

OUR TEANECK SCHOOLS

A reference book on the

local school system

prepared by The League of Women Voters
of Teaneck, N.J.

With the cooperation of the Board of Education and
the administration of the Teaneck Schools.

June 1978

18-78

Our

Our Teaneck Schools

Table of Contents

	FOREWORD	i
	EDUCATIONAL PHILOSOPHY	ii
Chapter I.	HISTORY OF THE SCHOOLS	1
Chapter II.	OUR TEANECK SCHOOLS	13
	Photographs	
	Statistics	
Chapter III.	THE BUDGET AND THE BOARD	28
	Teaneck Board of Education	
	State Administration	
	Financing the Schools	
	Board Employees	
Chapter IV.	PERSONNEL	32
	Administrative Staff	
	Teaching Staff	
Chapter V.	ELEMENTARY EDUCATION	41
Chapter VI.	SECONDARY EDUCATION	46
Chapter VII.	DEPARTMENT OF SPECIAL SERVICES	58
Chapter VIII.	AUXILIARY SERVICES	63
	Operation Community Talent	
	Lunch Program	
	Special Projects	
	Data Processing	
	Transportation	
Chapter IX.	SCHOOL AND COMMUNITY	70

Foreword

"Our Teaneck Schools" is the result of several studies of the school system conducted over the years by the League of Women Voters of Teaneck. The current booklet began as a revision of the 1964 edition, but entire sections have had to be rewritten because of major changes in curriculum, school structure and the education law.

In 1961, when work on "Our Teaneck Schools" first began, the town had just built three new schools to accommodate a surging population. We are now in a period characterized by a rapidly declining birth rate, resulting in lowered school enrollments for the past five years. In both instances, Teaneck has reflected a national trend; we therefore look with interest toward the future.

The purpose of these studies has been to present a complete and objective picture of Teaneck's schools, so that all aspects of the system might be viewed in historical context and in perspective to the entire town. We have tried to produce a reference manual which may be of value to prospective residents and teachers; to students, parents, and the community-at-large.

In compiling this edition, our primary source of information has been material obtained in interviews with the Superintendent of Schools and most of his Administration. We have used the information gathered in these interviews in conjunction with the curriculum guides, brochures, pamphlets, job descriptions and other official material. League members have read the State Administrative Code; Federal Guidelines; Policy Manuals for the Board and Administration; and teachers', supervisors' and secretarial contracts. We have also spent many hours perusing archives in the Public Library and, of course, relied on personal observations in many areas. For the committee, this has indeed been a unique experience.

We are grateful to the many people, in and out of the school system, who have been so generous with their time, energy and, in some instances, valuable office equipment. We give particular thanks to Superintendent Aubrey Sher and Administrative Assistant A. Spencer Denham, who have responded graciously to our persistent needs, throughout the past year, for additional data; to Ellen Bloomenstein, who has drawn the cover and all illustrations in the book; and to Dr. Richard Bloomenstein, who photographed our Teaneck schools.

Educational Philosophy

Statement from the Superintendent

The Teaneck Schools are dedicated to the development of the talents, interests, capabilities and aspirations of each and every student. To accomplish that objective, we must begin with a competent and energetic staff whose major concern is the educational welfare of each student.

Effective learning begins with effective teaching; effective teaching is nurtured by an array of materials and equipment that enhances the learning process. Effective teaching needs and thrives on an administration that encourages sound innovation and change on the one hand and provides support and understanding to the teacher on the other. Teacher and administrator together form an effective and dynamic force that will benefit each learner.

Teaneck schools are characterized by the way parents are involved in and informed of all aspects of the learning process. Parent and teacher must support and supplement each other in the complex task of education in the decade of the seventies.

All this is simply a way of saying that the schools were created for and exist for children . . . so that each may learn.

- Aubrey J. Sher



That Each May Learn

History

THE EARLY DAYS

For the Dutch farmers who settled in Bergen County in the early 1640's, education was something of a do-it-yourself affair. Some wealthy farmers employed private tutors or sent their sons to church schools in Paramus, Hackensack or Totowa, but the majority of children received what education they got from their parents. Education for girls was considered inadvisable, supposedly interfering with their ability to do household tasks.

As early as 1776, however, a school was known to have existed at what is now the juncture of Tenafly Road and Palisade Avenue in Englewood. It was a private school operated by the Liberty Union School Company, but because it stood across from the Liberty Pole Tavern, a popular community gathering place, it became known as the Liberty Pole School. Each pupil paid the teacher about \$1.50 a year.



In the early 1800's, a one-room shake-shingle school house with a low belfry was built on property donated by the Westervelt family, at the southeast corner of Fort Lee and Teaneck Roads. This school served children not only from the Teaneck area, but also those from Leonia, Ridgefield, Ridgefield Park, and Little Ferry. The building, long since converted into a house, is still in use, and stands on its original foundation, just east of a modern gas station.

Another school was organized in 1822 in what is

now the northern end of Teaneck, meeting in James Purdy's chair shop on New Bridge Road. In the spring of 1841, it acquired a building of its own on River Road near New Bridge Road.

SCHOOL DISTRICT ESTABLISHED

The Teaneck School District was established in 1854. The school trustees purchased from Henry J. Brinkerhoff, a farmer and later Township treasurer, a 50' x 100' plot of land on the east side of Teaneck Road at what is now Fairview Avenue, for fifty dollars and one cent a year as long as the land was used for school purposes. A frame building 20' x 60' was erected there, but was later moved to another location.

In 1869, the school district erected a splendid new building, at a cost of \$3,677, to house the elementary school, the Town Hall and the Washington Avenue Sunday School. (Teaneck Road was then called Washington Avenue). At that time, Teaneck had 52 elementary school pupils. If they wished to continue their education beyond eighth grade, they went to high schools in Englewood or Hackensack.

In order to give closer direction to local free schools, the State Legislature in 1867 established the office of County Superintendent of Schools, subject to the approval of the Boards of Chosen Freeholders, and appropriated \$100,000 for distribution among the counties for public school purposes. Township taxes of not less than \$2, nor more than \$4, per child between the ages of five and eighteen were permitted, as well as any district taxes which inhabitants decided were necessary.

FIRST BOARD OF EDUCATION

In 1895, Teaneck became an independent township, and, in accordance with an 1894 amendment to state legislation, promptly elected a nine-member Board of Education. Since that time, the procedure has been to elect three members each year, each to serve a three-year term. The first minutes of the Board on file were written in longhand and record proceedings of a meeting on February 3, 1909. The Board was organized into three committees of three members each: Teachers and Textbooks, Buildings and Supplies, and Finance. Teachers' salaries ranged from \$550 to \$600 a year.

From the earliest days, Teaneck residents have taken a keen interest in their schools, voicing their opinions and concerns in the public meetings of the Board of Education and elsewhere. The

Board minutes of a meeting on May 5, 1909 carry this item: "Owing to continued annoyance by spectators, a motion was made and carried that the Board go into executive session."

In 1906, the Board authorized the building of the Washington Irving School (the present Town House) to which voters approved an addition in May 1913. Longfellow School (#1) was built in 1910 to accommodate the growing number of pupils in the southern part of the Township. In April 1911, the Board of Education appointed the first Supervising Principal (now called Superintendent of Schools), Mr. LeRoy E. Jay, for a three-year term at an annual salary of \$1,400.

Teaneck continued to grow, and the pupils required more classrooms as well as schools nearer their homes. To serve the children living in the southwest area of town, Emerson School (#3) was opened in 1916. In 1920, a fire gutted the interior of Longfellow School and it was almost entirely rebuilt. Three years later, Whittier School (#4) was opened in the northwest section. Hawthorne School (#5) was erected in 1925 in the east, and the following year Bryant School (#6) was opened to serve the northeast.

PLANNING FOR THE FUTURE

Meanwhile, the Board had been looking ahead and planning for future needs. In 1923 it prepared the Township's first school plan. The previous year, it had purchased ten acres of high land in the geographical center of Teaneck for a high school building, at the surprisingly low cost of \$18,000. Later, three and a half additional acres were purchased to make room for an athletic field.

Groups of citizens, led by David M. Hook, Nicholas Volk, and other members of the Board of Education, agreed to clear the land themselves. "A wood-chopping bee was held. Women posed for movie cameras with axes in hand", the local paper reports. "Men felled about one hundred trees to start what was later named the David M. Hook Athletic Field."

About 1927, the Board of Education was obliged to consider seriously the building of a high school. Tuition rates in communities receiving our pupils had risen considerably. Most Teaneck students attended Englewood high school at that time, and Englewood served notice that, after 1929, it could take no more pupils from Teaneck. Teaneck's high school enrollment had increased to the point where it seemed economical to construct a high school. Work on the George Washington Bridge had started, and Bergen County was booming.

NEW-FANGLED EDUCATION

There was little opposition to the suggestion that Teaneck should build its own high school, but there were those who thought it folly to include a domestic science room and a library. "New-fangled education" was denounced by some. On April 21, 1927, a referendum for an appropriation of \$600,000 for the school building and an additional \$126,000 for furnishings and equipment was carried by a large majority. Of 544 voting, 450 were for, and 94 against, the referendum.

The cornerstone for the new high school was laid on May 31, 1928, and the building dedicated on January 31, 1929. Designed to accommodate 900 to 1100, the school opened for the second semester with 650 freshmen and sophomores. (Juniors and seniors were allowed to complete their courses in the schools where they had started.) By 1933, there were 1800 pupils attending the high school.

Just before the opening of the high school, the Board of Education had engaged Dr. Lester Neulen as Supervising Principal (Superintendent of Schools). He served from 1928 until 1958, and introduced many new and progressive ideas into the school system. A study found the junior high school concept to be effective in many other communities, and it was introduced into the Teaneck system in 1936 with the construction of an addition to the high school for use as a junior high. A substantial grant from Works Progress Administration Funds financed the building of the addition.

In June 1931, the first class was graduated from the school. In 1934, Teaneck High School was accredited by the Middle Atlantic States Association of Colleges and Secondary Schools, the highest recognition a high school can earn.

DEPRESSION YEARS

The necessary economies of the early thirties provided opportunities as well as curtailments in the curriculum. An Intern-Teacher program was instituted to give trained but inexperienced teachers an opportunity to teach under the supervision of experienced teachers, without salary. Those who proved most capable were given preference when vacancies occurred.

Visual aids, such as stereopticon slides, were introduced. Remedial reading clinics and classroom libraries were instituted. In 1934, a comprehensive testing program was begun, and cumulative records were kept for each pupil throughout his school experience. Opportunity classes for educable and trainable children were started in 1935.

Progressive courses, such as creative music, music appreciation, creative art, astronomy — even an accredited course in aviation in which students learned to pilot an airplane — gave Teaneck widespread recognition.

GROWING PAINS

Realizing the need for another elementary school, the Board of Education chose a site for Lowell School (#7), which was built and opened in 1935. In 1942, the old Washington Irving School (#2) was condemned as unsafe, but wartime restrictions made it impossible to erect a new building until 1947. The old school was then turned over to the Township Council which had it rehabilitated, modernized and renamed the Town House.

After the war, Teaneck's population expanded rapidly, and there was acute need for additional classroom space in all the elementary schools. The Town House was pressed into service, and additions were built onto Bryant and Whittier Schools in 1948, and onto Hawthorne School in 1951. School enrollment at the high school as well as at the elementary level increased at an even faster rate than did the general population. The Swan Report in 1946 advocated the erection of two junior high schools to serve the southern and northern sections of the Township.

The Board of Education in 1951 appointed a Citizens' Advisory Committee composed of some administrative personnel and Board members as well as citizens. This Committee was charged to consider the special problems of a junior high school and elementary school building program. Spontaneous citizens' groups were also formed and offered various proposals.

EXPANDING THE SCHOOLS

In October 1953, the Board published its own "Comprehensive Report on the Teaneck Public Schools." This document pointed out that, between 1944 and 1953, population in Teaneck had increased 26%; school facilities had increased only 19%; and enrollment had jumped 46%. The report recommended building two junior high schools, one on Taft Road and the second on Teaneck Road on Fycke Lane; modernizing the senior high school with the addition of a gymnasium; building a new elementary school south of School #2; and making additions to Whittier and Bryant Schools. All of the above, with the exception of one of the junior high schools, was presented as a first step, estimated to cost \$3,589,000. A next step,

the second junior high school, was estimated at \$1,800,000.

On June 9, 1953, the voters had rejected a referendum to build the high school gymnasium, modernize other facilities, and to build a junior high. After publication of this report and concerted efforts by members of the Board of Education and active citizens' groups, the electorate subsequently voted affirmatively. On January 12, 1954, a referendum to build the additions to the elementary schools was passed. February 9, 1954 saw decisive passage of a referendum to build the first junior high, later named Benjamin Franklin, and to make the additions to the high school. In September 1955, a referendum to build the second junior high, now Thomas Jefferson, was also passed.

A citizens' committee was appointed to help select a site for the proposed elementary school. The tract on Teaneck Road north of the Public Library was chosen, a referendum passed, and Eugene Field School (#8) was open for use by September 1956.

The Board of Education continued to make use of lay committees to study elementary school curriculum, secondary school curriculum, the gifted child, and the slow learner. Various changes were made in the curriculum as a result of these studies, among them broader choices of courses depending upon post-high-school plans, and the opportunity for college-bound students to take honors courses.

CHANGING PERSONNEL AND PROGRAMS

After thirty years of service, Dr. Neulen retired as Superintendent in June, 1958. Dr. Theos Anderson, who had served the previous year as Assistant Superintendent, succeeded him, remaining in the job until June, 1961. Dr. Harvey Scribner assumed office in November of that year.

During his tenure, many significant changes occurred in the Teaneck Schools. The position of Elementary Curriculum Coordinator had already been established during Dr. Neulen's administration. In an effort to maintain a cohesive curriculum throughout the system, Dr. Scribner inaugurated the role of a Secondary Curriculum Coordinator.

The position of Director of Special Services was also established during this period, to coordinate guidance, remedial reading, psychological services, and special education. Previously, "special services" had fallen within the purview of an "educational clinic" and consisted of two psychologists and a single special education

class. Called an opportunity class, it contained children with a wide range of problems — some retarded, some emotionally disturbed, some learning disabled.

Expansion in the early 1960's occurred under the impact of the Beadleston Act, under which the state reimbursed the local school district 50% of the cost of programs to meet the needs of handicapped children, and 75% of the cost of transportation. Previously non-existent clinical services were developed and four special education classes were established — two educable and two trainable. Future years witnessed considerable expansion in Teaneck's Special Services — with classes numbering 20 by 1977.

PLANS FOR INTEGRATION

An Open Enrollment Program, begun in September, 1962, failed in its attempt to alleviate the racial imbalance existing at the school system's elementary level. A new approach was taken two years later, in 1964, with the initiation of a Central school for all of the Township's sixth grade pupils. Teaneck was, thereby, the first town in the country to integrate its schools voluntarily through busing.

The Central Sixth was housed at the Bryant School. All pupils in grades 1 through 5 in the Bryant district were reassigned to the Township's other elementary schools. A comprehensive review of the Central Sixth, done during the 1966-67 school year by a team from New York University, was generally favorable and recommended continuation of the program.

FEDERAL FUNDING

The by-word of the mid-1960's was "Federal Funding" — with the Elementary and Secondary Education Act (ESEA) of 1965 providing infusions of funding for special projects in school districts throughout the United States. The objective — improvement of the quality of education.

ESEA dealt with three specific educational areas. Title I called for the development of programs directed toward the individual child. Monies came to Teaneck for remediation in the language arts and, later, in mathematics. Funding was obtained for the identification and treatment of learning disabilities and remedial summer programs. Title II brought dollars for classroom and library resources and instructional materials. Title III encouraged school boards to seek creative and innovative solutions to education-related problems.

A study was begun in 1966, funded under Title III, entitled "Identification and Utilization of Community Talent in the Total Education Program." The vast resources of the community were at least to be tapped on an organized basis. Operation Community Talent (OCT) grew out of this study (see Chap. VIII). After a three year federally funded pilot experience, the Board of Education assumed financial responsibility. OCT continues its work today, coordinating programs and instructional aids from the talent resources within the community.

PROPOSALS FOR EXPANSION

In spite of all of Teaneck's school construction in the 1950's, continuing increases in enrollment were crowding the system. In 1965, the educational consultant firm of Englehardt, Englehardt and Leggett was commissioned to conduct a survey of the Township's current school facilities and building needs for the next 15 years. Their report, presented to the Board of Education in June, 1966, indicated the system to be some 25% overcrowded and recommended restructuring the system on a 4-4-4 grade pattern. Their plan included construction of new buildings, remodelling of old and elimination of the two oldest schools.

A 60-member Citizens' Advisory Committee was formed in October of that year to consider the report — to study "educational needs" and to formulate a "comprehensive plan for the development of future educational facilities." By the summer of 1967 that committee had surrendered its charge; in its opinion, a lay group could not do justice to this monumental task.

A nine-member Professional Advisory Committee was appointed in its stead, drawn from the school system's staff and headed by Dr. Frank Arone. The results of this group's work were published in April, 1968. Their proposal called for three separate campuses utilizing many existing buildings but also calling for extensive new construction:

1. a primary campus — grades K-4
2. an intermediate campus — grades 5-6
3. a secondary campus — grades 7-12

The ultimate goal was "ungraded education with advancement according to ability." Such reorganization was estimated to cost approximately \$16-18 million. The alternative, the committee indicated, was simply to provide space for the increased enrollment

and to eliminate existing substandard classrooms and facilities at an estimated cost of \$10-12 million.

In 1968, in the midst of all these deliberations, Dr. Scribner left Teaneck to become Vermont's Commissioner of Education, and Joseph E. Killory was appointed Teaneck's new Superintendent of Schools.

CORRECTING RACIAL IMBALANCE

Overcrowding was not the only problem challenging the school system in that year. Racial imbalance in the Washington Irving district had also become a concern. A Central Kindergarten was established at Washington Irving to correct that imbalance and to redistribute the numbers of students townwide so as to ease congestion in the other elementary schools. Bryant remained a Central Sixth.

Discussion of the Master Plan for Educational Improvement, as conceived by the Professional Advisory Committee, continued throughout 1968-69, with a Central Kindergarten now a part of the proposals. In March, 1969, the Board of Education commissioned engineers Perkins & Will and Architects Collaborative to conduct a feasibility study as to the most efficient means of providing for the system's long-term building needs. The Board's 1969 resolution for a four-year high school came as a result of this study. The Grade 9-12 school was to be achieved through an addition to the existing high school. This would free space at the junior highs, enabling them to become Grade 6-8 schools, rather than 7-9, which would in turn free elementary school space. At that time, an enrollment of 8390 was occupying buildings with a rated capacity of 6560. Fifteen temporary portable classrooms were in use at various elementary school sites.

When the issue was finally put to a vote, in December, 1970, the proposed referendum called for a still different mode of reorganization. A major addition to Benjamin Franklin Junior High was to convert it into a three-year high school, and a minor addition to Teaneck High was to convert it into a Junior High. This referendum was defeated by the electorate. The problem of overcrowding: unresolved.

In September, 1972, the schools were once again reorganized with the dual purpose of "maintaining racial integration and improving educational opportunities." Bryant and Washington Irving became Central K-1 Schools and the Central Sixth School was disbanded.

A new expansion referendum was submitted in October, 1972, narrowly defeated and so resubmitted in December, 1972. This \$13.5 million proposal entailed enlarging the present high school to a four-year school — with the other grade shifts included in the Board of Education's 1969 proposal. Again, the referendum went down to defeat.

HIGH SCHOOL REPAIRS APPROVED

May, 1973, found voters approving, by a 2 to 1 margin, \$1.3 million in high school repairs. Joseph Robitaille became Superintendent of Schools in July, 1973, as those repairs got under way.

Dr. Robitaille launched an intensive evaluation of the educational requirements of the Teaneck school system. A survey of the physical plant by E. Gorham & E. Malasits, Engineers, estimated that \$2 million was necessary to put all buildings other than the high school into sound condition.

A repairs referendum in February, 1974, provided \$1.3 million for work on all eight elementary schools and the two junior highs. This referendum passed, and work commenced repairing and replacing such things as windows, roofs and masonry. Ten months later, in December, 1974, improvements to the high school at a cost of \$2,765,00 were approved. A courtyard was enclosed to provide new instructional space, a media center, a library, and industrial arts areas.

BY-WORD OF THE 70's: ALTERNATIVES

The by-word of the 70's became "alternatives". First came the "open classroom" alternative, introduced on an experimental voluntary basis at the start of the decade. By 1973, it had gained so in popularity that an "open class" was available to all students entering Grades 1 and 2.

At the other end of the system, an Alternative High School was established in September, 1973, after almost two years of planning. Its objective: to provide a new learning environment, with more options and freedom, for those students seeking an opportunity for independent study at the high school level, and to motivate those whom the system had failed to reach. Beginning with some 100 students and six permanent staff members, the Alternative High School deliberately selected an "off-campus" location in the basement of St. Paul's Church. It later moved to portable classrooms at the Bryant School site and continues to function there as Alternative I.

In September, 1976, Alternative II was organized as a cluster school within the regular high school. Aimed at those students not achieving, it initially encompassed approximately 85 students on a full or part-time basis. This alternative also continues to operate.

Vocational programs, distributive education, Cooperative Industrial Education, Cooperative Office Education, Honors Programs, Advanced Placement Courses, Open Education . . . these and many more represent Alternatives from Kindergarten through Grade 12. The National Education Association and *Parents Magazine* have both named Teaneck a "Pacemaker School District" in recent years.

THOROUGH AND EFFICIENT

An historic ruling by the New Jersey Supreme Court in the case of *Robinson v. Cahill* (April, 1973) has led to major revisions in the State's educational code which have made their mark on the Teaneck Schools. In what has come to be known as the "Botter Decision", Justice Theodore Botter ruled that Robinson's rights, as guaranteed by an amendment to the New Jersey State Constitution, were being systematically violated. That amendment reads "Each child . . . must receive a thorough and efficient education from the ages of 5 to 18."

Several years were spent, following the Botter decision, attempting to define the term "thorough and efficient", by now familiarly referred to as "T & E". To do so, groups of professional educators and citizens, in varying combinations, met throughout the state. The result was PL 142, or the Public Education Act of 1975, which sets forth specific requirements for educational achievement, citizen participation in the decision-making process, budget making, evaluation of ongoing programs, etc. Included in the Act is a series of measures, including penalties, providing for the attainment and maintenance of established standards.

It must be understood, in reading through the rest of this booklet, that the concepts of T & E underlie every aspect of Teaneck's educational life. Each element — e.g. budget making, curriculum development, funding of special programs — should be viewed in the context of the goal-setting, periodic evaluation and citizen participation process mandated under T & E.

In February, 1976, Aubrey Sher became Superintendent of Schools. Shortly, he and every other Superintendent in the State of New Jersey were presented with a situation of crisis proportions.

When schools closed in June of that year there was no assurance that they would be able to reopen in September. The State Supreme Court had ruled that there need be found a new and more equitable means of financing public education than was provided by the local property taxes levied by the individual municipalities. The State Legislature, in the Summer of '76, was required to find a solution to the problem. Their solution — the State Income Tax. As a result, funds became available and school did reopen in September.

. . . .

In contrast with the preceding decades, the 1970's have been characterized by a rapid decline in enrollment. The birth rate in Teaneck, in line with the national trend, has dropped significantly. From a peak of more than 8300 students at the start of the decade, school enrollment declined to 6200 in 1978, and continues to drop by more than 200 children annually. Talk of new construction has ceased, to be replaced by discussions of how to maintain educational quality and diversity, and how to make the most efficient use of the existing physical plant.



Our Teaneck Schools

More than 6,200 youngsters, over half of them at the secondary level, are enrolled in the Teaneck public school system, guided by almost 600 classroom and administrative personnel. An additional 200 secretarial, custodial and other service people are employed by the Board of Education.

In order to enter school, a child must be 5 years old on or before December 31 of the year of entry. Parents of new students should contact the Superintendent's office for registration. Papers needed at the time of entry are:

- a birth certificate
- proof of residence (e.g., a lease or closing papers)
- for transfer students, transfer or report card from previous school
- medical records showing immunization against diphtheria, pertussis (whooping cough), tetanus, polio, measles, and German measles. A recent tuberculin test is a strictly enforced state requirement.

The schools operate primarily in 11 buildings — 2 primary, 6 elementary, 2 junior highs and 1 senior high school. General policy is set by a citizen-elected Board of Education; all policies and practices are carried out by the administrative staff, headed by Superintendent of Schools Aubrey Sher. The Town House, located at the corner of Forest Avenue and Teaneck Road, is the nerve center of the Teaneck schools: it houses the Board and Administrative Offices, through which all educational and extra-curricular activities are coordinated. In addition, 4 of its classrooms are used for Special Education.

Washington Irving and Bryant Schools are a separate 'primary' unit with special staff and facilities appropriate to the Kindergarten and 1st grade age levels. More than 600 children attended the K-1 schools in 1977-78. Longfellow, Emerson, Whittier, Hawthorne, Lowell, and Eugene Field Schools serve grades 2-6. Whittier is the largest school, with an enrollment of more than 500; Emerson is the smallest, with 250.

During the peak years of student enrollment, in the 1960's, it was necessary to supplement classroom space with 'portable' classrooms outside several of the schools. Although still in use, the portables will gradually be phased out as the need for them diminishes.

All 11 school buildings are of brick construction; fire protection is provided through alarms wired directly to the Fire Department. Fire drills are held twice monthly, and the buildings checked twice annually. Each principal must make a quarterly safety report covering such items as fire extinguishers and rubbish removal.

Each primary and elementary school contains a large multi-purpose room which generally does triple duty as lunchroom, auditorium, and gymnasium. After school, the facilities are frequently used by Scouting, PTA, or athletic groups. Each building also contains a media center and a nurse's room with a bed and first-aid equipment.

The junior high schools, Benjamin Franklin and Thomas Jefferson, are strategically located within a 2-mile radius of every home in Teaneck. Built in the late 1950's, they remain functional, well-designed and equipped for use by young teenagers.

Teaneck High School, affectionately called 'the castle on the hill' by several generations of students, is situated between Queen Anne and Teaneck Roads on a bluff overlooking Route 4. Almost half a century old, the building was given a face lift in the mid -70's and now boasts totally reconstructed exterior masonry, a new auditorium, an ultra-modern media center, and expanded and modernized shop and laboratory areas.

In the statistical profile of the schools which follows on the next 12 pages, enrollment figures are given as of April 1978. The actual professional staff is somewhat higher than the figures shown, since these do not include supplemental teachers and tutors.

Teaneck students are also in attendance at a number of private and parochial schools in the area. As complete a list of these as is possible appears in the last chapter of this book.

TEANECK

- #1 - Longfellow
- #2 - Washington Irving
- #3 - Emerson
- #4 - Whitier
- #5 - Hawthorne
- #6 - Bryant
- #7 - Lowell
- #8 - Eugene Field



Primary Schools



Washington Irving School No. 2

Located on West Forest Avenue and
Teaneck Road north of Route 4

CONSTRUCTION Built in 1941, on 1.8 acres. 2-story glazed brick and concrete building, ceramic tile walls. Oil-steam heat, thermostats in each classroom. Univent ventilation.

STAFF Principal, 9 classroom teachers, 5 primary aides, secretary, library aide, p/t psychologist, p/t consultants in art and music, 2 p/t consultants in physical education, 2 custodians.

In addition, the 2 primary schools share the services of the Early Childhood Coordinator, a nurse, a speech therapist, and a learning specialist.

ENROLLMENT 220

FACILITIES 12 classrooms; auditorium-gymnasium, seats 350, has stage, kitchen with facilities, public address system; teacher resource room; multi-purpose room used for art and music; principal's office, secretary's office, nurse's office; office shared by Early Childhood Coordinator and learning specialist; office shared by speech therapist and psychologist; 2 supply rooms, faculty room.

OUTDOOR PLAY AREA 24,960 sq. ft., blacktop, basketball backboards, children's play equipment.

PARKING None

Kindergarten — First Grade

Bryant School No. 6

Located on Tryon Avenue and Teaneck Road

CONSTRUCTION Built in 1926 on 8 acres; additions in 1949 and 1955. Brick building, classrooms all on one floor. Oil-steam heat, individual thermostats. Univent ventilation.

STAFF Principal, 15 classroom teachers, 9 primary aides, secretary, library aide, p/t psychologist, physical education consultant, p/t consultants in art and music, 2 custodians.

In addition, the 2 primary schools share the services of the Early Childhood Coordinator, a nurse, a speech therapist, and a learning specialist.

ENROLLMENT 392

FACILITIES 23 classrooms; auditorium-gymnasium, seats 400, has stage, kitchen, public address system, basketball backboards; principal's office, secretary's office, nurse's room, Early Childhood Coordinator's office, faculty lounge, library, supply room, and book room. Offices for psychologists and speech and learning consultants upstairs over lobby.

OUTDOOR PLAY AREA 5 acres, some blacktop, basketball backboards, children's play equipment.

PARKING 26 cars



Elementary



Longfellow School No. 1

Located on Oakdene Avenue between
Queen Anne and Teaneck Roads

CONSTRUCTION Built in 1909 on 2.2 acres; additions in 1920 and 1921 with extensive renovations in 1956 and 1976. Brick building, 3 floors including basement. New oil heating system.

STAFF Principal, 19 classroom teachers, 1 secretary, librarian, p/t nurse, consultants in art, music, and physical education, 3 custodians.

ENROLLMENT 460

FACILITIES 20 classrooms, 2 portable classrooms; special arrangement of some classrooms to facilitate open classroom instruction. Auditorium converted in 1976 to a modern media center, retaining the stage at one end. Principal's office, secretarial office, nurse's room, offices for speech and learning disability specialists; lunchroom, with facilities for serving hot lunch, and gymnasium located in basement.

OUTDOOR PLAY AREA 46,503 sq. ft., some grass, large fenced blacktop area, basketball backboards.

PARKING None

Grades 2 - 6

Emerson School No. 3

Located on Elm Avenue south of Cedar Lane

CONSTRUCTION Built in 1916 on 1.6 acres. Brick building, 2 floors, basement. Oil-steam heat, central thermostat.

STAFF Principal, 11 classroom teachers, secretary, librarian, p/t Reading Center teachers, p/t consultants in art, music, and physical education, p/t nurse, 2 custodians.

ENROLLMENT 251

FACILITIES 13 classrooms; auditorium-gymnasium on 2nd floor; office for principal and secretary, faculty room, nurse's room, library. Kitchen with facilities to heat student lunches.

OUTDOOR PLAY AREA 26,700 sq. ft. Fenced blacktop area with 3 basketball backboards and markings for baseball, tennis, and soccer.

PARKING None



Elementary Whittier School No. 4



Located on West Englewood Avenue
between Sussex and Hudson Roads

CONSTRUCTION Built in 1921 on 3 acres; additions in 1926, 1937, 1950, 1952. Brick building — 2 floors, partial basement. Oil-steam heat, central thermostat. Univent ventilation.

STAFF Principal, assistant principal, 31 classroom teachers, secretary, librarian, p/t nurse, consultants in art, music, and physical education, 3 custodians.

ENROLLMENT 516

FACILITIES 26 classrooms; auditorium-gymnasium, seats 400, with stage, kitchen, public address system; 3 offices and ante-room, nurse's room; basement has faculty lounge, new media center, and rooms used by instrumental music, psychologist, reading, and speech consultants.

OUTDOOR PLAY AREA 65,000 sq. ft.
of which 15,750 is blacktop. Basketball backboards.

PARKING 31 spaces

Grades 2 - 6

Hawthorne School No. 5 Located on Fycke Lane and Lucy Avenue

CONSTRUCTION Built in 1925 on 3.5 acres; addition in 1952. Brick building; classrooms all on one floor. Oil-steam heat, central thermostat. Univent ventilation.

STAFF Principal, 16 classroom teachers, secretary, librarian, p/t nurse, consultants in art, music, and physical education, 2 custodians.

ENROLLMENT 349

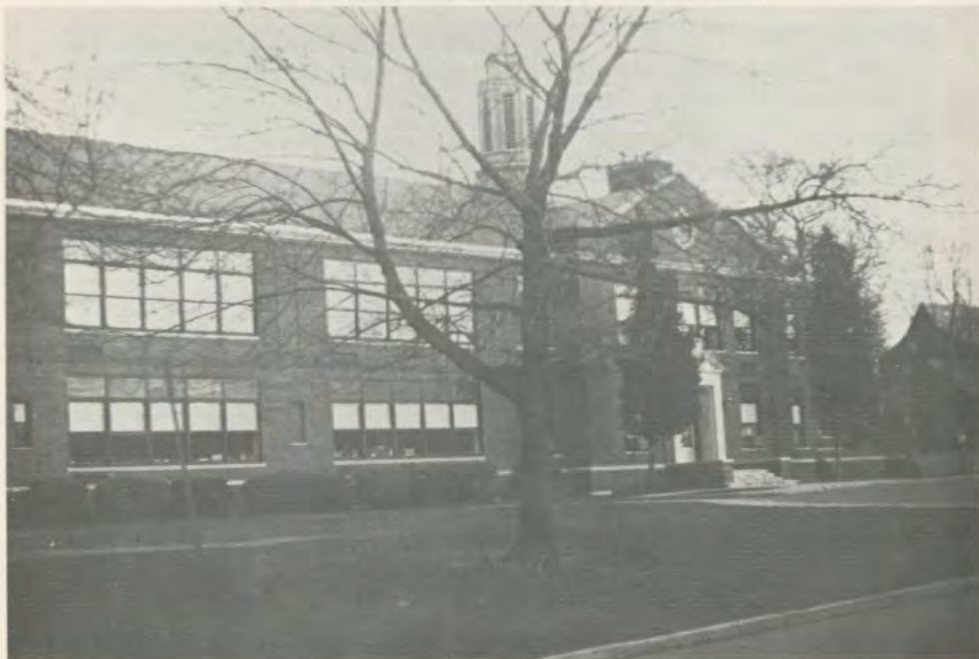
FACILITIES 16 classrooms in main building; 5 portables used as follows; library, music room, art room, reading center, and resource center for remedial instruction. Auditorium-gymnasium seats 400, with stage, public address system and basketball backboards. 1978 construction; conversion of 2 courtyard spaces to media center and 2 classrooms; remodeling of nurse's office; addition of office for special services and room for storage; renovations in heating and lighting.

OUTDOOR PLAY AREA 2½ acres, some blacktop with basketball backboards. 5 acre park adjacent to school with baseball diamonds and tennis courts.

PARKING 28 spaces



Elementary Lowell School No. 7



Located on Lincoln Place just south of Route 4

CONSTRUCTION Built in 1936 on 3.9 acres. Brick building. 2 floors and attic. Oil-steam heat. Thermostat in each classroom. Univent ventilation.

STAFF Principal, 15 classroom teachers, p/t nurse, librarian, secretary, 3 p/t tutors, consultants in art, music, and physical education, 2 custodians.

ENROLLMENT 353

FACILITIES 14 classrooms, 2 portable classrooms; auditorium-gymnasium seats 300, has stage and public address system; principal's office, secretarial office and ante-room, nurse's room, faculty lounge, kitchen, library, consultant's room, 3 supply rooms, storage room; basement has unused shower room, lavatory and storage room.

OUTDOOR PLAY AREA Approximately 2½ acres, some blacktop, basketball backboards, baseball diamond.

PARKING 30 spaces

Grades 2 - 6 Eugene Field School No. 8

Located on Merrison Avenue and Teaneck Road,
south of Route 4

CONSTRUCTION Built in 1955 on 2.9 acres. Brick building. 2 floor split level, tile halls. Oil-steam heat, some radiant. Thermostat in each class. Univent ventilation.

STAFF Principal, 14 classroom teachers, secretary, librarian, p/t nurse, consultants in art, music, and physical education, 2 custodians.

ENROLLMENT 332

FACILITIES 14 classrooms, 2 portable classrooms; auditorium-gymnasium seats 350, has stage, well-equipped kitchen, public address system. Principal's office, secretary's office, nurse's multi-purpose room, faculty lounge, 2 storage rooms.

OUTDOOR PLAY AREA Approximately 1½ acres, some blacktop, basketball backboards, baseball diamond.

PARKING 20 spaces



Benjamin Franklin Junior High School



Located on Taft Road near Forest Avenue
north of Route 4

CONSTRUCTION Built in 1957 on 12.6 acres. Brick building, 2½ floors, ceramic tile hallways, vinyl tile and terrazzo floors. Oil-steam heat, individual thermostats.

SCHOOL STAFF Principal, vice-principal, 3 guidance counselors; 1 librarian, 1 assistant librarian, 1 nurse, 50 teachers; 5 secretaries, 8 custodians.

All 3 secondary schools share the staff of Department of Secondary Education, Department of Special Services, and Lunchroom.

ENROLLMENT 757

FACILITIES 25 classrooms, average size 32' x 27' with 12' ceilings; special rooms for art, industrial arts, instrumental music, home economics, science labs. Auditorium: seats 522, has stage, public address system, stage-craft room. Library: 2738.4 sq. ft., seats 156 students. Administrative and guidance offices, nurse's room, emergency room, faculty lounge and study. Gymnasium: 92' x 92', lockers, shower rooms, offices and storage. Cafeteria: seats 260; teacher lunchroom seats 36; 947 student lockers; 10 lavatories.

OUTDOOR RECREATION Basketball court, 1 baseball field, soccer field, football field, 3 softball fields, 4 tennis courts.

PARKING 90 cars; bicycle racks.

Thomas Jefferson Junior High School

Located on Teaneck Road and Fycke Lane
south of Route 4

CONSTRUCTION Built in 1958 on 12.5 acres. Brick building, 2½ floors, ceramic tile hallways, terrazzo and vinyl tile floors. Oil-steam-hot air and radiant heat, individual thermostats; ventilated by exhaust fans and univents.

SCHOOL STAFF Principal, vice-principal, 4 guidance counselors; 1 librarian, 1 assistant librarian, 1 nurse, 59 teachers; 6 secretaries; 10 custodians.

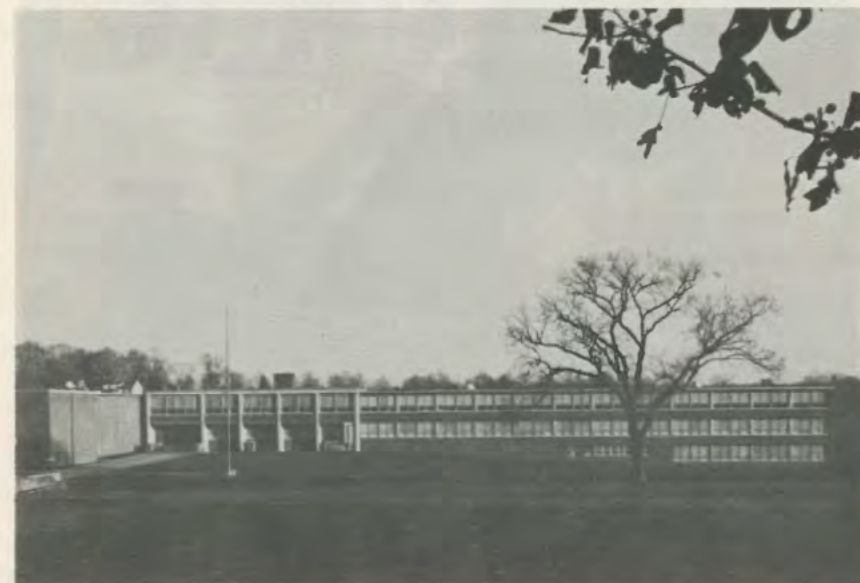
All 3 secondary schools share the staff of Department of Secondary Education, Department of Special Services, and Lunchroom.

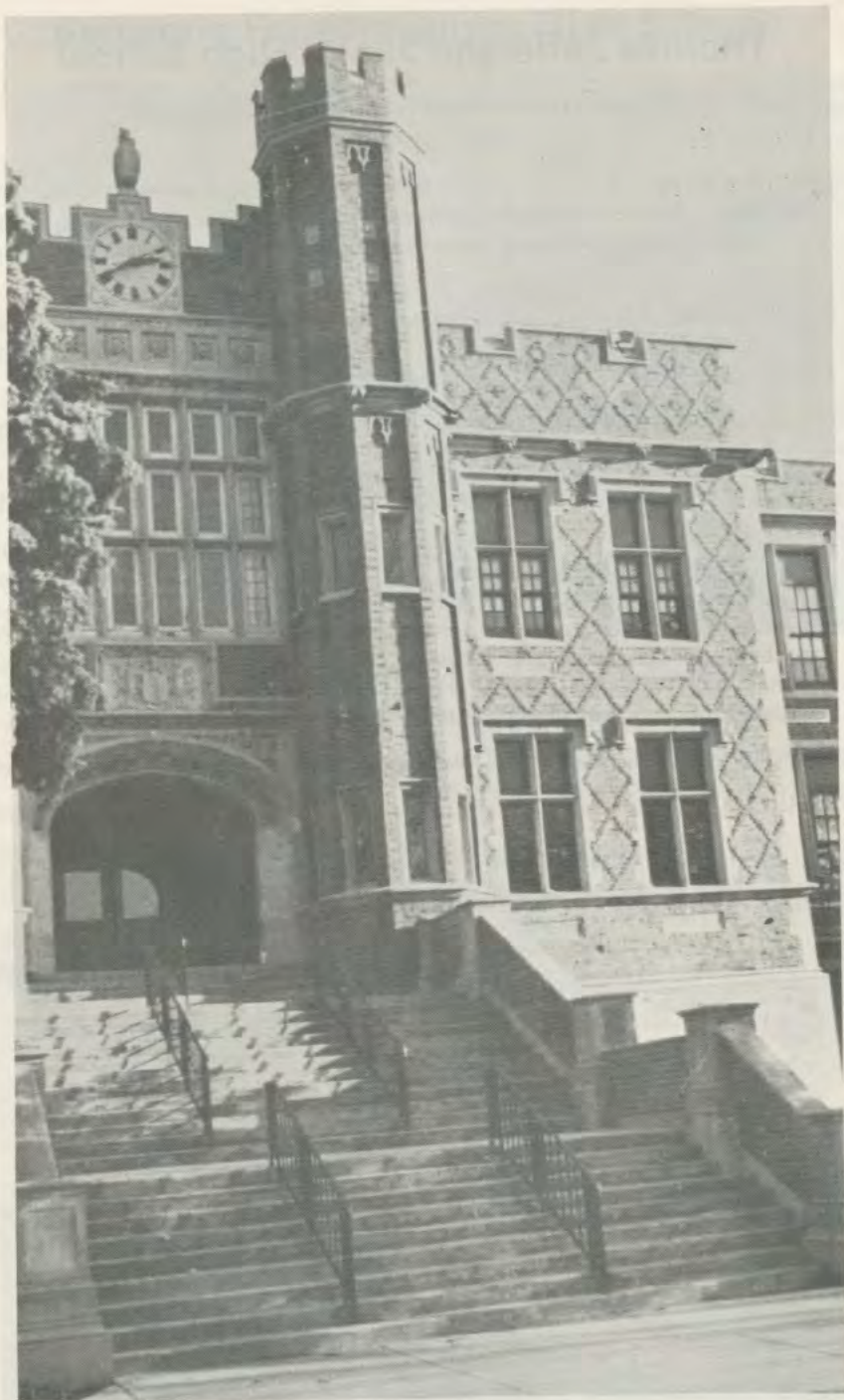
ENROLLMENT 916

FACILITIES 34 classrooms; average size 32' x 27' with 12' ceilings. Special rooms for art, industrial arts, band, home economics, science labs, special education resource room. Auditorium: seats 600, has stage, public address system, stage-craft room. Library: 2871 sq. ft., seats 50 students. Administrative and guidance offices, nurse's room, faculty lounge. Gymnasium: 100' x 78', lockers, shower rooms, offices and storage. Cafeteria: seats 306; teacher lunchroom seats 36. 1257 student lockers; 10 lavatories.

OUTDOOR RECREATION Baseball, soccer, football and softball fields.

PARKING 72 cars; bicycle racks





Teaneck High School

Located directly south of Route 4 between
Queen Anne and Teaneck Roads

CONSTRUCTION Built in 1929 on 13.2 acres; additions in 1936, 1955 and 1976. Brick and masonry buildings, 3 floors, asphalt tile and terrazzo floors. Oil-hot water heat, air conditioning.

SCHOOL STAFF Principal, 3 assistant principals, 7 guidance counselors, 2 librarians, 2 nurses, 114 teachers; 15 secretaries; 15 custodians.

All 3 secondary schools share the staff of Department of Secondary Education, Department of Special Services, and Lunchroom.

ENROLLMENT 1,630

FACILITIES 55 classrooms; average size 22' x 36' with 14' ceilings. 13 special rooms, including art, music, choral music, home economics, science labs, industrial arts, auto shop. Auditorium: seats 1,000, has backstage area 66' x 45'. Media Center: on 2 floors, seats 200 students. Books - 33,000; reference books - 1,200. Staff - 2 librarians, 1 secretary, audio-visual aids director, 3 media aides. Has complete 3-camera color TV studio. Administrative, guidance, departmental offices, nurse's room, emergency room, 5 teachers' rooms. Gymnasiums: 'small' gym is 5816 sq. ft.; 'large' gym is 10,098 sq. ft.; lockers, gym offices, shower rooms, storage equipment. Cafeteria: seats 400; teacher lunchroom seats 45; 2500 student lockers; 13 lavatories.

OUTDOOR RECREATION Football stadium, with concrete bleachers seating 2500 plus temporary bleachers seating 3000. Baseball field with bleachers seating 500. Soccer, football practice fields. Cinder track, 1/5 mile. Basketball backboards in parking area. Use of nearby Votee Park with 4 tennis courts and additional playing fields.

PARKING 175 cars

The Budget and the Board

Members of the Board of Education

The Board of Education consists of nine members who serve overlapping three-year terms. Board members must be citizens and residents of the district for at least two years preceding election, must be able to read and write, and may not be interested directly or indirectly in any contract with, or claim against, the Board.

At the annual election, which is usually held on the second Tuesday in February, voters choose three Board members and vote on the school budget for the coming year. When the second Tuesday falls on a legal holiday, the election is held the following day.

The Board may fill a vacancy in its membership between elections, but the appointee may serve only until the Monday following the next annual election. If this person is filling a vacancy for a term that extends beyond the next election and which has occurred within the sixty (60) days immediately preceding the annual election, he shall serve until the Monday after the second annual election following the occurrence of the vacancy. The vacancy for any remainder of these terms shall be filled at the appropriate annual election following the occurrence of the vacancy.

The organizational meeting of the Board is held during the first week, commencing on the first Monday, following the annual election. It constitutes a regular meeting of the Board. At this meeting, the schedule of regular meetings for the entire coming year is adopted. Regular meetings are held in all schools, on a rotating basis. General meetings are held on the second Wednesday of each month at 8:00 p.m. Other meetings can be scheduled at any regular or special meeting of the Board. The annual schedule must be sent to the newspapers and Township Clerk within five (5) days after adoption. Notices of other meetings containing date, day, location, time, and a brief description of purpose, must be posted and mailed at least 48 hours prior to the date of the meeting.

In accordance with the Open Public Meetings Act of 1975 (Sunshine Law), the Board's general meetings, executive sessions, and special meetings are all open to the public. Advance notice of such meetings must be given, except when the public interest or individual rights would be jeopardized. In these cases, the Board may hold a closed session after passing a resolution, at a public meeting, which states the general nature of the subject to be discussed and the time when, and the circumstances under which, the closed discussion can be made public.

The Board considers preparation of the budget, one of its most important functions. The budget must be designed to carry out the educational program in a thorough and efficient manner, and to maintain the facilities and honor the obligations of the district.

The other duties of the Board include establishing particular educational goals, standards, and objectives; adopting the annual educational program for the district and each school; handling personnel matters and student concerns; and enforcing the rules and regulations of the State Board of Education.

State Administration

BOARD OF EDUCATION ... There are 12 members (at least 3 must be women) on the State Board. They serve 6-year overlapping terms, and are unsalaried. The Chairman of the Board of Higher Education and the Chancellor are members *ex officio* (without a vote). The State Board has general supervision and control of public education in the State, with the exception of higher education.

COMMISSIONER OF EDUCATION ... Appointed for five years, the commissioner has the following duties:

- serves as secretary to the State Board
- is chief executive officer and administrator of the Department of Education
- enforces State Board policies
- apportions state aid to local districts

ASSISTANT COMMISSIONERS ... Head various divisions of the State Department of Education such as curriculum, higher education, business and finance.

COUNTY SUPERINTENDENTS ... Enforce state policy at the local level, act as advisors to local boards, approve school transportation needs, and review budgets and curriculum.

Financing the Schools

In our representative government, the local school tax is the only tax the citizenry can vote upon directly. The annual school budget comes before the voter for approval, usually in February. This budget is divided into two parts, a capital budget and a current operating budget. Each part is voted upon separately.

School funds come from the local, state, and federal governments, with the greatest share being provided by local property taxes. In the 1978-79 budget, local taxes will provide 81.6%, state aid 12.4%, federal aid 4.0%, and miscellaneous sources the remaining 2%.

In 1976, the method of state aid distribution to the school districts was changed significantly. The new state aid formula is tied to the income tax law inaugurated that year.

One of the provisos of the 1976 law is a "cap" on local expenditures. This affects only the current operating budget. The "cap" is determined by a formula comparing the local property tax behind each student with an average statewide valuation. The local community can then raise its total operating budget by a maximum of the percentage determined in this process, though the State Commissioner of Education can allow some additional increases. For the year 1977-78, few exceptions were allowed.

The purpose of the "cap" is twofold: 1) to keep taxes down; 2) in the long-run, to bring the amount spent by those districts spending less per child up to those spending more per child.

Teaneck Board Employees

SECRETARY OF THE BOARD OF EDUCATION ... Appointed by the Board and becomes tenured after three years in office. He cooperates closely with the Superintendent and is the Board's official representative when it is not in session.

His duties are to:

- work with the Superintendent to formulate the budget and to supervise its implementation
- control all purchases and other expenditures

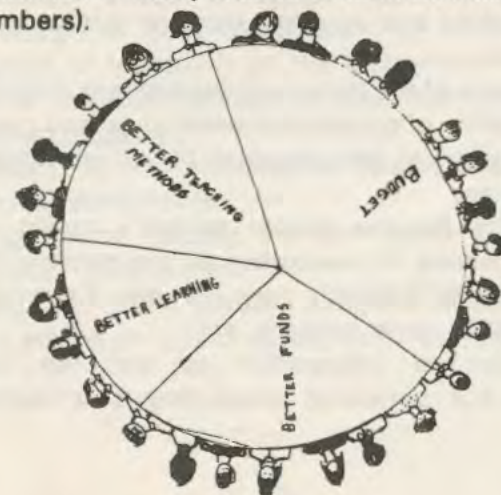
- have full responsibility for the payroll
- submit a monthly report to the Board which gives a detailed account of all receipts
- make all the arrangements for the Board of Education elections
- provide adequate notice of meetings to Board members and the public, and prepare Board minutes and correspondence

CUSTODIAN OF SCHOOL MONEYS ... This position is held by the Custodian of Municipal Funds or the Tax Collector. He receives, deposits, and pays out school funds; keeps records; and renders reports as required by law.

ACCOUNTANT ... The public school accountant must be a registered municipal accountant of New Jersey or a CPA of New Jersey who holds a registration license issued by the State Board of Public Accountants. He is responsible for the accurate and efficient operation, maintenance, and coordination of the accounting system and of all fiscal activities in the school system. At the end of each fiscal year, he audits the district's accounts and financial transactions. A summary of the audit is sent to the Board prior to the meeting at which it will be discussed.

ATTORNEY ... The school attorney must be an attorney-at-law of the State of New Jersey. His term of office is one year and coincides with the life of the Board. He advises the Board generally, and gives written opinions when requested to do so. He reports to the Board on legislative matters.

OTHER APPOINTEES ... The Board also appoints a medical inspector, an attendance officer, a psychological examiner, and a delegate to the New Jersey School Boards Association (one of the Board's members).



Personnel

Administrative Staff

SUPERINTENDENT OF SCHOOLS . . . The Superintendent is appointed by the Board of Education. He is the educational leader of the district, the chief executive officer of the school system, and the leader of the professional staff. He has a seat on the Board, but cannot vote.

His duties include:

- enforcement of the statutes of New Jersey, the rules of the State Board, and the policies of the Board of Education
- preparation of regulations for the administration of the school district which are consistent with the above-mentioned rules and policies and which are binding on all personnel and students when issued
- development of curriculum
- selection and recommendation to the Board of all textbooks, equipment, supplies, and other educational materials
- responsibility for discipline in and conduct of the schools

ADMINISTRATIVE ASSISTANT . . . The Administrative Assistant is responsible to the Superintendent of Schools. He must have teaching experience and an administrative certificate.

His duties are:

- administration of the Personnel Department, determination of the eligibility of prospective employees, and preparation or modification of job concepts for all positions in the school system
- responsibility for the school system's public relations program; helping in preparation of the monthly PEOPLE-PLANNING-PROGRAMS page in the *Teaneck News*, STAFF LINES, news releases, etc.
- dissemination of information to staff on activities, programs, and personnel achievements throughout the

school system

- supervision of the free lunch program
- responsibility for any other administrative duties assigned

DIRECTOR OF SECONDARY EDUCATION . . . The Director of Secondary Education is responsible to the Superintendent of Schools. He serves as the head of the secondary school program, giving direction and supervision to the principals, the staff, and the curriculum. Subject Supervisors in the fields of English, social studies, mathematics, science and foreign language work closely with him.

DIRECTOR OF ELEMENTARY EDUCATION . . . The Director of Elementary Education is responsible to the Superintendent of Schools. She oversees all matters pertaining to the total educational program of the elementary schools, and helps to establish sound policies of public relations and information.

DIRECTOR OF SPECIAL SERVICES . . . The Director of Special Services is responsible for the organization, administration, and supervision of the Communication Center and specialized services which promote individual student adjustment. These services include psychological services, special education, speech therapy, and supplemental and home instruction.

PRINCIPALS . . . The principals are all members of the administrative team and as such participate in the continuous development of a climate designed to best serve the needs of the children of Teaneck.

The elementary school principals report to the Director of Elementary Education. Their duties are:

- assumption of leadership in the elementary schools and serving as resource persons for the improvement of the educational program
- coordination of the activities of teachers, parents, and educational consultants
- encouraging and helping the staff attain high levels of professional development
- administration of the school's budget in such a way as to achieve maximum effectiveness from the expenditure of funds

Board of Education

Superintendent of Schools*

Admin. Ass't.*

Funded Programs
Public Relations
Prof. Growth
Personnel

Dir. of Sp. Serv.*

Psychol.
Speech
Social Wkrs.
Special Ed.
Health
Attendance
Supplmtl. Instr.
Learn. Disab.
Home Instruc.
Testing

Dir. of Elem. Ed.*

Principals
E. Ch. Spec.
Asst. Prin.
Staff
Reading
Spl. Assign.
Classroom
Comm. Talent

Dir. of Sec. Ed.*

Principals
Asst. Prin.
Supervisors
Staff
Guidance
Comm. Talent

Business Administrator

Dir. Food Services

Cafeteria
Mgrs. and
Staff
Elem. Lunch-
room Supv.
and Staff

Dir. Oper. & Maint.

Supv. Maint.
Supv. Oper.
Custodial &
Maint. Staff

Dir. of Data Proc.

Accounting

- carrying out the policies and practices of the Board of Education, the Superintendent of Schools, and the Director of Elementary Education

The junior and senior high school principals are responsible to, and carry out the policies and practices of, the Director of Secondary Education, as well as the Superintendent and the Board. Their duties encompass those of the elementary school principals and in addition include:

- establishing guidelines within the school for proper student conduct and for maintaining student discipline
- assuming leadership in the direction of the school's athletic and extra-curricular activities
- attending school-sponsored activities, athletic events, and other special events recognizing student achievement
- maintaining on-going communications between the two junior high schools and between them and the high school
- keeping up-to-date in the profession by attending professional meetings, reading journals, etc., and by discussing problems of mutual interest with others on the administrative team
- exercising decisive leadership, especially in crisis situations
- fostering good interpersonal relations among students and staff

BUSINESS ADMINISTRATOR . . . The school board secretary is also the school business administrator. In this latter capacity, he is responsible for the business management of the schools under the direction of the Superintendent of Schools. (See also Secretary of the Board of Education, Chapter III).

Teaching Staff

State certification is required for employment as a teacher in Teaneck. Application for certification is made by the individual teacher to the office of the County Superintendent of Schools. All applications for certification are processed by the Office of Teacher Education and Certification in the State Department of Education.

New Jersey teacher certificates are issued to applicants who have completed approved teacher education programs in New Jersey colleges and universities or equivalent programs in out-of-state institutions. Degrees from schools outside of New Jersey must

be approved for teacher education by the Department of Education of the state in which the school is located. Equivalencies, approved by the New Jersey State Board of Education, are determined on the basis of these regulations.

Requirements for certification include:

- Bachelor's degree
- validation of college degree and professional preparation
- 45 semester-hours of college credit study in general education
- 15 semester-hours of college credit study in professional education including methods of teaching, educational psychology, human and intercultural relations, and one or more of the following: pre-student-teaching field experiences; curriculum; foundations of education; student-personnel services; or electives in professional education
- student teaching
- complete study of the effects of narcotics, alcohol, and tobacco on the human system, on character, and upon society
- 6 semester hours, or at least 2 courses, in teaching of reading as it pertains to the field for which certification is being sought

The State of New Jersey issues several types of certificates:

REGULAR ... Certificates with lifetime validity, issued to candidates who meet state regulations and standards for regular certification.

TEMPORARY ... a 1-year certificate issued to applicants who come from other states with which New Jersey does not have a reciprocal agreement, who present either official transcripts showing completion of an approved teacher education program, or a regular certificate from another state plus 1 full year of successful teaching experience in the appropriate field.

PROVISIONAL ... issued only in fields of teacher shortage. Application must be submitted by a public school district after July 1, stating that the applicant is being offered a contract of employment in the field for which the certificate is required.

EMERGENCY ... issued only in fields of teacher shortage as certified annually by the Commissioner of Education. Applications must be submitted by a public school district after August 1, stating that the local board of education is unable to locate a suitable certified teacher.

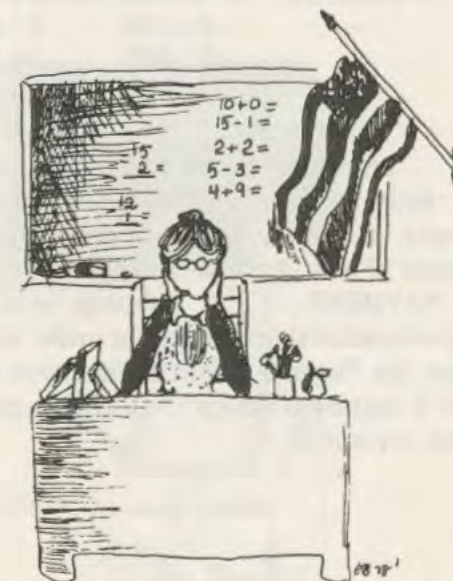
INTERN ... issued to students engaged in undergraduate or graduate programs of teacher education. Valid only for the school year in which issued.

PARA-PROFESSIONAL APPROVAL ... school aides and/or classroom aides, who assist in the supervision of pupil activities under the direction of a principal, teacher, or other certified personnel, are approved in accordance with regulations and procedures adopted by the State Board of Education.

LOCAL REQUIREMENTS

Teaneck teachers are responsible for the instruction, guidance, discipline, supervision, and evaluation of students assigned to their classes. They are requested by the Board of Education to attend 3 evening functions per year as part of their responsibility. They are observed and evaluated yearly by personnel certified by the State of New Jersey as administrators or supervisors and who have been appointed by the Board of Education.

Each teacher is entitled to 10 days sick leave each year, at full salary. Teachers can receive a sick leave benefit, the amount of which is based on the number of accumulated sick leave days remaining at the effective date of retirement. Other elements of an early retirement plan negotiated in the 1976-77 contract are in litigation as of this writing.



TEACHERS' SALARY GUIDE, 1977-78

All teachers are paid according to this salary guide at a level determined solely by their training and experience, regardless of age, sex, or grade level.

Years of Teaching	4 Year Level	5 Year Level	6 Year Level	Doctorate
1	\$10,660	\$11,560	\$12,360	\$13,060
2	10,990	11,810	12,660	13,390
3	11,460	12,310	13,200	13,960
4	11,950	12,820	13,760	14,550
5	12,460	13,350	14,340	15,170
6	12,980	13,900	14,950	15,810
7	13,640	14,470	15,590	16,480
8	14,300	15,200	16,250	17,190
9	14,980	15,940	16,930	17,910
10	15,700	16,690	17,650	18,850
11	16,500	17,490	18,500	19,850
12	17,630	18,340	19,440	20,850
13	-	19,260	20,390	21,860
14	-	20,210	21,410	22,940
15	-	21,460	22,510	24,150
16	-	-	24,000	25,630

TENURE ... according to the state educational code, a teacher may obtain tenure after employment in a district for 3 consecutive academic years, or the equivalent of more than 3 academic years within a period of any 4 consecutive academic years.

CREDIT PAYMENT ... in keeping with its philosophy of encouraging educational improvement under the Educational Credit Payment Plan, the Teaneck Board of Education will pay the cost of a maximum of 6 approved educational credits per semester taken at an accredited institution.

PROFESSIONAL ORGANIZATIONS

All regularly employed teachers of the Township are a part of the bargaining unit of the Teaneck Teachers Association, and 98% of these teachers are members of the TTA, the Bergen County Education Association, and the National Education Association.

The Teaneck Teachers Association lists as its purposes:

- to promote and protect the interests of the Teaneck Township public school teachers both collectively and individually
- to secure and maintain for the office of teaching its true position among the professions
- to promote the educational interests of Teaneck Township

Both the Board of Education and the TTA are concerned with establishing a pupil-teacher ratio in the Teaneck public schools consistent with sound educational principles. Exceptions are made when there is a disproportionate racial balance within the class or school as compared with the entire elementary school population.

Officers and building representatives of the TTA are elected by the membership and form the Executive Committee which meets at least once monthly throughout the school year. This committee is the governing body of the Association and makes its policy. Two members of the TTA serve as ex-officio members of the Teaneck Board of Education.



Years of Teaching	Bachelor's	Master's	6 Year	Doctorate
1	5	4	-	-
2	9	6	-	-
3	9	4	-	-
4	7	9	-	-
5	11	10	2	-
6	10	9	8	-
7	14	9	2	-
8	12	14	5	-
9	6	4	7	1
10	3	9	6	-
11	6	8	6	-
12	2	5	11	2
13	5	5	7	-
14	6	4	7	1
15	2	7	8	-
16	2	6	4	-
17	2	4	7	-
18	2	3	11	1
19	1	3	4	1
20	2	2	4	-
21	1	2	7	-
22	2	5	4	-
23	-	6	3	-
24	1	1	8	-
25	-	1	3	-
26	1	2	2	-
27	-	1	4	-
28	-	1	2	-
29	-	1	2	-
30	-	-	2	-
31	-	-	3	-
32	-	1	3	-
33	1	-	1	-
34	-	-	4	-
35	-	-	2	-
36	-	1	-	-
37	-	1	1	-
38	-	-	2	-
39	-	-	1	-
50	1	-	-	-

Elementary Education

According to Teaneck's Director of Elementary Education, the schools are organized around the principle embodied in the motto, "That Each May Learn." The curriculum at the elementary level is designed to be open-ended and individualized, readily adaptable to the needs of each student. Children in Kindergarten and first grade are in separate primary schools, while six schools educate students in grades 2 through 6.

A variety of alternative teaching methods is available, although not all techniques are used in all schools at all times. The current options include:

REGULAR CLASSROOMS . . . self-contained units of students, each with its own teacher, operating within a structured schedule.

OPEN CLASSROOMS . . . self-contained units or pairs of classes with flexibility in scheduling and individual choice possible for each student.

TEAM TEACHING . . . several classes with several teachers, providing flexibility of grouping. Team may be horizontal — e.g., three second grades, or vertical — e.g., a second, third, and fourth grade.

LEM (Learning Experience Module) . . . a type of team teaching in which students are periodically grouped and regrouped on a homogeneous basis for skills, such as reading and math, but follow standard practices for the rest of the day. Students set their own goals weekly and must meet these goals before moving on to the next level.

Many techniques are interchangeable from one program to another, and several techniques may be utilized within any of the given programs. Reading, for example, is taught by a variety of methods.

Eliminating the exclusive use of traditional textbooks, particularly in science and social studies, is a basic mode for achieving individualization. All available resources are employed, including a large selection of paperback books, Operation Community Talent (Chapter VIII), and the contributions of other members of the community who share their knowledge and experience with the children.

GENERAL INFORMATION

Assignment to a particular type of class is made by the principal on the basis of parental request and teacher recommendation, but class composition must remain heterogenous. The Board of Education, as part of its commitment to maintaining integrated schools, requires that each class be well-balanced in terms of race, ethnicity, and sex. Within the classroom, however, students frequently learn subject skills in small homogeneous groups.

Each school has a learning-media center and a librarian. The centers feature film strips, recording cassettes, books, and magazines to which each class has full access. Up-to-date audio-visual aids such as film strips, overhead and movie projectors, and record players are available in all schools.

Early in the Fall, a Back-to-School Night provides parents with the opportunity to learn about their children's classes. A formal conference between parents and teachers is scheduled in October, but either parent or teacher may request an additional conference at any time during the year. Report cards, issued three times a year, use a check-list grading system and allow space for specific comments as well.



PRIMARY GRADES — K-1

The early childhood program is designed to help children achieve in both the cognitive and affective areas of development. The program emphasizes language development, perception, and gross motor skills. An Early Childhood Coordinator serves as a resource person to staff and administrators, with special centers providing a central place for developmental activities.

In order to determine which placement is best suited to the needs of the individual child, a screening is done in the Spring preceding entry into Kindergarten. Children with disabilities detected in this way can be given appropriate supplemental help. Areas of excellence can also be determined. The tests are given on an individual basis by a team consisting of the principal and/or Early Childhood Coordinator, a K-1 teacher, and a nurse.

The Coordinator works closely with the Director of Elementary Education in implementing the existing curriculum. Other duties of the Coordinator are:

- to work with the child study team in the initial pre-school screening process
- to provide resources to the professional staff through in-service workshops and on-sight observations
- to disseminate information about current trends in education
- to work with parents through meetings, workshops, and educational programs
- to work occasionally with the children, in order to provide the child study team with direct observation
- to work with the Title I team
- to serve as a liaison between the primary and the elementary schools in order to effect a smooth transition

SPECIAL PROGRAMS

Many special programs exist to assist children at various levels of competency. The Reading Center was established in the fall of 1971 to meet a growing need for remedial reading instruction. The Center's program provides individual and small group instruction for children with serious reading problems. Currently the Reading Center is decentralized: a half-time unit exists at each of the Grade 2-6 schools. Staffed by specialists with advanced training in reading and/or learning disabilities, and assisted by tutors and aides, the Center serves more than 100 2nd and 3rd graders.

Older elementary students in need of extra assistance are helped under the State Compensatory Education (SCE) plan, which was established under T & E legislation in 1976. Children are selected for help in reading and mathematics, with need established through

a combination of classroom performance and test scores. After the particular learning weaknesses are diagnosed, individualized plans are prescribed for each participant. SCE is coordinated by the district reading consultant, who is directly responsible to the Director of Elementary Education. The program is implemented in each school by qualified tutors and aides.

The 1977 school year saw the introduction of the Program for Gifted and Talented Children in the elementary schools. Planned over a full year culminating in a summer workshop attended by administrators, teachers, consultants, and parents, the Program features individually tailored enrichment projects for each child. Emphasis is on the development of higher level thought processes. All existing programs for the musically and artistically talented, as well as for those talented in physical education, have been incorporated under the umbrella heading of Gifted and Talented. A student profile has been developed for selection purposes, starting with teacher recommendations and ending with testing by approved psychological scales. In the first experimental year, 66 children in grades 4 through 6 were identified and given enrichment.

SUMMARY OF CURRICULUM

The Administrative Council, consisting of the Superintendent and his Administrative Assistant, the Directors of Guidance, Elementary, Secondary, and Special Education, the Subject Supervisors, and the Principals and Assistant Principals, meets frequently to plan, share ideas, and to coordinate grades and levels. Most curriculum revision takes place during the summer.

LANGUAGE ARTS . . . The language arts program is planned to help the student acquire and apply the understanding, habits, and skills needed in reading, writing, listening, and speaking. The elementary language arts program is built on a continuum: skills are introduced at the Kindergarten level and are reinforced in successive years. Rather than a specific text outline, each grade level has specific skill expectations.

The basis for reading and all language arts begins in the pre-school years. Cultural and listening experiences play important roles in the growth of the child's reading ability. The schools build on these early experiences through the use of various approaches and techniques in teaching children to read. Both group and individual instruction are provided, and reading specialists are available.

MATHEMATICS . . . The mathematics program attempts to give students basic computational skills as well as an understanding of number theory and concepts. Students work in groups, teams, or independently in order to achieve the appropriate math goal. Multi-level materials, enrichment projects, remedial tasks, and manipulative devices are used. Children are tested at the outset of

each school year to determine which areas have been mastered and which need reinforcement.

SOCIAL STUDIES . . . Elementary school students are introduced to a wide variety of countries and cultures. This "world-mindedness" curriculum covers people's basic needs, world environment, our heritage, and world exchange. Particular countries are selected for study at the various grade levels so children will become aware of the differences and similarities of geographic climate, land forms, culture, etc. Included in the curriculum are a study of related careers, an investigation into the role of women, and an awareness of minority contributions.

SCIENCE . . . The chief objective is to develop the scientific attitude and powers of observation. Children learn to look for reasons and to draw logical conclusions. With the adoption of the Science Curriculum Improvement Study (SCIS) program, the use of hard-covered texts is de-emphasized and replaced by "hands-on" materials. Areas of study include nature, simple machines, anatomy, and astronomy.

ART, MUSIC, PHYSICAL EDUCATION . . . Specialists in these fields visit all classes on a regular, rotating basis.

ART . . . The five art specialists strive to develop the creative potential of each child through manipulative activities, picture-making, work with yarn, design-making experiences, 3-dimensional activities, art appreciation, and independent work periods. Children in grades 4 through 6 have a 45 minute weekly art lesson; in grades K-3, 30 minutes.

MUSIC . . . Music is a basic part of the elementary programs from Kindergarten through Grade 6. Four vocal music specialists meet weekly for up to a half hour with each class to introduce techniques and selections which classroom teachers use in their follow-through lessons. The program integrates vocal music, sight music using the Orff-Kodaly system, rhythms, and music appreciation. Many schools have a chorus. Beginning in grade 4, weekly lessons in band or orchestral instruments are available to interested children. Four specialists give these lessons. Children may also participate in the elementary band or the "Pops" orchestra.

PHYSICAL EDUCATION . . . The physical education program, taught by six specialists, is broad in scope and is planned to be meaningful for each individual. Every elementary class is required to have at least a half hour of gym daily, given by either the specialist or the classroom teacher. Calisthenics, games, and team sports are used to develop the child's body awareness, agility, balance, coordination, creative movement, flexibility, and strength.

Secondary Education

Teaneck's commitment to secondary education, inaugurated in 1929 with the opening of a 4-year high school, has grown over the years to meet the changing needs of a rapidly expanding community. Teaneck High School became a 3-year school with the opening of the 2 junior highs: Benjamin Franklin in 1957 and Thomas Jefferson in 1958.

Additions to the high school were made in 1936 and 1955 and again in the mid-70's, when major changes included a complete renovation of the auditorium, the construction of a large, well-equipped Media Center, and the expansion of laboratory and shop facilities.

The curriculum for the 6 years of secondary education is continuous, with the major areas of academic study coordinated by Subject Supervisors. Each supervisor, in English, social studies, foreign languages, mathematics and science:

- is responsible for program planning, curriculum development, instructional improvement, and teacher evaluation
- assists in the coordination of curriculum between the elementary and secondary schools
- teaches one course: in 1977-78, this was done at the junior high level

School functions are also coordinated through a central Guidance Department. The District Director of Guidance, the Subject Supervisors and the Principals are all directly responsible to the Director of Secondary Education.



The Junior High Schools

The Benjamin Franklin and Thomas Jefferson schools were built in the mid-50's to accommodate a growing school population and changing educational theory. With minor variations, the two schools

operate under the same general regulations and offer the same programs, although each maintains its distinctive school spirit. Thomas Jefferson has a somewhat larger capacity: 920 pupils at the start of the 1977 school year as opposed to 745 at Benjamin Franklin.

Academically, grades 7 and 8 are considered a preparatory period and grade 9 the first year of high school. The curriculum, carefully structured for 7th graders, becomes increasingly flexible for 8th and 9th graders.

For each of the 3 years, students must take English, social studies, a mathematics course, physical education (3 periods weekly), and health education (1 period weekly). In the 7th grade, students must take science. A cycle of art, music appreciation, home economics and industrial arts is available and is required at Benjamin Franklin and optional at Thomas Jefferson. All classes are fully coeducational, with children of both sexes learning cooking, sewing, woodwork, and physical education skills together. In the 8th grade, science and 2 periods a week of typing are also required.

Other elective subjects during the first year of junior high school include reading, foreign languages, vocal or instrumental music, and creative writing. In the second year, the choice of electives expands to include art, clothing, foods, industrial arts, and dance. By the third year, students may also elect a science, creative writing, speech and drama, or a general business course.

An innovative system known as the Cluster Program was introduced in the mid-70's. The Cluster, an attempt to ease the transition from the self-contained classroom of the elementary schools, allows for greater flexibility in scheduling and grouping. As currently in operation at both Benjamin Franklin and Thomas Jefferson, the program contains approximately 100 7th graders in each school, who work closely with 4 or 5 teachers in the subject areas of English, social studies, mathematics, science and, at Benjamin Franklin, reading. A day's scheduling can be rearranged as necessary to accommodate extra projects in any particular subject. Students are accountable for the achievement of their own stated goals. One guidance counselor serves all the students in the Cluster, using individual and group counseling procedures to work with the students. As a new program, the Cluster is subject to ongoing evaluation. There are tentative plans to extend this concept into the 8th grade.

Teaneck High School

The chief administrator at the high school is the principal, whose multi-faceted job includes:

- school leadership
- responsibility for coordination of all activities
- creation of the optimum working climate for students
- assistance to the staff
- liaison between school and community
- evaluation of curriculum
- the hiring and continuous evaluation of faculty

The principal is aided by three assistant-principals, each of whom is responsible for one grade level as well as having a wide variety of other duties.

A student is required to earn 80 credits in order to graduate, with a minimum of 25 carried each year. Generally, 1 credit is given for each daily period of class time for a full year; a semester course meeting daily would thus yield 2½ credits. State law requires 2 years of American history, a year each of health education and driver education, plus physical education for each semester actually in school. The Teaneck Board of Education adds a requirement of three years of English; a math competency requirement was instituted in 1978. It is possible to graduate in 2 years by taking 35 credits each year and the remaining 10 in summer school.

SPECIAL PROGRAMS

In the past few years, the school system has been increasingly committed to offering a variety of choices. Two alternative programs (A-I and A-II) now complement the traditional high school set-up, while other options are available to students within the high school itself.

ALTERNATIVE I ... Established in September 1973, the Alternative High School is for students who have a desire and an ability to learn in a non-traditional setting and through a wide variety of in-school and out-of-school experiences. Students at the A-School accept responsibility for their own education, participate actively in their school's decision-making process, and do volunteer service in other schools or in the community. The A-School meets in portable classrooms located at the Bryant School, although students may take one course, generally a laboratory science, at the high school.

Originally geared for juniors and seniors, the A-School accepted

10 sophomores in 1977-78. There is a student body of 115 with a faculty of 7, including a full-time coordinator. Guidance and other services are provided at the high school. The Alternative High School is approved by the Teaneck Board of Education and the New Jersey State Department of Education, and is accredited by the State of New Jersey and the Middle Atlantic States Association. Students meet all requirements for a Teaneck High School diploma. Approximately 85% of the 4 graduating classes have gone on to colleges and universities all over the country.

ALTERNATIVE II ... This program, which began in 1976, is designed for students who have demonstrated a reluctance or inability to function socially and/or academically within the larger high school setting. A-II students are provided with a designated learning center, specially trained teachers and counselors, and an abundance of learning material. In September 1977, A-II had an enrollment of 65 students, 4 full-time teachers (language arts, math, social studies and reading), and a guidance counselor.

INDEPENDENT STUDY ... For the student who wishes to seriously pursue topics of personal interest, the school will arrange for an Independent Study Program, with credit given on the basis of work completed. It is the student's responsibility to first devise a plan, outline a proposal, and secure the approval of the teacher, Subject Supervisor, assistant-principal, and parent.

ADVANCED PLACEMENT (see also p. 53) ... Courses at a first-year college level are offered in English, mathematics, science (biology, chemistry, physics) and social studies. Sixth-year foreign language students and those with high interest and aptitude in music and art also frequently take these exams. Students who receive an adequate grade in the Advanced Placement Examination, given in May, may receive college credit for work completed and go on to more advanced college work in that subject.

VOCATIONAL AND WORK STUDY PLANS ... In cooperation with the Bergen County Board of Vocational Education, students may take their academic subjects at Teaneck High and vocational education courses at the County Satellite School in Paramus. Students receive 15 credits for the satellite courses; transportation is provided by the Teaneck Board of Education. Eighty students were enrolled in this program at the start of the 1977-78 school year.

An additional 63 students, primarily seniors, held paying jobs in conjunction with instructional courses offered by the Business

Education and Industrial Arts Departments. The three plans — Cooperative Office Education, Distributive Education, Cooperative Industrial Education — allow the participating pupil to receive 10 credits for the job practicum and 5 credits for the theory class.

COMMUNICATIONS WORKSHOP . . . Established to deal with severe reading problems, the Workshop meets in 2-hour sessions daily. Students are helped by a wide variety of methods to improve their language arts skills. The rest of the day is spent in regular classes. A maximum of 15 credits may be earned each year (see Special Education, p. 62).

OPTION PRIVILEGE PLAN

With the expansion of facilities for the 1977 school year, the administration has been able to supplement the traditional study hall with an innovative Option Privilege Plan. A student may choose, during non-assigned classtime, to go to any of the following:

- the media center
- a student commons lounge
- the learning center (see below)
- a theatre arts program
- a career development program
- a quiet study hall

Guidance services and student activities are also available, and mini-courses may be scheduled from time to time. It is understood by the student body that they must arrive on time and may not change an option in the middle of a period; loitering in the halls or outside the school is not permitted. Pupils who abuse the Option Privilege are assigned to a regular study hall.

Also new in 1977 is the Learning Center, which was set up to provide a centralized area where a number of instructional activities and learning procedures could proceed simultaneously. Highlighting the Learning Center is a Computer Assisted Instruction (CAI) Program, staffed by 3 Board-sponsored tutors. Each department with sufficient personnel maintains an instructional area where staff members are available throughout the school day to assist any student with specific questions, homework problems, or other matters.

The Media Center, opened in 1977 after 2 years of construction, combines traditional library functions with a wealth of modern

equipment and materials. In addition to 34,000 books, the Media Center contains 200 seats; cubbies for individual study; a lounge reading area; a complete 3-camera color TV studio; and numerous phonographs, projectors, viewers, and recorders. The staff includes 2 librarians, an audiovisual director, 3 aides, and a secretary.

INTERSCHOLASTIC ATHLETICS

Teaneck High School and both junior highs are members of the Northern New Jersey Interscholastic League (NNJIL), consisting of 10 towns with comparable school populations. In accordance with state guidelines, participation on teams by sex is based upon the principle of equivalent teams in a particular sport; i.e., when an equivalent activity for girls is *not* offered, girls may play on the boys' team. Similarly, a student may not participate on both the girls' and the boys' teams, when the sport is offered in two different seasons.



A full schedule is followed in a wide variety of sports. In the Fall, the League competes in football, soccer, cross-country, volleyball, girls' tennis and girls' gymnastics. Winter sports include basketball, bowling, boys' gymnastics, indoor track, girls' volleyball, and wrestling. Baseball, golf, boys' tennis, and track (girls' and boys') are played in the Spring. Most teams have a varsity and a junior varsity squad, and some also have sophomore teams. There is a freshman football team

with players from the two junior high schools. Cheerleaders provide pep and school spirit at all games; they are also divided into varsity and junior varsity.

In addition to organized athletics, the secondary schools provide a continuous program of intramural sports. All students are eligible to take part.

GUIDANCE DEPARTMENT

Guidance and counseling are supplied by a staff of 15, headed by the District Director. Among the functions and activities of this department are:

- helping the adolescent cope with various developmental problems through individual and group counseling
- helping to ease the transition from 8th grade to junior high school and from 9th grade to high school
- helping students plan course selections
- acquainting students with the range of available college and career choices
- utilizing auxiliary services within the school system
- utilizing outside community agencies

Whenever possible, students remain with the same counselor throughout their three years in a school. At the junior highs, one counselor is assigned to each grade level, and stays with the same group of approximately 250 students for three years. One of the counselors heads the department at each junior high. Meeting in groups and individually with the students at this level, counselors attempt to aid the young adolescent to grow in self-awareness, academic awareness, and social awareness.

The department's focus expands and shifts slightly at the high school level, with greater emphasis on college and career planning, plus some preparation for advanced testing. The 7 counselors for 10th through 12th graders supervise about 235 students each.

For college-bound students, the department aids in the selection of the college best suited to individual needs and abilities. Information and literature are readily available on all accredited institutions. Admissions personnel from more than 200 colleges all around the country come to Teaneck High each year and meet with groups of students. Notices of such meetings are posted on the guidance bulletin boards; students have the opportunity to ask questions and to arrange for interviews if interested. In order to become more knowledgeable about various colleges, Teaneck guidance counselors visit a number of them each year.

Students who do not plan to attend college also meet in group sessions with guidance counselors to explore career opportunities and maximize personal options. Occupational and career interest tests are administered in a further effort to help students decide what is best for them. Business representatives are invited to participate in "Career Days" at the school. To increase vocational awareness, a special CETA (Comprehensive Employment and Training Act) grant was awarded to the school in 1977-78. A separate grant has established a student employment office.

The department encourages all 11th grade students to take the PSAT (Preliminary Scholastic Aptitude Test), which serves as the basis for the National Merit Scholarship and Achievement Awards. Sitting for the PSAT provides good experience for taking the SAT exam, which is required by most colleges, later in the junior or senior year. In the past 5 years, Teaneck High has had large numbers of Merit Scholars. Since 1974, the school has graduated 124 commended scholars, 60 semi-finalists, 57 finalists, and 23 National Merit Achievement Finalists.

The department also oversees the Advanced Placement Examination offered by the Educational Testing Service. In 1977, 67 students took 119 AP exams. Students who score high on these exams are often able to eliminate one full year of college.

SUMMARY OF CURRICULUM

The secondary curriculum is subject to constant evaluation and courses are added or dropped from time to time, as the need arises. Due to the exigencies of the budget-making process, new courses must be proposed almost two years before they are adopted. Procedures for the proposal, adoption, and evaluation of new courses have been highly formalized under the T & E Legislation (Chapter 212) of 1975. Suggestions may be offered by students, faculty, or administration, and then reviewed by the Subject Supervisor and Director of Secondary Education before inclusion in the curriculum, following approval by the Board of Education.

.

Since Teaneck High School annually publishes a detailed Curriculum Guide, and each of the junior high schools also prints a comprehensive description of its curriculum, this book will only outline and summarize the available courses.

JUNIOR HIGH SCHOOL

ENGLISH . . . The 3 year program emphasizes the use of resource materials, coherent writing with skill mastery in spelling and language, exposure to many types of literature, and furthering of skills in oral expression. Electives in creative writing, speech, and drama are available.

FOREIGN LANGUAGES . . . French, Spanish, and German are available for all three years; Latin is also taught at Benjamin Franklin. There is, in addition, a course entitled World Language, designed for 7th and 8th graders who are not sure what foreign language to study, or who would like to learn more about languages.

MATHEMATICS . . . Several different sequences are available, depending on the students' level of mathematical competency. In the 7th grade, Math 7 is given as the basic course. For those who have already mastered the basic computational skills, SSMCIS 7 is available. SSMCIS, (Secondary School Mathematics Curriculum Improvement Study), introduced in the Teaneck schools in 1966, is a 6-year mathematics sequence for highly capable and motivated students. SSMCIS covers conventional secondary mathematics, plus such additional topics as probability, vectors, and linear programming. Students completing the sequence have taken the equivalent of at least one year of college level calculus.

In the 8th grade, students needing work in greater depth in basic skills elect Math 8; SSMCIS students generally continue with SSMCIS 8. A third alternative is Algebra 8, considered the first course in an honors sequence. Additional alternatives in 9th grade are Algebra 1, for those having satisfactorily mastered Math 8, or a 3-semester algebra sequence. Geometry is taken by students who took algebra in 8th grade.

SCIENCE . . . 7th grade science is an introductory course which focuses primarily on earth sciences. In 8th grade, students study introductory life science, covering topics such as the definition of life, introduction to the cell, genetics, and ecology. 9th grade students may take either Science 9 or biology, meeting 6 periods weekly; neither course is required. Science 9 includes the study of mechanics, laws of motion, electricity, light, and wave nature of energy. The biology course follows the same outline as is used in the high school biology course, and is designed to provide a broad general understanding of the fundamental principles of the life of plants and animals.

SOCIAL STUDIES . . . For the incoming 7th grader, the focus is upon human relations. Students learn how they are affected by the interrelated disciplines of geography, political science, sociology, economics, and anthropology. In the second half of the year, emphasis is on environmental geography, beginning with the local world - Teaneck - and expanding outward. In the 8th grade, students study their relationship to the nation from an historical point of view, reviewing American history from pioneer to contem-

porary times. The 9th grade program is a study of the role of the individual and the nation within the world community, with an emphasis on world cultures. Cultures are examined from the viewpoints of economics, religion, sociology and government.

An elective, planned for 1978-79, will offer 7th and 8th graders the opportunity to increase their knowledge of contemporary American society and to further develop skills within the disciplines.

GENERAL BUSINESS . . . includes a study of money problems, business vocabulary, rules and letter writing, credit plans, and a wide range of consumer problems.

HIGH SCHOOL

Except where otherwise indicated, courses yield 2½ credits per semester, or 5 for a full year.

ENGLISH . . . Sophomores may choose from among 4 full-year courses, of which one, on an honors level, provides an opportunity for an in-depth study of classical and modern literature. For juniors and seniors, a choice of 28 semester courses is offered, from which 2 per year must be chosen. There is a full-year honors course, recommended for juniors, and an advanced placement seminar for seniors. The department also offers courses providing individualized reading and speech instruction. Course titles range from "The Old Testament as Literature" thorough "American Literature of the Twentieth Century".

FOREIGN LANGUAGES . . . Given are French, German, Hebrew, Italian, Latin, and Spanish. In addition to the basic courses, the French and Spanish departments offer a variety of elective courses in literature, culture, and conversation. Although there is no foreign language AP course, qualified students may take the AP exam. Advanced French and Spanish students may also participate, for credit, in a tutorial program.

MATHEMATICS . . . Courses offered include a 4-semester sequence in basic mathematics, algebra (elementary, intermediate and advanced), geometry, trigonometry, finite mathematics, calculus, and the last three years of the SSMCIS sequence (see junior high curriculum, p. 54). Many of the courses are enriched at an honors level; SSMCIS 12 and calculus honors are at the college level and prepare students for the AP exam.

Chapter VII

Department of Special Services

The Teaneck public school system maintains a variety of special services. Some are available to all children; others are specifically geared to helping handicapped children (see definition below) to take their place in society. Although a major portion of the Department's work involves the latter category, the range of services available to all students includes:

- medical, psychological, social work, and learning consultant services
- speech and language therapy
- home instruction
- attendance officer, to discourage truancy
- out-of-district placement

New Jersey State law requires each local public school district to identify and classify all handicapped children between the ages of 5 and 20 and to provide appropriate educational programs for them. (Federal law, if approved by the State, would lower the minimum age to 3 and raise the maximum to 21).

Under these laws, a child is considered handicapped when he or she is "impaired physically, emotionally, intellectually or socially to such extent that without the aid of special facilities, special professional staff, special supplies and equipment, and/or special methods of instruction, he or she would not, in the judgment of the Child Study Team, be expected to function educationally in a manner similar to that of children not so impaired". The determination that a child has such difficulties and requires an appropriate program is made by the Child Study Team.

CHILD STUDY TEAM

The team consists of a school psychologist, a learning disabilities specialist, and a school social worker. It may also include a physician, psychiatrist, school administrator, teacher, guidance counselor, speech clinician, and school nurse. The Team is chaired

by the Director of Special Services. In Teaneck, there is a Child Study Team for the entire school district and one within each school. Meetings are held weekly in each school and twice monthly, in all school buildings on a rotating basis, on the district level.

A study begins with a referral by the classroom teacher, a parent, guidance counselor, or other professional within the school. The Team or one of its members then meets with the person making the referral, and the parents are contacted to request permission for a complete study to be initiated. (See Flow Chart).

When all of the evaluations have been completed, the Team meets at the school to discuss its findings and to develop an individual treatment plan, which is then reviewed with the parents or guardian. The plan must be submitted to the District Child Study Team for final approval.

Parents have the right of due process if they disagree with the classification or prescription given to their child by the local Team. If a problem cannot be resolved at the district level, the matter is referred to the County or State Child Study Supervisor.

OTHER SPECIAL SERVICES

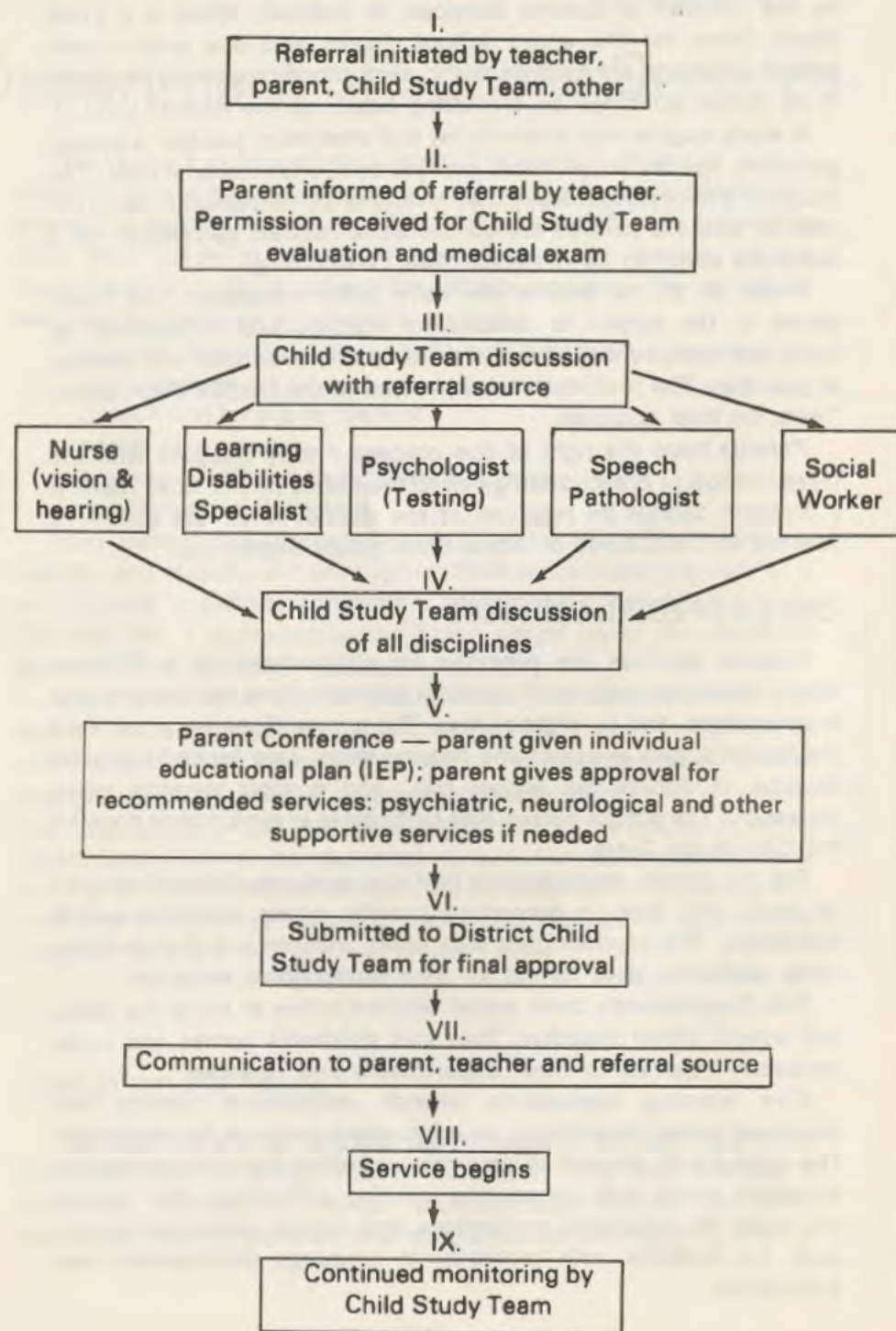
Medical services are provided for all students by a full-time school physician who, with parental consent, does routine physical examinations, and by eight nurses. The nurses dispense prescribed medications, give eyesight and hearing tests, care for children who become ill during the school day, and contact parents when necessary. The school nurses also participate in evaluations done by the Child Study Team.

The six school psychologists test and evaluate children referred to them, and help to determine specific needs and appropriate placement. The psychologists also assist children and their families when problems arise calling for their professional expertise.

The Department's three social workers strive to bring the home and school closer together. They visit children's homes and make necessary referrals to other departments and agencies.

Five learning consultants provide educational testing and diagnosis before formulating an appropriate program for each child. The consultants attempt to determine whether there are perceptual problems which may be causing learning difficulties. Four speech therapists do diagnostic evaluations and provide corrective techniques for students with problems in language development and articulation.

Child Study Referral Flow Chart



After the Child Study Team has evaluated the needs of a child, various educational alternatives are available, depending upon the nature of the problem. Supplemental instruction within the school day is provided by certified teachers as a supportive measure for those children who are able to remain in a regular classroom. Home instruction is available for chronically ill students, for both public and private school students who will be absent for more than two weeks, and for suspended public school pupils who are awaiting a review by the Child Study Team.

Under new federal legislation (PL 94-142, Education for all Handicapped Children Act of 1975; and Section 504 of the Vocational Rehabilitation Act), the attempt must be made to educate all handicapped children "with persons who are not handicapped to the maximum extent appropriate". This concept of "least restrictive alternative" means that "... removal of handicapped children from the regular educational environment occurs only when the nature of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

In accordance with these laws, every effort is made to "mainstream" handicapped children into regular classes. A student in Teaneck with a perceptual disability, for example, will not be placed in a special education class if supplemental help enables him to remain with his peers at his appropriate educational level.

The Teaneck school system cannot meet the needs of children with certain categories of handicaps, such as the hard of hearing, visually impaired, or orthopedically disabled. Day placements in other districts have been arranged for 48 children in these categories. An additional 17 children have been sent to public or private schools out of state, some located within hospital environs. There are some instances, however, in which children within these classifications are maintained in the public school with the help of supportive services.

Special Education Classes

Teaneck has 20 classes in special education for children whose physical, mental, or emotional handicaps necessitate special placement. Certified teachers with special training in the education of handicapped children conduct these classes, aided by qualified teaching assistants. Students are classified in accordance with state law, and Teaneck is financially reimbursed by the state by means of an elaborate formula of categorical aid established under the T & E

legislation. Transportation is provided for all children, with 100% state recompense.

Special education classes were conducted in the following areas during the 1977-78 school year:

NEUROLOGICALLY IMPAIRED . . . Children are given academically oriented programs, with complete individualization for remediation of basic skills. The stated goal is "the return of the student to the mainstream in all areas of competence".

RETARDED EDUCABLE . . . Youngsters are taught self-care, social skills, and pre-vocational training. There is a concentrated academic program geared to individual abilities. Teaneck has no retarded trainable class at the present time.

PRE-SCHOOL CLASS FOR HANDICAPPED CHILDREN . . . A model pilot program, funded by the state, this class is for children 3 to 5 years old who are handicapped as a result of retardation, neurological or perceptual impairment, or emotional problems. In addition to the specially trained teacher, the class is staffed by an aide and a speech therapist.

RESOURCE ROOMS . . . Classified students at the high school and each of the junior highs, although mainstreamed for most of their classes, may spend up to two periods daily in the resource room for extra help in academic areas.

COMMUNICATIONS WORKSHOP (PERCEPTUALLY IMPAIRED CLASS) . . . About fifty secondary students meet in small classes for two hours daily to learn communications skills through highly individualized instruction which utilizes a wide variety of methods and techniques. Measurable gains in reading, social studies, and English have been achieved. The Workshop, run by two specially trained teachers and their assistants, is the recipient of a special grant and has been designated an Exemplary Model Program by the State of New Jersey.

ALTERNATIVE III . . . This is a new program for older high school students who have been classified socially maladjusted. Housed in a separate building, A-III offers academic and social skills otherwise unavailable to these youngsters.

Additional innovative programs are frequently offered under the broad aegis of the Special Services Department. There is an ongoing physical education program tailored to the needs of handicapped students, as well as an after-school recreation program. The Special Education Olympics has become a tradition in town. An annual athletic event held in the Spring, the Olympics includes track and field events adapted to the childrens' abilities, followed by a picnic and awards ceremony.

Chapter VIII

Auxiliary Services

Operation Community Talent (OCT)

Begun in 1964 with ESEA Title III money, OCT is a program designed to bring "the community into the classroom and the classroom into the community." Each year, more than 500 people from Teaneck and its environs come to the schools to demonstrate and talk about their varied careers, hobbies, travels, and interests. In addition, members of the community and local merchants and professional people open their home and businesses to visiting groups or students.

Now fully funded by the local school budget, OCT has a staff of three which arranges more than 1,400 classroom programs, assemblies, and field trips annually. Its other services include training adults and students in the upper grades to teach conversational English to children newly-arrived from foreign countries; providing tutors on a one-to-one basis at the elementary and secondary schools; placing high school seniors as volunteer workers in the community for 4 weeks each spring; and running student resource programs in which the younger elementary students benefit from the talents of the older ones.

Lunch Program

Facilities are available for all Teaneck children to eat lunch in school. Lunchroom activities are headed by the Director of Food Services, whose job is to:

- supervise menu planning, food purchasing, food preparation, and food service
- supervise related bookkeeping and financial matters
- ensure that Teaneck receives all the food-related Federal funding for which it is eligible.

The Director of Food Services is responsible to the Director of Business Administration.



All the secondary schools have kitchen facilities, as do 3 elementary schools. Lunches for the 3 elementary schools

with kitchens are prepared at Benjamin Franklin one day in advance, frozen, sent out, and reconstituted daily at the individual schools. Lunches for the remaining 5 elementary schools are prepared and shipped out on the same day. Approximately 2,100 children purchase school lunches each day. The secondary schools prepare their own meals and offer a choice of menu to the students.

Meals are planned to accommodate children's preferences while providing well-balanced and wholesome food within budgetary limitations. Teaneck follows the federal government's Nutritional Standards for Child Nutrition Programs. By adhering to these standards, the town qualifies for cash reimbursements and for commodities donated by the U.S. Department of Agriculture.

Teaneck participates in the National Lunch Program, through which children in school can purchase low-cost lunches and milk. Under certain circumstances, children can obtain lunches at no charge or at greatly reduced cost. Included are those instances where family income falls below a specified level on a scale composed of gross income and family size, cases of special hardship, and foster children.

At the present time, state law mandates that lunches be provided for all children who request them. Under the Non-Food Assistance Act, the federal government has appropriated money to help communities, on a matching funds basis, purchase equipment to provide hot lunches in the schools. Teaneck has received funding to purchase this equipment for the elementary schools which currently lack it.

NUTRITIONAL STANDARDS

Government guidelines list 4 component categories for what is known as the Type A Lunch: meat and/or meat alternate; vegetables and fruits; bread or equivalent; ½ pint of fluid milk. To

meet the eligibility standards for cash or commodity reimbursement, all 4 food groups must be served in the elementary and junior high schools; students in the senior high need choose only 3. An American cheese or peanut butter and jelly sandwich is always available as a daily protein substitute.

The government guidelines call for differing minimum amounts for children of differing ages, e.g.:

FOOD GROUP	AGE IN YEARS			
	3 - 6	6 - 10	10 - 12	12 - 18
meat, poultry, fish, cheese	1 ½ oz.	2 oz.	2 oz.	3 oz.
peanut butter	2 tbsp.	3 tbsp.	4 tbsp.	4 to 5 tbsp.
vegetable/fruit	½ cup	¾ cup	¾ cup	1 to 1 ½ cups
bread	½ slice	1 slice	1 slice	1 to 3 slices

Special Projects

A Special Projects Office was established in 1975 to utilize the full range of funding opportunities (government grants, entitlements, and allocations) which have become available in recent years. The Coordinator, who is directly responsible to the Superintendent of Schools, and is involved with all aspects of specially funded projects:

- develops and writes all proposals and files applications for funds
- administers the operation of all funded federal programs
- disseminates information to staff and public
- acts as liaison between the school system and funding agencies
- negotiates with federal and state authorities for funds

In the 1977-78 school year, the major funded programs (complete with acronyms) under which Teaneck schools received grants totalling approximately \$1.5 million in programs, services and money are:

- Emergency School Aid Act (ESAA)
- Elementary and Secondary Education Act (ESEA); Titles I and IV B
- Comprehensive Employment and Training Act (CETA) provisions of the Manpower Act

- Vocational Education Act
- State support aid, establishing a Compensatory Education Program (SCE) in elementary reading and mathematics

The largest grant obtained under ESAA, almost \$500,000, goes for Project GAIT, standing for Get Achievement and Integration Together. This program offers tutorial reading and math services, focusing on guidance services, to eligible students from Kindergarten through 9th grade in all public elementary and junior high schools and St. Anastasia's parochial school. Under the terms of the grant, Computer Assisted Instruction (CAI, see p. 50) is also available to eligible junior high school students.

Particularly exciting in 1978 was the receipt of a special planning grant for establishing a Magnet School for the Creative and Performing Arts. Once implemented, the Teaneck magnet could serve as a model for other, similar schools within Bergen County. Another ESAA program is Artists in Motion, which gives the opportunity to students at Benjamin Franklin to interact with artists in the varied fields of poetry, dance, and the visual arts.

Under the ESEA Title I, several grants totalling approximately \$113,000 have established a support program which utilizes experiential language development approaches for pre-school and Kindergarten-aged children. Some of the money is used to determine the exemplary services within this early childhood program, which is conducted at Bryant, Washington Irving, and St. Anastasia's.

A small grant under ESEA Title IVB assists in the purchase of library and audiovisual materials for all Teaneck public and private schools. The purpose of this grant is to encourage and help motivate children in the development of reading and independent study skills.

MANPOWER ACT

Under the Manpower Act, CETA funds support four separate programs costing a total of \$270,000, through Project LEAP (Local Employment Action Program):

- Youth Power by the Hour, a student employment service
- Project LAMP, which is concerned with the ordering, cataloging, indexing and shelving of audio-visual and reading materials in the new Media Center at the high school
- Groundskeeping/Landscaping project, to add to the aesthetic quality of school property

- Education with Tender Loving Care, in which senior citizens serve as educational aides in the elementary schools

CETA also funds a summer employment program for youths. A Manpower Act grant pays for needed administrative and clerical services, and the Vocational Education Act acquaints secondary school students with the world of work through several work-study and employment orientation programs. A Career Decision Laboratory for high school students, to be installed in the Public Library, is planned for the 1978-79 school year.

The State Department of Education spends \$186,000 for compensatory education (see p. 43) as mandated under the T & E legislation. SCE, a program of remediation in reading and mathematics, is in operation at all public grade 2 -6 schools, and in the 7th and 10th grades.

A small subsidy under the New Jersey Textbook Law of 1974 gives a textbook loan equivalent to \$10 to each Teaneck resident student attending a non-profit private school. The non-public school must apply to the Special Projects Office to borrow texts, after receiving parental permission.

Data Processing

The Data Processing Center, directed by a Controller hired in 1972, prepares student schedules, attendance records, and grade reports. Prior to the Center's installation, the Board of Education used several outside computer services for these tasks. Manual entries were made in the state and federal report registers.

The current data processing operation evolved from a small card-oriented system to one using online and optical scanning procedures. The result was a much more rapid and efficient system with several additional applications, such as test scoring, personnel information, and budgetary accounting.

Visual display stations make it possible for authorized personnel directly concerned with the day-to-day operations of the school system to have direct and ready access to the data processing services. As more stations become available, the computer operation itself will become more routine. The computer staff will be less involved with the entry of data into the computer than with maintaining the computer functions.

In addition to its work for the schools, the computer is used to prepare circulation cards and to record all phases of circulation for

the Teaneck Public Library. Six other school systems use Teaneck's computer on a paying basis, providing additional revenue to the Board of Education. These districts are served only after Teaneck's requirements are met.

The Board thinks that owning its own computer has enabled it to save both time and money for the past five years, and to maintain more complete and accurate required data. Further refinements are planned for the future.

Transportation

Teaneck is in compliance with all state legislation governing transportation of students to school. Under these laws, a district must provide transportation for the following groups:

- pupils in grades K-8 who live more than 2.0 miles from the school
- pupils in grades 9-12 who live more than 2.5 miles from the school
- all physically handicapped students
- pupils attending non-profit private and parochial schools, in New Jersey and within a 20-mile radius of their homes, if the district regularly supplies transportation to its public schools

Through the offices of a Transportation Coordinator, Teaneck arranges bus transportation on a more liberalized distance basis than mandated by the state. It has been the custom for Kindergarten and 1st grade students who live more than 0.9 miles from the school to be bused; in 1977-78, this amounted to 414 children, or 70% of the enrollment at Washington Irving and Bryant. Students in grades 2 through 6 are bused if they live more than 1.2 miles from the school; the figure for this year was 726, or 35% of the total.

Except for handicapped students, no one is bused to the junior and senior high schools. Transportation is available for students attending Bergen Technical High School and the satellite programs. Yellow mini-buses are used for those Special Education students requiring transportation.

Teaneck's buses follow all state guidelines governing safety. No standees are permitted, and there is a maximum capacity of 58 children. Classroom aides ride on the K-1 buses.

At the present time, students are transported to 12 private and

parochial schools within the 20-mile radius. The Board of Education solicits bids from transport companies for transportation of eligible students; if no bids are received or if no transportation can be arranged, the parents of such children are reimbursed up to an annual total of \$250 per child. Approximately half of St. Anastasia's resident Teaneck students ride to school on Teaneck's public school buses, since the scheduling times dovetail appropriately.



School and Community

Teaneck has long been known as a town whose citizens place a high premium on quality in education. The community strives to ensure that there is substantive communication among all groups interested in the educational process.

Board of Education meetings (See Chapter III for complete description) are open to the public; attendance varies depending upon the subjects under discussion. The public is generally permitted to speak and express its views to the Board. Official school news is printed monthly in the *Teaneck News*. Titled "People — Planning — Programs", this newsletter includes a column by the Superintendent; a column written on a rotating basis by members of the Board; official notices; and items of general interest. The Board also publishes an annual report which contains a comprehensive description and explanation of the school budget.

Citizens' Advisory Committees

Advisory committees are organized from time to time as the need arises, and may be disbanded after they have completed their stated function. Occasionally (see Chapter I), large committees representing many segments of the population have been formed on a temporary basis in order to advise the Board and provide a forum for citizen opinion on major issues. As this book goes to press, the Board of Education is in the process of forming such a committee, which will begin work in October 1978. Tentatively called the School Planning Committee, it is charged with the study of "trends in the decline of pupil population; the use of our schools as decline continues; adult population changes as they affect the schools; home or apartment building projects as they may affect student enrollment; and all other pertinent statistical, logistical, and demographic information."

Also scheduled to begin its work in October 1978 is a Legislative Committee, which has been formed to study, on an ongoing basis,

all proposed or newly enacted legislation pertinent to the schools, and then to summarize its findings for the Board.

During the late 1970's, there were 3 active committees which met regularly:

T & E STEERING COMMITTEE ... coordinated by Dr. Frank Arone, Director of Secondary Education. It consists of 11 administrators and 4 members of the community, 2 of whom are parent representatives. The Committee, established under that aspect of the Public Education Act of 1975 which mandates that the planning process be "responsive to the needs of children, parents, the community, and the state", meets periodically to evaluate progress made under T & E and to plan for the future.

TEXTBOOK ADVISORY COMMITTEE ... a citizens' group which, using established criteria, reads all proposed new textbooks to see whether they contain any racial, religious, ethnic, or sexist bias, and whether minorities and women are treated fairly in print. The Committee can advise the Board not to purchase a textbook which does not meet the stated criteria. In some instances, the Committee's recommendations for improvement of textbooks have been incorporated into subsequent editions.

AFFIRMATIVE ACTION COMMITTEE ... established to encourage females and minorities to apply for available status positions in the Teaneck schools and to participate in every aspect of school life, especially those aspects previously identified with their male or majority counterparts. The affirmative action credo emphasizes "doing, rather than writing, saying, indicating or promising."

Parent-Teacher Groups

Each school has a functioning parent-teacher group. Most of these, affiliated with the State or National PTA, are known as Parent-Teacher Associations; the one at the high school has been a Parent-Teacher-Student Association (PTSA) since 1976. Those groups which are not affiliated with the State or National Associations are known as Parent-Teacher Organizations (PTOs). Representatives from each of the public schools, St. Anastasia's, Solomon Schechter, the Teaneck Teachers' Association, and the Special Education Association are organized into the Teaneck Council of PTAs, which meets monthly to discuss relevant issues. Delegates from Council meet regularly with members of the Board and the Administration to explore problems of mutual concern. The

Council maintains an active interest in educational philosophy, legislation affecting the schools, and child advocacy in general.

SPECIAL EDUCATION ASSOCIATION ... a non-profit autonomous association of all persons interested in the welfare of handicapped children, and specifically in their education. The Association strives to bring into closer relation the home and the school, in order that parents and teachers may cooperate in the training of the child.

OPEN CLASSROOM ASSOCIATION ... an organization of parents and teachers formed to maintain and improve the quality of open education in Teaneck. The Association provides parent education programs and strives to work in close cooperation with the Administration.

Other School-Related Organizations

COMMUNITY SCHOLARSHIP FUND ... organized in 1957, the Fund raises money to provide scholarship aid for post-secondary education to qualified graduating seniors. Each year, between 55 and 75 students receive more than \$25,000 in financial grants.

AMERICAN FIELD SERVICE ... conducts an exchange program under which foreign students may live in Teaneck and study at the high school for one year, and Teaneck students may live and study in a foreign country. AFS has been in Teaneck since 1957.

TEANECK CITIZENS FOR THE PUBLIC SCHOOLS (TCPS) ... a private group which since 1962 has worked to bring information about the schools to the attention of the public.

Teaneck Parochial and Nursery Schools

St. Anastasia's Roman Catholic School, Grace Lutheran School, and Solomon Schechter Day School are parochial elementary schools located in Teaneck. St. Joseph's in Bogota is a Roman Catholic school serving children from the southern part of Teaneck, while children from western Teaneck attend Holy Trinity in Hackensack.

Nursery schools located in Teaneck are: the Early Learning Center, the Copley School, the Walker Learning Center, Grace Lutheran, Teaneck Recreation Center, The Birches, Congregation B'nai Yeshurun, St. Paul's Lutheran Pre-School, Solomon Schechter, and the Jewish Community Center. The first four listed

also provide day-care services; the Early Learning Center takes children from infancy on up, Copley from age 2, and the Walker Learning Center and Grace Lutheran from age 3.

Adult Education

The Adult Education School is a non-profit private organization, which for a nominal fee offers a range of courses of interest to the adult population. Courses, advertised in the *Teaneck News* in the Spring and Fall, are given at Teaneck High School on Monday and Wednesday evenings. Offerings vary from year to year. Some courses are purely recreational, such as bridge, needlepoint, and stained glass; others are more practical, such as sewing, bookkeeping, and typing. Physical education is also in the curriculum, and includes basketball, tennis, social dancing, and yoga. Senior citizens receive a 50% discount.



"Know Your Schools" Committee

Nancy Willick *Editor*
 Susan Bloomenstein *Art Director*
 Elizabeth Colten *Production*
 Katherine Hower *Business Manager*

Margaret Angeli
 Evalyn Brownstein
 Phyllis D'Amore
 Jonny Eisenberg
 Anne Finger
 Fran Kaufman

Linda Rothenberg
 Perry Shambroom
 Jeanne Stopper
 Miriam Vogelmann
 Rosamond Wilen
 Diane Winer

The League of Women Voters of Teaneck, N.J.

