

**TEACHER HANDBOOK**

**2016-2017**

**TENAFLY PUBLIC SCHOOLS  
TENAFLY, NEW JERSEY**

## I. **INSTRUCTIONAL INFORMATION**

Professional staff members at the building and district levels are available to help the classroom teacher.

### A. Building Level

1. At the elementary level, building principals are the first source of assistance with teaching issues or for initiating new approaches. Their role is to help a teacher explore a problem, find resources, and think through possible effects of a new approach.
2. Principals, vice principals, supervisors, and staff developers advise and assist teachers.
3. The library media specialists can be of invaluable help in gathering materials for instruction. Teachers of special subjects in elementary schools may be consulted for ideas in art, music, or physical education as related to instructional units being prepared.
4. An Intervention and Referral Services (I&RS) Committee is available to address student problems in each school building. Contact your principal about these support teams.

### B. District Level

A number of professionals can support teachers in their role of meeting the individual and collective needs of children through the instructional programs that cultivate their growth.

#### 1. Office of the Assistant Superintendent of Schools

Barbara Laudicina, Assistant Superintendent of Schools, is responsible for district-wide planning and the coordination of all programs including Curriculum, Instruction and Special Education. She can assist with the development of new programs and ideas that will support learning for all students. Ms. Laudicina will work closely with teachers new to the district to help in a smooth transition to the Tenafly family.

#### 2. Office of the Assistant to the Superintendent for Teacher Evaluation and Effectiveness

Marc Gold, Assistant to the Superintendent for Teacher Evaluation and Effectiveness, oversees the implementation of the AchieveNJ regulations regarding the observation and evaluation of teachers. Mr. Gold is responsible for new teacher mentorship and meets with new teachers and mentors over the course of the year. Professional development programs are also offered through his office and provided by Mr. Gold, the staff developers, and others.

District Staff Developers are responsible for researching and providing meaningful feedback about their specific curriculum, including instruction and assessment; designing and implementing staff development in their curriculum area;

establishing and maintaining articulation and consistency; and incorporating differentiated lessons to support the needs of all students and to challenge all students. Staff Developers may also oversee a particular District project. The following teachers are Staff Developers by area and project:

Dr. Lisa Bianchi	Discovery K-8 and Tenafly Nature Center Liaison
Lisa Krommenhoek	K-5 Literacy Staff Developer
Melissa Lennett	K-12 Technology Staff Developer, Montclair University-MSUNER Project Liaison

### 3. Office of the Assistant to the Superintendent for Special Services

Suzanne Bassett, Assistant to the Superintendent for Special Services, supervises the Child Study Team and coordinates district wide Special Education (ext. 4532). All members of the Child Study Team case manage students and prepare IEPs. They collect pertinent data, interpret Child Study Team findings and share information with the parents and teachers.

- a. Psychologists, Dr. Nancee Pearl, Emily Sutton, Dr. Nicole Levine, Taeok Chong and Hetal Naik work with individual students whose learning or behavioral difficulties interfere with their capacity to respond in the classroom. They test and evaluate students and provide consultation and counseling.
- b. Learning Disabilities Specialists, Lisa White, Maria Lucibello, Nancy Parker and Jennifer Goodell use appropriate tests to help diagnose specific learning problems that inhibit student development.
- c. School Social Workers, Mary Fenzel, Elissa Zlasney, Susan Martins, Amy Dwyer, and Suzanne Orlando provide consultation for teachers and counseling for students.
- d. Speech Language Specialists, Karen Kovins, Nicole Abbatemarco, Cheryl Heller, Diane Semon, Mary Kay Hamalainen, Faye Zharneest, Elisa Schwartz and Cheryl Fitzgerald assist individual students in all grade levels with speech/language development.

### 4. Support Services

At the elementary level, a basic skills teacher works in each school with students identified as needing remediation. Reading Recovery teachers provide individual and small group instruction in grades Reading Recovery and Response to Intervention (RtI) are examples of interventions used at the elementary level. At the middle school sixth grade students receive an additional period in language arts, called Literacy, to strengthen comprehension of complex text, to promote critical reading and thinking skills, and to create lifelong readers. At the high school, the Content, Skills, and Internship Learning Center (CSI) provides instructional strategies and skills support across content areas. The CSI implements the P.A.S.S. Program (Pathway to Academic Skills and Success) for students identified for remediation in Mathematics and Language Arts, with a focus on skill-sets essential for demonstrating proficiency on standardized tests.

ELL students receive remediation to specifically improve reading and writing abilities. Additionally, resource center services, support in the mainstream, in-class support, and co-teaching are strategies provided for classified students according to a student’s Individualized Educational Plan (IEP).

5. Supervisors

K-12 Supervisors provide content area expertise and are responsible for the review, evaluation and implementation of instruction and curricula in their discipline. Each is responsible for specific academic areas as indicated below.

Aliki Bieltz	English Language Arts	ext. 6660
Ann-Marie Desplat	Special Education	ext. 4331
David DiGregorio	Library/Media	ext. 6617
Freddy Nuñez	ELL/Bilingual K-12; Fine and Practical Arts	ext. 6668
Elizabeth Giblin	World Languages	ext. 6618
Glenn Peano	Social Studies	ext. 6654
Daniel Kilday	Athletics, Health, PE and Family Life	ext. 6647
Dr. Kathleen Treacy	Mathematics	ext. 6620
Catherine Paz	Science	ext. 6619

6. Discovery Program (Gifted and Talented)

The Discovery Program celebrates diversity relative to an individual’s strengths and talents. Students in grades K-8 participate in a wide range of differentiated teaching-learning activities that meet their specific learning needs. The Discovery Program, facilitated by Lisa Bianchi, is integrated into all subject areas for grades K-8.

7. Family Life

Daniel Kilday, Supervisor of Athletics, K-12 Health and Physical Education and Family Life Education, is located at Tenafly High School (ext. 6647). Family Life Education is a required subject that is taught in grades K-9, 11 and 12. In Grade 10 Driver’s Education is integrated within the program.

II. **OTHER INSTRUCTIONAL RESOURCES**

The High School Library/Media Center is open from 7:30 a.m. to 4:00 p.m. on weekdays. For information call David DiGregorio, Supervisor of Library/Media, at ext. 6617. In addition, the Tiger Den is open daily during the school day to support student learning.

III. **CONTROVERSIAL ISSUES IN THE CLASSROOM**

Since our educational system is a preparation for life in a society committed to a peaceful resolution of conflict, the discussion of controversial issues in the classroom should be encouraged. These issues should, however, be relevant to

the curriculum and appropriate to the age and developmental levels of the students. Teachers should make sure that students examine facts on both sides of an issue and, if they have a personal position, should make this clear. See the appendix for guidelines on handling these issues. Please note Policy 2240 in the Policy & Procedure section of this binder.

#### IV. **CURRICULUM AND TEXTBOOK ADOPTION**

Curriculum review is an essential component of a robust instructional program. District curricula is regularly reviewed and revised to align with changes in state standards and to remain at the vanguard of instructional innovation. See the Table of Contents in this binder for pertinent schedules, policies and forms relevant to curriculum renewal.

#### V. **USE OF STANDARDIZED TEST RESULTS**

New Jersey State standardized tests are administered in the spring. Data analysis of test results provides teachers with valuable information about individual and group performance. Please review these results and get assistance interpreting them from your Principal or Assistant Superintendent (4503).

Grades 3 - 8 will be administered the Partnership for Assessment of Readiness for College and Careers (PARCC) in the areas of Mathematics and English Language Arts.

Grades 9, 10 and 11 will be administered the PARCC in English Language Arts.

Students taking Algebra, Geometry and/or Algebra II will be administered the PARCC in those subjects.

Grades 4 and 8 will be administered the New Jersey Assessment of Skills and Knowledge (NJASK) in Science. Students taking Biology will be administered the New Jersey Biology Competency Test (NJBCT).

#### VI. **APPROVED SCHOOL ACTIVITIES**

Optional organized activities providing educational experience for students outside the regular classrooms are encouraged. These activities are generally conducted during out-of-school hours. Such activities should be discussed well in advance with the principal.

#### VII. **CURRICULUM REVIEW/REVISION**

See the Table of Contents in this binder for pertinent schedules, policies and forms relevant to curriculum renewal.

### **TEACHER RESPONSIBILITIES**

#### A. **Classroom Instruction**

A teacher's major obligation is classroom instruction. A key to good instruction is adequate preparation. Every teacher's schedule provides some preparation time as

set forth in the Agreement between the Board of Education and the Tenafly Education Association.

Instructional responsibilities of teachers are clearly delineated in the Instruction section of the Board of Education Policy Manual (File Code 2200).

#### B. Teacher Attendance

Teachers are expected to be present during the hours listed in the Master Agreement for each school level unless there is an emergency closing of schools. See calendar at the end of this handbook for school dates, and Delayed Openings, Early Dismissals and School Closing procedures which are in the Policy and Procedure section.

If a teacher is ill, each building has a specific procedure to follow. Principals will outline procedures at orientation meetings. Teachers are required to record anticipated absences through Aesop, an online automated staff attendance program.

#### C. Lesson Plans

Lesson plans are collected regularly from teachers. Your supervisor or principal will develop a schedule for school or department collections. These lesson plans must be up to date and readily available so that if substitutes are needed they will have suitable guidelines and directions. Training all students to be helpful, and appointing reliable students to assist, can make the substitute's day far more productive. Class rosters and seating arrangements should be available, as well as procedures in the event of emergency (i.e. lockdown, fire drill, evacuation, sudden cardiac incident). See your principal for details specific to your building.

#### D. Teacher Presence and Liability

It is expected that teachers be present and on time when classes are scheduled and when assigned to supervisory roles. Legislation gives the professional educator considerable legal protection in case of a student accident. This protection quickly disappears, however, if testimony reveals a faculty member was not present at the assigned activity.

#### E. Classroom Control --- Discipline

Discipline is an essential factor in guiding children to achievement of their full potential. The teacher establishes standards in working with individuals and groups and creates an environment favorable for learning.

Proper patterns of behavior bring satisfaction to the student and help achieve the goal of self-management and self-control. Healthy emotional reactions and consideration for others also contribute to the welfare of the entire class.

In some children, anti-social responses and other factors may bring about rebellion against specific subjects, teachers or students. It is the teacher's responsibility to try to help each child in the typical process of development and control such anti-social responses. In cases where the teacher is not able to achieve this goal, the district has several resources to draw on. The teacher should turn to the administration as the first step in getting help. Corporal punishment, regardless of the circumstances, is forbidden under New Jersey State laws.

## F. Homework

Teachers are responsible for assigning appropriate homework and for making sure that the amount of homework is reasonable. The Board of Education has passed a policy relating to homework which is available on our district website. A copy of the policy and the guidelines are included in the Policy and Procedure section of this handbook.

## G. Holiday Programming

Administrative guidelines for educational holiday programming in the Tenafly Schools are located in the Policy and Procedure section of the Handbook (File Code 2270).

## H. Reporting to Parents

Teachers are responsible for reporting to parents on their children's progress in school. Reporting can include formal report cards, conferences, telephone calls, and personal progress reports. Report cards are communicated online through the Genesis Parent Portal. Your building principal can provide you with the schedule for this. School responsibilities in reporting pupil progress to parents are outlined in a Board of Education policy. A copy of this policy is in the Policy and Procedure section of this handbook.

**Note: A failing grade may not be issued to a student at a marking period unless the parents of the student have been notified in time for the student to have the possibility of earning a passing grade.** (See File Code 5420).

At the elementary level, students are assessed through standards-based report cards. Grade level expectations throughout the year have been determined in each subject area as indicated by district-developed rubrics. The report cards and rubrics are available for parent review on our website.

At the Middle School, teachers prepare report cards four times a year. They are encouraged to enter number codes, which correspond, to specific comments about performance. Teachers who are concerned about a student's progress may call parents for conferences. Parents also may initiate appointments with teachers. At the secondary level, a Progress Report should be sent for a drop of one grade or more, or if a student is in danger of failing for a marking period.

At the High School, teachers also prepare report cards four times a year. In addition, prompt issuance of deficiency reports is vital in enabling students to improve their performance. Whenever there is an unaccountable drop of one full grade or more, teachers should send this notice. They should also be in contact with parents of children who appear to be in danger of failing.

Parents and students are encouraged to arrange a conference with teachers and/or counselors whenever Interim/Progress Reports have been sent.

Teachers are responsible for timely grading and returning of all papers, such as quizzes, test papers, written assignments and lab reports. These papers will be available for parents or guardians to review and must either be given directly to the student to take home or kept in a student file in school. The choice to return or keep on file is left to the school principal (See File Code 5420).

At all levels, parents receive copies of standardized test results. At the elementary schools, teachers are responsible for answering any questions about them. At the Middle and High Schools, guidance counselors will respond to questions.

#### I. Providing Performance Feedback and Grades to Students

A very important motivator of student performance is feedback. Students need information regarding what they know and what they do not; they need information as to what they are doing well and what they are not doing well; and they need opportunities to review tests, quizzes, and homework. Parents need to receive information regarding the learning of their children in order to have an opportunity to join in the school-home team. Therefore, it is important that every teacher follow the Board policies regarding reporting to parents.

Even though it is essential that students receive information about their performance, it is also essential that a student's right to privacy be protected. Therefore, **students should not be given their grades in any manner that discloses the grades or performance to other students**, (e.g. a student's grades should not be put on the chalkboard for others to see; students should not be allowed to look into a teacher's grade book in a way that they could see the grades of other students; and teachers should not tell students about the grades of another student).

#### J. Marking System

1. At the elementary level, a standards-based report card system has been developed as an instrument of assessment. Rubrics have been created in alignment with the reports to identify benchmark skills and learning expectations in each grade level and content area in alignment with the NJCCCS and the CCSS. Principals will provide more specific information about report cards. Sample documents can be found on our district web site on the Assistant Superintendent's page.
2. At the Middle School, in grades 6-8, letter grades are used, including pluses and minuses. In addition, teachers enter number codes, which correspond to specific comments about performance.
3. The high school marking system also employs letter grades, including pluses and minuses. A computer printout goes to each student four times a year. The first and third reports represent interim grades; the second and fourth are final grades for the semester. Marking should reflect progress in areas taught in the curriculum and in the classroom.
4. At the secondary level, where letter grades are given, the grade should reflect a total evaluation of student progress, including such factors as scores on tests and quizzes, performance on daily assignments, participation in class, and others as appropriate to the subject and grade level.

### **COMMUNITY RELATIONS**

#### A. Relations with Parents

Parents and teachers working in cooperation contribute more effectively to children's education. This collaboration can come about in many ways - personal contact, a phone call, a classroom project or trip or active membership in the building's Home School



Association. Perhaps the most important district-home school association activity is the "Back to School Night" held early in the fall. **Teachers have an obligation to participate in this evening program.** For the 2016-2017 school year, the dates are as follows:

Elementary --- Thursday, September 22  
Middle School --- Wednesday, September 14  
High School --- Thursday, September 15

Parents' opinions and reactions to the teacher and the school usually result from the impressions their children bring home every day. Teachers should be aware that student misunderstandings often result in mistaken information to parents. It is thus very helpful for teachers to be as clear as possible in their statements and to straighten out matters that might cause confusion.

B. Relations with Students

Every teacher knows that a good relationship with members of a class contributes to a productive learning environment. Well-articulated expectations along with the right balance of structure and warmth helps students flourish and teachers teach.

C. Sharing and Classroom Experience

Teachers have a key role in creating a favorable climate about what they do for the schools to flourish. They can communicate their positive feelings to students, parents, and the community at large. They do this both in and out of the classroom in conversations, in school publications, and in the news media. Sharing the learning experiences of the classroom has become an important part of a teacher's role.

When you have a particular event or activity you would like publicized, please contact your building principal.

D. Handling Criticism

Inevitably, no matter how good a job we think we are doing, criticism will arise. How we handle this criticism can allay or exacerbate the situation. Use as much courtesy and consideration as possible, and if the situation seems to be getting out of hand, do not hesitate to call on your principal for assistance.

E. Complaint Procedure

The Board of Education has adopted a complaint procedure that requires people to put complaints in writing and the building principal to investigate. This guarantees that teachers are informed and that complaints that are not put in writing are treated as hearsay. A copy of the Complaint Policy is located in the Policy and Procedure section of this Handbook and in the Principal's Office.

## **PROFESSIONAL MATTERS**

A. Professional Organizations

The Tenafly Education Association is the recognized teachers' professional organization on the local level. It is affiliated with the Bergen County Education Association, the New Jersey Education Association, and the National Education Association.

Other professional organizations contribute in special fields, such as the National Councils of Teachers of English, of Mathematics or Social Studies, Modern Language Association, as well as the Association for Supervision and Curriculum Development.

## B. Ethics

### 1. Professional Attitude

Teachers are professionals and, therefore, will do their best to help educate the children committed to their care.

### 2. Adequate Notice

Both law and professional ethics obligate the teacher and the Board of Education to give sixty days' notice to release a teacher from a contract.

## C. Board of Education

The Board of Education is a policy-making group whose members serve the educational interests of the community. Appeals to the Board of Education on personal or professional matters should be made through the Superintendent of Schools.

At times the Superintendent may ask teachers to report to the Board of Education the results of certain studies.

## D. Staff Members

Teachers are expected to cooperate with other staff members, sharing information, providing assistance and recognizing their efforts. The interchange of ideas on student behavior and methods of teaching can be valuable to all involved. **Teachers are expected to participate on school/district committees to promote educational growth.**

## E. Student Teaching

A teacher may make a contribution to the profession by accepting a student teacher. Colleges such as William Paterson, Jersey City, Montclair, Newark, Trenton, Rowan, Rutgers, Fairleigh Dickinson University and Teachers College, Columbia University request this aid.

An invitation to take a student teacher comes to a teacher through the principal. The coordination of students and cooperating teachers is arranged through Central Office.

## F. Affirmative Action

U.S. Title IX and NJ Title 6:4 prohibit discrimination against students and employees in public schools K-12 on the basis of gender, handicap, age, race, color, creed, religion, ancestry, national origin, affectional or sexual orientation, English proficiency, or social or economic status. It is the responsibility of every staff member to select instructional materials and instructional strategies that do not create nor reinforce prejudice or bias. Also, it is the responsibility of every staff member to exclude bias and prejudice when selecting participants for classroom or extracurricular activities. A staff member who has a question about these Affirmative Action issues should see his or her building principal or Affirmative Action designate. Further questions or inquiries may be submitted to Barbara Laudicina, Assistant Superintendent of Schools (district Affirmative Action Officer) at 201-816-4503.

Any staff member who knows a minority candidate who may be interested in applying for a position that is open in the district should contact Tenafly Superintendent of Schools.

G. Harassment, Intimidation and Bullying Legislation (HIB)

The Tenafly District Policy (5512) is in alignment with New Jersey P.L. 2010, Chapter 122, known as the Anti-Bullying Bill of Rights. The district policy is posted on the Tenafly Public School website. This mandated legislation requires that districts and staff members adhere to specific guidelines in the prevention, reporting, and response to incidences of HIB. It also requires training for members of the school community. Each school building has an Anti-Bullying Specialist who leads the School Safety Team. Staff members are required to make a verbal report of HIB to the building Principal on the same day of the actual incident or of learning of the incident. A written report must be submitted to the Principal within two school days of gaining knowledge of an incident. The Anti-Bullying Specialists work closely with the District Anti-Bullying Coordinator who is Assistant Superintendent Barbara Laudicina. Building Principals and Anti-Bullying Specialists can provide you with more specific information. All staff will be trained by the district. The District HIB Action Plan can be found in this section.

H. Faculty Meetings

All teaching staff shall be obligated to attend meetings devoted to full faculty, department, team, grade level, cross-grade level, cross-school and/or district-wide activities. The focus of these meetings will include, but not be limited to, school operations, staff communications, and workshops required to satisfy specific state and federal staff requirements. Arrangements for such meetings shall include the following:

For Elementary Schools

Ten (10) meetings of up to forty-five (45) minutes each  
Ten (10) meetings of up to sixty (60) minutes each  
Up to twelve (12) of these meetings shall be building based

Unless otherwise mutually agreed to by building faculty and administration, and approved by the Superintendent of Schools or his designee, these meetings shall be scheduled to begin ten (10) minutes after school dismissal for building-based meetings and fifteen (15) minutes after school dismissal for multi-building meetings; and shall be scheduled on Mondays.

By unanimous agreement of involved building faculty and administration, and with the approval of the Superintendent of Schools or his designee, alternative meeting times may be arranged, as long as the yearly total time devoted to such meetings shall equal the number of minutes described above.

For the Middle School

Eleven (11) meetings of up to sixty (60) minutes each. These 60-minute meetings will be collaborative meetings by departments which will fulfill the 7 hours of collaborative work required as part of the Professional Development Commitment.

Ten (10) meetings of up to forty-five (45) minutes each. These 45-minute meetings will be for the monthly building faculty meetings.

Weekly team meetings of one period each. The nine remaining 44-minute periods shall be duty-free.

Unless otherwise mutually agreed to by building faculty and administration, and approved by the Superintendent of Schools or his designee, the eleven (11) meetings of up to sixty (60) minutes shall be scheduled to begin fifteen (15) minutes after school dismissal and shall be scheduled on Monday of each week. The weekly team meetings shall be scheduled during the workday at times when the members of individual teams have common planning periods.

By unanimous agreement of involved building faculty and administration, and with the approval of the Superintendent of Schools or his designee, alternative meeting times may be arranged, as long as the yearly total time devoted to such meetings shall equal the number of minutes described above.

Four times a school year, Middle School teachers shall begin their day 15 minutes later than normal and end their day 15 minutes later than normal in order to attend meetings between Middle School and High School. The dates for such flex time shall be listed on the District Monday Calendar.

### For the High School

Ten (10) meetings of up to forty-five (45) minutes each

Eleven (11) meetings of up to sixty (60) minutes each

Unless otherwise mutually agreed to by building faculty and administration, and approved by the Superintendent of Schools or his designee, these meetings shall be scheduled to begin eleven (11) minutes after school dismissal; and shall be scheduled on Mondays.

By unanimous agreement of involved building faculty and administration, and with the approval of the Superintendent of Schools or his designee, alternative meeting times may be arranged, as long as the yearly total time devoted to such meetings shall equal the number of minutes described above.

### Professional Learning Commitment

In addition to the meeting commitments described above, all teaching staff is obligated to engage in professional development as outlined in the Professional Learning Commitment (PLC). Principals will provide teachers with Professional Learning Commitment (PLC) Logs to maintain records of hours.

Hours are defined as follows:

- a. Fourteen (14) required hours of professional development outside of the teacher workday.
- b. The district commits to offer an additional eight (8) hours of professional development to take place during contractual hours.
- c. The fourteen hours of professional development will be divided equally into two categories: (a) collaborative meetings and (b) independent work.

- Collaborative Meetings
- Independent Work

There shall be seven (7) hours.

Seven (7) hours shall be done outside the teacher workday.

These collaborative meetings shall be mutually agreed upon by the teacher and supervisor and/or building principal with the intent of meeting district and building goals/needs over the long term and/or working with professional learning communities focused on specific issues. The independent work shall be chosen by the teacher and approved by the supervisor from a menu of options, including graduate credits.

A product shall be agreed upon prior to collaborative meetings and a form shall be developed to document participation and attached to the product. All outside workshops that teachers take on their own time shall be counted toward the seven (7) hours of independent work, irrespective of who or which agency pays for the workshops. The teacher shall be responsible for keeping a record of his/her independent work.

Approval for all of the 14 hour related work will rest with the immediate supervisor and/or building principal.

All official curriculum writing (as per administrative request/approval) throughout the calendar year (not including unit or lesson plan design) shall be paid at the current workshop rate or accomplished release time, unless the teacher specifically wishes such writing to be counted toward their seven (7) hours of independent work. Existing curriculum that teachers wish to enhance shall be construed as being part of the independent work category. Curriculum that is in need of major rewrites by teachers shall be construed as curriculum writing.

### **COMMON PLANNING TIME**

In addition to the hours required through the Professional Learning Commitment (PLC), common planning time will be used to plan and/or develop ideas related to curricula and instruction. These nine meetings set by administrators will be used to address district, school, grade level or curricula goals as directed by the administration. The meetings can be used to fulfill the seven hours of Collaborative Time as identified on the PLC, except at the Middle School where the hours can be used to satisfy the seven hours of Independent Work. Fulfillment of the seven hours of Independent Work does not exempt a teacher from participation in the Common Planning Time. For all teachers, fulfillment of the seven hours for Collaborative Time does not negate the requirement to participate in Common Planning Time. Common Planning Time takes place during a teacher's prep time and is 40 minutes in duration.

### **GRADUATE COURSE APPROVAL**

Any newly employed faculty member with less than a Master's degree shall not progress more than nine lines beyond the line on which he/she was initially placed until a Master's degree has been received.

Each individual faculty member shall be responsible for completing a "Request for Approval of Graduate Course" form, attaching a course description and a tuition statement. Faculty members are eligible for movement on the salary guide for each block of eight approved Graduate credits. The criterion for approval of Professional Development online course work for graduate credit is that it must be earned as graduate level course work at a state-accredited college or university and not through a third-party organization that is not a state or regional accredited institute of higher learning and simply credited on a transcript.

All graduate course work must be approved by the Assistant Superintendent a minimum of THREE WEEKS PRIOR to the actual beginning of the course. A Principal will **not** approve any course work that will start less than THREE WEEKS prior to Central Office review. Fall and spring semester work will be limited to a total of twelve (12) hours of graduate credit during a school year. An exception will be made to extend the limit to eighteen (18) credits between September and June of a school year only for teachers who are enrolled in Montclair University's "Fast Track Program" for a Master's Degree and who complete the program. Online course work must be completed within the school year for which it is approved. Teachers must begin a course no later than April 30th in order to receive tuition reimbursement for that school year.

All graduate courses for which credit on the salary guide and/or tuition reimbursement is given must be in accordance with Title 18A:6-8.5:

- The institution shall be a duly authorized institution of higher education as defined in section 3 of P.L. 1986, c.87 (C.18A:3-15.3)
- The employee shall obtain approval from the Superintendent of Schools prior to enrollment
- The tuition assistance or additional compensation shall be provided only for a course or degree related to the employee's current or future job responsibilities or for a certificate currently held by the employee

### **PROCEDURE FOR REQUESTING A SALARY ADJUSTMENT**

- Each individual faculty member shall be responsible for requesting a salary adjustment using the "Request for Salary Adjustment" form available in the principal's office/library.
- All Request forms and official transcripts shall be submitted to the Personnel Office no later than October 1 and/or March 1 for approval at a Board of Education meeting in April and/or November. Approved adjustments shall be retroactive to either September 1 or February 1.

### **Tuition Reimbursement**

For the contract period July 1, 2015 through June 30, 2018, tuition reimbursement shall not be available. For purposes of reimbursement, each teacher may utilize up to 6 college graduate credits awarded in any one fiscal year (July 1 – June 30). The basic per credit reimbursement amount shall be equal to the actual cost to the teacher or one-half the cost of the average state tuition rate, whichever is less. If the total cost of all teacher graduate credits to be reimbursed in any one fiscal year exceeds the pool of money available, reimbursement amounts shall be pro-rated on the basis of a specific dollar amount per credit equal to the funds available.

In order to be eligible for reimbursement, a completed "Request for Approval of Graduate Credit" form must be received by the Superintendent of Schools or designee at least three weeks prior to the actual beginning of the course being claimed for reimbursement and must be approved by the Superintendent of Schools or designee before the course actually begins. Proof of successful completion of an approved graduate course (including evidence of what credit was awarded) must be received by the Superintendent of Schools or designee on or before June 30<sup>th</sup> of the year for which reimbursement will be given. Failure to produce such proof by the 30<sup>th</sup> of June of the fiscal year for which a claim for reimbursement is made will

result in making such a claim no longer valid. Documentation for courses completed in May and June must be produced by August 31<sup>st</sup> and will be credited to the next year's allocation or else a claim will no longer be valid. Reimbursement payments shall be distributed no later than July 31<sup>st</sup> immediately following the end of each fiscal year.

## **PROFESSIONAL GROWTH AND COMPENSATION**

### **A. Framework for Approval of Professional Leave Days for Staff**

As educators we share the need to protect instructional time. Teachers have a great body of skills and knowledge that they must incorporate into the student instructional school year of 180+ days. In the normal course of events, a certain amount of the available instructional time is lost through illness, special programs and unexpected events. In order to protect the instructional time available to us we need to reasonably control its use.

We employ the very best teachers we can find because they are the single most important resource we have for delivering consistent and high quality instruction. While substitute teachers often provide quality instruction, they cannot bring to the classroom the same consistent level of focused and informed instruction that is provided by our regular staff.

The following rules are to be followed regarding the approval of professional days, both internal and external. Professional days may be authorized by an individual's immediate supervisor at the building level. The Assistant Superintendent will provide final approval for all requests for professional development. Building Principals, Supervisors and Directors are authorized to approve up to a maximum of four (4) professional days for any one individual. These four days include district-operated professional workshops and instructional and planning meetings that occur during the student school day, and external activities of staff not involving students that take place during student school days. Each person authorized to approve professional days must keep a record of both internal and external authorized days for each staff member for whom they are responsible. Any staff request for a professional day that would cause that individual to exceed the four-day limit (four days when a staff member would not be delivering instruction to students by virtue of engaging in a professional development activity) will only be granted if a case is made by the supervisor and approved by the Assistant Superintendent of Schools.

### **B. Additional Compensation**

Compensation in addition to the regular salary is given for sponsorship of certain co-curricular activities, for coaching, or for other duties, which necessitate a time involvement above that which is normally expected of a teacher. This compensation is not included as part of the contract salary.

### **C. Tenaflly Education Association Fund for Advanced Study**

A program of scholarship assistance is available to district teachers through the auspices of the Tenaflly Teachers Fund for Advanced Study. Teachers may apply for grants to pay graduate tuition fees at colleges or universities of their choice. Courses should help a teacher keep up to date. Fund representatives in each building distribute application forms to interested teachers during October for the spring semester and during April for the summer and fall semesters. A committee from the association then meets to judge applications and award scholarships.

TENAFLY PUBLIC SCHOOLS

REQUEST FOR APPROVAL OF GRADUATE CREDIT

NAME: Last Name First Name Date

NJ Cert(s) Held (elem; science, etc.) Subj(s) Currently Teaching

I. I hereby request approval of the following courses to be taken by me during the:

Table with columns for Semester (SUMMER, FALL, SPRING) and Course Start Date (Month, Day, Year) and Credits (/20).

I am requesting that these credits be applied as follows: (Check one)

Beyond BACHELOR'S DEGREE (graduate credits taken after Bachelor's Degree)

Towards 8 credits Towards 16 credits Towards 24+ credits

Beyond MASTER'S DEGREE (graduate credits taken after Master conferral date)

Towards 8 credits Towards 16 credits Towards 24 credits Towards 32 credits Towards 40 credits Towards 48 credits Towards 60 credits

Graduate Course # Exact Name of Course Institution # of Credits

Checklist:

- Official college course description attached
First day of course is noted above (to be verified on official transcripts)
Form is being submitted for approval a minimum of three (3) weeks prior to first day of course
Maximum of twelve (12) credits allowed during Fall/Spring Semester (September thru June)
Cost per graduate credit (no fees or textbooks) or Cost per course attached

Signature

- All graduate credits are through a State Accredited institution.
All graduate credits have direct relevance to the instructional duties and responsibilities of the employee or to a NJ teaching certificate currently held by the employee.
Coursework will begin a minimum of three (3) weeks after Central Office review.

Date

Principal

- Approval is a minimum of three (3) weeks prior to first day of course.
In accordance with Board of Education Procedures regarding approval of courses for graduate credit, the above listed course(s) are approved, to be taken, and applied as requested.

Date

Assistant Superintendent



## **ADDITIONAL INFORMATION**

### **A. Student Personnel Services**

#### **1. Guidance**

Full-time guidance counselors are available for students in each school. Jayne Bembridge, Director of School Counseling Services K-12, oversees the district program and is responsible for the leadership of the HS School Counseling Department. High school counselors are available to students for personal counseling as well as for help with school program choices and other decisions. Teachers in all buildings work with counselors in helping individual students to improve their work or to make a better adjustment to class situations. Counselors can help in interpreting records and in diagnosing student learning difficulties.

#### **2. Counseling Services**

The Child Study Team often begins diagnostic study of individual problems with testing. When appropriate, referral of students to outside agencies for help is initiated. In addition, the Child Study Team may obtain the services of a consulting psychiatrist, neurologist, etc.

The school psychologists, social workers and guidance counselors may provide in-school counseling to students who need this service.

#### **3. Health Services**

Middle School has a full-time school nurse and a part-time health aide and High School has a full-time school nurse and a full-time health-aide employed. Each elementary school has the services of a nurse or a health-aide/registered nurse. They work with students who have health problems and take care of those who become ill during the day. In addition, the nurse or health/aide/registered nurse conducts the series of screening tests for vision and hearing, administers the school policy regarding medical records and examinations and notifies parents of health problems as they are identified.

One school physician is available. Dr. John Owens conducts medical examinations for students interested in athletics and under certain circumstances, conducts routine physical examinations. It is his responsibility to assist in the detection, study and follow-up of medical problems involving students.

### **B. Assemblies**

An assembly program whether produced by students or contracted from outside sources should be relevant to student learning. Assembly programs should be planned in consultation with the principal to ensure his/her approval.

### **C. Field Trips**

Field trips can be an important adjunct to the learning process. Teachers should review plans for field trips with their building principals early in September. Principal approval is required before any definite plans are made. Policy allows parents to contribute towards these trips.

**Overnight trips need the additional approval of the Assistant Superintendent and the Board of Education. For all overnight trips, a complete itinerary and description of the educational objectives linked to the curriculum must be submitted in ample time for discussion and approval by the Board of Education. Please submit at least two months in advance.** Also, the sponsor of the trip must present the rationale and evaluate the success of the trip.

**Members of the Administrative Council, teaching staff that serves as sponsors to student organizations that take field trips, and athletic coaches are specifically asked to share the contents of this memorandum with parents and students involved in school activities that may be impacted. H.S.A. co-presidents are asked to share the contents of this memorandum with their membership. Please note Policy 2340 in the Policy and Procedure section of this handbook.**

### Domestic Day Trips

Domestic day trips may be scheduled within the language of Board of Education Policy 2340 with the following exceptions: trips to Manhattan must exclude a few high profile sites --- Wall Street area, United Nations, Empire State Building, Chrysler Building, Citibank Building and similar conspicuous locations where many people work. It must be understood that rules may change with very little warning if the country experiences acts of terror or if the United States Government or, if the States of New York or New Jersey declare a high level of alert.

Whenever possible, make field trip financial commitments that involve return of all of a substantial portion of deposits should the Tenafly Public Schools, by act of its Board of Education or Superintendent of Schools, conclude that issues of safety justify a trip cancellation. Please understand that vendors have also adjusted their practices post 9/11. **We must assume, and parents and students must specifically be informed that deposits on trips that are cancelled by the school district because of circumstances surrounding safety may well be lost to both the school district and individual families.**

### Domestic Overnight Trips

The comments under Domestic Day Trips apply equally to overnight trips. In addition, the following rules are applicable. **In each case where a domestic, overnight field trip is planned, the building principal is responsible for devising a process for determining any safety concerns of parents whose children will be eligible for taking the trip.** Parental concerns about safety will be one of several factors considered when determining if a proposed trip will occur. Where more than 10 percent of the involved parents indicate that, for safety reasons, they do not want their children to participate in a specific domestic overnight field trip, any decision to allow the field trip to take place will require the endorsement of the Superintendent of Schools or his designee. **If a principal has any concern about the appropriateness of a specific trip he/she is expected to talk about the trip with the Superintendent well ahead of any commitment of funds and any binding arrangements, or any commitments to or by parents and students.**

### Field Trips Outside The United States

Field trips outside the United States require long-term planning. Thus, building principals must inform members of their staffs wishing to take such a trip to forward to the Superintendent (at least 120 days prior to the proposed departure date) a specific

proposal with details about objectives of the trip, locations involved in the trip, specific timelines, who will generally be participating (example: 20 juniors and seniors enrolled in Spanish IV & V Honors and AP, along with two TPS teachers and four parents), principle means of transportation (air and ground), and other relevant information. **Under no circumstances are any commitments to be made to students and parents or to vendors prior to the Superintendent's review and written approval to go forward.**

#### D. Clubs and Co-curricular Organizations

Teacher sponsorship of student activities is assigned according to teacher interest and competence to conduct a particular activity and total teacher load. The activities are a recognized part of the total educational program.

The program of co-curricular activities including clubs, student organizations, athletics and musical groups often has educational value. Gaining a better understanding of human relationships and a sense of personal pride in accomplishment are benefits frequently derived from a good program of student activities.

Significant as these activities may be in creating a favorable public image of the school system, their first purpose is to support the personal development of the children attending the Tenafly schools. To this end, participation should not be forced; rather the whole spectrum of activities should include as many students as desire to take part. In these endeavors, learning should go hand in hand with the development of a desire for quality and skillful performance. This learning and motivation can help classroom performance as well as prepare students for keen competition in later work and play.

#### E. Professional Days

The Board of Education has agreed to the scheduling of professional days for teachers. For the 2016-2017 school year, full professional days will be on August 31<sup>st</sup> and September 1<sup>st</sup>. In addition, the Board of Education has designated October 10<sup>th</sup>, January 9<sup>th</sup>, and March 13<sup>th</sup> as half day professional days. These days will be devoted to staff development and district/school goals. New faculty will have their orientation on August 23<sup>rd</sup>, 24<sup>th</sup> and 25<sup>th</sup>.

#### F. Emergency Closing of Schools

In the event of bad weather or emergency conditions, it is the Board of Education's policy that the Tenafly Schools remain open unless a decision is made by the Superintendent to delay the opening of schools or to close for the day. If schools remain open, parents are to send their children to school at their discretion, depending on weather and driving conditions. Children may be sent to school later in the day at the discretion of the parent. All staff members are expected to report to work as usual.

If there is a delayed opening or closing before the start of the school day, an announcement will be made on the following:

Honeywell Reverse 911	To all parents and staff
Radio Station WINS	1010 on the AM Dial (5 a.m. through 9:00 a.m.)
CBS-TV	Channel 2
WNBC-TV	Channel 4
Fox 5 News	Channel 5
WABC-TV	Channel 7
News 12 New Jersey	Channel 12

**DELAYED OPENINGS -- ALL SCHOOLS (K-12) WOULD OPEN 2 HOURS AFTER THEIR USUAL STARTING TIME**

If additional days need to be added to the school year as a result of emergency school closings, they shall be taken from the scheduled Spring Break vacation beginning with Friday and moving backward until the necessary days are accounted for to complete a 180-day school year. The 2016-2017 Board approved calendar can be found in the handbook section of this binder and on our website and specifically outlines the days to be used in the event that we exceed the three snow days built into the calendar.

G. School Emergency or Crisis

All teachers should be aware of the Tenafly Public Schools Emergency Plan and Supplement. Each teacher should have a folder and be aware of the location of the emergency box in rooms that they oversee. Teachers should request this material from their principals.

H. Budget Preparation

In September, the entire staff of a school helps in the planning of the budget for the following year. The administrators study teacher requests and a unified budget request for the school is prepared. The Superintendent and Board of Education review and modify budget requests and adopt the district preliminary budget. After further discussion and changes, the board adopts a final budget which is submitted to voters for review.

TENAFLY PUBLIC SCHOOLS  
TEACHER JOB DESCRIPTION

TITLE:	Teacher
QUALIFICATIONS:	New Jersey Instructional Teaching Certificate; Demonstrated knowledge of subject matter, effective teaching methods and developmentally appropriate classroom activities; Ability to maintain a positive learning environment; Strong interpersonal and communication skills; Required criminal history background check and proof of U.S. citizenship or legal resident alien status.
REPORTS TO:	Principal or Designee
SUPERVISES:	Pupils, and when assigned, student teachers and classroom aides.
JOB GOAL:	To implement an approved educational program and establish a class environment that fosters integrated learning, thinking, cooperation and personal and social growth; to help pupils to develop skills, i.e. technology, attitudes and knowledge needed as a foundation for continued education; and to maintain good relationships with parents, other staff members and the community.
TEACHER RESPONSIBILITIES:	
CURRICULUM:	Reviews/revises/writes curriculum.  Achieves district educational goals and objectives by promoting active learning and thinking in the classroom using board-adopted curriculum and other appropriate learning tools.  Develops lesson objectives and/or unit plans, uses instructional materials, provides individualized and small group instruction and adapts the curriculum when necessary to meet the needs of each pupil.  Systematically measures student performance by means of a variety of assessment tools, such as teacher-made tests, standard and/or alternative assessment to measure learning.
STUDENTS:	Implements current best practices to promote student learning.  Budgets class time effectively.  Plans lesson presentations, class activities and assessment for the class that meet group and individual needs, interests and abilities of all pupils.  Uses technology to enhance instruction.

Monitors pupil academic progress and personal growth toward stated objectives of instruction.

Identifies pupil needs and cooperates with other professional staff members in assessing and resolving learning issues.

Establishes and maintains standards of pupil behavior to achieve a classroom climate conducive to learning.

Maintains records of pupils' educational progress in class record books, portfolios and/or board-approved forms and summarizes for reporting purposes.

Devises written and oral assignments and tests that require analytical and critical thinking as well as factual knowledge.

Serves as a member of the school's pupil assistance committee as needed.

Works collaboratively with resource personnel.

Communicates with parents through conferences and other means to inform them about the school program and to discuss pupil progress.

PROFESSIONAL  
GROWTH STANDARDS:

Maintains professional competence and continuous improvement through active membership in professional organizations and participation in professional development activities.

Participates in faculty meetings, councils and district and school committees and other school system groups as appropriate.

Makes effective use of community resources to enhance the instructional program.

Upholds and enforces school rules, administrative regulations and board policy.

Performs other duties within the scope of his/her employment and certification as may be assigned.

Actively promotes professional growth, revision and improvement of curriculum and shared decision-making.

TERMS OF  
EMPLOYMENT:

Work year and salary to be determined by the Board.

EVALUATION:

Performance of this job will be evaluated annually in accordance with state law and the provisions of the board's policy on evaluation of certified staff.