENT LESLEY COLLEGE
11-130-100-21010-000-00-0-002								

***Approved Substitute Rates for the 2024-2025 School Year: Substitute School Nurse: \$40.00 per hour. Substitute Child Nutrition: \$15.53 per hour. Clerical/School Aide or Secretary: \$15.68 per hour. Substitute Bus Drivers: \$31.53 per hour. Salaries listed will be pro-rated for employees who are contracted or work less than the full year. Maintenance/Custodial Second Shift Differential: \$1.25 per hour. LLSO/SSO Special Duty Differential: \$4.69 per hour.**

11:30 AM

Name ID	No. of Mos	Action Description	Effective Date	Position	Guide	Location	Salary or Hourly Rate	Comments
Leave Information if Applicable								
VALUK, JULIA 26953	10	NEW Replacement	9/1/2025	TECHNOLOGY EDUC TEACHER	TE02/BA/01	Hammar skjold	\$64,000.00	Degree: BA Cert: CERT PENDING* THE COLLEGE OF NEW JERSEY
11-130-100-21010-000-00-0-003								
WALSH, CHELSEA 25391	10	LVAD Leave of Absence		ELEMENTARY TEACHER		Lawrence Brook		
11-120-100-21010-000-00-0-100								
EffectiveBegin: 9/9/2025 EffectiveEnd: 11/18/2025 LeaveType: PAID LEAVE								
EffectiveBegin: 11/19/2025 EffectiveEnd: 2/17/2026 LeaveType: FMLA/NJFLA - CRL								
WEITZENKORN, RACHEL 20094	12	CSLU Salary Correction	9/1/2025	STUDENT ASSISTANCE SPECIALIST	TE06/MA+30/13	Warnsdorfer	\$106,185.00	30 Graduate Credits
11-000-218-21040-000-00-0-138								

***Approved Substitute Rates for the 2024-2025 School Year: Substitute School Nurse: \$40.00 per hour. Substitute Child Nutrition: \$15.53 per hour. Clerical/School Aide or Secretary: \$15.68 per hour. Substitute Bus Drivers: \$31.53 per hour. Salaries listed will be pro-rated for employees who are contracted or work less than the full year. Maintenance/Custodial Second Shift Differential: \$1.25 per hour. LLSO/SSO Special Duty Differential: \$4.69 per hour.**

CERTIFICATED PERSONNEL	ATTACHMENT

EAST BRUNSWICK SUMMER PROGRAM COORDINATOR

It is recommended that the following employee be approved as a Coordinator for the 2025 East Brunswick Summer Programs:

Nicholas Russo \$ 7,986.00

SPECIAL EDUCATION EXTENDED SCHOOL YEAR PROGRAM

It is recommended that the following staff members and salaries be approved for employment in the Special Education Extended Year Program effective July 7, 2025 to August 13, 2025.

<u>Name/Program</u>	<u>Duration</u>	<u>Amount</u>	<u>Step</u>
<u>Autism</u>			
Nigel Agyemang	5 Weeks	\$5,541.47	A
Tiffany Blore	5 Weeks	\$7,174.47	B
Sarah DeMello	5 Weeks	\$7,174.47	B
Matthew Facendo	5 Weeks	\$7,174.47	B
Megan Fischer	5 Weeks	\$7,174.47	B
Jessica Gardosi	5 Weeks	\$5,541.47	A
Michelle Grant	5 Weeks	\$7,174.47	B
Amy Gula	5 Weeks	\$5,541.47	A
Stephanie McQuade	5 Weeks	\$7,174.47	B
NikkiAnn Pisapia	5 Weeks	\$5,541.47	A
Sarah Powers	5 Weeks	\$7,174.47	B
Kerry Smith	5 Weeks	\$7,174.47	B
Lara Spano	5 Weeks	\$5,541.47	A
Juliana Vierbuchen	5 Weeks	\$5,541.47	A

CERTIFICATED PERSONNEL

ATTACHMENT

SPECIAL EDUCATION EXTENDED SCHOOL YEAR PROGRAM (continued)

It is recommended that the following staff members and salaries be approved for employment in the Special Education Extended Year Program effective July 7, 2025 to August 13, 2025.

<u>Name/Program</u>	<u>Duration</u>	<u>Amount</u>	<u>Step</u>
<u>Emotional Regulation Impairment</u>			
Rebecca Pugliese	5 Weeks	\$5,541.47	A
<u>LLD</u>			
Laura Calderone	5 Weeks	\$5,541.47	A
April Fabiano	5 Weeks	\$7,174.47	B
Matthew Lynch	5 Weeks	\$5,541.47	A
Michael Meirose	5 Weeks	\$5,541.47	A
Alexa Quinn	5 Weeks	\$5,541.47	A
Filomena Russo	5 Weeks	\$5,541.47	A
Fouzia Samy	5 Weeks	\$7,174.47	B
Christian Semple	5 Weeks	\$7,174.47	B
Kimberly Shimko	5 Weeks	\$7,174.47	B
Edith Weinstein	5 Weeks	\$7,174.47	B
<u>MD</u>			
Jenna Klein	5 Weeks	\$7,174.47	B
<u>Nurse</u>			
Lisa Carney	5 Weeks	\$7,174.47	B

CERTIFICATED PERSONNEL

ATTACHMENT

SPECIAL EDUCATION EXTENDED SCHOOL YEAR PROGRAM (Continued)

It is recommended that the following staff members and salaries be approved for employment in the Special Education Extended Year Program effective July 7, 2025 to August 13, 2025.

<u>Name/Program</u>	<u>Duration</u>	<u>Amount</u>	<u>Step</u>
<u>PSD – Full Time</u>			
Virgina Littlefield	5 Weeks	\$7,174.47	B
Emma Perone	5 Weeks	\$5,541.47	A
Vanessa Silvia	5 Weeks	\$7,174.47	B
<u>PSD – Part Time</u>			
Jaclyn Gellman	5 Weeks	\$3,694.31	A
Jennifer Tusin-Swiatkowski	5 Weeks	\$3,694.31	A
<u>Resource</u>			
Olutoyosi Alawode	5 Weeks	\$7,174.47	B
Charles Caramico	5 Weeks	\$7,174.47	B
Gina Caruso	5 Weeks	\$7,174.47	B
Andrew Chup	5 Weeks	\$7,174.47	B
Carlos Garcia	5 Weeks	\$7,174.47	B
Alyssa Jacob	5 Weeks	\$5,541.47	A
Shatema Johnson	5 Weeks	\$5,541.47	A
Lauren Kusmick	5 Weeks	\$7,174.47	B
Vanessa Pinello	5 Weeks	\$5,541.47	A
Marcell Ruszczyk	5 Weeks	\$5,541.47	A
Olivia Shaw	5 Weeks	\$5,541.47	A

CERTIFICATED PERSONNEL

ATTACHMENT

SPECIAL EDUCATION EXTENDED SCHOOL YEAR PROGRAM (Continued)

It is recommended that the following staff members and salaries be approved for employment in the Special Education Extended Year Program effective July 7, 2025 to August 13, 2025.

<u>Name/Program</u>	<u>Duration</u>	<u>Amount</u>	<u>Step</u>
<u>Resource (continued)</u>			
Jeffrey Smith	5 Weeks	\$7,174.47	B
Andrea Weatherly	5 Weeks	\$7,174.47	B
<u>Social Skills</u>			
Sherriese Anderson	5 Weeks	\$5,541.47	A
Amber Morgan	5 Weeks	\$5,541.47	A
<u>Speech</u>			
Kelly Brennan	5 Weeks	\$7,174.47	B
Michelle Cieslak	5 Weeks	\$7,174.47	B
Marisa Crespo	5 Weeks	\$7,174.47	B
Nicole De Marco	5 Weeks	\$7,174.47	B
Jennifer Garcia	5 Weeks	\$7,174.47	B
Melissa Kirschner	5 Weeks	\$5,541.47	A
Sherry Miller	5 Weeks	\$7,174.47	B
Amanda Stankiewicz	5 Weeks	\$7,174.47	B
Tricia Zeitlin	5 Weeks	\$7,174.47	B

CERTIFICATED PERSONNEL	ATTACHMENT

SPECIAL EDUCATION EXTENDED SCHOOL YEAR PROGRAM (Continued)

It is recommended that the following staff members and salaries be approved for employment in the Special Education Extended Year Program effective July 7, 2025 to August 13, 2025.

Substitutes
Samantha Berman
Laura D’Onofrio
Nicole Gruber
Melissa Pawlowski
Alexa Ralph
Brittany VanDyke
Suzanne Wong

Substitute Nurse
Joanne Kushnir

SUMMER ESL PROGRAM

It is recommended that the following staff and stipend be approved for the 2025 ESL Program as listed below:

<i>Summer WIDA Screener Assessor</i>		
Fatima McKinnon	Summer	\$3,324.00

ADMINISTRATIVE LEAVE OF ABSENCE WITH PAY

It is recommended that Employee #2XXX3 be placed on an administrative leave with pay, effective May 20, 2025.

CERTIFICATED PERSONNEL

ATTACHMENT

COACHING POSITIONS 2025 - 2026

It is recommended that the following be approved for a coaching position for the 2025 – 2026 school year:

<u>Name</u>	<u>Position</u>	<u>Stipend</u>
Ashley Clark*	Cheerleading/Assistant	\$ 5,090.00
Bari Leff	Cheerleading/Head	\$ 6,748.00
Sean Carney	Cross Country/8 th Grade	\$ 4,737.00
John Schendel	Cross Country/Assistant	\$ 5,773.00
Jeffrey Sundberg	Cross Country/Head – Boys	\$ 6,748.00
Matthew Randal	Cross Country/Head – Girls	\$ 6,748.00
Danielle Butrico	Field Hockey/ Head	\$ 7,669.00
Kerri McQuade	Field Hockey/Assistant	\$ 5,773.00
Cynthia Todoroff *	Field Hockey/8 th Grade	\$ 4,737.00
Anthony Cavallo	Football/9 th Grade	\$ 5,940.00
Christopher Corsale	Football/8 th Grade	\$ 6,621.00
Delbin Espinal	Football/Assistant	\$ 6,621.00
Allen Grosholz	Football/Offensive Coordinator	\$ 6,909.00
David Hagan	Football/8 th Grade	\$ 6,621.00
Marcella Fazzolari *	Gymnastics/Assistant	\$ 5,433.00
Allyson McMahon*	Gymnastics/Head	\$ 7,669.00
Ron Bransdorfer*	Soccer/Boys – Assistant	\$ 5,090.00
Kyle Homer	Soccer/9 th Grade – Boys	\$ 5,090.00
Terrence McKibbin	Soccer/Head – Boys	\$ 8,309.00
Jude Roche	Soccer/Assistant – Boys	\$ 5,090.00

*Out of district

CERTIFICATED PERSONNEL

ATTACHMENT

COACHING POSITIONS 2025 – 2026 (Continued)

It is recommended that the following be approved for a coaching position for the 2025 – 2026 school year:

<u>Name</u>	<u>Position</u>	<u>Stipend</u>
Kevin Brady	Soccer/Head – Girls	\$ 8,309.00
Ashley Fuzak	Soccer/9 th Grade – Girls	\$ 5,773.00
Samantha Vizzi *	Soccer/Assistant – Girls	\$ 5,773.00
Corey Widmaier	Tennis/Head – Girls	\$ 6,748.00
Andrew Chup	Volleyball/Assistant – Girls	\$ 5,433.00
Rebecca Montuoro	Volleyball/9 th Grade – Girls	\$ 5,773.00
Travis Retzlaff	Weight Conditioning	\$ 3,753.00

*Out of district

CERTIFICATED PERSONNEL

ATTACHMENT

HOURS FOR SUMMER CHILD STUDY TEAM WORK

It is recommended that the following Child Study Team staff and salary be approved for Summer 2025
(not to exceed number of days):

<u>Speech</u>	<u># of Days</u>	<u>Daily Rate of Pay</u>	<u>Total</u>
Michelle Cieslak	10	\$514.92	\$ 5,149.20
Jennifer Garcia	15	\$543.04	\$ 8,145.60
Jenna Lyons	15	\$543.04	\$ 8,145.60
Sherry Miller	20	\$543.04	\$10,860.80
Alexa Ralph	10	\$514.92	\$ 5,149.20
Tricia Zeitlin	11	\$543.04	\$ 5,973.44
Jennifer Zema	9	\$543.04	\$ 4,887.36
<u>Psychologist</u>	<u># of Days</u>	<u>Daily Rate of Pay</u>	<u>Total</u>
Andrea Bianco-Stampfel	10	\$583.16	\$ 5,831.60
Melissa Goldberg	30	\$555.04	\$16,651.20
Alison Krzywdzinski	25	\$583.16	\$14,579.00
Jacquelyn O'Donnell	20	\$572.97	\$11,459.40
Jill O'Hare	15	\$601.10	\$ 9,016.50
<u>Social Worker</u>	<u># of Days</u>	<u>Daily Rate of Pay</u>	<u>Total</u>
Sherriese Anderson	25	\$568.26	\$14,206.50
Michele Bellantoni	15	\$562.69	\$ 8,440.35
Rachel Weitzenkorn	15	\$577.09	\$ 8,656.35
<u>LDTC</u>	<u># of Days</u>	<u>Daily Rate of Pay</u>	<u>Total</u>
Jason Bayly	10	\$442.17	\$ 4,421.70
Tracy Michalak	15	\$562.69	\$ 8,440.35
Madeline Neuman	25	\$411.88	\$10,297.00
Jean Marie Rinaldi	20	\$562.69	\$11,253.80

CERTIFICATED PERSONNEL

ATTACHMENT

Staff attending IEP Meetings - \$29.00 per hour

Kimberly Basham
Jack Blalock
Tiffany Blore
Amy Brehm
Charles Caramico
Michele Cieslak
Angelica DeCicco
Alissa Ferrante
Megan Fischer
Samantha Gago
Jennifer Garcia
Caitlin Jarosiewicz
Shatema Johnson
Jenna Klein
Virginia Littlefield
Jenna Lyons
Sherry Miller
Alexa Ralph
Christian Semple
Emily Yataco
Tricia Zeitlin
Jennifer Zema

E.1	CERTIFICATED PERSONNEL	ATTACHMENT E.1

CONTINUING EDUCATION AND CURRICULUM WORKSHOPS

It is recommended that the following personnel be approved for participation in the Year and Continuing Education and Curriculum Workshops, Year, 2024 - 2025 at the rate of \$113.00 per dayfor ten (10) month staff. The workshop is funded by Title II, Part A- Teacher Training:

42-1-5497: Curriculum Pilot Overview- Being a Reader - Language Arts

- NICOLE CASALE
- AMY CROWLEY
- ALISSA FERRANTE
- MINNA KIM
- HALLIE MEISTER
- MARYLOU NOLAN
- ALLISON PIMENTEL
- RACHEL RANDAL
- OLIVIA SHAW
- KATHLEEN VARGAS
- GABRIELLA VEGA
- KRYSTAL WEEKS

E.1	CERTIFICATED PERSONNEL	ATTACHMENT E.1

42-1-5496: Curriculum Pilot Overview- CKLA - Language Arts

SAMANTHA ALLEN
JANE GACK
CALLIE HAMILTON
KARA JOHNSON
JULIA MARTIN
KELLY MCCAULEY
ALISSA PAGANO
REBECCA PALUMBO
NICOLE PASTER
SHANNON POQUETTE
AMBER RAYMOND
MIA ROSENTHAL
LISA RUGGIERO
IMAN SHAH
MELISSA SHELCUSKY
SHARON TABORDA
HAVEN TRAVERZO
ANDREA WEATHERLY

Name ID	No. of Mos	Action Description Leave Information if Applicable	Effective Date	Position	Guide	Location	Salary or Hourly Rate	Comments
Attachment E.2 Non-Certificated Personnel								
AUSTIN, MIKAYLA 26646	10	RSGN Resignation	6/11/2025	STUDENT WORKER		CP		Resignation
GOODGER, ALANNA 25770	10	RSGN Resignation	6/10/2025	INSTR ASSIST RESOURCE		Frost		Resignation
			11-213-100-21060-000-00-0-130					
HOELZ-ALPAUGH, MADELINE 26742	10	RSGN Resignation	7/1/2025	CHILD NUTRITION		EBHS		Resignation
			6E-910-310-21000-000-75-0-050					
JIANG, YINGMIAO 26949	10	SUBF Sub/Child Nutrition*		N/A	N/A	N/A	0.00	
JUNG, MI 24171	10	RSGN Resignation	5/31/2025	CHILD NUTRITION		Hammar skjold		Resignation
			6E-910-310-21000-000-75-0-056					
MIHALENKO, SUSAN 26252	10	RSGN Resignation	7/1/2025	SCHOOL AIDE		Central		Resignation
			11-000-262-21070-000-00-0-070					
SEMCHYSHYN, DENISE 26932	10	CLOC Location Change	9/1/2025	INSTR ASSIST AUTISM		Lawrence Brook		
			11-214-100-21060-000-00-0-100					

***Approved Substitute Rates for the 2024-2025 School Year: Substitute School Nurse: \$40.00 per hour. Substitute Child Nutrition: \$15.53 per hour. Clerical/School Aide or Secretary: \$15.68 per hour. Substitute Bus Drivers: \$31.53 per hour. Salaries listed will be pro-rated for employees who are contracted or work less than the full year. Maintenance/Custodial Second Shift Differential: \$1.25 per hour. LLSO/SSO Special Duty Differential: \$4.69 per hour.**

11:30 AM

Name ID	No. of Mos	Action Description Leave Information if Applicable	Effective Date	Position	Guide	Location	Salary or Hourly Rate	Comments
SHARMIN, KOHINUR 26928	10	RSGN Resignation	5/20/2025	CHILD NUTRITION SUBSTITUTE		99		Resignation
SOCIO, RAFFAELLA 26451	10	RSGN Resignation	7/1/2025	INSTR ASSIST AUTISM 11-214-100-21060-000-00-0-070		Central		Resignation
TORRES, LORETTA 26732	10	RSGN Resignation	7/1/2025	CHILD NUTRITION 6E-910-310-21000-000-75-0-100		Lawrence Brook		Resignation

***Approved Substitute Rates for the 2024-2025 School Year: Substitute School Nurse: \$40.00 per hour. Substitute Child Nutrition: \$15.53 per hour. Clerical/School Aide or Secretary: \$15.68 per hour. Substitute Bus Drivers: \$31.53 per hour. Salaries listed will be pro-rated for employees who are contracted or work less than the full year. Maintenance/Custodial Second Shift Differential: \$1.25 per hour. LLSO/SSO Special Duty Differential: \$4.69 per hour.**

NON-CERTIFICATED PERSONNEL

ATTACHMENT

SPECIAL EDUCATION EXTENDED SCHOOL YEAR PROGRAM

It is recommended that the following staff members and salaries be approved for employment in the Special Education Extended Year Program, effective July 7, 2025 through August 13, 2025 at their hourly rate of pay (4 hours per full day, 3 hours per half day):

<u>Program</u>	<u>Position</u>	<u>Hourly Rate</u>
<u>Autism</u>		
Lina Angel Angulo	School Aide	\$17.88
Jordana Bohm	Instructional Assistant	\$23.84
Alina Borelli	Instructional Assistant	\$21.98
Gisel Camacho	School Aide	\$17.03
MaryLou Chessere	Instructional Assistant	\$23.84
Marcella Ciotola	Instructional Assistant	\$21.98
Morgan Duffy	Instructional Assistant	\$21.98
Katherine Frey	Instructional Assistant	\$35.51
Justyna Gosek	Instructional Assistant	\$22.37
Dorothy Jacobsen	School Aide	\$20.48
Maryann Kalesnick	Instructional Assistant	\$35.51
Katreen Khella	Instructional Assistant	\$22.37
Kyungmi Kim	Instructional Assistant	\$22.37
Dona LaRocca	School Aide	\$18.33
Miriam Lugo Rodriguez	Instructional Assistant	\$23.84
Debra Luongo	School Aide	\$19.33
James Manise	Instructional Assistant	\$23.84
Grissell Milian-Quinones	Instructional Assistant	\$21.98
Theresa Molyneux	Instructional Assistant	\$26.48
Jignasha Patel	Instructional Assistant	\$23.84
Katelyn Posik	Instructional Assistant	\$26.48

NON-CERTIFICATED PERSONNEL

ATTACHMENT

SPECIAL EDUCATION EXTENDED SCHOOL YEAR PROGRAM (Continued)

It is recommended that the following staff members and salaries be approved for employment in the Special Education Extended Year Program, effective July 7, 2025 through August 13, 2025 at their hourly rate of pay (4 hours per full day, 3 hours per half day):

<u>Program</u>	<u>Position</u>	<u>Hourly Rate</u>
<u>Autism (continued)</u>		
Ada Ramirez	Instructional Assistant	\$23.84
Simrat Sahi	Instructional Assistant	\$23.07
Eliot Serrano	Instructional Assistant	\$27.51
Raffaella Socio	Instructional Assistant	\$21.98
Linda Soto-Lee	School Aide	\$20.48
Sussex Trinidad	Instructional Assistant	\$22.37
Joanne Walsh	Instructional Assistant	\$26.48
Thomas Walton	Instructional Assistant	\$22.37
Swathi Yarlapati	Instructional Assistant	\$22.37
<u>Clerical</u>		
Myrna Razak	School Aide	\$19.33
Christina Richards	School Aide	\$16.08
<u>Emotional Regulation Impairment</u>		
Stacy Corsale	Instructional Assistant	\$21.98
Ellen Lavanco	Instructional Assistant	\$23.84
Nida Sohail	School Aide	\$16.18
<u>LLD</u>		
Tracy Barragan	Instructional Assistant	\$21.98
Rosalie Davis	Instructional Assistant	\$35.51
Connie DiFazio	School Aide	\$20.48
Matthew Gamble	School Aide	\$20.48
Deborah LeSeur	Instructional Assistant	\$23.84

NON-CERTIFICATED PERSONNEL

ATTACHMENT

SPECIAL EDUCATION EXTENDED SCHOOL YEAR PROGRAM (Continued)

It is recommended that the following staff members and salaries be approved for employment in the Special Education Extended Year Program, effective July 7, 2025 through August 13, 2025 at their hourly rate of pay (4 hours per full day, 3 hours per half day):

<u>Program</u>	<u>Position</u>	<u>Hourly Rate</u>
<u>LLD (continued)</u>		
Mary Litzinger	Instructional Assistant	\$24.66
Vernon Loria	School Aide	\$19.88
Rajapaksa Rajapaksa	Instructional Assistant	\$22.37
Pakiza Siddique	School Aide	\$18.83
Nancy Saad	Instructional Assistant	\$30.85
<u>MD</u>		
May Abouchakra	Instructional Assistant	\$23.84
Janice Cimaglia	Instructional Assistant	\$28.60
Dolores Rubin	School Aide	\$16.68
<u>PSD – Full Time</u>		
Shweta Aggarwal	Instructional Assistant	\$22.37
Bridget Ahmed	Instructional Assistant	\$22.37
Zeenat Chowdhury	Instructional Assistant	\$23.07
Lauren Jerscheid	School Aide	\$16.38
Jaclyn Pein	Instructional Assistant	\$22.37
Ezra Piedilato	Instructional Assistant	\$21.98
Cathy Silver	Instructional Assistant	\$24.66

NON-CERTIFICATED PERSONNEL

ATTACHMENT

SPECIAL EDUCATION EXTENDED SCHOOL YEAR PROGRAM (Continued)

It is recommended that the following staff members and salaries be approved for employment in the Special Education Extended Year Program, effective July 7, 2025 through August 13, 2025 at their hourly rate of pay (4 hours per full day, 3 hours per half day):

<u>Program</u>	<u>Position</u>	<u>Hourly Rate</u>
<u>PSD – Full Time (continued)</u>		
Moonia Soherwardy	Instructional Assistant	\$26.48
Olivia Villalona	Instructional Assistant	\$23.07
<u>PSD – Part Time</u>		
Ritashree Banerjee	School Aide	\$16.18
Donna Raspa-Pavlis	Instructional Assistant	\$24.66
Rasheda Siddiquee	School Aide	\$16.18
<u>Resource</u>		
Mia Alcorn	Instructional Assistant	\$21.98
Sonali Arekar	Instructional Assistant	\$22.37
Patricia Barberio	Instructional Assistant	\$23.84
Aleah Bass	Instructional Assistant	\$22.37
Sonali Dhall	Instructional Assistant	\$23.84
Janee Edwards	Instructional Assistant	\$21.98
Robert Gangi	Instructional Assistant	\$21.98
Tahmina Haque	School Aide	\$16.08
Rory Keegan	Instructional Assistant	\$21.98
Tehmina Kousar	Instructional Assistant	\$22.37
Samantha Melillo	Instructional Assistant	\$23.07
Magda Shehata	Instructional Assistant	\$23.84
Emily Shroyer	Instructional Assistant	\$21.98
Naglaa Youssef	Instructional Assistant	\$22.37

NON-CERTIFICATED PERSONNEL

ATTACHMENT

SPECIAL EDUCATION EXTENDED SCHOOL YEAR PROGRAM (Continued)

It is recommended that the following staff members and salaries be approved for employment in the Special Education Extended Year Program, effective July 7, 2025 through August 13, 2025 at their hourly rate of pay (4 hours per full day, 3 hours per half day):

Substitutes

Heather Pazinko School Aide

TRANSPORTATION – SUMMER EMPLOYMENT

It is recommended that the following district employees be approved for Summer 2025 employment at their hourly rate:

<u>Name</u>	<u>Position</u>	<u>Hourly Rate</u>
Marquis Anderson	Bus Driver	\$32.67
Zeynep Arhan	Bus Aide	\$20.48
Janet Ayoub	Bus Driver	\$32.67
Nikeia Bachelor	Bus Driver	\$32.67
Amy Batista	Bus Driver	\$32.67
Gina Bucciero	Bus Driver	\$32.67
Kathleen Camiolo	Bus Driver	\$32.67
Daniel Dias	Bus Aide	\$16.08
Georgia Dobrzynski	Bus Driver	\$32.67
Phyllis Downer	Bus Aide	\$19.33
Kenneth Erickson	Bus Driver	\$32.67
Matthew Gamble	Bus Aide	\$20.48
Carrie Hall	Bus Driver	\$32.67
Laura Harmyk	Bus Driver	\$32.67
Beverley-Ann Harris	Bus Aide	\$17.43

NON-CERTIFICATED PERSONNEL

ATTACHMENT

TRANSPORTATION – SUMMER EMPLOYMENT (continued)

It is recommended that the following district employees be approved for Summer 2025 employment at their hourly rate:

<u>Name</u>	<u>Position</u>	<u>Hourly Rate</u>
Kim Kurtz	Bus Driver	\$32.67
Tina Lardieri	Bus Driver	\$32.67
Teri Lavoie	Bus Driver	\$32.67
Seon Lee	Bus Driver	\$32.67
Miriam Lugo-Rodriguez	Bus Aide	\$16.08
Darrie Lynch	Bus Driver	\$32.67
Darren Magee	Bus Driver	\$32.67
Alida Martin	Bus Driver	\$32.67
Audrey Maxwell	Bus Driver	\$32.67
Candice McNeil	Bus Aide	\$16.08
Senora Mobley	Bus Driver	\$32.67
April Montefusco	Bus Driver	\$32.67
Tasha Mullins	Bus Driver	\$32.67
Patricia O’Leary-Jones	Bus Aide	\$19.33
Joanna Otten	Bus Driver	\$32.67
Joanna Perez	Bus Aide	\$16.08
Craig Rapley	Bus Driver	\$32.67
Jacob Rosser	Bus Driver	\$32.67
Donald Sachau	Bus Driver	\$32.67
Malke Sanford	Bus Aide	\$18.33
Rose Scodari	Bus Driver	\$32.67
Jennifer Suiter	Bus Driver	\$32.67
Mary Swain	Bus Driver	\$32.67
Lori Toro	Bus Aide	\$16.08
Janice Ubl	Bus Driver	\$32.67

NON-CERTIFICATED PERSONNEL

ATTACHMENT

TRANSPORTATION – SUMMER EMPLOYMENT (continued)

It is recommended that the following district employees be approved for Summer 2025 employment at their hourly rate:

<u>Name</u>	<u>Position</u>	<u>Hourly Rate</u>
Deidra Walker	Bus Driver	\$32.67
Matthew Weiss	Bus Driver	\$32.67
Charlotte Young	Bus Driver	\$32.67

ASSISTANT TECHNICIAN/AV STUDENT

It is recommended that the following student worker be approved for the 2024 - 2025 school year at the rate of \$15.49 per hour:

Marina Roshchina

ABANDONMENT OF POSTION:

It is recommended that employee #2XXX9 be approved for abandonment of position effective May 20, 2025.

SUBSTITUTE SCHOOL SAFETY AND SECURITY STAFF

It is recommended that the following substitute School Safety and Security Officers be approved for per diem work for the 2024 - 2025 school year at the rate of \$28.16:

Name
Joseph Seylaz

NON-CERTIFICATED PERSONNEL

ATTACHMENT

RE-APPOINTMENTS COMMUNITY PROGRAMS

It is recommended that the following Community Programs personnel and salaries be approved for 2025 - 2026
School year as attached:

ID	Name	POSITION	PCN	HOURLY
24067	ABBATEMARCO, ANGELA	ELA ASSISTANT INSTRUCTOR	ELAAI	\$19.50
25822	ABBRUSCATO, DONIELLE	ASK NURSE	ASKNRSE	\$40.00
25822	ABBRUSCATO, DONIELLE	EMP NURSE	EMPNRSE	\$40.00
26237	ABOUKHADRAH, NAIMA	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
26825	ABRAHAM, BIJI	ASK HOMEWORK TUTOR	ASKHWT	\$47.00
26652	AGGARWAL, SHAFU	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
26652	AGGARWAL, SHAFU	ELA CLASSROOM ASSISTANT	ELACA	\$17.50
26385	AGGARWAL, SHWETA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26385	AGGARWAL, SHWETA	EMP SUBSTITUTE	EMPSUB	\$16.08
23297	AKTAR, HASINA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
23297	AKTAR, HASINA	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
23297	AKTAR, HASINA	EMP SUBSTITUTE	EMPSUB	\$16.08
22068	ARBOLEDA, CHARLENE	ELA PRESCHOOL INSTRUCTOR	ELAPI	\$34.00
26578	AZIZ, MOMIN	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26578	AZIZ, MOMIN	EMP SUBSTITUTE	EMPSUB	\$16.08
25948	AZIZ, RANIA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
25948	AZIZ, RANIA	ASK SUBSTITUTE SITE LEADER	ASKSUB	\$27.50
25948	AZIZ, RANIA	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
25948	AZIZ, RANIA	EMP SUBSTITUTE	EMPSUB	\$16.08
26879	BALSAMO, ELLA	ASK STUDENT WORKER	ASKSW	\$15.49
25863	BARAI, KIRAN	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
25863	BARAI, KIRAN	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
26796	BARRIAL, ITALIA	ASK HOMEWORK TUTOR	ASKHWT	\$47.00
26796	BARRIAL, ITALIA	ASK SUBSTITUTE SITE LEADER	ASKSUB	\$27.50
26285	BASU, SHATABDI	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
26285	BASU, SHATABDI	ASK SUBSTITUTE SITE LEADER	ASKSUB	\$27.50
26285	BASU, SHATABDI	ELA CLASSROOM ASSISTANT	ELACA	\$17.50
24491	BELLISTRI, ROSEMARIE	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75

ID	Name	POSITION	PCN	HOURLY
25951	BLACK, SAMANTHA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26361	BOSE, SHRESTHA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26361	BOSE, SHRESTHA	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
13613	BRESSLER, JEFFREY D	ASK HOMEWORK TUTOR	ASKHWT	\$47.00
13021	BRISCESE, ANTONIETTA	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
13021	BRISCESE, ANTONIETTA	EMP SUBSTITUTE	EMPSUB	\$16.08
26567	BRODY, MORGAN	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26429	BROWN, SHERENE	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
25628	CALABRESE, JOAN	ASK NURSE	ASKNRSE	\$40.00
25628	CALABRESE, JOAN	EMP NURSE	EMPNRSE	\$40.00
26346	CAMACHO, JAMIE LYNN	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
26346	CAMACHO, JAMIE LYNN	ELA CLASSROOM ASSISTANT	ELACA	\$17.50
26758	CARRERAS, JENNYFER	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
26377	CARULLI, ISABELLA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26377	CARULLI, ISABELLA	EMP SUBSTITUTE	EMPSUB	\$16.08
25894	CARULLI, LINDA	ASK SITE LEADER	ASKSL	\$27.50
26581	CHIN, NICOLE	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26581	CHIN, NICOLE	EMP SUBSTITUTE	EMPSUB	\$16.08
26894	CHRUN, BRIAN	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
26705	CORCHADO, ASHLYN	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26705	CORCHADO, ASHLYN	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
22791	COSIO, CARINA	ASK SUBSTITUTE SITE LEADER	ASKSUB	\$27.50
22791	COSIO, CARINA	ELA ASSISTANT INSTRUCTOR	ELAAI	\$19.50
22791	COSIO, CARINA	EMP SUBSTITUTE	EMPSUB	\$16.08
24283	COURTER, BERNADETTE	EMP SUBSTITUTE	EMPSUB	\$16.08
21975	CRESPI, JUDITH	EMP SUBSTITUTE	EMPSUB	\$16.08
25351	CRESPI, MATTHEW	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
25351	CRESPI, MATTHEW	ASK SUBSTITUTE SITE LEADER	ASKSUB	\$27.50

ID	Name	POSITION	PCN	HOURLY
25351	CRESPI, MATTHEW	EMP SUBSTITUTE	EMPSUB	\$16.08
26263	CUNHA, DANIELA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
12503	CUPERWICH, DIANE J	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
12503	CUPERWICH, DIANE J	ELA CLASSROOM ASSISTANT	ELACA	\$17.50
26449	DIGIOVANNI, SOPHIA	ASK HOMEWORK TUTOR	ASKHWT	\$47.00
22544	DITARANTO, RACHEL	EMP SUBSTITUTE	EMPSUB	\$16.08
26866	DOCHERTY, MADELINE	ASK STUDENT WORKER	ASKSW	\$15.49
24522	DOWNER, LUANN	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
24522	DOWNER, LUANN	ASK SUBSTITUTE SITE LEADER	ASKSUB	\$27.50
24522	DOWNER, LUANN	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
25776	EBRAHIM, SAMAR	ELA CLASSROOM ASSISTANT	ELACA	\$17.50
20622	EDMONSON, ROSEMARY	ASK SITE LEADER	ASKSL	\$27.50
20622	EDMONSON, ROSEMARY	ELA ASSISTANT INSTRUCTOR	ELAAI	\$19.50
25925	ELMASSRY, RASHA	EMP SUBSTITUTE	EMPSUB	\$16.08
22080	ENTNER, JAY	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
23401	ESPOSITO, FLORENCE	EMP SUBSTITUTE	EMPSUB	\$16.08
12737	FELD, ILAYNE NAN	ELA PRESCHOOL INSTRUCTOR	ELAPI	\$34.00
22388	FENIELLO, MARK	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
24938	GADALLA, ASHLEY	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
24641	GADALLA, HALA	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
24641	GADALLA, HALA	ASK SUBSTITUTE SITE LEADER	ASKSUB	\$27.50
26139	GAMBLE, MATTHEW	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
25284	GERGES, VIVIAN	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
26875	GIRGIS, VALERA	ASK STUDENT WORKER	ASKSW	\$15.49
24672	GODDEYNE, KRISTEN	ASK NURSE	ASKNRSE	\$40.00
24672	GODDEYNE, KRISTEN	EMP NURSE	EMPNRSE	\$40.00
25100	GOSWAMI, SHILPI	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
25100	GOSWAMI, SHILPI	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50

ID	Name	POSITION	PCN	HOURLY
25100	GOSWAMI, SHILPI	EMP SUBSTITUTE	EMPSUB	\$16.08
26878	GOUVEIA, LAUREN	ASK STUDENT WORKER	ASKSW	\$15.49
26293	GREEN, AUTUMN	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
25441	GREEN-BUCKWALD, MARLENE	ELA PRESCHOOL INSTRUCTOR	ELAPI	\$34.00
22327	GREENSPAN, SYLVIA	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
22327	GREENSPAN, SYLVIA	ASK SUBSTITUTE SITE LEADER	ASKSUB	\$27.50
26432	HANI, STEPHANIE	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
24878	HEILBRONN, KATHRYN	ELA PRESCHOOL INSTRUCTOR	ELAPI	\$34.00
25929	HENDY, EKHLAS	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
26439	HOFF, KIMBERLY	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
10959	INGRISANI, ROSEANN	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
24141	JAIN, VIBHUTI	ELA ASSISTANT INSTRUCTOR	ELAAI	\$19.50
24141	JAIN, VIBHUTI	EMP SUBSTITUTE	EMPSUB	\$16.08
26381	JERSCHIED, LAUREN	EMP SUBSTITUTE	EMPSUB	\$16.08
24854	JHA, PRIYANKA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
24854	JHA, PRIYANKA	ELA CLASSROOM ASSISTANT	ELACA	\$17.50
26898	JIMENEZ, SHARMAINE	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26789	JOYNER, MAHALIA	ASK HOMEWORK TUTOR	ASKHWT	\$47.00
25964	KATS, ELIANA	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
25964	KATS, ELIANA	ASK SUBSTITUTE SITE LEADER	ASKSUB	\$27.50
23081	KAUL, REEMA	ELA PRESCHOOL INSTRUCTOR	ELAPI	\$34.00
26665	KAUR, HARPREET	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
26665	KAUR, HARPREET	EMP SUBSTITUTE	EMPSUB	\$16.08
26352	KAUR, PRAB	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
26352	KAUR, PRAB	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
26352	KAUR, PRAB	EMP SUBSTITUTE	EMPSUB	\$16.08
26013	KEEGAN, RORY	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26846	KHALIL, AMAL	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75

ID	Name	POSITION	PCN	HOURLY
26846	KHALIL, AMAL	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
26846	KHALIL, AMAL	EMP SUBSTITUTE	EMPSUB	\$16.08
26700	KHAN, FARHAT	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
26700	KHAN, FARHAT	ELA CLASSROOM ASSISTANT	ELACA	\$17.50
24475	KHELLA, KATREEN	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26349	KOZODOY, JENNA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26349	KOZODOY, JENNA	EMP SUBSTITUTE	EMPSUB	\$16.08
13926	KRALL, SUSAN	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
13926	KRALL, SUSAN	ASK SUBSTITUTE SITE LEADER	ASKSUB	\$27.50
26044	KUMARI, MAMTA	ELA CLASSROOM ASSISTANT	ELACA	\$17.50
25998	LASARDO, ANDREA	EMP SUBSTITUTE	EMPSUB	\$16.08
24462	LEWIS, GERRI	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
26426	LOPEZ, REBECCA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26426	LOPEZ, REBECCA	ELA CLASSROOM ASSISTANT	ELACA	\$17.50
26426	LOPEZ, REBECCA	EMP SUBSTITUTE	EMPSUB	\$16.08
26576	LOPEZ, REINA	ELA CLASSROOM ASSISTANT	ELACA	\$17.50
26434	LOPEZ, STEPHANIE	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26434	LOPEZ, STEPHANIE	ELA CLASSROOM ASSISTANT	ELACA	\$17.50
24130	LUGER, JONATHAN	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
26438	MAHAPATRA, TOYA	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
26552	MAHMANDAR, RIMA	ELA CLASSROOM ASSISTANT	ELACA	\$17.50
25966	MALDONADO, ANTHONY J	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
25966	MALDONADO, ANTHONY J	ASK SUBSTITUTE SITE LEADER	ASKSUB	\$27.50
25966	MALDONADO, ANTHONY J	EMP SUBSTITUTE	EMPSUB	\$16.08
25694	MALDONADO, HENRY	ASK HOMEWORK TUTOR	ASKHWT	\$47.00
25694	MALDONADO, HENRY	ASK SUBSTITUTE SITE LEADER	ASKSUB	\$27.50
24939	MARFIA, KLODIANA	ELA ASSISTANT INSTRUCTOR	ELAAI	\$19.50
24581	MARINOS, CHRISTINE	ELA CLASSROOM ASSISTANT	ELACA	\$17.50

ID	Name	POSITION	PCN	HOURLY
24202	MARRONE, MICHELLE	ASK HOMEWORK TUTOR	ASKHWT	\$47.00
25944	MARSICANO, KAYLA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
25944	MARSICANO, KAYLA	EMP SUBSTITUTE	EMPSUB	\$16.08
26368	MATYASI, CLAUDIA	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
26368	MATYASI, CLAUDIA	ASK SUBSTITUTE SITE LEADER	ASKSUB	\$27.50
26368	MATYASI, CLAUDIA	EMP SUBSTITUTE	EMPSUB	\$16.08
26406	MEDEL-HERAS, YASMIN	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
25551	MEHRA, GUNJAN	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
24756	MEHTA, NEHA	ELA CLASSROOM ASSISTANT	ELACA	\$17.50
24855	MEKHAIL, HANY	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
24855	MEKHAIL, HANY	EMP SUBSTITUTE	EMPSUB	\$16.08
13183	MEVORAH, JOI	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
13183	MEVORAH, JOI	EMP SUBSTITUTE	EMPSUB	\$16.08
20998	MIKOLAI, MARIE K.	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
26101	MORCOS, MARIANA	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
11583	MURRAY, KARLA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
13823	NACCARATO, BESS	ASK SITE LEADER	ASKSL	\$27.50
26548	NAIK, NEETA	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
26553	NALYVAIKO, IRYNA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
25936	NAVANEETAM, SINDHURI	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
25446	NESSIEM BASSILI, RENEE	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
25446	NESSIEM BASSILI, RENEE	ASK SUBSTITUTE SITE LEADER	ASKSUB	\$27.50
21557	NI, HUI	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
21557	NI, HUI	EMP SUBSTITUTE	EMPSUB	\$16.08
24035	NOGUERAS, GABRIELA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
24035	NOGUERAS, GABRIELA	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
24035	NOGUERAS, GABRIELA	EMP SUBSTITUTE	EMPSUB	\$16.08
25519	PAI, SHASHIKALA	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75

ID	Name	POSITION	PCN	HOURLY
25519	PAI, SHASHIKALA	ASK SUBSTITUTE SITE LEADER	ASKSUB	\$27.50
21939	PALAGONIA, DONNA	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
22927	PARIKH, REENA	ELA PRESCHOOL INSTRUCTOR	ELAPI	\$34.00
25534	PATTI, PRIYA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
25534	PATTI, PRIYA	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
25534	PATTI, PRIYA	EMP SUBSTITUTE	EMPSUB	\$16.08
21487	PATWARDHAN, SUREKHA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
21487	PATWARDHAN, SUREKHA	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
21487	PATWARDHAN, SUREKHA	EMP SUBSTITUTE	EMPSUB	\$16.08
25509	PEARLMAN, ALLISON	ASK NURSE	ASKNRSE	\$40.00
25509	PEARLMAN, ALLISON	EMP NURSE	EMPNRSE	\$40.00
26250	PENA, MARIA	EMP SUBSTITUTE	EMPSUB	\$16.08
23529	PERROTTA, JULIE	ELA CLASSROOM ASSISTANT	ELACA	\$17.50
25780	PFEIFER-WARD, ANNE	ELA ASSISTANT INSTRUCTOR	ELAAI	\$19.50
22769	PILATO, PATRICIA	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
26632	QAISAR, IMAN	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
26423	QAISAR, SIRAJ	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
20587	REIMER, SUSAN	ASK SITE LEADER	ASKSL	\$27.50
20587	REIMER, SUSAN	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26319	RESCIGNO, ALISSA	ASK NURSE	ASKNRSE	\$40.00
26442	RIFAT, FAHMIDA	ELA CLASSROOM ASSISTANT	ELACA	\$17.50
22358	RIZKALLA, EMAN	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
22358	RIZKALLA, EMAN	EMP SUBSTITUTE	EMPSUB	\$16.08
25911	ROEDER, LINDA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26210	RUBIN, DOLORES	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26687	SAHOO, NAMITA	ELA CLASSROOM ASSISTANT	ELACA	\$17.50
26324	SANDERSON, ASHLEY	ELA CLASSROOM ASSISTANT	ELACA	\$17.50
23860	SANFORD, MALKE	ASK SITE LEADER	ASKSL	\$27.50

ID	Name	POSITION	PCN	HOURLY
24534	SANKEPALLY, SRIVANI	ELA CLASSROOM ASSISTANT	ELACA	\$17.50
26683	SAU, BINODINI	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
26189	SCHAFFNER, DEBORAH	ELA PRESCHOOL INSTRUCTOR	ELAPI	\$34.00
26276	SEADER, LEONARD	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
26276	SEADER, LEONARD	ASK SUBSTITUTE SITE LEADER	ASKSUB	\$27.50
26276	SEADER, LEONARD	EMP SUBSTITUTE	EMPSUB	\$16.08
26363	SERRANO, ELIOT	EMP SUBSTITUTE	EMPSUB	\$16.08
25489	SHAFFERY, NICOLE	ASK SUBSTITUTE SITE LEADER	ASKSUB	\$27.50
25708	SHAH, AARTI	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
25708	SHAH, AARTI	ELA CLASSROOM ASSISTANT	ELACA	\$17.50
24644	SHARMA, BINDU	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
24644	SHARMA, BINDU	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
24644	SHARMA, BINDU	EMP SUBSTITUTE	EMPSUB	\$16.08
26725	SHAW, OLIVIA	ASK SITE LEADER	ASKSL	\$27.50
25927	SHINNE, ESTHER	ASK NURSE	ASKNRSE	\$40.00
26302	SHUKLA, RICHA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26302	SHUKLA, RICHA	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
23591	SIDHOM, ANNA	ELA PRESCHOOL INSTRUCTOR	ELAPI	\$34.00
26942	SILBERLIGHT, BRIANNA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
23384	SIMPSON, PAULA	ELA PRESCHOOL INSTRUCTOR	ELAPI	\$34.00
26693	SINGH, SONY	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
25432	SLADE, CARRIE	EMP SUBSTITUTE	EMPSUB	\$16.08
13467	SMITH, JEFFREY	ASK HOMEWORK TUTOR	ASKHWT	\$47.00
26893	SOHAIL, NIDA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26838	SOUTHON, ASHLEY	ELA PRESCHOOL INSTRUCTOR	ELAPI	\$34.00
26811	TADROS, MEGAN	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
23520	TAGLIARENI, STEVEN	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
23520	TAGLIARENI, STEVEN	ASK SUBSTITUTE SITE LEADER	ASKSUB	\$27.50

ID	Name	POSITION	PCN	HOURLY
25544	TALLUTO, ALESSANDRA	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
20946	TAMBORINO, MARISA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
20946	TAMBORINO, MARISA	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
22225	TAMBORINO, PATRICK ALLEN	ASK SITE LEADER	ASKSL	\$27.50
24478	TOMORI, KATIE	ASK SITE LEADER	ASKSL	\$27.50
24478	TOMORI, KATIE	EMP SUBSTITUTE	EMPSUB	\$16.08
24062	TORO, BRIANNA	ASK SITE LEADER	ASKSL	\$27.50
24062	TORO, BRIANNA	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
21719	TORO, LORI	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
23255	TORO, NICHOLAS	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
24489	TSAPTSINOS, ANNMARIE	ELA ASSISTANT INSTRUCTOR	ELAAI	\$19.50
26557	TUCKER, ALEXANDRA	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26557	TUCKER, ALEXANDRA	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
26895	VEMPALI, SAI SIMIR	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
11510	VENEZIA, ROSALIE	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
11510	VENEZIA, ROSALIE	ASK SUBSTITUTE SITE LEADER	ASKSUB	\$27.50
25970	VIDAL-SANCHEZ, ELVIA	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
26384	VIDANOS, JENNY	EMP SUBSTITUTE	EMPSUB	\$16.08
25807	VILLALONA, OLIVIA	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
26107	VLHA, SHARON	ELA CLASSROOM ASSISTANT	ELACA	\$17.50
26323	VOLPE, GAYANE	ELA CLASSROOM ASSISTANT	ELACA	\$17.50
26684	WITHUM, KEELY	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26335	WU, JANICE	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
26335	WU, JANICE	ASK SUBSTITUTE SITE LEADER	ASKSUB	\$27.50
26335	WU, JANICE	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
26335	WU, JANICE	EMP SUBSTITUTE	EMPSUB	\$16.08
21342	WYDRA, STACY	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
21342	WYDRA, STACY	ASK SUBSTITUTE SITE LEADER	ASKSUB	\$27.50

ID	Name	POSITION	PCN	HOURLY
21342	WYDRA, STACY	EMP SUBSTITUTE	EMPSUB	\$16.08
26592	YARLAPATI, SWATHI	ASK SUBSTITUTE ACTIVITY ASSISTANT	ASKSUB	\$16.75
25988	YU, HAO	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
12675	ZALOOM, LISA	ASK HOMEWORK TUTOR	ASKHWT	\$47.00
26336	ZAMAN, LAMISA	ASK ACTIVITY ASSISTANT	ASKAA	\$16.75
26336	ZAMAN, LAMISA	ELA SUBSTITUTE CLASSROOM ASSISTANT	ELASUB	\$17.50
26336	ZAMAN, LAMISA	EMP SUBSTITUTE	EMPSUB	\$16.08

NON-UNIT PERSONNEL

ATTACHMENT

RE-APPOINTMENTS:

It is recommended that the following non-unit salaries be approved for the 2025 - 2026 school year as attached:

Recommendation: That 2025-2026 non-unit salaries, including changes in position titles as noted, if any, are approved as follows:

Employee No.	Name	Position	2025-2026		
12513	Angeline, Janet	Executive Secretary	\$ 72,008		
25885	Anthony, Matthew	Dispatcher	\$ 74,284		
25001	Berardinelli, Denise	Executive Secretary	\$ 68,498		
21408	Boley, Joyce	Assistant Superintendent of Academics	\$ 221,136	*	
25231	Brendel, Roy	Senior Foreperson, Facilities Maintenance	\$ 130,502		
20284	Cohen, Meryl	Manager, Accounts Payable	\$ 96,047		
14054	Crotchfelt, Joseph	Director, Financial Services	\$ 201,902		
12349	DiNinno, Danielle	Director, Primary Education	\$ 185,052		
22167	Forsberg, Joyce	Senior Manager, Pupil Transportation	\$ 124,936		
22326	Gilbert, Ann Marie	Senior Manager, Community Programs	\$ 109,297		
10729	Giuliana, Bernardo	Assistant Superintendent for Business and Support Operations/Board Secretary	\$ 236,854	*	
23687	Hoelz, Patrick	Foreperson, Grounds Maintenance	\$ 89,254		
25829	Howell, Lori	Coordinator, Transportation	\$ 90,435		
21135	Keegan, Karen	Executive Secretary	\$ 82,263		
26744	Kwiecinski, Jocelyne	Senior Manager, Human Resources	\$ 102,465		
13324	LaTronica, Nicholas	Chief Information Officer	\$ 162,190		
20804	Mahapatra, Chetna	Coordinator, Facilities Use	\$ 80,183		
21055	Mahmoud, Katherine	Executive Secretary	\$ 89,688		
23611	Mandleur, Karen	Executive Assistant to the Superintendent	\$ 109,704		
21338	Margolin, Randi	Senior Manager, Payroll	\$ 120,220		
26708	Mayo, Jamie	Confidential Secretary	\$ 51,750		
21809	McMenamin, John	Manager, Multimedia	\$ 93,370		
22754	Natalicchio, Paul	Director, School Security Operations	\$ 151,808		
23215	Nesci, Joseph	Senior Manager, Networks/Telecommunications	\$ 132,468		
26658	Piccirillo, Crystal	Executive Secretary	\$ 74,986		
25072	Raymond, Clifford	Senior Manager, Desktop Support	\$ 105,554		
23324	Rogers, Mary Grace	Confidential Secretary	\$ 69,045		
21089	Rosenvinge, Tara	Senior Manager, Accounting	\$ 141,018		
11795	Rowe-McKenzie, Catherine	Coordinator, Food Service	\$ 80,183		
25499	Rusinak, Jane	Accountant	\$ 90,644		
13528	Sce, Christine	Director, Secondary Education	\$ 180,276		
24335	Schenck, Gerald	Director, Facilities Management	\$ 165,261		
24519	Stein, Pamela	Coordinator, Payroll	\$ 81,398		
23165	Sultana LoRocco, Louise	Director, Special Education	\$ 183,160		
20490	Swoboda, Kenneth	Manager, Networks	\$ 99,253		
21149	Tagerty, Lori	Manager, Purchasing	\$ 97,737		
21427	Tibbetts, Nicole	Director, Human Resources	\$ 194,221		
25529	Torres, Angeline	Coordinator, Enrichment and After School Care Programs	\$ 74,986		
21579	Vesely, Yanina	Senior Manager, Applications	\$ 120,032		
25474	Zebro, Kevin	Coordinator, School Security	\$ 91,618		
		Lead School Security Officer (grandfathered) - hourly	\$ 36.68		
		Lead School Security Officer - hourly	\$ 34.01		
		School Security Officer - hourly	\$ 29.15		
		Special Duty Stipend - hourly	\$ 4.85		

* Subject to approval by the Middlesex Executive County Superintendent.

Change in position title.



**EAST BRUNSWICK PUBLIC
SCHOOLS**

HUMAN RESOURCES
Agenda Item: 7.

Date Prepared: 6/2/2025

Meeting Date: 6/5/2025

TO: Members, Board of Education

FROM: Nicole Y. Tibbetts, Director of Human Resources

SUBJECT: Personnel Actions - Addendum No. 1 (Roll Call - Majority of Full Board Required)

Summary:

The personnel actions listed in the attached report are in compliance with Board of Education policies and regulations, applicable collective bargaining agreements, practice, and other governing law and principles. All recommended appointments are within the allotted positions established by the budget or subsequently approved by the Board.

Fiscal Impact:

Recommendation:

Recommendation: That the attached Personnel Actions - Addendum No. 1, pursuant to the recommendation of the Superintendent of Schools, is approved.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie						

Herrick						
Liwu Hong						
Wilbur Pan						
Heather Guas						
Totals						

ATTACHMENTS:

Description	Upload Date	Type
Personnel Addendum No. 1	6/3/2025	Backup Material

EAST BRUNSWICK, NEW JERSEY
Office of the Superintendent
BOARD OF EDUCATION MEETING

All certificated staff, support staff and substitutes are being employed contingent upon the completion of a criminal history background check required by P.L. 1986, c 116. This is in accordance with guidelines from the State Department of Education. All items are budgeted unless otherwise noted.

Name	Action	Effective	Position	Guide	Location	Salary or	Comments
ID	No. of	Description	Date			Hourly Rate	
	Mos	Leave Information if Applicable					
<u>Attachment E.1</u> <u>Certificated Personnel</u> <u>ADDENDUM</u>							
DIBERNARDI, PETER		NEW	7/7/2025	PRINCIPAL	PSA/PRIN/LB	Lawrence Brook	\$157,899.00
26955	12	Replacement					Degree: MED (**ADDENDUM)
							Cert: PRINCIPAL
				11-000-240-21030-000-00-0-100			SUNY/NEW PALTZ

***Approved Substitute Rates for the 2024-2025 School Year: Substitute School Nurse: \$40.00 per hour. Substitute Child Nutrition: \$15.53 per hour. Clerical/School Aide or Secretary: \$15.68 per hour. Substitute Bus Drivers: \$31.53 per hour. Salaries listed will be pro-rated for employees who are contracted or work less than the full year. Maintenance/Custodial Second Shift Differential: \$1.25 per hour. LLSO/SSO Special Duty Differential: \$4.69 per hour.**



**EAST BRUNSWICK PUBLIC
SCHOOLS**

**SPECIAL EDUCATION AND STUDENT
SERVICES**
Agenda Item: 1.

Date Prepared: 5/19/2025

Meeting Date: 6/5/2025

TO: Members, Board of Education

FROM: Dr. Victor P. Valeski, Superintendent of Schools

SUBJECT: 2023-2024 HIB Self-Assessment - District and School Grade Report

Summary:

N.J.S.A. 18A:17-46 requires school districts to report on self-assessment grades under the Anti-Bullying Bill of Rights. The HIB Self-Assessment grades for 2023-2024 were just approved by the NJDOE in May 2025. A full Board presentation on the Anti-Bullying Bill of Rights (ABBR) progress for the District will be given as scheduled in the Fall of 2025.

Recommendation:

Recommendation: That the 2023-2024 HIB self-assessment district and school grade report are accepted as presented in the attachment for the school year ending June 30, 2024.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						
Laurie Herrick						
Liwu Hong						

Wilbur Pan						
Heather Guas						
Totals						

ATTACHMENTS:

Description	Upload Date	Type
2023-2024 HIB District and School Grade Report	5/19/2025	Backup Material

New Jersey Department of Education

School Self-Assessment for Determining Grades under the *Anti-Bullying Bill of Rights Act*

2023-2024 District and School Grade Report East Brunswick Township School District (23-1170)

***** Official Release *****



District and School Grade Report**2023-2024******* Official Release ********** Official Release *******District Grade: 78****Bowne-Munro Elementary School (060)**

Core Element	Score
HIB Programs, Approaches or Other Initiatives (MAX=15)	15
Training on the BOE-Approved HIB Policy (MAX=9)	9
Other Staff Instruction and Training Programs (MAX=15)	15
Curriculum and Instruction on HIB and Related Information and Skills (MAX=6)	6
HIB Personnel (MAX=9)	9
School-Level HIB Incident Reporting Procedure (MAX=6)	6
HIB Investigation Procedure (MAX=12)	12
HIB Reporting (MAX=6)	6
School Grade (MAX=78)	78

Number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of HIB: N/A

District and School Grade Report**2023-2024******* Official Release ********** Official Release *******District Grade: 78****Central Elementary School (070)**

Core Element	Score
HIB Programs, Approaches or Other Initiatives (MAX=15)	15
Training on the BOE-Approved HIB Policy (MAX=9)	9
Other Staff Instruction and Training Programs (MAX=15)	15
Curriculum and Instruction on HIB and Related Information and Skills (MAX=6)	6
HIB Personnel (MAX=9)	9
School-Level HIB Incident Reporting Procedure (MAX=6)	6
HIB Investigation Procedure (MAX=12)	12
HIB Reporting (MAX=6)	6
School Grade (MAX=78)	78

Number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of HIB: N/A

District and School Grade Report**2023-2024******* Official Release ********** Official Release *******District Grade: 78****Chittick Elementary School (125)**

Core Element	Score
HIB Programs, Approaches or Other Initiatives (MAX=15)	15
Training on the BOE-Approved HIB Policy (MAX=9)	9
Other Staff Instruction and Training Programs (MAX=15)	15
Curriculum and Instruction on HIB and Related Information and Skills (MAX=6)	6
HIB Personnel (MAX=9)	9
School-Level HIB Incident Reporting Procedure (MAX=6)	6
HIB Investigation Procedure (MAX=12)	12
HIB Reporting (MAX=6)	6
School Grade (MAX=78)	78

Number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of HIB: N/A

District and School Grade Report
2023-2024

*** Official Release ***

District Grade: 78

*** Official Release ***

Churchill Junior High School (055)

Core Element	Score
HIB Programs, Approaches or Other Initiatives (MAX=15)	15
Training on the BOE-Approved HIB Policy (MAX=9)	9
Other Staff Instruction and Training Programs (MAX=15)	15
Curriculum and Instruction on HIB and Related Information and Skills (MAX=6)	6
HIB Personnel (MAX=9)	9
School-Level HIB Incident Reporting Procedure (MAX=6)	6
HIB Investigation Procedure (MAX=12)	12
HIB Reporting (MAX=6)	6
School Grade (MAX=78)	78

Number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of HIB: N/A

District and School Grade Report**2023-2024******* Official Release ********** Official Release *******District Grade: 78****East Brunswick High School (050)**

Core Element	Score
HIB Programs, Approaches or Other Initiatives (MAX=15)	15
Training on the BOE-Approved HIB Policy (MAX=9)	9
Other Staff Instruction and Training Programs (MAX=15)	15
Curriculum and Instruction on HIB and Related Information and Skills (MAX=6)	6
HIB Personnel (MAX=9)	9
School-Level HIB Incident Reporting Procedure (MAX=6)	6
HIB Investigation Procedure (MAX=12)	12
HIB Reporting (MAX=6)	6
School Grade (MAX=78)	78

Number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of HIB: N/A

District and School Grade Report**2023-2024******* Official Release ********** Official Release *******District Grade: 78****Frost Elementary School (130)**

Core Element	Score
HIB Programs, Approaches or Other Initiatives (MAX=15)	15
Training on the BOE-Approved HIB Policy (MAX=9)	9
Other Staff Instruction and Training Programs (MAX=15)	15
Curriculum and Instruction on HIB and Related Information and Skills (MAX=6)	6
HIB Personnel (MAX=9)	9
School-Level HIB Incident Reporting Procedure (MAX=6)	6
HIB Investigation Procedure (MAX=12)	12
HIB Reporting (MAX=6)	6
School Grade (MAX=78)	78

Number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of HIB: N/A

District and School Grade Report
2023-2024

*** Official Release ***

*** Official Release ***

District Grade: 78

Hammarskjold Upper Elementary School (056)

Core Element	Score
HIB Programs, Approaches or Other Initiatives (MAX=15)	15
Training on the BOE-Approved HIB Policy (MAX=9)	9
Other Staff Instruction and Training Programs (MAX=15)	15
Curriculum and Instruction on HIB and Related Information and Skills (MAX=6)	6
HIB Personnel (MAX=9)	9
School-Level HIB Incident Reporting Procedure (MAX=6)	6
HIB Investigation Procedure (MAX=12)	12
HIB Reporting (MAX=6)	6
School Grade (MAX=78)	78

Number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of HIB: N/A

District and School Grade Report**2023-2024******* Official Release ********** Official Release *******District Grade: 78****Irwin Elementary School (090)**

Core Element	Score
HIB Programs, Approaches or Other Initiatives (MAX=15)	15
Training on the BOE-Approved HIB Policy (MAX=9)	9
Other Staff Instruction and Training Programs (MAX=15)	15
Curriculum and Instruction on HIB and Related Information and Skills (MAX=6)	6
HIB Personnel (MAX=9)	9
School-Level HIB Incident Reporting Procedure (MAX=6)	6
HIB Investigation Procedure (MAX=12)	12
HIB Reporting (MAX=6)	6
School Grade (MAX=78)	78

Number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of HIB: N/A

District and School Grade Report**2023-2024******* Official Release ********** Official Release *******District Grade: 78****Lawrence Brook Elementary School (100)**

Core Element	Score
HIB Programs, Approaches or Other Initiatives (MAX=15)	15
Training on the BOE-Approved HIB Policy (MAX=9)	9
Other Staff Instruction and Training Programs (MAX=15)	15
Curriculum and Instruction on HIB and Related Information and Skills (MAX=6)	6
HIB Personnel (MAX=9)	9
School-Level HIB Incident Reporting Procedure (MAX=6)	6
HIB Investigation Procedure (MAX=12)	12
HIB Reporting (MAX=6)	6
School Grade (MAX=78)	78

Number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of HIB: N/A

District and School Grade Report**2023-2024******* Official Release ********** Official Release *******District Grade: 78****Memorial Elementary School (120)**

Core Element	Score
HIB Programs, Approaches or Other Initiatives (MAX=15)	15
Training on the BOE-Approved HIB Policy (MAX=9)	9
Other Staff Instruction and Training Programs (MAX=15)	15
Curriculum and Instruction on HIB and Related Information and Skills (MAX=6)	6
HIB Personnel (MAX=9)	9
School-Level HIB Incident Reporting Procedure (MAX=6)	6
HIB Investigation Procedure (MAX=12)	12
HIB Reporting (MAX=6)	6
School Grade (MAX=78)	78

Number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of HIB: N/A

District and School Grade Report**2023-2024******* Official Release ********** Official Release *******District Grade: 78****Warnsdorfer Elementary School (138)**

Core Element	Score
HIB Programs, Approaches or Other Initiatives (MAX=15)	15
Training on the BOE-Approved HIB Policy (MAX=9)	9
Other Staff Instruction and Training Programs (MAX=15)	15
Curriculum and Instruction on HIB and Related Information and Skills (MAX=6)	6
HIB Personnel (MAX=9)	9
School-Level HIB Incident Reporting Procedure (MAX=6)	6
HIB Investigation Procedure (MAX=12)	12
HIB Reporting (MAX=6)	6
School Grade (MAX=78)	78

Number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of HIB: N/A



**EAST BRUNSWICK PUBLIC
SCHOOLS**

**SPECIAL EDUCATION AND STUDENT
SERVICES**
Agenda Item: 2.

Date Prepared: 5/16/2025

Meeting Date: 6/5/2025

TO: Members, Board of Education

FROM: Dr. Victor P. Valeski, Superintendent of Schools

SUBJECT: 2025-2026 Clubs/Activities/Athletics/Academic Teams

Summary:

The district provides a variety of extracurricular activities and athletics, which are available to students before and after school that are an integral part of the educational program in the schools. They include clubs, academic teams, course component, student services activities and athletic teams. These extracurricular activities help develop leadership, organizational and athletic abilities, aid in the socialization of pupils and enable pupils to explore a wider range of interests.

Recommendation:

Recommendation: That the sponsored and non-sponsored (under the Equal Access Act) clubs/activities, athletics and academic teams, including related participant fees, are approved for the 2025-2026 school year as reflected in the attachment.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						

Laurie Herrick						
Liwu Hong						
Wilbur Pan						
Heather Guas						
Totals						

ATTACHMENTS:

Description	Upload Date	Type
2025-2026 Clubs and Activities Report	5/23/2025	Backup Material

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

Bowne-Munro

Name	Description	Type	Fee
Chorus	Provides opportunities for students to demonstrate knowledge achieved in music classes by performing in choral groups, presenting concerts for community events, PTA programs, etc.	Club/Activity	\$30.00
Gardening Club	Fosters enjoyment and respect for indoor and outdoor plants by experiencing, viewing and participating in hands-on activities. Working with plants helps students learn responsibility, patience, care and accountability.	Club/Activity	\$30.00
Math Club	Provides opportunities for students to increase enthusiasm for math and practice problem solving and logic skills.	Club/Activity	\$30.00
Student Council	Plans and implements school service projects that benefit the community. Coordinates school activities, student government and promotes school spirit. Serves as an extension of the social studies units on community and civics.	Club/Activity	\$30.00
Safety Patrol	Works with East Brunswick Police and school personnel to promote school safety by providing student patrols.	Student Services	\$0.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

Central

Name	Description	Type	Fee
Chorus	Provides opportunities for students to demonstrate knowledge achieved in music classes by performing in choral groups, presenting concerts for community events, PTA programs, etc.	Club/Activity	\$30.00
Coding Club	Students will be introduced to some of the fundamental concepts in Computer Science. Club students will join a safe environment of peers and role models. Building upon learning the basics of computational thinking and the basics of Computer Science, students will have the opportunity to design and create.	Club/Activity	\$30.00
Student Council	Plans and implements school service projects that benefit the community. Coordinates school activities, student government and promotes school spirit. Serves as an extension of the social studies units on community and civics.	Club/Activity	\$30.00
Gardening Club	Fosters enjoyment and respect for indoor and outdoor plants by experiencing, viewing and participating in hands-on activities. Working with plants helps students learn responsibility, patience, care and accountability.	Club/Activity	\$30.00
Yearbook Club	Provides opportunities for students to get involved in the design/creation of the yearbook.	Club/Activity	\$30.00
STEAM	Provide students with hands-on learning experiences to get them engaged with STEAM concepts. STEAM added art to focus on sparking imagination and creativity through the arts in ways that naturally align with STEM learning.	Club/Activity	\$30.00
Safety Patrol	Works with East Brunswick Police and school personnel to promote school safety by providing student patrols.	Student Services	\$0.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

Chittick

Name	Description	Type	Fee
Art Enrichment	Provides opportunities for students to use skills learned in art classes.	Club/Activity	\$30.00
Chorus	Provides opportunities for students to demonstrate knowledge achieved in music classes by performing in choral groups, presenting concerts for community events, PTA programs, etc.	Club/Activity	\$30.00
Student Council	Plans and implements school service projects that benefit the community. Coordinates school activities, student government, promotes school spirit. Serves as an extension of the social studies units on community and civics.	Club/Activity	\$30.00
Video Newsmakers	Provides students with an opportunity to produce, direct, write, and perform in news broadcasts.	Club/Activity	\$30.00
Safety Patrol	Works with East Brunswick Police and school personnel to promote school safety by providing student patrols.	Student Services	\$0.00

**East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026**

Frost

Name	Description	Type	Fee
Art Enrichment (2)	Provides opportunities for students to use skills learned in art classes.	Club/Activity	\$30.00
Chorus	Provides opportunities for students to demonstrate knowledge achieved in music classes by performing in choral groups, presenting concerts for community events and PTA programs.	Club/Activity	\$30.00
Gardening	Fosters enjoyment and respect for indoor and outdoor plants by experiencing, viewing and participating in hands-on activities. Working with plants helps students learn responsibility, patience, care and accountability.	Club/Activity	\$30.00
Student Council	Plans and implements school service projects that benefit the community. Coordinates school activities, student government, promotes school spirit. Serves as an extension of the social studies units on community and civics.	Club/Activity	\$30.00
Video Newsmakers	Provides students with an opportunity to produce, direct, write, and perform in news broadcasts.	Club/Activity	\$30.00
Safety Patrol	Works with East Brunswick Police and school personnel to promote school safety by providing student patrols.	Student Services	\$0.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

Irwin

Name	Description	Type	Fee
Ambassadors Club	Combines video newsmakers and student council. Plans and implements school service projects, promotes school spirit and give will give students the opportunity to provide morning announcements.	Club/Activity	\$30.00
Art Enrichment	Provides opportunities for students to use skills learned in art classes.	Club/Activity	\$30.00
Chorus	Provides opportunities for students to demonstrate knowledge achieved in music classes by performing in a choir group, presenting concerts for community events, PTA programs, etc.	Club/Activity	\$30.00
Coding Club	Students will be introduced to some of the fundamental concepts involved in Computer Science. Club students will join a safe and supportive environment of peers and role models. Building upon learning the basics of computational thinking and the basics of Computer Science, students will have the opportunity to design and create.	Club/Activity	\$30.00
Sports Club	Provides opportunities to promote physical fitness, sportsmanship and playing on a team. Exposes students to new sports and activities.	Club/Activity	\$30.00
Safety Patrol	Works with East Brunswick Police and school personnel to promote school safety by providing student patrols.	Student Services	\$0.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

Lawrence Brook

Name	Description	Type	Fee
Chorus	Provides opportunities for students to demonstrate knowledge achieved in music classes by performing in choral groups, presenting concerts for community events, PTA programs, etc.	Club/Activity	\$30.00
LB Allies	LB Allies is a volunteer group of 4th grade students who give of their time and friendship to special needs students who may benefit from peer support.	Club/Activity	\$30.00
Garden Club	Plans and engineers the garden layout. These students will determine the needs of the garden based on their collected data.	Club/Activity	\$30.00
STEAM Club	STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.	Club/Activity	\$30.00
Student Council	Plans and implements school service projects that benefit the community. Coordinates school activities, student government, promotes school spirit. Serves as an extension of the social studies units on community and civics.	Club/Activity	\$30.00
Video Newsmakers	Provides students with an opportunity to produce, direct, write, and perform in news broadcasts.	Club/Activity	\$30.00
Safety Patrol	Work with East Brunswick Police and school personnel to promote school safety by providing student patrols.	Student Services	\$0.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

Memorial

Name	Description	Type	Fee
Chorus	Provides opportunities for students to demonstrate knowledge achieved in music classes by performing in choral groups, presenting concerts for community events, PTA programs, etc.	Club/Activity	\$30.00
Coding Club	Students will be introduced to some of the fundamental concepts in Computer Science. Club students will join a safe environment of peers and role models. Building upon learning the basics of computational thinking and the basics of Computer Science, students will have the opportunity to design and create.	Club/Activity	\$30.00
Drama Club	Extends classroom lessons and activities by providing opportunities for students to organize the technical aspects of play productions and perform.	Club/Activity	\$30.00
Student Council	Plans and implements school service projects that benefit the community. Coordinates school activities, student government, promotes school spirit. Serves as an extension of the social studies units on community and civics.	Club/Activity	\$30.00
Video Newsmakers	Provides students with an opportunity to produce, direct, write, and perform in news broadcasts.	Club/Activity	\$30.00
Homework	Provides opportunities for students to work cooperatively in small groups to study and complete homework assignments.	Student Services	\$0.00
Safety Patrol	Works with East Brunswick Police and school personnel to promote school safety by providing student patrols.	Student Services	\$0.00

**East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026**

Warnsdorfer

Name	Description	Type	Fee
Chorus	Provides opportunities for students to demonstrate knowledge achieved in music classes by performing in choral groups, presenting concerts for community events, PTA programs, etc.	Club/Activity	\$30.00
Early Act	Provides students with an opportunity to work together toward service and international understanding. Sponsored by the Rotary Club, it offers development of both leadership skills and teamwork.	Club/Activity	\$30.00
Students Against Violating the Environment (SAVE)	Extends knowledge learned in the science classes by disseminating information on environmental problems and solutions throughout the school and community. Promotes environmental protection by implementing various programs.	Club/Activity	\$30.00
Student Council	Plans and implements school service projects that benefit the community. Coordinates school activities, student government, promotes school spirit. Serves as an extension of the social studies units on community and civics.	Club/Activity	\$30.00
Video Newsmakers	Provides students with an opportunity to produce, direct, write, and perform in news broadcasts.	Club/Activity	\$30.00
Safety Patrol	Works with East Brunswick Police and school personnel to promote school safety by providing student patrols.	Student Services	\$0.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

District Wide

Name	Description	Type	Fee
Elementary Beginners Band (4)	Provides opportunities for students from each of the eight elementary schools to participate and perform.	Course Component	\$0.00
Elementary Beginners Orchestra (4)	Provides opportunities for students from each of the eight elementary schools to participate and perform.	Course Component	\$0.00
Elementary Chorus (3)	Provides opportunities for students from each of the eight elementary schools to participate and perform.	Course Component	\$0.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

Hammar skjold

Name	Description	Type	Fee
Buddy Sports	Provide general education and special needs students with a variety of physical activities to increase skills such as developing friendships, gross-motor abilities, following directions and how to appropriately handle competitive situations. Students will also develop teamwork and exercise habits.	Club/Activity	\$30.00
Coding (2)	The purpose of the coding club would be to teach students the fundamentals of coding including variables, arrays, loops, strings, etc.	Club/Activity	\$30.00
Drama	Extends classroom lessons and activities by providing opportunities for students to organize the technical aspects of play productions and perform.	Club/Activity	\$30.00
Jazz Band	Provides an opportunity for students to practice skills learned in music classes as they perform jazz music. Students audition and may participate in several student performances.	Club/Activity	\$30.00
Art Club	Foster excellence and a dedicated spirit through the pursuit of art. To increase an awareness of art in relation to other areas of the curriculum, through volunteering students creative services to different curriculum areas within the school and community.	Club/Activity	\$30.00
Student Council	Plans and implements school service projects that benefit the community. Coordinates school activities, student government, promotes school spirit. Serves as an extension of the social studies units on community and civics.	Club/Activity	\$30.00
Yearbook	Provides students with an opportunity to use skills learned in art and English classes in order to produce a school yearbook.	Club/Activity	\$30.00
Video Newsmakers	Provides students with an opportunity to produce, direct, write, and perform views broadcasts.	Club/Activity	\$30.00
Academic Challengers	Provides academic competition in math, science, government, sports, art, History and English. Students compete against students from other schools.	Academic Team	\$30.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

Hammarskjold

Name	Description	Type	Fee
Band (2)	Extends classroom activities and learning experiences. Students attend rehearsals and prepare for winter and spring concerts.	Course Component	\$0.00
Chorus (2)	Provides opportunities for students to demonstrate knowledge achieved in music classes by performing in choral groups, presenting concerts for community events, PTA programs, etc.	Course Component	\$0.00
Orchestra (2)	Extends and enhances classroom activities. Students attend rehearsals and prepare for winter and spring concerts.	Course Component	\$0.00
Caring Adults Reinforcing Education (CARE) 5th Grade	Provides at-risk students with one-to-one assistance with completing homework assignments and preparing for quizzes/tests.	Student Services	\$0.00
Caring Adults Reinforcing Education (CARE) 6th Grade	Provides at-risk students with one-to-one assistance with completing homework assignments and preparing for quizzes/tests.	Student Services	\$0.00
HUES Got Talent	The purpose of this club will be to prepare students for our students for our annual talent show. Students will learn skills related to stage performance along with practicing their planned act.	Club/Activity	\$30.00
Cheerful Creations	Provides academics, community based instruction, work study and job sampling to help prepare all students for adult life.	Club/Activity	\$30.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

Churchill

Name	Description	Type	Fee
Art Club	Foster excellence and a dedicated spirit through the pursuit of art. To increase an awareness of art in relation to other areas of the curriculum, through volunteering students creative services to different curriculum areas within the school and community.	Club/Activity	\$30.00
Chorus Ensemble	Provides opportunities for students to demonstrate knowledge achieved in music classes by performing in choral groups, presenting concerts for community and PTA programs.	Club/Activity	\$30.00
Girls Who Code	The mission of the Girls Who Code is to close the gender gap in technology. Club girls learn the concepts of loops, variables, conditionals, and functions that for the basis for all programming languages. They will work in teams to design and build a Computer Science "CS" Impact Project that solves real world problems they care about through coding.	Club/Activity	\$30.00
Drama	Extends classroom lessons and activities by providing opportunities for students to organize the technical aspects of play productions and perform.	Club/Activity	\$30.00
International Cultures Club	Provides students with an opportunity to discuss topics that help foster increased awareness of the ways different cultures influence our perception of self and others.	Club/Activity	\$30.00
Jazz Ensemble	Provides an opportunity for students to practice skills learned in music classes as they perform jazz music. Students audition and may participate in several student performances.	Club/Activity	\$30.00
The Butterfly Effect Kindness Initiative Program	The mission of our program is simple yet profound: to learn to live and breathe kindness and to leave a positive legacy. It impacts not only our schools but our community. This program fosters independence as well as life skills such as planning, organizing, budgeting, self-reflections and setting goals.	Club/Activity	\$30.00
Student Council	Plans and implements school service projects that benefit the community. Coordinates school activities, student government, promotes school spirit. Serves as an extension of the social studies units on community and civics.	Club/Activity	\$30.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

Churchill

Name	Description	Type	Fee
Video Newsmakers	Provides students with the opportunity to produce, direct, write and perform video broadcasts on our "Churchill News" channel. News will be shown during homeroom each day.	Club/Activity	\$30.00
Yearbook	Provides students with an opportunity to use skills learned in art and English classes in order to produce a school yearbook.	Club/Activity	\$30.00
Peer Tutoring	This club will provide academic tutoring assistance after school to Churchill students. The club will offer the students who are doing the tutoring the opportunity to earn community service hours while participating in activities community and help our students who are struggling academically.	Club/Activity	\$30.00
Institute for Political and Legal Education (IPLE)	Provides 8th grade students experience as a feeder program for High School IPLE.	Academic Team	\$30.00
Math	Develops increased understanding and interest in mathematics and allows students to offer tutoring; provides competitive events for students in math.	Academic Team	\$30.00
Model Congress	Provides 9th grade students with opportunities to expand their knowledge of legislative procedures and the leadership role of congressional committees.	Academic Team	\$30.00
Robotics	Provides students the opportunity to work as a team in order to design and construct a robot to compete in robotics competitions with other school teams.	Academic Team	\$30.00
Science Olympiad	Extends knowledge learned in science and prepares the students for hands-on experiences and knowledge-based activities to be used in a statewide competition.	Academic Team	\$30.00
Unified Sports Club	The Unified Sports Club joins students with and without disabilities on the same team. Students play together in recreational activities with some modifications and mentoring. This club is dedicated to promoting social inclusion through shared recreational experiences.	Student Services	\$0.00
Band (3)	Extends classroom activities and learning experiences. Students attend rehearsals and prepare for winter and spring concerts.	Course Component	\$0.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

Churchill

Name	Description	Type	Fee
Chorus	Extends classroom activity.	Course Component	\$0.00
Orchestra (3)	Extends classroom activates and learning experiences. Students attend rehearsals and prepare for winter and spring concerts.	Course Component	\$0.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

High School

Name	Description	Type	Fee
Anime	Promotes an interest of anime, mangas, games and enhances interest in reading and drawing.	Club/Activity	\$30.00
Art Honor Society	Extends classroom activities and experiences. Provides inspiration and recognition to students who have shown outstanding art ability and have produced quality projects.	Club/Activity	\$30.00
Asian American Studies	Provides an opportunity for high school students to study the history of Asian American culture.	Club/Activity	\$30.00
Chinese Honor Society	Chinese Honor Society will allow our Chinese students to be recognized for their academic achievements and service to the community.	Club/Activity	\$30.00
Black Student Union Club	The Black Student Union (BSU) Club aims to offer the community opportunities for both cultural and intellectual growth through educational and social programming. The BSU Club hopes to develop and maintain a network and platform that not only empowers our school community but also promotes solidarity within and beyond the wall of EBHS.	Club/Activity	\$30.00
Chess	Promotes higher order thinking skills, competition and sportsmanship.	Club/Activity	\$30.00
Class Council (Senior)	Plans and implements class activities and projects. Provides class activities, promotes spirit within the class.	Club/Activity	\$30.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

High School

Name	Description	Type	Fee
Class Council (Junior)	Plans and implements class activities and projects. Provides class activities, promotes spirit within the class.	Club/Activity	\$30.00
Class Council (Sophomore)	Plans and implements class activities and projects. Provides class activities, promotes spirit within the class.	Club/Activity	\$30.00
Drama	Extends classroom lessons and activities by providing opportunities for students to organize the technical aspects of play productions and perform.	Club/Activity	\$30.00
Esports	The goal of this club is to provide opportunities for HS students interested in video games to participate in National Competitive Leagues. For example, HSEL High School Esports League and Play VS. Each offer weekly competitions for HS teams.	Club/Activity	\$30.00
French Honor Society	Contributes to increased interest in the French customs, language & lifestyles. Recognizes exceptional achievement.	Club/Activity	\$30.00
German/German Honor Society	Contributes to increased interest in the German customs, language & lifestyles. Recognizes exceptional achievement.	Club/Activity	\$30.00
International Cultural	Provides students with an opportunity to discuss topics that help foster increased awareness of the ways different cultures influence our perceptions of self and others.	Club/Activity	\$30.00
Intramurals Dance	Provides skill development in various sports and round robin tournament competition as an extension of the physical education and athletic programs.	Club/Activity	\$30.00
Italian/Italian Honor Society	Contributes to increased interest in the Italian language and extends and enhances classroom activities. Recognizes exceptional achievement.	Club/Activity	\$30.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

High School

Name	Description	Type	Fee
Jazz Ensemble	Provides an opportunity for students to practice skills learned in music classes as they perform jazz music. Students audition and may participate in several student performances.	Club/Activity	\$30.00
Key Service Organization	Provides students with opportunities for community service and related activities.	Club/Activity	\$30.00
Math Honor Society	To recognize outstanding achievement in mathematics and further develop strong scholarship in the subject and to promote the enjoyment of mathematics.	Club/Activity	\$30.00
Musicians/Tri M National Music Honor Society	Extends classroom activities by furthering appreciation of classical music. Provides a forum for showcasing the musical talents of students. In addition, the honor society allows students to be recognized for achievement in music.	Club/Activity	\$30.00
National English Honor Society	The purpose of NEHS is to unite high school students with high achievements in English language and literature, encourage interest in the English language arts and create community outreach programs.	Club/Activity	\$30.00
National Honor Society	Promotes scholarship, service, leadership and character.	Club/Activity	\$30.00
Pre-Medical	Students will be able to bond with others who share their dreams and determination for an extraordinary time of discovery, as they are welcomed to leading careers in medicine. The purpose of the Pre-Medical Club is to allow EBHS students to gain a complete understanding of what doctors do, what medical school offers and whether medical practice is for them.	Club/Activity	\$30.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

High School

Name	Description	Type	Fee
Psychology	Extends classroom activities. Provides and fosters students interest in the field of psychology.	Club/Activity	\$30.00
Rho Kappa National Social Studies Honor Society	This organization will allow students to further explore Social Studies. Students will be partaking in school and community based activities, which will help the community and students learn more about the arts of Social Studies.	Club/Activity	\$30.00
School Newspaper (Clarion)	Provides an opportunity for students to use skills learned in English classes as they write, compile, edit and select articles for the newspaper.	Club/Activity	\$30.00
Science Honor Society	Will encourage scientific thinking and cooperation. This club will offer tutoring services for all science subjects and seek to increase public scientific understanding. Students will be required to complete community service.	Club/Activity	\$30.00
Spanish Honor Society	Contributes to increased interest in Spanish customs, language and lifestyles. Recognizes exceptional achievement.	Club/Activity	\$30.00
Student Council	Plans and implements school service projects that benefit the community. Coordinates school activities, student government, promotes school spirit. Serves as an extension of the social studies units on community and civics.	Club/Activity	\$30.00
Students Against Violating the Environment (SAVE)	Extends knowledge learned in the science classes by disseminating information on environmental problems and solutions throughout the school and community. Promotes environmental protection by implementing various programs.	Club/Activity	\$30.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

High School

Name	Description	Type	Fee
Video Newsmakers	Provides students with an opportunity to produce, direct, write, and perform in news broadcasts.	Club/Activity	\$30.00
Video Production Club	Provides students an opportunity in all aspects of video production including storyboarding, scripting, videotaping, professional editing, live studio work, filmmaking, producing and directing. They will produce content for our existing club "Video Newsmakers". In addition, live events such as film festivals and other shows will be produced by the students.	Club/Activity	\$30.00
Yearbook	Provides students with an opportunity to use skills learned in art and English classes in order to produce a school yearbook.	Club/Activity	\$30.00
Waksman Student Scholars	Provides students with the opportunity to conduct research on molecular genetics (DMA). Students work in collaboration with the faculty of Rutgers University Center for Molecular Biology.	Club/Activity	\$30.00
Unified Sports Club	The Unified Sports Club joins students with and without disabilities on the same team. Students play together in recreational activities with some modifications and mentoring. This club is dedicated to promoting social inclusion through shared recreational experiences.	Student Services	\$0.00
Academic	Provides academic competition in math, science, government, sports, art, history and English. Students compete against students from other schools.	Academic Team	\$30.00
Code Club	Promotes interest and knowledge of computer science. Participate in local hackathons(24 hour programming competitions) and helps create a community for computer scientists.	Academic Team	\$30.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

High School

Name	Description	Type	Fee
Family, Community and Career Leaders of America (FCCLA)	Promotes personal growth and leadership. Develops life skills through activities designed for character development, creative and critical thinking, interpersonal communication, practical knowledge and vocational preparation.	Academic Team	\$30.00
Future Business Leaders of America (FBLA)	Provides students with opportunities to learn how to develop business techniques and leadership abilities.	Academic Team	\$30.00
Math	Develops increased understanding and interest in mathematics and allows students to offer tutoring; provides competitive events for students in math.	Academic Team	\$30.00
Mock Trial	Provides students with an opportunity to expand their knowledge of courtroom procedures and legal processes.	Academic Team	\$30.00
Robotics	Provide real-world challenges through interscholastic competitions where students work together with professional mentors in order to manage an engineering project.	Academic Team	\$30.00
Science	Extends and enhances classroom activities by providing opportunities for competition in chemistry, physics, biology.	Academic Team	\$30.00
Science Olympiad	Extends knowledge learned in science and prepares the students for hands-on experience and knowledge-based activities to be used in a statewide competition at the high school level.	Academic Team	\$30.00
Chorus	Provides opportunities for students to demonstrate knowledge achieved in music classes by performing in choral groups, presenting concerts for community events, PTA programs, etc.	Course Component	\$0.00
Concert Band and Wind Ensemble	Provides students with an opportunity to perform in concerts & develop the skills they learn in music classes.	Course Component	\$0.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

High School

Name	Description	Type	Fee
Model UN International	Provides students with opportunities to expand their knowledge of international issues and to become involved in activities related to Model UN programs.	Course Component	\$0.00
Orchestra	Extends and enhances classroom activities. Provides an opportunity for students to perform in an orchestra.	Course Component	\$0.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
Under Equal Access Act
2025-2026

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

Non-Sponsored Equal Access

School	Name	Description	Type	Fee
EBHS	A2J: According to Jesus	Provides opportunities for students to learn and share different aspects of religion.	Equal Access	\$0.00
EBHS	American Civil Liberties Union	To disseminate information regarding civil liberties issues present in society today. To promote discussion and awareness of these issues in a productive environment, ultimately resulting in a better-informed future generation of adults.	Equal Access	\$0.00
EBHS	Amnesty International	To end teenage apathy toward instances of human rights violations. To show teenagers that despite age restrictions, they can take action by working on an actual urgent human rights violation cases and contacting government. To educate about human rights.	Equal Access	\$0.00
EBHS	Coptic Club	Provides opportunities for high school students to learn about the Coptic Religion.	Equal Access	\$0.00
EBHS	Gay & Straight Peers	Provide educational programs and hold meetings that will reduce prejudice and intolerance. Foster support and understanding among all lifestyles.	Equal Access	\$0.00
EBHS	Hindu Club	Provides opportunities for high school students to learn about the Hindu Religion.	Equal Access	\$0.00
EBHS	Muslim Student Association	Provides an opportunity for high school students to study the history of Islam and to discuss current events.	Equal Access	\$0.00
EBHS	Jewish Culture Club	Provides an opportunity for high school students to learn about the Jewish Culture	Equal Access	\$0.00
EBHS	Political Club	Provides an opportunities for high school students to discuss political events.	Equal Access	\$0.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
Athletics
2025-2026

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

Churchill Athletics

Name	Description	Type	Fee
Baseball/7th & 8th	Team	Athletics	\$125.00
Baseball/9th	Team	Athletics	\$125.00
Basketball/Boys/7th & 8th	Team	Athletics	\$125.00
Basketball/Girls/7th & 8th	Team	Athletics	\$125.00
Basketball/Boys/9th	Team	Athletics	\$125.00
Basketball/Girls/9th	Team	Athletics	\$125.00
Cheerleading/9th/Fall	Team	Athletics	\$125.00
Cheerleading/9th/Winter	Team	Athletics	\$125.00
Cross Country/Boys/7th & 8th	Team	Athletics	\$125.00
Cross Country/Girls/7th & 8th	Team	Athletics	\$125.00
Field Hockey/7th & 8th	Team	Athletics	\$125.00
Football/7th & 8th	Team	Athletics	\$125.00
Football/9th	Team	Athletics	\$125.00
Soccer/Boys/9th	Team	Athletics	\$125.00
Soccer/Boys/7th & 8th	Team	Athletics	\$125.00
Soccer/Girls/9th	Team	Athletics	\$125.00
Soccer/Girls/7th & 8th	Team	Athletics	\$125.00
Softball/7th & 8th	Team	Athletics	\$125.00
Softball/9th	Team	Athletics	\$125.00
Track/Boys/7th & 8th/Spring	Team	Athletics	\$125.00
Track/Girls/7th & 8th/Spring	Team	Athletics	\$125.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

Churchill Athletics

Name	Description	Type	Fee
Volleyball/Boys/9th	Team	Athletics	\$125.00
Volleyball/Girls/9th	Team	Athletics	\$125.00
Wrestling/7th & 8th	Team	Athletics	\$125.00
Manager	Team	Athletics	\$30.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

High School Athletics

Name	Description	Type	Fee
Baseball/JV	Team	Athletics	\$125.00
Baseball/Varsity	Team	Athletics	\$125.00
Basketball/Boys/JV	Team	Athletics	\$125.00
Basketball/Boys/Varsity	Team	Athletics	\$125.00
Basketball/Girls/Varsity	Team	Athletics	\$125.00
Basketball/Girls/JV	Team	Athletics	\$125.00
Bowling/Boys/Varsity	Team	Athletics	\$125.00
Bowling/Girls/Varsity	Team	Athletics	\$125.00
Cheerleading/Varsity/Fall	Team	Athletics	\$125.00
Cheerleading/JV/Fall	Team	Athletics	\$125.00
Cheerleading/Varsity/Winter	Team	Athletics	\$125.00
Cheerleading/JV/Winter	Team	Athletics	\$125.00
Cross Country/Boys/Varsity	Team	Athletics	\$125.00
Cross Country/Girls/Varsity	Team	Athletics	\$125.00
Field Hockey/Varsity	Team	Athletics	\$125.00
Field Hockey/JV	Team	Athletics	\$125.00
Football/Varsity	Team	Athletics	\$125.00
Football/JV	Team	Athletics	\$125.00
Golf/Boys/Varsity	Team	Athletics	\$125.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

High School Athletics

Name	Description	Type	Fee
Golf/Girls/Varsity	Team	Athletics	\$125.00
Gymnastics/Varsity	Team	Athletics	\$125.00
Lacrosse/Boys/Varsity	Team	Athletics	\$125.00
Lacrosse/Girls/Varsity	Team	Athletics	\$125.00
Lacrosse/Boys/JV	Team	Athletics	\$125.00
Lacrosse/Girls/JV	Team	Athletics	\$125.00
Marching Band	Team	Athletics	\$125.00
Color Guard	Team	Athletics	\$125.00
Soccer/Boys/Varsity	Team	Athletics	\$125.00
Soccer/Boys/JV	Team	Athletics	\$125.00
Soccer/Girls/Varsity	Team	Athletics	\$125.00
Soccer/Girls/JV	Team	Athletics	\$125.00
Softball/JV	Team	Athletics	\$125.00
Softball/Varsity	Team	Athletics	\$125.00
Swimming/Boys/Varsity	Team	Athletics	\$125.00
Swimming/Girls/Varsity	Team	Athletics	\$125.00
Tennis/Boys/Varsity	Team	Athletics	\$125.00
Tennis/Girls/Varsity	Team	Athletics	\$125.00
Track/Boys/Varsity/Spring	Team	Athletics	\$125.00
Track/Girls/Varsity/Spring	Team	Athletics	\$125.00

East Brunswick Public Schools
Clubs/Activities/Athletics/Academic Teams
2025-2026

High School Athletics

Name	Description	Type	Fee
Track/Boys/Varsity/Winter	Team	Athletics	\$125.00
Track/Girls/Varsity/Winter	Team	Athletics	\$125.00
Volleyball/Boys/Varsity	Team	Athletics	\$125.00
Volleyball/Boys/JV	Team	Athletics	\$125.00
Volleyball/Girls/JV	Team	Athletics	\$125.00
Volleyball/Girls/Varsity	Team	Athletics	\$125.00
Wrestling/Varsity	Team	Athletics	\$125.00
Wrestling/JV	Team	Athletics	\$125.00
Manager	Team	Athletics	\$30.00



**EAST BRUNSWICK PUBLIC
SCHOOLS**

**SPECIAL EDUCATION AND STUDENT
SERVICES**
Agenda Item: 3.

Date Prepared: 5/21/2025

Meeting Date: 6/5/2025

TO: Members, Board of Education
FROM: Lori Tagerty, Purchasing Manager
SUBJECT: Contracts - FY2026 Student Service Providers

Summary:

The District is responsible to contract with professional services providers in order to meet the needs of students in the East Brunswick Public School system, including adherence to student IEP requirements. The motion reflects student service providers whose services are deemed necessary for the 2025-2026 school year. Multiple providers are recommended in many service areas to ensure that there is adequate coverage to meet student needs. The contracts have been negotiated and all efforts have been made to obtain best pricing.

Recommendation:

Recommendation: That the providers and respective rates are approved, contingent upon the provider meeting the insurance requirements, to provide student services for the period July 1, 2025 through June 30, 2026.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						
Jaime Falco						
Louis Figueroa						

Laurie Herrick						
Liwu Hong						
Wilbur Pan						
Heather Guas						
Totals						

ATTACHMENTS:

Description	Upload Date	Type
Student Service Providers 25-26	5/29/2025	Backup Material

<i>Applied Behavioral Analysis</i>	
ABA Solutions, Inc. Fanwood, NJ	\$125.00 Per hour Functional Behavioral Assessments \$110.00 Per hour Student Analyst \$70.00 Per hour Registered Behavior Tech \$125.00 Per hour BCBA Behavior Consultation
Brett Di Novi& Associates Cherry Hill, NJ	\$57.50 Per hour ABA Analysis – Clinical Associate \$135.00 Per hour Board Certified Behavioral Analyst (BCBA)
Educational Services Commission of New Jersey Piscataway, NJ	\$138.00 Per ESCNJ employee hour \$163.00 Per consultant hour
<i>Assistive Technology Assessment</i>	
Advancing Opportunities Willingboro, NJ	\$1,250.00 Per Service \$180.00 Per hour for assistive technology support and training
<i>Augmentative and Communication Evaluation</i>	
Advancing Opportunities Willingboro, NJ	\$1,450.00 Per Service \$200.00 Per hour for augmentative technology support and training
Integrated Speech Pathology LLC Watchung, NJ	\$1,350.00 Per session plus report \$120.00 Per hour for support for augmentative communication devices & systems \$120.00 Per hour for parent/staff meetings \$120.00 Per parent/staff AAC device training \$675.00 Per reevaluation of student \$200.00 Per hour for staff workshop \$825.00 Per selective mutism evaluation
<i>Bilingual Evaluation Services</i>	

ARG Educational Services LLC Parsippany, NJ	\$749.00 Per CST evaluation in Turkish \$795.00 Per CST evaluation in other languages
Delta-T Group North Jersey, Inc. Woodbridge, NJ	\$475.00 Per psychological evaluation or re-evaluation \$600.00 Per functional behavioral assessment \$475.00 Per LDTC evaluation \$475.00 Per social evaluation
The Stepping Stones Group Boston, MA	\$525.00 Per speech evaluation
Educational Services Commission of New Jersey Piscataway, NJ	\$441.00 Per psychological or learning evaluation \$340.00 Per social history evaluation \$450.00 Per speech evaluation
Learning Tree Green Brook, NJ	\$830.00 Per evaluation in Spanish \$880.00 Per evaluation in other languages \$150.00 per hour CST conference interpretation
<i>Drug And Alcohol Screening Services</i>	
Brunswick Urgent Care East Brunswick, NJ	\$125.00 Per screening and medical exam includes urine/drug screening \$125.00 Per Hep B Vaccine \$75.00 Per Tetanus Vaccine
Laboratory Corporation of America Holdings Morrisville, NC	\$54.25 8 Panel Test #765604 \$35.00 Dextromethorphan Test #764142 \$12.00 Urine alcohol with above test panel #735314 \$50.00 Synthetic Cannabinoids Test #701106 \$89.25 Psilocin Urine Screen 0913479324 \$73.50 Psilocin Confirmation 0913479324

Functional Assessment	
Hackensack Meridian Health Eatontown, NJ	\$300.00 Post offer pre-employment exam w/ baseline \$30.00 Per health history review \$100.00 Per return to work physical \$100.00 Healthy history and physical exam
Functional Behavior Assessment (FBA)	
Hybridge Learning Group Somerset, NJ	\$1,785.00 Flat rate per assessment \$124.00 Per hour written behavior reduction plan and data system \$124.00 Per ongoing consultation hour
Delta-T Group North Jersey, Inc. Woodbridge, NJ	\$550.00 Per Functional Behavioral Assessment \$600.00
Home Instruction Services	
Brookfield Academy Cherry Hill, NJ	\$50.00 Per hour
EI US, LLC dba LearnWell Plymouth, MA	\$63.00 Per hour \$72.00 Per hour virtual 1:1 instruction
Educational Services Commission of New Jersey Piscataway, NJ	\$58.00 Per hour provided by ESCNJ \$90.00 Per hour in medical facility
Educere LLC Fort Washington, PA	\$499.00-\$999.00 Full year course \$249.50-\$499.50 Half year course \$39.00/week/course Partial course \$245.00-\$350.00 Abbreviated course
Rutgers Health University Behavioral Health Care Piscataway, NJ	\$75.00 Per Hour
Silvergate Preparatory School LLC Bridgewater, NJ	\$55.00 Per hour
Interpretation	
Cyrycom International Inc. (Voiance)	\$.69

Tucson, AZ	Per Minute for On Phone Interpretation \$.69 Per Minute for Virtual Interpretation \$1.25 Per Minute for Virtual Interpretation American Sign Language
The Stepping Stones Group Boston, MA	\$70.00 Per hour sign language interpreter
<i>Learning Disabilities Teacher Consultant</i>	
Delta-T Group North Jersey, Inc. Woodbridge, NJ	\$400.00 Per evaluation
The Stepping Stones Group Boston, MA	\$90.00 Per hour \$825.00 Per evaluation
<i>Learning Evaluation Services</i>	
Educational Services Commission of New Jersey Piscataway, NJ	\$283.00 Per evaluation
<i>Neurological Services</i>	
Kavita Sinha, MD, FAAP Martinsville, NJ	\$600.00 Per evaluation
Center for Neuropsychology Services East Brunswick, NJ	\$600.00 Per psychological/neuropsychological evaluation \$2,500.00 Per comprehensive neuropsychological testing \$1,500.00 ADOS-2 Testing \$500 Per diagnostic evaluation
<i>Nursing Services</i>	
Amergis Healthcare Staffing, Inc. Columbia, MD	\$80.00 Per hour RN \$70.00 Per hour LPN \$80.00 Sub-Nursing Services-RN
Bayada Home Health Care, Inc. North Brunswick, NJ	\$64.00 Per hour RN \$54.00 Per hour LPN \$64.00 Per RN per hour transportation \$54.00

	Per LPN per hour transportation \$67.00 Registered nurse, school sub, hourly rate \$67.00 Registered nurse, school sub, before & after care hourly rate
Healthsource Group Hicksville, NY	\$65.00 Per hour RN Health Office Coverage \$69.00 Nursing Services RN – 1:1 Skilled Nursing \$48.50 Per hour LPN \$91.00 Per RN hour Student Transportation Only (1 hr. minimum) \$71.00 Per LPN hour Student Transportation Only (1 hr. minimum)
Horizon Healthcare Staffing Manalapan, NJ	\$75.00 Per hour RN \$82.00 Per hour RN for medically fragile student \$63.00 Per hour LPN \$65.00 Per our LPN for medically fragile student \$82.00 Per hour Certified School Nurse, RN \$90.00 Per hour Student Transportation Only (2 hr. minimum) \$72.00 Per hour RN for Health Office and School Trips
Interim Healthcare Middlesex-Somerset, Inc. So. Plainfield, NJ	\$59.00 Per hour RN \$58.00 Per hour LPN \$158.50 Per RN Trip Rate \$145.00 Per LPN Trip Rate \$79.50 Per RN Trip Rate (no show) \$72.50 Per LPN Trip Rate (no show)

Preferred Home Health Care & Nursing Services, Inc. Eatontown, NJ	\$64.00 Per hour RN \$58.00 Per hour LPN
Starlight Home Care Agency Saddle Brook, NJ	\$63.00 Per hour RN \$54.00 Per hour LPN \$61.00 Per hour RN Transport (3 hr min) \$51.00 Per hour LPN Transport (3 hr min)
The Stepping Stones Group Boston, MA	\$77.00 Per hour RN \$67.00 Per hour LPN
<i>Occupational And Physical Evaluation Services</i>	
Educational Services Commission of New Jersey Piscataway, NJ	\$408.00 Per evaluation
The Stepping Stones Group Boston, MA	\$400.00 Per evaluation
<i>Occupational And Physical Therapy Services</i>	
The Stepping Stones Group Boston, MA	\$84.00 Per hour Occupational/Physical Therapy \$73.00 Per hour Certified Occupational Therapy Assistant (COTA) \$73.00 Per hour Physical Therapy Assistant (PTA)
Educational Services Commission of New Jersey Piscataway, NJ	\$156.00 Per hour Occupational/Physical Therapy \$158.00 Per home instruction hour Occupational/Physical Therapy
<i>Psychiatric Evaluation Services</i>	
Center for Behavioral Health East Brunswick, NJ	\$575.00 Per psychiatric evaluation \$675.00 Per neuro-psychiatric evaluation
Premium Psychiatry Services of Central Jersey Freehold, NJ	\$700.00 Per psychiatric evaluation
Rajan Center for Family Wellness East Brunswick, NJ	\$1,500.00 Per psychiatric evaluation \$600.00

	Per 30 minute follow up
<i>Psychological/Educational Evaluation Services</i>	
ARG Educational Services LLC Parsippany, NJ	\$495.00 Per CST evaluation \$175.00 Per IEP meeting \$225.00 Per IEP development \$115.00 Per hour translation services
Delta-T Group North Jersey, Inc. Woodbridge, NJ	\$400.00 Per evaluation or Re-evaluation
Educational Services Commission of New Jersey Piscataway, NJ	\$283.00 Per evaluation
<i>Social History Evaluation Services</i>	
Educational Services Commission of New Jersey Piscataway, NJ	\$250.00 Per evaluation
<i>Speech Therapy Services</i>	
Educational Services Commission of New Jersey Piscataway, NJ	\$130.00 Per hour \$134.00 Per home instruction hour \$275.00 Per evaluation
The Stepping Stones Group Boston, MA	\$84.00 Per hour \$425.00 Per evaluation
Sunbelt Staffing LLC Atlanta, GA	110.00 Per hour
<i>Teacher Of The Visually Impaired</i>	
BA Vision Education Services, LLC Allenhurst, NJ	\$155.00 Per hour
<i>Translation Services</i>	
Indus Translation Services Edison, NJ	\$0.11 Per word- Arabic \$0.11 Per word- Chinese (Mandarin) \$0.12 Per word-Chinese (Traditional) \$0.10 Per word-Spanish \$0.13 Per word-Haitian Creole

	\$0.11 Per word-Gujrati \$0.11 Per word-Hindi \$25.00 Minimum charge \$25.00 Per hour DTP charges
The Language Center East Brunswick, NJ	\$0.14 Per word- Spanish \$0.15 Per word- Arabic, Russian \$0.17 Per word-French, German, Greek, Italian, Korean, Turkish, Vietnamese \$0.19 Per word-Hindi, Portuguese, Tamil, Urdu \$0.22 Per word-Chinese Simplified/Traditional \$105.00 Minimum charge all languages



**EAST BRUNSWICK PUBLIC
SCHOOLS**

**SPECIAL EDUCATION AND STUDENT
SERVICES**
Agenda Item: 4.

Date Prepared: 4/24/2025

Meeting Date: 6/5/2025

TO: Members, Board of Education

FROM: Dr. Victor P. Valeski, Superintendent of Schools

SUBJECT: Harassment, Intimidation and Bullying Incidents Report (Roll Call)

Summary:

N.J.S.A. 18A:37-15 sets forth the investigation and reporting requirements for all acts of harassment, intimidation, or bullying. Also, pursuant to N.J.S.A. 18A:37-15b(6)(c), “the results of each investigation shall be reported to the board of education no later than the date of the board of education meeting next following the completion of the investigation, along with information or any services provided, training established, discipline imposed, or other action taken or recommended by the superintendent.”

The accompanying report is provided in compliance with these requirements. Board Policy 5512, *Harassment, Hazing, Intimidation, Bullying and Cyber-bullying*, and Regulation No. 5512, *Hazing and/or Harassment, Intimidation or Bullying Investigation Procedure*.

Recommendation:

Recommendation: That the attached harassment, intimidation and bullying incidents report is accepted for the period May 23, 2025 through June 5, 2025.

Board Member	Moved	Second	Aye	Nay	Abstention	Did Not Vote
Anna Braun						
Timothy Cummings						

Jaime Falco						
Louis Figueroa						
Laurie Herrick						
Liwu Hong						
Wilbur Pan						
Heather Guas						
Totals						

ATTACHMENTS:

Description	Upload Date	Type
HIB Report	6/5/2025	Backup Material

East Brunswick Public Schools
Report of Harassment, Intimidation, and Bullying Incidents

Founded										Results of Investigation			
Incident Number	Incident Date	Grade Level	Protected Category	Effect of Incident	Mode of HIB Incident	Incident Reported By	Number of Targets	Number of Offenders	Number of Bystanders	Actions Related to Target	Actions Related to Offender	Discipline Imposed	Other Actions Taken
LB2425.003	Unknown	Target - Grade 2 Offender - Grade 2 Bystanders - Grade 2 and Staff	10	1,2,3,5 & 6	3 & 4	4	1	1	14	1 & 2	1 & 2	None	Offender directed to have no contact with the target
CHU2425.021	5/16/2025	Target - Grade 8 Offender - Grade 8 Bystanders - Grade 8 and Staff	11	1,2,3,4 5 & 6	3 & 4	4	1	1	4	1 & 2	1 & 2	Offender received ISS	Offender directed to have no contact with the target
CHU2425.022	5/20/2025	Target - Grade 8 Offender - Grade 9 Bystanders - Grade 8	10	1,2,3 & 6	3 & 4	1	1	1	4	1 & 2	1 & 2	Offender received ISS	Offender directed to have no contact with the target
EBHS2425.021	5/15/2025	Target - Grade 12 Offender - Staff Bystanders - Grade 12	1,3,4 & 5	1, 4 & 5	3	2	1	1	2	1 & 2	1 & 2	TBD	TBD
EBHS2425.022	5/9/2025	Target - Grade 11 Offenders - Grade 10 Bystanders - Grades 10 & 12	1 & 5	1,3,4,5 & 6	3 & 4	2	1	3	3	1 & 2	1 & 2	Offender #1 received ISS Offender #2 received ISS Offender #3 received ISS	None

Unfounded

Incident Number	Incident Date	Grade Level	Protected Category	Effect of Incident
WES2425.004	Unknown	Alleged Target - Grade 4 Alleged Offender - Grade 4 Bystander - Grade 2	None	None
HUES2425.015	5/16/2025	Alleged Target - Grade 6 Alleged Offenders - Grade 6 Bystanders - Grades 7, 9 and Staff	None	None

Protected Category (check all that apply)

- 1 - Race
- 2 - Color
- 3 - Religion
- 4 - Ancestry
- 5 - Origin
- 6 - Gender
- 7 - Sexual Orientation
- 8 - Gender Identity & Expression
- 9 - Mental, Physical, or Sensory disability
- 10 - Perceived to Weakness
- 11 - Other Distinguishing Characteristics

Incident Reported by

- 1 - Parent
- 2 - Target
- 3 - Witness
- 4 - Staff Member
- 5 - Anonymous

Actions Related to Target/Offender

- 1 - Parent Notification
- 2 - Counseling
- 3 - Apology from offender(s)
- 4 - Tolerance lessons
- 5 - Meeting with victim and/or offender

Effect of HIB Incident (check all that apply)

- 1 - Substantially disrupted or interfered with orderly operation of school or rights of other students
- 2 - Offender knew action would physically or emotionally cause harm to the victim or damage to the victims property
- 3 - Victim was in fear of physical or emotional harm or damage to personal property
- 4 - Insulted or demeaned a student of a group of students
- 5 - Interfered with victim's education
- 6 - Created a hostile educational environment by severely or pervasively causing physical or emotional harm to the student

Discipline

- 1 - Detention
- 2 - Loss of free play/recess
- 3 - Bus suspension
- 4 - In-school suspension
- 5 - Out-of-school suspension
- 6 - Athletic suspension
- 7 - Restitution
- 8 - Reprimand
- 9 - Other
- 10 - None

Total Number of Investigations - 7
 Staff Investigations - 1
 Unfounded - 3
 Confirmed HIBs - 4

Mode of HIB Incident (check all that apply)

- 1-Gesture
- 2-Written
- 3-Verbal
- 4-Physical (major or minor injury)
- 5-Electronic Communication
- 6 - Transportation