

CLOSTER BOARD OF EDUCATION

Closter, New Jersey

AGENDA

REGULAR MEETING

Tenakill Middle School

August 29, 2022 - 7:30 PM

The Board meeting was called to order by Ms. Finkelstein at 7:33 PM

The following Board members were present:

Ms. Micera, Dr. Puttannah, Ms. Wagner, Ms. Yeoh, Ms. Salamea-Cross, Ms. Finkelstein

The following Board members were absent:

Ms. Fanelli, Ms. Kothari, Ms. Kwon

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

PRINCIPALS' REPORTS

Ms. Diane Smith, Principal of Hillside Elementary shared with the Board and the community her report:

- *Hillside enrollment is currently 606.*
- *The summer was busy for both students and staff. Along with our PK and MSR programs, students attended academic support programs, which provided accelerated learning by grade level, as well as the ELA/Arts and STEM classes.*
- *Our staff participated in professional learning opportunities for both Math and ELA. Staff worked collaboratively in planning curriculum areas of STEM, science, wellness, diversity equity and inclusion, book club around the writing revolution, and planned events for our New To District students. Needless to say, there was learning happening all summer long in the halls of Hillside!*
- *Last week, we met with our new staff members to provide them with information about Hillside School and the many ways they will be supported.*
- *Our secretaries and maintenance crew have been busy preparing for the first day of school. She would like to acknowledge their hard work this summer.*

- *Tomorrow our New To District transition team will host a Hillside Hello for new to district students and their families. Students will enjoy a tour of the building in preparation for their first day.*
- *On Friday, our incoming kindergarteners are invited to attend Kindergarten Kickstart, in which they will have an opportunity to visit their classroom with an adult. Students are encouraged to bring their first-day supplies at this time.*
- *Special thanks to our counselors, Ms. Weiss and Ms. Lang for overseeing both events. Both of these events were funded by the American Rescue Plan Grant.*
- *Our staff will return on Thursday. We have many sessions planned including professional development for a new kindergarten reading program, collaborative teaching sessions, and vertical articulation meetings.*
- *Special thanks to our new Assistant Principal, Kristen Zanin for helping to prepare for this year.*
- *We are excited to welcome our students back to school on Tuesday, September 6. Information regarding first-day procedures was emailed home as well as available on our website. Today there was additional information emailed home, including a video from our counselors to help prepare children for the first day of school.*
- *Back to School Nights are planned for September 14 for grades 2-4 and September 21 for grades PK-1. Please look for additional information.*
- *Wish all of our Hillside families a wonderful school year.*

Mr. William Tantum, Principal of Tenakill Middle School shared with the Board and the community his report:

- *Enrollment*
 - *As of August 29, 2022, Tenakill enrollment is 574.*
- *The summer has been extremely busy, and he thanked the custodial and maintenance staff for all the work they did to get the building prepared for next week's opening. Some of the things we are looking forward to this year thanks to their hard work are as follows:*
 - *Recess has gotten a makeover this summer, as we have had a permanent 9 Square in the Air installed. Additionally, we had the blacktop put in for our outdoor volleyball court. Starting tomorrow, the maintenance staff will begin painting the surface and lining the court. We are awaiting the installation of the Gaga pit surface, which will hopefully be completed soon.*
 - *The building looks great, which was accomplished even with the six weeks of camp we had in the building this summer.*
 - *New student and teacher desks were assembled, which will replace much of the older furniture.*
- *The secretaries and counselors have been hard at work this summer, and thanks to all their work the following things were accomplished:*
 - *We held our New to Tenakill summer orientation on August 23, which was very well attended. Students received schedules and lockers and had time to practice opening their lockers as well as decorating them.*
 - *The secretaries have overseen the fifth grade re-registration, as well as many new students and families who registered in Closter this summer.*

- *The laptop distribution began this well and continues through the end of the week. Only about 150 of our 574 students still need to pick up their laptops.*
- *We look forward to a great start to the new year, especially as we progress very closely back to normal.*
 - *This begins with the teachers as they report this week to prepare for the students. Thursday and Friday we have an orientation and professional development day planned.*
 - *With the students returning next Tuesday, we look forward to upcoming scheduled assemblies, the return of winter and spring concerts, and planning field trips for our students.*
- *The Parent and Student portal opened this past week, and we want to remind parents to complete all the required forms and to get all immunizations and sports physical forms in before the deadlines. The first deadline for fall sports is September 12.*
- *A special shout out to Mr. McElroy for all he did this summer to prepare for the return of the students. Additionally, thank you to Mrs. Chow for everything she did, both in the office and with the laptops, as we would not have been able to be prepared without her.*
- *Finally, mark your calendars for Back to School Nights:*
 - *Grades 5/6 is Tuesday, September 13*
 - *Grades 7/8 is Thursday, September 15*
- *We look forward to a remarkable 2022-2023 school year!*

SUPERINTENDENT'S REPORT

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

- *He is so excited for the start of the 2022-2023 school year! Teachers and staff will return on Thursday, September 1, 2022, and we will welcome students back to school on Tuesday, September 6, 2022! Our administrators, secretaries, and custodians have everything just about ready for school to open and we are looking forward to a great year of learning and growth! Last week we welcomed twenty new employees at our district orientation – they are a great group and he knows that they are excited to meet our students.*
- *As we prepare to open school, our Plan for Safe Return to In-Person Instruction and Continuity of Service is posted on the district website. However, the CDC recently issued updated guidance for schools – no requirement for social distancing, and for those exposed to someone with COVID-19 there is no requirement for quarantine but those exposed are recommended to wear a well-fitting mask for ten calendar days to mitigate the spread of the virus. Masking is optional for all other circumstances. He has updated the Plan for Safe Return to In-Person Instruction and Continuity of Service with the recommended guidelines, but the Board will discuss it tonight and determine how the district will move forward. As he reported earlier this month, if parents have any questions or concerns about COVID-19 prior to school starting, they should contact their child's principal. Once school starts, COVID-19 questions can be directed to the school nurse.*
- *He will be sending a letter to all families before school begins to alert everyone to some state mandated updates to the Harassment, Intimidation, and Bullying (HIB) law. In December 2020, the New Jersey state legislature passed legislation modifying the Anti-Bullying Bill of Rights Act.*

The updated law went into effect on July 9, 2022. On tonight's agenda, the Board will be voting on the first reading to update our Anti-Bullying policy and codify the updates to the HIB law.

- The new law:
 - requires the school district to provide parents with a reporting form posted on our district website. The form is already posted on the Anti-Bullying page of our district website, found under Helpful Links. Parents may print the form, complete it, and deliver it (or mail) to the main office in a sealed envelope addressed to the principal. As always, parents may also call the principal or anti-bullying specialist to report any concerning incidents – code of conduct violations or HIB incidents.
 - allows the principal, in consultation with the Anti-Bullying Specialist, to make a preliminary decision as to whether the reported incident meets the definition of HIB under the Anti-Bullying Bill of Rights. If it does, the incident will be investigated by the AntiBullying Specialist. If it does not, the matter will be handled following the school's code of conduct process.
 - requires that for the first and second acts of confirmed HIB, a copy of the investigation results to be placed in the student's record, and the student may have remedial consequences.
 - requires that for the third and each subsequent act of confirmed HIB, a copy of the investigation results must be placed in the student's record, and the principal, in consultation with appropriate school staff, must develop an individual student intervention plan, which must be approved by the superintendent. The plan will include remedial actions and may require the student, accompanied by a parent or guardian, to complete a class or training program to reduce harassment, intimidation, or bullying.
- At our Back-to-School Nights, Principals and the Anti-Bullying Specialists will provide more information about HIB and what we are doing to prevent HIB in our schools. He thanked everyone for partnering with us to help students prevent HIB incidents in our schools. Parents can visit the Anti-Bullying page on our district's website for more information about the definition of bullying, how to report it, and the HIB investigation process. Be on the lookout for my letter about the new HIB requirements.
- You may have read in the news that all schools must create a Behavioral Threat Assessment team to be ready to start for the 2023-2024 school year. On August 18, 2022, Ms. Eichenlaub, Ms. Zanin, and himself attended the School Behavioral Assessment & Management Training provided by the New Jersey Department of Education to begin our year-long timeline of preparing to have a team in place for September 2023. The session was informative and provided the framework for creating and implementing a team that will assess behavioral threats to the school. We will be starting this work soon!
- Lastly, our board will be voting tonight to adopt new curriculum updates for the 2022-2023 school year. Once approved, he will post updated grade-level documents listing all of the learning objectives on the Curriculum page on our district website. In September, we will also host an information session for parents about the new comprehensive health standards with information about how parents may have their children opt out of specific lessons.
- Enjoy the last days of summer!

BOARD COMMITTEES

Dr. Puttannah, reported that the Curriculum Committee met earlier in the evening to discuss the new curriculum updates for the 2022-2023 school year. The curriculum has been developed by the district in collaboration with the Northern Valley Curriculum Center. Curriculum teams have met over the past 15 months to update revisions and discussed the readoption of some of the curriculum, meaning it would remain the same, such as language arts, mathematics, library media, and ESL. Dr. Puttannah further explained an update was made to comprehensive health and physical education. Parents will have the opportunity to read all the documents as they will be posted on the district website later this week. There will also be a parent informational meeting related to the updated health and physical education curriculum. Health Teachers will also inform parents prior to each unit, so parents will have the option to opt their child out of the lesson. The committee discussed how this would be implemented.

PUBLIC DISCUSSION ON AGENDA ITEMS

Moved by Ms. Micera, seconded by Ms. Salamea-Cross 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 bylaw 0167. 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.

Ms. Ava Blume, 239 Parsells Lane - Ms. Blume spoke against the updates made in the health and physical education curriculum. She believes five(5) year old children should not be taught the difference in genders, transgenders, and pregnancy. She believes voting yes to the new sexual education curriculum will plant a seed in the children's minds for sexual harassment and sexually objectifying children.

Mr. Larry Reines, 290 Demarest Avenue - Mr. Reines asked about the procedural process for the curriculum that is being approved at tonight's meeting. He asked how many pages, how much time was given to review, and if everyone was in full agreement. He further asked if there was a fear of losing funding from the state or federal department.

Mr. Villanueva read an email from Ms. Topalian, 93, Venus Drive - She has questions and anxiety over the new health/sex education curriculum that will be taught to K-8 in our public schools. These are some of my questions to the board: 1. What scientifically based evidence was utilized to deem this sexual content safe and appropriate for young children? Can you cite any scientific publications or sources in favor of this? 2. Are you hiring a medically trained provider to teach this curriculum/or are teachers certified in health/sex education? 3. What is your opt-out policy? What alternative and supervision do children who opt-out have? How does the grading work for those who opt-out? 4. Lastly, I am concerned about increased bullying. How will the school prevent and handle potential bullying for those who opt-out?

Mr. McHale addressed Ms. Blume's comment by stating that there is no mention of sexuality in grades K-2. The curriculum discusses health, nutrition, and how to make good choices. An example he gave under the Kindergarten category was who can assist in a health emergency. The full documents will be posted on the school website.

Mr. McHale responded to the questions of Mr. Reines. The Curriculum Committee received the documents which were many pages on August 1st and carefully read through the documents. The Committee posed questions and individual conversations occurred prior to the meeting tonight. In terms of losing funding due to not following the standards, there is no immediate concern; however, the district participates in QSAC (Quality Single Assurance Continuum), where the state monitors us and we must have those curriculum documents which support the standards the state requires us to implement that were passed by legislation. The state creates standards and the district interprets how they will be delivered. We have chosen, along with the Northern Valley Curriculum Center and our teachers, to be sensitive and age-appropriate at all times.

Mr. McHale addressed Ms. Topalian's email. There is scientific evidence that was used in developing the standards, based on studies from the Academy of Pediatrics, and other organizations. A teacher who teaches this content must be certified in Physical Education and Health, so they have had training in how to deliver these topics to students and are certified by the New Jersey Department of Education to do so. With regards to the opt-out option, the district will be hosting a parent information night that will discuss the curriculum topic and explain how the process will work. Teachers will inform parents on a monthly basis what the lessons will be and parents will have the opportunity to opt-out.

Ms. Finkelstein added that the Curriculum Committee did spend time reading each of the documents. They wanted to make sure everything was age appropriate. As Dr. Puttannah stated, the Curriculum was in collaboration across the Northern Valley Curriculum Center so representatives from all the Northern Valley schools participated over a 15-month period and reviewed and agreed with how they were implemented. She is also encouraged to see the opt-out policy will bring transparency to parents who have further concerns.

Dr. Puttannah, reiterated Ms Finkesteins statement. The Committee had a lot of time to review the documents. The curriculum is relevant to everyone on the Board as they have students in the District also. The state sets the standards, and Northern Valley Curriculum Center was able to interpret those standards where they were developmentally appropriate. Grades of any student opting out will not be affected.

Moved by Ms. Micera, seconded by Ms. Salamea-Cross to resume the regular order of business.

BOARD OPERATIONS

Moved by Ms. Yeoh, seconded by Ms. Micera to approve Motion A & B.

Motion was approved by a roll call vote of the Board as follows:

YEAS: Ms. Micera, Dr. Puttannah, Ms. Wagner, Ms. Yeoh, Ms. Salamea-Cross, Ms. Finkelstein

NAYS: None

A. **APPROVAL - Minutes**

Motion to approve August 11, 2022, minutes.

B. **APPROVAL - Closter PTO Use of Facilities**

Motion to approve the Closter PTO to host events at Hillside Elementary School and Tenakill Middle School during the 2022/2023 school year.

CURRICULUM AND INSTRUCTION COMMITTEE

Chairperson: Dr. Puttannah; Members: Ms. Finkelstein, Ms. Wagner, Ms. Yeoh

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

Ms. Wagner asked for a review of motion D. She pointed out that Item A, section 1 final sentence and Item E, second paragraph are contradictory and therefore proposing a revision on the language to say "should", or "may wear mask" rather than using the word "must".

Ms. Finkelstein also supports this amendment based on the district's stance from the spring on recommending the use of masks rather than mandating them. However, she also pointed out that the students may be required to wear a mask in cases of outbreak, which will come from the Department of Health.

Mr. McHale proposed the change to "people exposed to Covid-19 may be asked to wear it depending on the level of transmission".

Ms. Salamea-Cross wants to clarify if we are going by a number or specific cases and Ms. Finkelstein pointed out that the document states when masking will be required for students and staff. Finally, Mr. McHale wanted to emphasize that the mandatory masking is required on days 6-10 for any students and staff after testing positive for Covid-19.

Ms. Wagner also wanted to know how this information will be reported to families. Mr. McHale responded that with the revised guidelines and the board's recommendation, if a student or an adult in a specific class tested positive, the entire class will be notified.

Mr. McHale further recommended some clean-up language to the safe return plan to include the recommendation of mask wearing and testing if there is an exposure.

Ms. Yeoh has a question on motion A, particularly for Tenakill students who are opting out of the specific lesson. She wanted to know if the gym class will be the same grade or different grade as the child. Mr. Tantum responded that all classes are aligned and therefore students will be in the same grade level.

Ms. Micera asked for clarification on Item E, Staff Conferences particularly the CPI training. Mr. McHale responded that it is a term used for managing students who have behavioral challenges. In a very

unusual circumstance where a student is posing a threat to himself or others, only those who are CPI trained may be able to temporarily restrain students. The goal is to de-escalate the situation.

Motion was approved by a roll call vote of the Board as follows:

YEAS: Ms. Micera, Dr. Puttannah, Ms. Wagner, Ms. Yeoh, Ms. Salamea-Cross, Ms. Finkelstein

NAYS: None

A. **APPROVAL - Adoption of NVCC Curriculum Guides**

Motion to approve for the 2022-2023 school year the re-adoption of NVCC Curriculum Guides for English, ESL, Library/Media, and Mathematics and the adoption of updated guides for Computer Science Design Thinking, Physical Education and Comprehensive Health, Science, Social Studies, Visual & Performing Arts, and World Languages.

B. **APPROVAL - Mentoring Plan for 2022-2023 School Year**

Motion to approve the Mentoring Plan for the 2022-2023 school year, attached hereto as Appendix A.

C. **APPROVAL - Professional Development Plan for the 2022-2023 School Year**

Motion to approve Professional Development Plan for the 2022-2023 school year, attached hereto as Appendix B.

D. **APPROVAL - Revision of the Safe Return Plan for the 2022-2023 School Year**

Motion to approve the revision of the Safe Return Plan for the 2022-2023 school year, attached hereto as Appendix C.

E. **APPROVAL - Staff Conferences**

Motion to approve the following staff conferences:

Staff Member(s): Eileen Kennedy
Conference: NJIDA Fall Symposium 2022 - Kaleidoscope of Experts on Key Issues in Literacy
Location: Virtual
Date: 10/14/2022
Cost to Board: \$125.00

Staff Member(s): Eileen Kennedy
Conference: NJALC Fall Symposium 2022 - Reading & Writing: The Casualties of the Pandemic
Location: Virtual
Date: 10/20 and 10/21/2022
Cost to Board: \$125.00

Staff Member(s): Vince Salvati
Conference: Sysadmin Group
Location: TBD
Date: Various Dates - 2022-2023 School Year
Cost to Board: \$150.00 (estimated cost for mileage reimbursement)

Staff Member(s): Vince Salvati
Conference: NJASTO (Technology Group)
Location: TBD
Date: Various Dates - 2022-2023 School Year
Cost to Board: \$150.00 (estimated cost for mileage reimbursement)

Staff Member(s): Bianca DeQuattro, Janet Rota, Dawn Lazzari, Angie Osorio-Borys, Antoniette Ring, Noah Panagia, Maria Pavlou, Eileen Owens, Meylen Ho, Kari Corcoran
Conference: CPI Training
Location: T. Baldwin Training Demarest School
Date: September 2, 2022
Cost to Board: \$259.90 (\$25.99/per person for supplies)
\$1,164.00 for paraprofessional hours

FINANCE AND PHYSICAL PLANT COMMITTEE

Chairperson: Ms. Kwon; Members: Ms. Finkelstein, Ms. Kothari, Ms. Yeoh

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

Mr. McHale clarified motion H which is the donation of old furniture. By law, we can't just throw away old furniture, instead, we need to advertise that we have available furniture and if any district is interested in acquiring them, they may do so. If no one is interested, then the district may discard the furniture. Mr. Villanueva also wants to add that we may need to retroactively approve any of the other donations in future board meetings as we are trying to eliminate one of our rented storage trailers.

Dr. Puttannah asked about motion C if it is consistent with what we have done in the past. Mr. McHale confirmed that it is.

Ms. Wagner asked about motion F in terms of how the contribution is determined. Mr. Villanueva responded that it is proportional to the number of students we have in the district, and the internet and antivirus cost is based on what the district is currently using.

Motion was approved by a roll call vote of the Board as follows:

YEAS: Ms. Micera, Dr. Puttannah, Ms. Wagner, Ms. Yeoh, Ms. Salamea-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 D attached:

- a. Board Secretary and School Treasurer Financial Reports for July 2022.
- b. Board of Education's Monthly Certification of Budgetary Major Account /Fund status for July 2022.
- c. Transfer of funds for July 2022.

B. **APPROVAL - Monthly Bills**

Motion to approve payment of bills from August 10, 2022 to August 29, 2022, in the amount of:

General Fund (Fund 10)	\$572,155.82
Special Revenue (Fund 20)	\$177,657.66
Total	\$749,813.48

C. **APPROVAL - New Jersey Child Assault Prevention (NJ CAP) Grants**

Motion to approve the following three applications for the New Jersey Child Assault Prevention (NJ CAP) Grants for the 2022-2023 school year:

- 1) K-8 CAP's Bullying Prevention Program - Hillside School
- 2) K-8 CAP's Bullying Prevention Program - Tenakill School
- 3) Elementary, Teen and Special Needs CAP Application

D. **APPROVAL - Nursing Contracts**

Motion to approve the following nursing contracts for the 2022-2023 school year:

- Bayada Home Health Care - for SID # 1595602128

E. **APPROVAL - District Share of Region III Consortium**

BE IT RESOLVED that the Closter Board of Education hereby approves the 2022-2023 portion of the Consortium with Northern Valley Regional High School acting as the LEA (Local Education Agency) for Region III as follows:

<u>Program/Service</u>	<u>22-23 Contribution</u>
Special Education	\$115,237.21
Physical Therapy	\$ 59,292.00 (estimate)
Occupational Therapy	\$ 40,368.00 (estimate)

F. **APPROVAL - District Share of the Northern Valley Curriculum Center**

BE IT RESOLVED that the Closter Board of Education hereby approves the 2022-2023 portion of the Consortium with Northern Valley Regional High School acting as the LEA (Local Education Agency) for the Northern Valley Curriculum Center as follows:

<u>Program</u>	<u>22-23 Contribution</u>
Staff Development & Curriculum and Instruction	\$ 99,659.92
Internet & AntiVirus (estimate of Closter's cost)	\$ 53,000.00

G. **APPROVAL - Amendment to the 2022-2023 Budget**

Motion to approve an amendment to the 2022-23 Budget appropriating FY'22 Extraordinary Aid and Non-Public Transportation Aid as follows:

Revenue

10-3131-000	Extraordinary Aid	\$655,605
10-3121-001	Non-Public Transportation Aid	<u>\$ 12,980</u>
Total Increase in State Aid		\$668,585

Appropriations

11-000-100-562	Other LEAs Tuition (Special Education)	\$200,000
11-000-262-621	Energy - Natural Gas	\$ 35,000
11-000-262-622	Energy - Electricity	\$ 30,000
11-000-262-626	Energy - Gasoline	\$ 3,585
11-000-270-511	Regular Transportation	\$ 29,000
11-000-270-512	School Trips	\$ 11,000
11-000-270-515	Special Ed Busing	\$260,000
11-000-291-270	Medical Insurance	<u>\$100,000</u>
Total Increase in Appropriations		\$668,585

H. **APPROVAL - Donation of Old Furniture**

Motion to approve the donation of approximately 90 student desks (which are old and no longer being used) to Leonia Public Schools, Haworth Board of Education, and Garfield Board of Education.

I. **APPROVAL - Disposal of Epson Projector**

Motion to approve the disposal of a broken Epson Projector from Hillside Elementary School, tag #10198.

PERSONNEL AND MANAGEMENT COMMITTEE

Chairperson: Ms. Salamea-Cross; Members: Ms. Fanelli, Ms. Finkelstein

Moved by Ms. Cross, seconded by Ms. Micera to approve Motions A - J.

Mr. McHale pointed out that at tonight's agenda, we are approving three of the leave replacements and we are just one maternity leave replacement position away from being able to fully staff the district for this year. He thanked the administrators and teachers who sat on various interview committees. Ms. Finkelstein reiterated Mr. McHale's appreciation.

Motion was approved by a roll call vote of the Board as follows:

YEAS: Ms. Micera, Dr. Puttannah, Ms. Wagner, Ms. Yeoh, Ms. Salamea-Cross, Ms. Finkelstein

NAYS: None

A. **APPROVAL - Bass ABA Therapist for Student ID #361001**

Motion to approve Jaqueline Aguilar as parent-paid Bass ABA Therapist for Student ID #361001 for the 2022-2023 school year.

B. **APPROVAL - Learning Compass Therapists**

Motion to approve the following parent-paid therapists from Learning Compass Therapists

- ID #8096612745 - Maria Rojas and Dina Marancio
- ID # 371001 - Elyssa Marino and Robyn Ferrentino.

C. **APPROVAL - Substitute Teachers**

Motion to approve the following substitute teacher for the 2022-2023 school Year:

<u>Name</u>	<u>Certification</u>
Laurie Roncati	Standard Certification
Joseph Moskowitz	NJ Substitute Certification

D. **APPROVAL - Paraprofessionals in Hillside School**

Motion to approve the following paraprofessionals for the 2022-2023 school year, starting September 1, 2022, at a salary of \$19.23 per hour at 5.75 hours per day, pending criminal history background check:

- Susan Suchoff, Hillside School
- Ellen Kim, Hillside School

E. **APPROVAL - Songhee (Joy) Lee as Grade 3 Long-Term Leave Replacement**

Motion to approve Songhee (Joy) Lee as Long-Term Leave Replacement - Grade 3 Teacher (K.V.) - from October 20, 2022, through April 21, 2023. Salary will be \$200 per day on days one through ten; the beginning of day 11, BA Step 0, (\$52,309) prorated.

F. **APPROVAL - Travis Jackson as Long-Term Leave Replacement - Certified Occupational Therapist Assistant (COTA)**

Motion to approve Travis Jackson as Long-Term Leave Replacement - COTA (M.J.) - from October 20, 2022, through March 17, 2023, two days per week. Salary will be \$200 per day on days one through ten; then \$268.04 per day after this, pending a criminal history background check.

G. **APPROVAL - Laurie Roncati as Grade 2 Long-Term Leave Replacement**

Motion to approve Laurie Roncati as Long-Term Leave Replacement - Grade 2 Teacher (A.B.) - from October 24, 2022, through April 1, 2023. Salary will be \$200 per day on days

one through ten; the beginning of day 11, BA Step 0, (\$52,309) prorated, pending a criminal history background check.

H. **APPROVAL - Hillside Elementary School Loop Duty Staff**

Motion to approve loop duty at Hillside Elementary School for the following staff:

- Alyssa Levy
- Allison Esposito
- Charlene Gerbig
- Claire Pidi
- Kristin Talty

Substitutes

- Wendy Bajakian
- Judy Eller
- Diane Ferraro

I. **APPROVAL - Tenakill Middle School Harrington Avenue Supervision Staff**

Motion to approve the Harrington Avenue Supervision at Tenakill Middle School for the following staff:

- Jeffrey Roem
- Carmelo Camillieri
- Brittany Steele
- Jennifer Annese
- Michael Wowkun

J. **APPROVAL - Ellen Monaghan- ESEA Title I Grant Salary Allocation**

Motion to approve, upon the recommendation of the Superintendent, the allocation of salary for Ellen Monaghan, Basic Skills Teacher at Tenakill Middle School, from ESEA - Title I grant as follows:

20-231-100-100-060-00-0 \$ 30,800 (27.48%)

POLICY COMMITTEE

Chairperson: Ms. Micera; Members: Ms. Fanelli, Ms. Finkelstein, Ms. Kothari

Moved by Ms. Micera, seconded by Ms. Wagner to approve Motions A and B.

Mr. McHale pointed out that the first reading of the policies are all mandated policies from the Department of Education. Some are very minor changes, but the major change is in terms of the policy on Harassment, Intimidation and Bullying based on the new law.

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

YEAS: Ms. Micera, Dr. Puttannah, Ms. Wagner, Ms. Yeoh, Ms. Salamea-Cross, Ms. Finkelstein

NAYS: None

A. **APPROVAL - Second Reading of Policy and Regulation 8611**

Motion to approve the second reading of Policy and Regulation 8611 Subscription Busing as per Appendix E.

B. **APPROVAL - First Reading of the following Policies and Regulations**

Motion to approve the first reading of the following Policies and Regulations, as per Appendix F:

- Regulation 7410 Maintenance and Repair
- Regulation 9320 Cooperation with Law Enforcement Agencies
- Policy 1648.15 Record Keeping for Healthcare Settings in School Buildings-Covid 19
- Policy 2415.04 Title 1 District-Wide Parent and Family Parental Involvement Engagement
- Policy 2415.50 Hillside School and Tenakill Middle School Title I – School Parent and Family Engagement
- Policy 2416.01 Postnatal Accommodations for Students
- Policy 2417 Student Intervention and Referral Services
- Policy 3161 Examination for Cause (Teaching Staff Members)
- Policy 4161 Examination for Cause (Support Staff Members)
- Policy 5512 Harassment, Intimidation, and Bullying
- Policy 7410 Maintenance and Repair
- Policy 8420 Emergency and Crisis Situations
- Policy 9320 Cooperation with Law Enforcement Agencies

OLD/NEW BUSINESS

Mr. Villanueva provided the the following updates:

- *Transportation - after reaching out to multiple companies, the last one finally responded and was still unable to provide a private transportation contract with parents. In terms of subscription busing, there are 11 students who signed-up and we received 10 contracts to date.*
- *Grant - our contact person from the NJ Office of Emergency Management reached out to us two weeks ago to inform us that we might be eligible for reimbursement for some of the expenses that were denied in the FEMA reimbursement two years ago. We completed the application and we received the grant this morning for \$19,000.*

Ms. Finkelstein asked if everyone that requested subscription busing was accommodated. Mr. Villanueva responded that the main concern for some families is the availability of stops, and so for some, the options provided do not work. Ms. Finkelstein added that when we go out for a bid for next year, we should factor in those stops. Mr. McHale expressed his concerns upon hearing that when the two companies who service our routes merged, it would reduce the ability for competitive bidding. Mr. Villanueva shared that we also need to consider if the bus company is willing to increase next year's cost based on the CPI number, that it is better for the district than going out on another bid.

PUBLIC DISCUSSION

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

Mr. Larry Reines, 290 Demarest Avenue - Mr. Reines asked what it means when the board does the policy reading if it means being published and just posted. Mr. McHale responded that the reading is an opportunity for the board to go through the policy. For policies, there are usually two readings, but there are also times when it only takes place as one reading.

Ms. Ava Blume, 239 Parsells Lane - Ms. Blume is wondering if the schools are well-prepared in terms of security for the upcoming school year. Mr. McHale responded that we are as ready as we can be. We have made some security upgrades, as well as our partnership with the Closter Police Department. Ms. Finkelstein also added that the board continuously has conversations regarding security.

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

CLOSED SESSION MOTION (If required)

Moved by Ms. Wagner, seconded by Ms. Micera to approve the following Closed Session Motion.

Motion was approved by a voice vote of the Board:

YEAS: Ms. Micera, Dr. Puttannah, Ms. Wagner, Ms. Yeoh, Ms. Salamea-Cross, Ms. Finkelstein

NAYS: None

BE IT RESOLVED that the Closter Board of Education will adjourn to a Closed Session to discuss the following:

Legal Matter

The matters so discussed will be disclosed to the public as soon as and to the extent that such disclosure can be made without adversely affecting the public.

The Board went into Closed Session at 8:50 PM.

The Board reconvened from Closed Session at 8:59 PM.

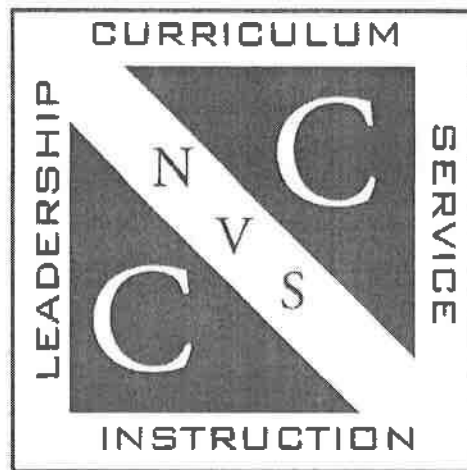
ADJOURNMENT

Moved by Ms. Micera, seconded by Ms. Yeoh to adjourn the meeting at 9 PM.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Floro M. Villanueva Jr.", with a long horizontal flourish extending to the right.

Floro M. Villanueva Jr.
Business Administrator/Board Secretary



Northern Valley Schools Consortium

CLOSTER PUBLIC SCHOOLS

Model Mentoring Plan
2022-23

***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.**

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

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	<input type="checkbox"/>
No	<input type="checkbox"/>

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

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

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 teachod@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.

Tool

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 2022 – June 2023

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 Future Ready committee findings NJSLA has provided the impetus to create more assessments that use online tools
2	Understanding and implementing New Jersey Student Learning Standards (NJSLS) and instructional engagement strategies in content areas to improve student achievement	Teaching and administrative staff	<ul style="list-style-type: none"> Updated curriculum documents Increase use of best instructional strategies for engaging learners
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 ESSRIL grant application



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 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"> Attend Northern Valley Curriculum Center workshops School-level meetings on curriculum and student engagement Middle School teachers will teach executive function skills, identified by grade level 	<ul style="list-style-type: none"> Utilize professional resources and course offerings through Northern Valley Curriculum Center. Middle School teachers to implement the goals of the High School Preparedness Action Plan 2022-2023
3	<ul style="list-style-type: none"> Wellness teams in each school provide suggested activities Research best practices Investigate PD for staff to turnkey for students 	<ul style="list-style-type: none"> West Bergen Mental Health consultant will provide wellness training, as requested

3: PD Required by Statute or Regulation

State-mandated PD Activities
<p>Reading Disabilities Training – 2 hours in January for appropriate staff– annual requirement</p> <p>Suicide Prevention – New teachers – SafeSchools Online; 5 year regulation met in 2018, follow up for new staff</p> <p>Review of HB policies and procedures – September faculty meeting; new teachers SafeSchools Online</p> <p>Recognition of Substance Abuse – SafeSchools Online</p> <p>School Safety – September faculty meeting</p> <p>Law Enforcement Operations – faculty meeting</p> <p>Gang Awareness – Administrators attend Office of the Attorney General seminar TBD</p> <p>Code of Conduct – September faculty meeting</p> <p>Missing and Abused Children – September faculty meeting</p> <p>Electronic Violence and Vandalism Reporting System – September faculty meeting</p> <p>Communicable Diseases and EpiPen – by nurse at September faculty meeting and as needed</p> <p>Asthma – SafeSchools Online</p> <p>Bloodborne Pathogens – SafeSchools Online</p>



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, which 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. Professional learning is provided to successfully implement the curriculum. After reflecting on the district's needs through various methods, the above priorities have been selected to deliver quality instruction and ensure 21st-century skills and academic growth.

Signature: _____ **Superintendent Signature** _____ **Date** _____



**LEA Plan for Safe Return to In-Person Instruction and Continuity of Service
Pursuant to the Federal American Rescue Plan Act, Section 2001(i)**

LEA Name: CLOSTER SCHOOL DISTRICT

Date: 6/9/21

Date Revised: (11/18/2021; 02/15/22. 3/2/22; 7/14/22, 8/29/22)

1. Maintaining Health and Safety

For each mitigation strategy listed below (A–H), please describe how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC. (1000 character limit for each section)

A. Universal and correct wearing of masks

Following the expiration of the New Jersey state mandate requiring school universal masking and updated guidelines received from the Centers for Disease Control and Prevention (CDC) and the New Jersey Department of Health, and after consultation with the Mid-Bergen Health Department, Closter Public Schools will follow an optional masking protocol for School Year 2022 - 2023. Mandatory masking may be re-implemented in periods of elevated community transmission for classes with active outbreaks. Students who return to school during days 6 - 10 of isolation or quarantine will be required to wear a mask or

must remain at home for the full 10 days of quarantine. People who have known or suspected exposure to COVID-19 should also wear a well-fitting mask or respirator around others for 10 days from their last exposure, regardless of vaccination status or history of prior infection.

Closter Public Schools will comply with all updated directions and guidelines that will be provided by the New Jersey Department of Education and the New Jersey Department of Health for the 2022-2023 school year.

B. Physical distancing (e.g., including use of cohorts/podding)

As of the August 11, 2022, CDC Guidelines for Schools, there is no longer a requirement for physical distancing or to cohort students. Students and staff may still keep social distancing to the maximum extent practical in school.

Closter Public Schools will comply with all updated directions and guidelines that will be provided by the New Jersey Department of Education and the New Jersey Department of Health for the 2022-2023 school year.

C. Handwashing and respiratory etiquette

Hillside Elementary School classrooms all have sinks, soap, and hand sanitizer for frequent hand washing. The middle school classrooms have hand sanitizing stations for use by students and staff. Students will have their own materials, supplies, and resources. If any object or material is shared, the teacher will use the district-provided disinfecting wipes to sanitize it.

Closter Public Schools will comply with all updated directions and guidelines that will be provided by the New Jersey Department of Education and the New Jersey Department of Health for the 2022-2023 school year.

D. Cleaning and maintaining healthy facilities, including improving ventilation.

The maintenance and custodial staff will complete regular cleaning and disinfection of facilities. Custodians will clean and disinfect lunch tables between each individual use. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily. The daily cleaning schedules will be monitored and adjusted as needed.

The district has already taken steps to improve ventilation and ensure the health and safety of students and staff. All classroom unit ventilators are functioning properly to ensure that outside air is introduced into the classrooms. Classrooms have air conditioning, which helps improve ventilation.

Closter Public Schools will comply with all updated directions and guidelines for cleaning and maintaining healthy facilities that will be provided by the New Jersey Department of Education and the New Jersey Department of Health for the 2022-2023 school year.

E. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments

The Closter Public Schools' administrators and school nurses will report all COVID-19 cases to the Mid-Bergen Health Department and New Jersey Department of Education, as required. For the 2022-2023 school year, the school nurses will only conduct contact tracing when directed by the Mid-Bergen Health Department.

Quarantine is no longer required for students, teachers, and staff who might have been exposed to COVID-19. People who were exposed to COVID-19 must wear a well-fitting mask and get tested.

Anyone who tests positive for COVID-19 must stay home for at least 5 days and isolate from others. Isolation may end after day 5 if the person is fever-free for 24 hours (without the use of fever-reducing medication) and symptoms improve. If the person still has a fever or other symptoms have not improved, continue to isolate until they improve. After ending isolation, and feeling better (no fever without the use of fever-reducing medications and symptoms improving), the person must wear a well-fitting mask through day 10.

Closter Public Schools will comply as reasonably practicable with additional directions and guidelines for contact tracing that will be provided by the New Jersey Department of Education and the New Jersey Department of Health for the 2022-2023 school year.

F. Diagnostic and screening testing

Before arrival each day, staff and students will self-screen for COVID-19 symptoms, exposure, and travel. Parents should keep students home if they exhibit any COVID-19 symptoms. Further, parents should report any changes in their child's COVID-19 symptoms and exposure status to the school nurse. There is no requirement for completing a daily screening form.

Anyone with a temperature or COVID-19 symptoms during the school day will be directed to the school nurse's office. The nurse will examine the individual. A student exhibiting symptoms of COVID-19 may be required to submit to a COVID-19 test.

Closter Public Schools has partnered with FAST MED and Bio Reference Labs to provide free weekly COVID-19 testing for all staff, students, parents, and community members. The testing takes place on Tuesdays, from 4:00 to 8:00 p.m., at the Hillside Elementary School upper parking lot.

Closter Public Schools will comply with all updated directions and guidelines for diagnostic and screening testing that will be provided by the New Jersey Department of Education and the New Jersey Department of Health for the 2022-2023 school year.

G. Efforts to provide vaccinations to educators, other staff, and students, if eligible.

Staying up to date with COVID-19 vaccinations is the leading public health strategy to prevent severe disease. Not only does it provide individual-level protection, but high vaccination coverage reduces the burden of COVID-19 on people, schools, healthcare systems, communities, and individuals who are not vaccinated or may not develop a strong immune response from the vaccines. Closter Public Schools encourages all who are eligible to receive the vaccination to do so.

Closter Public Schools coordinated with the Bergen County Executive's office and Englewood Health to provide vaccinations to educators and staff during the 2020-2021 school year. We will communicate the information to eligible groups if additional vaccination opportunities become available for educators, staff, and students.

Closter Public Schools will comply with all updated directions and guidelines for vaccinations provided by the New Jersey Department of Education and the New Jersey Department of Health for the 2022-2023 school year.

H. Appropriate accommodations for children with disabilities with respect to the health and safety policies

Students with disabilities will have all appropriate accommodations addressed based on the needs identified in their IEPs, which will support their health and safety. This will include consultation with teachers, Child Study Team, and related service providers to ensure that all precautions are in place and any necessary supplies or resources to accommodate their needs.

Closter Public Schools will comply with all updated directions and guidelines for appropriate accommodations for children with disabilities concerning health and safety policies that will be provided by the New Jersey Department of Education and the New Jersey Department of Health for the 2022-2023 school year.

2. Ensuring Continuity of Services

A. Describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff's social, emotional, mental health, and other needs, including student health and food services. (1000 character limit).

For the 2022-2023 school year, Closter Public Schools will provide a full continuum of in-person services. We will follow the curriculum developed by the Northern Valley Curriculum Consortium. Students will be assessed at the start of the year, using Aimsweb (K-2) and Linkit (3-8) assessments to determine their academic levels. Teachers will use assessment data to address the needs of all students through differentiated assignments, materials, instruction, and assessments. School counselors will

continue providing social-emotional-mental health support for students through the ICARE program, advisory program, and counseling services. ESSER Funds were used for an additional school counselor at Tenakill Middle School. The intervention and Referral Services teams will utilize a collection of data and information to identify, screen, collaborate and implement interventions to promote student success. Our district does not provide food service, but we will work with the Closter PTO to coordinate lunch ordering services for all students.

3. Public Comment

A. Describe how the LEA sought public comment on its plan and how it took those public comments into account in the development of its plan. Note, that the ARP requires that LEAs seek public comment for each 60-day revision to the plan. (1000 character limit)

The School Reopening Committee, which includes administrators, teachers, staff, Board of Education members and parents, met on June 9, 2021, to provide comments on the plan. The Superintendent presented the plan to the Board of Education and community at the June 14, 2021, Board of Education meeting, which was advertised as required. The plan was posted to the Closter Public Schools website, with Hebrew, Korean, and Spanish translations.

The Superintendent presented the July 2022 revision to the Board of Education and the community at the July 14, 2022, Board of Education meeting.

After the CDC Updated Guidelines for Schools on August 11, 2022, the Superintendent presented the August 2022 revision to the Board of Education and the community at the August 29, 2022, Board of Education meeting.

B. Describe how the LEA ensured that the plan is in an understandable and uniform format; is to the extent practicable written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, will be orally translated for such a parent; and upon request by a parent who is an individual with a disability as defined by the ADA, will be provided in an alternative format accessible to that parent. (1000 character limit).

The plan will be posted on the Closter Public Schools' website in English, Hebrew, Korean, and Spanish. Individuals with disabilities can use assistive technology on their devices to access the plan on our website.

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

All Funds for the Month Ending: July, 2022
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	\$ 2,555,762.99	\$ 169,338.91	\$ 1,030,904.46	\$ 1,694,197.44
Compensating Balance	\$ 1,106,000.00	\$ -	\$ -	\$ 1,106,000.00
Capital Reserve	\$ 3,990,699.00	\$ -	\$ -	\$ 3,990,699.00
Emergency Reserve	\$ 250,000.00	\$ -	\$ -	\$ 250,000.00
Special Revenue - FUND 20	\$ 32,297.37	\$ 28,509.00	\$ 65,638.76	\$ (4,832.39)
Capital Projects - FUND 30	\$ -	\$ -	\$ -	\$ -
Debt Service - FUND 40	\$ -	\$ -	\$ -	\$ -
Maintenance Reserve	\$ 300,000.00	\$ -	\$ -	\$ 300,000.00
TOTAL GOVERNMENTAL FUNDS 10-40	\$ 8,234,759.36	\$ 197,847.91	\$ 1,096,543.22	\$ 7,336,064.05
ENTERPRISE (MILK) FUND 60	\$ 1,391.32	\$ 227.48	\$ -	\$ 1,618.80
TRUST and AGENCY FUNDS:				
Payroll - FUND 90	\$ -	\$ -	\$ -	\$ -
Payroll Agency - FUND 90	\$ 8,424.79	\$ -	\$ 1,600.91	\$ 6,823.88
Unemployment Insurance Trust - FUND 63	\$ 236,754.79	\$ 775.31	\$ 8,403.08	\$ 229,127.02
Closter PTO - FUND 64	\$ -	\$ -	\$ -	\$ -
Miniam Kramer Scholarship - FUND 67	\$ 1,651.39	\$ -	\$ -	\$ 1,651.39
TOTAL TRUST AND AGENCY FUNDS	\$ 246,830.97	\$ 775.31	\$ 10,003.99	\$ 237,602.29
TOTAL ALL FUNDS	\$ 548,222.29	\$ 1,002.79	\$ 10,003.99	\$ 539,221.09

Prepared and Submitted by

Norma T. Ketter 08/08/22
Norma T. Ketter Date
Treasurer of School Monies

2022-23 Monthly Transfers Worksheet - Details of Transfers

District: CLOSTER PUBLIC SCHOOLS
 LEA Code: 03-0930
 Month/Year: July-22
 Date of Submission: 8/2/2022

Cells have been left blank for data entry and descriptions of the calculations in each column.

Lines	Budget Category	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)
			2022-23 Original Budget	Revenues Allowed (N.J.A.C. 6A:23A- 13.3(d))	2022-23 Original Budget For Use in 10% Calculation	Maximum Transfer Amount	2022-23 YTD Net Transfers to/(from) as of Date of Submission in cell B5	% Change of Transfers YTD	Remaining Allowable Balance From	Remaining Allowable Balance To
3200	Instruction									
10300, 11160, 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 000-216,217	7,204,637 4,756,466	135,428 31,647	7,340,065 4,788,113	734,007 476,811	(182,702) 130,647	-2.49% 2.74%	551,305 607,458	
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	143,153		143,153	14,315		0.00% 0.00%		14,315
27100	Community Services Programs/Operations	11-900-330-XXX						0.00%		
Undistributed Expenditures										
29180	Tuition									
29680, 30620, 41660, 42200, 43820	Attendance and Social Work, Health, Guidance, Child Study Teams, Education Media Services/School Library	11-000-100-XXX 11-000- 211,213,218,219,222	2,036,367 1,409,403	10,918	2,036,367 1,420,321	203,637 142,092	(5,178)	0.00% -0.36%	203,637 136,854	
43200, 44180	Improvement of Instruction Services and Instructional Staff Training Services	11-000-221-223	239,720		239,720	23,972	(7,191)	-3.00%	16,781	
45300	General Administration									
46160	School Administration									
47200, 47620	Central Services & Administrative Information Technology	11-000-230-XXX 11-000-240-XXX 11-000-25X-XXX	469,056 784,992 587,898	5,500 2,345	469,056 790,492 590,243	46,906 78,240 59,024	(809)	0.00% -0.10% 1.36%	46,906 78,240 67,024	46,906 78,858 51,024
52480	Operation and Maintenance of Plant Services	11-000-26X-XXX	1,802,998	109,624	1,912,622	191,262	52,200	2.73%	243,462	
71260	Student Transportation Services	11-000-270-XXX	412,540		412,540	41,254	10,697	2.64%	52,151	
72020	Personal Services - Employee Benefits	11-XXX-XXX-2XX	3,707,162		3,707,162	370,716	(5,864)	-0.16%	364,852	
72120	Food Services	11-000-310-XXX						0.00%		
72122	Transfer Property Sale Proceeds to Debt Service Reserve to Repay CDL	11-000-520-934 11-000-520-936								
72160	Deposit to Sallie/Lease-Back Reserve	10-605						0.00%		
72180	Interest Earned on Maintenance Reserve	10-606						0.00%		
72200	Deposit to Maintenance Reserve	10-606						0.00%		
72220	Deposit to Current Expense Emergency Reserve	10-607								
72240	Interest Earned on Current Expense Emergency 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						0.00%		
72247	Increase in IMPACT Aid Reserve (Capital)	10-612								
72260	Total General Current Expense		23,534,392	295,462	23,829,854	2,362,985				
Capital Outlay										
75890	Equipment	12-XXX-XXX-73X	44,000	95,077	139,077	13,908		0.00%	13,908	
76260	Facilities Acquisition and Construction Services	12-000-4XX-XXX	584,941		584,941	58,494		0.00%		
76320	Capital Reserve-Transfer to Capital Projects Fund	12-000-4XX-931						0.00%		
76340	Capital Reserve-Transfer to Repayment of Debt	12-000-4XX-933						0.00%		

CLOSTER PUBLIC SCHOOLS	
LEA Code:	03-0930
Month/Year:	July-22
Date of Submission	8/2/2022

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Lines	Budget Category	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)
			2022-23 Original Budget	Revenues Allowed (N.J.A.C. 6A:23A-13.3(d))	2022-23 Original Budget For Use in 10% Calculation	Maximum Transfer Amount	2022-23 YTD Net to/(from) as of Date of Submission in cell B5	% Change of Transfers YTD	2022-23 Remaining Allowable Balance From	2022-23 Remaining Allowable Balance To
76360	Deposit to Capital Reserve	10-604								
76380	Interest Earned on Capital Reserve	10-604						0.00%		
76385	Impact Aid Reserve (Capital) - Transfer to Capital Projects	12-000-400-938						0.00%		
76400	Total Capital Expenditures		628,941	95,077	724,018	72,402		0.00%		
83060	Total Special Schools	13-XXX-XXX-XXX						0.00%		
84000	Transfer of Funds to Charter Schools	10-000-100-56X						0.00%		
84005	Transfer for Funds to Resident Renaissance Schools	10-000-100-571						0.00%		
84020	General Fund Contribution to School Based Budgets	10-000-520-930						0.00%		
84060	Operating Budget Grand Total		24,163,333	390,539	24,553,872	2,455,387				

School Business Administrator Signature: 

Date: August 2, 2022

GENERAL FUND

ASSETS AND RESOURCES

ASSETS:		
101 CASH IN BANK		\$2,800,197.44
102-106 CASH EQUIVALENTS		\$.00
108 IMPACT AID RESERVE GENERAL		\$.00
109 IMPACT AID RESERVE CAPITAL		\$.00
111 INVESTMENTS		\$.00
116 CAPITAL RESERVE ACCOUNT		\$3,990,699.00
117 MAINTENANCE RESERVE INVESTMENT ACCOUNT		\$300,000.00
118 EMERGENCY RESERVE		\$250,000.00
121 TAX LEVY RECEIVABLE		\$21,480,748.00

ACCOUNTS RECEIVABLE:

132 INTERFUND	\$.00
140 INTERGOVERNMENTAL-ACCOUNTS RECEIVABLE	\$.00
141 INTERGOVERNMENTAL-STATE	\$1,899,793.41
142 INTERGOVERNMENTAL-FEDERAL	\$.00
143 INTERGOVERNMENTAL-OTHER	\$541.00
153, 154 OTHER - NET OF ESTIMATED UNCOLLECTIBLE OF	\$.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	\$.00

RESOURCES:

301 ESTIMATED REVENUES	\$22,973,819.00
302 LESS REVENUES	(\$22,773,526.58)

TOTAL ASSETS AND RESOURCES

\$30,922,271.27

LIABILITIES AND FUND EQUITY

LIABILITIES:

101 CASH OVERDRAFT	\$.00
402 INTERFUND ACCOUNTS PAYABLE	\$.00
421 ACCOUNTS PAYABLE	\$65,308.38
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

\$65,308.38

TOTAL LIABILITIES AND FUND EQUITY

\$30,922,271.27

	Budgeted	Actual	Variance
RECAPITULATION OF FUND BALANCE:			
APPROPRIATIONS	\$24,553,872.11	\$22,189,582.90	\$2,364,289.21
REVENUES	(\$22,973,819.00)	(\$22,773,526.58)	(\$200,292.42)
SUB TOTAL	\$1,580,053.11	(\$583,943.68)	\$2,163,996.79
CHANGE IN RESERVE ACCOUNTS:	\$1,200.00	\$1,200.00	\$.00
PLUS - INCREASE IN RESERVE	(\$670,000.00)	(\$670,000.00)	(\$.00)
LESS - WITHDRAW FROM RESERVE	\$911,253.11	(\$1,252,743.68)	\$2,163,996.79
SUB TOTAL	(\$359,416.73)	(\$359,416.73)	(\$.00)
LESS: ADJUSTMENT FOR PRIOR YEAR ENCUMBRANCE	\$551,836.38	(\$1,612,160.41)	\$2,163,996.79
BUDGETED FUND BALANCE			

Closter Board of Education
Board Secretary Report
GENERAL FUND - Fund 10
Interim Statements
July 2022

July 31, 2022 (Sun)
Budget Year: 2023

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	\$21,732,898.00	\$21,532,605.58	Under	\$200,292.42
2XXX FROM INTERMEDIATE SOURCES	\$.00	\$.00		\$.00
3XXX FROM STATE SOURCES	\$1,240,921.00	\$1,240,921.00		\$.00
4XXX FROM FEDERAL SOURCES	\$.00	\$.00		\$.00
5XXX FROM OTHER FINANCING SOURCES	\$.00	\$.00		\$.00
XXXX1 ARRA ESF (FUND 16)	\$.00	\$.00		\$.00
XXXX2 ARRA GSF (FUND 17)	\$.00	\$.00		\$.00
XXXX3 ARRA SFSF (FUND 18)	\$.00	\$.00		\$.00
TOTAL REVENUES/SOURCES OF FUNDS	\$22,973,819.00	\$22,773,526.58	Under	\$200,292.42

EXPENDITURES:	Appropriations	Expenditures	Encumbrances	Available Balance
GENERAL CURRENT EXPENSE FUND (11)				
1XX-100-XXX REGULAR PROGRAMS - INSTRUCTION	\$7,157,362.98	\$63,822.87	\$6,811,015.51	\$282,524.60
2XX-100-XXX SPECIAL EDUCATION - INSTRUCTION	\$2,279,146.17	\$1,706.03	\$2,267,266.34	\$10,173.80
230-100-XXX BASIC SKILLS/REMEDIATION INSTRUCTION	\$536,476.60	\$292.63	\$535,827.40	\$356.57
240-100-XXX BILINGUAL EDUCATION - INSTRUCTION	\$365,835.94	\$.00	\$363,626.38	\$2,209.56
3XX-100-XXX VOC. PROGRAMS - LOCAL - INSTRUCTION	\$.00	\$.00	\$.00	\$.00
401-100-XXX SCHOOL-SPONS. COCURR. ACTIVITIES - INST.	\$67,353.00	\$.00	\$60,928.00	\$6,425.00
402-100-XXX SCHOOL-SPONS. ATHLETICS - INSTRUCTION	\$32,800.00	\$.00	\$26,138.60	\$6,661.40
421-XXX-XXX TOTAL BEFORE/AFTER SCHOOL PROGRAMS	\$.00	\$.00	\$.00	\$.00
422-XXX-XXX TOTAL SUMMER SCHOOL PROGRAMS	\$43,000.00	\$6,797.68	\$35,702.32	\$500.00
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	Available Balance
000-1XX-XXX INSTRUCTION	\$2,036,367.00	\$22,128.00	\$1,690,643.37	\$323,595.63
000-211-XXX ATTENDANCE AND SOCIAL WORK SERVICES	\$99,468.00	\$9,590.76	\$89,876.24	\$1.00
000-213-XXX HEALTH SERVICES	\$208,535.00	\$448.50	\$195,417.61	\$12,668.89
000-216-XXX OTHER SUPPORT SERV.-STUDENTS-RELATED SERV	\$422,984.00	\$372.41	\$418,783.48	\$3,828.11
000-217-XXX OTHER SUPPORT SERV.-STUDENTS-EXTRA SERV.	\$1,294,317.00	\$4,987.50	\$1,176,080.62	\$113,248.88
000-218-XXX OTHER SUPPORT SERVICES-STUDENTS-REGULAR	\$278,854.85	\$4,333.81	\$270,622.02	\$3,899.02
000-219-XXX OTHER SUPPORT SERV.-STUDENTS-SPEC. SERV.	\$617,567.00	\$16,603.44	\$521,978.99	\$78,984.57
000-221-XXX IMPROV. OF INST./OTHER SUP. SERV.-INSTSERV	\$165,229.00	\$5,528.50	\$90,472.50	\$69,228.00
000-222-XXX EDUCATIONAL MEDIA SERV./SCHOOL LIBRARY	\$210,717.95	\$.00	\$194,344.84	\$16,373.11
000-223-XXX INSTRUCTIONAL STAFF TRAINING SERVICES	\$67,300.00	\$.00	\$1,871.08	\$65,428.92
000-23X-XXX SUPP. SERV. - GENERAL ADMINISTRATION	\$469,056.00	\$82,772.21	\$355,899.38	\$30,484.41

	Appropriations	Expenditures	Encumbrances	Available Balance
000-24X-XXX SUPP. SERV. - SCHOOL ADMINISTRATION	\$789,683.60	\$66,065.03	\$695,721.47	\$27,897.10
000-25X-XXX SUPP. SERV. - CENTRAL SERVICES & TECH SERV	\$598,243.00	\$52,529.25	\$478,137.91	\$67,575.84
000-26X-XXX OPERATION AND MAINT. OF PLANT SERVICES	\$1,789,598.34	\$301,307.32	\$1,321,964.12	\$166,326.90
000-263-XXX TOTAL CARE AND UPKEEP OF GROUNDS	\$84,965.08	\$0.00	\$34,945.08	\$50,020.00
000-266-XXX TOTAL SECURITY	\$90,258.40	\$0.00	\$72,208.40	\$18,050.00
000-27X-XXX STUDENT TRANSPORTATION SERVICES	\$423,437.00	\$0.00	\$423,437.00	\$0.00
000-29X-XXX BUSINESS AND OTHER SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00
000-40X-XXX FACILITIES ACQ. & CONSTRUCTION SERVICES	\$0.00	\$0.00	\$0.00	\$0.00
XXX-XXX-2XX UNALLOCATED BENEFITS	\$3,701,298.00	\$279,335.68	\$2,783,223.23	\$638,739.09
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	\$23,829,853.91	\$918,621.62	\$20,916,131.89	\$1,995,100.40
CAPITAL OUTLAY (FUND 12)				
XXX-XXX-73X EQUIPMENT	\$139,077.20	\$17,990.00	\$77,087.20	\$44,000.00
000-400-937 IMPACT AID RESERVE	\$0.00	\$0.00	\$0.00	\$0.00
000-4XX-XXX FACILITIES ACQUISITION AND CONSTR. SERV.	\$584,941.00	\$69,328.76	\$190,423.43	\$325,188.81
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	\$724,018.20	\$87,318.76	\$267,510.63	\$369,188.81
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 SPEC. 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	\$24,553,872.11	\$1,005,940.38	\$21,183,642.52	\$2,364,289.21

Closter Board of Education
 Board Secretary Report
 GENERAL FUND - Fund 10
 Schedule of Revenues
 July 2022

July 31, 2022 (Sun)
 Budget Year: 2023

	Estimate	Actual	Unrealized
REVENUES			
LOCAL SOURCES:			
1210 LOCAL TAX LEVY	\$21,480,748.00	\$21,480,748.00	\$.00
1310 TUITION - FROM INDIVIDUALS	\$122,650.00	\$46,480.00	\$76,170.00
1320 - FROM OTHER LEAS WITHIN THE STATE	\$101,500.00	\$.00	\$101,500.00
1XXX MISCELLANEOUS	\$28,000.00	\$5,377.58	\$22,622.42
TOTAL	\$21,732,898.00	\$21,532,605.58	\$200,292.42
STATE SOURCES:			
3121 CATEGORICAL TRANSPORTATION AID	\$93,632.00	\$93,632.00	\$.00
3132 CATEGORICAL SPECIAL EDUCATION AID	\$1,055,942.00	\$1,055,942.00	\$.00
3177 CATEGORICAL SECURITY AID	\$91,347.00	\$91,347.00	\$.00
TOTAL	\$1,240,921.00	\$1,240,921.00	\$.00
TOTAL	\$22,973,819.00	\$22,773,526.58	\$200,292.42

	Appropriations	Expenditures	Encumbrances	Available Balance
GENERAL CURRENT EXPENSE (FUND 11)				
REGULAR PROGRAMS - INSTRUCTION				
105-1XX-101 PRESCHOOL - SALARIES OF TEACHERS	\$95,452.00	\$.00	\$95,452.00	\$.00
110-1XX-101 KINDERGARTEN - SALARIES OF TEACHERS	\$586,506.00	\$.00	\$586,506.00	\$.00
120-1XX-101 GRADES 1-5 -SALARIES OF TEACHERS	\$3,372,825.00	\$.00	\$3,372,825.00	\$.00
130-1XX-101 GRADES 6-8 -SALARIES OF TEACHERS	\$2,116,529.00	\$.00	\$2,116,529.00	\$.00
150-1XX-101 SALARIES OF TEACHERS	\$7,000.00	\$.00	\$7,000.00	\$.00
150-1XX-32X PURCHASED PROF. - ED. SERVICES	\$3,000.00	\$.00	\$.00	\$3,000.00
190-1XX-106 OTHER SALARIES FOR INSTRUCTION	\$304,096.00	\$.00	\$304,096.00	\$.00
190-1XX-32X PURCHASED PROF. - ED. SERVICES	\$19,100.00	\$.00	\$425.00	\$18,675.00
190-1XX-34X PURCHASED TECHNICAL SERVICES	\$99,348.00	\$18,229.00	\$34,452.98	\$46,666.02
190-1XX-5XX OTHER PURCHASED SERVICES	\$184,094.00	\$38,439.25	\$80,372.40	\$65,282.35
190-1XX-61X GENERAL SUPPLIES	\$116,705.18	\$518.30	\$52,452.20	\$63,734.68
190-1XX-64X TEXTBOOKS	\$49,000.00	\$3,317.60	\$30,315.99	\$15,366.41
190-1XX-890 MISCELLANEOUS EXPENDITURES	\$9,000.00	\$.00	\$200.00	\$8,800.00
1XX-1XX-XXX OTHER UNDISTRIBUTED INSTRUCTION	\$194,707.80	\$3,318.72	\$130,388.94	\$61,000.14
TOTAL REGULAR PROGRAMS - INSTRUCTION	\$7,157,362.98	\$63,822.87	\$6,811,015.51	\$282,524.60
SPECIAL EDUCATION PROGRAMS:				
LEARNING AND/OR LANGUAGE DISABILITIES				
204-1XX-101 SALARIES OF TEACHERS	\$379,679.00	\$.00	\$379,679.00	\$.00
204-1XX-106 OTHER SALARIES FOR INSTRUCTION	\$29,609.00	\$.00	\$29,609.00	\$.00
204-1XX-61X GENERAL SUPPLIES	\$13,953.43	\$.00	\$11,155.71	\$2,797.72
TOTAL	\$423,241.43	\$.00	\$420,443.71	\$2,797.72
BEHAVIORAL DISABILITIES:				
209-1XX-101 SALARIES OF TEACHERS	\$90,543.00	\$.00	\$90,543.00	\$.00
TOTAL	\$90,543.00	\$.00	\$90,543.00	\$.00
RESOURCE ROOM/RESOURCE CENTER:				
213-1XX-101 SALARIES OF TEACHERS	\$1,373,176.00	\$.00	\$1,373,176.00	\$.00
213-1XX-61X GENERAL SUPPLIES	\$24,489.43	\$1,681.00	\$17,993.50	\$4,814.93
TOTAL	\$1,397,665.43	\$1,681.00	\$1,391,169.50	\$4,814.93
PRESCHOOL DISABILITIES - FULL-TIME:				
216-1XX-101 SALARIES OF TEACHERS	\$265,244.00	\$.00	\$265,244.00	\$.00
216-1XX-106 OTHER SALARIES FOR INSTRUCTION	\$95,817.00	\$.00	\$95,817.00	\$.00

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	Appropriations	Expenditures	Encumbrances	Available Balance
216-1XX-XXX OTHER PRESCHOOL DISABILITIES - FULL-TIME:	\$6,635.31	\$25.03	\$4,049.13	\$2,561.15
TOTAL	\$367,696.31	\$25.03	\$365,110.13	\$2,561.15
TOTAL SPECIAL EDUCATION - INSTRUCTION	\$2,279,146.17	\$1,706.03	\$2,267,266.34	\$10,173.80
BASIC SKILLS/REMEDIAL - INSTRUCTION				
230-1XX-101 SALARIES OF TEACHERS	\$532,172.00	\$.00	\$532,172.00	\$.00
230-1XX-61X GENERAL SUPPLIES	\$4,304.60	\$292.63	\$3,655.40	\$356.57
TOTAL	\$536,476.60	\$292.63	\$535,827.40	\$356.57
BILINGUAL EDUCATION - INSTRUCTION				
240-1XX-61X GENERAL SUPPLIES	\$2,438.94	\$.00	\$918.38	\$1,520.56
24X-1XX-XXX OTHER BILINGUAL EDUCATION - INSTRUCTION	\$363,397.00	\$.00	\$362,708.00	\$689.00
TOTAL	\$365,835.94	\$.00	\$363,626.38	\$2,209.56
SCHOOL SPONS. CURRICULAR ACTIVITIES - INSTRUCTION				
401-100-1XX SALARIES	\$60,353.00	\$.00	\$60,353.00	\$.00
401-100-6XX SUPPLIES AND MATERIALS	\$5,000.00	\$.00	\$.00	\$5,000.00
401-1XX-8XX OTHER OBJECTS	\$2,000.00	\$.00	\$575.00	\$1,425.00
TOTAL	\$67,353.00	\$.00	\$60,928.00	\$6,425.00
SCHOOL SPONSORED ATHLETICS - INSTRUCTION				
402-1XX-1XX SALARIES	\$25,700.00	\$.00	\$25,700.00	\$.00
402-1XX-5XX PURCHASED SERVICES	\$4,600.00	\$.00	\$.00	\$4,600.00
402-1XX-6XX SUPPLIES AND MATERIALS	\$2,000.00	\$.00	\$438.60	\$1,561.40
402-1XX-8XX OTHER OBJECTS	\$500.00	\$.00	\$.00	\$500.00
TOTAL	\$32,800.00	\$.00	\$26,138.60	\$6,661.40
SUMMER SCHOOL PROGRAMS				
422-100-101 SALARIES OF TEACHERS	\$24,000.00	\$3,400.00	\$20,600.00	\$.00
422-100-106 OTHER SALARIES OF INSTRUCTION	\$8,500.00	\$2,697.68	\$5,802.32	\$.00
422-100-610 GENERAL SUPPLIES	\$500.00	\$.00	\$.00	\$500.00
TOTAL SUMMER SCHOOL INSTRUCTION	\$33,000.00	\$6,097.68	\$26,402.32	\$500.00
SUMMER SCHOOL - SUPPORT SVCS				
422-200-100 SALARIES	\$10,000.00	\$700.00	\$9,300.00	\$.00
TOTAL SUMMER SCHOOL - SUPPORT SVCS	\$10,000.00	\$700.00	\$9,300.00	\$.00

	Appropriations	Expenditures	Encumbrances	Available Balance
TOTAL SUMMER SCHOOL	\$43,000.00	\$6,797.68	\$35,702.32	\$500.00
UNDISTRIBUTED EXPENDITURES - INSTRUCTION				
INSTRUCTION				
000-1XX-562 TUITION TO OTHER LEAS W/I STATE - SPEC.	\$1,436,067.00	\$.00	\$1,152,198.73	\$283,868.27
000-1XX-565 TUITION TO CSSD & REG. DAY SCHOOL	\$228,925.00	\$.00	\$196,465.00	\$32,460.00
000-1XX-566 TUITION TO PRIV. SCH. FOR HANDIC. W/I ST	\$371,375.00	\$22,128.00	\$341,979.64	\$7,267.36
TOTAL	\$2,036,367.00	\$22,128.00	\$1,690,643.37	\$323,595.63
ATTENDANCE AND SOCIAL WORK SERVICES				
000-211-1XX SALARIES	\$91,468.00	\$1,590.76	\$89,876.24	\$1.00
000-211-171 SALARIES OF DROP-OUT PREVENTION OFFICER/CO	\$.00	\$.00	\$.00	\$.00
000-211-172 SALARIES OF FAMILY SUPPORT TEAMS	\$.00	\$.00	\$.00	\$.00
000-211-173 SALARIES OF FAMILY LIAISONS/COMM. PARENT I	\$.00	\$.00	\$.00	\$.00
000-211-174 SALARIES OF COMMUNITY/SCHOOL COORDINATORS	\$.00	\$.00	\$.00	\$.00
000-211-3XX PURCHASED PROF. AND TECH. SERVICES	\$8,000.00	\$8,000.00	\$.00	\$.00
TOTAL	\$99,468.00	\$9,590.76	\$89,876.24	\$1.00
HEALTH SERVICES				
000-213-1XX SALARIES	\$188,735.00	\$.00	\$188,735.00	\$.00
000-213-175 SALARIES OF SOCIAL SERVICES COORDINATORS	\$.00	\$.00	\$.00	\$.00
000-213-3XX PURCHASED PROF. AND TECH. SERVICES	\$4,000.00	\$.00	\$4,000.00	\$.00
000-213-5XX OTHER PURCHASED SERVICES	\$4,200.00	\$448.50	\$.00	\$3,751.50
000-213-6XX SUPPLIES AND MATERIALS	\$11,600.00	\$.00	\$2,682.61	\$8,917.39
TOTAL	\$208,535.00	\$448.50	\$195,417.61	\$12,668.89
OTHER SUPP. SERV. STUDENTS-RELATED SERVICES				
000-216-1XX SALARIES	\$418,584.00	\$.00	\$418,584.00	\$.00
000-216-6XX SUPPLIES AND MATERIALS	\$3,400.00	\$372.41	\$199.48	\$2,828.11
TOTAL	\$421,984.00	\$372.41	\$418,783.48	\$2,828.11
OTHER SUPP. SERV. STUDENTS-EXTRA SERVICES				
000-217-1XX SALARIES	\$778,017.00	\$.00	\$778,017.00	\$.00
000-217-32X PURCHASED PROF. - EDUCATIONAL SERVICES	\$511,900.00	\$4,987.50	\$398,063.62	\$108,848.88
000-217-6XX SUPPLIES AND MATERIALS	\$3,900.00	\$.00	\$.00	\$3,900.00
000-217-8XX OTHER OBJECTS	\$500.00	\$.00	\$.00	\$500.00
TOTAL	\$1,294,317.00	\$4,987.50	\$1,176,080.62	\$113,248.88
OTHER SUPP. SERV. - STUDENTS - REGULAR				

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000-218-104 SALARIES OF OTHER PROFESSIONAL STAFF	\$270,393.00	\$0.00	\$270,393.00	\$0.00
000-218-6XX SUPPLIES AND MATERIALS	\$1,261.85	\$295.31	\$229.02	\$737.52
000-218-8XX OTHER OBJECTS	\$200.00	\$0.00	\$0.00	\$200.00
TOTAL	\$271,854.85	\$295.31	\$270,622.02	\$937.52
OTHER SUPPORT SERVICES - STUDENTS-SPECIAL				
000-219-104 SALARIES OF OTHER PROFESSIONAL STAFF	\$419,084.00	\$25.00	\$419,059.00	\$0.00
000-219-105 SALARIES OF SECR. AND CLERICAL ASSTS.	\$106,266.00	\$6,433.44	\$99,832.56	\$0.00
000-219-32X PURCHASED PROF. - ED. SERVICES	\$62,000.00	\$0.00	\$0.00	\$62,000.00
000-219-39X OTHER PURCHASED PROF. AND TECH. SERVICES	\$21,592.00	\$8,891.00	\$2,946.00	\$9,755.00
000-219-5XX OTHER PURCHASED SERVICES	\$500.00	\$0.00	\$0.00	\$500.00
000-219-6XX SUPPLIES AND MATERIALS	\$6,500.00	\$0.00	\$141.43	\$6,358.57
000-219-8XX OTHER PROJECTS	\$1,625.00	\$1,254.00	\$0.00	\$371.00
TOTAL	\$617,567.00	\$16,603.44	\$521,978.99	\$78,984.57
IMPROVEMENT OF INSTRUCTION SERVICES/				
000-221-102 SALARIES OF SUPERVISORS OF INSTR.	\$76,501.00	\$5,528.50	\$70,972.50	\$0.00
000-221-104 SALARIES OF OTHER PROFESSIONAL STAFF	\$19,500.00	\$0.00	\$19,500.00	\$0.00
000-221-176 SAL OF FACILITATORS, MATH COACHES & LITERA	\$0.00	\$0.00	\$0.00	\$0.00
000-221-32X PURCHASED PROF. - ED. SERVICES	\$60,428.00	\$0.00	\$0.00	\$60,428.00
000-221-3XX OTHER PURCHASED PROF. AND TECH. SERVICES	\$7,000.00	\$0.00	\$0.00	\$7,000.00
000-221-5XX OTHER PURCHASED SERVICES	\$500.00	\$0.00	\$0.00	\$500.00
000-221-6XX SUPPLIES AND MATERIALS	\$500.00	\$0.00	\$0.00	\$500.00
000-221-8XX OTHER OBJECTS	\$800.00	\$0.00	\$0.00	\$800.00
TOTAL	\$165,229.00	\$5,528.50	\$90,472.50	\$69,228.00
EDUCATIONAL MEDIA SERVICES/SCHOOL LIBRARY				
000-222-1XX SALARIES	\$181,404.00	\$0.00	\$181,404.00	\$0.00
000-222-177 SALARIES OF TECHNOLOGY COORDINATORS	\$0.00	\$0.00	\$0.00	\$0.00
000-222-3XX PURCHASED PROF. AND TECH. SERVICES	\$3,500.00	\$0.00	\$0.00	\$3,500.00
000-222-5XX OTHER PURCHASED SERVICES.	\$7,850.00	\$0.00	\$6,845.73	\$1,004.27
000-222-6XX SUPPLIES AND MATERIALS	\$17,963.95	\$0.00	\$6,095.11	\$11,868.84
TOTAL	\$210,717.95	\$0.00	\$194,344.84	\$16,373.11
INSTRUCTIONAL STAFF TRAINING SERVICES				
000-223-32X PURCHASED PROF. - ED. SERVICES	\$42,500.00	\$0.00	\$0.00	\$42,500.00
000-223-3XX OTHER PURCHASED PROF. AND TECH. SERVICES	\$8,300.00	\$0.00	\$0.00	\$8,300.00
000-223-5XX OTHER PURCHASED SERVICES	\$12,000.00	\$0.00	\$1,871.08	\$10,128.92
000-223-6XX SUPPLIES AND MATERIALS	\$4,500.00	\$0.00	\$0.00	\$4,500.00
TOTAL	\$67,300.00	\$0.00	\$1,871.08	\$65,428.92

	Appropriations	Expenditures	Encumbrances	Available Balance
SUPPORT SERVICES - GENERAL ADMINISTRATION				
000-23X-1XX SALARIES	\$279,421.00	\$23,224.48	\$256,196.52	\$.00
000-23X-331 LEGAL SERVICES	\$32,000.00	\$.00	\$32,000.00	\$.00
000-23X-332 AUDIT FEES	\$28,000.00	\$.00	\$28,000.00	\$.00
000-230-334 ARCHITECTURAL/ENGINEERING SERVICES	\$16,000.00	\$.00	\$16,000.00	\$.00
000-23X-33X OTHER PURCHASED PROF. SERVICES	\$12,000.00	\$5,267.50	\$4,400.00	\$2,332.50
000-23X-34X PURCHASED TECHNICAL SERVICES	\$2,554.00	\$1,708.00	\$.00	\$846.00
000-23X-53X COMMUNICATIONS/TELEPHONE	\$41,255.00	\$16,568.50	\$16,574.50	\$8,112.00
000-23X-585 BOE OTHER PURCHASED SERVICES	\$1,300.00	\$.00	\$.00	\$1,300.00
000-23X-5XX OTHER PURCHASED SERVICES	\$36,626.00	\$24,617.00	\$2,700.00	\$9,309.00
000-23X-610 GENERAL SUPPLIES	\$4,250.00	\$.00	\$28.36	\$4,221.64
000-23X-630 BOE MEETING SUPPLIES	\$1,750.00	\$40.38	\$.00	\$1,709.62
000-23X-890 MISCELLANEOUS EXPENDITURES	\$4,500.00	\$3,050.00	\$.00	\$1,450.00
000-23X-895 BOE MEMBERSHIP DUES AND FEES	\$9,400.00	\$8,296.35	\$.00	\$1,103.65
TOTAL	\$469,056.00	\$82,772.21	\$355,899.38	\$30,384.41
SUPPORT SERVICES - SCHOOL ADMIN.				
000-24X-103 SALARIES OF PRINCIPALS/ASST. PRINCIPALS	\$457,091.00	\$38,157.56	\$418,933.44	\$.00
000-24X-104 SALARIES OF OTHER PROFESSIONAL STAFF	\$148,450.00	\$12,369.16	\$136,080.84	\$.00
000-24X-105 SALARIES OF SEC. AND CLERICAL ASSTS.	\$145,342.00	\$11,410.32	\$133,931.68	\$.00
000-24X-3XX PURCHASED PROF. AND TECH. SERVICES	\$1,500.00	\$.00	\$.00	\$1,500.00
000-24X-5XX OTHER PURCHASED SERVICES	\$9,100.00	\$.00	\$.00	\$9,100.00
000-24X-6XX SUPPLIES AND MATERIALS	\$14,500.60	\$3,038.99	\$6,775.51	\$4,686.10
000-24X-8XX OTHER OBJECTS	\$13,700.00	\$1,089.00	\$.00	\$12,611.00
TOTAL	\$789,683.60	\$66,065.03	\$695,721.47	\$27,897.10
SUPPORT SERVICES - CENTRAL SERVICES				
000-251-100 SALARIES	\$380,912.00	\$30,798.30	\$350,113.70	\$.00
000-251-34X PURCHASED TECHNICAL SERVICES	\$25,370.00	\$5,341.25	\$20,028.75	\$.00
000-251-592 MISC. PURCHASED SERVICES	\$6,185.00	\$72.98	\$970.02	\$5,142.00
000-251-5XX OTHER PURCHASED SERVICES	\$1,995.00	\$.00	\$.00	\$1,995.00
000-251-6XX SUPPLIES AND MATERIALS	\$4,000.00	\$.00	\$35.52	\$3,964.48
000-251-890 MISCELLANEOUS EXPENDITURES	\$3,000.00	\$990.00	\$.00	\$2,010.00
TOTAL	\$421,462.00	\$37,202.53	\$371,147.99	\$13,111.48
SUPPORT SERVICES - ADMINISTRATIVE INFO TECH SERVICES				
000-252-100 SALARIES	\$114,150.00	\$9,505.08	\$104,644.92	\$.00
000-252-34X PURCHASED TECHNICAL SERVICES	\$56,481.00	\$5,821.64	\$2,345.00	\$48,314.36
000-252-5XX OTHER PURCHASED SERVICES	\$650.00	\$.00	\$.00	\$650.00
000-252-6XX SUPPLIES AND MATERIALS	\$5,500.00	\$.00	\$.00	\$5,500.00
TOTAL	\$176,781.00	\$15,326.72	\$106,989.92	\$54,464.36

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OPERATION AND MAINTENANCE OF SCHOOL FACILITIES				
000-261-1XX SALARIES	\$172,820.00	\$13,157.82	\$159,662.18	\$.00
000-261-61X GENERAL SUPPLIES	\$48,000.00	\$.00	\$17,000.00	\$31,000.00
000-261-8XX OTHER OBJECTS	\$1,500.00	\$.00	\$500.00	\$1,000.00
000-261-XXX REQUIRED MAINTENANCE UPDATE	\$134,303.34	\$10,398.72	\$52,191.47	\$71,713.15
TOTAL REQUIRED MAINT FOR SCHOOL FACILITIES	\$356,623.34	\$23,556.54	\$229,353.65	\$103,713.15
CUSTODIAL SERVICES				
000-262-107 SALARIES OF NON-INSTRUCTIONAL AIDES	\$158,467.00	\$.00	\$158,467.00	\$.00
000-262-1XX SALARIES	\$559,805.00	\$43,540.72	\$516,264.28	\$.00
000-262-3XX PURCHASED PROF. AND TECH. SERVICES	\$6,400.00	\$.00	\$.00	\$6,400.00
000-262-42X CLEANING, REPAIR, AND MAINT. SERVICES	\$14,750.00	\$1,237.00	\$8,143.00	\$5,370.00
000-262-441 RENTAL OF LAND AND BLDGS. - OTHER THAN LEASE PURCH. AGREEMENTS	\$12,000.00	\$1,767.00	\$10,233.00	\$.00
000-262-49X OTHER PURCHASED PROPERTY SERV.	\$16,600.00	\$1,420.09	\$14,579.91	\$600.00
000-262-52X INSURANCE	\$214,856.00	\$214,856.00	\$.00	\$.00
000-262-5XX MISCELLANEOUS PURCHASED SERVICES	\$200.00	\$.00	\$.00	\$200.00
000-262-61X GENERAL SUPPLIES	\$45,897.00	\$1,206.52	\$2,646.73	\$42,043.75
000-262-621 ENERGY (NATURAL GAS)	\$143,000.00	\$479.80	\$142,520.20	\$.00
000-262-626 ENERGY (GASOLINE)	\$4,500.00	\$.00	\$3,000.00	\$1,500.00
000-262-62X ENERGY (HEAT AND ELECTRICITY)	\$254,000.00	\$13,243.65	\$236,756.35	\$4,000.00
000-262-8XX OTHER OBJECTS	\$2,500.00	\$.00	\$.00	\$2,500.00
TOTAL CUSTODIAL SERVICES	\$1,432,975.00	\$277,750.78	\$1,092,610.47	\$62,613.75
CARE AND UPKEEP OF GROUNDS				
000-263-420 CLEANING, REPAIR, AND MAINT. SERVICES	\$78,965.08	\$.00	\$34,945.08	\$44,020.00
000-263-610 GENERAL SUPPLIES	\$6,000.00	\$.00	\$.00	\$6,000.00
TOTAL CARE AND UPKEEP OF GROUNDS	\$84,965.08	\$.00	\$34,945.08	\$50,020.00
SECURITY				
000-266-300 PURCHASED PROFESSIONAL AND TECHNICAL SERVI	\$3,250.00	\$.00	\$.00	\$3,250.00
000-266-420 CLEANING, REPAIR, AND MAINT. SERVICES	\$8,000.00	\$.00	\$.00	\$8,000.00
000-266-610 GENERAL SUPPLIES	\$1,000.00	\$.00	\$.00	\$1,000.00
TOTAL SECURITY	\$12,250.00	\$.00	\$.00	\$12,250.00
OPERATION AND MAINTENANCE OF PLANT SERVICES				
000-26X-XXX OTHER UNDIST. EXPEND. OPERATION & MAINTEN	\$78,008.40	\$.00	\$72,208.40	\$5,800.00
TOTAL	\$78,008.40	\$.00	\$72,208.40	\$5,800.00

	Appropriations	Expenditures	Encumbrances	Available Balance
STUDENT TRANSPORTATION SERV.				
000-270-107 SALARIES OF NON-INSTRUCTIONAL AIDES	\$19,937.00	\$19,937.00	\$19,937.00	\$0.00
000-27X-503 CONTRACTED SERVICES - AID NON-PUBLIC	\$55,000.00	\$55,000.00	\$55,000.00	\$0.00
000-27X-511 CONTRACTED SERVICES (HOME/SCH.) VENDORS	\$45,000.00	\$45,000.00	\$45,000.00	\$0.00
000-27X-512 CONTRACTED SERV. (OTHER THAN HM/SC) VEND.	\$18,000.00	\$18,000.00	\$18,000.00	\$0.00
000-27X-513 CONTRACTED SERV. (HOME/SCH.) JOIN AGREEMN	\$10,500.00	\$10,500.00	\$10,500.00	\$0.00
000-27X-515 CONTR. SERV. (SPEC. ED. STUD.) JOIN AGRM.	\$275,000.00	\$275,000.00	\$275,000.00	\$0.00
TOTAL	\$423,437.00	\$423,437.00	\$423,437.00	\$0.00
UNALLOCATED BENEFITS				
000-291-22X SOCIAL SECURITY CONTRIBUTIONS	\$270,250.00	\$12,216.05	\$0.00	\$258,033.95
000-291-241 OTHER RETIREMENT CONTRIBUTIONS - PERS	\$288,849.00	\$0.00	\$0.00	\$288,849.00
000-291-249 OTHER RETIREMENT CONTRIBUTIONS-REG	\$31,000.00	\$0.00	\$0.00	\$31,000.00
000-291-26X WORKMEN'S COMPENSATION	\$98,393.00	\$10,505.00	\$82,546.00	\$5,342.00
000-291-27X HEALTH BENEFITS	\$2,965,806.00	\$254,614.63	\$2,698,677.23	\$12,514.14
000-291-28X TUITION REIMBURSEMENT	\$15,000.00	\$2,000.00	\$0.00	\$13,000.00
000-291-299 UNUSED SICK PAYMENT RETIRE/TERM	\$25,000.00	\$0.00	\$0.00	\$25,000.00
000-291-2XX OTHER EMPLOYEE BENEFITS	\$7,000.00	\$0.00	\$2,000.00	\$5,000.00
TOTAL UNALLOCATED BENEFITS	\$3,701,298.00	\$279,335.68	\$2,783,223.23	\$638,739.09
TOTAL PERSONAL SERVICES - EMPLOYEE BENEFITS	\$3,701,298.00	\$279,335.68	\$2,783,223.23	\$638,739.09
OTHER UNDISTRIBUTED EXPENDITURES	\$8,000.00	\$4,038.50	\$0.00	\$3,961.50
TOTAL UNDISTRIBUTED EXPENDITURES	\$13,347,879.22	\$846,002.41	\$10,815,627.34	\$1,686,249.47
TOTAL GENERAL CURRENT EXPENSE EXPENDITURES	\$23,829,853.91	\$918,621.62	\$20,916,131.89	\$1,995,100.40
TOTAL GEN. CURRENT EXP. EXPENDITURES AND TRANSFERS	\$23,829,853.91	\$918,621.62	\$20,916,131.89	\$1,995,100.40
RESERVE ACCOUNT				
999-999-999 PRIOR YEAR RESERVE	\$0.00	\$5,654.34	\$65,308.38	(\$70,962.72)
TOTAL GEN. CURRENT EXP. EXPEND. , TRANSFERS AND RESERVE	\$23,829,853.91	\$924,275.96	\$20,981,440.27	\$1,924,137.68
CAPITAL OUTLAY (FUND 12)				
EQUIPMENT				
120-100-XXX GRADES 1-5	\$33,268.00	\$14,882.00	\$8,386.00	\$10,000.00
130-100-XXX GRADES 6-8	\$5,000.00	\$0.00	\$0.00	\$5,000.00
213-100-XXX RESOURCE ROOM/RESOURCE CENTER	\$5,000.00	\$0.00	\$0.00	\$5,000.00
000-23X-73X GENERAL ADMINISTRATION	\$3,108.00	\$3,108.00	\$0.00	\$0.00

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000-24X-73X SCHOOL ADMINISTRATION	\$31,883.70	\$0.00	\$31,883.70	\$0.00
000-261-730 UNDIST. EXPEND.-REQUIRED MAINT FOR SCHOOL	\$36,817.50	\$0.00	\$36,817.50	\$0.00
XXX-XXX-73X OTHER EQUIPMENT	\$24,000.00	\$0.00	\$0.00	\$24,000.00
TOTAL EQUIPMENT	\$139,077.20	\$17,990.00	\$77,087.20	\$44,000.00
FACILITIES ACQ. AND CONSTR. SERV.:				
000-400-896 ASSESSMENT DEBT SVC ON SDA FUNDING	\$14,941.00	\$0.00	\$0.00	\$14,941.00
XXX-4XX-XXX OTHER FACILITIES ACQ. AND CONSTR. SERV.	\$570,000.00	\$69,328.76	\$190,423.43	\$310,247.81
TOTAL	\$584,941.00	\$69,328.76	\$190,423.43	\$325,188.81
TOTAL CAPITAL OUTLAY EXPENDITURES	\$724,018.20	\$87,318.76	\$267,510.63	\$369,188.81
TOTAL CAPITAL OUTLAY EXPENDITURES AND RESERVES	\$724,018.20	\$87,318.76	\$267,510.63	\$369,188.81
TOTAL GENERAL FUND NOT INCLUDING RESERVES	\$24,553,872.11	\$1,005,940.38	\$21,183,642.52	\$2,364,289.21

PREPARED AND SUBMITTED BY:



BOARD SECRETARY

8/11/2022

DATE

"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
102-106	CASH EQUIVALENTS	\$.00
111	INVESTMENTS	\$.00
116	CAPITAL RESERVE ACCOUNT	\$.00
ACCOUNTS RECEIVABLE:		
132	INTERFUND	\$.00
141	INTERGOVERNMENTAL - STATE	\$.00
142	INTERGOVERNMENTAL - FEDERAL	\$598,790.00
153, 154	OTHER - NET OF ESTIMATED UNCOLLECTIBLE OF	(\$.00)
131	INTERFUND LOANS RECEIVABLE	\$598,790.00
	OTHER CURRENT ASSETS	\$.00

RESOURCES:		
301	ESTIMATED REVENUES	\$1,143,618.00
302	LESS REVENUES	(\$.00)
	TOTAL ASSETS AND RESOURCES	\$1,143,618.00

LIABILITIES AND FUND EQUITY

LIABILITIES:		
101	CASH OVERDRAFT	\$4,832.39
411	INTERGOVERNMENTAL ACCOUNTS PAYABLE - STATE	\$.00
412	INTERGOVERNMENTAL ACCOUNTS PAYABLE - FEDERAL	\$.00
421	ACCOUNTS PAYABLE	\$101,693.00
431	CONTRACTS PAYABLE	\$.00
451	LOANS PAYABLE	\$.00
481	DEFERRED REVENUES	\$514,903.37
	OTHER CURRENT LIABILITIES	\$.00

	TOTAL LIABILITIES	\$621,428.76
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Cluster Board of Education
 Board Secretary Report
 SPECIAL REVENUE FUNDS - Fund 20
 Interim Balance Sheet
 July 2022

FUND BALANCE:		
APPROPRIATED:		
753	RESERVE FOR ENCUMBRANCES - CURRENT YEAR	\$521,269.57
754	RESERVE FOR ENCUMBRANCES - PRIOR YEAR	\$43,000.00
	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	\$1,143,618.00
602	LESS: EXPENDITURES	\$65,638.76
603	ENCUMBRANCES	\$521,269.57
		(\$586,908.33)
		\$556,709.67
UNAPPROPRIATED:		
770	FUND BALANCE, JULY 1, 2022	\$.00
303	BUDGETED FUND BALANCE	(\$.00)
	TOTAL FUND BALANCE	\$1,120,979.24
	TOTAL LIABILITIES AND FUND EQUITY	\$1,742,408.00

REVENUE/SOURCES OF FUNDS:

	Budgeted Estimated	Actual to Date	NOTE: Over Or (Under)	Unrealized Balance
TRANSFERS FROM OPERATING BUDGET PRE-K				
1310 TUITION - PRESCHOOL	\$.00	\$.00		\$.00
1320 TUITION FROM LEA'S - PRESCHOOL	\$.00	\$.00		\$.00
1760 STUDENT ACTIVITY FUND	\$500.00	\$.00	Under	\$500.00
1770 SCHOLARSHIP FUND	\$.00	\$.00		\$.00
1921 DIGITAL DIVIDE	\$.00	\$.00		\$.00
FROM LOCAL SOURCES	\$100,270.00	\$.00	Under	\$100,270.00
FROM INTERMEDIATE SOURCES	\$.00	\$.00		\$.00
3212 NONPUBLIC TEACHER STEM GRANT	\$.00	\$.00		\$.00
3218 PRESCHOOL EDUCATION AID - PR YR CARRYOVER	\$.00	\$.00		\$.00
3257 SDA EMERGENT NEEDS AND CAP MAINT	\$.00	\$.00		\$.00
3258 PRESCHOOL AND CHARTER SECURITY COMPLIANCE	\$.00	\$.00		\$.00
3259 PRESCHOOL FACILITIES LEAD REMEDIATION	\$.00	\$.00		\$.00
3700 STATE GRANTS THROUGH INTERMEDIATE SOURCES	\$.00	\$.00		\$.00
3XXX OTHER STATE AIDS	\$.00	\$.00		\$.00
FROM STATE SOURCES	\$5,824.00	\$.00	Under	\$5,824.00
TITLE I				
IDEA	\$20,300.00	\$.00	Under	\$20,300.00
PERKINS GRANT	\$278,715.00	\$.00	Under	\$278,715.00
TITLE II	\$.00	\$.00		\$.00
TITLE IV	\$.00	\$.00		\$.00
TITLE III	\$.00	\$.00		\$.00
FROM FEDERAL SOURCES	\$.00	\$.00		\$.00
4409 ARP-IDEA PRESCHOOL	\$.00	\$.00		\$.00
4419 ARP-IDEA BASIC	\$.00	\$.00		\$.00
4503 21ST CENTURY	\$.00	\$.00		\$.00
4526 FEMA - SUPERSTORM SANDY	\$.00	\$.00		\$.00
4530 CARES ACT	\$.00	\$.00		\$.00
4531 CARES DIGITAL DIVIDE	\$.00	\$.00		\$.00
4532 CORONAVIRUS RELIEF FUND	\$.00	\$.00		\$.00
4533 STUDENT LEARNING LOSS GRANT	\$.00	\$.00		\$.00
4534 CCRSA ESSER II	\$123,170.00	\$.00	Under	\$123,170.00
4535 CCRSA LEARNING ACCEL	\$.00	\$.00		\$.00
4536 CCRSA MENTAL HEALTH	\$.00	\$.00		\$.00
4537 ACSERS	\$.00	\$.00		\$.00
4540 ARP ESSER	\$.00	\$.00		\$.00
4541 ARP ESSER ACCEL. LEARNING AND SUPPORT	\$434,241.00	\$.00	Under	\$434,241.00
4542 ARP ESSER SUMMER LEARNING AND ENRICHMENT	\$100,598.00	\$.00	Under	\$100,598.00
4543 ARP ESSER BEYOND THE SCHOOL DAY	\$40,000.00	\$.00	Under	\$40,000.00
4544 ARP ESSER NJTSS	\$40,000.00	\$.00	Under	\$40,000.00
4545 ARP HOMELESS CHILDREN AND YOUTH I	\$.00	\$.00		\$.00
4546 ARP HOMELESS CHILDREN AND YOUTH II	\$.00	\$.00		\$.00
4600 REVENUE FOR/ON BEHALF OF THE LEA	\$.00	\$.00		\$.00
4700 GRANTS-IN-AID FROM FEDERAL GOVT	\$.00	\$.00		\$.00
4800 REVENUE IN LIEU OF TAXES	\$.00	\$.00		\$.00

Cluster Board of Education
 Board Secretary Report
 SPECIAL REVENUE FUNDS - Fund 20
 Interim Statements
 July 2022

July 31, 2022 (Sun)
 Budget Year: 2023

Budgeted Estimated	Actual to Date	NOTE: Over or (Under)	Unrealized Balance
\$1,143,618.00	\$.00	Under	\$1,143,618.00

TOTAL REVENUE/SOURCES OF FUNDS

EXPENDITURES:

Appropriations	Expenditures	Encumbrances	Available Balance
\$100,270.00	\$.00	\$4,625.00	\$95,645.00
\$500.00	\$.00	\$.00	\$500.00
\$.00	\$.00	\$.00	\$.00

LOCAL PROJECTS

STUDENT ACTIVITY FUND

SCHOLARSHIP FUND

STATE PROJECTS

- EARLY CHILDHOOD PROGRAM AID
- DEMONSTRABLY EFFECTIVE PROGRAM AID
- DISTANCE LEARNING NETWORK AID
- INSTRUCTIONAL SUPPLEMENT AID
- STATE PROJECTS CARRYOVER
- DISTANCE LEARNING CARRYOVER

PRIVATE INDUSTRY COUNCIL

NON PUBLIC TEACHER STEM

- NJ NONPUBLIC TEXTBOOKS
- NJ NONPUBLIC AUXILIARY SERVICES
- NJ NONPUBLIC HANDICAPPED SERVICES
- NJ NONPUBLIC NURSING SERVICES
- NJ NONPUBLIC TECHNOLOGY INITIATIVE
- NJ NONPUBLIC SECURITY AID
- ADULT EDUCATION - STATE
- VOCATIONAL EDUCATION
- CONTRIBUTION TO WSJ - OTHER STATE PROJECTS
- TARGETED AT-RISK AID
- OTHER STATE PROJECTS

TOTAL STATE PROJECTS

FEDERAL PROJECTS

- ARP- IDEA BASIC GRANT
- ARP IDEA PRESCHOOL
- CLASS SIZE REDUCTION
- TITLE I
- TITLE II
- NCLB TITLE III

\$2,772.00	\$.00	\$1,519.73	\$1,252.27
\$.00	\$.00	\$.00	\$.00
\$1,288.00	\$.00	\$.00	\$1,288.00
\$.00	\$.00	\$.00	\$.00
\$1,764.00	\$1,764.00	\$.00	\$.00
\$.00	\$.00	\$.00	\$.00
\$.00	\$.00	\$.00	\$.00
\$.00	\$.00	\$.00	\$.00
\$.00	\$.00	\$.00	\$.00
\$.00	\$.00	\$.00	\$.00
\$.00	\$.00	\$.00	\$.00
\$.00	\$.00	\$.00	\$.00
\$.00	\$.00	\$.00	\$.00
\$.00	\$.00	\$.00	\$.00
\$5,824.00	\$1,764.00	\$1,519.73	\$2,540.27

\$.00	\$.00	\$.00	\$.00
\$.00	\$.00	\$.00	\$.00
\$.00	\$.00	\$.00	\$.00
\$20,300.00	\$.00	\$.00	\$20,300.00
\$.00	\$.00	\$.00	\$.00
\$.00	\$.00	\$.00	\$.00

	Appropriations	Expenditures	Encumbrances	Available Balance
NCLB TITLE IV	\$0.00	\$0.00	\$0.00	\$0.00
NCLB TITLE V	\$0.00	\$0.00	\$0.00	\$0.00
TITLE VI	\$0.00	\$0.00	\$0.00	\$0.00
I.D.E.A. PART B (HANDICAPPED)	\$278,715.00	\$0.00	\$218,715.00	\$60,000.00
VOCATIONAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00
GRANTS IN AID OTHER AGENCIES	\$0.00	\$0.00	\$0.00	\$0.00
CARES ACT	\$0.00	\$0.00	\$0.00	\$0.00
DIGITAL DIVIDE	\$0.00	\$0.00	\$0.00	\$0.00
CORONAVIRUS RELIEF FUND	\$0.00	\$0.00	\$0.00	\$0.00
STUDENT LEARNING LOSS	\$0.00	\$0.00	\$0.00	\$0.00
NONPUBLIC TECHNOLOGY CRF	\$0.00	\$0.00	\$0.00	\$0.00
CRRSA ACT ESSER II	\$123,170.00	\$0.00	\$0.00	\$123,170.00
CRRSA ACT LEARNING ACCELERATION	\$0.00	\$0.00	\$0.00	\$0.00
CRRSA ACT MENTAL HEALTH	\$0.00	\$0.00	\$0.00	\$0.00
ACSERS PROGRAM	\$0.00	\$0.00	\$0.00	\$0.00
ARP-ESSER GRANT	\$434,241.00	\$17,975.16	\$211,326.84	\$204,939.00
ARP-ESSER ACCEL LEARNING AND SUPPORT	\$100,598.00	\$20,125.00	\$71,173.00	\$9,300.00
ARP-ESSER SUMMER LEARNING AND ENRICHMENT	\$40,000.00	\$25,774.60	\$13,910.00	\$315.40
ARP-ESSER BEYOND THE SCHOOL DAY	\$40,000.00	\$0.00	\$0.00	\$40,000.00
ARP-ESSER NJTSS	\$0.00	\$0.00	\$0.00	\$0.00
ARP-ESSER SDA EMERGENT NEEDS	\$0.00	\$0.00	\$0.00	\$0.00
ARP-ESSER PRESCHOOL AND CHARTER SECURITY COMPLIANCE	\$0.00	\$0.00	\$0.00	\$0.00
ARP-ESSER PRESCHOOL FACILITIES LEAD REMEDIATION	\$0.00	\$0.00	\$0.00	\$0.00
ARP HOMELESS CHILDREN AND YOUTH I	\$0.00	\$0.00	\$0.00	\$0.00
ARP HOMELESS CHILDREN AND YOUTH II	\$0.00	\$0.00	\$0.00	\$0.00
ADULT EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00
OTHER FEDERAL PROJECTS	\$0.00	\$0.00	\$0.00	\$0.00
OTHER SPECIAL PROJECTS	\$0.00	\$0.00	\$0.00	\$0.00
CONTRIBUTION TO WSR - OTHER FEDERAL PROJECTS	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FEDERAL PROJECTS	\$1,037,024.00	\$63,874.76	\$515,124.84	\$458,024.40
TOTAL EXPENDITURES	\$1,143,618.00	\$65,638.76	\$521,269.57	\$556,709.67
FEDERAL PROJECTS				
999-XXX-XXX PRIOR YEAR PURCHASE ORDERS	\$43,000.00	\$0.00	\$43,000.00	\$0.00
999-999-999 PRIOR YEAR RESERVE	\$0.00	\$0.00	\$101,693.00	(\$101,693.00-)
TOTAL EXPENDITURES AND RESERVE	\$1,186,618.00	\$65,638.76	\$665,962.57	\$455,016.67
TOTAL SPECIAL FUND NOT INCLUDING RESERVES	\$1,143,618.00	\$65,638.76	\$521,269.57	\$556,709.67

PREPARED AND SUBMITTED BY:

Closter Board Of Education
Board Secretary Report
SPECIAL REVENUE FUNDS - Fund 20
Interim Statements
July 2022

Available
Balance

Encumbrances

Expenditures

Appropriations



BOARD SECRETARY

8/11/2022

DATE

"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	\$282,690.00
ACCOUNTS RECEIVABLE:		
132	INTERFUND	\$.00
141	INTERGOVERNMENTAL - STATE	\$.00
153, 154	OTHER - NET OF ESTIMATED UNCOLLECTIBLE OF	(\$.00)
	OTHER CURRENT ASSETS	\$.00

RESOURCES:

301	ESTIMATED REVENUES	\$282,690.00
302	LESS REVENUES	(\$282,690.00)
	TOTAL ASSETS AND RESOURCES	\$282,690.00

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, 2022	\$.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	\$282,690.00	
603	ENCUMBRANCES	(\$.00)	
	TOTAL APPROPRIATIONS	(\$282,690.00)	\$282,690.00
UNAPPROPRIATED:			
770	FUND BALANCE, JULY 1, 2022		\$.00
771	DESIGNATED FUND BALANCE		\$.00
303	BUDGETED FUND BALANCE		(\$.00)
	TOTAL FUND BALANCE		\$282,690.00
TOTAL LIABILITIES AND FUND EQUITY			
			\$282,690.00

Closter Board of Education
Board Secretary Report
DEBT SERVICE FUNDS - Fund 40
Interim Statements
July 2022

July 31, 2022 (Sun)
Budget Year: 2023

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	\$282,690.00	\$282,690.00		\$.00
1XXX INTEREST EARNED ON DEBT SERVICE RESERVE	\$.00	\$.00		\$.00
1XXX MISCELLANEOUS	\$.00	\$.00		\$.00
TOTAL	\$282,690.00	\$282,690.00		\$.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	\$282,690.00	\$282,690.00		\$.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	\$12,690.00	\$.00		\$.00
701-510-910 REDEMPTION OF PRINC.-EARLY RETIREM. BONDS	\$270,000.00	\$.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	\$282,690.00	\$.00		\$.00
ADDITIONAL STATE SCHOOL BLDG. AID - CHAPTER 177				
TOTAL	\$.00	\$.00		\$.00

Available
Balance

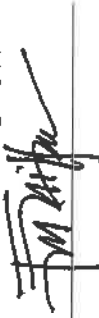
Encumbrances

Expenditures

Appropriations

	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	\$282,690.00	\$.00		\$.00
TRANSFERS				
000-520-93X TRANSFERS TO OTHER FUNDS	\$.00	\$.00		\$.00
TOTAL USES OF FUNDS AND TRANSFERS	\$282,690.00	\$.00		\$.00
RESERVE ACCOUNT				
999-999-999 PRIOR YEAR RESERVE	\$.00	\$.00		\$.00
TOTAL USES OF FUNDS, TRANSFERS AND RESERVE	\$282,690.00	\$.00		\$.00
TOTAL DEBT SERVICE FUNDS NOT INCLUDING RESERVES	\$282,690.00	\$.00	\$282,690.00	\$.00

PREPARED AND SUBMITTED BY:



BOARD SECRETARY

8/11/2022

DATE

"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)."

8611 SUBSCRIPTION BUSING

The Board of Education may offer subscription bus transportation to and from school for students who do not receive transportation provided by the Board in accordance with Policy No. 8600 for Board provided and funded transportation. Subscription busing will be offered in accordance with N.J.S.A. 18A:39-1.3 and 1.4. Subscription busing may not be available for all students depending on the availability of contracted buses (or district buses), the cost to provide the transportation service and/or the number of parent(s) or legal guardian(s) that are interested in contracting for such service.

The Board of Education hereby directs the Superintendent of Schools (or Business Administrator) to develop appropriate procedures relative to subscription busing. The policy and procedures shall follow all applicable State laws and guidelines.

N.J.S.A. 18A:39-1.3; 18A:39-1.4; 18A:39-2

Adopted:



R 8611 SUBSCRIPTION BUSING

A. Requests for Subscription Busing

Prior to September of the upcoming school year, parent(s) or legal guardian(s)/families will be notified that the potential for subscription busing exists within their neighborhood. The terms and conditions of the selection process will be clearly described within the notification document. Parent(s) or legal guardian(s)/families must submit a written request for subscription busing on an annual basis.

The terms of the subscription busing program are as follows:

1. Those seeking to participate in the subscription busing program must, in writing, request such transportation on an official Subscription Busing Form to the Business Office.
2. A child's name will be selected based upon available seating on established routes through a lottery system.
3. In the event siblings seeking transportation to the same school are entered into the lottery, siblings will be considered on an all or none basis.
4. Additional bus stops will not be added in order to accommodate pupils participating in the subscription program.
5. The cost of busing will be determined on an annual basis using a formula incorporating State reimbursement, total numbers of seats available, administrative cost, and cost per seat on the established bus routes.

B. Determination of Seat Availability

Bus routes shall be determined over the summer. These bus routes will be designed based upon the need to transport pupils residing beyond the State designated busing limit. When a bus is not filled to capacity, a number of seats will be allotted for normal route expansion. Remaining seats will be designated for the subscription busing.



C. Contractual Agreement

1. The lottery for available seats will be conducted as soon as busing limit routes are determined. Names will be drawn to fill the available number of seats. Those students whose names have not been drawn, will automatically be placed on a waiting list.
2. Parent(s) or legal guardian(s)/families will be notified of whether they have been selected for seating within a week of the drawing. Additionally, parent(s) or legal guardian(s)/families will be notified of the related per pupil subscription fee at that time.
3. Once all information is complete, a contract will be mailed to each parent(s) or legal guardian(s)/family. Within one week, the signed contract and fee for the first half year payment must be returned to the Transportation Coordinator. If a parent(s) or legal guardian(s)/family should withdraw from the subscription busing program, an alternate "waiting list" student will be contacted.

D. Termination of Subscription Busing

The Closter Board of Education reserves the right to, with thirty days notification, terminate a subscription busing agreement. This termination would be based upon the recommendation of the Superintendent.

Parties affected by a termination would be contacted by phone and in writing.

Note: The term busing limit shall refer to the two mile grades Kindergarten through eight limit as set by the State of New Jersey.

Issued:



REGULATION GUIDE

PROPERTY
R 7410/page 1 of 3
Maintenance and Repair
M

R 7410 MAINTENANCE AND REPAIR

A. Inspection

1. The Principal or designee and the appropriate custodial staff member shall inspect the facility daily for proper functioning and cleanliness.
2. The Principal or designee with the appropriate custodial staff member shall make a regular inspection of the school building, support facilities, and grounds to identify any required repairs or replacements.

B. Reports

1. Reports of each inspection required in A. above will be made on a form and forwarded to the Superintendent or designee.
2. The Principal will report to the Supervisor of Building and Grounds those repairs or improvements that can be completed by district staff and those improvements or repairs that require the services of an outside contractor.

C. Repairs by District Staff

1. Any staff member may prepare, on the prescribed form, a work order request for repairs, improvements, and/or maintenance. All work order requests will be submitted to the Supervisor of Building and Grounds.
2. The Supervisor of Buildings and Grounds will assign a priority to those work orders to be performed by district staff. The priority code will be:
 - a. Emergency, for work that must be done immediately;
 - b. High Priority, for work that affects health or safety;



REGULATION GUIDE

PROPERTY
R 7410/page 2 of 3
Maintenance and Repair

- c. Normal Priority, for work that affects neither health nor safety; and
 - d. Low Priority, for work that can be completed during the summer months or whenever staff is available.
 3. Work scheduled to be performed by the school district staff shall be entered on a work order form unless an emergency exists in which case the form may be filed after the repair has been made.
 4. The work order form shall include, at a minimum, the following information:
 - a. Name of the person making the request;
 - b. Date of request;
 - c. Location of repair;
 - d. A description of the work to be performed;
 - e. Scheduled date of completion; and
 - f. Signature of approval by the Principal.
- D. Repairs by Outside Contractors
 1. When it appears to be necessary to utilize outside contracting services to complete a repair, improvement, or maintenance item, the Principal; Supervisor of Buildings and Grounds; the School Business Administrator/Board Secretary; and any other staff member designated by the Superintendent or School Business Administrator/Board Secretary will confer in the preparation of a project specification.
 2. The School Business Administrator/Board Secretary or designee will prepare the required documents in the event the project requires to be bid or quoted in accordance with law or if it is determined the district wants to obtain quotes for the work even if quotes are not required by law.



REGULATION GUIDE

PROPERTY
R 7410/page 3 of 3
Maintenance and Repair

3. In the event the project does not need to be bid or quoted, the Business Administrator shall prepare a purchase order requisition that indicates:
 - a. The recommended vendor(s);
 - b. A description of the work required and its location; and
 - c. The actual cost of the project.
4. The Business Administrator/Board Secretary, or another staff member designated by the Superintendent shall be responsible for supervising the conduct of the work.

E. Replacements and Improvements

1. The Superintendent and School Business Administrator/Board Secretary and others designated by the Superintendent will prepare a replacement schedule that lists all district equipment. Annual recommendations will be made in the budget to maintain the schedule of replacements.
2. Replacements required, but not scheduled, shall be submitted to the Superintendent, School Business Administrator/Board Secretary, and Principal for a school building level need, by the end of September on a budget request form for consideration in the next annual budget.
3. A comprehensive district maintenance plan shall be prepared in accordance with N.J.A.C. 6A:26-20.5 in order to meet facility needs and comply with law.

Adopted: May 2021
Revised: August 2022



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R 9320 COOPERATION WITH LAW ENFORCEMENT AGENCIES

- A. Policy 9320 and this Regulation shall be in accordance with the provisions of N.J.A.C. 6A:16-6.2, the Memorandum of Agreement between Education and Law Enforcement Officials (MOA), and shall be:
1. Developed, implemented, and revised, as necessary, in consultation with the county prosecutor and other law enforcement officials as may be designated by the county prosecutor;
 2. Reviewed and approved by the Executive County Superintendent;
 3. Made available annually to all school district staff, students, and parents;
 4. Consistent with reporting, notification, and examination procedures of students suspected of being under the influence of alcohol and other drugs pursuant to N.J.A.C. 6A:16-4.3; and
 5. Consistent with N.J.A.C. 6A:16-7, as appropriate.
- B. The school district's policies and procedures for cooperation with law enforcement agencies shall include the following components:
1. The Superintendent has designated school district staff as liaisons to law enforcement agencies in accordance with the MOA. The MOA includes a description of the liaisons' roles and responsibilities;
 2. Specific procedures for and responsibilities of school district staff in summoning appropriate law enforcement authorities onto school grounds, for the purpose of conducting law enforcement investigations, searches, seizures, or arrests shall be in accordance with the MOA;



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3. Specific procedures and responsibilities of school district staff for notifying parents in instances of law enforcement interviews involving their children shall be consistent with the MOA and the following:
 - a. School officials shall not notify the student's parent(s) in instances of suspected child abuse or neglect;
 - b. School officials shall notify the student's parent(s) when the student is the target of the law enforcement investigation; and
 - c. In all other instances, school authorities shall permit law enforcement authorities to determine whether or when a student's parent should be contacted;
4. Specific procedures for and responsibilities of school district staff in cooperating with arrests made by law enforcement authorities on school grounds shall be in accordance with the MOA;
5. Specific procedures for and responsibilities of school district staff in initiating or conducting searches and seizures of students, their property, and their personal effects shall be in accordance with the MOA and the following:
 - a. All searches and seizures conducted by school district staff shall comply with the standards prescribed by the United States Supreme Court in *New Jersey v. T.L.O.*, 469 U.S. 325 (1985).
 - b. Questions concerning searches conducted by school officials shall be directed to the appropriate county prosecutor.
 - c. School officials may request that law enforcement authorities assume responsibility for conducting a search or seizure.

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- d. No school district staff member shall impede a law enforcement officer engaged in a lawful search, seizure, or arrest whether pursuant to a warrant or otherwise.
 - e. School district staff shall permit law enforcement authorities, upon their arrival, to assume responsibility for conducting a search or seizure.
 - f. All inspections of lockers, desks, or other objects or personal property on school grounds involving the use of law enforcement drug-detection canines may be undertaken with only the express permission of the county prosecutor or the Director of the Division of Criminal Justice or the Director's designee in the New Jersey Department of Law and Public Safety.
 - g. Questions concerning the legality of a contemplated or ongoing search, seizure, or arrest conducted by a law enforcement officer on school grounds shall be directed to the county prosecutor or in the case of a search, seizure, or arrest undertaken by the Division of Criminal Justice's designee in the New Jersey Department of Law and Public Safety, to the assigned Assistant Attorney General;
6. The procedures for and responsibilities of school district staff, with regard to interviews of students suspected of possessing or distributing a controlled dangerous substance; including anabolic steroids, drug paraphernalia; or a firearm or other deadly weapon shall be in accordance with Policy and Regulation 5530 and the MOA;
 7. Procedures for planning, approving, and conducting undercover school operations shall be in accordance with the MOA and the following:
 - a. The Superintendent and Principal shall cooperate with law enforcement authorities in the planning and conduct of undercover school operations. The Superintendent shall approve undercover operations without prior notification to the Board of Education.

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Cooperation with Law Enforcement Agencies

- b. All information concerning requests to undertake an undercover school operation, information supplied by law enforcement authorities to justify the need for and explain a proposed undercover school operation, and all other information concerning an ongoing undercover school operation, including the identity of any undercover officer placed in a school, shall be kept strictly confidential by the Superintendent and Principal.
 - c. The Superintendent and Principal shall not divulge information concerning an undercover school operation to any person without the prior express approval of the county prosecutor or designee.
 - d. The Superintendent, Principal, or any other school district staff or Board member who may have been informed regarding the existence of the undercover school operation shall immediately communicate to the county prosecutor or designee if they subsequently learn of information that suggests the undercover officer's true identity has been revealed, the undercover officer's identity or status as a bona fide member of the school community has been questioned, or the integrity of the undercover school operation has been in any other way compromised;
8. The procedures for and responsibilities of school district staff concerning the safe and proper handling of a seized controlled dangerous substance, including anabolic steroids, drug paraphernalia, or a firearm or other deadly weapon, and the prompt delivery of the items to appropriate law enforcement authorities shall be in accordance with N.J.A.C. 6A:16-6.2, Policy and Regulation 5530, and the MOA;
9. The procedures for and responsibilities of school district staff in notifying authorities of a suspected violation of laws prohibiting the possession; sale or other distribution of a controlled dangerous substance, including anabolic steroids; drug paraphernalia; or a firearm or other deadly weapon shall be in accordance with Policy and Regulation 5530 and the MOA;

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10. Provisions for requesting uniformed police attendance at extracurricular school events shall be in accordance with the MOA;
11. Provisions for notifying parents as soon as possible whenever a student is arrested for violating a law prohibiting the possession; sale or other distribution of a controlled dangerous substance, including anabolic steroids; drug paraphernalia; or a firearm or other deadly weapon shall be in accordance with Policy and Regulation 5530;
12. Provisions for in-service training of school district staff concerning policies and procedures established in this subchapter, and the exchange of information regarding the practices of the school district and law enforcement agencies shall be in accordance with the MOA;
13. A MOA with appropriate law enforcement authorities in accordance with N.J.A.C. 6A:16-6, Policy 9320, and this Regulation;
14. An annual process for the Superintendent and appropriate law enforcement officials to discuss the implementation and need for revising the MOA, and to review the effectiveness of policies and procedures implemented pursuant to N.J.A.C. 6A:16-6.2 and the MOA;
15. Provisions for contacting the Chief Executive Officer of the involved law enforcement agency, county prosecutor, and/or Division of Criminal Justice, as necessary, to resolve disputes concerning law enforcement activities occurring on school grounds shall be in accordance with the MOA; and
16. Provisions for directing inquiries or complaints received by school district staff regarding interviews, investigations, arrests, or other operations conducted by sworn law enforcement officers to the appropriate law enforcement agency shall be in accordance with the MOA.

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C. Mandatory Reporting

1. There are seven offenses that must be reported to law enforcement if they qualify as mandatory reports, as set forth and explained in further detail in the MOA. These mandatory reports include:
 - a. Whenever any school district staff has reason to believe a student is in possession of a controlled dangerous substance or related paraphernalia, or is involved or implicated in distribution activities regarding controlled dangerous substances, pursuant to N.J.A.C. 6A:16-6.3;
 - b. Whenever any school district staff in the course of their employment develops reason to believe that a firearm or other dangerous weapon has unlawfully been possessed on or off school grounds, a weapon was used in an assault against a student or other school personnel, or that any student or other person has committed an offense with, or while in possession of, a firearm, whether or not such offense was committed on school grounds or during school operating hours, pursuant to N.J.A.C. 6A:16-5.5, 5.6(d)4 and 6.3(b);
 - c. Whenever any school district staff in the course of their employment develops reason to believe that anyone has threatened, is planning, or otherwise intends to cause death, serious bodily injury, or significant bodily injury to another person under circumstances in which a reasonable person would believe that the person genuinely intends at some time in the future to commit the violent act or to carry out the threat, pursuant to N.J.A.C. 6A:16-6.3(c) through (e);
 - d. Whenever any school district staff in the course of their employment develops reason to believe that a crime involving sexual penetration or criminal sexual contact has been committed on school grounds, or by or against a student during school operating hours or during school-related functions or activities, pursuant to N.J.A.C. 6A:16-6.3(d);

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- e. Whenever any school district staff in the course of their employment develops reason to believe that an assault upon a teacher, administrator, other school Board employee, or district Board of Education member has been committed, with or without a weapon, pursuant to N.J.A.C. 6A:16-5.7(d)5;
 - f. Whenever any school district staff in the course of their employment develops reason to believe a “bias-related act” has been committed or is about to be committed on or off school grounds, pursuant to N.J.A.C. 6A:16-6.3(e); and
 - g. Whenever any school employee in the course of their employment develops reason to believe a student is potentially missing, abused, or neglected, pursuant to N.J.A.C. 6A:16-11.1(a)3i. through iii.
- D. Nothing in the policies and procedures required under N.J.A.C. 6A:16-6 and Policy 9320 and this Regulation shall be construed to prohibit school district staff from disclosing information, pursuant to N.J.A.C. 6A:32-7.2 and 7.5(f), if necessary, to protect the immediate health or safety of a student or other persons.
- E. The Superintendent or designee shall annually review Policy 9320 and this Regulation as adopted by the Board to ensure each are in accordance with the requirements outlined in the MOA.

Adopted: May 2021
Revised: August 2022



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Recordkeeping for Healthcare Settings
in School Buildings – COVID-19

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1648.15 RECORDKEEPING FOR HEALTHCARE SETTINGS IN SCHOOL BUILDINGS – COVID-19

The Board of Education is committed to providing a safe and healthy workplace for all employees. The school district shall maintain its records in accordance with Occupational Safety and Health Act of 1970 (OSHA) COVID-19 Emergency Temporary Standard (ETS) published on June 21, 2021 as adopted by the Public Employees Occupational Safety and Health (PEOSH), the agency with jurisdiction over public employers in New Jersey. The provisions of the ETS have expired and are no longer in effect for school districts except for the provisions addressing recordkeeping, outlined in 29 CFR §1910.502(q). The ETS and this Policy are only applicable for employees working in the school nurse's office and any adjoining clinical areas in the school building.

For the purpose of this Policy, "employee" means any district employee or contracted service provider working in a healthcare setting where people with suspected or confirmed COVID-19 are reasonably expected to be present. Therefore, the provisions of the ETS and this Policy only apply to employees or contracted service providers working in a nurse's office or any adjoining clinical areas.

For the purpose of this Policy, "healthcare setting" means all settings in the school district where any employee or contracted service provider provides healthcare services or healthcare support services. Where a healthcare setting is embedded within a non-healthcare setting (i.e. school nurse's office and any adjoining clinical areas in a school building), the ETS and this Policy only apply to the embedded healthcare setting and not to the remainder of a school building.

The school district will retain all versions of Policy 1648.14 – Safety Plan for Healthcare Settings in School Buildings, to comply with the ETS while the ETS remains in effect, even after Policy 1648.14 has been abolished.



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Recordkeeping for Healthcare Settings
in School Buildings – COVID-19

The school district will establish and maintain a COVID-19 log to record each instance in which an employee is COVID-19 positive, regardless of whether the instance is connected to exposure to COVID-19 at work. The COVID-19 log will contain, for each instance, the employee's name, one form of contact information, occupation, location where the employee worked, the date of the employee's last day in the healthcare setting, the date of the positive test for, or diagnosis of, COVID-19, and the date the employee first had one or more COVID-19 symptoms, if any were experienced.

The school district will record the information in the COVID-19 log within twenty-four hours of learning the employee is COVID-19 positive. The school district will maintain the COVID-19 log as a confidential medical record and will not disclose it except as required by the ETS or other Federal law. The school district will maintain and preserve the COVID-19 log while the ETS remains in effect.

By the end of the next business day after a request, the school district will provide for examination and copying: all versions of Policy 1648.14; the individual COVID-19 log entry for a particular employee to that employee and to anyone having written authorized consent of that employee; and a version of the COVID-19 log that removes the names of employees, contact information, and occupation, and only includes, for each employee in the COVID-19 log, the location where the employee worked, the last day that the employee was in the healthcare setting before removal, the date of that employee's positive test for, or diagnosis of, COVID-19, and the date the employee first had one or more COVID-19 symptoms, if any were experienced, to all employees.

29 CFR §1910.502(q)

Adopted:



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Title I – District-Wide **Parent and Family Parental
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2415.04 TITLE I – DISTRICT-WIDE PARENT AND FAMILY PARENTAL INVOLVEMENT ENGAGEMENT

In support of strengthening student academic achievement, each school district that receives Title I, Part A funds must develop jointly with, agree on, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Elementary and Secondary Education Act (ESEA). This Policy establishes the school district's expectations for parent and family engagement, describes how the school district will implement a number of specific parent and family engagement activities, and is incorporated into the school district's Annual School Plan (ASP).

A. General Expectations

1. The school district agrees to implement the following statutory requirements:
 - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs, consistent with Section 1116 of the ESEA. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - b. Consistent with Section 1116 of the ESEA, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESEA.
 - c. The school district will incorporate this district-wide parent and family engagement policy into its school district's plan developed under Section 1112 of the ESEA.

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- d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- e. If the school district's plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan if requested by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserve goes directly to the schools.
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
 - (1) "Parent and family engagement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - (a) That parents play an integral role in assisting their child's learning;

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Title I – District-Wide **Parent and Family Parental Involvement Engagement**

- (b) That parents are encouraged to be actively involved in their child's education at school;
- (c) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- (d) The carrying out of other activities, such as those described in Section 1116 of the ESEA.

- h. For states where a Parental Information and Resource Center is established, the school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.

B. Description of How District Will Implement Required District-Wide Parent and Family Engagement Policy Components

- 1. The school district will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan under Section 1112 of the ESEA:
 - a. Convene an annual meeting, at a convenient time, to which all parents of participating students shall be invited and encouraged to attend to inform parents of their school's participation and the requirements of the policy and right of the parents to be involved;
 - b. Involve parents in an organized, ongoing and timely way, in the planning, review and improvement of programs.
- 2. The school district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:

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Title I – District-Wide **Parent and Family Parental Involvement Engagement**



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- a. Sharing timely information about programs required by NCLB, Section 1118;
 - b. Providing a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - c. If requested, meetings with parents to formulate suggestions and to participate, as appropriate, in decisions related to the education of their children, and respond to any such suggestions as soon as practicably possible.
3. The school district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:
- a. May arrange school meetings at a variety of times with parents of participating children who are unable to attend scheduled conferences, in order to maximize parental involvement and participation;
 - b. May adopt and implement model approaches to improving parental involvement;
 - c. Shall provide such other reasonable support for parental involvement activities under this Policy as parents may request.
4. The school district will coordinate and integrate parent and family engagement strategies in Title I, Part A with parent and family engagement strategies under the following other programs (Such as: Head Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), by:
- a. Ensure that information related to school and parent programs, meetings, and other activities is sent to parents

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Title I – District-Wide **Parent and Family Parental
Involvement Engagement**



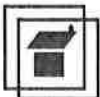
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- of participating students in a format, and to the extent practicable, in a language the parents understand; and
- b. To the extent possible, integrate parent involvement programs and activities for any additional programs with the school programs to maximize parental involvement.
5. The school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.
- a. May provide necessary literacy training from Title I funds if the school district has exhausted all other reasonably available sources of funding for such training;
 - b. May provide child care services on site during parent meetings to enable parents to participate in school-related meetings and parent training sessions;
 - c. May train parents to enhance the involvement of other parents.
6. The school district will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

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- a. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - (1) The challenging State academic standards;
 - (2) The State and local academic assessments including alternate assessments;
 - (3) The requirements of Title I, Part A;
 - (4) How to monitor their child's progress; and
 - (5) How to work with educators:
 - (a) Back-to-School Nights
 - (b) PTO Meetings
 - (c) Parent-Teacher Conferences – both scheduled and as requested by parent
- b. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent and family engagement, by:
 - (1) Sharing information at Parent-Teacher Conferences
 - (2) Offering technology support sessions
 - (3) Offering presentations by guest speakers, as needed.
- b. The school district will, with the assistance of its schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of

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contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- (1) Sharing the requirements of this Policy;
 - (2) Using district protocol for translating written communication to parents;
 - (3) Educating teachers, administrators and all staff in the value and utility of parent contributions and sharing ways to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build strong ties between parents and the school.
- d. The school district will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- (1) Participating in conferences, at least annually;
 - (2) Explaining and discussing the student compact;
 - (3) Providing parents with frequent student progress reports; and
 - (4) Maintaining reasonable access to faculty and staff.
- e. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform

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format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- (1) Translating written communication using the district protocol, or through Google translate.
- (2) Using Google Translate during in-person meetings between the parent and teacher;
- (3) If practicable, having translator present for workshops and presentations.

C. Discretionary District-Wide Parent and Family Engagement Policy Components

1. The District-Wide Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA:
 - a. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
 - b. Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
 - c. Paying reasonable and necessary expenses associated with parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 - d. Training parents to enhance the involvement of other parents;

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Title I – District-Wide **Parent and Family Parental Involvement Engagement**



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- e. In order to maximize parent and family engagement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- f. Adopting and implementing model approaches to improving parent and family engagement;
- g. Establishing a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs;
- h. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities; and
- i. Providing other reasonable support for parent and family engagement activities under Section 1116 as parents may request.

D. Adoption

This Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Superintendent of Schools or designee. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of one year and will be updated as needed on an annual basis. The school district will distribute this Policy to all parents of participating Title I, Part A children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted: May 27, 2021

Revised: August 2022

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Hillside School and Tenakill Middle School Title I – School Parent
and Family Engagement



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2415.50 HILLSIDE ELEMENTARY SCHOOL AND TENAKILL MIDDLE SCHOOL
TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
 - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
 - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
 - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

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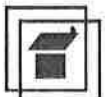


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- e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
 - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - (a) That parents play an integral role in assisting their child’s learning;
 - (b) That parents are encouraged to be actively involved in their child’s education at school;
 - (c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and

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Hillside School and Tenakill Middle School Title I – School Parent
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(d) The carrying out of other activities, such as those described in section 1116 of the ESEA.

h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.

B. School Parent and Family Engagement Policy Required Components

1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:

a. Conduct an annual district wide needs assessment for use of Title I funds.

b. Parents will be asked for feedback at the conclusion of Title I programs.

2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:

The annual meeting will be held prior to any Title I program being offered. The location of the meeting will be determined by the grade level of students participating in the targeted program and will be announced to parents.

3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:

The school will offer the meeting at two times (day-time and evening) to offer flexibility to parents. If possible,

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child care will be provided on site for parents attending the meeting.

4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:
 - a. Identifying targeted criteria, assessment and measurement tools, professional development for teachers, resources and supplies coordinated through the Assistant Principals at each school;
 - b. Providing devices, online resources, and technical support during the delivery of Title I programs.

5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
 - (1) The challenging, state academic standards;
 - (2) The state and local academic assessments including alternate assessments;
 - (3) The requirements of Title I, Part A;
 - (4) How to monitor their child's progress; and

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- (5) How to work with educators to improve the achievement of their children.
 - (a) Parent training in specific programs and instructional strategies;
 - (b) How to communicate with teachers about student academic progress.
6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
 - a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:
 - (1) Providing parents with list of resources used for Title I programs;
 - (2) Provide parents with recommended summer reading, writing and mathematics assignments.
 - b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:
 - (1) Developing the school-parent compact;
 - (2) Provide opportunities for parents to learn about any Title I programs offered.

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- c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - (1) Advising home instructors of additional resources;
 - (2) Advising home instructors of Title I programs.

- d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - (1) Translate written documents using the district protocol;
 - (2) Use Google translate during in-person meetings with individual families.

- 7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:

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- a. Advising instructors of additional resources;
 - b. Advising instructors of Title I programs.
8. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies:
- a. The Title I Program Leads will audit student participation in Title I programs;
 - b. The Title I Program Leads will collect feedback from parents, teachers and students (if appropriate) about the Title I programs.
9. The school will take the following actions to involve parents in the process of school review and improvement:
- a. The Title I Program Leads will survey parents about the Title I programs.

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10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:
 - a. Parents can submit comments to the Title I Program Lead or the Principal.

C. Shared Responsibilities for High Student Academic Achievement

1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement:
 - a. School and Teacher Responsibilities
 - a. Provide high-quality curriculum and instruction.
 - b. Provide students with clear and concise expectations.
 - c. Make learning an engaging, meaningful experience.
 - d. Maintaining ongoing communication with parents.
 - e. Provide a safe, welcoming environment.
 - f. Enforce school rules consistently.
 - b. Student Responsibilities
 - a. Put my best effort into my school work.
 - b. Respect parents, teachers, administrators and classmates.
 - c. Arrive on time daily, with homework and all materials.
 - d. Obey all rules both at home and at school.
 - c. Parent Responsibilities
 - a. Communicate regularly with your child about their learning.
 - b. Express high expectations, praise, and encouragement.
 - c. Promote the importance of punctual daily attendance in school.
 - d. Monitor homework assignments to ensure schoolwork has top priority.
 - e. Participate in parent involvement activities when possible.
 - f. Communicate with school administration and teacher when necessary.

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D. Discretionary School Parent and Family Engagement Policy Components

1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:
 - a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
 - b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.
 - c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
 - d. Train parents to enhance the involvement of other parents.
 - e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.
 - f. Adopt and implement model approaches to improve parent and family engagement.
 - g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.

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- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- i. Provide other reasonable support for parent and family engagement activities under this section as parents may request:
 - (1) Conferences with Title I teachers;
 - (2) Additional resources for use at home;
 - (3) Grade-level academic standards to understand goals and objectives.

E. Accessibility

- 1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand:
 - a. Translation of written communication;
 - b. Use of Google Translate for in-person meetings between teacher and family;
 - c. Meeting with ESL teacher for further assistance.

F. Adoption

- 1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs.

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2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:

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2416.01/page 1 of 2
Postnatal Accommodations for Students

2416.01 POSTNATAL ACCOMMODATIONS FOR STUDENTS

The Board of Education recognizes students may be returning to school shortly after their child's birth and may need to breastfeed their child or to express breast



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milk during the school day. The school district will accommodate a student who wants to breastfeed or express breast milk while attending school in the district.

A student shall be permitted to breastfeed their child or to express breast milk while attending school in accordance with a schedule provided by the student to the school nurse, who shall consult with the Principal or designee. The district encourages the student develop a schedule that does not impact a student's instructional time and encourages a student to schedule such time to breastfeed or to express breast milk during study hall time, lunch time, or other non-instructional times of the school day. The student may bring to school a breast pump and any other equipment necessary to express breast milk on school grounds. The student shall not incur an academic penalty for using any reasonable accommodations offered to the student and shall be provided the opportunity to make up any work missed due to such use.

The Principal or designee, in consultation with the school nurse, will designate a lactation/breastfeeding room that is shielded from view and free from intrusion by other students, staff members, and the public. The location must be functional as a space for breastfeeding or expressing breast milk and shall include an electrical outlet, a chair, and nearby access to running water. Expressed breast milk may be stored in a refrigerator in the school building or in the student's personal cooler. If the space is not a dedicated lactation/breastfeeding room, it must be available when needed. A space temporarily converted into a lactation/breastfeeding room or made available when needed by the student is sufficient; however, a bathroom, even if private, is not a permissible location. A student opting to breastfeed their child in the lactation/breastfeeding room will be responsible to make arrangements for their child to be brought to the school in accordance with a time schedule agreed to by the Principal or designee.

All staff members will assist in providing a positive atmosphere of support for students who are returning to school after the birth of their child. Conduct by a staff member or student that reasonably interferes with a student's performance in school; creates an intimidating, hostile, or offensive environment for a student

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Postnatal Accommodations for Students

that is complying with the provisions of this Policy; or that inhibits a student's ability to breastfeed their child or express breast milk while in school will not be tolerated.



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The Principal shall ensure Policy 2416.01 is distributed to pregnant students and students who are returning to school after the birth of their child.

N.J.S.A. 26:4C-1; 26:4C-2; 26:4C-3

Adopted:

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Student Intervention and Referral Services
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2417 STUDENT INTERVENTION AND REFERRAL SERVICES

The Board of Education directs the establishment and implementation in each school building in which general education students are served, a coordinated



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system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1 and 6A:16-8.2. The Board of Education shall choose the ~~adopts this~~ appropriate multidisciplinary team approach, such as the **Response to Intervention (RTI) or a Multi-Tiered System of Support (MTSS) model** for planning and delivering the services required under N.J.A.C. 6A:16-8.

Students who are experiencing learning, behavior, or health difficulties shall be referred to the school's Intervention and Referral Services (I&RS) Team.

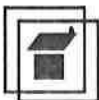
The intervention and referral services shall be provided to **support** ~~aid~~ students in the general education program and may be provided for students who have been determined to need special education programs and services pursuant to N.J.A.C. 6A:16-8.1(a). The intervention and referral services provided for students who have been determined to need special education programs and services shall be coordinated with the student's Individualized Education Program Team, as appropriate. **Child Study Team members and, to the extent appropriate, specialists in the area of disability may participate on intervention and referral services teams, pursuant to N.J.A.C. 6A:14-3.1(d)6.**

The functions of the system of intervention and referral services in each school building which general education students are served shall be pursuant to N.J.A.C. 6A:16-8.2(a) and as outlined in Regulation 2417.

Records of all requests for assistance, all intervention and referral services action plans, and all related student information shall be maintained in accordance with Federal and State laws and regulations and New Jersey administrative code pursuant to N.J.A.C. 6A:16-8.2(a)9.

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Student Intervention and Referral Services

The I&RS Team **in each school building** shall review and assess the effectiveness of the ~~provisions of~~ each intervention and referral services action plan in achieving the **identified** outcomes, ~~identified in each action plan~~ and modify each action plan to achieve the outcomes, as appropriate.



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At a minimum, the I&RS Team shall annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services, and make recommendations to the Principal for improving school programs and services, as appropriate.

At the end of the school year, the Principal shall, in consultation with the I&RS Team, develop a report on the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans. This report shall be provided to the Superintendent of Schools.

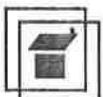
N.J.A.C. 6A:14; 6A:16-8.1; 6A:16-8.2

Adopted: May 27, 2021

Revised: August 2022

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Examination for Cause

3161 EXAMINATION FOR CAUSE



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The Board of Education may require the physical and/or psychiatric examination of any teaching staff member who shows evidence of deviation from normal physical or mental health in accordance with N.J.A.C. 6A:32-6.3(b).

The Superintendent shall require a physical and/or psychiatric examination on a teaching staff member whenever, in the judgment of the Superintendent, a teaching staff member shows evidence of deviation from normal physical or mental health, to determine the teaching staff member's physical and mental fitness to perform with reasonable accommodation the position the teaching staff member currently holds, or to detect any health risks to students and other employees.

A teaching staff member that is required to undergo a physical and/or psychiatric examination shall be provided a written statement of reasons for the required examination(s) and notice the teaching staff member has the right to request a hearing with the Board. The hearing shall be conducted in accordance with the provisions of N.J.S.A. 18A:25-7 and will offer the teaching staff member the opportunity to appear before the Board to refute the reasons for the required examination(s), provided any such hearing is requested by the teaching staff member in writing within five working days of the teaching staff member's receipt of the written statement of reasons. A teaching staff member shall be ordered to submit to the appropriate examination(s) by the physician or institution designated by the Board if the teaching staff member failed to timely request a hearing before the Board or failed to persuade the Board at the hearing that the teaching staff member should not be required to submit to the appropriate examination(s). The Board's determination at the conclusion of such a hearing is appealable to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:4 – Appeals pursuant to N.J.A.C. 6A:32-6.3(b)2.

The Board shall bear the cost of the examination if the examination is performed by a physician or institution designated by the Board. The examination may be performed by a physician or institution of the teaching staff member's own choosing, approved by the Board, and at the teaching staff member's own expense in accordance with N.J.S.A. 18A:16-3 and N.J.A.C. 6A:32-6.3.

TEACHING STAFF MEMBERS
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Examination for Cause

If the teaching staff member submits names of physicians or institutions to the Board for consideration to complete the appropriate examination(s) the Board is not required to designate the physician or institution submitted for consideration by the teaching staff member, but shall not act unreasonably in withholding its approval of the physician or institution. The Board shall require the teaching staff member to authorize the release of the examination results to the Superintendent.



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If the results of any such examination indicate mental abnormality or communicable disease, the teaching staff member shall be ineligible for further service until proof of recovery, satisfactory to the Board, is furnished, but if the teaching staff member is under contract or has tenure, they may be granted sick leave with compensation as provided by law and shall, upon satisfactory recovery, be permitted to complete the term of their contract, if they are under contract, or be reemployed with the same tenure as they possessed at the time their services were discontinued, if they have tenure, unless their absence shall exceed a period of two years in accordance with N.J.S.A. 18A:16-4.

In order to return to work, the teaching staff member must submit to an appropriate examination and submit the results of the examination to the Superintendent. The examination must be conducted by a physician or institution upon which the Board and teaching staff member confer and agree. If the physician or institution conducting the examination is conducted by the Board's choice, the cost shall be borne by the Board; if the physician or institution conducting the examination is conducted by the teaching staff member's choice, the cost shall be borne by the teaching staff member.

A teaching staff member who refuses to submit to the examination required by this Policy and has exhausted the hearing procedures established by law and this Policy shall be subject to discipline, which may include, but not limited to, termination or certification of tenure charges to the Commissioner of Education, as applicable.

42 U.S.C.A. 12101
N.J.S.A. 18A:6-10; 18A:16-2; 18A:16-3; 18A:16-4; 18A:25-7;
18A:28-5; 18A:30-1 et seq.
N.J.A.C. 6A:32-6.2; 6A:32-6.3

Adopted: May 27, 2021
Revised: August 2022

SUPPORT STAFF MEMBERS
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Examination for Cause

4161 EXAMINATION FOR CAUSE

The Board of Education may require the physical and/or psychiatric examination of any support staff member who shows evidence of deviation from normal physical or mental health in accordance with N.J.A.C. 6A:32-6.3(b).



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The Superintendent shall require a physical and/or psychiatric examination on a support staff member whenever, in the judgment of the Superintendent, a support staff member shows evidence of deviation from normal physical or mental health, to determine the support staff member's physical and mental fitness to perform with reasonable accommodation the position the support staff member currently holds, or to detect any health risks to students and other employees.

A support staff member that is required to undergo a physical and/or psychiatric examination shall be provided a written statement of reasons for the required examination(s) and notice the support staff member has the right to request a hearing with the Board. The hearing shall be conducted in accordance with the provisions of N.J.S.A. 18A:25-7 and will offer the support staff member the opportunity to appear before the Board to refute the reasons for the required examination(s), provided any such hearing is requested by the support staff member in writing within five working days of the support staff member's receipt of the written statement of reasons. A support staff member shall be ordered to submit to the appropriate examination(s) by the physician or institution designated by the Board if the support staff member failed to timely request a hearing before the Board or failed to persuade the Board at the hearing that the support staff member should not be required to submit to the appropriate examination(s). The Board's determination at the conclusion of such a hearing is appealable to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:4 – Appeals pursuant to N.J.A.C. 6A:32-6.3(b)2.

The Board shall bear the cost of the examination if the examination is performed by a physician or institution designated by the Board. The examination may be performed by a physician or institution of the support staff member's own choosing, approved by the Board, and at the support staff member's own expense in accordance with N.J.S.A. 18A:16-3 and N.J.A.C. 6A:32-6.3.

SUPPORT STAFF MEMBERS
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Examination for Cause

If the support staff member submits names of physicians or institutions to the Board for consideration to complete the appropriate examination(s) the Board is not required to designate the physician or institution submitted for consideration by the support staff member, but shall not act unreasonably in withholding its approval of the physician or institution. The Board shall require the support staff member to authorize the release of the examination results to the Superintendent.



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If the results of any such examination indicate mental abnormality or communicable disease, the support staff member shall be ineligible for further service until proof of recovery, satisfactory to the Board, is furnished, but if the support staff member is under contract or has tenure, they may be granted sick leave with compensation as provided by law and shall, upon satisfactory recovery, be permitted to complete the term of their contract, if they are under contract, or be reemployed with the same tenure as they possessed at the time their services were discontinued, if they have tenure, unless their absence shall exceed a period of two years in accordance with N.J.S.A. 18A:16-4.

In order to return to work, the support staff member must submit to an appropriate examination and submit the results of the examination to the Superintendent. The examination must be conducted by a physician or institution upon which the Board and support staff member confer and agree. If the physician or institution conducting the examination is conducted by the Board's choice, the cost shall be borne by the Board; if the physician or institution conducting the examination is conducted by the support staff member's choice, the cost shall be borne by the support staff member.

A support staff member who refuses to submit to the examination required by this Policy and has exhausted the hearing procedures established by law and this Policy shall be subject to discipline, which may include, but not limited to, termination or certification of tenure charges to the Commissioner of Education, as applicable.

42 U.S.C.A. 12101
N.J.S.A. 18A:6-10; 18A:16-2; 18A:16-3; 18A:16-4; 18A:25-7;
18A:28-5; 18A:30-1 et seq.
N.J.A.C. 6A:32-6.2 ; 6A:32-6.3

Adopted: May 27, 2021
Revised: August 2022

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5512 HARASSMENT, INTIMIDATION, AND BULLYING

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The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Harassment, intimidation, or bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s); or adoptive parent(s); legal guardian(s); foster parent(s); or parent surrogate(s) of a student. **When** ~~Where~~ parents are separated or divorced, "parent" means the person or agency which has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided ~~such~~ parental rights have not been terminated by a court of appropriate jurisdiction.

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Harassment, Intimidation, and Bullying

- B. Harassment, Intimidation, and Bullying Definition

"Harassment, intimidation, or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

- 1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry,



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national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;

2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
 - a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to **their** his/her person or damage to **their** his/her property; or
 - b. Has the effect of insulting or demeaning any student or group of students; or
 - c. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Schools are required to address harassment, intimidation, and bullying occurring off school grounds, when there is a nexus between the harassment, intimidation, and bullying and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students).

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“Electronic communication” means a communication transmitted by means of an electronic device, including, but not limited to: a telephone, cellular phone, computer, or pager.

C. Student Expectations

The Board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and school staff, the



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educational purpose underlying all school activities and the care of school facilities and equipment consistent with the Code of Student Conduct.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of students, staff, and community members.

Students are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and it is the responsibility of staff to use instances of violations of the Code of Student Conduct as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent student conduct problems and foster students' abilities to grow in self-discipline.

The Board expects that students will act in accordance with the student behavioral expectations and standards regarding harassment, intimidation, and bullying, including:

1. Student responsibilities (e.g., requirements for students to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);
2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;

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Harassment, Intimidation, and Bullying

3. Student rights; and
4. Sanctions and due process for violations of the Code of Student Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, students, instructional staff, student support services staff, school administrators, and school volunteers, as well as community organizations,



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such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for student conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for student conduct will take into consideration the developmental ages of students, the severity of the offenses and students' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide to students and their parents the rules of the district regarding student conduct. Provisions shall be made for informing parents whose primary language is other than English.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Students are encouraged to support other students who:

1. Walk away from acts of harassment, intimidation, and bullying when they see them;
2. Constructively attempt to stop acts of harassment, intimidation, or bullying;
3. Provide support to students who have been subjected to harassment, intimidation, or bullying; and
4. Report acts of harassment, intimidation, and bullying to the designated school staff member.

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D. Consequences and Appropriate Remedial Actions

Consequences and Appropriate Remedial Actions—Students

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. The following factors, at a minimum, shall be given full consideration by school



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administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.

Consequences – Students

Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board’s approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student’s disability, if any, and to the extent relevant; the developmental age of the student; and the student’s history of problem behaviors and performance consistent with the Board’s approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

Factors for Determining Consequences – Student Considerations

- 1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;**
- 2. Degrees of harm;**
- 3. Surrounding circumstances;**
- 4. Nature and severity of the behavior(s);**
- 5. Incidences of past or continuing patterns of behavior;**
- 6. Relationships between the parties involved; and**
- 7. Context in which the alleged incidents occurred.**

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Factors for Determining Consequences – School Considerations

- 1. School culture, climate, and general staff management of the learning environment;**
- 2. Social, emotional, and behavioral supports;**
- 3. Student-staff relationships and staff behavior toward the student;**
- 4. Family, community, and neighborhood situation; and**
- 5. Alignment with Board policy and regulations/procedures.**



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Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension;
7. Out-of-school suspension (short-term or long-term);
8. Reports to law enforcement or other legal action; or
9. Expulsion.

In accordance with N.J.S.A. 18A:37-15.b.(4), the consequences for a student who commits an act of harassment, intimidation, or bullying may vary depending on whether it is the first act of harassment, intimidation, or bullying by a student, the second act, or third or subsequent acts. If it is the third or subsequent act of harassment, intimidation, or bullying by a student, the Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan which shall be approved by the Superintendent or designee, and may require the student, accompanied by a parent, to complete in a satisfactory manner a class or training program to reduce harassment, intimidation, or bullying behavior. For all confirmed acts of HIB, a copy of the results of the investigation shall be placed in the student's record.

Appropriate Remedial Actions – Students

Appropriate remedial action for a student who commits an act of harassment, intimidation, or bullying that takes into account the nature of

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the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance. The appropriate remedial action may also include a behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team as appropriate; and supportive interventions and referral services, including those at N.J.A.C. 6A:16-8.

Factors for Determining Consequences—Student Considerations



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1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

Factors for Determining Consequences—School Considerations

1. School culture, climate, and general staff management of the learning environment;
2. Social, emotional, and behavioral supports;
3. Student-staff relationships and staff behavior toward the student;
4. Family, community, and neighborhood situation; and
5. Alignment with Board policy and regulations/procedures.

Factors for Determining Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Interests;
6. Hobbies;
7. Extra-curricular activities;
8. Classroom participation;
9. Academic performance; and
10. Relationship to students and the school district.

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Environmental

1. School culture;
2. School climate;
3. Student-staff relationships and staff behavior toward the student;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;



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7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

~~Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. — 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.~~

Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

1. — Admonishment;
2. — Temporary removal from the classroom;
3. — Deprivation of privileges;
4. — Classroom or administrative detention;

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5. — Referral to disciplinarian;
6. — In-school suspension;
7. — Out-of-school suspension (short-term or long-term);
8. — Reports to law enforcement or other legal action; or
9. — Expulsion.

Examples of Remedial Measures

Personal – Student Exhibiting Bullying Behavior



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1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways **they he or she** can solve the problem and change behaviors;
2. Meet with parents to develop a family agreement to ensure the parent and the student understand school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;
5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
6. Develop a learning plan that includes consequences and skill building;
7. Consider wrap-around support services or after-school programs or services;
8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
9. Arrange for an apology, preferably written;
10. Require a reflective essay to ensure the student understands the impact of **their his or her** actions on others;
11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
14. Schedule a follow-up conference with the student.

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Personal – Target/Victim

1. Meet with a trusted staff member to explore the student's feelings about the incident;
2. Develop a plan to ensure the student's emotional and physical safety at school;
3. Have the student meet with the school counselor or school social worker to ensure **they he or she do** does not feel responsible for the bullying behavior;



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4. Ask students to log behaviors in the future;
5. Help the student develop skills and strategies for resisting bullying; and
6. Schedule a follow-up conference with the student.

Parents, Family, and Community

1. Develop a family agreement;
2. Refer the family for family counseling; and
3. Offer parent education workshops related to bullying and social-emotional learning.

Examples of Remedial Measures – Environmental (Classroom, School Building, or School District)

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in “hot spots” (e.g., locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;

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12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;
14. Small or large group presentations for fully addressing the actions and the school’s response to the actions, in the context of the



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- acceptable student and staff member behavior and the consequences of such actions;
15. School policy and procedure revisions;
 16. Modifications of schedules;
 17. Adjustments in hallway traffic;
 18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
 19. Modifications in student routes or patterns traveling to and from school;
 20. Supervision of student victims before and after school, including school transportation;
 21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
 22. Targeted use of teacher aides;
 23. Disciplinary action, including dismissal, for school staff who contributed to the problem;
 24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
 25. Parent conferences;
 26. Family counseling;
 27. Development of a general harassment, intimidation, and bullying response plan;
 31. Behavioral expectations communicated to students and parents;
 29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
 30. Recommendations of a student behavior or ethics council;
 31. Participation in peer support groups;
 32. School transfers; and
 33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.

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Consequences and Appropriate Remedial Actions – Adults

The district will also impose appropriate consequences and remedial actions to an adult who commits an act of harassment, intimidation, or bullying of a student. The consequences may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-



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of-school counseling, professional development programs, and work environment modifications.

Target/Victim Support

Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location, and degree of support are directly related to the student's perception of safety.

Sufficient safety measures should be undertaken to ensure the victim's physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

Examples of support for student victims of harassment, intimidation, and bullying include:

1. Teacher aides;
2. Hallway and playground monitors;
3. Partnering with a school leader;
4. Provision of an adult mentor;
5. Assignment of an adult "shadow" to help protect the student;
6. Seating changes;
7. Schedule changes;
8. School transfers;
9. Before- and after-school supervision;
10. School transportation supervision;
11. Counseling; and
12. Treatment or therapy.

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E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school



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employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report. **The written report shall be on a numbered form developed by the New Jersey Department of Education in accordance with N.J.S.A. 18A:37-15.b.(5). A copy of the form shall be submitted promptly by the Principal to the Superintendent.**

The Principal or designee will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. **The Principal or designee shall keep a written record of the date, time, and manner of notification to the parents.** The Principal or designee shall take into account the circumstances of the incident when providing notification to parents of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident.

A person may report, verbally or in writing, an act of harassment, intimidation, or bullying committed by an adult or youth against a student anonymously. The Board will not take formal disciplinary action based solely on the anonymous report. **The district shall provide a means for a parent to complete an online numbered form developed by the New Jersey Department of Education to confidentially report an incident of harassment, intimidation, or bullying.**

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A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking



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redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

A school administrator who receives a report of harassment, intimidation, and bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

F. Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate Team(s)

1. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;

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- b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;
- c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;



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- d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
 - e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;
 - b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
 - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address

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issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be



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determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

- a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;
- b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety/School Climate Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and

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- g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety/School Climate Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a student, consistent with, at a minimum, the requirements



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of the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Student Records and N.J.A.C. 6A:14-2.9, Student Records.

G. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying.

However, prior to initiating the investigation, the Principal or designee, in consultation with the Anti-Bullying Specialist, may make a preliminary determination as to whether the reported incident or complaint, assuming all facts presented are true, is a report within the scope of the definition of harassment, intimidation, and bullying under the Anti-Bullying Bill of Rights Act, N.J.S.A. 18A:37-14. ~~The Superintendent or designee may sign-off on the preliminary determination.~~

The Principal shall report to the Superintendent if a preliminary determination is made that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying. The Superintendent may require the Principal to conduct an investigation of the incident if the Superintendent determines that an investigation is necessary because the incident is within the scope of the definition of harassment, intimidation, and bullying. The Superintendent shall notify the Principal of this determination in writing. An investigation required by the Superintendent must be

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completed as soon as possible, but not later than ten school days, from the date of the written notification from the Superintendent to the Principal.

The Principal shall complete the written report form developed by the New Jersey Department of Education, in accordance with N.J.S.A. 18A:37-15.b.(5), even if a preliminary determination is made that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying pursuant to N.J.S.A.



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18A:37-14. This written report form shall be kept on file at the school, but shall not be included in any student record unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or Federal law.

The Principal or designee, upon making a preliminary determination the incident or complaint is not within the scope of the definition of harassment, intimidation, and bullying, shall inform the parents of the parties involved, who may appeal the preliminary determination to the Board of Education and thereafter to the Commissioner of Education in accordance with N.J.A.C. 6A:3.

A Board hearing shall be held within ten business days of receipt of the request for a Board hearing. If the preliminary determination, upon review of the facts presented in the reported incident or complaint, is to continue with the harassment, intimidation, and bullying investigation, the investigation shall be completed in accordance with N.J.S.A. 18A:37-15.b.(6) and this Policy.

The Superintendent shall provide annually to the Board of Education information on the number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of harassment, intimidation, or bullying for the purposes of the State's monitoring of the school district pursuant to N.J.S.A. 18A:17-46.

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The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation. Investigations or complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. **The Superintendent or designee will appoint a staff member to complete investigations**



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involving allegations against a staff member serving in a supervisory or administrative position.

~~An investigation concerning a staff member shall not be conducted by a staff member who is supervised by the staff member being investigated or who is an administrator in the district. The Principal or designee, in consultation with the Superintendent or designee, will appoint a staff member to complete these investigations.~~

The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the incident. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Student Conduct has been implemented and may decide to provide intervention services, order counseling **as a result of the finding of the investigation**, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, or take or recommend other appropriate action **including seeking further information**, as necessary.

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The Superintendent shall report the results of each investigation to the Board of Education no later than the date of the regularly scheduled Board of Education meeting following the completion of the investigation. The Superintendent's report shall include information on any consequences imposed under the Code of Student Conduct, any services provided, training established, or other action taken or recommended by the Superintendent.

Parents of involved student offenders and targets/victims shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents shall include the nature of the investigation, whether the district found evidence



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of harassment, intimidation, or bullying, and whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.

A parent may request a hearing before the Board of Education after receiving the written information about the investigation. Any request for such a hearing shall be filed with the Board Secretary no later than sixty calendar days after the written information is provided to the parents. The hearing shall be held within ten business days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination. **A redacted copy of the completed written report form developed by the New Jersey Department of Education that removes all student identification information shall be confidentially shared with the Board of Education after the conclusion of the investigation if a hearing with the Board of Education is requested by the parents pursuant to N.J.S.A. 18A:37-15.b.(6)(d).**

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At the regularly scheduled Board of Education meeting following its receipt of the Superintendent's report on the results of the investigations to the Board or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

A parent, student, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a



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protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).

H. Range of Responses to an Incident of Harassment, Intimidation, or Bullying

The Board shall establish a range of responses to harassment, intimidation, and bullying incidents and the Principal and the Anti-Bullying Specialist shall appropriately apply these responses once an incident of harassment, intimidation, or bullying is confirmed. The Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or school district level or by law enforcement officials.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

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1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.
2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.



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3. School responses can include theme days, learning station programs, “acts of kindness” programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, “natural helper” or peer leadership programs, “upstander” programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.
4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

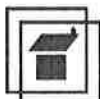
I. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusation against a victim, witness, or one with reliable information, or any other person who has reliable information about an act of harassment, intimidation, or bullying

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Harassment, Intimidation, and Bullying

or who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures. All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances.

Examples of consequences and remedial measures for students who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.



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Examples of consequences for a school employee or a contracted service provider who has contact with students who engage in reprisal or retaliation may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds.

Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Examples of consequences for a Board member who engages in reprisal or retaliation may include, but not be limited to: reprimand, legal action, and other action authorized by statute or administrative code. Remedial measures may include, but not be limited to: counseling and professional development.

J. Consequences and Appropriate Remedial Action for False Accusation

The Board prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation, or bullying.

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation

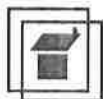
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may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.4~~5~~, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district



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policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

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Harassment, Intimidation, and Bullying

- K. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

This Policy will be disseminated annually by the Superintendent to all school employees, contracted service providers who have contact with students, school volunteers, students, and parents who have children enrolled in a school in the district, along with a statement explaining the Policy applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14 that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.



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The Superintendent shall ensure that notice of this Policy appears in the student handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent **or designee** shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify students and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website.

The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website. **The Superintendent or designee shall post the contact information for the New Jersey School Climate State Coordinator on the school district's and on each school's website in the same location as this Policy is posted.**

The Superintendent or designee shall post on the school district's and each school's website the current version of "Guidance for Parents on the Anti-Bullying Bill of Rights Act" developed by the New Jersey Department of Education.

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Harassment, Intimidation, and Bullying

L. Harassment, Intimidation, and Bullying Training and Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers; and volunteers who have significant contact with students; and persons contracted by the district to provide services to students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.



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Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention within each five year professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction shall include information on the risk of suicide and incidents of harassment, intimidation, or bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

Each newly elected or appointed Board member must complete, during the first year of the member's first term, a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

The school district shall provide time during the usual school schedule for the Anti-Bullying Coordinator and each school Anti-Bullying Specialist to participate in harassment, intimidation, and bullying training programs.

A school leader shall complete school leader training that shall include information on the prevention of harassment, intimidation, and bullying as required in N.J.S.A. 18A:26-8.2.

The school district shall annually observe a "Week of Respect" beginning with the first Monday in October. In order to recognize the importance of

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Harassment, Intimidation, and Bullying

character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29.

The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, students, administrators, volunteers, parents, law enforcement, and community members. The programs or approaches and other initiatives shall be designed to create school-wide conditions to



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prevent and address harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:37-17 ~~et seq.~~

M. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment, and Review

The Superintendent shall develop and implement a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with students.

The Superintendent, Principal(s), and the Anti-Bullying Coordinator, with input from the schools' Anti-Bullying Specialists, shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, and any report(s) and/or finding(s) of the School Safety/School Climate Team(s). The Superintendent shall recommend to the Board necessary revisions and additions to the Policy consistent with N.J.S.A. 18A:37-15.c., as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

N. Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public

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Harassment, Intimidation, and Bullying

hearing all acts of violence, vandalism, and harassment, intimidation, and bullying which occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

O. School and District Grading Requirements

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with the provisions of N.J.S.A. 18:37-13 et seq. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the



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Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

P. Reports to Law Enforcement

The Superintendent or designee and the Principal shall consult law enforcement, as appropriate, pursuant to the provisions of the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials, if the student's behavior may constitute a possible violation of the New Jersey Code of Criminal Justice.

Some acts of harassment, intimidation, and bullying may be bias-related acts ~~and potentially bias crimes~~ and school officials must report to law enforcement officials **any bias related acts, in accordance with N.J.A.C. 6A:16-6.3.(e)**, ~~either serious acts or those which may be part of a larger pattern in accordance with~~ **and pursuant to** the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

Q. Collective Bargaining Agreements and Individual Contracts

Nothing in N.J.S.A. 18A:37-13.1 et seq. may be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the Anti-Bullying Bill of Rights Act's effective date (January 5, 2011). N.J.S.A. 18A:37-30.

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Harassment, Intimidation, and Bullying

The Board of Education prohibits the employment of or contracting for school staff positions with individuals whose criminal history record check reveals a record of conviction for a crime of bias intimidation or conspiracy to commit or attempt to commit a crime of bias intimidation.

R. Students with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a student with a disability with regard to disciplinary actions or to general or special education services and supports. N.J.S.A. 18A:37-32.

S. Approved Private Schools for Students with Disabilities (APSSD)

In accordance with the provisions of N.J.A.C. 6A:16-7.7(a).2.ix.(2), the Board of Education shall investigate a complaint or report of harassment,



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intimidation, or bullying, pursuant to N.J.A.C. 6A:16-7.7(a).2.ix. and Section G. of this Policy, occurring on Board of Education school buses, at Board of Education school-sponsored functions, and off school grounds involving a student who attends an APSSD. The investigation shall be conducted by a Board of Education Anti-Bullying Specialist, in consultation with the APSSD.

The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the Executive County Superintendent of Schools within thirty days of Board adoption.

N.J.S.A. 18A:37-13 through 18A:37-3237

N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq.

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011 – New Jersey Department of Education

Memorandum – New Jersey Commissioner of Education – Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act – December 16, 2011

Adopted: May 27, 2021

Revised: August 2022

PROPERTY
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Maintenance and Repair
M

7410 MAINTENANCE AND REPAIR

The Board of Education recognizes the fixed assets of the school district represent a significant investment of this community and maintenance is a prime concern to the Board.

The school district is required to develop, approve, and implement a comprehensive maintenance plan in accordance with the requirements of N.J.A.C. 6A:26-20.5. A “comprehensive maintenance plan” means a school district’s multi-year maintenance plan covering required maintenance activities for each school facility in the school district adopted pursuant to N.J.A.C. 6A:26.

Required maintenance activities include those activities outlined in N.J.A.C. 6A:26-20.3. The school district shall determine the required maintenance activities



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to reasonably maintain each school facility in the school district, and shall report the activities in its annual comprehensive maintenance plan pursuant to N.J.A.C. 6A:26-20.5.

In accordance with N.J.A.C. 6A:26-20.4(a), expenditures for required maintenance activities set forth in N.J.A.C. 6A:26-20.3 shall qualify as investments in maintenance for purposes of calculating the required maintenance expenditure in N.J.A.C. 6A:26-20.4(d) and (e), the annual required maintenance budget amount pursuant to N.J.A.C. 6A:26-20.8, and the maintenance factor (M) in N.J.S.A. 18A:7G-9. Expenditures that qualify as required maintenance shall be in accordance with the provisions of N.J.A.C. 6A:26-20.4.

The school district's comprehensive maintenance plan shall be submitted to the Executive County Superintendent by a Board of Education resolution every school year, pursuant N.J.A.C. 6A:26-20.5(a)1.

The required annual maintenance budget amount as reported in its comprehensive maintenance plan shall be included in the district's annual budget certified for taxes in accordance with the provisions of N.J.A.C. 6A:26-20.8(a). The required annual maintenance budget amount shall be calculated and adjusted in accordance with the provisions of N.J.A.C. 6A:26-20.8(b). The Executive County Superintendent shall not approve the school district's budget that does not comply with the provisions of N.J.A.C. 6A:26-20.1 et seq.

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Maintenance and Repair

Commencing September 1, 2002, no person shall be employed by the Board of Education as a buildings and grounds supervisor, as defined in N.J.S.A. 18A:17-49, unless the person is a certified educational facilities manager pursuant to N.J.S.A. 18A:17-49 and 18A:17-50.

Maintenance and repair requests and repairs shall be processed in accordance with the procedures as outlined in Regulation 7410.

N.J.S.A. 18A:7G-9; 18A:17-49; 18A:17-50; 18A:18A-43; 18A:21-1



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N.J.A.C. 6A:23A-6.9; 6A:26-1.1 et seq.; 6A:26-20.3; 6A:26-20.4; 6A:26-20.5;
6A:26-20.6; 6A:26-20.8

Adopted:

OPERATIONS
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Emergency and Crisis Situations
M

8420 EMERGENCY AND CRISIS SITUATIONS

The Board of Education recognizes its responsibility to provide for the safety and security in each school building in the district. The district will develop and implement comprehensive written plans, procedures, and mechanisms to provide for the protection of health, safety, security, and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and support services for staff, students, and their families.

“School security drill” means an exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a



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bomb threat, non-fire evacuation, lockdown, or active shooter situation and that is similar in duration to a fire drill.

The Superintendent of Schools or designee shall consult with law enforcement agencies, health and social services provider agencies, emergency management planners, and school and community resources, as appropriate, in the development of the school district's plans, procedures, and mechanisms for school safety and security. The plans, procedures, and mechanisms shall be consistent with the provisions of N.J.A.C. 6A:16-5.1 and the format and content established by the Domestic Security Preparedness Task Force, pursuant to N.J.S.A. App. A:9-64 et seq., and the Commissioner of Education and shall be reviewed annually, and updated as appropriate.

A copy of the school district's school safety and security plan shall be disseminated to all school district employees. New employees shall receive a copy of the school district's safety and security plan, as appropriate, within sixty days of the effective date of their employment. All employees shall be notified in writing, as appropriate, regarding updates and changes to the school safety and security plan.

The school district shall develop and provide an in-service training program for all school district employees to enable them to recognize and appropriately respond to safety and security concerns, including emergencies and crises, consistent with the school district's plans, procedures, and mechanisms for school safety and security and the provisions of N.J.A.C. 6A:16-5.1. New employees

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Emergency and Crisis Situations

shall receive this in-service training, as appropriate, within sixty days of the effective date of their employment. This in-service training program shall be reviewed annually and updated, as appropriate.

The Board shall ensure individuals employed in the district in a substitute capacity are provided with information and training on the district's practices and procedures on school safety and security including instruction on school security drills, evacuation procedures, and emergency response protocols in the district and the school building where the individuals are employed in accordance with the provisions of N.J.S.A. 18A:41-7.

Every Principal of a school of two or more rooms, or of a school of one room, when located above the first story of a building, shall have at least one fire drill and one



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school security drill each month within the school hours, including any summer months during which the school is open for instructional programs, and shall require all teachers of all schools, whether occupying buildings of one or more stories, to keep all doors and exits of their respective rooms and buildings unlocked during the school hours, except during an emergency lockdown or an emergency lockdown drill. Where school buildings have been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill. An actual fire or school security emergency that occurs at a school during the month and that includes activities which are the equivalent of a drill shall be considered a drill for the purposes of meeting the requirements of N.J.S.A. 18A:41-1.

Every school in the district shall conduct a school security drill within the first fifteen days of the beginning of the school year. **Notwithstanding any other provision of law to the contrary, the school district shall ensure that a school security drill that occurs when students are present:**

- 1. Includes clear, developmentally and age-appropriate messaging to students and staff at the conclusion of the drill that the event is a drill and that no current danger exists;**
- 2. Does not expose students to content or imaging that is not developmentally or age-appropriate;**
- 3. Is paired with trauma-informed approaches to address any student inquiries or concerns which may arise as a result of a school security drill;**
- 4. Does not include the use of fake blood, real or prop firearms, or the simulations of gun shots, explosions, or other sounds or visuals that may induce panic or traumatic response from a student or school district employee;**
- 5. Does not require a student to role play as a victim, but may include first aid training in which students participate; and**
- 6. Is accessible to students with disabilities and mental health conditions, and provides all necessary accommodations for these students.**

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Emergency and Crisis Situations

The Principal or designee shall provide written notification to the parent of a student enrolled in the school following completion of a school security drill,



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which notice shall be provided to the parent by no later than the end of the school day on which the school security drill is conducted.

The Principal or designee will provide local law enforcement or other emergency responders, as appropriate, with a friendly notification at least forty-eight hours prior to holding a school security drill. A law enforcement officer shall be present at a minimum of one school security drill in each school year in order to make recommendations on any improvements or changes to school security drill procedures that the officer may deem advisable in accordance with N.J.S.A. 18A:41-1. **The school district may permit emergency personnel access to the buildings and grounds of its schools for school security drills that are scheduled outside of school hours and during such times as students are not present.**

The school district shall review and update its school security drill procedures using a process that coincides with the review of the school safety and security plan developed pursuant to N.J.A.C. 6A:16-5.1 and collects input from emergency personnel; parents of students enrolled in the school district; teachers and staff employed in the district; mental health professionals; and student government representatives from multiple grade levels.

The school district shall annually track data on such measures and information as required by the Commissioner of Education, and shall report the data to the Commissioner.

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Emergency and Crisis Situations

Such drills and in-service training programs shall be conducted in accordance with a building security drill guide and training materials that educate school employees on proper evacuation and lockdown procedures in a variety of emergency situations on school grounds in accordance with N.J.A.C. 6A:16-5.1.

The school district will be required to annually submit a security drill statement of assurance to the New Jersey Department of Education by June 30 of each school year. Each school in the district will be required to complete a security drill record form as required by the New Jersey Department of Education.

N.J.S.A. 2C:33-3

N.J.S.A. 18A:41-1; 18A:41-2; 18A:41-6; 18A:41-7; **18A:41-7a.**

N.J.A.C. 6A:16-5.1; ~~6A:27-11.2~~



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Adopted:

COMMUNITY
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Cooperation with Law Enforcement Agencies
M

9320 COOPERATION WITH LAW ENFORCEMENT AGENCIES

The Board of Education recognizes that keeping students and staff safe and helping children understand and respect the law is best served by a close and cooperative relationship with local law enforcement.

The Board adopts this Policy and Regulation 9320 in accordance with N.J.A.C. 6A:16-6.1. to ensure cooperation between school staff and law enforcement authorities in all matters relating to the unlawful possession, distribution and disposition of controlled dangerous substances, including anabolic steroids, as defined in N.J.S.A. 24:21-2 and N.J.S.A. 2C:35-2, drug paraphernalia as defined in N.J.S.A. 2C:36-1, alcoholic beverages; firearms, as defined in N.J.S.A. 2C:39-1.f.; and other deadly weapons as defined in N.J.S.A. 2C:39-1.r.



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The Board adopts Policy and Regulation 9320 in accordance with N.J.A.C. 6A:16-6.1, to ensure cooperation between school district staff and law enforcement authorities in all matters relating to the planning and conduct of law enforcement activities and operations occurring on school grounds, including arrest procedures, undercover school operations, and mandatory reporting the offenses listed in the Memorandum of Agreement between Education and Law Enforcement Officials (MOA).

The Superintendent or designee shall institute a program of such communication and cooperation with law enforcement in accordance with N.J.A.C. 6A:16-6.1.

This Policy and Regulation 9320 shall be submitted for review and approval to the Executive County Superintendent in accordance with N.J.A.C. 6A:16-6.2(a)2.

The Superintendent or designee shall annually review the MOA as adopted by the Board to ensure this Policy and Regulation 9320 are in accordance with the requirements outlined therein.

N.J.A.C. 6A:16-6.1.; 6A:16-6.2; 6A:16-6.4.

Adopted:

