

CLOSTER BOARD OF EDUCATION

Closter, New Jersey

MINUTES

WORK SESSION MEETING

Tenakill Middle School

August 12, 2021 - 7:30 PM

The Board meeting was called to order by Ms. Finkelstein at 7:31 PM

The following Board members were present:

Ms. Bhagat, Ms. Kwon, Mr. Linn, Ms. Micera, Dr. Puttannah, Ms. Cross, Ms. Finkelstein

The following Board members were absent:

Ms. Kothari, Ms. Lee

Also present:

Mr. McHale and Mr. Villanueva

NEW JERSEY OPEN PUBLIC MEETINGS ACT STATEMENT - Read by the President:

The New Jersey Open Public Meetings Act was enacted to ensure the right of the public to have advance notice of and to attend the meeting of public bodies at which any business affecting their interests is discussed or acted upon. In accordance with the provisions of this Act, the Secretary to the Board of Education has caused notice of this meeting by having the date, time, remote access information, and place thereof, posted at each school building within the district, district website, the Board of Education office, the Office of the Borough Clerk, and transmitted to *The Record* and *Northern Valley Suburbanite* newspapers.

PLEDGE OF ALLEGIANCE

SUPERINTENDENT'S REPORT

Mr. Vincent McHale, Superintendent of Schools shared with the Board and the community his report:

- Summer learning continues in the two August programs taking place at Tenakill Middle School. In the STEM program, students are preparing to participate in a Cardboard Boat Regatta! Students have been investigating the science and mathematical principles that impact the speed and the efficiency of a boat. After researching and investigating these principles, students use their knowledge and creativity in creating an individual vessel to test and race at the Haworth Swim Club. In the Art & Literacy program, students are exploring characterization and are creating their own comic book. They are learning about key story elements, how authors use these traits to create real characters, and how artists panel, ink, and color the comic book frames. These enriching summer programs are a wonderful way for students to practice science, math, writing, and create art!
- On August 2, 2021, Mr. McHale sent an email to inform all Closter stakeholders about our plans for reopening based on the New Jersey Department of Education document, *The Road Forward*.

Thank you to the members of the School Reopening Committee for their review of *The Road Forward* and for their feedback on a full return to school for all Closter students. Yesterday, he sent an update to share the news that Governor Murphy has mandated mask-wearing for all students, staff, and visitors to schools. He is hopeful that this extra layer of mitigation will keep our schools open throughout the year. He also encourages everyone who is eligible to be vaccinated to do so. Students who are 12 years of age and older can get vaccinated. Current quarantine rules state that vaccinated students will not have to quarantine, as long as they are asymptomatic when exposed to a person who tests positive for COVID-19. This will ensure that students can continue attending in-person instruction.

This chart outlines how our two schools will operate for the start of the 2021-2022 school year:

	2021-2022
Full-Day Instruction	Yes
Face Coverings/Masks	Yes, as mandated by Governor Murphy's <u>Executive Order 251</u>
Social Distancing	3 feet, to the extent possible
Daily Screening Form	Yes. We expect that individuals will stay home when ill and get tested for COVID if experiencing COVID compatible symptoms.
A/B Cohorts	No
100% Virtual Option	No
Field Trips/Assemblies	If social distancing can be maintained
Lockers (5-8)	Only if social distancing can be maintained while students are at lockers
Small-Group Learning	Yes
Science Labs	In-person

Shared Supplies	Yes (Items will be cleaned with sanitizing wipes in between use, to the extent possible)
Increased hand washing/sanitizer	Yes
Increased Sanitation of the Buildings/Buses	Yes
Back to School Night	In-person; Masks will be required for all

Parent-Teacher Conferences	In-person; Masks will be required for all
Diagnostic COVID testing and Screening	COVID-19 testing will be offered weekly on Tuesdays in the upper loop at Hillside Elementary School. Anyone in the community is welcome to use these testing services.
Contact Tracing/Quarantine	Yes, quarantine is set by the local Board of Health and depends on vaccination status and transmission rates in the area.
Desk Shields	When necessary for close contact, such as during speech therapy sessions.
Nurses Configuration/Isolation Room	Yes
Emphasis on Ventilation/Air Purification	Yes

- The New Jersey Department of Education will be requiring districts to administer the *Start Strong* assessment for English Language Arts Grades 4-8, Mathematics grades 4-8, Algebra I, and in Science grade 6. These assessments will be in place of the New Jersey Student Learning Assessments (NJSLA) that were not given this past spring. The *Start Strong* assessments are intentionally brief (taking about 45-60 minutes) and will provide immediate results to teachers. The *Start Strong* assessments utilize three performance levels: "Strong Support May Be Needed"; "Some Support May Be Needed"; and "Less Support May Be Needed." The assessments will be given between September 13, 2021, and October 22, 2021. Principals will provide more exact information about when students in grades 4-8 will be taking the Start Strong assessments.
- We are excited for students' return to school on September 2, 2021, and are busy preparing for a wonderful year ahead. Enjoy the last weeks of summer!

Mr. Linn inquired how long it will take for the assessment results to come out. Mr. McHale explained that the teachers will receive the results immediately once the student completes the assessment.

Mr. Linn also inquired how long it will take to receive the results of the Covid test. Mr. McHale and Mr. Villanueva explained it would take between 24 to 72 hours to receive the results.

Ms. Finkelstein thanked everyone for their hard work in preparing for the upcoming school year.

PUBLIC DISCUSSION ON AGENDA ITEMS

Moved by Ms. Micera, seconded by Ms. Bhagat to open the meeting to the public.

Statements made by individual participants are limited to a duration of three (3) minutes unless otherwise announced at the beginning of the discussion. A maximum of 15 minutes for public input is scheduled as per policy 1120. The Board urges large groups to select one person to represent them. The Board reminds those individuals who take the opportunity to speak to please step up, identify themselves by name and address, and to limit their comments to items listed on the agenda.

No Public Comments

Moved by Ms. Kwon, seconded by Ms. Bhagat to resume the regular order of business.

BOARD OPERATIONS

Moved by Mr. Linn, seconded by Ms. Micera to approve Motions A - D.

Mr. McHale explained item D, the donation of the piano to Tenakill Middle School. The district is very grateful to the Buchanon family for their generosity. Mr. McHale is recommending that a small plaque be placed on behalf of their mother.

Motions were approved by a roll call vote of the Board as follows:

YEAS: Ms. Bhagat, Ms. Kwon, Mr. Linn, Ms. Micera, Dr. Puttannah, Ms. Cross, Ms. Finkelstein

NAYS: None

A. **APPROVAL - Minutes**

Motion to approve July 15, 2021, minutes.

B. **APPROVAL - Harassment, Intimidation, and Bullying (HIB)**

Motion to affirm the decision of the Superintendent of Schools regarding Harassment, Intimidation, and Bullying (HIB) incident(s) reported to the Board in Executive Session at the July 15, 2021, Meeting.

C. **APPROVAL - BioReference Lab & Fast Med Onsite Testing**

Motion to approve BioReference Lab & Fast Med to provide weekly onsite Covid-19 testing for staff, students, and Closter Community Members at Hillside Elementary School parking lot starting August 24, 2021.

D. **APPROVAL - Donation of a Baby Grand Piano**

Motion to accept with grateful appreciation a donation of a Yamaha Baby Grand Piano (5.3'), from the estate of Helene Buchanan. The piano has an estimated value of \$15,000. The piano will be used at Tenakill Middle School.

CURRICULUM AND INSTRUCTION COMMITTEE

Chairperson Ms. Lee, Ms. Cross, Dr. Puttannah

Moved by Dr. Puttannah, seconded by Ms. Micera to approve Motions A - I.

Mr. McHale explained to the board and public the adjustment in the school calendar for Kindergarten grade level only. Kindergarten teachers requested the students may need a little extra time in adjusting to school procedures and practices. It was discussed with the Curriculum Committee and decided that two (2) days would be sufficient and would not cause an inconvenience to parents.

Motions were approved by a roll call vote of the Board as follows:

YEAS: Ms. Bhagat, Ms. Kwon, Mr. Linn, Ms. Micera, Dr. Puttannah, Ms. Cross, Ms. Finkelstein

NAYS: None

A. APPROVAL - Staff Coursework

Motion to approve the following courses for 2021-2022 as recommended to the Superintendent by the Principals:

Staff Member: Andrea Watkins
Course No./Title: EDUC 6613.81 Written Expression
Institution: Fairleigh Dickinson University
Credits: 1

Staff Member: Kathy Lee
Course No./Title: 1) TEC994 The Chromebook Classroom
2) TEC 996 Project Based Learning Using Technology
Institution: Fresno Pacific University
Credits: 6 (3 credits each)

B. APPROVAL - Field Trips

Motion to approve the following field trips:

School: Tenakill Middle School
Group: Summer STEM Academy
Date: August 20, 2021
Destination: Haworth Swim Club
Cost to Board: \$100.00 (\$50 each for two lifeguards)

C. APPROVAL - Staff Conferences

Motion to approve the following staff conferences:

Staff Member(s): Elly Manoochehri
Conference: The Role of the School Climate

Location: Virtual
Date: 9/28/21 (AM Only)
Cost to Board: \$0

Staff Member(s): Elly Manoochehri
Conference: Anti-Bullying Specialist Certificate Program
Location: Virtual
Date: 9/13/21, 9/24/21, 9/27/21
Cost to Board: \$500.00

D. **APPROVAL - Northern Valley Curriculum Guides 2021-2022**

Motion to approve the Northern Valley Curriculum Guides, updated K-8 core content, for the 2021-2022 school year.

E. **APPROVAL - Northern Valley Curriculum Center 2021-2022 Course Catalog**

Motion to approve the 2021-2022 NVCC Course Catalog for staff members, per Appendix A, attached hereto.

F. **APPROVAL - NVCC Courses for 2021-2022 School Year**

Motion to approve the NVCC Courses for staff members for the 2020-2021 school year, per Appendix B, attached hereto.

G. **APPROVAL - Mentoring Plan for the 2021-2022 School Year**

Motion to approve the Mentoring Plan for the 2021-2022 school year, per Appendix C, attached hereto.

H. **APPROVAL - Professional Development Plan and Statement of Assurance for the 2021-2022 School Year**

Motion to approve the Professional Development Plan and Statement of Assurance for the 2021-2022 school year, per Appendix D, attached hereto.

I. **APPROVAL - Adjustment of 2021-2022 School Calendar for Kindergarteners' 1st/2nd Days**

Motion to approve two half-day sessions for Kindergarten students on Thursday, September 2, 2021, and Friday, September 3, 2021. On both days, students with last names beginning with A-L will attend a morning session (8:30 - 11:00 am), and students with last names beginning with M-Z will attend an afternoon session (12:40 - 3:10 pm).

FINANCE AND PHYSICAL PLANT COMMITTEE

Chairperson Ms. Kwon, Ms. Finkelstein, Ms. Kothari

Moved by Ms. Kwon, seconded by Ms. Micera to approve Motions A - O.

8/12/2021

Ms. Finkelstein inquired about item C, the tuition contract for the received student. Mr. McHale explained this is for a special education student from Harrington Park. Tuition will be paid for by Harrington Park.

Ms. Finkelstein inquired about the item I, allowance adjustment. Mr. McHale informed the board there was a slight increase in the cost of the projects for items I and J. We are approving the increased cost of the adjustment which is taken from the allowance. The allowance was already included in the original bid.

Motions were approved by a roll call vote of the Board as follows:

YEAS: Ms. Bhagat, Ms. Kwon, Mr. Linn, Ms. Micera, Dr. Puttannah, Ms. Cross, Ms. Finkelstein

NAYS: None

A. APPROVAL - Monthly Financials and Certification

Motion to approve the following items as required, pursuant to NJSA 18A:17-9 and NJAC 6:20-2.13, as per Appendix E attached:

- a. Board Secretary and School Treasurer Financial Reports for June 30, 2021.
- b. Board of Education's Monthly Certification of Budgetary Major Account /Fund status for June 2021.
- c. Transfer of funds for June 2021.

B. APPROVAL - Monthly Bills

Motion to approve payment of bills from July 16, 2021 to August 10, 2021 in the amount of:

General Fund (Fund 10)	\$ 620,660.84
Special Revenue (Fund 20)	\$ 2,755.00
Total	\$ 623,415.84

C. APPROVAL – Tuition Contracts for Received Students

Motion to approve tuition contracts for received students as outlined below for the 2021-2022 school year:

<u>NJSMART#</u>	<u>Tuition</u>	<u>Grade</u>	<u>District</u>
1291401099	\$25,375.00	5	Harrington Park

D. APPROVAL – Special Education Placements

Motion to approve the following 2021-2022 Special Education placements for Closter Students:

<u>NJSMART#</u>	<u>Tuition</u>	<u>Grade</u>	<u>Placement</u>
8322109236*	\$79,610.00	7	Valley Program
*Placement Transfer			

E. **APPROVAL – Application & Acceptance of IDEA Grants**

Motion to approve the application and acceptance of IDEA grants for School Year 2021-2022 in the following amounts:

<u>IDEA</u>	<u>\$263,853**</u>
IDEA Basic	\$ 252,459
IDEA PreSchool	\$ 11,394

**Increase in grant amount

F. **APPROVAL – Application & Acceptance of ARP - IDEA Grants**

Motion to approve the application and acceptance of the supplemental ARP- IDEA grants for School Year 2021-2022 in the following amounts:

<u>IDEA</u>	<u>\$ 54,420</u>
IDEA Basic	\$ 50,137
IDEA PreSchool	\$ 4,283

G. **APPROVAL - Bergen County Special Services Annual Contract for Hospital Instruction for the 2021-2022 School Year**

Motion to approve the Bergen County Special Services Annual Contract for Hospital Instruction for 2021-2022 at a rate of \$65.00 per hour.

H. **APPROVAL – Contract for Door Replacements in TMS**

Motion to approve the contract with C&M Door Controls, Inc., the lowest and most responsive quote for the replacements of classroom and office doors in Tenakill Middle School in the amount of \$39,950. The said work is funded using the Capital Reserve Fund as approved for the 2021-2022 school year.

I. **APPROVAL – Allowance Reduction Adjustments for Classroom Renovations Project**

Motion to approve the following Allowance Reduction Adjustments for the Hillside classroom renovations project with Drill Construction. The increased cost adjustments will be taken from Allowance #1 included in the contract amount:

<u>Adjustment #</u>	<u>Description</u>	<u>Amount</u>
ARA-01	Removal and disposal of asbestos floor tile	\$ 7,500
ARA-02	Building Permit Cost	\$ 423
ARA-03	Multiple color L-shape pattern corners	\$ 1,875
ARA-04	C109 floor prep due to asbestos removal	\$ 4,500

J. **APPROVAL – Allowance Reduction Adjustment for Roof Replacement Project**

Motion to approve the Allowance Reduction Adjustment for the Hillside roof replacement project with Laumar Roofing Co. Inc. The increased cost adjustment will be taken from Allowance #1 included in the contract amount:

<u>Adjustment #</u>	<u>Description</u>	<u>Amount</u>
ARA-01	Difference of cost for Secure Rock from Fiberboard	\$ 5,032

- K. **APPROVAL - Disposal of 11 Outdated Smart Boards**
Motion to approve the disposal of six (6), outdated Smart Boards from Hillside Elementary School; tag # 10143, 10117, 10123, 10105, 10142, 10228, and five (5) outdated Smart Boards from Tenakill Middle School; tag #10203, 10206, 10204, 10199,10207.
- L. **APPROVAL - Disposal of Outdated Special Needs Stroller**
Motion to approve the disposal of one (1) special needs stroller from Hillside Elementary School; tag # 10196.
- M. **APPROVAL - Purchase of Go Math! Textbooks and Online Resources**
Motion to approve the purchase of Go Math! textbooks and online resources for grades K - 4 in the amount of \$21,963.00.
- N. **APPROVAL - Amendment to the 2021-2022 Budget**
Motion to approve an amendment to the 2021-22 Budget appropriating FY'21 Extraordinary Aid and Non-Public Transportation Aid as follows:

Revenue

10-3131-000	Extraordinary Aid	\$561,713
10-3121-001	Non-Public Transportation Aid	<u>\$ 14,557</u>
Total Increase in State Aid		\$576,270

Appropriations

11-000-100-562	Other LEAs Tuition (Special Education)	\$310,397
11-000-217-100	1:1 Paras	\$ 82,700
11-000-270-515	Special Ed Busing	\$ 65,000
11-000-291-220	Social Security	\$ 6,326
11-000-291-239	3% DCRP	\$ 2,809
11-000-291-270	Medical Insurance	\$ 31,965
11-000-270-515	Special Ed Busing	\$ 65,000
11-213-100-101	Resource Room Salaries	<u>\$ 77,073</u>
Total Increase in Appropriations		\$576,270

- O. **APPROVAL - New Jersey Child Assault Prevention (NJ CAP) Grant**
Motion to approve the application for the New Jersey Child Assault Prevention (NJ CAP) Grant.

PERSONNEL AND MANAGEMENT COMMITTEE

Chairperson Ms. Bhagat, Ms. Finkelstein, Mr. Linn

Moved by Ms. Bhagat, seconded by Ms. Micera to approve Motions A - L.

Mr. McHale informed the board of the new hires mentioned. He further explained Ms. Kennedy will be changing her role from ESL teacher to LDT-C teacher.

Ms. Finkelstein thanked and welcomed the new staff to Closter Public Schools.

Motions were approved by a roll call vote of the Board as follows:

YEAS: Ms. Bhagat, Ms. Kwon, Mr. Linn, Ms. Micera, Dr. Puttannah, Ms. Cross, Ms. Finkelstein

NAYS: None

A. **APPROVAL - Job Description for Certified Occupational Therapy Assistant**

Motion to approve the job description for Certified Occupational Therapy Assistant as per Appendix F attached hereto:

B. **APPROVAL - Resignation of Paraprofessionals**

Motion to approve, with regrets, the resignations of the following paraprofessionals:

- Vesna Garza
- James lafrate

C. **APPROVAL - Bass ABA Therapists for Student ID #361001**

Motion to approve Bass ABA Therapists (parent paid) for Student ID #361001 for the 2021-2022 school year.

D. **APPROVAL - Substitute Teacher & Nurse**

Motion to approve the following substitute teachers for the 2021-2022 school Year:

<u>Name</u>	<u>Certification</u>
Melisa Skific	NJ Nursing License
Houri Kalachian	NJ Teacher Certification

E. **APPROVAL - Andrea Flower - M.S. Special Education Teacher - Tenure Track**

Position

Motion to approve Andrea Flower as M.S. Special Education Teacher, tenure track position, for the 2021-2022 school year, at a salary of \$77,073, MA +60 Step 3, pending a criminal history background check.

F. **APPROVAL - Shannon San George - M.S. Special Education Teacher - Tenure Track**

Position

Motion to approve Shannon San George as M.S. Special Education Teacher, tenure track position, for the 2021-2022 school year, at a salary of \$76,095, MA +15 Step 6, pending a criminal history background check.

- G. **APPROVAL - Matthew Vassallo - M.S. Physical Education/Health Teacher - Tenure Track Position**
 Motion to approve Matthew Vassallo as M.S. Physical Education/Health Teacher, tenure track position, for the 2021-2022 school year, at a salary of \$57,109, BA Step 3, pending a criminal history background check.
- H. **APPROVAL - Jessica Lee as Paraprofessional for the 2021-2022 School Year**
 Motion to approve Jessica Lee as a paraprofessional for the 2021-2022 school year at a salary of \$19.23 per hour, part-time, pending a criminal history background check.
- I. **APPROVAL - Elhaam Manoochehri as Anti-Bullying Specialist for Tenakill School**
 Motion to approve Elhaam Manoochehri as Anti-Bullying Specialist for Tenakill Middle School for the 2021-2022 school year.
- J. **APPROVAL - Eileen Kennedy as LDT-C for the 2021-2022 School Year**
 Motion to approve Eileen Kennedy as LDT-C for the 2021-2022 school year, pending receipt of appropriate NJ certification.
- K. **APPROVAL – Hillside Elementary School Pre-K Summer Program Paraprofessionals**
 Motion to retroactively approve an additional 30 minutes per session for the following paraprofessionals for Hillside Elementary School Pre-K Summer Program, July 1 - July 30, 2021, from 3 hours/day to 3.5 hours/day per para at a rate as scheduled below:
 - Tara Contractor - \$20.23/hour
 - Cheryl Friedrich - \$21.41/hour
 - Dawn Lazzari - \$21.41/hour
 - Janet Rota - \$21.41/hour
 - Gabriela Sloezen - \$21.41/hour
 - Alice Velella - \$20.78/hour
 - Gail Watkins - \$21.41/hour
 Substitute:
 - Vickie Aponte-Solomon - \$21.41/hour
- L. **APPROVAL - Substitute Teacher/Paraprofessional Rate**
 Motion to approve the School Year 2021-2022 Substitute Teacher/Para rate at \$105 per day.

BOARD COMMITTEES

The Finance Committee met on August 3rd and discussed the end of the year surplus. It was decided to fill the various reserves with the fund available. Extraordinary Aid was also discussed as to how these funds will be allocated -- which was mentioned in item N. Mr. Linn requested Mr. Villanueva to further explain the surplus. Mr. Villanueva responded that the savings are from various items -- savings from substitutes, decrease in utility cost and teaching positions that were not filled because the existing staff was moved to fill the positions, and all other district expenses that are based on usage provided some savings and in turn becomes surplus at the end of the year.

The Personnel Committee met on July 28 and discussed Professional Development and new hires. The committee also discussed new teacher orientation and expectations for instruction along with health and safety protocols. They reviewed the job description for the Certified Occupational Therapist Assistant and the plan to reinstate the Hillside Vice Principal/Supervisor of Curriculum, Dr. Carmichael to a full-time position using the American Rescue Plan grant.

Mr. McHale spoke on behalf of Ms. Lee from the Curriculum Committee and their discussion of the proposed half-day schedule for the Kindergarten students. The committee discussed that there would be minor updates to the curriculum. There were many mandates which were required to start this school year, but the Department of Education postponed them to the next school year. Also, they discussed the importance of professional development through the Northern Valley Curriculum Center and how it supports the delivery of our curriculum.

OLD/NEW BUSINESS

Mr. Villanueva reminded all the trustees that at our board meeting on September 9th, Mr. Matt Lee from the New Jersey School Boards will be here for the second part of the ethics training.

Mr. Villanueva also informed the board and the public of the dates and times for Covid Testing. On August 24 and 31st it will be from noon to 6 pm. Beginning September 7 they will be here from 4 p.m. to 7 p.m. Mr. Villanueava encouraged everyone to share this information. Mr. McHale also added that text messages and emails will be sent to families on the day of testing.

PUBLIC DISCUSSION

Moved by Ms. Micera, seconded by Ms. Bhagat to open the meeting to public discussion.

Ms. Dara Weiss, Guidance Counselor thanked the board members and administrators for the change to the calendar for the Kindergarten students to half days.

Moved by Ms. Kwon, seconded by Ms. Micera to close the meeting to public discussion.

CLOSED SESSION MOTION (If required)

No Closed Session

ADJOURNMENT

Moved by Ms. Micera, seconded by Ms. Bhagat to adjourn the meeting at 8:09 PM.

Respectfully submitted,

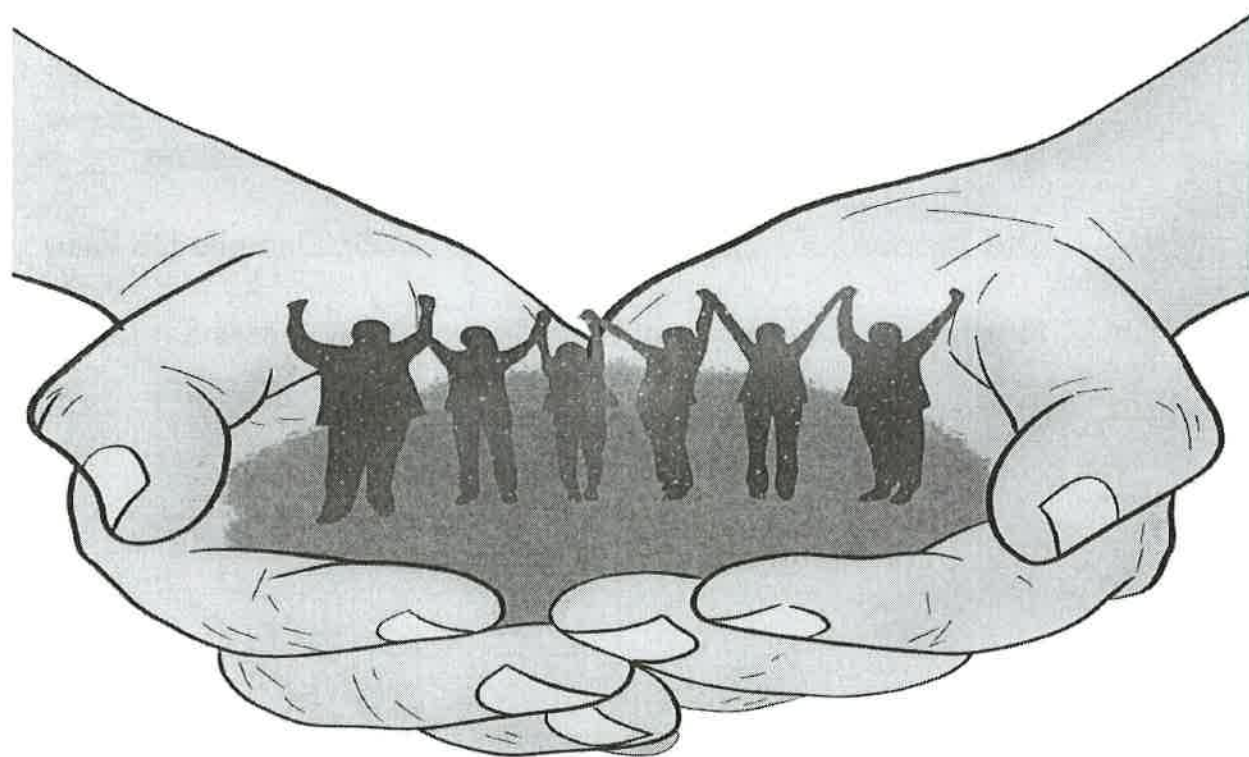


Floro M. Villanueva, Jr.
Business Administrator/Board Secretary

8/12/2021

June 22, 2021

Northern Valley Curriculum Center Professional Learning Catalog 2021-2022



Appendix A

Cover design by Kimin Kang, NVOT student

The Northern Valley Schools Professional Learning Program
is sponsored by:

The Northern Valley Boards of Education
and
The Northern Valley Education Consortium






Closter Mr. Vincent McHale
Demarest Mr. Michael Fox
Harrington Park Dr. Adam Fried
Haworth..... Dr. Peter Hughes
Northvale..... Mr. Michael Pinajian
Norwood Ms. Lisa Gross
Old Tappan..... Dr. Danielle Da Giau
Northern Valley Regional High School... Mr. James Santana

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****Please refer to each course description in order to verify instructional level and content area.**

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Investing in Mental Health: Part II	29	Increase Your Efficiency by Getting the Most Out of Gmail and Google Calendar: 1/2-day session	38
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Representation Matters: Meeting History of Disabled and LGBTQ+ Persons and Other Mandates in Our Classrooms and Our Curriculum	30	Teaching Hacks for Today's Classroom: 1/2-day session	39
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Unlocking Our Stress-Response Cycles: Working With Anxiety, Not Against It NEW	33		
Using the Patterns of Strengths and Weaknesses Model to Diagnose Learning Disabilities and Inform Instructional Strategies	34		
What Does Brain Research Tell Us About Stress, Teaching, and Learning?	34		

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Blended Learning I: Leveraging Technology in the Classroom	35
Click, Click, Create! Google Sites for Beginners: 1/2-day session	36
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Digital Video Production NEW	37
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Google Sheets and Forms: 1/2-day session	37
Google Workspace for Education I: Google Drive, Docs and Slides: 1/2-day session	38

Professional Learning Academy

A Three-Year Program

Year 1

Instructional Skills Seminar

Consists of two days in the summer and two full days during the first year.
Teachers will also receive at least two coaching visits.

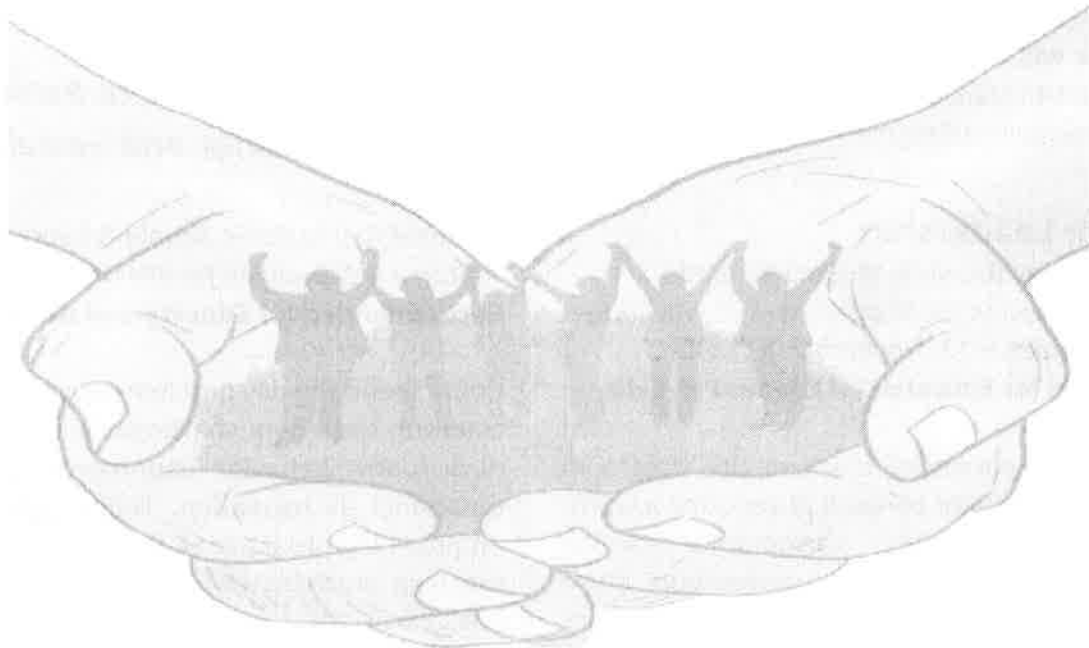
Classroom Leadership

Year 2

Assessment: Strategies for Design

Student Collaboration

One elective from the Professional Learning Catalog



Year 3

Meeting Students Where They Are & Strategies for Growth

Action Research & Academy Graduation

One elective from the Professional Learning Catalog

Learn more about our Professional Learning Academy

Instructional Strategies



Assessment: Strategies for Design

Presenter(s): Virginia Senande

Tentatively Scheduled for Grades Pre-K-5: April 7, 2022 & Grades 6-12: March 31, 2022 (CLOSED)

Recommended for Educators of Grades Pre-K-12

Classroom assessment has been shown to be one of the most powerful factors for enhancing student learning. However, assessment must have a direct correlation to learning goals in order to be valid indicators of learning. This workshop will provide opportunities for teachers to reflect on their use of assessments and examine a continuum of assessments to affect student learning. Participants will work with colleagues to enhance expertise in designing assessments that provide critical evidence that students really understand the important ideas and processes contained in the curriculum. Educators will have the opportunity to boost their assessment literacy and impact. Time will be devoted to assessment design within each participant's content area, as well as the use of technology in assessment.



Classroom Leadership

Presenter(s): Amy Brown & Virginia Senande

Tentatively Scheduled for Grades Pre-K-5: November 11, 2021 & Grades 6-12: November 1, 2021

Recommended for Educators of Grades Pre-K-12

Both new and experienced teachers cite classroom management as a major concern. Promoting a learner-centered, work-oriented, harmonious learning environment requires a focus on prevention, intervention, and problem-solving. Participants in this introductory workshop will explore strategies that support a positive emotional and physical environment, and consider the importance of rules, procedures, and reinforcement. An important thread throughout the workshop is teaching students to demonstrate self-management skills in order to successfully engage in learning to grade-level expectations. Participants will be able to reflect on their management styles and develop plans to enhance student behavior. Classroom leadership is much more than managing an orderly classroom; there is no teaching if there is no learning.

Classwide Strategies to Promote Positive Behavior and Social Skills

Presenter(s): Melanie Arnold & Laura Wiseman
Tentatively Scheduled for December 17, 2021 and February 10, 2022

Recommended for Educators of Grades Pre-K-8

A goal of effective instruction is to create an engaging setting where all students can participate to increase achievement. This workshop is designed to aid teachers in maximizing structure in the classroom and to increase learning. Opportunities will be given to help teachers develop predictable routines while incorporating pro-social behaviors. Classwide behavior support plans and the importance of understanding challenging behavior and its function will be discussed. Participants will walk away with ways to embed social skills into daily schedules and have an opportunity to "make and take" tools to utilize in their classrooms.

*Note: Registration for ASHA CEUs TBA

Classwide Strategies to Promote Positive Behavior and Social Skills - Part II

Presenter(s): Melanie Arnold & Laura Wiseman
Tentatively Scheduled for March 23, 2022

Recommended for Educators of Grades Pre-K-8

Come spend the day problem-solving ways to address common classroom challenges including work refusal, disruptive behavior, inappropriate social skills, and emotional dysregulation. This workshop will focus on providing proactive strategies and discussing best teaching practices when faced with difficult behaviors. Participants will engage in guided discussions that will allow for troubleshooting frequent barriers to student success. Opportunities will be given to create plans and materials that can be utilized right away in the classroom.

*Note: "Classwide Strategies to Support Positive Behavior and Social Skills" is a prerequisite for this workshop.

**Note: Registration for ASHA CEUs TBA



Conferring in the Workshop Model

Presenter(s): Amy Brown & Kelly Stevens

Tentatively Scheduled for January 11, 2022

Recommended for Educators of Grades K-5

Have you spent quality time implementing the reading/writing workshop? Are you ready to confer with students and find yourself asking...now what? Conferences and strategy groups are often the most challenging and underestimated component of the workshop model. This workshop will focus on the ultimate differentiation tool, the conference! Spend time focusing on the architecture of the conference and walk away with powerful strategies for conferring to maximize your students' skill development.

Drama-Based Instruction (DBI) as a Means to Promote Student

Engagement NEW

Presenter(s): Susan Van Buskirk

Tentatively Scheduled for November 1, 2021

Recommended for Educators of Grades 6-12

DBI is a collection of teaching tools (including activating dialogue, theatre games as metaphor, image work, and role work) designed to be used in conjunction with the classroom curriculum to keep your students actively involved in the learning process. The instructional techniques, drawn from the world of theatre and other expressive arts, emphasize the broader goals of problem-solving and creative thinking through the creation of a kinesthetic, interactive experience. Following a discussion of the growing body of academic research on DBI, we will jump right in and build a toolkit full of theatre games and acting exercises designed to engage students and immediately help create an environment for focused inquiry and cross-curricular learning opportunities.

*Note: Participants should dress comfortably and be prepared to move.

**Note: Registration for ASHA CEUs TBA

Effective Homework: What, Why, and How?

Presenter(s): Kelly Stevens

Tentatively Scheduled for Grades K-5: November 12, 2021 & Grades 6-12: November 19, 2021

Recommended for Educators of Grades K-5 & Grades 6-12

In today's educational world, homework is a concept that inspires many different opinions. What can educators do to make the homework we assign our students valuable? This workshop will look at research around designing effective homework, as well as tools that can be utilized to create assignments that will be beneficial and engaging for students.

ESL for General Ed Teachers NEW

Presenter(s): Jim Buoye & Arya Safa

Tentatively Scheduled for September 24, 2021

Recommended for Educators of Grades Pre-K-12

In New Jersey, 30 percent of residents speak a language other than English. This workshop is an opportunity for general education teachers of English Language Learners (ELLs) to network and share best practices. Discussion will take place around best practices for ELLs in the general education classroom. Additional time will be given to discussing technology and digital resources for ELLs.

Formative Assessment to Inform

Learning: 1/2-day session NEW

Presenter(s): Kelly Stevens

Tentatively Scheduled for March 4, 2022

Recommended for Educators of Grades Pre-K-12

Summative assessments tell us if students have mastered a student learning standard. But how do you know if students are on track for mastery? This workshop will examine various methods of evaluating student progress during a lesson or unit. Participants will also explore digital tools and resources which allow for accurately assessing student performance throughout the learning process.

*Note: This is a 1/2-day session, 8:30-11:30 AM.



Game-Based Learning

Presenter(s): Marc Cicchino

Tentatively Scheduled for March 2, 2022

Recommended for Educators of Grades 6-12

Games are incredibly effective motivators and teachers. Players pay hundreds of dollars to participate in challenging scenarios that often immerse them in 50+ hours of engagement while honing specific in-game skills. So, how can educators harness the same principles used by game designers when we develop units of study and design our instruction? This workshop will explore the “learning principles” offered by video games, as well as how those principles can enhance student engagement and learning in practical ways. Time will be allotted for developing game elements that can be used in the classroom setting.

*Note: Registration for ASHA CEUs TBA

Grades 1-2 Roundtable

Presenter(s): Amy Brown & Kelly Stevens

Tentatively Scheduled for December 14, 2021

Recommended for Educators of Grades 1-2

Elementary teachers, this is the workshop you’ve been asking for! Join us for a day of sharing best practices, lesson ideas, and technology specifically geared towards your learners. The day’s agenda will be created by your interests and curiosities collected prior to the session. Look forward to a day of celebrating our elementary students and meeting their needs.

Grades 3-4 Roundtable

Presenter(s): Amy Brown & Kelly Stevens

Tentatively Scheduled for November 30, 2021

Recommended for Educators of Grades 3-4

Elementary teachers, this is the workshop you’ve been asking for! Join us for a day of sharing best practices, lesson ideas, and technology specifically geared towards your learners. The day’s agenda will be created by your interests and curiosities collected prior to the session. Look forward to a day of celebrating our elementary students and meeting their needs.

Launching the Reading Workshop

Presenter(s): Amy Brown & Kelly Stevens

Tentatively Scheduled for November 16, 2021

Recommended for Educators of Grades K-2

When children read well, there is a direct link to success in both school and in standardized assessments. Teachers who are NEW to Reading Workshop and are interested in launching this structure in their classrooms are encouraged to attend. This class will delve into this methodology of teaching reading, including a visit to a classroom with an ongoing reading workshop. Structures of the reading workshop, including conferring, small group, and whole-class instruction will be explored.

Launching the Writing Workshop

Presenter(s): Amy Brown & Kelly Stevens

Tentatively Scheduled for December 7, 2021

Recommended for Educators of Grades K-2

Writing is often the stepchild of our teaching. Teachers who are NEW to Writer’s Workshop and are interested in launching this structure in their classrooms are encouraged to attend. This class will invite participants to be writers themselves and to delve into this methodology of teaching writing. There will be a visit to a classroom with an ongoing writer’s workshop. Structures of the writing workshop, including conferring, small group, and whole-class instruction will be explored.

Making Picture Books Come Alive

Presenter(s): Connie Alcoser

Tentatively Scheduled for November 23, 2021

Recommended for Educators of Grades Pre-K-1

Picture books are an essential tool in the pre-K and kindergarten classroom. They provide a multitude of opportunities for academic support, as well as being a tool to develop and enhance a love of reading. This workshop will share recently published picture books and explore ways in which they can be used as a resource throughout the literacy curriculum. Explore ideas to help the youngest readers experience the magic in books. Time will be given to work collaboratively using these resources and to plan lessons to use right away in classrooms.



Meaningful Feedback for Students:

1/2-day session

Presenter(s): Marc Cicchino

Tentatively Scheduled for October 13, 2021

Recommended for Educators of Grades Pre-K-12

Feedback is one of the most powerful influences on learning and achievement. Participants will examine the essential aspects of feedback, as well as resources and technology tools that help educators provide feedback that is timely, specific, balanced, and ongoing.

*Note: This is a 1/2-day session, 8:30-11:30 AM.



Meeting Students Where They Are and Strategies for Growth

Presenter(s): Amy Brown

Tentatively Scheduled for Grades Pre-K-5: March 24, 2022 & Grades 6-12: March 29, 2022

Recommended for Educators of Grades Pre-K-12

Differentiated instruction recognizes that a one-size-fits-all approach to education does not offer the necessary learning opportunities needed for all students to succeed in the classroom. This does not mean that teachers must create different lessons for all students; a differentiated approach offers a supportive learning environment for all students. This workshop will present a wide range of instructional strategies, techniques, and approaches that teachers use to support student learning. Participants will learn about the key elements of differentiated instruction, tools for digital assessment, and explore resources for standards-driven learning. Resources, demonstrations, and technology solutions will be included in this workshop.

Personalized Learning and Student Choice in the Classroom

Presenter(s): Marc Cicchino

Tentatively Scheduled for November 17, 2021

Recommended for Educators of Grades Pre-K-12

Personalized learning and learning menus help create powerful student-centered learning experiences! This workshop will explore several different methods of how students experience personalized learning in their classroom. Options for demonstrating understanding may include but are not limited to, websites, portfolios, blogs, podcasts, videos, infographics, and slide shows. Collaborate and engage in discussions on how to best implement these strategies in your classroom.

Pre-K and K Teachers Unite!

Presenter(s): Amy Brown & Kelly Stevens

Tentatively Scheduled for March 8, 2022

Recommended for Educators of Pre-K/Kindergarten

Pre-K and kindergarten teachers, this is the workshop you've been asking for! Join us for a day of tips and tricks, sharing best practices, favorite picture books, lesson ideas, and technology specifically geared for learners. The day's agenda will be created by your interests and curiosities collected prior to this session. Look forward to a day dedicated to celebrating our early learners and meeting their needs.



Problem and Project-Based Learning

Presenter(s): Marc Cicchino

Tentatively Scheduled for April 1, 2022

Recommended for Educators of Grades 6-12

Looking for a way to bring authentic real-world activities to your classroom? This workshop will explore several strategies: Problem-Based Learning as a strategy for deepening students' understanding of complex content in a learner-centered and highly engaging manner; Project-Based Learning and the role that projects can play in creating learning, rather than as end-of-unit assessments; and the important common ground shared by both Problem- and Project-Based Learning. Participants will examine new research in PBL, review concrete examples of high-quality PBL in action, and develop PBL materials to implement in the classroom.

Representation Matters: Meeting History of Disabled and LGBTQ+ Persons and Other Mandates in Our Classrooms and Our Curriculum

Presenter(s): Rachel Ring

Tentatively Scheduled for Grades K-5: November 8, 2021 & Grades 6-12: October 7, 2021 (CLOSED)

Recommended for Educators of Grades Pre-K-12

This workshop will help identify and discuss methods for incorporating diversity and inclusion into learning; particular attention will be paid to the LGBTQ+/Disability mandate and other terminology educators should know. Discussion will also include allyship and how to be an ally to colleagues, families, and students; how to handle opposition and challenges from parents. A review of available resources and materials for educators will be included.

Retakes to Assess Mastery: 1/2-day session **NEW**

Presenter(s): NVCC Staff

Tentatively Scheduled for February 1, 2022

Recommended for Educators of Grades Pre-K-12

Allowing students to retake assessments can be a valuable strategy to help them progress towards mastery of standards. Join an exploration of various ways to implement a retake process including protocols to make it work for both student and teacher.

*Note: This is a 1/2-day session, 8:30-11:30 AM.

Rubric Design to Assess Learning: 1/2-day session **NEW**

Presenter(s): Kelly Stevens

Tentatively Scheduled for March 25, 2022

Recommended for Educators of Grades Pre-K-12

Clarity of expectations produces better outcomes and relieves anxiety for students throughout the learning process. Rubrics are tools that allow educators to communicate clear expectations to students. Learn how to create different types of rubrics and explore technology that aids in the rubric creation process. Time will be allotted for participants to create new rubrics for immediate implementation.

*Note: This is a 1/2-day session, 8:30-11:30 AM.

WORKSHOP CLOSED

WORKSHOP NOT RUNNING



Strategies and Tools for Student Engagement

Presenter(s): Kelly Stevens

Tentatively Scheduled for January 14, 2022

Recommended for Educators of Grades Pre-K-12

An engaging learning environment is the bedrock of today's classroom. This professional learning experience will highlight classroom strategies and tools that breathe life and passion into our data-driven world. Participants will experience exciting traditional instructional strategies, select digital tools, strategies for digital video, components of augmented reality, and engaging tools for digital assessment. This professional learning experience will include real-life examples, demonstrations and will prove to be energetic and transformative.

Student Collaboration: Supporting Success with NJSLS

Presenter(s): Amy Brown

Tentatively Scheduled for Grades Pre-K-5: October 26, 2021 & Grades 6-12: October 28, 2021

Recommended for Educators of Grades Pre-K-12

Researchers and practitioners alike recognize many diverse benefits of cooperative learning, including higher reasoning skills, retention, time on task, motivation, and social support - all contributing to an increase in student achievement. Effective use of cooperative learning strategies will prevent the pitfalls which are inherently possible in "group work" and ensure that all students are accountable for their learning. Participants will be immersed in cooperative learning opportunities as they review research, theory, procedures, skills, and practical applications of a variety of structures.

Teach As a Futurist: 1/2-day session

NEW

Presenter(s): Peter Hughes

Tentatively Scheduled for December 2, 2021

Recommended for Educators of Grades Pre-K-12

In today's classroom, teachers cannot simply prepare students for the future, we must help them develop the imagination, agency, and will to shape the future. How do we help our students not just be "prepared" but capable of envisioning and building the futures they want to bring to life? Participants will collaboratively explore a framework of what we already know to predict and examine future technologies and innovations and their impact on teaching and learning.

*Note: This is a 1/2-day session, 8:30-11:30 AM.

Teaching with Multiculturalism and Diversity in Mind

Presenter(s): Courtney Carmichael

Tentatively Scheduled for January 20, 2022

Recommended for Educators of Grades Pre-K-12

New Jersey is very diverse. For example, 40 percent of residents are considered a minority race or ethnicity, 30 percent speak a language other than English, and nearly 300,000 consider themselves LGBTQ+. Multicultural resources help combat bullying and increase minority narratives in education. This workshop will make the case that literature and history can be both mirror and window into the diverse nature of our classes. The participants will examine the Amistad and Holocaust Commissions curricula, as well as newer LGBTQ+/Disability requirements. Participants will be able to find new resources, including literature examples, and develop lessons reflecting and recognizing the diversity of their students.



The Neuroscience of Classroom

Engagement **NEW**

Presenter(s): Marc Cicchino

Tentatively Scheduled for January 12, 2022 and January 31, 2022

Recommended for Educators of Grades Pre-K-12

This workshop will delve into the neuroscience behind student engagement. Participants will explore four key areas of importance, each corresponding to different architecture of the brain - with strategies for optimizing instruction for each: attention (reticular activating system), the importance of a safe learning environment (amygdala), memory (hippocampus), and executive function (prefrontal cortex).

*Note: Registration for ASHA CEUs TBA

The SMARTS System: Executive Function for Middle School **NEW**

Presenter(s): Jodi Sunshine

Tentatively Scheduled for October 20, 2021

Recommended for Educators of Grades 5-8

For the past two years, Tenakill Middle School in Closter has been utilizing the low-cost program SMARTS, developed at the Research Institute for Learning and Development located in Lexington, Massachusetts. Taught as an additional course to all middle schoolers, the SMARTS executive function strategies teach students awareness and understanding of their own metacognition, how the main executive function processes work to help them be better learners, and strategies that they are already using but don't realize they are using a strategy. The program teaches goal setting, note-taking, self-checking, remembering, and organizing strategies and allows for individualization by each student. Participants will learn about the program (fee-involved) and its success with Closter students.

*Note: Registration for ASHA CEUs TBA

Topics in Educational Psychology **NEW**

Presenter(s): Joseph Polvere

Tentatively Scheduled for March 21, 2022

Recommended for Educators of Grades Pre-K-12

This workshop will review key concepts and theories of educational psychology, such as qualities of good teachers and the theories of experts including Piaget, Vygotsky, Erikson, Kohlberg, Baumrind, Brofenbrenner, and Gardner. Participants will also examine research on gender and education, the role of attention and learning, constructivist theory, and strategies to support motivation in the classroom. Participants will explore ways to best apply the theories of educational psychology to their practices so as to enhance their classroom instruction. Time will be given to collaboratively revise lessons utilizing the concepts explored in the workshop.

Note: Participants are expected to bring a lesson plan to work on.

Universal Design for Learning

Presenter(s): Marc Cicchino

Tentatively Scheduled for September 27, 2021

Recommended for Educators of Grades 6-12

Neuroscience indicates that every brain is unique and that every person is an individual, yet common instructional practices encourage students to learn at the same pace and in the same way. This workshop will review the research supporting Universal Design for Learning (UDL), explore strategies for designing instruction from the start with learner variability in mind, and prepare participants to purposefully implement UDL in their own classrooms. Participants will become familiar with the UDL guidelines and will have the practical opportunity to design or refine existing learning tasks with these principles in mind.

WORKSHOP NOT RUNNING



Universal Design for Learning II **NEW**

Presenter(s): Marc Cicchino

Tentatively Scheduled for January 31, 2022

Recommended for Educators of Grades 6-12

Participants who have already developed a foundational understanding of Universal Design for Learning (UDL) will have the opportunity to review new research that speaks to the effectiveness of UDL, explore digital tools that promote access to learning for all students, share practices that they have implemented in their own classrooms, and reimagine traditional lessons, activities, and projects through a UDL lens. Participants will develop, redesign, and share new lessons that embody the principles of Universal Design for Learning.

*Note: "Universal Design for Learning" is a prerequisite for this workshop.



Using Data to Drive Instruction

Presenter(s): Marc Cicchino

Tentatively Scheduled for January 4, 2022

Recommended for Educators of Grades Pre-K-12

As educators, we are inundated with data - the formative assessments we implement in class, anecdotal notes we make in our plans, students' benchmark scores on common performance tasks, and state test scores. This workshop will explore the systematic process of collecting data, conducting an analysis, making a meaningful interpretation, and creating an actionable, data-driven path for moving forward. Participants will review digital assessment tools that help to streamline the data collection process and explore effective analytical practices within the Google Sheets application.

*Note: Participants are strongly encouraged to bring a Google Sheet containing authentic student data for the purpose of conducting a meaningful analysis.

Using the Question Formulation

Technique: Teaching Students to Ask Better Questions **NEW**

Presenter(s): Erica Sposa

Tentatively Scheduled for November 22, 2021

Recommended for Educators of Grades Pre-K-12

This workshop will introduce teachers to the Question Formulation Technique (QFT) created by The Right Question Institute. "QFT helps all people create, work with, and use their own questions - building skills for lifelong learning, self advocacy, and democratic action. Participants will learn the pedagogical foundations of the QFT and the practical steps teachers can take to implement the QFT into any discipline at almost any grade level. Participants will be able to create or revise a lesson to incorporate strong student inquiry using the QFT and will see how other teachers have successfully utilized the process in their own classes.

*Note: Participants are expected to bring materials they might need to create or revise a lesson to incorporate the Question Formulation Technique.



What Does Brain Research Tell Us About Stress, Teaching, and Learning?

Presenter(s): Arpi Lajinian & Maryann Lovelace

Tentatively Scheduled for March 30, 2022

Recommended for Educators of Grades Pre-K-12

This workshop will highlight takeaways from the recent Learning and the Brain conference, which focused on Educating the Anxious Mind. The latest findings from brain research help us better understand the effects of stress on learning and memory. Participants will learn about research-based strategies to manage and balance stress for teachers and students, to create learning environments and pedagogies that improve memory quality and enhance learning. Participants will leave with tools they can use when planning or modifying lessons.

What Makes Critical Thinking So “Critical” to Students **NEW**

Presenter(s): Daniel Austin

Tentatively Scheduled for March 28, 2022

Recommended for Educators of Grades 6-12

What makes critical thinking so “critical” to students? Real thinking, and thinking about one’s thinking can help transcend a classroom. Meta-cognition helps students to further develop reasoning, analytical skills, and a stronger sense of inquiry to become life-long learners. In this workshop, teachers will discuss and explore ways to provoke student thought, discussion, and even respectful debate. Attendees will review the importance of overtly infusing essential questions to help students critically think in the classroom and beyond. Participants will be able to review a variety of critical thinking and class discussion strategies to use with their students to improve participation and engagement.

*Note: Participants are expected to bring a laptop and reading materials currently used with students.



Curriculum Connections

Art

Book Arts: The Art of Creating Handmade Books for Writing and Journaling in All Subject Areas **NEW**

Presenter(s): Pamela Bagot & Jennifer Eisberg
Tentatively Scheduled for October 25, 2021

Recommended for Educators of Grades Pre-K-12

This hands-on workshop will teach participants how to create a variety of handmade Art Books. Art Books, sometimes referred to as paper engineering, can be used in a variety of ways. Any idea you can dream of can be included in your student's book/journal, such as the history of music, poetry, animals & biomes, phonics, cartooning & stories, science experiments, world culture exploration, sketching, art critiques, etc. The hands-on areas of the workshop will focus on learning book art techniques and creating a variety of books. Discussions in the workshop will include a brief overview of the history of book arts along with collaborative and interdisciplinary possibilities. Participants will also have time to create a completed sample book and share it with peers. Additionally, participants will collaborate in small groups to write group books. At the end of this workshop, you will be able to create at least 4 different types of books for use with your classes. You will walk away with several lesson samples including at least one completed book filled with subject content and/or art.

*Note: Participants are expected to bring a scissor, ruler, pencil & glue stick. Basic white paper will be provided for the book construction, however you are encouraged to bring decorative scrapbook paper, markers, colored pencils, or any materials you may want to use in the creation of your book.

Creating Vision Boards as a Wellness Tool for Students and Educators **NEW**

Presenter(s): Donna Dolby

Tentatively Scheduled for January 7, 2022

Recommended for Educators of Grades Pre-K-12

Vision boards, visual representation of one's goals, are not just for setting goals such as owning a beach house in 10 years. This workshop will teach you how you can use visualization with your students to create goals for the class, their long-term dreams, and to foster an environment of hope to empower yourself and others during times of adversity. The technique will be modeled, and we will combine wellness strategies with art practices to create vision boards for ourselves as well. This workshop benefits everyone's mental and emotional health, and can be translated into the classroom as well. Come enjoy this new experience and empower yourself through goal setting and visualization.

ELA

A to eZ: OG Strategies for the General Education Classroom **NEW**

Presenter(s): Amy Brown & Ashley Buckley

Tentatively Scheduled for December 2, 2021 and January 25, 2022

Recommended for Educators of Grades Pre-K-5

Want to learn quick and easy OG (Orton Gillingham) strategies to implement in your classroom but feel intimidated? Do not fear! This workshop will provide you with resources, activities, and instructional strategies that you can use in your classroom to help all students. No experience or background in OG is required! Participants will explore instructional techniques that could easily be applied to a classroom setting to support reading, spelling, and phonological awareness, as well as the tools to address student concerns as they relate to reading, spelling, and phonological awareness by having a bank of tools and simple explanations.

*Note: Participants should bring specific concerns and questions from their student observations that relate to reading, spelling, and phonological awareness so that applicable solutions and suggestions can be suggested and implemented.



Book Arts: The Art of Creating Handmade Books for Writing and Journaling in All Subject Areas **NEW**

Presenter(s): Pamela Bagot & Jennifer Eisberg
Tentatively Scheduled for October 25, 2021

Recommended for Educators of Grades Pre-K-12

This hands-on workshop will teach participants how to create a variety of handmade Art Books. Art Books, sometimes referred to as paper engineering, can be used in a variety of ways. Any idea you can dream of can be included in your student's book/journal, such as the history of music, poetry, animals and biomes, phonics, cartooning and stories, science experiments, world culture exploration, sketching, art critiques, etc. The hands-on areas of the workshop will focus on learning book art techniques and creating a variety of books. Discussions in the workshop will include a brief overview of the history of book arts along with collaborative and interdisciplinary possibilities. Participants will also have time to create a completed sample book and share it with peers. Additionally, participants will collaborate in small groups to write group books. At the end of this workshop, you will be able to create at least four different types of books for use with your classes. You will walk away with several lesson samples including at least one completed book filled with subject content and/or art.

*Note: Participants are expected to bring a scissor, ruler, pencil and glue stick. Basic white paper will be provided for the book construction, however you are encouraged to bring decorative scrapbook paper, markers, colored pencils, or any materials you may want to use in the creation of your book.

Demystifying Multisensory Reading Instruction

Presenter(s): Amy Brown

Tentatively Scheduled for January 27, 2022

Recommended for Educators of Grades Pre-K-3

What does multisensory reading instruction really look like in the classroom? What is Orton-Gillingham? Multisensory instruction was developed for individuals who have difficulties with reading, spelling, and writing that are associated with dyslexia; yet this approach is beneficial for the many different types of learners teachers encounter in the classroom. This session will introduce you to the basics of a multisensory approach to reading. Strategies to implement will be shared and practiced!

*Note: Registration for ASHA CEUs TBA

Differentiating Writing Instruction with UDL in Mind

Presenter(s): Erica Sposa

Tentatively Scheduled for March 16, 2022

Recommended for Educators of Grades 6-12

Addressing multiple learning styles and needs is a challenge in any discipline, but it can be especially challenging when it comes to writing instruction. This workshop will allow participants to discuss challenges they face in differentiating writing instruction, and will focus on helping participants develop strategies that can be easily implemented to help each student reach their maximum potential as a writer. Conversations will focus on common barriers students face while writing and will address strategies for removing these barriers according to the Universal Design for Learning philosophy. The facilitator will demonstrate helpful software and classroom strategies, including the power of writing conferences, and participants will have time to revise a previous or upcoming writing lesson to incorporate strategies of differentiation and collaborate with peers.

*Note: Participants are expected to bring sample writing lesson plans and student writing exemplars.



Document-Based Questions and the Cross-Curricular Experience

Presenter(s): Toby Murphy & Christine Reynolds
Tentatively Scheduled for December 17, 2021
Recommended for Educators of Grades 6-12

This workshop will discuss the cross-curricular experience between the language arts and social studies classroom. Participants will learn about ways to promote collaboration between language arts and social studies teachers, with a focus on document-based questions. Participants will be given tools, strategies, and lesson examples, as well as be able to brainstorm ways to implement this in their own classrooms.

Dyslexia 101: 1/2-day session

Presenter(s): Amy Brown
Tentatively Scheduled for February 8, 2022
Recommended for Educators of Grades Pre-K-8

This half-day workshop provides an overview of dyslexia, the nation's number one learning disability. One in five children may have dyslexia causing them to struggle with reading and spelling. Every teacher likely has at least one or two dyslexic children in the classroom today. This session helps participants understand, recognize, and review modifications for difficulties associated with dyslexia.

*Note: This is a 1/2-day session, 8:30-11:30 AM.

**Note: This workshop satisfies the annual NJ state-mandated dyslexia training requirement.

***Note: Registration for ASHA CEUs TBA

English Teacher Roundtable NEW

Presenter(s): Katie Gallagher & Angela Panagiotopoulos
Tentatively Scheduled for December 8, 2021
Recommended for Educators of Grades 6-12

This workshop will focus on discussions about best practices in the English classroom and current struggles (skills vs. content, obstacles with independent reading, how to manage redos/reflections, Writers Workshop, etc.), by reflecting on popular strategies from Kittle, Beebe, and other ELA professionals. Participants will work together to create/revise lessons and assessments, and develop and strengthen skills in content practices and technology use. We recommend participants come as a team or from the same district.

*Note: Participants are expected to bring curricular materials that will help in creating/editing classroom material.

Fluency: The Bridge Between Word Recognition and Comprehension

Presenter(s): Amy Brown
Tentatively Scheduled for March 3, 2022
Recommended for Educators of Grades K-3

Fluency is the ability to read a text accurately, quickly, and with expression. Reading fluency is important because it provides a bridge between word recognition and comprehension. Readers who have not yet developed fluency read slowly and word by word; their oral reading is choppy. These readers must focus their attention on figuring out the words, leaving them little attention for understanding the meaning of the text. Participants will review the research on fluency development and explore a variety of ways to teach, practice, and promote fluency skills with students.

*Note: Registration for ASHA CEUs TBA



Orton Gillingham Teachers Roundtable

Presenter(s): Amy Brown

Tentatively Scheduled for April 12, 2022

Recommended for Educators of with OG certification

Orton Gillingham certified teachers, this is the opportunity you've been asking for! Join us for a day of tips and tricks, sharing best practices, lesson ideas, and technology specifically geared toward our lesson content. The day's agenda will be created by your interests and curiosities collected prior to this session. Look forward to a day dedicated to celebrating our instruction and strategies.

*Note: Participants should be Orton Gillingham certified.

Representation Matters: Meeting History of Disabled and LGBTQ+ Persons and Other Mandates in Our Classrooms and Our Curriculum

Presenter(s): Rachel Ring

Tentatively Scheduled for Grades K-5: November 8, 2021 & Grades 6-12: October 7, 2021 (CLOSED)

Recommended for Educators of Grades Pre-K-12

This workshop will help identify and discuss methods for incorporating diversity and inclusion into learning; particular attention will be paid to the LGBTQ+/Disability mandate and other terminology educators should know. Discussion will also include allyship and how to be an ally to colleagues, families, and students; how to handle opposition and challenges from parents. A review of available resources and materials for educators will be included.

Strategies for Close Reading

Presenter(s): Amy Brown

Tentatively Scheduled for January 6, 2022

Recommended for Educators of Grades 2-5

Cultivate critical reading habits that will make your students more attentive, thoughtful independent readers. In this workshop you will study the work of Kylene Beers and Robert Probst, authors of Notice and Note, and Chris Lehman, author of Falling in Love with Close Reading. Explore the notice and note signposts readers should attend to as they journey through a text and unlock the power of these signposts for improved comprehension through close reading.

Teaching with Multiculturalism and Diversity in Mind

Presenter(s): Courtney Carmichael

Tentatively Scheduled for January 20, 2022

Recommended for Educators of Grades Pre-K-12

New Jersey is very diverse. For example, 40 percent of residents are considered a minority race or ethnicity, 30 percent speak a language other than English, and nearly 300,000 consider themselves LGBTQ+. Multicultural resources help combat bullying and increase minority narratives in education. This workshop will make the case that literature and history can be both mirror and window into the diverse nature of our classes. The participants will examine the Amistad and Holocaust Commissions curricula, as well as newer LGBTQ+/Disability requirements. Participants will be able to find new resources, including literature examples, and develop lessons reflecting and recognizing the diversity of their students.



The Importance of Phonemic Awareness Instruction in the Primary Classroom

Presenter(s): Lauren Barbieri

Tentatively Scheduled for April 11, 2022

Recommended for Educators of Grades Pre-K-5

What if you could predict future outcomes in reading and spelling for your students? Phonemic awareness can do this. This workshop outlines what phonemic awareness is, the growing need for the 21st-century student to receive strong instruction in this area of the curriculum, and the creation of materials to implement this instruction in your classroom immediately.

*Note: Registration for ASHA CEUs TBA

Writing Workshop Teacher Toolkits!

Presenter(s): Meghan Pleus

Tentatively Scheduled for February 3, 2022

Recommended for Educators of Grades K-2

Writing Workshop toolkits can make your writing instruction more memorable, ambitious, and best yet... EFFICIENT. Learn how to create a kit to make your writing units organized and FULL of the most important tools to teach writing. Tools for your kit, whether a shared folder and/or a physical binder, include: anchor charts, paper choice options, exemplar student writing, teacher model examples, shared writing pieces, student checklists, rubrics, and matching mentor texts. Teachers will leave with an abundance of resources, learn some best practices, and start building their own toolkits to ease the process of planning writing units.

*Note: This workshop is designed for teachers already using or familiar with Writing Workshop.

**Note: Participants are expected to bring lesson plans and writing curriculum

Guidance/ School Counselors

ASCA School Counselor

Professional Standards and the ASCA National Model NEW

Presenter(s): Matthew Spatz

Tentatively Scheduled for March 16, 2022

Recommended for Educators of School Counselors

Meet with other school counselors to take a deeper dive into the ASCA School Counselor Professional Standards and Competencies which outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. Particular attention will be focused on the standards connected to culturally responsive counseling. Time will also be spent exploring the ASCA National Model, a framework for school counseling programs.

Health/PE

Athletic Coaches Roundtable NEW

Presenter(s): Michael Ives

Tentatively Scheduled for January 28, 2022

Recommended for Educators of Varsity & Sub-Varsity Athletic Coaches

The NVOT and NVD athletic programs are consistently among the top in the state. One of the strengths of our programs is the dedication of our outstanding coaches to our student-athletes. This Coaches Roundtable will provide our coaches an opportunity to collaborate with one another and share ideas on topics including leadership, creating a team culture, helping athletes with the recruiting process, working with parents, and more! Please join us as we work together to meet common challenges and continue the tradition of excellence within Northern Valley Athletics!

*Note: Participants should bring program rules, policies and coaching philosophies to share.



Creating Vision Boards as a Wellness Tool for Students and Educators **NEW**

Presenter(s): Donna Dolby

Tentatively Scheduled for January 7, 2022

Recommended for Educators of Grades Pre-K-12

Vision boards, visual representation of one's goals, are not just for setting goals such as owning a beach house in 10 years. This workshop will teach you how you can use visualization with your students to create goals for the class, their long-term dreams, and to foster an environment of hope to empower yourself and others during times of adversity. The technique will be modeled, and we will combine wellness strategies with art practices to create vision boards for ourselves as well. This workshop benefits everyone's mental and emotional health, and can be translated into the classroom as well. Come enjoy this new experience and empower yourself through goal setting and visualization.

Puberty: The Birds, the Bees, and the Basics

Presenter(s): Rachel Ring

Tentatively Scheduled for November 17, 2021

Recommended for Educators of Grades 3-6, PE/Health, CST, Nurses, etc.

Puberty is a time of enormous growth and change - physical, social, and emotional - for children and adolescents. It can be exciting and anxiety-provoking for our students and for the adults in their lives. Their questions are many, and just because we've gone through puberty ourselves doesn't mean we feel comfortable or well-equipped to teach about it! This workshop will review the changes of puberty, reproductive anatomy, and the reproductive system, and pregnancy/childbirth as these topics pertain to the NJ State Learning Standards in Comprehensive Health. We will discuss and share various classroom activities, strategies, and methods for teaching about puberty, as well as a framework for answering challenging questions about human development and sexuality. Online resources to supplement traditional educational materials will be shared as well.

Representation Matters: Meeting History of Disabled and LGBTQ+ Persons and Other Mandates in Our Classrooms and Our Curriculum

Presenter(s): Rachel Ring

Tentatively Scheduled for Grades K-5: November 8, 2021 & Grades 6-12: October 7, 2021 (CLOSED)

Recommended for Educators of Grades Pre-K-12

This workshop will help identify and discuss methods for incorporating diversity and inclusion into learning; particular attention will be paid to the LGBTQ+/Disability mandate and other terminology educators should know. Discussion will also include allyship and how to be an ally to colleagues, families, and students; how to handle opposition and challenges from parents. A review of available resources and materials for educators will be included.

Sexuality Education: Considerations for Students with Special Needs **NEW**

Presenter(s): Mark Lampert & Rachel Ring

Tentatively Scheduled for December 9, 2021

Recommended for Educators of Grades Pre-K-12, Nurses, Psychologists, CST, PT/OT

This workshop looks at how adolescent development for children with autism and other special needs shares features with and also diverges from that of their non-disabled peers. Discussions will include how to help prepare students for body changes, understanding concepts relating to consent and body autonomy, and how to modify lessons for non-verbal students. Working with families and handling sensitive topics such as privacy, nudity, and masturbation will also be addressed.



Substance Use and Disorders

Presenter(s): Lydia Greco

Tentatively Scheduled for April 8, 2022

Recommended for Educators of Grades Pre-K-12

This workshop will provide detailed information about substance use disorders. Participants will be provided with information about signs and symptoms to look for in students, as well as gain an in-depth understanding of the disease model of addiction. We will also discuss current trends in substance use, including vaping, alcohol, opioids, and marijuana. Additionally, resources for prevention and treatment will be explored. While this workshop will be beneficial for all grade levels, a stronger focus will be on grades 8-12.

Trending Topics in Teen Health and Sexuality **NEW**

Presenter(s): Rachel Ring

Tentatively Scheduled for October 13, 2021

Recommended for Educators of Grades 9-12, 7/8 Health, Athletic Coaches, Nurses/Counselors

This workshop will give participants the opportunity to delve into several different themes and issues pertaining to teens' identities and relationships; discussions will include ways to address consent and intimacy, relationship safety and types of abuse, and self-advocacy. As we strive to create a culture of inclusivity in our classrooms and communities, we will also consider current terminology, as well as specific issues that our LGBTQ+ students and their families may be facing. This interactive workshop will demonstrate various methodologies and activities that teachers can use to facilitate class discussions, and will provide ample resources (both printed and online).

Mathematics

Algebra, Geometry, and Precalculus on a Path to Success in Calculus

Presenter(s): Arpi Lajinian

Tentatively Scheduled for November 2, 2021

Recommended for Educators of Grades 9-12

This workshop will explore content from algebra, geometry, and precalculus that are most relevant to the study of calculus. It will highlight the coherence between mathematical ideas in these courses leading up to calculus. The workshop will also focus on strategies which can foster habits of mind that promote critical thinking, a deeper understanding of concepts, along with procedural fluency. Participants will leave with an understanding of the progression in the content leading up to calculus, along with instructional strategies that can lead to student success.

Deepening Mathematical Practice in the Pre-K-2 Classroom

Presenter(s): Connie Alcoser & Nicole Chamberlain

Tentatively Scheduled for January 13, 2022

Recommended for Educators of Grades Pre-K-2

The workshop model is an instructional structure that allows for a differentiated approach in the math classroom. This session will review current strategies that use the workshop model to embed deeper math practice in the pre-K-2 classroom. An emphasis will be on techniques to build a math community with your pre-K-2 students that allows for real-life relevance to math topics. Participants will consider ways to integrate number talks, shared problem solving, and guided math into their math block. Time will be provided to collaboratively plan lessons.



Elementary Math Teachers Unite!

Presenter(s): Amy Brown & Kelly Stevens

Tentatively Scheduled for January 25, 2022

Recommended for Educators of Grades Pre-K-4

Elementary math teachers, this is the workshop you've been asking for! Join us for a day of tips and tricks, sharing best practices, lesson ideas, and technology specifically geared to our youngest math learners. The day's agenda will be created by your interests and curiosities collected prior to this session. Look forward to a day dedicated to celebrating our early learners and meeting their needs with thoughtful math instruction.

Math Teacher Roundtable

Presenter(s): Danielle Nix

Tentatively Scheduled for Grades 6-8: January 10, 2022 (CLOSED) and Grades 9-12: October 18, 2021

Recommended for Educators of Grades 6-12

Do you need time to work with your colleagues on implementing student-centered lessons and/or assessments? Do you need time to work with your colleagues on unit planning or common assessments?

This session will consist of discussions of best practices in the mathematics classroom and current struggles. During our work together, participants will create/edit lessons and assessments, and work together to learn or better their skills in certain uses of technology. We recommend participants come as a team or from the same district.

*Note: Participants are expected to bring curricular materials that will aid in creating/editing classroom materials.

Mathematical Discourse in Action!

NEW

Presenter(s): Michael Ives & Danielle Nix

Tentatively Scheduled for March 18, 2022

Recommended for Educators of Grades 9-12

Are you looking to create a culture of open conversation and engagement in your mathematics classroom? By changing the way we ask our questions and encourage students to ask questions of their own, we can create an environment with rich mathematical conversations in a student-centered setting. In this workshop, participants will explore techniques to foster our students' abilities to articulate their own conjectures and seriously consider their peers' perspectives as a way to construct mathematical understandings. Join us as we share ideas and participate in live classroom visits to break down effective strategies to promote mathematical discourse in a 9-12 setting.

Music

Band Director's Toolkit

Presenter(s): Amy Wilcox

Tentatively Scheduled for January 21, 2022

Recommended for Educators of Grades 6-12

This active workshop is an opportunity to collaborate with other band directors to share and develop best practices. Time will be dedicated to discussing implementation in addition to adapting practices to meet the individual teacher's professional goals.

Choral Director's Toolkit

Presenter(s): Heather Buchanan & Jonathan Harris

Tentatively Scheduled for January 26, 2022

Recommended for Educators of Grades K-12

This workshop will address various aspects of rehearsing vocal music ensembles and best practices in grades K-12. The participants will experience these practices from both the student and teacher perspectives. Participants will be able to use these practical tools immediately in their classroom with their students.



Science

Creating Standards-Based Assessments Aligned to the Science Curriculum **NEW**

Presenter(s): Joanne Werner

Tentatively Scheduled for February 15, 2022

Recommended for Educators of Grades 5-8

Standards-based instruction and assessment guides planning and instruction and helps both teacher and students keep their focus on the learning target. Participants will use backward design to create assessments aligned with the performance expectations of the NJSLS for science as they are organized in the NV curriculum. The objective of this session is to develop multiple formative assessments that are not grading intensive, and one or more culminating summative assessments - rubric and all - for one unit of study.

Developing NGSS-Aligned Lessons for the Elementary Classroom

Presenter(s): Silvia Jost

Tentatively Scheduled for December 13, 2021

Recommended for Educators of Grades K-5

Building well-crafted and purposeful lessons that incorporate the three dimensions of the NGSS is important in a classroom with limited time for science. This workshop will focus on understanding the NGSS structure, crafting lessons that incorporate the three dimensions, developing related STEM projects and assessments. Participants will be able to engage in curriculum discussions and collaborate on the writing and development of lessons with grade-level colleagues.

*Note: Participants are expected to bring a lesson or two that they would like to work on.

Hands-on Activities for NGSS Lessons

NEW

Presenter(s): Silvia Jost

Tentatively Scheduled for January 24, 2022

Recommended for Educators of Grades K-4

Join us to explore, experiment, and evaluate hands-on activities for your NGSS lessons. Collaborate with teachers to design activities that help students deepen their understanding, collect evidence for their claims, or develop their argument-driven statements. Resources will be shared and time will be given to write activities tied to phenomenon.

*Note: Participants are expected to bring lessons for which they would like to develop activities.

Science Teacher Roundtable: 1/2-day session **NEW**

Presenter(s): Joanne Werner

Tentatively Scheduled for March 11, 2022

Recommended for Educators of Grades 5-8

Join middle school science teachers for discussion about best practices in the science classroom (and current challenges). During our work together, participants will collaboratively create/revise lessons and assessments, and work together to learn and strengthen their skills in content practices and technology use.

*Note: This is a 1/2-day session, 8:30-11:30 AM.



Using Existing Experiments to Get Evidence and Form CERs

Presenter(s): Joanne Werner

Tentatively Scheduled for April 13, 2022

Recommended for Educators of Grades 5-8

The terminology is rather new but science teachers do CERs all the time. This workshop will focus on writing clear objectives to help students create claims. We will start with structured inquiry activities, a great way to start a unit while collecting evidence, then move to guided inquiry with teacher-created objectives and student-created procedures for collecting evidence. Roundtable discussion will be encouraged for refining the norms for grade-level competency with CER writing.

Social Studies

10 Crucial Days: The Turning Point of the American Revolution!

Presenter(s): Ron Romano

Tentatively Scheduled for October 5, 2021

Recommended for Educators of Grades Pre-K-12

The American Revolution almost ended within six months of the signing of the Declaration of Independence. Find out how New Jersey saved the Revolution during the time known as the Ten Crucial Days. Trace George Washington's retreat from Fort Lee to the site of the famous crossing of the Delaware River to the exciting victories at Trenton and Princeton. Find out how George Washington was able to rally his dwindling forces to stage the most dramatic victory the nation has ever known! The workshop includes studying what actually occurred during the famous retreat across the state and the dramatic battles that took place in Trenton and Princeton. For anyone who has studied or taught the American Revolution this workshop is for you! Participants will enhance their geography skills, historical knowledge, pride in the role their state played in the founding of our nation, as well as virtually visit some of the most important sites in our nation.

A Historical Tour of Paterson: The Great Falls, Silk City, and Labor Unrest

Presenter(s): Ron Romano

Tentatively Scheduled for April 6, 2022

Recommended for Educators of Grades Pre-K-12

Paterson has a long history that shifted our nation from dependent on agriculture to become the greatest industrial nation in the world. Unfortunately, most people have a negative view of New Jersey's industrial capital. Come along to discover Paterson and the Great Falls that influenced Alexander Hamilton to plan the city as the first industrial center. Learn how silk became the key to economic prosperity for many years followed by other industries such as sailcloth, the famous Colt revolver, paper, locomotive manufacturing, and the Wright Brothers airplane. Learn about the famous Patersonians who played a major role in literature, the arts, politics, and sports followed by the rise of labor unions that greatly influenced industry in the 20th Century. We will visit the Great Falls of Paterson, The Paterson Museum, Lambert Castle, and the Botto House Labor Museum.

Document-Based Questions and the Cross-Curricular Experience

Presenter(s): Toby Murphy & Christine Reynolds

Tentatively Scheduled for December 17, 2021

Recommended for Educators of Grades 6-12

This workshop will discuss the cross-curricular experience between the language arts and social studies classroom. Participants will learn about ways to promote collaboration between language arts and social studies teachers, with a focus on document-based questions. Participants will be given tools, strategies, and lesson examples, as well as be able to brainstorm ways to implement this in their own classrooms.



Integrating Sports History into Your Social Studies Classroom - Part II NEW

Presenter(s): Damon Affinito

Tentatively Scheduled for November 15, 2021

Recommended for Educators of Grades 5-12

From the ancient Olympic Games to the modern civil rights movement, from the World Series to the World Cup, from Native Americans to celebrity athletes, from urbanization to apartheid, and from geography to economics, sports history connects to every social studies discipline at every grade level. This workshop will explore the many connections between sport and social studies and will provide participants with lessons and activities for use in their classes. Through the use of primary source materials including photographs, videos, lecture, and discussion, this workshop will enhance understanding of the relationship between sports and social studies, will inspire participants to incorporate the workshop materials into their lessons. Participants will leave this session with ready-to-use activities, ideas for greater extension, and a more complete understanding of how athletics intersect with geography, politics, race, class, gender, and other social studies themes.

*Note: Part I of this workshop is not a prerequisite.

Representation Matters: Meeting History of Disabled and LGBTQ+ Persons and Other Mandates in Our Classrooms and Our Curriculum

Presenter(s): Rachel Ring

Tentatively Scheduled for Grades K-5: November 8, 2021 & Grades 6-12: October 7, 2021 (CLOSED)

Recommended for Educators of Grades Pre-K-12

This workshop will help identify and discuss methods for incorporating diversity and inclusion into learning; particular attention will be paid to the LGBTQ+/Disability mandate and other terminology educators should know. Discussion will also include allyship and how to be an ally to colleagues, families, and students; how to handle opposition and challenges from parents. A review of available resources and materials for educators will be included.

Social Studies Roundtable NEW

Presenter(s): Joseph Polvere

Tentatively Scheduled for November 3, 2021

Recommended for Educators of Grades Pre-K-12

This workshop will explore relevant social studies strategies for all grade levels. Participants will engage in dialogue on current challenges and best practices when teaching social studies while gaining an understanding of the continuum of social studies instruction throughout a student's academic experience.

Teaching the Significance of 9/11 to a Generation Who Didn't Experience It NEW

Presenter(s): Christine Massaro

Tentatively Scheduled for September 9, 2021

Recommended for Educators of Grades 7-12

With the 20th anniversary of the 9/11 attacks in 2021, how do we impart the significance of that day for a generation with no memory? Participants will explore strategies to facilitate learning of this important and relatively modern date in US history.

Teaching with Multiculturalism and Diversity in Mind

Presenter(s): Courtney Carmichael

Tentatively Scheduled for January 20, 2022

Recommended for Educators of Grades Pre-K-12

New Jersey is very diverse. For example, 40 percent of residents are considered a minority race or ethnicity, 30 percent speak a language other than English, and nearly 300,000 consider themselves LGBTQ+. Multicultural resources help combat bullying and increase minority narratives in education. This workshop will make the case that literature and history can be both mirror and window into the diverse nature of our classes. The participants will examine the Amistad and Holocaust Commissions curricula, as well as newer LGBTQ+/Disability requirements. Participants will be able to find new resources, including literature examples, and develop lessons reflecting and recognizing the diversity of their students.



Special Education

Sexuality Education: Considerations for Students with Special Needs **NEW**

Presenter(s): Mark Lampert & Rachel Ring

Tentatively Scheduled for December 9, 2021

**Recommended for Educators of Grades Pre-K-12,
Nurses, Psychologists, CST, PT/OT**

This workshop looks at how adolescent development for children with autism and other special needs shares features with and also diverges from that of their non-disabled peers. Discussions will include how to help prepare students for body changes, understanding concepts relating to consent and body autonomy, and how to modify lessons for non-verbal students. Working with families and handling sensitive topics such as privacy, nudity, and masturbation will also be addressed.



Theatre Arts

Drama-Based Instruction (DBI) as a Means to Promote Student Engagement **NEW**

Presenter(s): Susan Van Buskirk

Tentatively Scheduled for November 1, 2021

Recommended for Educators of Grades 6-12

DBI is a collection of teaching tools (including activating dialogue, theatre games as metaphor, image work, and role work) designed to be used in conjunction with the classroom curriculum to keep your students actively involved in the learning process. The instructional techniques, drawn from the world of theatre and other expressive arts, emphasize the broader goals of problem-solving and creative thinking through the creation of a kinesthetic, interactive experience. Following a discussion of the growing body of academic research on DBI, we will jump right in and build a toolkit full of theatre games and acting exercises designed to engage students and immediately help create an environment for focused inquiry and cross-curricular learning opportunities.

*Note: Participants should dress comfortably and be prepared to move.

**Note: Registration for ASHA CEUs TBA

World Language

Bitmoji Classroom and Interactive Notebook **NEW**

Presenter(s): Diana Colondres

Tentatively Scheduled for September 30, 2021

Recommended for Educators of beginning levels of World Languages

Explore the Bitmoji classroom and interactive notebooks! Bitmoji classrooms create real-world connections for learners, add an element of fun to learning, and encourage engagement of and communication with students. Participants will learn how to create and implement their own interactive Bitmoji classroom, including how to access templates. Interactive notebooks are a central space where students can create, write, and make meaning. Interactive notebooks help students organize and synthesize their thoughts, build and strengthen student-teacher-parent interaction, track growth over time, and extend learning. Participants will learn how to create and implement interactive notebooks with their students



Fill Your Toolbox! Ideas for the World Language Classroom

Presenter(s): Diana Colondres & Rosa Starr

Tentatively Scheduled for March 10, 2022

Recommended for Educators of beginning levels of World Languages

With the changes in technology, it's important for the world language community to integrate both traditional and new authentic resources. In this workshop, teachers will enhance their toolkit by exploring several applications including Google Earth/Maps, YouTube, and the use of infographics. Through these tools, teachers will gain knowledge and skill in how best to incorporate authentic materials into engaging lessons. Additionally, participants will discuss strategies for creating activities that will assess students' proficiency in the three communicative modes: interpretive, interpersonal, and presentational. Leave this workshop with an engaging lesson that is appropriate for both your grade and language level!



Social and eMOtional

ASCA School Counselor Professional Standards and the ASCA National Model NEW

Presenter(s): Matthew Spatz

Tentatively Scheduled for March 16, 2022

Recommended for Educators of School Counselors

Meet with other school counselors to take a deeper dive into the ASCA School Counselor Professional Standards and Competencies which outline the mindsets and behaviors that school counselors need to meet the rigorous demands of the school counseling profession and the needs of the K-12 students. Particular attention will be focused on the standards connected to culturally responsive counseling. Time will also be spent exploring the ASCA National Model, a framework for school counseling programs.

Awakening Joy

Presenter(s): Debbie Shapiro

Tentatively Scheduled for January 5, 2022

Recommended for Educators of Grades Pre-K-12

Joy, like happiness, is something that can be cultivated and has the capacity to engender wellness, resilience, and success in ourselves and our students. Unlike happiness, though, which is measured over time, joy is something that can be recognized and experienced in this moment, while having an impact that extends beyond the moment of joy itself. In this workshop, participants will learn researched ways to work with both the mind and the environment to bring joy to themselves and, because feelings are contagious, to others. A focus will be on how to transfer this practice to the classroom to awaken joy in students.

Classwide Strategies to Promote Positive Behavior and Social Skills

Presenter(s): Melanie Arnold & Laura Wiseman

Tentatively Scheduled for February 10, 2022

Recommended for Educators of Grades Pre-K-8

A goal of effective instruction is to create an engaging setting where all students can participate to increase achievement. This workshop is designed to aid teachers in maximizing structure in the classroom and to increase learning. Opportunities will be given to help teachers develop predictable routines while incorporating pro-social behaviors. zClasswide behavior support plans and the importance of understanding challenging behavior and its function will be discussed. Participants will walk away with ways to embed social skills into daily schedules and have an opportunity to “make and take” tools to utilize in their classrooms.

*Note: Registration for ASHA CEUs TBA



Classwide Strategies to Promote Positive Behavior and Social Skills - Part II

Presenter(s): Melanie Arnold & Laura Wiseman

Tentatively Scheduled for March 23, 2022

Recommended for Educators of Grades Pre-K-8

Come spend the day problem-solving ways to address common classroom challenges including work refusal, disruptive behavior, inappropriate social skills, and emotional dysregulation. This workshop will focus on providing proactive strategies and discussing best teaching practices when faced with difficult behaviors. Participants will engage in guided discussions that will allow for troubleshooting frequent barriers to student success. Opportunities will be given to create plans and materials that can be utilized right away in the classroom.

*Note: "Classwide Strategies to Support Positive Behavior and Social Skills" is a prerequisite for this workshop.

**Note: Registration for ASHA CEUs TBA

Creating Vision Boards as a Wellness Tool for Students and Educators **NEW**

Presenter(s): Donna Dolby

Tentatively Scheduled for January 7, 2022

Recommended for Educators of Grades Pre-K-12

Vision boards, visual representation of one's goals, are not just for setting goals such as owning a beach house in 10 years. This workshop will teach you how you can use visualization with your students to create goals for the class, their long-term dreams, and to foster an environment of hope to empower yourself and others during times of adversity. The technique will be modeled, and we will combine wellness strategies with art practices to create vision boards for ourselves as well. This workshop benefits everyone's mental and emotional health, and can be translated into the classroom as well. Come enjoy this new experience and empower yourself through goal setting and visualization.

Cultivating Unconditional Self-Esteem

Presenter(s): Debbie Shapiro

Tentatively Scheduled for February 9, 2022

Recommended for Educators of Grades Pre-K-12

High self-esteem is often maligned and misunderstood. Genuine self-esteem, though, does not have the often-cited drawbacks of arrogance and aggression and is, according to Nathaniel Branden, "a vitally important psychological need...essential to normal and healthy development." Genuine self-esteem is associated with being more successful, happy, open, generous, and resilient, and people who have it are better listeners who are more independent, work better with others, are less defensive, and are better able to handle difficult situations. In this workshop, learn what the components and pillars of genuine self-esteem are, and learn myriad ways to increase your own self-esteem with scientifically-informed information and exercises. The workshop will also cover ways adults can support students in developing their own self-esteem.



Designing Professional Learning Experiences for Adult Learners

Presenter(s): Kathleen O'Flynn

Tentatively Scheduled for October 5, 2021

Recommended for Educators of Grades Pre-K-12

Engaging, relevant, transferable, and challenging are adjectives describing effective professional learning. For those who are currently providing training for peers or hope to do so in the future, this workshop is a great opportunity to increase effectiveness for teaching adult learners. Participants will examine guidelines for developing and implementing powerful professional learning strategies that honor the learners' expertise, experiences, and skills. Opportunities will be provided to apply these skills and enhance current approaches/materials, or create a plan which includes well-designed content, collaborative aspects, balanced participation, and presentation jazz.

*Note: Recommended for first-time workshop facilitators.

Diversity, Equity, and Inclusion Book Club NEW

Presenter(s): Anne Paolucci

Tentatively Scheduled for three 1/2-day sessions: October 1, 2021, December 21, 2021, & March 1, 2022

Recommended for Educators of Grades Pre-K-12

During this three-session book club experience, participants will discuss approaches to understanding and dismantling topics around equity and racism. Conversations will focus on using the text to work towards embracing the role of an equity-literate educator. The first text of focus will be *Caste* by Isabel Wilkerson. Future texts will be chosen by the group's participants.

*Note: This is a three-session workshop, each session will be 1/2 day.

**Note: Participants will be responsible for securing copies of each text.

Drama-Based Instruction (DBI) as a Means to Promote Student Engagement NEW

Presenter(s): Susan Van Buskirk

Tentatively Scheduled for November 1, 2021

Recommended for Educators of Grades 6-12

DBI is a collection of teaching tools (including activating dialogue, theatre games as metaphor, image work, and role work) designed to be used in conjunction with the classroom curriculum to keep your students actively involved in the learning process. The instructional techniques, drawn from the world of theatre and other expressive arts, emphasize the broader goals of problem-solving and creative thinking through the creation of a kinesthetic, interactive experience. Following a discussion of the growing body of academic research on DBI, we will jump right in and build a toolkit full of theatre games and acting exercises designed to engage students and immediately help create an environment for focused inquiry and cross-curricular learning opportunities.

*Note: Participants should dress comfortably and be prepared to move.

**Note: Registration for ASHA CEUs TBA

Enhancing Wellness for You and Your Students NEW

Presenter(s): Lydia Greco

Tentatively Scheduled for October 22, 2021

Recommended for Educators of Grades Pre-K-12

The WHO (World Health Organization) defines wellness as "an active process of becoming aware of and making choices toward a healthy and fulfilling life." In this workshop, we will talk about how to engage in social-emotional learning in hybrid or remote learning environments, supporting teacher well-being, the benefits of Zen or wellness rooms and wellness committees, and strategies to enhance student connection and belonging.



Executive Functioning: What Is It and What to Do When It's Not Working: 1/2-day session

Presenter(s): Steven Korner

Tentatively Scheduled for April 4, 2022

Recommended for Educators of Grades Pre-K-12

Executive functions are brain processes that direct and cue students to access their cognitive abilities. They have been likened to act like an orchestra conductor, directing when to play, how loud or soft, etc. What are teachers to do when students' executive functions are not working well? The purpose of this workshop will be to discuss the important executive functions, including activation, focusing, effort, memory, inhibition, cognitive switching, and planning and organization; how deficits in these functions manifest themselves in the classroom; and strategies that can be applied to compensate for these significant problems in brain wiring.

*Note: This is a 1/2-day session, 8:30-11:30 AM.

**Note: Registration for ASHA CEUs TBA

Fierce Conversations

Presenter(s): Kathleen O'Flynn

Tentatively Scheduled for January 19, 2022

Recommended for Educators of Grades Pre-K-12

Susan Scott, author of *Fierce Conversations* purports, "The conversation is the relationship!" This engaging interactive session will introduce participants to three transformational ideas and seven principles that will shift basic understandings of conversations and the power they hold achieving results, and building leadership. Participants will learn how to tackle their toughest challenges while building an open, direct, and respectful culture. *Fierce Conversations* will demonstrate how to transform everyday conversations into effective and powerful tools to deliver the important messages. The goal of *Fierce Conversations* is to develop more dynamic and more effective interactions "one conversation at a time."

Finding the Right Approach: Part I. Understanding Students Emotional Needs in Your School Community & Part II. Recognizing Wellness and the Emotional Health of All Educators in Your School Community

Presenter(s): Aimee Edwards, Kim Faustini & Justin Saxon

Tentatively Scheduled for Part I: February 18, 2022 & Part II: April 5, 2022

Recommended for Educators of Grades Pre-K-12

This is a two-day workshop series focusing on the emotional challenges students face, as well as self-care and wellness for educators.

Part one will focus on an overview of the mental health crises in schools, understanding the spectrum of the emotional needs of all learners in the school community and providing practical strategies and collaborating to brainstorm new ideas to meet learners where they are socially and emotionally. There will also be a focus on what community commitment is needed in conjunction with the various necessary supports to have all learners who struggle with emotional challenges find success in the school communities.

Part two focuses on promoting self-awareness and emotional wellness in educators and recognizes, as well as targets self-care, emotional triggers, and ways in which educators can slow their pace in a fast-paced system. This section allows for open and honest communication amongst educators while fostering wellness, mindfulness, and emotional growth.

Note: This is a two-day workshop.



Impact of Emotions on Learning

Presenter(s): NVCC Staff

Tentatively Scheduled for January 21, 2022

Recommended for Educators of Grades Pre-K-12

Emotion is important in education as it drives attention, which in turn drives learning. A basic understanding of the emotional brain system is essential for educators. The area of the brain known to be significant in our emotional lives serves as a constant monitor of the environment and can enhance or impede learning. Attendees will participate in a discussion of various mind states that impact the learning process. In addition, strategies that can be used to maximize learning and retention, promote a sense of safety within students in high-stress environments, and enhance creative thinking will be presented.

Investing in Mental Health: Part I

Presenter(s): Katherine Doherty, Katie Gallagher & Deanna Hallberg

Tentatively Scheduled for October 8, 2021

Recommended for Educators of Grades Pre-K-12

Let's face it, life is stressful and demanding and all of us have felt stressed and overwhelmed with the everyday parts of life. But the question is what do we do about it? When do we provide the time to check in with ourselves? Better yet, as teachers when do we allow our students to check in with themselves? Leading psychologists have identified that stress comes in many forms. This course is intended to provide educators with tools they can use with their students and also with themselves. This workshop will identify the three different existing forms of stress, how our bodies react to stress, and how to deal with the most pressing form of stress. Participants will take a look at the different strategies and tools that can be used to address and help students deal with stress. Participants will come away with invaluable mental wellness tools that can be modeled for students.

Investing in Mental Health: Part II

Presenter(s): Katherine Doherty, Katie Gallagher & Deanna Hallberg

Tentatively Scheduled for November 19, 2021

Recommended for Educators of Grades Pre-K-12

You may ask yourself, "What is the quality of my mind at work? How do I feel throughout the day, and what can I do to help handle my own stress before I begin to handle the stresses of my students?" In our second follow-up session we delve even further into MBSR (Mindful-based Stress Reduction) and the varying techniques that you can use both at work and outside of work. We will look at the research and science behind wellness and mindfulness, as well as the Eastern holistic views. Lastly, we will explore the importance of laughter in your overall wellness and what you can do to promote it. This course will offer some relaxation positions, as well as taking what we call an "awe walk" so please dress comfortably and come with an open mind.

Leveraging the Power of Awe ^{NEW}

Presenter(s): Debbie Shapiro

Tentatively Scheduled for March 7, 2022

Recommended for Educators of Grades Pre-K-12

Awe is the feeling we get in the presence of something so vast that it gives us a new perspective on the world and our place in it. We don't have to coordinate a field trip to the Grand Canyon to experience awe; it is something that we can help ourselves and our students experience right here, right now. In addition to the many physical, emotional, and cognitive benefits of awe, awe has the potential to "help students understand themselves as part of a larger community, be it the classroom, locally, or globally" and to "help them discover a deeper purpose in life" (Dr. Paul Piff, Dr. Vicki Zakrzewski). Furthermore, "By integrating awe into the classroom, teachers can increase attention, involvement, and presence. What's more is it can help students find personal meaning in their coursework" (Dr. Erica Warren). In this workshop, participants will learn what awe is, how to cultivate and inspire awe, and what they can do to leverage the power of awe in their classrooms and with their students.



Managing Mental Health Within Our School Communities: 1/2-day session

NEW

Presenter(s): Kim Faustini & Justin Saxon

Tentatively Scheduled for October 18, 2021

Recommended for Educators of Grades Pre-K-12

Mental health educational specialists will host and facilitate an in-depth conversation about community-wide mental health needs within schools and how to create cohesive teams who focus on the challenging matters of mental health within our educational communities. This discussion will focus on:

1. What are identifiable areas of supports needed for students and staff?
2. What will the recovery process from the disruptions and trauma of COVID-19 for students and staff look like?
3. How can a community develop and design teams and processes which focus on mental health?

*Note: This workshop is open to all professional staff to include administrators, guidance counselors, teachers, case managers, and any other educators committed to making emotional wellness a priority in their school community.

**Note: This is a 1/2-day session, 8:30-11:30 AM.

Puberty: The Birds, the Bees, and the Basics

Presenter(s): Rachel Ring

Tentatively Scheduled for November 17, 2021

Recommended for Educators of Grades 3-6, PE/Health, CST, Nurses, etc.

Puberty is a time of enormous growth and change - physical, social, and emotional - for children and adolescents. It can be exciting and anxiety-provoking for our students and for the adults in their lives. Their questions are many, and just because we've gone through puberty ourselves doesn't mean we feel comfortable or well-equipped to teach about it! This workshop will review the changes of puberty, reproductive anatomy, and the reproductive system, and pregnancy/childbirth as these topics pertain to the NJ State Learning Standards in Comprehensive Health. We will discuss and share various classroom activities, strategies, and methods for teaching about puberty, as well as a framework for answering challenging questions about human development and sexuality. Online resources to supplement traditional educational materials will be shared as well.

Representation Matters: Meeting History of Disabled and LGBTQ+ Persons and Other Mandates in Our Classrooms and Our Curriculum

Presenter(s): Rachel Ring

Tentatively Scheduled for Grades K-5: November 8, 2021 & Grades 6-12: October 7, 2021 (CLOSED)

Recommended for Educators of Grades Pre-K-12

This workshop will help identify and discuss methods for incorporating diversity and inclusion into learning; particular attention will be paid to the LGBTQ+/Disability mandate and other terminology educators should know. Discussion will also include allyship and how to be an ally to colleagues, families, and students; how to handle opposition and challenges from parents. A review of available resources and materials for educators will be included.



Sexuality Education: Considerations for Students with Special Needs NEW

Presenter(s): Mark Lampert & Rachel Ring
Tentatively Scheduled for December 9, 2021

Recommended for Educators of Grades Pre-K-12, Nurses, Psychologists, CST, PT/OT

This workshop looks at how adolescent development for children with autism and other special needs shares features with and also diverges from that of their non-disabled peers. Discussions will include how to help prepare students for body changes, understanding concepts relating to consent and body autonomy, and how to modify lessons for non-verbal students. Working with families and handling sensitive topics such as privacy, nudity, and masturbation will also be addressed.

Social-Emotional Learning

Presenter(s): Virginia Senande
Tentatively Scheduled for February 11, 2022

Recommended for Educators of Grades Pre-K-12

Successful implementation of Social Emotional Learning (SEL) practices can result in positive behaviors, increased academic success, and caring communities. This workshop will explore the five competencies of Social Emotional Learning developed by CASEL and adopted by the NJ DOE: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. After examining the five competencies, participants will explore areas in their curriculum where SEL can be infused and will plan learning for their students on this topic.

*Note: Registration for ASHA CEUs TBA

Substance Use and Disorders

Presenter(s): Lydia Greco
Tentatively Scheduled for April 8, 2022

Recommended for Educators of Grades Pre-K-12

This workshop will provide detailed information about substance use disorders. Participants will be provided with information about signs and symptoms to look for in students, as well as an in-depth understanding of the disease model of addiction. We will also discuss current trends in substance use, including vaping, alcohol, opioids, and marijuana. Additionally, resources for prevention and treatment will be explored. While this workshop will be beneficial for all grade levels, a stronger focus will be on grades 8-12.

Successful Mentoring

Presenter(s): Kathleen O'Flynn
Tentatively Scheduled for September 29, 2021

Recommended for Educators of Grades Pre-K-12

The complex nature of mentoring speaks to the benefits for current and prospective mentors to attend this training. Clarity of roles and responsibilities as well as helpful techniques to maximize effectiveness will be explored. Participants will gain insight into individual mentor and protégé needs through a variety of instruments, discussions, and reflections. In accordance with the New Jersey Professional Standards for teachers, the new mandates of TeachNJ, and mentoring revisions (May 2014), this workshop recognizes that collegial support and interaction are essential to the success of every aspect of education.

*Note: This workshop meets for two days.



Teaching with Multiculturalism and Diversity in Mind

Presenter(s): Courtney Carmichael

Tentatively Scheduled for January 20, 2022

Recommended for Educators of Grades Pre-K-12

New Jersey is very diverse. For example, 40 percent of residents are considered a minority race or ethnicity, 30 percent speak a language other than English, and nearly 300,000 consider themselves LGBTQ+. Multicultural resources help combat bullying and increase minority narratives in education. This workshop will make the case that literature and history can be both mirror and window into the diverse nature of our classes. The participants will examine the Amistad and Holocaust Commissions curricula, as well as newer LGBTQ+/Disability requirements. Participants will be able to find new resources, including literature examples, and develop lessons reflecting and recognizing the diversity of their students.

The Three Rs: Relationships, Responsibility and Regulation: A Vehicle for Trauma-Informed Classrooms NEW

Presenter(s): Deborah Bajakian & Kristen Sellix

Tentatively Scheduled for October 6, 2021

Recommended for Educators of Grades Pre-K-12

Have you ever wondered what constitutes a healthy student-teacher relationship (the 3Rs) or how these relationships promote student engagement in learning? What are the benefits to us as educators and to our students when we foster these relationships? Participants will examine how these types of relationships can lead to stress reduction, healthy attachments, boundaries, and development of coping skills. Participants will also explore responsibility and regulation as vehicles for trauma-informed classrooms and be able to define trauma-informed schools, as well as understand little t and big T traumas.

Topics in Educational Psychology NEW

Presenter(s): Joseph Polvere

Tentatively Scheduled for March 21, 2022

Recommended for Educators of Grades Pre-K-12

This workshop will review key concepts and theories of educational psychology, such as qualities of good teachers and the theories of experts including Piaget, Vygotsky, Erikson, Kohlberg, Baumrind, Brofenbrenner, and Gardner. Participants will also examine research on gender and education, the role of attention and learning, constructivist theory, and strategies to support motivation in the classroom. Participants will explore ways to best apply the theories of educational psychology to their practices so as to enhance their classroom instruction. Time will be given to collaboratively revise lessons utilizing the concepts explored in the workshop.

Note: Participants are expected to bring a lesson plan to work on.



Trending Topics in Teen Health and Sexuality NEW

Presenter(s): Rachel Ring

Tentatively Scheduled for October 13, 2021

Recommended for Educators of Grades 9-12, 7/8 Health, Athletic Coaches, Nurses/Counselors

This workshop will give participants the opportunity to delve into several different themes and issues pertaining to teens' identities and relationships; discussions will include ways to address consent and intimacy, relationship safety and types of abuse, and self-advocacy. As we strive to create a culture of inclusivity in our classrooms and communities, we will also consider current terminology, as well as specific issues that our LGBTQ+ students and their families may be facing. This interactive workshop will demonstrate various methodologies and activities that teachers can use to facilitate class discussions, and will provide ample resources (both printed and online).

Unlocking Our Stress-Response Cycles: Working With Anxiety, Not Against It

NEW

Presenter(s): Gina Restivo & Kristen Sellix

Tentatively Scheduled for February 4, 2022 and March 28, 2022

Recommended for Educators of Grades Pre-K-12

This workshop will explore ways to use anxiety to one's benefit. Participants will explore strategies to help manage student-based anxiety, consider the residual impact of COVID-19 and the disruption to normal routines, as well as learn to manage our own needs as educators so we can model healthy coping strategies. Participants will come away with tools that can be utilized within various classroom settings/age groups.



Using the Patterns of Strengths and Weaknesses Model to Diagnose Learning Disabilities and Inform Instructional Strategies

Presenter(s): Steven Korner

Tentatively Scheduled for December 15, 2021

Recommended for Educators of Grades Pre-K-12

Child study team evaluations have traditionally focused on the determination of eligibility using the ability-discrepancy model, however there has been a disconnect between the test findings and their applicability for instruction. A change in the federal law that permits the use of a third option in diagnosing learning disabilities paved the way for the use of the Patterns of Strengths and Weaknesses (PSW) model which is considered in the professional literature the best practice with respect to diagnosing learning disabilities and providing a way to translate the information about students' cognitive and neuropsychological functioning into everyday teaching strategies that make practical sense. The purpose of this workshop is to describe the PSW model and to show the linkages between test findings emanating from the model and instructional strategies that teachers can use in the classroom. Education professionals will learn how to better interpret test findings and professionals will learn how to translate test findings into instructional strategies and accommodations to better support students. They will also be able to show parents how to better interpret the findings.

What Does Brain Research Tell Us About Stress, Teaching, and Learning?

Presenter(s): Arpi Lajinian & Maryann Lovelace

Tentatively Scheduled for September 27, 2021 and March 30, 2022

Recommended for Educators of Grades Pre-K-12

This workshop will highlight takeaways from the recent Learning and the Brain conference, which focused on Educating the Anxious Mind. The latest findings from brain research help us better understand the effects of stress on learning and memory. Participants will learn about research-based strategies to manage and balance stress for teachers and students, to create learning environments and pedagogies that improve memory quality and enhance learning. Participants will leave with tools they can use when planning or modifying lessons.

WORKSHOP CLOSED



Technology

Bitmoji Classroom and Interactive Notebook **NEW**

Presenter(s): Diana Colondres

Tentatively Scheduled for September 30, 2021

Recommended for Educators of beginning levels of World Languages

Explore the Bitmoji classroom and interactive notebooks! Bitmoji classrooms create real-world connections for learners, add an element of fun to learning, and encourage engagement of and communication with students. Participants will learn how to create and implement their own interactive Bitmoji classroom, including how to access templates. Interactive notebooks are a central space where students can create, write, and make meaning. Interactive notebooks help students organize and synthesize their thoughts, build and strengthen student-teacher-parent interaction, track growth over time, and extend learning. Participants will learn how to create and implement interactive notebooks with their students.

Blended Learning: Leveraging Technology in the Classroom

Presenter(s): Marc Cicchino

Tentatively Scheduled for December 3, 2021

Recommended for Educators of Grades 6-12

By most definitions, a blended learning classroom is one that combines the features of a traditional classroom and an online classroom, allowing students some measure of autonomy in the pace and place of their learning. With the myriad of technological tools at teachers' disposal, creating a blended learning environment is more possible than ever before! In this workshop, educators will have the opportunity to hear about one teacher's successes and failures during the process of trying to create a blended learning environment for his students. Participants will also have time to explore and practice using the various technology tools that can help facilitate this kind of classroom. Furthermore, this workshop will discuss ways to incorporate Universal Design for Learning (UDL) frameworks in the design of blended learning lessons and explore various technologies that can help facilitate this.



Click, Click, Create! Google Sites for Beginners: 1/2-day session

Presenter(s): Kelly Stevens

Tentatively Scheduled for October 15, 2021

Recommended for Educators of Grades Pre-K-12

Have you ever thought about creating your own website from scratch? With Google Sites, it's easy as a few clicks! As a part of the Google Suite, Google Sites is an incredibly powerful, yet easy-to-use tool. Whether you are looking to set up a website of your own or have another tool where students can express their learning, this workshop will cover the basics of Sites. After learning how to add different components, such as video and images, you will have time to create a site for you or your students to use in your classroom!

*Note: This is a 1/2-day session, 8:30-11:30 AM.

Design Thinking ^{NEW}

Presenter(s): Joanne Iyo

Tentatively Scheduled for October 14, 2021

Recommended for Educators of Grades K-8

Work collaboratively with other teachers to better understand the revised 8.1 and 8.2 Computer Science and Design Thinking Standards and plan for implementation in 2021. Participants will collaboratively explore these new standards as a group, leaving with one or two sample projects for each grade level.

Digital Learning and Assessment Tools

Presenter(s): Kelly Stevens

Tentatively Scheduled for December 10, 2021

Recommended for Educators of Grades Pre-K-12

21st-century assessments require students to use a digital format. This workshop will explore strategies to help engage students with these new learning tools. Teachers will have the opportunity to investigate several platforms for the use of NJSL-aligned digital learning and assessment. Participants will also have the opportunity to create digital assessments specific to their content area in a format similar to what students will experience in standardized assessments. Teachers will have time to explore tools to blend non-fiction text, digital video, and multiple forms of self-assessment. Regardless of your technological skills, this workshop will point you to the tools needed to create digital assessments, both formative and summative.



Digital Video Production NEW

Presenter(s): Joanne Iyo

Tentatively Scheduled for April 4, 2022

Recommended for Educators of Grades K-12

This workshop will examine the three stages of digital video production: pre-production, production (also known as principal photography), and post-production, and various tools to support this process. Time will be given for participants to create a digital video using software available on their device.

Google Educator Level 1 Certification

Training NEW

Presenter(s): Tomas Villa

Tentatively Scheduled for February 2, 2022

Recommended for Educators of Grades Pre-K-12

Would you like to be a Level 1 Google Certified Educator? Participants in this workshop will review the skills needed to earn the Level 1 certification exam on your own and explore tips and tricks to get the most out of the Google Workspace suite of products.

Google Jamboard NEW

Presenter(s): NVCC Staff

Tentatively Scheduled for November 9, 2021 and December 3, 2021

Recommended for Educators of Grades Pre-K-12

Jamboard is part of the Google Workspace for Education that allows you to use an online whiteboard with your students. Participants will explore how to leverage this tool to enhance blended lessons! Time will be given for participants to create their own "jam" to use in class the next day.

Google Sheets and Forms:

1/2-day session

Presenter(s): Virginia Senande

Tentatively Scheduled for December 1, 2021

Recommended for Educators of Grades Pre-K-12, Office Professionals

There is an abundance of student data to analyze. Leverage the power of Google Sheets to do the often frustrating and time-consuming chores associated with data collection! You are invited to bring data to this workshop and learn how to create simple databases to list, sort, filter, and analyze with the use of Sheets functions and charts. Functions include, but are not limited to, sums, averages, maximum/minimum numbers, etc. You will also learn how to create simple charts for a visual representation of your analyzed data.

If you already know how to create spreadsheets, use functions, list, sort, and filter your data, take it to the next level to create charts and pivotables/pivotcharts and visual representations of your data. Learn how to create mail merges from your data in order to create labels, rosters, and personalized documents/emails. The bulk of our time will be spent focusing on Google Sheets, as well as integration with Google Forms to collect and manage data.

*Note: This is a 1/2-day session, 8:30-11:30 AM.



Google Workspace for Education I: Google Drive, Docs and Slides: 1/2-day session

Presenter(s): Kelly Stevens

Tentatively Scheduled for October 29, 2021

**Recommended for Educators of Grades Pre-K-12,
Office Professionals**

Imagine if everyone with access to the internet also had access to free applications for presenting, word processing, and drawing. What if all of this could be shared or downloaded to different formats, such as Microsoft Word, PowerPoint, or Excel? Well, imagine no more - all of this is here now! Google Docs has been one of the most exciting free applications to appear on the internet, and it now belongs to the larger collection of Google tools known as Google Workspace. This is a free, web-based word processor, spreadsheet, presentation, form, and storage service offered by Google. The documents created through Google Workspace can be shared with others for collaborative work. This workshop will introduce the participants to the set-up, use, and strategies available through this free web application.

*Note: This is a 1/2-day session, 8:30-11:30 AM.

Google Workspace for Education II: Apps, Add-Ons and Extensions: 1/2-day session

Presenter(s): Christine Massaro

Tentatively Scheduled for March 9, 2022

**Recommended for Educators of Grades Pre-K-12,
Office Professionals**

Take it up a notch! Explore the use of Google apps, add-ons, and extensions to enhance the way you and your students work with Google Workspace. Participants will be introduced to tools such as EasyBib, Word Cloud Creator, AutoCrat, formMule, Form Values, and other new features as they become available. Time will be given for new learning and guided practice.

*Note: This is a 1/2-day session, 8:30-11:30 AM.

How to Get the Most Out of Turnitin.com NEW

Presenter(s): Tomas Villa

Tentatively Scheduled for December 22, 2021

Recommended for Educators of Grades 6-12

Participants in this workshop will explore many available features of Turnitin.com of which teachers may not be aware. These features allow teachers to analyze data and provide quality, efficient feedback for students. By the end of the workshop participants will be able to create a rubric, provide feedback using turnitin.com, check for plagiarism, use an E-rater to provide automatic feedback, and how to use many other features.

*Note: Participants are encouraged to have already created an account on turnitin.com.

Increase Your Efficiency by Getting the Most Out of Gmail and Google Calendar: 1/2-day session

Presenter(s): Christine Massaro

Tentatively Scheduled for November 15, 2021

**Recommended for Educators of Grades Pre-K-12,
Office Professionals**

Gmail and Google Calendar can effectively be used to simplify your life. This workshop will inform you of the many functional uses for Gmail and Google Calendar. Use Gmail to not only read, send, and respond to emails, but also to automatically sort or label incoming emails, save and write replies to incoming emails, search emails, etc. Use Google Calendar to schedule an event, invite others to an event, RSVP to an event, share agendas, schedule resources/minutes, allow others to see your availability, manage group/department/building calendars, etc.

*Note: This is a 1/2-day session, 8:30-11:30 AM.



SAMR: Teaching Above the Line

Presenter(s): Marc Cicchino

Tentatively Scheduled for November 11, 2021

Recommended for Educators of Grades 6-12

The SAMR model is often used to help educators consider the role that technology might play in instruction, from Substitution and Augmentation to Modification and Redefinition. In this workshop, participants will unpack the SAMR model, and review a variety of technologies through the SAMR lens. Time will be spent revising and creating lessons that transform instruction and engagement with technology.

*Note: Participants are strongly encouraged to bring three traditional lesson or unit ideas to be transformed with technology.

Seesaw 2: Using Seesaw to Differentiate, Streamline, and Increase Student Voice NEW

Presenter(s): Nicole Chamberlain

Tentatively Scheduled for December 20, 2021

Recommended for Educators of Grades Pre-K-5

Digital portfolios provide students, teachers, and parents with a dynamic tool to document, communicate and reflect on student learning. This workshop allows teachers who are already using Seesaw Learning Journals to take that next step and dive deeper into the different tools within this platform. Examples will be shared to highlight the endless applications to enrich your existing instruction, including reflection on learning experiences, differentiation within all content areas, multi-modal supports for diverse learners, assessment tracking, and digital citizenship. Participants will explore the platform's tools and have opportunities to create and share new resources for their students. This is ideal for teachers who have already taken a Seesaw class or are already using the platform.

*Note: This workshop is ideal for teachers who have already taken a Seesaw class or are already currently using the platform.

Teach As a Futurist: 1/2-day session

NEW

Presenter(s): Peter Hughes

Tentatively Scheduled for December 2, 2021

Recommended for Educators of Grades Pre-K-12

In today's classroom, teachers cannot simply prepare students for the future, we must help them to develop the imagination, agency, and will to shape the future. How do we help our students not just be "prepared" but capable of envisioning and building the futures they want to bring to life? Participants will collaboratively explore a framework of what we already know to predict and examine future technologies and innovations and their impact on teaching and learning.

*Note: This is a 1/2-day session, 8:30-11:30 AM.

Teaching Hacks for Today's Classroom: 1/2-day session

Presenter(s): Kelly Stevens

Tentatively Scheduled for February 11, 2022

Recommended for Educators of Grades Pre-K-12

You've undoubtedly seen "life hacks" on social media - cleaning hacks to help you clean better or faster, cooking hacks to help you prepare good, quick meals, etc. Now learn 21st-century teaching hacks, or technology skills that all teachers must know when teaching students to develop career and literacy skills. These hacks may include, but are not limited to, making the most of your Mac, keyboarding shortcuts, screencasting, workflows, QR codes, and a brief look at what Google can do for you.

*Note: This is a 1/2-day session, 8:30-11:30 AM.



Using Pear Deck to Promote Student Engagement and Formative

Assessment

Presenter(s): Virginia Senande

Tentatively Scheduled for October 4, 2021 and February 16, 2022

Recommended for Educators of Grades Pre-K-12

Looking for an all-in-one digital tool to help facilitate classroom discussion, actively engage all learners, promote higher-order thinking, conduct ongoing formative assessments, measure student growth, and reflect on your lessons? Meet Pear Deck. This workshop will examine ways to integrate Pear Deck into your instruction, including its many new features. You will be given time to create an interactive Pear Deck Google Slide presentation for immediate integration into a lesson. Leave this session with ideas and tools to use in your classroom immediately!



School	First Name	Last Name	Grade level taught	Content Area	Professional Learning Academy?	Workshop	Date:	Change to this workshop:	Notes
Hillside School	Ashley	Buckley	Grade 1, Grade 2, Grade 3, Grade 4	Science, Special Education, Multisensory Reading Teacher (MSR)	No	Finding the Right Approach: Part I. Understanding Students Emotional Needs in Your School Community & Part II. Recognizing Wellness and the Emotional Health of All Educators in Your School Community; Grades Pre-K-12; Part I: 2/18/22 & Part II: 4/5/22	Part I: 2/18/22 & Part II: 4/5/22	Strategies for Close Reading; Grades 2-5; 1/6/2022	
Hillside School	Leah	Cohen	Grade 4	I teach all content areas	No	Finding the Right Approach: Part I. Understanding Students Emotional Needs in Your School Community & Part II. Recognizing Wellness and the Emotional Health of All Educators in Your School Community; Grades Pre-K-12; Part I: 2/18/22 & Part II: 4/5/22	Part I: 2/18/22 & Part II: 4/5/22	Unlocking Our Stress-Response Cycles: Working With Anxiety. Not Against It; Grades Pre-K-12; 2/4/2022	
Hillside School	Betsy	Brown	Grade 4	I teach all content areas	Yes	Academy Graduation; Grades Pre-K-12; 4/26/2022	4/26/2022		
Tenakill School	Julia	Leibowitz	Grade 7	English	Yes	Academy Graduation; Grades Pre-K-12; 4/26/2022	4/26/2022		
Tenakill School	Lauren	Mandal	Grade 5, Grade 6, Grade 7, Grade 8	Related Arts, Visual arts	Yes	Academy Graduation; Grades Pre-K-12; 4/26/2022	4/26/2022		
Tenakill School	Theresa	Whitchurch	Grade 5, Grade 6, Grade 7, Grade 8	I teach all content areas, Special Education	Yes	Academy Graduation; Grades Pre-K-12; 4/26/2022	4/26/2022		
Hillside School	Eileen	Kennedy	Pre-Kindergarten, Kindergarten, Grade 1	English, Language Learning	No	Orton Gillingham Teachers Roundtable; with OG certification; 4/12/2022	4/12/2022		
Hillside School	Alyssa	Levy	Grade 2	I teach all content areas	No	Orton Gillingham Teachers Roundtable; with OG certification; 4/12/2022	4/12/2022		
Hillside School	Regina	Pesce	Grade 1, Grade 2, Grade 3, Grade 4	Math, Reading and Literacy	No	Orton Gillingham Teachers Roundtable; with OG certification; 4/12/2022	4/12/2022		
Hillside School	Meghan	Pleus	Grade 1	I teach all content areas	No	Orton Gillingham Teachers Roundtable; with OG certification; 4/12/2022	4/12/2022		
Hillside School	Lori	Scalera	Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4	Special Education	No	Orton Gillingham Teachers Roundtable; with OG certification; 4/12/2022	4/12/2022		
Hillside School	Andrea	Watkins	Grade 3, Grade 4, Grade 5	English	No	Orton Gillingham Teachers Roundtable; with OG certification; 4/12/2022	4/12/2022		
Hillside School	Susan	Carpenter	Grade 1	I teach all content areas	No	The Importance of Phonemic Awareness Instruction in the Primary Classroom; Grades Pre-K-5; 4/11/2022	4/11/2022		
Hillside School	Lauren	Engle	Special Education	I teach all content areas	No	The Importance of Phonemic Awareness Instruction in the Primary Classroom; Grades Pre-K-5; 4/11/2022	4/11/2022		
Hillside	Sarah	Kang	Grade 1, Grade 2	ESL	No	The Importance of Phonemic Awareness Instruction in the Primary Classroom; Grades Pre-K-5; 4/11/2022	4/11/2022		
Hillside School	Catherine	Ricca	Kindergarten	I teach all content areas	No	The Importance of Phonemic Awareness Instruction in the Primary Classroom; Grades Pre-K-5; 4/11/2022	4/11/2022		
Hillside School	Jennifer	Barbalo	Grade 1	I teach all content areas	Yes	Assessment: Strategies for Design; Grades Pre-K-5; 4/7/22	4/7/2022		
Hillside School	Amanda	Eastman	Grade 1	I teach all content areas	Yes	Assessment: Strategies for Design; Grades Pre-K-5; 4/7/22	4/7/2022		
Hillside School	Katharine	Meyers	Kindergarten	I teach all content areas	Yes	Assessment: Strategies for Design; Grades Pre-K-5; 4/7/22	4/7/2022		
Hillside School	Rosemarie	Villani	Kindergarten	I teach all content areas	Yes	Assessment: Strategies for Design; Grades Pre-K-5; 4/7/22	4/7/2022		
Hillside School	Devin	Zukofsky	Kindergarten	I teach all content areas	Yes	Assessment: Strategies for Design; Grades Pre-K-5; 4/7/22	4/7/2022		
Hillside School	Kristin	Tally	Grade 4	I teach all content areas	No	A Historical Tour of Paterson: The Great Falls, Silk City, and Labor Unrest; Grades Pre-K-12; 4/6/2022	4/6/2022	10 Crucial Days: The Turning Point of the American Revolution; Grades Pre-K-12; 10/5/2021	
Hillside School	Cynthia	Barry	Grade 3, Grade 4, Grade 5, Self Contained Special Ed and Replacement classes	I teach all content areas	No	Executive Functioning: What is it and What to Do When it's Not Working: 1/2-day session; Grades Pre-K-12; 4/4/2022	4/4/2022		
Hillside School	Nicholas	Shapiro	Grade 3	I teach all content areas	No	Digital Video Production; Grades K-12; 4/4/2022	4/4/2022		
Tenakill School	Scott	Lewis	Grade 8	Social Studies	No	Problem and Project-based Learning; Grades 6-12; 4/1/2022	4/1/2022		
Hillside School	Brittany	Anderson	Grade 5-8	Physical Education	Yes	Assessment: Strategies for Design; Grades 6-12; 3/31/22	3/31/2022		
Tenakill School	Sarah	Comstock	Grade 7	English	Yes	Assessment: Strategies for Design; Grades 6-12; 3/31/22	3/31/2022		
Tenakill School	Shireen	Moldu	Grade 6-8	Science	Yes	Assessment: Strategies for Design; Grades 6-12; 3/31/22	3/31/2022		
Tenakill School	Theresa	Whitchurch	Grade 5, Grade 6, Grade 7, Grade 8	I teach all content areas, Special Education	Yes	Assessment: Strategies for Design; Grades 6-12; 3/31/22	3/31/2022		

School	First Name	Last Name	Grade Level Taught	Content Area	Professional Learning Academy?	Workshop	Date:	Change to this workshop:	Notes
Tenakill School	Julia	Leibowitz	Grade 7	English	Yes	Meeting Students Where They Are and Strategies for Growth; Grades 6-12; 3/29/22	3/29/2022		
Tenakill School	Lauren	Mandal	Grade 5, Grade 6, Grade 7, Grade 8	Related Arts, Visual arts	Yes	Meeting Students Where They Are and Strategies for Growth; Grades 6-12; 3/29/22	3/29/2022		
Tenakill School	Theresa	Whitchurch	Grade 5, Grade 6, Grade 7, Grade 8	I teach all content areas, Special Education	Yes	Meeting Students Where They Are and Strategies for Growth; Grades 6-12; 3/29/22	3/29/2022		
Tenakill School	Rachel	Fineman	Grade 8	English	No	What Makes Critical Thinking So "Critical" to Students; Grades 6-12; 3/28/2022	3/28/2022		
Tenakill School	Robert	Neblung	Grade 6	Social Studies	No	What Makes Critical Thinking So "Critical" to Students; Grades 6-12; 3/28/2022	3/28/2022		
Tenakill School	Karen	Caruso	Grade 5, Grade 6	Math, Science, Social Studies	No	Rubric Design to Assess Learning: 1/2-day session; Grades Pre-K-12; 3/25/2022	3/25/2022		
Tenakill School	Jeff	Roem	Grade 5	Math, Science	No	Rubric Design to Assess Learning: 1/2-day session; Grades Pre-K-12; 3/25/2022	3/25/2022		
Hillside School	Betsy	Brown	Grade 4	I teach all content areas	Yes	Meeting Students Where They Are and Strategies for Growth; Grades Pre-K-5; 3/24/22	3/24/2022		
Hillside School	Silvia	Jost	Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4	Science	No	Meeting Students Where They Are and Strategies for Growth; Grades Pre-K-5; 3/24/22	3/24/2022		
Hillside School	Ashley	Buckley	Grade 1, Grade 2, Grade 3, Grade 4	Science, Special Education, Multisensory Reading Teacher (MSR)	No	Classwide Strategies to Promote Positive Behavior and Social Skills - Part II; Grades Pre-K-8; 3/23/2022	3/23/2022		
Tenakill School	Erika	Dunn	Grade 8	I teach all content areas, Special Education	No	Classwide Strategies to Promote Positive Behavior and Social Skills - Part II; Grades Pre-K-8; 3/23/2022	3/23/2022		
Hillside School	Allison	Esposito	Grade 3	I teach all content areas	No	Classwide Strategies to Promote Positive Behavior and Social Skills - Part II; Grades Pre-K-8; 3/23/2022	3/23/2022		
Hillside School	Katelyn	Lee	Grade 3	I teach all content areas	No	Classwide Strategies to Promote Positive Behavior and Social Skills - Part II; Grades Pre-K-8; 3/23/2022	3/23/2022		
Hillside School	Jamie	Marotti	Grade 3, Grade 4	I teach all content areas	No	Classwide Strategies to Promote Positive Behavior and Social Skills - Part II; Grades Pre-K-8; 3/23/2022	3/23/2022		
Tenakill School	Min Jeong	Kim	Grade 8	Math	No	Mathematical Discourse in Action; Grades 9-12; 3/18/2022	3/18/2022		
Hillside School	Dara	Weiss	Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4	Counseling	No	ASCA School Counselor Professional Standards and the ASCA National Model; School Counselors; 3/16/2022	3/16/2022	Teaching with Multiculturalism and Diversity in Mind; Grades Pre-K-12; 1/20/2022	
Tenakill School	Mary	Auriti	Grade 6	English	No	Differentiating Writing Instruction with UDL in Mind; Grades 6-12; 3/14/2022	3/14/2022		
Tenakill School	Jodi	Sunshine	Grade 5, Grade 6, Grade 7, Grade 8	G&T	No	Leveraging the Power of Awe; Grades Pre-K-12; 3/7/2022	3/7/2022		
Tenakill School	Jennifer	Annesse	Grade 5, Grade 6, Grade 7, Grade 8	English, Special Education	No	Using Pear Deck to Promote Student Engagement and Formative Assessment; Grades Pre-K-12; 2/16/2022	2/16/2022		
Hillside School	Kerry	Slidrow	Grade 4	I teach all content areas	No	Using Pear Deck to Promote Student Engagement and Formative Assessment; Grades Pre-K-12; 2/16/2022	2/16/2022		
Tenakill School	Robert	Neblung	Grade 6	Social Studies	No	Augmented Reality and Virtual Reality; Grades 6-12; 2/14/2022	2/14/2022		
Hillside School	Patricia	Brett	Grade 2, Grade 4	English, Math, Science, Social Studies, Special Education	No	Social-Emotional Learning; Grades Pre-K-12; 2/11/2022	2/11/2022		
Hillside School	Kari	corcoran	Kindergarten, Grade 1	Special Education	No	Social-Emotional Learning; Grades Pre-K-12; 2/11/2022	2/11/2022		
Hillside School	Rebecca	Dipolito	Pre-Kindergarten, Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4	I teach all content areas	No	Teaching Hacks for Today's Classroom: 1/2-day session; Grades Pre-K-12; 2/11/2022	2/11/2022		
Hillside School	Tara	Eddy	Grade 4	I teach all content areas	No	Social-Emotional Learning; Grades Pre-K-12; 2/11/2022	2/11/2022		
Tenakill School	Jennifer	Levy	Grade 8	English	No	Social-Emotional Learning; Grades Pre-K-12; 2/11/2022	2/11/2022		
Tenakill School	Difei	Shi	Grade 5, Grade 6, Grade 7, Grade 8	World Languages	No	Social-Emotional Learning; Grades Pre-K-12; 2/11/2022	2/11/2022		
Tenakill School	Erika	Dunn	Grade 8	I teach all content areas, Special Education	No	Social-Emotional Learning; Grades Pre-K-12; 2/11/2022	2/11/2022		
Hillside School	Meghan	Pleus	Grade 1	I teach all content areas	No	Classwide Strategies to Promote Positive Behavior and Social Skills; Grades Pre-K-8; 2/10/2022	2/10/2022		
Hillside School	Kimberly	Ramm	Kindergarten	I teach all content areas	No	Classwide Strategies to Promote Positive Behavior and Social Skills; Grades Pre-K-8; 2/10/2022	2/10/2022		
Tenakill School	Angela	Banla	Grade 6, Grade 7, Grade 8	English, Science, Social Studies, Special Education	No	Classwide Strategies to Promote Positive Behavior and Social Skills; Grades Pre-K-8; 2/10/2022	2/10/2022		
					No	Cultivating Unconditional Self-Esteem; Grades Pre-K-12; 2/9/2022	2/9/2022		

School	First Name	Last Name	Grade level taught	Content Area	Professional Learning Academy?	Workshop	Date	Change to this workshop:	Notes
Tenakill School	Julia	Leibowitz	Grade 7	English	Yes	Cultivating Unconditional Self-Esteem; Grades Pre-K-12; 2/9/2022	2/9/2022		
Hillside School	Eileen	Kennedy	Pre-Kindergarten, Kindergarten, Grade 1	English Language Learning	No	Writing Workshop Teacher Toolkit; Grades K-2; 2/3/2022	2/3/2022		
Tenakill School	Jennifer	Amnese	Grade 5, Grade 6, Grade 7, Grade 8	English, Special Education	No	Google Educator Level 1 Certification Training; Grades Pre-K-12; 2/2/2022	2/2/2022		
Hillside School	Joanne	Iyo	Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4	Technology, STEM	No	Google Educator Level 1 Certification Training; Grades Pre-K-12; 2/2/2022	2/2/2022		
Tenakill School	Karen	Caruso	Grade 5, Grade 6	Math, Science, Social Studies	No	Retakes to Assess Mastery: 1/2-day session; Grades Pre-K-12; 2/1/2022	2/1/2022		
Hillside School	Gila	Rachlin	Pre-Kindergarten, Kindergarten, Grade 1	Speech therapy	No	The Neuroscience of Classroom Engagement; Grades Pre-K-12; 1/31/2022	1/31/2022		
Hillside School	Allison	Bachmann	Grade 2	I teach all content areas	No	Demystifying Multisensory Reading Instruction; Grades Pre-K-3; 1/27/2022	1/27/2022		
Hillside School	Wendy	Bajakian	Grade 1	I teach all content areas	No	Demystifying Multisensory Reading Instruction; Grades Pre-K-3; 1/27/2022	1/27/2022		
Hillside School	Kimberly	Ramm	Kindergarten	I teach all content areas	No	Demystifying Multisensory Reading Instruction; Grades Pre-K-3; 1/27/2022	1/27/2022		
Hillside School	Claire	Pldi	Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4	Related Arts, Music	No	Choral Director's Toolkit; Grades K-12; 1/26/2022	1/26/2022		
Tenakill School	Daniella	Riecken	Grade 5, Grade 6, Grade 7, Grade 8	Related Arts	No	Choral Director's Toolkit; Grades K-12; 1/26/2022	1/26/2022		
Hillside School	kerra	corio	Kindergarten	I teach all content areas	No	Elementary Math Teachers Unite!; Grades Pre-K-4; 1/25/2022	1/25/2022		Personalized Learning and Student Choice in the Classroom; Grades Pre-K-12; 11/17/2021
Tenakill School	Amanda	Cummings	Grade 5	English, Social Studies	No	A to eZ: OG Strategies for the General Education Classroom; Grades Pre-K-5; 1/25/2022	1/25/2022		
Hillside School	Rebecca	Dippolito	Pre-Kindergarten, Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4	I teach all content areas	No	A to eZ: OG Strategies for the General Education Classroom; Grades Pre-K-5; 1/25/2022	1/25/2022		
Hillside School	Lauren	Engle	Special Education	I teach all content areas	No	A to eZ: OG Strategies for the General Education Classroom; Grades Pre-K-5; 1/25/2022	1/25/2022		
Hillside School	Charlene	Gerbig	Grade 3	I teach all content areas	No	A to eZ: OG Strategies for the General Education Classroom; Grades Pre-K-5; 1/25/2022	1/25/2022		
Hillside School	Katelyn	Lee	Grade 3	I teach all content areas	No	A to eZ: OG Strategies for the General Education Classroom; Grades Pre-K-5; 1/25/2022	1/25/2022		
Hillside School	Kathy	Lee	Grade 3, Grade 4	ESL	No	A to eZ: OG Strategies for the General Education Classroom; Grades Pre-K-5; 1/25/2022	1/25/2022		
Hillside School	Kerry	Sidrow	Grade 4	I teach all content areas	No	A to eZ: OG Strategies for the General Education Classroom; Grades Pre-K-5; 1/25/2022	1/25/2022		
Hillside	Sarah	Kang	Grade 1, Grade 2	ESL	No	Teaching with Multiculturalism and Diversity in Mind; Grades Pre-K-12; 1/20/2022	1/20/2022		added
Hillside School	Elizabeth	Klink	Pre-Kindergarten, Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4	Library/Media	No	Teaching with Multiculturalism and Diversity in Mind; Grades Pre-K-12; 1/20/2022	1/20/2022		
Hillside School	Kathy	Lee	Grade 3, Grade 4	ESL	No	Teaching with Multiculturalism and Diversity in Mind; Grades Pre-K-12; 1/20/2022	1/20/2022		
Hillside School	Courtney	Carmichael	Grade 4	Administration	No	Fierce Conversations; Grades Pre-K-12; 1/19/2022	1/19/2022		added
Hillside School	Leah	Cohen	Grade 4	I teach all content areas	No	Fierce Conversations; Grades Pre-K-12; 1/19/2022	1/19/2022		
Hillside School	Katharine	Meyers	Kindergarten	I teach all content areas	Yes	Deepening Mathematical Practice in the Pre-K-2 Classroom; Grades Pre-K-2; 1/13/2022	1/13/2022		
Hillside School	Nicole	Alpern	Grade 2	I teach all content areas	No	The Neuroscience of Classroom Engagement; Grades Pre-K-12; 1/12/2022	1/12/2022		
Hillside School	Josephine	Hunt	Pre-Kindergarten	I teach all content areas	No	The Neuroscience of Classroom Engagement; Grades Pre-K-12; 1/12/2022	1/12/2022		
Hillside School	Cynthia	Barry	Grade 3, Grade 4, Grade 5, Self Contained Special Ed and Replacement classes	I teach all content areas	No	Conferring in the Workshop Model; Grades K-5; 1/11/2022	1/11/2022		
Hillside School	Catherine	Ricca	Kindergarten	I teach all content areas	No	Conferring in the Workshop Model; Grades K-5; 1/11/2022	1/11/2022		
Tenakill School	Leigh	Bornzer	Grade 7	Math	No	Math Teacher Roundtable; Grades 6-8; 1/10/2022	1/10/2022		
Tenakill School	Min Jeong	Kim	Grade 8	Math	No	Math Teacher Roundtable; Grades 6-8; 1/10/2022	1/10/2022		

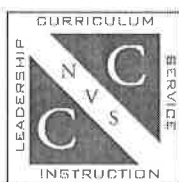
School	First Name	Last Name	Grade/level taught	Content Area	Professional Learning Academy?	Workshop	Date:	Change to this workshop:	Notes
Tenakill School	Adam	Sidrow	Grade 6	Math	No	Math Teacher Roundtable; Grades 6-8; 1/10/2022	1/10/2022		
Tenakill School	Brittany	Steele	Grade 7	Special Education	No	Math Teacher Roundtable; Grades 6-8; 1/10/2022	1/10/2022		
Tenakill School	Angela	Banta	Grade 6, Grade 7, Grade 8	English, Science, Social Studies, Special Education	No	Creating Vision Boards as a Wellness Tool for Students and Educators; Grades Pre-K-12; 1/7/2022	1/7/2022		
Tenakill School	Alexandra	Earle	Grade 5, Grade 6, Grade 7, Grade 8	School Counseling, SEL, Character Development	No	Creating Vision Boards as a Wellness Tool for Students and Educators; Grades Pre-K-12; 1/7/2022	1/7/2022		
Tenakill School	Catherine	Ianni	Grade 6, Grade 7, Grade 8	Special Education	No	Creating Vision Boards as a Wellness Tool for Students and Educators; Grades Pre-K-12; 1/7/2022	1/7/2022		
Hillside School	Alyssa	Levy	Grade 2	I teach all content areas	No	Creating Vision Boards as a Wellness Tool for Students and Educators; Grades Pre-K-12; 1/7/2022	1/7/2022		
Tenakill School	Brittany	Sleele	Grade 7	Special Education	No	Creating Vision Boards as a Wellness Tool for Students and Educators; Grades Pre-K-12; 1/7/2022	1/7/2022		
Hillside School	Dara	Weiss	Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4	Counseling	No	Creating Vision Boards as a Wellness Tool for Students and Educators; Grades Pre-K-12; 1/7/2022	1/7/2022		
Hillside School	Betsy	Brown	Grade 4	I teach all content areas	Yes	Strategies for Close Reading; Grades 2-5; 1/6/2022	1/6/2022		
Hillside School	Nicole	Alpern	Grade 2	I teach all content areas	No	Awakening Joy; Grades Pre-K-12; 1/5/2022	1/5/2022		
Hillside School	Jodi	Belnick	Grade 3	I teach all content areas	No	Awakening Joy; Grades Pre-K-12; 1/5/2022	1/5/2022		
Tenakill School	Catherine	Ianni	Grade 6, Grade 7, Grade 8	Special Education	No	Awakening Joy; Grades Pre-K-12; 1/5/2022	1/5/2022		
Hillside School	Jennifer	Kennedy	Grade 2	I teach all content areas	No	Awakening Joy; Grades Pre-K-12; 1/5/2022	1/5/2022		
Hillside School	Mary Jo	Martino	Pre-Kindergarten, Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4	World Languages	No	Awakening Joy; Grades Pre-K-12; 1/5/2022	1/5/2022		
Hillside School	Lisa	Pantaleo	Grade 2	English, Math, special ed	No	Awakening Joy; Grades Pre-K-12; 1/5/2022	1/5/2022		
Hillside School	Lori	Scalera	Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4	Special Education	No	Awakening Joy; Grades Pre-K-12; 1/5/2022	1/5/2022		
Hillside School	Joanne	Iyo	Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4	Technology, STEM	No	Seesaw 2: Using Seesaw to Differentiate, Streamline, and Increase Student Voice; Grades Pre-K-5; 12/20/2021	12/20/2021		
Hillside School	Andrea	Watkins	Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5	English	No	Seesaw 2: Using Seesaw to Differentiate, Streamline, and Increase Student Voice; Grades Pre-K-5; 12/20/2021	12/20/2021		
Hillside School	Wendy	Bajakian	Grade 1	I teach all content areas	No	Classwide Strategies to Promote Positive Behavior and Social Skills; Grades Pre-K-8; 12/17/2021	12/17/2021		
Hillside School	Kari	corcoran	Kindergarten, Grade 1	Special Education	No	Classwide Strategies to Promote Positive Behavior and Social Skills; Grades Pre-K-8; 12/17/2021	12/17/2021		
Hillside School	Josephine	Hunt	Pre-Kindergarten	I teach all content areas	No	Using the Patterns of Strengths and Weaknesses Model to Diagnose Learning Disabilities and Inform Instructional Strategies; Grades Pre-K-12; 12/15/2021	12/15/2021		
Hillside School	Kate	Maher	Pre-Kindergarten	Special Education	No	Using the Patterns of Strengths and Weaknesses Model to Diagnose Learning Disabilities and Inform Instructional Strategies; Grades Pre-K-12; 12/15/2021	12/15/2021		
Hillside School	Leanne	Schettino	Grade 1, Grade 2, Grade 3, Grade 4	Speech-language pathologist	No	Using the Patterns of Strengths and Weaknesses Model to Diagnose Learning Disabilities and Inform Instructional Strategies; Grades Pre-K-12; 12/15/2021	12/15/2021		
Hillside School	Jennifer	Barbalo	Grade 1	I teach all content areas	Yes	Grades 1-2 Roundtable; Grades 1-2; 12/14/2021	12/14/2021		
Tenakill School	Leigh	Bomzer	Grade 7	Math	No	Digital Learning and Assessment Tools; Grades Pre-K-12; 12/10/2021	12/10/2021		
Hillside School	Kristin	Tally	Grade 4	I teach all content areas	No	Digital Learning and Assessment Tools; Grades Pre-K-12; 12/10/2021	12/10/2021		
Tenakill School	Erica	Cho	Grade 6	English	No	English Teacher Roundtable; Grades 6-12; 12/8/2021	12/8/2021		
Tenakill School	Rachel	Fineman	Grade 8	English	No	English Teacher Roundtable; Grades 6-12; 12/8/2021	12/8/2021		
Hillside School	Kerry	Vogel	Kindergarten, Grade 1, Grade 2	Special Education	No	Launching the Writing Workshop; Grades K-2; 12/7/2021	12/7/2021		
Tenakill School	Scott	Lewis	Grade 8	Social Studies	No	Integrating Sports History into Your Social Studies Classroom - Part II; Grades 5-12; 12/6/2021	12/6/2021		
Tenakill School	Amanda	Cummings	Grade 5	English, Social Studies	No	Integrating Sports History into Your Social Studies Classroom - Part II; Grades 5-12; 12/6/2021	12/6/2021		
Hillside School	Tara	Eddy	Grade 4	I teach all content areas	No	Google Jamboard; Grades Pre-K-12; 12/3/2021	12/3/2021		
Tenakill School	Theresa	Whitchurch	Grade 5, Grade 6, Grade 7, Grade 8	I teach all content areas, Special Education	Yes	Google Jamboard; Grades Pre-K-12; 12/3/2021	12/3/2021		
Hillside School	Allison	Bachmann	Grade 2	I teach all content areas	No	Google Jamboard; Grades Pre-K-12; 12/3/2021	12/3/2021		
						A to eZ. OG Strategies for the General Education Classroom; Grades Pre-K-5; 12/2/2021	12/2/2021		

School	First Name	Last Name	Grade level taught	Content Area	Professional Learning Academy?	Workshop	Date:	Chance to this workshop:	Notes
Hillside School	Jodi	Belnick	Grade 3	I teach all content areas	No	A to eZ: OG Strategies for the General Education Classroom; Grades Pre-K-5; 12/2/2021	12/2/2021	Leveraging the Power of Awe; Grades Pre-K-12; 3/7/2022	
Hillside School	Susan	Carpenter	Grade 1	I teach all content areas	No	A to eZ: OG Strategies for the General Education Classroom; Grades Pre-K-5; 12/2/2021	12/2/2021		
Hillside School	Allison	Esposito	Grade 3	I teach all content areas	No	A to eZ: OG Strategies for the General Education Classroom; Grades Pre-K-5; 12/2/2021	12/2/2021		
Hillside School	Kate	Maher	Pre-Kindergarten	Special Education	No	A to eZ: OG Strategies for the General Education Classroom; Grades Pre-K-5; 12/2/2021	12/2/2021		
Tenakill School	Jodi	Sunshine	Grade 5, Grade 6, Grade 7, Grade 8	G&T	No	Teach As a Futurist: 1/2-day session; Grades Pre-K-12; 12/2/2021	12/2/2021		
Hillside School	Elizabeth	Klink	Pre-Kindergarten, Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4	Library/Media	No	Making Picture Books Come Alive; Grades Pre-K-1; 11/23/2021	11/23/2021		
Hillside School	Gila	Rachlin	Pre-Kindergarten, Kindergarten, Grade 1	Speech therapy	No	Making Picture Books Come Alive; Grades Pre-K-1; 11/23/2021	11/23/2021		
Tenakill School	Adam	Sidrow	Grade 6	Math	No	Effective Homework: What, Why, and How?; Grades 6-12; 11/19/21	11/19/2021		
Hillside School	Sarah	Menchise	Pre-Kindergarten, Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4	Related Arts	Yes	Personalized Learning and Student Choice in the Classroom; Grades Pre-K-12; 11/17/2021	11/17/2021		
Hillside School	Rosemarie	Villani	Kindergarten	I teach all content areas	Yes	Launching the Reading Workshop; Grades K-2; 11/16/2021	11/16/2021		
Hillside School	Devin	Zukofsky	Kindergarten	I teach all content areas	Yes	Launching the Reading Workshop; Grades K-2; 11/16/2021	11/16/2021		
Hillside School	Jennifer	Kennedy	Grade 2	I teach all content areas	No	Classroom Leadership; Grades Pre-K-5; 11/11/21	11/11/2021		
Hillside School	Lisa	Pantaleo	Grade 2	English, Math, special ed	No	Classroom Leadership; Grades Pre-K-5; 11/11/21	11/11/2021		
Hillside School	Patricia	Brett	Grade 2, Grade 4	English, Math, Science, Social Studies, Special Education					
Tenakill School	Ellen	Mongaghan	Grade 5, Grade 6, Grade 7, Grade 8	Math	No	Google Jamboard; Grades Pre-K-12; 11/9/2021	11/9/2021		
Tenakill School	Jennifer	Levy	Grade 8	English	No	Google Jamboard; Grades Pre-K-12; 11/9/2021	11/9/2021		
Tenakill School	Anne	Haarmann	Grade 7	Social Studies	No	Drama-Based Instruction (DBI) as a Means to Promote Student Engagement; Grades 6-12; 11/1/2021	11/1/2021		
Hillside School	Regina	Pesce	Grade 1, Grade 2, Grade 3, Grade 4	Math, Reading and Literacy	No	Google Workspace for Education I; Google Drive, Docs and Slides; 1/2-day session; Grades Pre-K-12, Office Professionals; 10/29/2021	10/29/2021		
Hillside School	Brittany	Anderson	Grade 5-8	Physical Education	Yes	Student Collaboration: Supporting Success with NJSL; Grades 6-12; 10/28/21	10/28/2021		
Tenakill School	Sarah	Comstock	Grade 7	English	Yes	Student Collaboration: Supporting Success with NJSL; Grades 6-12; 10/28/21	10/28/2021		
Tenakill School	Shireen	Moidu	Grade 6-8	Science	Yes	Student Collaboration: Supporting Success with NJSL; Grades 6-12; 10/28/21	10/28/2021		
Hillside School	Betsy	Brown	Grade 4	I teach all content areas	Yes	Action Research; Grades Pre-K-5; 10/27/2021	10/27/2021		
Hillside School	Jennifer	Barbato	Grade 1	I teach all content areas	Yes	Student Collaboration: Supporting Success with NJSL; Grades Pre-K-5; 10/26/21	10/26/2021		
Hillside School	Amanda	Eastman	Grade 1	I teach all content areas	Yes	Student Collaboration: Supporting Success with NJSL; Grades Pre-K-5; 10/26/21	10/26/2021		
Hillside School	Katharine	Meyers	Kindergarten	I teach all content areas	Yes	Student Collaboration: Supporting Success with NJSL; Grades Pre-K-5; 10/26/21	10/26/2021		
Hillside School	Rosemarie	Villani	Kindergarten	I teach all content areas	Yes	Student Collaboration: Supporting Success with NJSL; Grades Pre-K-5; 10/26/21	10/26/2021		
Hillside School	Devin	Zukofsky	Kindergarten	I teach all content areas	Yes	Student Collaboration: Supporting Success with NJSL; Grades Pre-K-5; 10/26/21	10/26/2021		
Hillside School	Charlene	Gerbig	Grade 3	I teach all content areas	No	Book Arts: The Art of Creating Handmade Books for Writing and Journaling in All Subject Areas; Grades Pre-K-12; 10/25/2021	10/25/2021		
Tenakill School	Lauren	Mandal	Grade 5, Grade 6, Grade 7, Grade 8	Related Arts; Visual arts	Yes	Book Arts: The Art of Creating Handmade Books for Writing and Journaling in All Subject Areas; Grades Pre-K-12; 10/25/2021	10/25/2021		

School	First Name	Last Name	Grade level taught	Content Area	Professional Learning Academy	Workshop	Date	Change to this workshop:	Notes
Hillside School	Nicholas	Shapiro	Grade 3	I teach all content areas	No	Book Arts: The Art of Creating Handmade Books for Writing and Journaling in All Subject Areas; Grades Pre-K-12; 10/25/2021	10/25/2021		
Hillside School	Kerra	corio	Kindergarten	I teach all content areas	No	Enhancing Wellness for You and Your Students; Grades Pre-K-12; 10/22/2021	10/22/2021		
Tenakill School	Alexandra	Earle	Grade 5, Grade 6, Grade 7, Grade 8	School Counseling, SEL, Character Development	No	Enhancing Wellness for You and Your Students; Grades Pre-K-12; 10/22/2021	10/22/2021		
Hillside School	Kerry	Vogel	Kindergarten, Grade 1, Grade 2	Special Education	No	Enhancing Wellness for You and Your Students; Grades Pre-K-12; 10/22/2021	10/22/2021		
Tenakill School	Julia	Leibowitz	Grade 7	English	Yes	Action Research; Grades 6-12; 10/21/2021	10/21/2021		
Tenakill School	Lauren	Mandal	Grade 5, Grade 6, Grade 7, Grade 8	Related Arts, Visual arts	Yes	Action Research; Grades 6-12; 10/21/2021	10/21/2021		
Tenakill School	Theresa	Whitchurch	Grade 5, Grade 6, Grade 7, Grade 8	I teach all content areas, Special Education	Yes	Action Research; Grades 6-12; 10/21/2021	10/21/2021		
Tenakill School	Mary	Auriti	Grade 6	English	No	Representation Matters: Meeting History of Disabled and LGBTQ+ Persons and Other Mandates in Our Classrooms and Our Curriculum; Grades 6-12; 10/7/2021	10/7/2021		
Tenakill School	Erica	Cho	Grade 6	English	No	Representation Matters: Meeting History of Disabled and LGBTQ+ Persons and Other Mandates in Our Classrooms and Our Curriculum; Grades 6-12; 10/7/2021	10/7/2021		
Tenakill School	Margaret	Churchill	Grade 5, Grade 6, Grade 7, Grade 8	English	No	Representation Matters: Meeting History of Disabled and LGBTQ+ Persons and Other Mandates in Our Classrooms and Our Curriculum; Grades 6-12; 10/7/2021	10/7/2021		
Hillside School	Ashley	Buckley	Grade 1, Grade 2, Grade 3, Grade 4	Science, Special Education, Multisensory Reading Teacher (MSR)	No	Designing Professional Learning Experiences for Adult Learners; Grades Pre-K-12; 10/5/2021	10/5/2021		
Tenakill School	Jodi	Sunshine	Grade 5, Grade 6, Grade 7, Grade 8	G&T	No	Designing Professional Learning Experiences for Adult Learners; Grades Pre-K-12; 10/5/2021	10/5/2021		
Tenakill School	Margaret	Churchill	Grade 5, Grade 6, Grade 7, Grade 8	English	No	Using Pear Deck to Promote Student Engagement and Formative Assessment; Grades Pre-K-12; 10/4/2021	10/4/2021		
Tenakill School	Anne	Haamann	Grade 7	Social Studies	No	Using Pear Deck to Promote Student Engagement and Formative Assessment; Grades Pre-K-12; 10/4/2021	10/4/2021		
Hillside School	Mary Jo	Martino	Pre-Kindergarten, Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4	World Languages	No	Bitmoji Classroom and Interactive Notebook; beginning levels of World Languages; 9/30/2021	9/30/2021		
Tenakill School	Ellen	Monaghan	Grade 5, Grade 6, Grade 7, Grade 8	Math	No	Bitmoji Classroom and Interactive Notebook; beginning levels of World Languages; 9/30/2021	9/30/2021		
Tenakill School	Difei	Shi	Grade 5, Grade 6, Grade 7, Grade 8	World Languages	No	Bitmoji Classroom and Interactive Notebook; beginning levels of World Languages; 9/30/2021	9/30/2021		
Hillside School	Silvia	Jost	Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4	Science	No	ESL for General Ed Teachers; Grades Pre-K-12; 9/24/2021	9/24/2021		



Closter Public Schools with Northern Valley Curriculum Center



Mentoring Plan 2021-22

This document has been created by the NVCC (Adapted from Audubon Public Schools) and is provided as a model tool for Consortium Districts to use as they create their individual district mentoring plans. Please adapt as needed.

Appendix C

The Northern Valley Schools Consortium (NVCC) is committed to providing the support and professional learning to all new teachers through the Professional Learning Academy and beyond. We believe that a successful mentoring program will facilitate the development of a collaborative and reflective relationship between the new teacher and the mentor teacher that will encourage effective pedagogy to support student achievement. This handbook, along with the mentor training through the NVCC, will guide our new teachers, our mentor teachers and our administrators through the mentoring process.

Statement Of Purpose

The NVCC believes that novice teachers will benefit and grow in the teaching profession through our formal three-year induction program, along with a one-year formal mentoring program. The mentoring program will focus on the professional growth of new teachers through the guidance and advice of a mentor in a collaborative relationship. As new teachers enter the Northern Valley Schools, they will experience a collaborative and reflective process that enhances their learning and enables the students they teach to achieve at higher levels. Topics will include assessment, differentiated instruction, collaborative structures, as well as other best practices in pedagogy. Training on district teacher evaluation will be addressed by individual districts.

Goals

As stated in N.J.A.C. 6A:9B-8, the goals of the Northern Valley Schools Consortium Mentoring Plan are the following:

- To enhance teacher knowledge of and strategies related to the New Jersey Student Learning Standards in order to facilitate student achievement.
- To identify and support exemplary teaching and educational practices necessary to acquire and maintain excellence in teaching and student engagement.
- To encourage the formulation and successful implementation of rigorous student growth objectives.
- To assist novice and first-year teachers in the performance of their duties.
- To support and clarify an understanding of the NJSLS, the Marshall Teacher Evaluation Rubric, and the New Jersey Professional Standards for Teachers.



Overview of 2014 New Jersey Teacher Mentoring Regulations (N.J.A.C. 6A9-8)

Background

Effective May 5, 2014, the rules for new teacher mentoring have been amended to better align with the TEACHNJ Act of 2012, to reduce district reporting burdens, and to promote flexibility and accountability for district implementation. Each public school district is still required to implement a system of supports for new teachers.¹ Studies of support programs for new teachers have documented their effectiveness in transitioning teachers into practice.² A comprehensive district mentoring program, as described in these regulations, aims to:

- Assist first-year teachers in the performance of their duties and adjustment to the challenges of their teaching assignment;
- Reduce novice teacher attrition;
- Improve the effectiveness of new teachers; and
- Enhance teacher knowledge of, and strategies related to, the New Jersey Core Curriculum Content Standards (CCCS) to facilitate student achievement and growth.

For more information, please visit <http://www.nj.gov/education/profdev/mentor/> or email teachpd@doe.state.nj.us.

Updates in Regulations

The regulations expand the scope of support which districts must provide to novice teachers (those new to the profession and serving under a provisional certificate) and experienced teachers new to a district. Individual 1-1 mentoring is still required for novice teachers. In addition, all non-tenured first-year teachers must receive individualized support developed collaboratively with the supervisor and aligned with state standards and school/district expectations for teacher effectiveness. In addition, regulations:

- Specify a comprehensive orientation to the district for all new first-year teachers;
- Specify minimum mentoring requirements during the critical first weeks of employment;
- Specify particular mentor support activities for novice teachers;
- Update the training and experience requirements for teachers serving as 1-1 mentors;
- Require a log to record all contact time between the 1-1 mentor and the novice provisional teacher (see this Optional Mentoring Log Template for an example);
- Require all mentor payments to be handled by the district's administrative office;
- Give the chief school administrator (CSA) responsibility for district mentoring plan development;
- Require the CSA to share the plan with the district board of education for review of fiscal impacts;
- Require the CSA to submit a Statement of Assurance to the Department that the district is meeting the requirements for the mentoring program; and
- Align the three required formative and summative evaluations of the novice provisional teacher with required observations through AchieveNJ.

¹ Non-public schools may choose to follow the requirements which align to their operations. Novice teachers serving under the Charter School Certificate of Eligibility are not subject to these requirements.

² Ingersoll, R. & Strong, M. (June 2011). "The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201-233.

Review of 2014 mentoring requirements and updated programs available through the NVCC

The following tables provide details of the amended mentoring regulations and how Northern Valley Schools can address these changes.

Requirement	Area of Focus	Regulations Adopted May 5, 2014
District Implementation & Accountability	Mentoring plan development	<p>CSA is responsible for creating the plan and determining implementation logistics</p> <p>With input from all districts, the NVCC will aid in the development of district mentoring plans and provide professional learning experiences that meet or exceed all mentoring regulations.</p>
	Mentoring plan approval	<ul style="list-style-type: none"> ● Must be submitted to district board for review of fiscal impacts ● CSA must submit Statement of Assurance to County Office ● Plan kept in district <p>The NVCC will support each district with the documents needed to support these mandates.</p>
	Review of plan effectiveness	<ul style="list-style-type: none"> ● Plan must be reviewed annually ● Statement of Assurance must be submitted annually <p>Through the meetings and communications of the Regional Professional Development Board data will be collected, discussed, and reviewed.</p>
	School level implementation	<ul style="list-style-type: none"> ● Plan must be shared with each School Improvement Panel (ScIP) ● ScIP oversees implementation at school level <p>The NVCC will support individual ScIP committees at the request of the superintendent.</p>

Requirement	Area of Focus	Regulations Adopted May 5, 2014
Mentoring Supports for Non-tenured, First-Year Teachers	Experienced teacher new to district	<ul style="list-style-type: none"> ● Comprehensive orientation to district policies and procedures <p>As part of the NVCC's 3-Year Professional Learning Academy, all teachers new to the Valley will begin orientation in the summer prior to the new teaching assignment. Teachers will continue a course of study over 3 years that will include a selection of workshops that will include instructional skills, differentiated instruction, classroom management, assessment, cooperative learning, and a variety of educational technology programs.</p> <ul style="list-style-type: none"> ● Individualized supports specified in the professional development plan (PDP) based on level of preparation and experience ● New PDP created within 30 days of new assignment <p>Supported by district-level mentors with aid from the NVCC.</p>
	Novice teacher, traditional route (holding Certificate of Eligibility with Advanced Standing)	<ul style="list-style-type: none"> ● Comprehensive orientation to district policies and procedures <p>Same as: Experienced teacher new to district</p> <ul style="list-style-type: none"> ● One full school year of 1-1 mentoring from beginning of assignment, pro-rated for part-time teachers ● Mentor/mentee meet at least once/week for first 4 weeks of assignment ● Mentor leads mentee in guided self-assessment on district's teacher practice instrument <p>Supported by district-level mentors with aid from the NVCC.</p>
	Novice teacher, alternate route (holding Certificate of Eligibility)	<ul style="list-style-type: none"> ● Comprehensive orientation to district policies and procedures <p>Same as: Experienced teacher new to district</p> <ul style="list-style-type: none"> ● One full school year of 1-1 mentoring from beginning of assignment, pro-rated for part-time teachers ● Mentor/mentee meet at least once/week for first 8 weeks of assignment ● Mentor leads mentee in guided self-assessment on district's teacher practice instrument ● Mentor aligns support to mentee's preparation curriculum <p>Supported by district-level mentors with aid from the NVCC.</p>

Requirement	Area of Focus	Regulations Adopted May 5, 2014
Mentor Selection, Training, & Payment	Letters of recommendation	Optional
	Certification	Same as before
	Effectiveness	<ul style="list-style-type: none"> ● Mentor demonstrates a record of success in the classroom ● Beginning in 2014-15, mentor has earned a summative rating of Effective or Highly Effective on most recent summative evaluation ● In cases where summative evaluation is delayed, mentor has earned rating of Effective or higher on teacher practice instrument³ <p>All data collected and reviewed based on teacher evaluation data</p>
	Teaching experience	<ul style="list-style-type: none"> ● At least 3 years, with at least 2 completed within previous 5 ● Currently active <p>As per teacher records</p>
	Knowledge of district	<ul style="list-style-type: none"> ● Understands resources and opportunities available and is able to act as referral source ● Understands social and workplace norms of district and community <p>This is the same as old regulations</p>
	Confidentiality	Defined in regulations
	Professional relationship	Mentor may not serve as mentee's direct supervisor or conduct evaluations
	Training	<ul style="list-style-type: none"> ● Training of mentors required ● District makes provision for training ● Training program curriculum must include, at minimum, training on the district's teacher evaluation rubric and practice instrument; the NJ Professional Standards for Teachers; the NJ Student Learning Standards; classroom observation skills; facilitating adult learning; and leading reflective conversations about practice <p>The NVCC has updated and revised the Successful Mentoring Workshop to include best practices based on research as well as standards for teachers, NJSLS, observation skills, adult learner skills and communication skills. Additionally, these skills will be reinforced with new teachers at the NVCC Professional Learning Academy.</p>
Payment procedures	<ul style="list-style-type: none"> ● Mentors must keep logs of contact time with mentees ● Mentors submit logs to district office ● Payment of mentors overseen by the district administrative office ● Mentees may not pay mentors directly <p>District business offices will coordinate payment between teachers and mentors</p>	

Professional Learning

- The NVCC *Successful Mentoring* workshop has been successful and rewarding. The program has been instituted to train teacher mentors with the new requirements issued in 2014. (A sample agenda for the 2-Day Mentoring Workshop is provided at the end of this document).
- The NVCC will continue to adapt the Professional Learning Academy to support teachers new to the Valley in updated practices and state mandates.
- All novice and first-year teachers will receive the benefit of multiple support experiences during their first year. Both the district and the NVCC provide a mentoring/coaching environment for its novice and first year teachers. Districts will provide mentors trained in best practices through workshops at the NVCC. Novice, as well as veteran teachers new to the Valley will all complete a three-year Professional Learning Academy differentiated to individual needs with a focus on instructional strategies to support student achievement.

New Jersey Professional Standards for Teachers

Model Core Teaching Standards and Learning Progressions for Teachers 1.0

Selection of Mentors

Per NJQSAC District Performance Review Appendix A effective July 2018:

Personnel Indicator 2C

- The district mentoring plan describes the process for selecting and assigning one-to-one mentors who meet State eligibility requirements to work with provisional teachers

Common Definitions

Provisionally Certified Teacher

Any full or part-time teacher who has not completed two years of full-time teaching under a state teaching certificate.

First-Year Teacher

Any teacher with prior experience in another district or who took an extended leave of absence from teaching, who is entering the district as a new hire.

Mentor Teacher

A veteran (tenured recommended) teacher who willingly models and supports strategies and techniques that encourage new teachers to develop successful classroom practices and techniques that will enhance the learning of the students. *This teacher must meet all the requirements of the new mentoring guidelines implemented in May 2014.*

A Mentor Teacher will be:

- Skilled in the delivery of instruction and knowledgeable about student learning standards.
- Deemed Effective or Highly Effective through the evaluation process.
- Non-evaluates and maintains confidences.
- Open to innovation.
- Sensitive to the needs of others.
- Available for help and support.
- A collaborative teacher leader.

Provisional Teacher Holding a Certificate of Eligibility (Alternate Route)

A new teacher who has not completed a state-approved college teacher training program and who must undergo formal instruction in essential areas of professional knowledge and skills at a district-operated or state-operated training center. Please see NJDOE [Provisional Teacher Process](#).

Benefits

THE NOVICE TEACHER:

- Gains knowledge about district policies, job responsibilities, and school culture.
- Has emotional support that eases many concerns and anxieties.
- Improves teaching performance and promotes student learning.
- Engages in professional growth activities that enhance knowledge of effective strategies and techniques.
- Systematically builds on successful classroom practice.

THE MENTOR TEACHER:

- Becomes a stronger, more reflective practitioner.
- Is able to transfer the knowledge and skills in effective classroom practice.
- Is the recipient of new ideas from a fresh perspective
- Functions as a teacher leader.
- Is recognized for contributing to the professional growth of themselves and others.

THE STUDENT:

- Benefits from the experience of the mentor teacher.
- Receives instruction that is based on the most recent research and best practices.
- Learns in an environment that models collaboration, collegiality and life-long learning.

THE ADMINISTRATOR:

- Is supported in efforts to improve teacher quality and effectiveness.
- Has developed a cadre of teacher leaders to support reform efforts.
- Builds a feeling of collaboration within the school that encourages collegial problem solving.
- Is the staff leader in promoting positive professional growth
- Identifies and resolves the problems faced by new teachers.

THE SCHOOL DISTRICT:

- Retains quality teachers who understand the district and school culture.
- Identifies and assists new teachers in resolving problems.
- Creates cohesive schools that promote teacher professional training through learning communities.
- Becomes known for their support of the professional staff and the achievement of their students.

Roles And Responsibilities

Superintendent:

- Develops, reviews, and submits Mentoring Plan annually
- Shares the plan with the ScIPs.
- Completes and submits an SOA that the Mentoring Plan meets all of the requirements as listed in the regulations.

PRINCIPAL/SUPERVISOR:

- Selects a mentor for each novice teacher, and where applicable for each first-year teacher, reports assignment to the Superintendent.
- Serves as a facilitator for, and monitors mentoring activities through ScIP
- Reviews the Mentoring Plan with all partnerships through ScIP
- Observes and evaluates new teachers according to state and district requirements.

MENTOR TEACHER:

- Serves as a professional role model in both professional and classroom practice and has received a rating of Effective or Highly Effective.
- Meets with the novice teacher, one-on-one, as mandated, and provides appropriate feedback after a non-evaluative observation or visitation.
- Provides assistance in writing an individual goal and reviews expectations concerning district and building-level goals.
- Provides assistance in writing Student Growth Objectives.
- Completes the following mandated training: Marshall Evaluation Rubric, NJ Professional Standards for Teachers, NJ Student Learning Standards, Classroom Observation skills, Facilitation of adult learning, Leads reflective conversation about instruction.
- Participates in site-based mentoring meetings.

NOVICE AND FIRST YEAR TEACHER

- Expands the knowledge, skills, and attitudes necessary for optimal student-centered learning through PLCs, workshops, observations and independent study.
- Reviews and fulfills the required hours of professional learning for the district, building, and individual level goals.
- Collaborates with the mentor and supervisor to create an individual goal
- Allows mentor to observe instruction and accepts and implements appropriate suggestions in a professional manner.
- Consults with the mentor, supervisor and/or data coordinator, as needed, to create and evaluate assessments for Student Growth Objectives.

Resources

Mentor Observation Prompts

There are many useful questions that will help teachers reflect on their lessons after an observation has been completed. Using a series of questions enables both participants to discuss the skills and strategies used during the lesson, and their ultimate effectiveness in improving the teaching and learning of the classroom.

1. How do you think the class went in light of the objectives you set?
2. How do you feel the students grasped the concepts? Can you give examples that speak to that point?
3. Did you need to alter your plans at any time during the lesson? Why? How did you accomplish that?
4. Was there any one aspect of the lesson that you would like to teach differently? How would you like to change it?
5. Were the materials you used helpful in making the concept come alive?
6. Are there any teaching methods you would like to further explore that might help you in teaching this type of lesson?
7. Can you describe a strength in the lesson?
8. Describe an area of concern during the lesson. What could be done to change the outcome?
9. Were there behaviors in the class that are not normally present? What could be done to retain the focus of the students while addressing the behavior?
10. How did you react to (describe an event or behavior) the way you did?
11. How will you follow-up the lesson?
12. What strategies did you use to encourage student participation?
13. Can you describe how the students interacted with one another?
14. Identify how you incorporated a variety of questioning techniques that assist students in using higher level thinking skills.
15. How did you vary teaching techniques to address the needs of all of the students?
16. Can you identify elements of the lesson that help students relate the learning to real-world situations?
17. Identify ways that you were sensitive to the behavioral and academic needs of your students.
18. Describe some techniques that were used to assist students in working cooperatively that enables them to process their learning.

District Observations And Evaluation

First-year teachers and all non-tenured teachers who have received their Certificate of Eligibility with Advanced Standing (Traditional Route) or their Certificate of Eligibility (Alternate Route) will be observed based on the state requirements or the approval of waiver consistent with the Marshall Rubric or other district-approved instrument. The State of New Jersey requires all holders of provisional certificates to be evaluated within the approved timeline. The Marshall Teacher Evaluation is an example of an evaluation tool that can be the foundation for observations and evaluations.

Observation:

Observation by your supervisor is an important aspect of the teaching and learning process. There are several areas that will be assessed that will give your supervisor a picture of your strengths and areas that might need improvement. These areas are called domains:

Teacher Evaluation Rubric – Kim Marshall

Domains:

1. Planning and Preparation for Learning
2. Classroom Management
3. Delivery of Instruction
4. Monitoring, Assessment, and Follow-Up
5. Family and Community Outreach
6. Professional Responsibilities

Evaluation and Professional Development Plan:

All staff members will be involved in a formal summative evaluation at the end of the school year. This evaluation will look at the job performance of the individual based on formal and informal observations by the administrative team. You will be fully aware of the areas in which you and your supervisor determine professional development will either improve or enhance your instruction. Professional development may be suggested at any time during the year.

Individual Professional Development Requirements As Of SY13-14

- Each **teacher** must develop an individualized professional development plan (PDP) in consultation with his/her supervisor; this is typically done at the end of each school year, and must be done **within the first 30 days of employment** for those new to a district.
- Each teacher must complete **at least 20 hours of professional development each school year** (replacing previous requirement of 100 hours over 5 years)
 - The move to a yearly hourly requirement ensures that PDPs are revisited each year and are aligned with the teacher's evaluation results as well as any learning related to school, team, or district priorities.
- **School and district leaders** must develop an annual professional development plan that derives from the results of their annual evaluation and identifies professional goals aligned to individual, school, and/or district goals.
 - **School leaders** whose positions require a principal or supervisor's endorsement **will develop their plans in consultation with their superintendent** (chief school administrator) or designee.
 - **Superintendents** will develop their plans for review by their local board of education. All school leaders will be required to provide evidence of progress towards fulfillment of their plans.

Your Professional File

It is important that you maintain a personal and professional file of records that are critical to your job. Proper documentation can help you keep a potential problem from becoming a problem at all.

Please keep the following records:

- Your teaching certificate
- Your letter of employment and a copy of your contract
- All subsequent contracts
- Professional Learning Hours (PLH) certificates from the district and other professional experiences; log all in house PL on the Certificate Request Form
- Transcripts for college courses
- Observations
- Evaluations
- Anecdotal notes from evaluations or observations that required improvement in any area
- Professional Development Plans
- Letters of commendation from parents, administrators, Board of Education, or community organizations
- Awards and honors
- Records of any incidents involving discipline, violence, or other disruptive behavior – this includes reports of phone calls, copies of letters of disciplinary referrals, and logs on student behavior
- An updated resume
- Summaries of parent conferences
- Lesson plan files

Graduate Work:

Certified and tenured staff members may receive graduate credit reimbursement, as defined in the contract of your individual district.

It's Time To Begin The Year

1. Learn the layout of your school. Know how to get from your classroom to wherever you are going.
2. Get to know your principal, the assistant principal, and the supervisor. They will guide you through your first days in the school. Meet with your administrative supervisor to make sure the expectations of classroom practice are clearly defined.
3. Get to know the office staff and the facilities staff.
4. Familiarize yourself with the technology aspects of the job.
5. Make sure that you have the curricula/textbooks and teacher's manuals for all of the textbooks you will be using.
6. Think about the instructional strategies you will be using at the beginning of the school year and establish the layout and a seating chart for your students.
7. Organize your classroom based on the needs of your grade level.
8. Put up bulletin boards that are welcoming and that invite class participation.
9. Establish goals for the first couple of weeks of school.
10. Write lesson plans for the first week of school.
11. Establish routines for attendance, for class jobs, for homework, for class rules, etc.
resource: [The First Days of School](#), by Harry Wong
12. Talk to other members of your grade level or department to get an understanding of the procedures for the first week of school.

NVCC Mentoring Contract

The mentor and the mentee hereby agree:

- To develop a professional and collegial working relationship by discussion of expectations and by arriving at a mutual understanding about how to work together effectively
- To keep all shared information and discussions confidential
- To follow the no-fault exit process to discontinue the mentor-mentee relationship

The mentor hereby agrees:

- To provide developmentally appropriate support
- To attend the mentee teacher's classes **regularly** and provide the novice teacher with feedback, coaching, and support

The mentee teacher hereby agrees:

- To observe the mentor's teaching, as well as the teaching of other experienced professionals
- To reflect on mutually established goals
- To assume the initiative to seek out the mentor for questions that may arise

The principal and supervisor hereby agree:

- To provide support to both the mentor and the novice teacher
- Not to solicit evaluative comments from the mentor regarding the mentee
- To allow the mentor up to five periods of release time to observe the novice teacher, if needed

Protocol for a graceful exit:

- Confidentially contact NVCC office and attempt mediation
- Dissolve partnership
- Assign new mentor

All the parties agree:

- To follow all New Jersey regulations for mentoring aligned with the NJ Professional Standards for Teachers as outlined in the district mentoring for quality induction program

Mentor

Date

Novice Teacher

Date

Supervisor

Date

Principal

Date

Optional Novice Provisional Teacher Mentoring Log Template

Updated August 2020

Effective May 5, 2014, the New Jersey regulations governing district mentoring program requirements have changed. Novice provisional teachers (those teachers serving under a Certificate of Eligibility or a Certificate of Eligibility with Advanced Standing) must still be assigned an individual mentor at the beginning of the contracted teaching assignment. However, two of the regulatory changes impact the way these individual mentors track their time and receive payment for their services.

First, as specified in *N.J.A.C. 6A:9B-8(d)*, individual mentor teachers assigned to work with a novice provisional teacher are now required to log their mentoring contact time. The format of the log itself and the procedures for using it are to be developed as part of the district mentoring plan. The mentoring logs are to be sent to the district administrative office and retained there.

Secondly, as specified in *N.J.A.C. 6A:9B-8(h)*, the administrative office of each school district will now be responsible for overseeing the payment of mentors. Payment may not be conferred directly from provisional novice teacher to mentor. The mentoring logs can be used by the district to inform the payment process.

The optional mentor log template below is provided to assist districts in fulfilling these revised regulations. Please note that while the mentoring logs are required, the use of this particular template is not. Moreover, this template is based on a monthly log submission, but each district is free to determine the frequency with which they want to receive these mentoring logs.

New Jersey Department of Education
Optional Novice Provisional Teacher Monthly Mentoring Log Template

Instructions

Please log each session with your mentee in Table 1. Submit this log form to the district office on the last working day of each month for the duration of your mentorship. Please keep a record for yourself also.

Month: _____ Year: _____

School/District: _____

Mentor Name: _____

Mentor Signature: _____

Mentee Name: _____

Mentee Signature: _____

Total Number of Mentoring Hours This Month: _____

Table 1: Monthly Log of Sessions (add rows as needed)

Date	Start Time	End Time	Description of Activities	Total Time

NVCC Mentoring Documentation Form

Name: _____

Building _____

Codes: Observation (O)

Modeling (M)

Conference (C)

Team Teaching (TT)

September	Week Of	Type of Mentoring
October	Week Of	Type of Mentoring
November	Week Of	Type of Mentoring
December	Week Of	Type of Mentoring
January	Week Of	Type of Mentoring

February	Week Of	Type of Mentoring
March	Week Of	Type of Mentoring
April	Week Of	Type of Mentoring
May	Week Of	Type of Mentoring
June	Week Of	Type of Mentoring

Mentoring Transfer Template

Mentoring Information Related to Teacher Transfers¹

Updated August 2020

Documenting Mentoring Support for Teachers in the Provisional Teaching Process (PTP) Who are Leaving the District²

Teacher Transfers During the Mentoring Year

According to the district mentoring program requirements in *N.J.A.C. 6A:9C-5*, the administrative office of each school district or nonpublic school with teachers enrolled in the Provisional Teacher Process (PTP), pursuant to *N.J.A.C. 6A:9B-8.9*, is responsible for providing one-to-one mentoring for novice provisional teachers (teachers enrolled in the PTP) and for maintaining mentoring logs to document the mentoring that occurs and provide information for the appropriate payment of mentoring fees.

If a novice provisional teacher leaves the district's employ during the initial provisional year and begins to work in another New Jersey district, the first district will need to report the amount of mentoring that occurred, so that the teacher is able to complete the mentoring requirement in the new district or indicate to the new district that required mentoring has been completed. Also, the new district and the teacher who is transferring will have to make a determination about any mentoring fees still owed.

Mentoring Duration Requirements

- District boards of education must provide one-to-one mentoring support to novice provisional teachers for the first year of their employment, which is defined as a minimum of 30 weeks.
- The mentor teacher and the novice teacher holding a Certificate of Eligibility with Advanced Standing (CEAS) must meet at least once per week for the first four weeks of the teaching assignment.
- The mentor teacher and the novice provisional teacher holding a Certificate of Eligibility (CE) must meet at least once per week for the first eight weeks of the teaching assignment.
- One-to-one mentoring that includes planned, in-person contact time between the mentor teacher and the novice provisional teacher holding a CE or CEAS must occur over the course of the academic year (a minimum of 30 weeks), or proportionally longer if the novice provisional teacher holds a part-time teaching assignment.

Mentoring Fee Requirements

- Candidates enrolled in the PTP are responsible for payment of mentoring fees during the first provisional year. The employing school district may pay the cost of mentoring fees, however.

¹ This teacher transfer information and form may be used by nonpublic schools having teachers enrolled in the PTP.

² The [Educator Mentoring and Induction Support](#) webpage has additional information.

- Check current information on mentoring fees on the [Provisional Teacher Process](#) webpage.
- The school district's administrative office is responsible for overseeing the payment of mentors, and payment may not be conferred directly from provisional novice teacher to mentor.

Mentoring Transfer Template: Instructions for Use

The form provided below is to be used either for provisional teachers leaving your district before they have completed the minimum 30-week mentoring requirement or to indicate that the 30 weeks of mentoring have been completed. It has been designed to assist the district/nonpublic school to facilitate transference of information about mentoring supports that have already been provided. (Please note: There is a separate template on the [Educator Mentoring and Induction Support webpage](#) that may be used to log one-to-one mentoring events throughout the year).

How to Use the Form

For Districts with an Outgoing Teacher Enrolled in the PTP:

- Consult mentoring payment records, confirm with the transferring teacher, and be ready to answer any inquiries from a receiving district.
- Complete the mentoring completion form and give a copy to any teacher enrolled in the PTP who is leaving your district before having completed his or her mentoring requirement or who has completed his or her mentoring requirement.
- Keep a copy of this form as specified by the document retention rules for past employees.

For Districts with an Incoming Teacher Enrolled in the PTP by a Previous District:

- Request a copy of the mentoring completion form from the teacher you are hiring. If no form is provided or information is incomplete, reach out to the prior district to obtain the necessary information.
- Provide the necessary mentoring support to allow the provisional teacher to complete the mentoring requirement in order to be eligible for a standard certificate.
- Begin mentoring logs and arrange for payment for mentoring provided in your district.
- Don't forget to register the transferring teacher into the Office of Certification and Induction's online system - the Provisional Licensure Registration Management System (PLRMS).

If you have questions about mentoring requirements or the use of this form, please communicate them to teachpd@doe.nj.gov or provisional.teacher@doe.nj.gov or contact the Office of Professional Learning at 609-633-8014.

**New Jersey Department of Education
Mentoring Transfer Template**

District/Nonpublic School: _____

Novice Provisional Teacher's Name: _____

Novice Provisional Teacher's PLMRS Tracking Number: _____

CE or CEAS: _____

School District Contact Information

(Name of individual who can provide information about the mentoring that occurred and the mentoring fees that were paid while the provisional teacher was employed in the district)

Name: _____

Title: _____

Phone (include extension) _____

Email: _____

Mentoring Information

Novice Provisional Teacher's Mentor: _____

Date One-to-One Mentoring began: Month: Year: _____

1. Have the required initial, weekly one-to-one meetings been completed? Check yes or no.

Yes	
No	

2. Have the required minimum of 30 weeks of mentoring been completed? Check yes or no.

Yes	
No	

If you answered "No" for #2, how many weeks of mentoring have been completed?

Total Number of weeks of mentoring completed (out of 30 minimum): _____

Signature Section

To be completed by Chief School Administrator (or designee) or Nonpublic School Lead (or designee).

Name of Person Signing this Form:

By signing, you are attesting to the accuracy of this document:

Signature:

Date:

MENTORING TRANSFER TEMPLATE

Mentoring Information Related to Teacher Transfers³

Documenting Mentoring Support for Teachers in the Provisional Teaching Process (PTP) Who Are Leaving the District⁴

TEACHER TRANSFERS DURING THE MENTORING YEAR

According to the district mentoring program requirements in *N.J.A.C. 6A:9C-5*, the administrative office of each school district or nonpublic school with teachers enrolled in the PTP, pursuant to *N.J.A.C. 6A:9B-8.9*, is responsible for providing one-to-one mentoring for novice provisional teachers (teachers enrolled in the PTP) and for maintaining mentoring logs to document the mentoring that occurs and provide information for the appropriate payment of mentoring fees.

If a novice provisional teacher leaves the district's employ during the initial provisional year and begins to work in another New Jersey district, the first district will need to report the amount of mentoring that occurred, so that the teacher is able to complete the mentoring requirement in the new district or indicate to the new district that required mentoring has been completed. Also, the new district and the teacher who is transferring will have to make a determination about any mentoring fees still owed.

MENTORING DURATION REQUIREMENTS

- District boards of education must provide one-to-one mentoring support to novice provisional teachers for the first year of their employment, which is defined as a minimum of 30 weeks.
- The mentor teacher and the novice teacher holding a Certificate of Eligibility with Advanced Standing (CEAS) must meet at least once per week for the first four weeks of the teaching assignment.
- The mentor teacher and the novice provisional teacher holding a Certificate of Eligibility (CE) must meet at least once per week for the first eight weeks of the teaching assignment.
- One-to-one mentoring that includes planned, in-person contact time between the mentor teacher and the novice provisional teacher holding a CE or CEAS must occur over the course of the academic year (a minimum of 30 weeks), or proportionally longer if the novice provisional teacher holds a part-time teaching assignment.

MENTORING FEE REQUIREMENTS

- Candidates enrolled in the PTP are responsible for payment of mentoring fees during the first provisional year. The employing school district may pay the cost of mentoring fees, however.
- Check current information on mentoring fees.
- The school district's administrative office is responsible for overseeing the payment of mentors, and payment may not be conferred directly from provisional novice teacher to mentor.

³ This teacher transfer information and form may be used by nonpublic schools having teachers enrolled in the PTP. Access complete information about the district mentoring program and new teacher support.

⁴

MENTORING TRANSFER TEMPLATE: Instructions for use

The form provided below is to be used either for provisional teachers leaving your district before they have completed the minimum 30-week mentoring requirement or to indicate that the 30 weeks of mentoring have been completed. It has been designed to assist the district/nonpublic school to facilitate transference of information about mentoring supports that have already been provided. (**Please note:** There is a [separate template](#) that may be used to log one-to-one mentoring events throughout the year).

HOW TO USE THE FORM

For Districts with an Outgoing Teacher Enrolled in the PTP:

- Consult mentoring payment records, confirm with the transferring teacher, and be ready to answer any inquiries from a receiving district.
- Complete the mentoring completion form and give a copy to any teacher enrolled in the PTP who is leaving your district before having completed his or her mentoring requirement or who has completed his or her mentoring requirement.
- Keep a copy of this form as specified by the document retention rules for past employees.

For Districts with an Incoming Teacher Enrolled in the PTP by a Previous District:

- Request a copy of the mentoring completion form from the teacher you are hiring. If no form is provided or information is incomplete, reach out to the prior district to obtain the necessary information.
- Provide the necessary mentoring support to allow the provisional teacher to complete the mentoring requirement in order to be eligible for a standard certificate.
- Begin mentoring logs and arrange for payment for mentoring provided in your district.
- Don't forget to register the transferring teacher into the Office of Certification and Induction's online system - the PLRMS.

If you have questions about mentoring requirements or the use of this form, please communicate them to teachpd@doe.state.nj.us or provisional.teacher@doe.state.nj.us or contact the Office of Professional Development at 609-633-8014.

MENTORING TRANSFER TEMPLATE

District/Nonpublic School: _____

Novice Provisional Teacher's Name: _____

Novice Provisional Teacher's PLMRS Tracking Number: _____

Check One: • CE • CEAS

School District Contact: (Name of individual who can provide information about the mentoring that occurred and the mentoring fees that were paid while the provisional teacher was employed in the district)

Name (Please print): _____ Title: _____

Phone (incl. ext.): _____ Email: _____

Novice Provisional Teacher's Mentor: _____

Date One-to-One Mentoring began: Month: _____ Year: _____

Required initial, weekly one-to-one meetings have been completed: • Yes • No

Required minimum of 30 weeks of mentoring have been completed • Yes • No

If "No" was checked indicate below how many weeks of mentoring have been completed:

Total # of weeks of mentoring completed (out of 30 minimum): _____

By signing below, you are attesting to the accuracy of this document:

*Signature, Chief School Administrator (or designee)
or Nonpublic School Lead (or designee)*

Printed Name

Date

NVCC Mentoring Intent Form

This form indicates that you have a desire to mentor a Novice Teacher in the District. A copy, with the required signatures, must be submitted to your Principal for his/her records and a copy must be sent to the Mentoring Coordinator.

Name: _____

School: _____

Email: _____

School Phone: _____

Assignment: _____

Years Teaching: _____

Years in Current Position: _____

Home Address: _____

Please check all that apply:

I was a Mentor Teacher for the current school year

Name of Mentee: _____

I have been a Mentor Teacher prior to 2014-2015

Year(s) as a Mentor Teacher: _____

Name of Student Teacher: _____

I have been a Cooperating Teacher for a Student Teacher

Year(s) as a Cooperating Teacher: _____

Name of Student Teacher(s): _____

I have received formal mentor training within the district

Year: _____

I have received formal mentor training through another program. Please describe below:

I understand that I must receive training in the roles and responsibilities of a Mentor Teacher, communication skills and peer coaching. I agree to meet with the Novice Teacher on a regular basis throughout the year. The district will provide the initial training which will take place in August and/or September with follow-up sessions during the first year. The compensation for this training is part of the stipend received at the end of the year.

Signature of Applicant: _____

It is the responsibility of the applicant to get the signature of the building principal and a colleague to verify the following statement:

The applicant has the qualities inherent in establishing a trusting relationship with the beginning professional. The applicant will be able to help the Novice Teacher face the realities of teaching and guide him/her in setting appropriate goals. The applicant is able to consistently model effective teaching strategies.

Building Principal

Colleague

Mentor's Checklist

Before school begins...

- Call to introduce yourself.
- Ask the beginning teacher to assemble a list of questions.
- Tour the building.
- Make certain that supplies and Teacher's Guides are available.
- Answer questions and supply additional related information.

On the first day...

- Introduce the beginning teacher to other staff members, especially those they will be working with most closely.
- Review daily routine.
 - ~ Homeroom period
 - ~ Attendance
 - ~ Lunch count
 - ~ Changing classes
 - ~ Special classes
 - ~ Playground, lunch, and door duty
- Review the paperwork to go home with students on their first day.
- Explain book cards and textbook distribution.
- Take the beginning teacher to the PTA luncheon and introduce them to room parents.

During the first week...

- Check **DAILY** to make sure the beginning teacher has settled into a smooth routine.
- Assist with any needed changes to the schedule.
- Be certain that first day paperwork has been returned and processed properly.
- Help the beginning teacher set up a gradebook and do the first full week's lesson plan.
- Review posting grades via the online format in your school.
- Set up a regular WEEKLY meeting time to check on progress and answer questions.
- Offer to allow the beginning teacher to observe you as you teach, or arrange other observations that might be appropriate. Arrange coverage if needed for observations.

Before mid-marking period 1...

- Provide needed information and advice for "Back to School Night".
- Review grading formulas.
- Assist with interims and CST review of interims as needed.
- Explain permanent record cards for reading and math, advise the beginning teacher to post test scores to these cards as soon as possible.
- Assist with pre-observation forms and answer questions about observation by administrators.

Before first report cards are due...

- Help the beginning teacher prepare for parent conferences.
- Assist with the completion of report cards as needed.

As the year proceeds...

- Continue to meet WEEKLY to answer questions and offer assistance.
- Explain standardized testing procedures.
- Guide the beginning teacher through:
 - ~ Referral to BSIP
 - ~ IEP meeting
 - ~ TRAC referral
 - ~ Child Study Team referral process
 - ~ CST staffing
 - ~ Retention decision

At year's end...

- Explain procedures for:
 - ~ Final grades
 - ~ Needs assessment form
 - ~ Permanent record folders
 - ~ Professional Improvement Plan
- Review end-of-year checklist.

Year Two

- Continue to meet regularly (MONTHLY at least) to provide support.
- Explain the documentation for professional learning hours.
- Guide the new teacher through any procedures listed above which were not experienced the first year.

Reflective Feedback protocol

Reflective feedback is a protocol used to assist a teacher in reflecting on his or her lesson. A coach chooses observing and giving feedback when teachers have implemented new practices within their own classrooms independently and are ready to receive feedback. This form of classroom support helps teachers hone their instructional skills and strengthen their practice. It also supports a teacher in becoming a reflective practitioner who regularly examines his or her own practice.

Teacher: _____ Coach: _____

Conference Date: _____

Tell me about the highlights of your lesson.
How was this lesson different than what you planned? What do you think accounted for those differences?
What evidence from the lesson tells you if your students achieved the lesson's goals?
Teachers make many decisions as they teach. What decisions did you find yourself making during this lesson? Tell me about some of them and share your decision-making process. How did you arrive at those decisions?
What did you learn that you will apply to a future lesson?

Source: Killian, J. & Harrison, C. (2006). *Taking the lead: New roles for teachers and school-based coaches*. Oxford, OH: NSDC

COLLEGIAL VISIT Bring structure to classroom observation

The observing teacher should record her observations on the note-taking guide. The coach or visit facilitator is encouraged to do the same.

Maintain a predetermined focus while completing this form in order to avoid getting hung up on unrelated details.

Teacher's Name:	Date of visit:
What is the focus of your visit?	
What are students doing?	What is the teacher doing?
What questions do you have as a result of this visit?	
What are your next steps?	

Source: Learning Forward, May 2012

CULTURE OF TRUST Build collaboration and collegiality

A culture of trust is essential for building collaboration around professional learning (Roy & Hord, 2003). The following actions contribute to building a culture of trust (Roy,2007). Complete this self-analysis to discover how you can reinforce these actions in your own practice.

1	Build teacher trust in your decisions. How can you demonstrate that your educational decisions put the interests of students above personal and political interests?
2	Keep your word. How consistently do teachers see that you do what you say and that you follow through with promised actions?
3	Show your respect for teacher competence and intentions. How can you show teachers you believe in their abilities and that they operate with the best interest of students in mind?
4	Address incompetence fairly and firmly. How can you better respond to personnel issues related to incompetence?
5	Demonstrate your own competence. How can you communicate a strong vision for professional learning and clearly define expectations that are upheld for all faculty members?

Source: Roy, P. (2007, February). Trust is the on-ramp to building collaboration and collegiality. *The Learning Principal*. Oxford, OH: NSDC.

Sample Agenda for the NVCC 2-Day Mentoring Workshop

Successful Mentoring

Day 1

- Mentoring then and now
 - Personal reflections
 - Policies and procedures
 - Key elements
- Phases of teacher-mentor relationship
 - Roles and responsibilities
 - Needs of new and transfer teachers
- Establishing the relationship
 - Trust - Integrity
 - Key communication skills
- Navigating the Challenges of Mentoring
 - School Culture
 - Time
 - Cross Generational Staff
- Mentoring and Coaching
 - Key Communication Concepts
 - Effective Listening
 - Feedback / Questioning Techniques
 - Case Studies
- Goals and plans for mentoring
 - Resources

Successful Mentoring

Day 2

- Promoting Collaborative Learning
 - Roles and ongoing responsibilities of a mentor
 - Facilitating transition
 - Change and CBAM model
- Mentoring Leadership Style
 - Facilitating Mentee Development
 - Mentoring, Coaching and Supervision
- Developing Mentoring Skills/ Coaching Techniques:
 - Feedback
 - Collecting classroom observation data
- Observation Practice
- Action Plans
- Gallery Tour



Closter Public Schools District Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
Closter Public Schools	Vincent McHale	September 2021 – June 2022

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Educators will leverage the power of technology to measure essential learning and utilize assessment data to improve and accelerate student learning.	Teaching and administrative staff	<ul style="list-style-type: none"> LinkIt/Aimsweb benchmark data Pandemic (COVID-19) virtual learning Future Ready committee findings NJSLA has provided the impetus to create more assessments that use online tools
2	Educators continue to build capacity to implement AchieveNJ in accordance with state regulations and district strategic goals.	Teaching and administrative staff	<ul style="list-style-type: none"> Marshall Rubric indicates room for growth in subdomains ScIP committees, DEAC agendas
3	To improve the mental health and resiliency of staff and students, educators and students will engage in strategies that improve mindset and mindfulness.	Students, teaching and administrative staff	<ul style="list-style-type: none"> ARP grant application ESSRII grant application survey of community
4	Diversity training regarding history of individuals who helped LGBTQ+ and disability advocacy and anti-racist education	All teaching staff and administration	<ul style="list-style-type: none"> State mandate Transgender Task Force HIB reports



2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> Complete benchmark assessments with LinkIt!, Aimsweb Plus and Start Strong. Workshops with professional developer on accelerated learning. PLCs to analyze, interpret and act on data. 	<ul style="list-style-type: none"> Lesson plans will reflect accelerated learning priorities determined at school and PLC level. Utilize professional resources and course offerings through Northern Valley Curriculum Center
2	<ul style="list-style-type: none"> Review Marshall Rubric Process with community partners and teaching staff at opening day training SGO Workshops in both buildings One-on-one sessions for SGO as necessary 	<ul style="list-style-type: none"> Utilize professional resources and course offerings through Northern Valley Curriculum Center.
3	<ul style="list-style-type: none"> Mental health teams formed in each building Research best practices Investigate PD for staff to turnkey for students 	<ul style="list-style-type: none"> West Bergen Mental Health consultant
4	<ul style="list-style-type: none"> Mini lessons on diversity topics Purchase resources related to people who identify as LGBTQ+, individuals with disabilities, and anti-racist materials 	<ul style="list-style-type: none"> Utilize professional resources and course offerings through Northern Valley Curriculum Center In-house PD

3: PD Required by Statute or Regulation

State-mandated PD Activities
Reading Disabilities Training – 2 hours in January for appropriate staff– annual requirement Suicide Prevention – New teachers – SafeSchools Online; 5 year regulation met in 2018, follow ups for new staff Review of HIB policies and procedures – September faculty meeting; new teachers SafeSchools Online Recognition of Substance Abuse – SafeSchools Online School Safety – September faculty meeting Law Enforcement Operations – faculty meeting Gang Awareness – Administrators attend Office of the Attorney General seminar TBD Cluster Public Schools



Code of Conduct – September faculty meeting
 Missing and Abused Children – September faculty meeting
 Electronic Violence and Vandalism Reporting System – September faculty meeting
 Communicable Diseases and EpiPen – by nurse at September faculty meeting and as needed
 Asthma – SafeSchools Online
 Bloodborne Pathogens – SafeSchools Online
 Alcohol, Tobacco, and Drug Prevention – SafeSchools Online
 AchieveNJ – September with follow up faculty meetings and separate SGO trainings through September-October
 Integration of strategies for ELL – faculty meetings and small group grade level sessions

4: Resources and Justification

Resources

Most professional development is embedded, in-house whenever possible. However, a few professional development experiences require outside consultants such as Dyslexia training provider, Accelerated Learning, Mental Health, and Safe Schools Online. We also are part of a consortium with the Northern Valley Curriculum Center, who provides additional professional development for staff. These activities and as needed materials have been developed within the 2021-2022 budget as approved by the Closter Board of Education and the federal grants, Coronavirus Response and Relief Supplemental Appropriations (CRRSA), the Elementary and Secondary School Emergency Relief Fund (ESSER), and the American Rescue Plan.

Justification

Closter Public Schools believes in a strong professional development foundation. It should be embedded throughout the year for successful implementation of curriculum. Providing professional development for the staff is also required as per the association contract. After reflecting on the needs of the district through surveys, staff meetings, and goal setting, the above priorities have been selected to deliver quality instruction and ensure 21st century skills and academic growth.

Signature: _____



Superintendent Signature

Date

REPORT OF THE TREASURER OF SCHOOL MONIES
TO THE CLOSTER BOARD OF EDUCATION

All Funds for the Month Ending: June, 2021
CASH REPORT

FUNDS	Beginning Cash	Cash Receipts	Cash Disbursements	(1)+(2)-(3)
	Balance Column1	This Month Column2	This Month Column3	Ending Cash Balance Column4
GOVERNMENTAL FUNDS:				
General Fund - FUND 10	\$ 3,002,617.47	\$ 2,008,085.53	\$ 2,183,750.93	\$ 2,826,952.07
Compensating Balance	\$ 1,106,000.00	\$ -	\$ -	\$ 1,106,000.00
Capital Reserve	\$ 2,771,096.00	\$ -	\$ -	\$ 2,771,096.00
Emergency Reserve	\$ 224,913.00	\$ -	\$ -	\$ 224,913.00
Special Revenue - FUND 20	\$ 39,100.95	\$ 17,467.00	\$ 18,855.93	\$ 37,712.02
Capital Projects - FUND 30	\$ -	\$ -	\$ -	\$ -
Debt Service - FUND 40	\$ -	\$ -	\$ -	\$ -
TOTAL GOVERNMENTAL FUNDS 10-40	\$ 7,143,727.42	\$ 2,025,552.53	\$ 2,202,606.86	\$ 6,966,673.09
ENTERPRISE (MILK) FUND 60	\$ 1,447.97	\$ -	\$ -	\$ 1,447.97
TRUST and AGENCY FUNDS:				
Payroll - FUND 90	\$ -	\$ -	\$ -	\$ -
Payroll Agency - FUND 90	\$ 4,180.28	\$ 985.91	\$ -	\$ 5,166.19
Unemployment Insurance Trust - FUND 63	\$ 215,042.09	\$ 5,272.97	\$ -	\$ 220,315.06
Closter PTO - FUND 64	\$ -	\$ -	\$ -	\$ -
Miriam Kramer Scholarship - FUND 67	\$ 1,651.39	\$ -	\$ -	\$ 1,651.39
TOTAL TRUST AND AGENCY FUNDS	\$ 220,873.76	\$ 6,258.88	\$ -	\$ 227,132.64
TOTAL ALL FUNDS	\$ 7,366,049.15	\$ 2,031,811.41	\$ 2,202,606.86	\$ 7,195,253.70

Prepared and Submitted by

Norma T. Kettler 07/19/21
Norma T. Kettler Date

Treasurer of School Monies

GENERAL FUND

ASSETS AND RESOURCES

101	CASH IN BANK		\$3,932,952.07
102-106	CASH EQUIVALENTS		\$.00
108	IMPACT AID RESERVE GENERAL		\$.00
109	IMPACT AID RESERVE CAPITAL		\$.00
111	INVESTMENTS		\$.00
116	CAPITAL RESERVE ACCOUNT		\$2,771,096.00
117	MAINTENANCE RESERVE INVESTMENT ACCOUNT		\$.00
118	EMERGENCY RESERVE		\$224,913.00
121	TAX LEVY RECEIVABLE		\$.00

ACCOUNTS RECEIVABLE:

132	INTERFUND	\$.00
140	INTERGOVERNMENTAL-ACCOUNTS RECEIVABLE	\$.00
141	INTERGOVERNMENTAL-STATE	\$646,786.00
142	INTERGOVERNMENTAL-FEDERAL	\$.00
143	INTERGOVERNMENTAL-OTHER	\$8,040.00
153, 154	OTHER - NET OF ESTIMATED UNCOLLECTIBLE OF	\$11,047.69
		(\$.00)

LOANS RECEIVABLE:

131	INTERFUND	\$.00
151, 152	OTHER - NET OF EST. UNCOLLECTIBLE OF	\$.00
181	PREPAID EXPENSES	\$.00
192	DEFERRED EXPENDITURES	\$.00
	OTHER CURRENT ASSETS	\$20,370.00

RESOURCES:

301	ESTIMATED REVENUES	\$21,694,975.00
302	LESS REVENUES	(\$22,445,972.76)

TOTAL ASSETS AND RESOURCES

\$6,864,207.00

LIABILITIES AND FUND EQUITY

LIABILITIES:

101	CASH OVERDRAFT	\$.00
402	INTERFUND ACCOUNTS PAYABLE	(\$10,195.63)
421	ACCOUNTS PAYABLE	\$11,779.11
431	CONTRACTS PAYABLE	\$.00
451	LOANS PAYABLE	\$.00
423	ACCOUNTS PAYABLE / PREVIOUS YEARS	\$.00
461	ACCRUED SALARIES AND BENEFITS	\$.00
481	DEFERRED REVENUE	\$.00
580	UNEMPLOYMENT TRUST	\$.00

OTHER CURRENT LIABILITIES

\$.00

TOTAL LIABILITIES

\$1,583.48

753	FUND BALANCE:				
754	APPROPRIATED:				\$667,133.96
	RESERVE FOR ENCUMBRANCES - CURRENT YEAR				\$.00
	RESERVE FOR ENCUMBRANCES - PRIOR YEAR				
	RESERVED FUND BALANCE FOR WAIVER OFFSET RSV				
768	WAIVER OFFSET RESERVE - CURRENT YEAR	\$500,000.00			
609	INCREASE IN WAIVER OFFSET RESERVE	\$.00			
314	WITHDRAWAL FROM WAIVER OFFSET RESERVE	\$.00			
	RESERVED FUND BALANCE:				
	BUS ADVERTISING RESERVE	\$.00			
610	ADD: INCREASE IN BUS ADV RESERVE FOR F	\$.00			
315	LESS: BUDGETED W/D FROM BUS ADV FUEL CO	(\$.00)			\$.00
756	FEDERAL IMPACT AID RESERVE GENERAL - JULY	\$.00			
611	ADD: INCREASE IN FEDERAL IMPACT AID RE	\$.00			
318	LESS: W/D FROM FEDERAL IMPACT AID RESER	(\$.00)			\$.00
757	FEDERAL IMPACT AID RESERVE CAPITAL - JULY	\$.00			
612	ADD: INCREASE IN FEDERAL IMPACT AID RE	\$.00			
319	LESS: W/D FROM FEDERAL IMPACT AID RESER	(\$.00)			\$.00
764	MAINTENANCE RESERVE ACCOUNT - JULY 1, 2020	\$.00			
606	ADD: INTEREST EARNED ON MAINTENANCE RE	\$.00			
310	LESS: BUDGETED W/D FROM MAINT. RESERVE	(\$.00)			\$.00
765	TUITION RESERVE ACCOUNT	\$.00			
761	CAPITAL RESERVE ACCOUNT - JULY 1, 2020	\$3,555,549.00			
604	ADD: INCREASE IN CAPITAL RESERVE	\$1,000.00			
605	ADD: INCREASE IN SALE/LEASE RESERVE	\$.00			
307	LESS: BUDG. W/D FROM CAPITAL RESERVE-ELI	(\$.00)			
309	LESS: BUDG. W/D FROM CAPITAL RESERVE-EXC	(\$540,000.00)			\$3,016,549.00
766	CURR. EXP. EMERGENCY RESERVE - JULY 1, 2020	\$224,913.00			
607	ADD: INCR. IN CURR. EXP. EMERG. RESERVE	\$.00			
312	LESS: W/D FROM CURR. EXP. EMERG. RESERV	(\$.00)			\$224,913.00
762	ADULT EDUCATION PROGRAMS	\$.00			
769	UNEMPLOYMENT FUND	\$300,000.00			
750,751,752	RESERVED FUND BALANCE				\$300,000.00
76X	OTHER RESERVES	\$.00			
601	APPROPRIATIONS	\$.00			
602	LESS: EXPENDITURES				
603	ENCUMBRANCES				
	TOTAL APPROPRIATED	\$23,232,772.88			\$2,358,198.35
		\$20,207,440.57			\$7,066,794.31
		\$667,133.96	(\$20,874,574.53)		
	UNAPPROPRIATED:				
770	FUND BALANCE, JULY 1, 2020				\$479,998.21
771	FUND BALANCE -DESIGNATED				\$.00
772	FUND BALANCE -UNDESIGNATED				\$.00
303	BUDGETED FUND BALANCE				(\$684,169.00)
311	BUDGT. WITHDR. FM TUITION RESERVE-ADJUST/SU				(\$.00)
	TOTAL FUND BALANCE				\$6,862,623.52
	TOTAL LIABILITIES AND FUND EQUITY				\$6,864,207.00

	Budgeted	Actual	Variance
RECAPITULATION OF FUND BALANCE:			
APPROPRIATIONS	\$23,232,772.88	\$20,874,574.53	\$2,358,198.35
REVENUES	(\$21,694,975.00)	(\$22,445,972.76)	(\$750,997.76-)
SUB TOTAL	\$1,537,797.88	(\$1,571,398.23-)	\$3,109,196.11
CHANGE IN RESERVE ACCOUNTS:			
PLUS - INCREASE IN RESERVE	\$1,000.00	\$1,000.00	\$.00
LESS - WITHDRAW FROM RESERVE	(\$540,000.00)	(\$540,000.00)	(\$.00)
SUB TOTAL	\$998,797.88	(\$2,110,398.23-)	\$3,109,196.11
LESS: ADJUSTMENT FOR PRIOR YEAR ENCUMBRANCE	(\$.00)	(\$.00)	(\$.00)
BUDGETED FUND BALANCE	\$998,797.88	(\$2,110,398.23-)	\$3,109,196.11

REVENUE/SOURCES OF FUNDS:	Budgeted Estimated	Actual to Date	NOTE: Over or (Under)	Unrealized Balance
52XX FROM TRANSFERS	\$.00	\$.00		\$.00
1XXX FROM INTEREST EARNED ON CURR. EXP. EMERGENCY	\$.00	\$.00		\$.00
1XXX FROM INTEREST EARNED ON MAINTENANCE RESERVE	\$.00	\$.00		\$.00
1XXX FROM LOCAL SOURCES	\$20,870,888.00	\$21,025,245.76	Over	(\$154,357.76--)
2XXX FROM INTERMEDIATE SOURCES	\$.00	\$.00		\$.00
3XXX FROM STATE SOURCES	\$824,087.00	\$1,429,993.00	Over	(\$605,906.00--)
4XXX FROM FEDERAL SOURCES	\$.00	\$.00		\$.00
5XXX FROM OTHER FINANCING SOURCES	\$.00	\$.00		\$.00
XXXX ARR A ESF (FUND 16)	\$.00	\$.00		\$.00
XXXX ARR A GSF (FUND 17)	\$.00	\$.00		\$.00
XXXX ARR A SFSF (FUND 18)	\$.00	\$.00		\$.00
TOTAL REVENUES/SOURCES OF FUNDS	\$21,694,975.00	\$22,455,238.76	Over	(\$760,263.76--)

EXPENDITURES:	Appropriations	Expenditures	Encumbrances	AvaiTable Balance
GENERAL CURRENT EXPENSE FUND (11)				
1XX-100-XXX REGULAR PROGRAMS - INSTRUCTION	\$7,458,011.63	\$6,920,449.43	\$109,290.40	\$428,271.80
2XX-100-XXX SPECIAL EDUCATION - INSTRUCTION	\$2,104,380.96	\$1,974,893.33	\$274.92	\$129,212.71
230-100-XXX BASIC SKILLS/REMEDIAL INSTRUCTION	\$502,395.00	\$482,727.39	\$.00	\$19,667.61
240-100-XXX BILINGUAL EDUCATION - INSTRUCTION	\$356,919.00	\$354,131.59	\$.00	\$2,787.41
3XX-100-XXX VOC. PROGRAMS - LOCAL - INSTRUCTION	\$.00	\$.00	\$.00	\$.00
401-100-XXX SCHOOL-SPONS. COCURR. ACTIVITIES - INST.	\$54,531.00	\$18,080.00	\$.00	\$36,451.00
402-100-XXX SCHOOL-SPONS. ATHLETICS - INSTRUCTION	\$32,600.00	\$8,993.00	\$.00	\$23,607.00
421-XXX-XXX TOTAL BEFORE/AFTER SCHOOL PROGRAMS	\$.00	\$.00	\$.00	\$.00
422-XXX-XXX TOTAL SUMMER SCHOOL PROGRAMS	\$45,000.00	\$13,536.03	\$.00	\$31,463.97
423-XXX-XXX TOTAL ALTERNATIVE EDUCATION PROGRAM	\$.00	\$.00	\$.00	\$.00
424-XXX-XXX TOTAL OTHER SUPPLEMENTAL/AT-RISK PROGRAMS	\$.00	\$.00	\$.00	\$.00
425-XXX-XXX TOTAL OTHER SUPPLEMENTAL/AT-RISK PROGRAMS	\$.00	\$.00	\$.00	\$.00
4XX-100-XXX OTHER INSTRUCTIONAL PROGRAMS - INSTRUCTION	\$.00	\$.00	\$.00	\$.00
800-330-XXX COMM. SERV. PROGRAMS-COMM. SERV. OPERATIONS	\$.00	\$.00	\$.00	\$.00
OTHER EXPENDITURES NOT INCLUDED ABOVE	\$.00	\$.00	\$.00	\$.00

UNDISTRIBUTED EXPENDITURES:	Appropriations	Expenditures	Encumbrances	AvaiTable Balance
000-1XX-XXX INSTRUCTION	\$1,719,393.08	\$1,488,536.53	\$.00	\$230,856.55
000-211-XXX ATTENDANCE AND SOCIAL WORK SERVICES	\$77,219.00	\$48,413.29	\$.00	\$28,805.71
000-213-XXX HEALTH SERVICES	\$221,920.05	\$195,850.68	\$.00	\$26,069.37
000-216-XXX OTHER SUPPORT SERV.-STUDENTS-RELATED SERV	\$286,423.00	\$252,741.30	\$.00	\$33,681.70
000-217-XXX OTHER SUPPORT SERV.-STUDENTS-EXTRA SERV.	\$838,558.00	\$547,835.14	\$.00	\$290,722.86
000-218-XXX OTHER SUPPORT SERVICES-STUDENTS-REGULAR	\$182,819.00	\$176,795.77	\$.00	\$6,023.23
000-219-XXX OTHER SUPPORT SERV.-STUDENTS-SPEC. SERV.	\$618,730.00	\$603,729.71	\$1,352.75	\$14,147.54
000-221-XXX IMPROV. OF INST./OTHER SUP. SERV.-INSTSERV	\$158,298.00	\$150,103.62	\$.00	\$8,194.38
000-222-XXX EDUCATIONAL MEDIA SERV./SCHOOL LIBRARY	\$191,271.00	\$179,301.80	\$1,918.71	\$10,050.49
000-223-XXX INSTRUCTIONAL STAFF TRAINING SERVICES	\$56,260.00	\$26,488.13	\$.00	\$29,771.87
000-23X-XXX SUPP. SERV. - GENERAL ADMINISTRATION	\$451,332.00	\$414,629.86	\$.00	\$36,702.14

	Appropriations	Expenditures	Encumbrances	Available Balance
000-24X-XXX SUPP. SERV. - SCHOOL ADMINISTRATION	\$749,738.10	\$738,648.54	\$3,601.25	\$7,488.31
000-25X-XXX SUPP. SERV. - CENTRAL SERVICES & TECH SERV	\$573,221.83	\$544,633.72	\$829.61	\$27,758.50
000-26X-XXX OPERATION AND MAINT. OF PLANT SERVICES	\$1,692,438.31	\$1,292,407.00	\$9,200.00	\$390,831.31
000-263-XXX TOTAL CARE AND UPKEEP OF GROUNDS	\$69,000.00	\$33,581.78	\$27,300.00	\$8,118.22
000-266-XXX TOTAL SECURITY	\$31,500.00	\$19,259.86	\$6,699.80	\$5,540.34
000-27X-XXX STUDENT TRANSPORTATION SERVICES	\$375,297.00	\$232,854.38	\$0.00	\$142,442.62
000-29X-XXX BUSINESS AND OTHER SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00
000-40X-XXX FACILITIES ACQ. & CONTRUCTION SERVICES	\$0.00	\$0.00	\$0.00	\$0.00
XXX-XXX-2XX UNALLOCATED BENEFITS	\$3,425,072.32	\$3,066,999.27	\$0.00	\$358,073.05
000-31X-XXX FOOD SERVICES	\$0.00	\$0.00	\$0.00	\$0.00
000-515-XXX RETIREMENT OF ERIP LIABILITY	\$0.00	\$0.00	\$0.00	\$0.00
000-52X-XXX FUND TRANSFERS	\$0.00	\$0.00	\$0.00	\$0.00
OTHER UNDISTRIBUTED EXPENDITURES NOT INCLUDED ABOVE	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL GEN. CURRENT EXP. EXPENDITURES/USES OF FUNDS	\$22,272,328.28	\$19,785,121.15	\$160,467.44	\$2,326,739.69
CAPITAL OUTLAY (FUND 12)				
XXX-XXX-73X EQUIPMENT	\$403,705.60	\$241,627.18	\$161,836.96	\$241.46
000-400-937 IMPACT AID RESERVE	\$0.00	\$0.00	\$0.00	\$0.00
000-4XX-XXX FACILITIES ACQUISITION AND CONSTR. SERV.	\$556,739.00	\$180,692.24	\$344,829.56	\$31,217.20
430-4XX-741 INFRASTRUCTURE	\$0.00	\$0.00	\$0.00	\$0.00
OTHER CAPITAL OUTLAY EXPENDITURES NOT INCLUDED ABOVE	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL CAPITAL OUTLAY EXPENDITURES/USES OF FUNDS	\$960,444.60	\$422,319.42	\$506,666.52	\$31,458.66
SPECIAL SCHOOLS (FUND 13)				
3XX-1XX-XXX POST-SECONDARY INSTRUCTION	\$0.00	\$0.00	\$0.00	\$0.00
3XX-2XX-XXX POST-SECONDARY SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00
422-1XX-XXX SUMMER SCHOOL - INSTRUCTION	\$0.00	\$0.00	\$0.00	\$0.00
422-2XX-XXX SUMMER SCHOOL - SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00
4XX-1XX-XXX OTHER SPEC. SCHOOL - INSTRUCTION	\$0.00	\$0.00	\$0.00	\$0.00
4XX-2XX-XXX OTHER SPC. SCHOOLS - SUPPORT SERV.	\$0.00	\$0.00	\$0.00	\$0.00
601-1XX-XXX ACCR. EVENING/ADULT H.S./POST-GRADUATE - INSTRUCTION	\$0.00	\$0.00	\$0.00	\$0.00
601-2XX-XXX ACCR. EVENING/ADULT H.S./POST-GRADUATE - SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00
602-1XX-XXX ADULT EDUCATION-LOCAL - INSTRUCTION	\$0.00	\$0.00	\$0.00	\$0.00
602-2XX-XXX ADULT EDUCATION-LOCAL - SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00
629-1XX-XXX VOCATIONAL EVENING-LOCAL - INSTRUCTION	\$0.00	\$0.00	\$0.00	\$0.00
629-2XX-XXX VOCATIONAL EVENING-LOCAL - SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00
631-1XX-XXX EVENING SCHOOL FOR THE FOREIGN BORN LOCAL - INSTRUCTION	\$0.00	\$0.00	\$0.00	\$0.00
631-2XX-XXX EVENING SCHOOL FOR THE FOREIGN BORN-LOCAL - SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00
EVENING SCHOOL FOR FOREIGN BORN-LOCAL SUPPORT SERVICE	\$0.00	\$0.00	\$0.00	\$0.00
OTHER SPECIAL SCHOOLS EXPEND. NOT INCLUDED ABOVE	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL SPECIAL SCHOOLS EXPENDITURES/USES OF FUNDS	\$0.00	\$0.00	\$0.00	\$0.00

	Appropriations	Expenditures	Encumbrances	Available Balance
10-000-550-905 BUDGETED INCREASE IN SURPLUS FOR TUITION	\$.00	\$.00	\$.00	\$.00
10-000-100-56X TRANSFER OF FUNDS TO CHARTER SCHOOLS	\$.00	\$.00	\$.00	\$.00
10-000-100-571 TRANSFER OF FUNDS TO RENAISSANCE SCHOOLS	\$.00	\$.00	\$.00	\$.00
10-000-520-93X GENERAL FUND CONTRIB - WHOLE SCH. REFORM	\$.00	\$.00	\$.00	\$.00
16-XXX-XXX-XXX ESF (FUND 16)	\$.00	\$.00	\$.00	\$.00
17-XXX-XXX-XXX ARRA GSF (FUND 17)	\$.00	\$.00	\$.00	\$.00
18-XXX-XXX-XXX ARRA SFSF (FUND 18)	\$.00	\$.00	\$.00	\$.00
19-XXX-XXX-XXX FEMA GRANT (FUND 19)	\$.00	\$.00	\$.00	\$.00
TOTAL GENERAL FUND EXPENDITURES	\$23,232,772.88	\$20,207,440.57	\$667,133.96	\$2,358,198.35

	Estimate	Actual	Unrealized
REVENUES			
LOCAL SOURCES:			
1210 LOCAL TAX LEVY	\$20,517,275.00	\$20,517,275.00	\$.00
1310 TUITION - FROM INDIVIDUALS	\$236,488.00	\$149,265.75	\$87,222.25
1320 - FROM OTHER LEAS WITHIN THE STATE	\$76,125.00	\$234,699.66	(\$158,574.66-)
1XXX MISCELLANEOUS	\$41,000.00	\$124,005.35	(\$83,005.35-)
TOTAL	\$20,870,888.00	\$21,025,245.76	(\$154,357.76-)
STATE SOURCES:			
3121 CATEGORICAL TRANSPORTATION AID	\$93,632.00	\$109,436.00	(\$15,804.00-)
3131 EXTRAORDINARY AID	\$.00	\$590,102.00	(\$590,102.00-)
3132 CATEGORICAL SPECIAL EDUCATION AID	\$639,108.00	\$639,108.00	\$.00
3177 CATEGORICAL SECURITY AID	\$91,347.00	\$91,347.00	\$.00
TOTAL	\$824,087.00	\$1,429,993.00	(\$605,906.00-)
TOTAL	\$21,694,975.00	\$22,455,238.76	(\$760,263.76-)

	Appropriations	Expenditures	Encumbrances	Available Balance
GENERAL CURRENT EXPENSE (FUND 11)				
REGULAR PROGRAMS - INSTRUCTION				
105-1XX-101 PRESCHOOL - SALARIES OF TEACHERS	\$151,148.00	\$149,002.32	\$0.00	\$2,145.68
110-1XX-101 KINDERGARTEN - SALARIES OF TEACHERS	\$613,568.00	\$592,173.15	\$0.00	\$21,394.85
120-1XX-101 GRADES 1-5 -SALARIES OF TEACHERS	\$3,287,792.00	\$3,192,500.29	\$0.00	\$95,291.71
130-1XX-101 GRADES 6-8 -SALARIES OF TEACHERS	\$2,035,268.00	\$1,943,242.85	\$0.00	\$92,025.15
150-1XX-101 SALARIES OF TEACHERS	\$7,000.00	\$0.00	\$0.00	\$7,000.00
150-1XX-32X PURCHASED PROF. - ED. SERVICES	\$2,250.00	\$0.00	\$0.00	\$2,250.00
190-1XX-106 OTHER SALARIES FOR INSTRUCTION	\$377,850.00	\$296,112.53	\$0.00	\$81,737.47
190-1XX-32X PURCHASED PROF. - ED. SERVICES	\$17,000.00	\$3,000.00	\$0.00	\$14,000.00
190-1XX-34X PURCHASED TECHNICAL SERVICES	\$90,150.00	\$64,256.78	\$5,021.00	\$20,872.22
190-1XX-5XX OTHER PURCHASED SERVICES	\$197,444.86	\$173,274.95	\$0.00	\$24,169.91
190-1XX-61X GENERAL SUPPLIES	\$133,713.04	\$89,095.09	\$11,336.22	\$33,281.73
190-1XX-64X TEXTBOOKS	\$43,625.00	\$37,081.75	\$0.00	\$6,543.25
190-1XX-890 MISCELLANEOUS EXPENDITURES	\$6,900.00	\$1,397.00	\$0.00	\$5,503.00
1XX-1XX-XXX OTHER UNDISTRIBUTED INSTRUCTION	\$494,302.73	\$379,312.72	\$92,933.18	\$22,056.83
TOTAL REGULAR PROGRAMS - INSTRUCTION	\$7,458,011.63	\$6,920,449.43	\$109,290.40	\$428,271.80
SPECIAL EDUCATION PROGRAMS:				
LEARNING AND/OR LANGUAGE DISABILITIES				
204-1XX-101 SALARIES OF TEACHERS	\$239,444.00	\$238,767.24	\$0.00	\$676.76
204-1XX-106 OTHER SALARIES FOR INSTRUCTION	\$113,572.00	\$88,346.26	\$0.00	\$25,225.74
204-1XX-61X GENERAL SUPPLIES	\$4,200.00	\$4,130.75	\$0.00	\$69.25
TOTAL	\$357,216.00	\$331,244.25	\$0.00	\$25,971.75
RESOURCE ROOM/RESOURCE CENTER:				
213-1XX-101 SALARIES OF TEACHERS	\$1,210,704.00	\$1,133,699.65	\$0.00	\$77,004.35
213-1XX-61X GENERAL SUPPLIES	\$10,884.00	\$9,796.07	\$0.00	\$1,087.93
TOTAL	\$1,221,588.00	\$1,143,495.72	\$0.00	\$78,092.28
AUTISM				
214-1XX-101 SALARIES OF TEACHERS	\$86,035.00	\$84,975.00	\$0.00	\$1,060.00
214-1XX-106 OTHER SALARIES FOR INSTRUCTION	\$34,051.00	\$32,156.84	\$0.00	\$1,894.16
214-1XX-61X GENERAL SUPPLIES	\$975.00	\$312.19	\$0.00	\$662.81
TOTAL	\$121,061.00	\$117,444.03	\$0.00	\$3,616.97
PRESCHOOL DISABILITIES - FULL-TIME:				

	Appropriations	Expenditures	Encumbrances	Available Balance
216-1XX-101 SALARIES OF TEACHERS	\$218,181.00	\$213,578.01	\$.00	\$4,602.99
216-1XX-106 OTHER SALARIES FOR INSTRUCTION	\$167,163.00	\$150,242.19	\$.00	\$16,920.81
216-1XX-XXX OTHER PRESCHOOL DISABILITIES - FULL-TIME:	\$19,171.96	\$18,889.13	\$274.92	\$7.91
TOTAL	\$404,515.96	\$382,709.33	\$274.92	\$21,531.71
TOTAL SPECIAL EDUCATION - INSTRUCTION	\$2,104,380.96	\$1,974,893.33	\$274.92	\$129,212.71
BASIC SKILLS/REMEDIAL - INSTRUCTION				
230-1XX-101 SALARIES OF TEACHERS	\$500,355.00	\$481,084.55	\$.00	\$19,270.45
230-1XX-61X GENERAL SUPPLIES	\$2,040.00	\$1,642.84	\$.00	\$397.16
TOTAL	\$502,395.00	\$482,727.39	\$.00	\$19,667.61
BILINGUAL EDUCATION - INSTRUCTION				
240-1XX-61X GENERAL SUPPLIES	\$2,350.00	\$573.94	\$.00	\$1,776.06
24X-1XX-XXX OTHER BILINGUAL EDUCATION - INSTRUCTION	\$354,569.00	\$353,557.65	\$.00	\$1,011.35
TOTAL	\$356,919.00	\$354,131.59	\$.00	\$2,787.41
SCHOOL SPONS. COCURRICULAR ACTIVITIES - INSTRUCTION				
401-100-1XX SALARIES	\$48,100.99	\$17,130.00	\$.00	\$30,970.99
401-100-6XX SUPPLIES AND MATERIALS	\$4,430.01	\$300.00	\$.00	\$4,130.01
401-1XX-8XX OTHER OBJECTS	\$2,000.00	\$650.00	\$.00	\$1,350.00
TOTAL	\$54,531.00	\$18,080.00	\$.00	\$36,451.00
SCHOOL SPONSORED ATHLETICS - INSTRUCTION				
402-1XX-1XX SALARIES	\$25,650.00	\$8,993.00	\$.00	\$16,657.00
402-1XX-5XX PURCHASED SERVICES	\$4,450.00	\$.00	\$.00	\$4,450.00
402-1XX-6XX SUPPLIES AND MATERIALS	\$2,000.00	\$.00	\$.00	\$2,000.00
402-1XX-8XX OTHER OBJECTS	\$500.00	\$.00	\$.00	\$500.00
TOTAL	\$32,600.00	\$8,993.00	\$.00	\$23,607.00
SUMMER SCHOOL PROGRAMS				
422-100-101 SALARIES OF TEACHERS	\$33,500.00	\$10,850.00	\$.00	\$22,650.00
422-100-106 OTHER SALARIES OF INSTRUCTION	\$6,500.00	\$1,061.03	\$.00	\$5,438.97
TOTAL SUMMER SCHOOL INSTRUCTION	\$40,000.00	\$11,911.03	\$.00	\$28,088.97
SUMMER SCHOOL - SUPPORT SVCS				
422-200-100 SALARIES	\$4,500.00	\$1,625.00	\$.00	\$2,875.00
TOTAL SUMMER SCHOOL - SUPPORT SVCS	\$4,500.00	\$1,625.00	\$.00	\$2,875.00

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	Appropriations	Expenditures	Encumbrances	Available Balance
TOTAL SUMMER SCHOOL	\$44,500.00	\$13,536.03	\$0.00	\$30,963.97
OTHER INSTRUCTIONAL PROGRAMS - INSTRUCTION	\$500.00	\$0.00	\$0.00	\$500.00
4XX-1XX-6XX SUPPLIES AND MATERIALS	\$500.00	\$0.00	\$0.00	\$500.00
TOTAL				
UNDISTRIBUTED EXPENDITURES - INSTRUCTION				
INSTRUCTION				
000-1XX-562 TUITION TO OTHER LEAS W/I STATE - SPEC.	\$1,177,760.08	\$956,974.92	\$0.00	\$220,785.16
000-1XX-565 TUITION TO CSSD & REG. DAY SCHOOL	\$213,596.00	\$207,262.00	\$0.00	\$6,334.00
000-1XX-566 TUITION TO PRIV. SCH. FOR HANDIC. W/I ST	\$328,037.00	\$324,299.61	\$0.00	\$3,737.39
TOTAL	\$1,719,393.08	\$1,488,536.53	\$0.00	\$230,856.55
ATTENDANCE AND SOCIAL WORK SERVICES				
000-211-1XX SALARIES	\$75,719.00	\$48,413.29	\$0.00	\$27,305.71
000-211-171 SALARIES OF DROP-OUT PREVENTION OFFICER/CO	\$0.00	\$0.00	\$0.00	\$0.00
000-211-172 SALARIES OF FAMILY SUPPORT TEAMS	\$0.00	\$0.00	\$0.00	\$0.00
000-211-173 SALARIES OF FAMILY LIAISONS/COMM. PARENT I	\$0.00	\$0.00	\$0.00	\$0.00
000-211-174 SALARIES OF COMMUNITY/SCHOOL COORDINATORS	\$0.00	\$0.00	\$0.00	\$0.00
000-211-3XX PURCHASED PROF. AND TECH. SERVICES	\$1,500.00	\$0.00	\$0.00	\$1,500.00
TOTAL	\$77,219.00	\$48,413.29	\$0.00	\$28,805.71
HEALTH SERVICES				
000-213-1XX SALARIES	\$167,272.00	\$159,446.50	\$0.00	\$7,825.50
000-213-175 SALARIES OF SOCIAL SERVICES COORDINATORS	\$0.00	\$0.00	\$0.00	\$0.00
000-213-3XX PURCHASED PROF. AND TECH. SERVICES	\$3,000.00	\$2,605.00	\$0.00	\$395.00
000-213-5XX OTHER PURCHASED SERVICES	\$9,341.75	\$4,179.25	\$0.00	\$5,162.50
000-213-6XX SUPPLIES AND MATERIALS	\$42,306.30	\$29,619.93	\$0.00	\$12,686.37
TOTAL	\$221,920.05	\$195,850.68	\$0.00	\$26,069.37
OTHER SUPP. SERV. STUDENTS-RELATED SERVICES				
000-216-1XX SALARIES	\$281,733.00	\$248,716.04	\$0.00	\$33,016.96
000-216-6XX SUPPLIES AND MATERIALS	\$2,035.00	\$1,748.74	\$0.00	\$286.26
TOTAL	\$283,768.00	\$250,464.78	\$0.00	\$33,303.22
OTHER SUPP. SERV. STUDENTS-EXTRA SERVICES				
000-217-1XX SALARIES	\$379,158.00	\$347,886.80	\$0.00	\$31,271.20

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000-217-32X PURCHASED PROF. - EDUCATIONAL SERVICES	\$455,000.00	\$198,479.75	\$.00	\$256,520.25
000-217-6XX SUPPLIES AND MATERIALS	\$3,900.00	\$1,468.59	\$.00	\$2,431.41
000-217-8XX OTHER OBJECTS	\$500.00	\$.00	\$.00	\$500.00
TOTAL	\$838,558.00	\$547,835.14	\$.00	\$290,722.86
OTHER SUPP. SERV. - STUDENTS - REGULAR				
000-218-104 SALARIES OF OTHER PROFESSIONAL STAFF	\$178,319.00	\$176,262.85	\$.00	\$2,056.15
000-218-6XX SUPPLIES AND MATERIALS	\$1,200.00	\$532.92	\$.00	\$667.08
000-218-8XX OTHER OBJECTS	\$200.00	\$.00	\$.00	\$200.00
TOTAL	\$179,719.00	\$176,795.77	\$.00	\$2,923.23
OTHER SUPPORT SERVICES - STUDENTS-SPECIAL				
000-219-104 SALARIES OF OTHER PROFESSIONAL STAFF	\$402,243.00	\$401,016.05	\$.00	\$1,226.95
000-219-105 SALARIES OF SECR. AND CLERICAL ASSTS.	\$90,646.00	\$85,498.90	\$.00	\$5,147.10
000-219-32X PURCHASED PROF. - ED. SERVICES	\$107,867.92	\$103,580.27	\$.00	\$4,287.65
000-219-39X OTHER PURCHASED PROF. AND TECH. SERVICES	\$9,348.08	\$6,650.00	\$.00	\$2,698.08
000-219-5XX OTHER PURCHASED SERVICES	\$275.00	\$.00	\$.00	\$275.00
000-219-6XX SUPPLIES AND MATERIALS	\$6,725.00	\$4,864.20	\$1,352.75	\$508.05
000-219-8XX OTHER PROJECTS	\$1,625.00	\$1,620.29	\$.00	\$4.71
TOTAL	\$618,730.00	\$603,229.71	\$1,352.75	\$14,147.54
IMPROVEMENT OF INSTRUCTION SERVICES/				
000-221-102 SALARIES OF SUPERVISORS OF INSTR.	\$85,648.00	\$84,838.62	\$.00	\$809.38
000-221-104 SALARIES OF OTHER PROFESSIONAL STAFF	\$10,106.00	\$9,126.00	\$.00	\$980.00
000-221-176 SAL OF FACILITATORS, MATH COACHES & LITERA	\$.00	\$.00	\$.00	\$.00
000-221-32X PURCHASED PROF. - ED. SERVICES	\$56,000.00	\$56,000.00	\$.00	\$.00
000-221-3XX OTHER PPURCHASED PROF. AND TECH. SERVICES	\$4,744.00	\$.00	\$.00	\$4,744.00
000-221-5XX OTHER PURCHASED SERVICES	\$500.00	\$.00	\$.00	\$500.00
000-221-6XX SUPPLIES AND MATERIALS	\$500.00	\$.00	\$.00	\$500.00
000-221-8XX OTHER OBJECTS	\$800.00	\$139.00	\$.00	\$661.00
TOTAL	\$158,298.00	\$150,103.62	\$.00	\$8,194.38
EDUCATIONAL MEDIA SERVICES/SCHOOL LIBRARY				
000-222-1XX SALARIES	\$165,946.00	\$164,586.00	\$.00	\$1,360.00
000-222-177 SALARIES OF TECHNOLOGY COORDINATORS	\$.00	\$.00	\$.00	\$.00
000-222-3XX PURCHASED PROF. AND TECH. SERVICES	\$3,425.00	\$3,270.00	\$.00	\$155.00
000-222-5XX OTHER PURCHASED SERVICES.	\$8,100.00	\$6,017.82	\$.00	\$2,082.18
000-222-6XX SUPPLIES AND MATERIALS	\$13,800.00	\$5,427.98	\$1,918.71	\$6,453.31
TOTAL	\$191,271.00	\$179,301.80	\$1,918.71	\$10,050.49
INSTRUCTIONAL STAFF TRAINING SERVICES				


	Appropriations	Expenditures	Encumbrances	Available Balance
000-223-32X	PURCHASED PROF. - ED. SERVICES	\$30,000.00	\$16,427.73	\$13,572.27
000-223-3XX	OTHER PPURCHASED PROF. AND TECH. SERVICES	\$10,760.00	\$5,960.00	\$4,800.00
000-223-5XX	OTHER PURCHASED SERVICES	\$11,000.00	\$4,100.40	\$6,899.60
000-223-6XX	SUPPLIES AND MATERIALS	\$4,500.00	\$.00	\$4,500.00
	TOTAL	\$56,260.00	\$26,488.13	\$29,771.87
SUPPORT SERVICES - GENERAL ADMINISTRATION				
000-23X-1XX	SALARIES	\$275,632.00	\$274,088.03	\$1,543.97
000-23X-331	LEGAL SERVICES	\$29,450.00	\$18,541.25	\$10,908.75
000-23X-332	AUDIT FEES	\$26,000.00	\$22,278.00	\$3,722.00
000-230-334	ARCHITECTURAL/ENGINEERING SERVICES	\$7,200.00	\$3,280.00	\$3,920.00
000-23X-33X	OTHER PURCHASED PROF. SERVICES	\$10,096.00	\$9,745.00	\$351.00
000-23X-34X	PURCHASED TECHNICAL SERVICES	\$2,700.00	\$1,708.00	\$992.00
000-23X-53X	COMMUNICATIONS/TELEPHONE	\$42,100.00	\$38,099.26	\$4,000.74
000-23X-585	BOE OTHER PURCHASED SERVICES	\$1,300.00	\$398.00	\$902.00
000-23X-5XX	OTHER PURCHASED SERVICES	\$36,404.00	\$31,952.13	\$4,451.87
000-23X-610	GENERAL SUPPLIES	\$1,800.00	\$157.21	\$1,642.79
000-23X-630	BOE MEETING SUPPLIES	\$5,150.00	\$4,838.63	\$311.37
000-23X-890	MISCELLANEOUS EXPENDITURES	\$4,500.00	\$1,248.00	\$3,252.00
000-23X-895	BOE MEMBERSHIP DUES AND FEES	\$9,000.00	\$8,296.35	\$703.65
	TOTAL	\$451,332.00	\$414,629.86	\$36,702.14
SUPPORT SERVICES - SCHOOL ADMIN.				
000-24X-103	SALARIES OF PRINCIPALS/ASST. PRINCIPALS	\$426,813.00	\$425,684.58	\$1,128.42
000-24X-104	SALARIES OF OTHER PROFESSIONAL STAFF	\$140,314.00	\$140,250.00	\$64.00
000-24X-105	SALARIES OF SECR. AND CLERICAL ASSTS.	\$133,566.00	\$133,410.94	\$155.06
000-24X-5XX	OTHER PURCHASED SERVICES	\$3,300.00	\$2,305.00	\$995.00
000-24X-6XX	SUPPLIES AND MATERIALS	\$29,845.10	\$22,112.95	\$4,130.90
000-24X-8XX	OTHER OBJECTS	\$15,900.00	\$14,885.07	\$1,014.93
	TOTAL	\$749,738.10	\$738,648.54	\$7,488.31
SUPPORT SERVICES - CENTRAL SERVICES				
000-251-100	SALARIES	\$349,978.00	\$349,401.00	\$577.00
000-251-34X	PURCHASED TECHNICAL SERVICES	\$26,100.00	\$26,092.01	\$7.99
000-251-592	MISC. PURCHASED SERVICES	\$4,850.00	\$4,015.75	\$834.25
000-251-5XX	OTHER PURCHASED SERVICES	\$1,450.00	\$149.00	\$1,301.00
000-251-6XX	SUPPLIES AND MATERIALS	\$9,000.00	\$6,045.96	\$2,124.43
000-251-890	MISCELLANEOUS EXPENDITURES	\$2,400.00	\$2,191.95	\$208.05
	TOTAL	\$393,778.00	\$387,895.67	\$5,052.72
SUPPORT SERVICES - ADMINISTRATIVE INFO TECH SERVICES				

	Appropriations	Expenditures	Encumbrances	Available Balance
000-252-100 SALARIES	\$108,737.00	\$107,811.00	\$.00	\$926.00
000-252-34X PURCHASED TECHNICAL SERVICES	\$51,360.00	\$30,487.49	\$.00	\$20,872.51
000-252-5XX OTHER PURCHASED SERVICES	\$650.00	\$92.06	\$.00	\$557.94
000-252-6XX SUPPLIES AND MATERIALS	\$18,696.83	\$18,347.50	\$.00	\$349.33
TOTAL	\$179,443.83	\$156,738.05	\$.00	\$22,705.78
OPERATION AND MAINTENANCE OF SCHOOL FACILITIES				
000-261-1XX SALARIES	\$163,660.00	\$160,706.14	\$.00	\$2,953.86
000-261-61X GENERAL SUPPLIES	\$69,574.86	\$59,906.08	\$.00	\$9,668.78
000-261-8XX OTHER OBJECTS	\$1,700.00	\$1,652.00	\$.00	\$48.00
000-261-XXX REQUIRED MAINTENANCE UPDATE	\$133,000.00	\$93,185.97	\$9,200.00	\$30,614.03
TOTAL REQUIRED MAINT FOR SCHOOL FACILITIES	\$367,934.86	\$315,450.19	\$9,200.00	\$43,284.67
CUSTODIAL SERVICES				
000-262-107 SALARIES OF NON-INSTRUCTIONAL AIDES	\$111,026.00	\$1,877.41	\$.00	\$109,148.59
000-262-1XX SALARIES	\$560,545.00	\$518,779.96	\$.00	\$41,765.04
000-262-3XX PURCHASED PROF. AND TECH. SERVICES	\$4,200.00	\$.00	\$.00	\$4,200.00
000-262-42X CLEANING, REPAIR, AND MAINT. SERVICES	\$9,500.00	\$5,763.01	\$.00	\$3,736.99
000-262-441 RENTAL OF LAND AND BLDGS. - OTHER THAN LEASE PURCH. AGREEMENTS	\$11,800.00	\$9,501.75	\$.00	\$2,298.25
000-262-49X OTHER PURCHASED PROPERTY SERV.	\$16,600.00	\$14,454.64	\$.00	\$2,145.36
000-262-52X INSURANCE	\$152,136.00	\$152,004.00	\$.00	\$132.00
000-262-5XX MISCELLANEOUS PURCHASED SERVICES	\$200.00	\$180.00	\$.00	\$20.00
000-262-61X GENERAL SUPPLIES	\$94,096.45	\$71,003.39	\$.00	\$23,093.06
000-262-621 ENERGY (NATURAL GAS)	\$119,000.00	\$74,224.43	\$.00	\$44,775.57
000-262-626 ENERGY (GASOLINE)	\$3,500.00	\$2,027.67	\$.00	\$1,472.33
000-262-62X ENERGY (HEAT AND ELECTRICITY)	\$239,400.00	\$127,088.65	\$.00	\$112,311.35
000-262-8XX OTHER OBJECTS	\$2,500.00	\$51.90	\$.00	\$2,448.10
TOTAL CUSTODIAL SERVICES	\$1,324,503.45	\$976,956.81	\$.00	\$347,546.64
CARE AND UPKEEP OF GROUNDS				
000-263-420 CLEANING, REPAIR, AND MAINT. SERVICES	\$63,000.00	\$30,081.00	\$27,300.00	\$5,619.00
000-263-610 GENERAL SUPPLIES	\$6,000.00	\$3,500.78	\$.00	\$2,499.22
TOTAL CARE AND UPKEEP OF GROUNDS	\$69,000.00	\$33,581.78	\$27,300.00	\$8,118.22
SECURITY				
000-266-300 PURCHASED PROFESSIONAL AND TECHNICAL SERVI	\$3,500.00	\$570.50	\$.00	\$2,929.50
000-266-420 CLEANING, REPAIR, AND MAINT. SERVICES	\$2,000.00	\$.00	\$1,080.00	\$920.00
000-266-610 GENERAL SUPPLIES	\$1,000.00	\$.00	\$.00	\$1,000.00
TOTAL SECURITY	\$6,500.00	\$570.50	\$1,080.00	\$4,849.50

	Appropriations	Expenditures	Encumbrances	Available Balance
OPERATION AND MAINTENANCE OF PLANT SERVICES				
000-26X-XXX OTHER UNDIST. EXPEND. OPERATION & MAINTEN	\$25,000.00	\$18,689.36	\$5,619.80	\$690.84
TOTAL	\$25,000.00	\$18,689.36	\$5,619.80	\$690.84
STUDENT TRANSPORTATION SERV.				
000-270-107 SALARIES OF NON-INSTRUCTIONAL AIDES	\$9,297.00	\$2,110.53	\$0.00	\$7,186.47
000-27X-503 CONTRACTED SERVICES - AID NON-PUBLIC	\$55,000.00	\$32,504.55	\$0.00	\$22,495.45
000-27X-511 CONTRACTED SERVICES (HOME/SCH.) VENDORS	\$35,000.00	\$32,130.47	\$0.00	\$2,869.53
000-27X-512 CONTRACTED SERV. (OTHER THAN HM/SC) VEND.	\$17,734.65	\$0.00	\$0.00	\$17,734.65
000-27X-513 CONTRACTED SERV. (HOME/SCH.) JOIN AGREEMN	\$8,265.35	\$8,265.35	\$0.00	\$0.00
000-27X-515 CONTR. SERV. (SPEC. ED. STUD.) JOIN AGRM.	\$250,000.00	\$157,843.48	\$0.00	\$92,156.52
TOTAL	\$375,297.00	\$232,854.38	\$0.00	\$142,442.62
UNALLOCATED BENEFITS				
000-291-22X SOCIAL SECURITY CONTRIBUTIONS	\$247,000.00	\$212,721.59	\$0.00	\$34,278.41
000-291-241 OTHER RETIREMENT CONTRIBUTIONS - PERS	\$238,000.00	\$236,426.60	\$0.00	\$1,573.40
000-291-249 OTHER RETIREMENT CONTRIBUTIONS-REG	\$29,000.00	\$28,677.30	\$0.00	\$322.70
000-291-26X WORKMEN'S COMPENSATION	\$100,612.00	\$70,556.68	\$0.00	\$30,055.32
000-291-27X HEALTH BENEFITS	\$2,763,915.32	\$2,477,148.81	\$0.00	\$286,766.51
000-291-28X TUITION REIMBURSEMENT	\$15,000.00	\$11,381.65	\$0.00	\$3,618.35
000-291-299 UNUSED SICK PAYMENT RETIRE/TERM	\$28,000.00	\$27,755.00	\$0.00	\$245.00
000-291-2XX OTHER EMPLOYEE BENEFITS	\$3,545.00	\$2,331.64	\$0.00	\$1,213.36
TOTAL UNALLOCATED BENEFITS	\$3,425,072.32	\$3,066,999.27	\$0.00	\$358,073.05
TOTAL PERSONAL SERVICES - EMPLOYEE BENEFITS	\$3,425,072.32	\$3,066,999.27	\$0.00	\$358,073.05
OTHER UNDISTRIBUTED EXPENDITURES	\$5,755.00	\$2,276.52	\$0.00	\$3,478.48
TOTAL UNDISTRIBUTED EXPENDITURES	\$11,718,490.69	\$10,012,310.38	\$50,902.12	\$1,655,278.19
TOTAL GENERAL CURRENT EXPENSE EXPENDITURES	\$22,272,328.28	\$19,785,121.15	\$160,467.44	\$2,326,739.69
TOTAL GEN. CURRENT EXP. EXPENDITURES AND TRANSFERS	\$22,272,328.28	\$19,785,121.15	\$160,467.44	\$2,326,739.69
RESERVE ACCOUNT				
999-999-999 PRIOR YEAR RESERVE	\$0.00	\$514,927.10	\$0.00	(\$514,927.10-)
TOTAL GEN. CURRENT EXP. EXPEND., TRANSFERS AND RESERVE	\$22,272,328.28	\$20,300,048.25	\$160,467.44	\$1,811,812.59
CAPITAL OUTLAY (FUND 12)				

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EQUIPMENT				
120-100-XXX GRADES 1-5	\$225,891.14	\$135,798.64	\$90,092.50	\$.00
130-100-XXX GRADES 6-8	\$105,459.00	\$37,650.00	\$67,809.00	\$.00
213-100-XXX RESOURCE ROOM/RESOURCE CENTER	\$5,952.10	\$5,952.10	\$.00	\$.00
000-210-73X SUPPORT SERVICES - STUDENTS-REGULAR	\$5,105.00	\$5,105.00	\$.00	\$.00
000-261-730 UNDIST. EXPEND.-REQUIRED MAINT FOR SCHOOL	\$56,061.42	\$51,884.50	\$3,935.46	\$241.46
000-262-730 UNDIST. EXPEND.-CUSTODIAL SERVICES	\$5,236.94	\$5,236.94	\$.00	\$.00
000-400-334 ARCHITECTURAL/ENGINEERING SERVICES	\$41,798.00	\$32,518.94	\$6,831.56	\$2,447.50
TOTAL EQUIPMENT	\$445,503.60	\$274,146.12	\$168,668.52	\$2,688.96
FACILITIES ACQ. AND CONSTR. SERV.:				
000-400-896 ASSESSMENT DEBT SVC ON SDA FUNDING	\$14,941.00	\$14,941.00	\$.00	\$.00
XXX-4XX-XXX OTHER FACILITIES ACQ. AND CONSTR. SERV.	\$500,000.00	\$133,232.30	\$337,998.00	\$28,769.70
TOTAL	\$514,941.00	\$148,173.30	\$337,998.00	\$28,769.70
TOTAL CAPITAL OUTLAY EXPENDITURES	\$960,444.60	\$422,319.42	\$506,666.52	\$31,458.66
TOTAL CAPITAL OUTLAY EXPENDITURES AND RESERVES	\$960,444.60	\$422,319.42	\$506,666.52	\$31,458.66
TOTAL GENERAL FUND NOT INCLUDING RESERVES	\$23,232,772.88	\$20,207,440.57	\$667,133.96	\$2,358,198.35

PREPARED AND SUBMITTED BY:  DATE 7/22/2021
 BOARD SECRETARY

"PURSUANT TO N.J.A.C. 6A:23-2.11 (C) (3),
 I CERTIFY THAT AS OF THE ABOVE DATE, NO BUDGETARY
 LINE ITEM ACCOUNT HAS BEEN OVEREXPENDED IN VIOLATIO
 OF N.J.A.C. 6A:23-2.11 (A)."

ASSETS AND RESOURCES

ASSETS:		
101 CASH IN BANK		\$37,712.02
102-106 CASH EQUIVALENTS		\$.00
111 INVESTMENTS		\$.00
116 CAPITAL RESERVE ACCOUNT		\$.00
ACCOUNTS RECEIVABLE:		
132 INTERFUND	(\$10,195.63--)	
141 INTERGOVERNMENTAL - STATE	\$.00	
142 INTERGOVERNMENTAL - FEDERAL	\$33,150.00	
153, 154 OTHER - NET OF ESTIMATED UNCOLLECTIBLE OF	(\$.00)	\$22,954.37
131 INTERFUND LOANS RECEIVABLE		\$.00
OTHER CURRENT ASSETS		\$.00

RESOURCES:

301 ESTIMATED REVENUES	\$584,124.10
302 LESS REVENUES	(\$584,124.10)
TOTAL ASSETS AND RESOURCES	\$60,666.39

LIABILITIES AND FUND EQUITY

LIABILITIES:		
101 CASH OVERDRAFT		\$.00
411 INTERGOVERNMENTAL ACCOUNTS PAYABLE - STATE		\$.00
412 INTERGOVERNMENTAL ACCOUNTS PAYABLE - FEDERAL		\$.00
421 ACCOUNTS PAYABLE		\$31,775.02
431 CONTRACTS PAYABLE		\$.00
451 LOANS PAYABLE		\$.00
481 DEFERRED REVENUES		\$3,891.37
OTHER CURRENT LIABILITIES		\$.00
TOTAL LIABILITIES		\$35,666.39

FUND BALANCE:		
APPROPRIATED:		
753	RESERVE FOR ENCUMBRANCES - CURRENT YEAR	\$25,000.00
754	RESERVE FOR ENCUMBRANCES - PRIOR YEAR	\$.00
	RESERVED FUND BALANCE:	
758	FUND BALANCE - STUDENT ACTIVITY FUND	\$.00
759	FUND BALANCE - SCHOLARSHIP FUND	\$.00
761	CAPITAL RESERVE ACCOUNT	\$.00
762	RESERVED FUND BALANCE - ADULT ED. PROGRAMS	\$.00
604	ADD INCREASE IN CAPITAL RESERVE	\$.00
307	LESS BUDGETED WITHDRAWAL FROM CAP. RESERVE	\$.00
601	APPROPRIATIONS	\$584,124.10
602	LESS: EXPENDITURES	
603	ENCUMBRANCES	(\$584,124.10)
		\$.00
UNAPPROPRIATED:		
770	FUND BALANCE, JULY 1, 2020	\$.00
303	BUDGETED FUND BALANCE	(\$.00)
	TOTAL FUND BALANCE	\$25,000.00
	TOTAL LIABILITIES AND FUND EQUITY	\$60,666.39

	Budgeted Estimated	Actual to Date	NOTE: Over Or (Under)	Unrealized Balance
REVENUE/SOURCES OF FUNDS:				
TRANSFERS FROM OPERATING BUDGET PRE-K	\$.00	\$.00		\$.00
1310 TUITION - PRESCHOOL	\$.00	\$.00		\$.00
1320 TUITION FROM LEA'S - PRESCHOOL	\$.00	\$.00		\$.00
1760 STUDENT ACTIVITY FUND	\$.00	\$.00		\$.00
1770 SCHOLARSHIP FUND	\$.00	\$.00		\$.00
FROM LOCAL SOURCES	\$66,764.10	\$66,764.10		\$.00
FROM INTERMEDIATE SOURCES	\$.00	\$.00	Under	\$.00
3218 PRESCHOOL EDUCATION AID - PR YR CARRYOVER	\$.00	\$.00		\$.00
3700 STATE GRANTS THROUGH INTERMEDIATE SOURCES	\$.00	\$.00		\$.00
3XXX OTHER STATE AIDS	\$2,093.00	\$2,093.00		\$.00
FROM STATE SOURCES				
TITLE I	\$107,831.00	\$107,831.00		\$.00
IDEA	\$269,496.00	\$269,496.00		\$.00
TITLE II	\$.00	\$.00		\$.00
TITLE IV	\$.00	\$.00		\$.00
TITLE III	\$.00	\$.00		\$.00
FROM FEDERAL SOURCES	\$348.00	\$348.00		\$.00
4530 CARES ACT	\$106,687.00	\$106,687.00		\$.00
4531 CARES GRANT DIGITAL DIVIDE	\$.00	\$.00		\$.00
4532 CORONAVIRUS RELIEF FUND	\$30,905.00	\$30,905.00		\$.00
4533 CARES ADDRESSING STUDENT LEARNING LOSS	\$.00	\$.00		\$.00
4534 CRRSA ACT ESSER II	\$.00	\$.00		\$.00
4535 CRRSA LEARNING ACCELERATION GRANT	\$.00	\$.00		\$.00
4536 CRRSA MENTAL HEALTH GRANT	\$.00	\$.00		\$.00
OTHER FEDERAL SOURCES	\$.00	\$.00		\$.00
TOTAL REVENUE/SOURCES OF FUNDS	\$584,124.10	\$584,124.10	Over	\$.00

	Appropriations	Expenditures	Encumbrances	Available Balance
EXPENDITURES:				
LOCAL PROJECTS	\$66,764.10	\$66,764.10	\$.00	\$.00
STUDENT ACTIVITY FUND	\$.00	\$.00	\$.00	\$.00
SCHOLARSHIP FUND	\$.00	\$.00	\$.00	\$.00
STATE PROJECTS				
EARLY CHILDHOOD PROGRAM AID	\$.00	\$.00	\$.00	\$.00
DEMONSTRABLY EFFECTIVE PROGRAM AID	\$.00	\$.00	\$.00	\$.00
DISTANCE LEARNING NETWORK AID	\$.00	\$.00	\$.00	\$.00
INSTRUCTIONAL SUPPLEMENT AID	\$.00	\$.00	\$.00	\$.00

	Appropriations	Expenditures	Encumbrances	Available Balance
STATE PROJECTS CARRYOVER	\$.00	\$.00	\$.00	\$.00
DISTANCE LEARNING CARRYOVER	\$.00	\$.00	\$.00	\$.00
PRIVATE INDUSTRY COUNCIL	\$.00	\$.00	\$.00	\$.00
NJ NONPUBLIC TEXTBOOKS	\$489.00	\$489.00	\$.00	\$.00
NJ NONPUBLIC AUXILIARY SERVICES	\$784.00	\$784.00	\$.00	\$.00
NJ NONPUBLIC HANDICAPPED SERVICES	\$820.00	\$820.00	\$.00	\$.00
NJ NONPUBLIC NURSING SERVICES	\$.00	\$.00	\$.00	\$.00
NJ NONPUBLIC TECHNOLOGY INITIATIVE	\$.00	\$.00	\$.00	\$.00
NJ NONPUBLIC SECURITY AID	\$.00	\$.00	\$.00	\$.00
ADULT EDUCATION - STATE	\$.00	\$.00	\$.00	\$.00
VOCATIONAL EDUCATION	\$.00	\$.00	\$.00	\$.00
CONTRIBUTION TO WSR - OTHER STATE PROJECTS	\$.00	\$.00	\$.00	\$.00
TARGETED AT-RISK AID	\$.00	\$.00	\$.00	\$.00
OTHER STATE PROJECTS	\$.00	\$.00	\$.00	\$.00
TOTAL STATE PROJECTS	\$2,093.00	\$2,093.00	\$.00	\$.00
FEDERAL PROJECTS				
CLASS SIZE REDUCTION	\$.00	\$.00	\$.00	\$.00
TITLE I	\$107,831.00	\$107,831.00	\$.00	\$.00
TITLE II	\$.00	\$.00	\$.00	\$.00
NCLB TITLE III	\$.00	\$.00	\$.00	\$.00
NCLB TITLE IV	\$.00	\$.00	\$.00	\$.00
NCLB TITLE V	\$.00	\$.00	\$.00	\$.00
TITLE VI	\$.00	\$.00	\$.00	\$.00
I.D.E.-A. PART B (HANDICAPPED)	\$269,496.00	\$269,496.00	\$.00	\$.00
VOCATIONAL EDUCATION	\$.00	\$.00	\$.00	\$.00
CARES ACT	\$106,687.00	\$106,687.00	\$.00	\$.00
CORONAVIRUS RELIEF FUND	\$30,905.00	\$30,905.00	\$.00	\$.00
ADULT EDUCATION	\$.00	\$.00	\$.00	\$.00
OTHER FEDERAL PROJECTS	\$.00	\$.00	\$.00	\$.00
OTHER SPECIAL PROJECTS	\$348.00	\$348.00	\$.00	\$.00
CONTRIBUTION TO WSR - OTHER FEDERAL PROJECTS	\$.00	\$.00	\$.00	\$.00
TOTAL FEDERAL PROJECTS	\$515,267.00	\$515,267.00	\$.00	\$.00
TOTAL EXPENDITURES	\$584,124.10	\$584,124.10	\$.00	\$.00
FEDERAL PROJECTS				
999-XXX-XXX PRIOR YEAR PURCHASE ORDERS	\$.00	\$.00	\$.00	\$.00
999-999-999 PRIOR YEAR RESERVE	\$.00	\$24,767.00	\$.00	(\$24,767.00-)
TOTAL EXPENDITURES AND RESERVE	\$584,124.10	\$608,891.10	\$.00	(\$24,767.00-)
TOTAL SPECIAL FUND NOT INCLUDING RESERVES	\$584,124.10	\$584,124.10	\$.00	\$.00

Appropriations Expenditures Encumbrances Available Balance

PREPARED AND SUBMITTED BY:  DATE 7/21/2021

BOARD SECRETARY

"PURSUANT TO N.J.A.C. 6A:23-2.11 (C) (3),
 I CERTIFY THAT AS OF THE ABOVE DATE, NO BUDGETARY
 LINE ITEM ACCOUNT HAS BEEN OVEREXPENDED IN VIOLATIO
 OF N.J.A.C. 6A:23-2.11 (A)."

ASSETS AND RESOURCES

ASSETS:

101	CASH IN BANK		\$.00
102-104	CASH - OTHER		\$.00
105	CASH WITH FISCAL AGENTS		\$.00
106	CASH EQUIVALENTS		\$.00
111	INVESTMENTS		\$.00
121	TAX LEVY RECEIVABLE		\$.00

ACCOUNTS RECEIVABLE:

132	INTERFUND		\$.00
141	INTERGOVERNMENTAL - STATE		\$.00
153, 154	OTHER - NET OF ESTIMATED UNCOLLECTIBLE OF	(\$.00)	\$.00
	OTHER CURRENT ASSETS		\$.00

RESOURCES:

301	ESTIMATED REVENUES		\$295,380.00
302	LESS REVENUES	(\$295,380.00)	\$.00
	TOTAL ASSETS AND RESOURCES		\$.00

LIABILITIES AND FUND EQUITY

LIABILITIES:

101	CASH OVERDRAFT		\$.00
401	INTERFUND LOANS PAYABLE		\$.00
402	INTERFUND ACCOUNTS PAYABLE		\$.00
455	INTEREST PAYABLE		\$.00
441	MATURED BONDS PAYABLE		\$.00
423	ACCOUNTS PAYABLE / PREVIOUS YEARS		\$.00
461	ACCRUED SALARIES AND BENEFITS		\$.00
	OTHER CURRENT LIABILITIES		\$.00
	TOTAL LIABILITIES		\$.00

FUND BALANCE:			
APPROPRIATED:			
	RESERVED-FUND BALANCE		
767	DEBT SERVICE RESERVE - JULY 1, 2020	\$.00	
608	ADD: INCREASE IN DEBT SERVICE RESERVE	\$.00	
313	LESS: W/D FROM DEBT SERVICE RESERVE	(\$.00)	\$.00
76X	OTHER RESERVES		\$.00
601	APPROPRIATIONS		
602	LESS: EXPENDITURES	\$295,380.00	
603	ENCUMBRANCES		
	TOTAL APPROPRIATIONS	(\$295,380.00)	\$.00
		\$.00	\$.00
UNAPPROPRIATED:			
770	FUND BALANCE, JULY 1, 2020		\$.00
771	DESIGNATED FUND BALANCE		\$.00
303	BUDGETED FUND BALANCE		(\$.00)
	TOTAL FUND BALANCE		\$.00
TOTAL LIABILITIES AND FUND EQUITY			
			\$.00

REVENUE/SOURCES OF FUNDS: TRANSFERS FROM OTHER FUNDS	Budgeted Estimated	Actual to Date	NOTE: Over Or (Under)	Unrealized Balance
52XX LOCAL SOURCES	\$.00	\$.00		\$.00
1210 LOCAL TAX LEVY-PREMERGER DEBT	\$.00	\$.00		\$.00
1210 LOCAL TAX LEVY	\$295,380.00	\$295,380.00		\$.00
1XXX INTEREST EARNED ON DEBT SERVICE RESERVE	\$.00	\$.00		\$.00
1XXX MISCELLANEOUS	\$.00	\$.00		\$.00
TOTAL	\$295,380.00	\$295,380.00		\$.00
STATE SOURCES				
3160 DEBT SERVICE AID TYPE II	\$.00	\$.00		\$.00
TOTAL	\$.00	\$.00		\$.00
50XX OTHER FINANCING SOURCES	\$.00	\$.00		\$.00
TOTAL REVENUE/SOURCES OF FUNDS	\$295,380.00	\$295,380.00		\$.00
USES OF FUNDS:				
DEBT SERVICE - REGULAR				
700-530-940 PAYMENT OF REFUND - BOND ESCROW	\$.00	\$.00		\$.00
701-510-723 PRINCIPAL PAYMENTS - LEASE PURCH. AGRMTS.	\$.00	\$.00		\$.00
701-510-833 INTEREST PAYMENTS - LEASE PURCH. AGRMTS.	\$.00	\$.00		\$.00
701-510-835 INTEREST ON EARLY RETIREMENT BONDS	\$.00	\$.00		\$.00
701-510-837 INTEREST ON COMMUNITY DEVELOPMENT LOAN	\$.00	\$.00		\$.00
701-510-83X INTEREST	\$25,380.00	\$25,380.00		\$.00
701-510-910 REDEMPTION OF PRINC.-EARLY RETIREM. BONDS	\$270,000.00	\$270,000.00		\$.00
701-510-912 PRINCIPAL ON COMM DEVELOPMENT LOAN	\$.00	\$.00		\$.00
701-510-91X REDEMPTION OF PRINCIPAL	\$.00	\$.00		\$.00
701-510-92X AMTS. PAID INTO SINKING FUND	\$.00	\$.00		\$.00
701-XXX-XXX ACCOUNTS NOT INCLUDED ABOVE	\$.00	\$.00		\$.00
TOTAL	\$295,380.00	\$295,380.00		\$.00
ADDITIONAL STATE SCHOOL BLDG. AID - CHAPTER 177				
TOTAL	\$.00	\$.00		\$.00

Encumbrances

Expenditures

Appropriations

Available Balance

	Appropriations	Expenditures	Encumbrances	Available Balance
ADDITIONAL STATE SCHOOL BLDG. AID - CHAPTER 10				
TOTAL	\$.00	\$.00		\$.00
ADDITIONAL STATE SCHOOL BLDG. AID - CHAPTER 74				
TOTAL	\$.00	\$.00		\$.00
000-515-915 RETIREMENT OF ERIP LIABILITY	\$.00	\$.00		\$.00
TOTAL USES OF FUNDS BEFORE TRANSFERS	\$295,380.00	\$295,380.00		\$.00
TRANSFERS				
000-520-93X TRANSFERS TO OTHER FUNDS	\$.00	\$.00		\$.00
TOTAL USES OF FUNDS AND TRANSFERS	\$295,380.00	\$295,380.00		\$.00
RESERVE ACCOUNT				
999-999-999 PRIOR YEAR RESERVE	\$.00	\$.00		\$.00
TOTAL USES OF FUNDS, TRANSFERS AND RESERVE	\$295,380.00	\$295,380.00		\$.00
TOTAL DEBT SERVICE FUNDS NOT INCLUDING RESERVES	\$295,380.00	\$295,380.00	\$.00	\$.00

PREPARED AND SUBMITTED BY:  7/22/2021 DATE
 BOARD SECRETARY

"PURSUANT TO N.J.A.C. 6A:23-2.11 (C) (3),
 I CERTIFY THAT AS OF THE ABOVE DATE, NO BUDGETARY
 LINE ITEM ACCOUNT HAS BEEN OVEREXPENDED IN VIOLATIO
 OF N.J.A.C. 6A:23-2.11 (A)."

CLUSTER PUBLIC SCHOOLS MONTHLY TRANSFER REPORT

2020-21 Monthly Transfers Worksheet - Details of Transfers

District:	CLUSTER PUBLIC SCHOOLS
LEA Code:	03-0830
Month/Year:	June-21
Date of Submission:	7/16/2021

Cells have been left blank for data entry. This line contains column numbers for the amount columns, and descriptions of the calculations in each column.

Lines	Budget Category	Account	(column 1 = + Data Entry)	(column 2 = + Data Entry)	(column 3 = 2020-21 Original Budget For Use in 10% Calculation)	(column 4 = Maximum Transfer Amount)	(column 5 = + or - Data Entry)	(column 6 = % Change of Transfers YTD)	(column 7 = 2020-21 Remaining Allowable Balance From)	(column 8 = 2020-21 Remaining Allowable Balance To)
3200	Instruction									
10300, 11180, 12160, 40580, 41080	Regular Programs Special Education, Basic Skills/Remedial and Bilingual Instruction, and Speech/OT/PT and Extraordinary Services	11-1XX-100-XXX 11-2XX-100-XXX 11-000-216,217	7,205,026 3,940,833	169,945 252	7,374,971 3,941,085	737,497 394,109	83,041 147,591	1.13% 3.74%	820,538 541,700	
13160, 15180, 17100, 17600, 19620, 20620, 21620, 22620, 23620, 25100	Vocational Programs - Local School-Sponsored Co/Extra-Curricular Activities, School Sponsored Athletics, and Other Instructional Programs	11-3XX-100-XXX 11-4XX-X00-XXX	132,131		132,131	13,213		0.00% 0.00%	13,213	
27100	Community Services Programs/Operations	11-800-330-XXX						0.00%		
Undistributed Expenditures										
29180	Tuition	11-000-100-XXX	1,787,882		1,787,882	178,788	(68,489)	-3.83%	110,299	
29680, 30620, 41660, 42200, 43620	Attendance and Social Work, Health, Guidance, Child Study Teams, Education Media Services/School Library	11-000-211,213,218,219,222	1,260,762	16,828	1,277,590	127,759	14,369	1.12%	142,128	
43200, 44180	Improvement of Instruction Services and Instructional Staff Training Services	11-000-221,223	220,598		220,598	22,060	(6,040)	-2.74%	16,020	
45300	General Administration	11-000-230-XXX	449,432		449,432	44,943	1,900	0.42%	46,843	43,043
46160	School Administration	11-000-240-XXX	738,743	10,695	749,438	74,944	300	0.04%	75,244	74,644
47200, 47620	Central Services & Administrative Information Technology	11-000-25X-XXX	561,325	11,897	573,222	57,322		0.00%	57,322	57,322
51120	Operation and Maintenance of Plant Services	11-000-26X-XXX	1,721,064	51,224	1,772,288	177,229	20,650	1.17%	197,879	
52480	Student Transportation Services	11-000-270-XXX	375,297		375,297	37,530		0.00%	37,530	
71280, 72020	Personal Services - Employee Benefits Food Services	11-XXX-XXX-2XX 11-000-310-XXX	3,628,226		3,628,226	362,823	(203,259)	-5.60%	159,564	
72120	Transfer Property Sale Proceeds to Debt Service Reserve	11-000-520-934						0.00%		
72122	Transfer from General Fund Surplus to Debt Service Fund to Repay CDL	11-000-520-936								
72160	Deposit to Sale/Lease-Back Reserve	10-605						0.00%		
72180	Interest Earned on Maintenance Reserve	10-606						0.00%		
72200	Deposit to Maintenance Reserve	10-606								
72220	Deposit to Current Expense Reserve	10-607								
72240	Interest Earned on Current Expense Reserve	10-607						0.00%		
72245	Deposit to Bus Advertising Reserve for Fuel Costs	10-610						0.00%		
72246	Increase in IMPACT Aid Reserve (General)	10-611								

CLOSTER PUBLIC SCHOOLS MONTHLY TRANSFER REPORT

District:	CLOSTER PUBLIC SCHOOLS
LEA Code:	03-0930
Month/Year:	June-21
Date of Submission:	7/16/2021

Cells have been left blank for data entry. This line contains column numbers for the amount columns, and descriptions of the calculations in each column.

Lines	Account	(column 1 = + Data Entry)	(column 2 = + Data Entry)	(column 3 = column 1 + column 2)	(column 4 = column 3 * 0.1)	(column 5 = + or - Data Entry)	(column 6 = column 5 / column 3)	(column 7 = column 4 + column 5)	(column 8 = column 4 - column 5)	
		2020-21 Original Budget	Revenues Allowed (N.J.A.C. 6A:23A-13.3(d))	2020-21 Original Budget For Use in 10% Calculation	Maximum Transfer Amount	2020-21 YTD Net to/(from) as of Date of Submission in cell B5	% Change of Transfers YTD	2020-21 Remaining Allowable Balance From	2020-21 Remaining Allowable Balance To	
72247	10-612	22,021,319	260,841	22,282,160	2,228,217	(9,937)				
72260										
Capital Outlay										
75880	12-XXX-XXX-73X									
76260	12-000-4XX-XXX	57,200		57,200	5,720	294,621	515.07%	300,341		
76320	12-000-4XX-931	554,941		554,941	55,494		0.00%			
76340	12-000-4XX-933						0.00%			
76360	10-604						0.00%			
76380	10-604						0.00%			
76395	12-000-400-938						0.00%			
76400		612,141		612,141	61,214	294,621				
83080	13-XXX-XXX-XXX						0.00%			
84000	10-000-100-56X						0.00%			
84005	10-000-100-571						0.00%			
84020	10-000-520-930						0.00%			
84060		22,633,460	260,841	22,894,301	2,289,431	284,684				

[Signature]
 July 16, 2021

School Business Administrator Signature:

Date:

Appropriations Adjustments: 283,437 - Ex-Aid
 1,247 - Non-Public Transportation Aid

Total Adjustments: 284,684

Closter, NJ 07624

TITLE: CERTIFIED OCCUPATIONAL THERAPY ASSISTANT

- QUALIFICATIONS:**
1. Valid New Jersey Occupational Therapist Credentials
 2. Minimum experience as determined by the board
 3. Broad knowledge of child growth and development, psychology of exceptional children and the principles of counseling individuals
 4. Demonstrated ability to effectively work with students, parents and community groups and agencies
 5. Strong leadership and communication skills
 6. Required criminal history check and proof of U.S. citizenship or resident alien status
 7. Current residency in New Jersey, approved residency waiver or candidate agrees to obtain residency within one year of employment
 8. Associate degree in and/or graduation from an accredited CERTIFIED Occupational Therapy Assistant certificate program, or a Bachelor's degree in Occupational Therapy with a minimum of 70 field work/clinical experience hours from a Board-approved program. Current certification by the New Jersey Board of Occupational Therapy as a Certified Occupational Therapy Assistant (COTA) ; at the time of appointment and must maintain current certification throughout employment in this classification. A New Jersey Department of Education endorsement does not (at this time) exist for on OTA and as such, an OTA does not and cannot obtain such certification.
 9. Must have demonstrated competence in effective communication, experience in a school setting preferred.

REPORTS TO: Director of Special Services/Principal

JOB GOAL: To assist students who have difficulty in achieving a healthy and balanced lifestyle, to enable them to participate to their potential in daily occupations of life, and to enable all pupils to benefit from their educational opportunities to the fullest by eliminating or ameliorating those problems that prevent or interfere with student learning.

PERFORMANCE RESPONSIBILITIES Delivery of Educational Services

1. Assist the OTR with screenings, assessments, and occupational therapy services; follows and implements documented IEP plans or protocols; documents student progress towards meeting established objectives and reports the information to the OTR;
2. Assists the OTR during assessments with formal documentation, preparing materials, and performing clerical duties;

Board Approval			
Agenda Date:		Resolution No.:	

Closter, NJ 07624

3. Prepares therapy materials and/or equipment for use in the classroom and therapy activities;
4. Adapts or modifies instructional materials and/or equipment as determined by student needs and abilities for teacher use in the classroom;
5. Assists in maintaining student records, tallying data, preparing charts, records, graphs, assists in organizing classroom activities such as displaying educational materials, arranging furniture to facilitate instructional requirements, and creates an orderly and clean learning environment;
6. May implement behavior management programs for students as designed by certified staff, observe and report significant student behavior, behavioral patterns, and/or other problems to the OTR.

Note:The COTA is not able to conduct assessments/evaluations, initiate treatments, interpret data, alter IEP plans or perform any task without the express knowledge/approval of the supervising OTR. The COta is able to administer assessments with OTR approval but is NOT able to interpret the results.

7. Keeps informed of all legal requirements governing special education and ensures that all requirements under administrative code, state/federal law and board policy are met.

Other

1. Assumes responsibility for the preparation and timely submission of all required reports and/or necessary paperwork and for timely input into reports prepared by others.
2. Maintains personal professional competence and continuous improvement through inservice education and other professional growth activities.
3. Performs other related duties as may be assigned by the superintendent.

TERMS OF EMPLOYMENT:

Ten-month position. Salary and hours are established within the Agreement between the Closter Board of Education and the Closter Education Association.

EVALUATION:

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