CHEMICALHYGIENE PLAN

Updated & Board Approved 4/28/2021

Prepared for

Andover Regional School District

Prepared by: Janusz Berghoff /Supervisor B&G & Nicole Sylvester, Business Administrator

This Chemical Hygiene Plan (CHP) is intended to:

1. Inform laboratory employees of the potential health and safety hazards present in their workplace.

2. Inform laboratory employees of the precautions and preventive measures that have been established by this organization to protect employees from a workplace illness or injury.

3. Inform laboratory employees of the required safety rules and procedures established by this organization to meet the requirements of 29 CFR 1910.1450 and 29 CFR 1910.1200.

STANDARD OPERATING RULES AND PROCEDURES

In addition to the specific laboratory standard operating procedures, the following general requirements are mandatory at all times:

1. Routes of emergency egress shall be clearly indicated and unobstructed;
2. All fire extinguishers shall remain functional and accessible;
3. Safety glasses and a lab apron/coat are mandatory at all times in the laboratory;
4. Avoid all skin exposures to hazardous chemicals;
5. Other personal protective equipment shall be used as directed by the CHO;
6. Safety instruction signs, warning signs and exit signs shall be utilized and maintained in legible condition;
7. Good housekeeping procedures shall be conducted daily;
8. Counter tops and work benches shall be maintained clean, neat and orderly;
9. If an incidental spill occurs, clean it up immediately;
10. If a significant spill or leak occurs, the premises shall be vacated immediately or the emergency response plan shall be instituted;
11. Material Safety Data Sheets received shall be submitted to the maintenance office-
12. No manufacturer's label shall be removed or defaced from the original container;
13. Identifying labels shall be utilized on all successive containers;+

14. Breakable containers shall be transported within a compatible, unbreakable, secondary container;
15. Equipment which is damaged or malfunctioning shall not be used, particularly chipped glassware;
16. Electrical equipment shall be maintained in good condition;
17. Continuous inventory records shall be maintained on all chemicals;
18. Chemical stock shall be rotated so that the shelf-life is not exceeded;
19. Incompatible chemicals shall be segregated from each other;
20. Chemical disposal shall be in accordance with all applicable laws and regulations;
21. Flammable liquids shall be stored in a flammable storage cabinet;

Employees will be informed of:

1. The contents of 1910.1450 and its appendices. A copy of the standard will be available to employees for review at the B&G Supervisor's Office.

2. The availability and location of the written Chemical Hygiene Plan.

3. The Permissible Exposure Limits (PELs) for the substances regulated by OSHA or the Threshold Limit Values (TLVs) established by ACGIH for other hazardous chemicals where there is no applicable OSHA standard.

C. Training

Employee training will include:

1. The methods and observations that may be used to detect the presence or release of a hazardous chemical. These may include monitoring conducted by the employer, continuous monitoring devices, visual appearance or odor of hazardous chemicals when being released, etc.

2. The physical and health hazards of chemicals in the work area.

3. The measures employees can take to protect themselves from these hazards. Measures should include specific procedures the employer has implemented to protect employees from exposure to hazardous chemicals such as, standard operating procedures, work practices, emergency procedures, and personal protective equipment to be used.

MEDICAL CONSULTATION AND EXAMINATION

Andover Regional School District shall provide medical consultation to all affected employees. Medical attention, including follow-up examinations that the examining physician deems is necessary, will be provided under the following circumstances:

A. Whenever an employee develops signs and symptoms associated with a hazardous chemical to which they may have been exposed, the employee shall be provided an opportunity to receive appropriate medical examination. The employee shall contact the chemical hygiene officer to initiate the medical program.

B. Where exposure monitoring reveals an exposure level routinely above the OSHA action level (or in the absence of an action level, exposure above the OSHA permissible exposure level (PEL)) for OSHA regulated substances for which there are medical monitoring and medical surveillance requirements, medical surveillance shall be established for that employee.

C. Whenever an event takes place in the work area, such as a spill, leak, explosion or other occurrence resulting in the likelihood of a hazardous exposure, the affected employee shall be provided an opportunity for a medical consultation. This consultation will be for the purpose of determining the need for a medical examination.

Note: All aspects of these examinations and consultations must be performed by a licensed physician, or under the direct supervision of a licensed physician. These examinations must be provided without cost to the employee, without loss of pay and at a reasonable time and place.

a) Ensuring that workers know and follow the chemical hygiene rules that protective equipment is available and in working order, and that appropriate training has been provided.
b) Providing regular, formal chemical hygiene and housekeeping inspections including routine inspections of emergency equipment.
c) Knowing the current legal requirements concerning regulated substances.
d) Determining the required levels of protective apparel and equipment.
e) Ensuring that facilities and training for use of any material being ordered are adequate.

D. Laboratory teacher is responsible for:
a) Planning and conducting each operation in accordance with the institutional chemical hygiene procedures.
b) Developing good personal chemical hygiene habits.

E. The Chemical Safety Committee (if applicable) will be responsible for:
a) Providing continuing support for institutional chemical hygiene
b) Ensuring that OSHA standards are met and that the chemical hygiene program is being followed.
c) Ensuring health and safety in the laboratory is maintained.
d) Discussing/updating the chemical hygiene program whenever the standard is updated or new chemicals are introduced in the workplace.

PHILIP D. MURPHY
Governor

SHEILA Y. OLIVER
Lt. Governor

State of New Jersey
DEPARTMENT OF EDUCATION
PO BOX 500
TRENTON, NJ 08625-0500

ANGELICA ALLEN-MCMILLAN, Ed.D.
Acting Commissioner

April 9, 2021

Mr. Dennis Tobin, Superintendent
Andover Regional School District
707 Limecrest Road
Newton, NJ 07860

Dear Mr. Dennis Tobin:

Pursuant to the requirements of N.J.A.C. 6A:30, the Andover Regional School District has undergone the New Jersey Quality Single Accountability Continuum (NJQSAC) review. The executive county superintendent and team conducted a review of your self-assessment District Performance Review (DPR) document and analyzed district performance against critical indicators in all five NJQSAC areas. Based on that review, the district has been placed on a continuum in five areas: Instruction and Program, Fiscal Management, Governance, Operations and Personnel. The complete NJQSAC results, including county office verification of the district's self assessment, have resulted in the district receiving the following placement scores for each area listed below:

NJQSAC Areas	Initial Placement (April 2021)
Instruction and Program	86%
Fiscal Management	100%
Governance	100%
Operations	100%
Personnel	100%

These placement results will be provided to the State Board of Education at an upcoming meeting. Please be advised that NJQSAC regulations require your board of education to report these placement results at the next regularly scheduled board meeting.

I am pleased to inform you that your district has satisfied at least 80% of the weighted indicators in each of the five areas of the NJQSAC review process and has been designated as "high performing." The Commissioner will recommend to the State Board of Education that your district be certified as providing a thorough and efficient system of education, for a period of three years or until the next NJQSAC review. Congratulations on this accomplishment.

Pursuant to N.J.A.C. 6A:30-4.1, if you believe that any indicators were scored incorrectly, you have seven days from the receipt of this letter to submit a written reconsideration request. Email your request to qsac@doe.nj.gov.

Sincerely,

Paula Bloom

Paula Bloom
Acting Deputy Assistant Commissioner
Division of Field Services

PB:CS: andover/initial review
Enclosures
c: Gayle Carrick, Executive County Superintendent

Andover Regional Board of Education Budget Transfers printed on 4/9/2021

Report Includes Effective Dates from Mar 01, 2021 to Mar 31, 2021

Date	Source Account/Title	Target Account/Title	Comments	Amount
03/31/21	11-000-291-250-000-000 Unemployment Acct	11-000-291-241-000-000 Other Retirements	adj. for PERS Appropriation bill	15,060.04
03/31/21	11-000-261-420-000-001 Maintenance - Repairs - LPS	11-000-261-100-100-000 Maintenance - Substitutes	adj. for maintenance subs	345.00
03/31/21	11-000-252-600-000-000 Admin IT Supplies	11-000-252-340-000-000 Admin IT - Other Purch Svcs		235.94
03/31/21	11-000-240-800-000-002 School Admin - Other - FMB	11-000-251-890-000-000 Central Svc - Other Objects	adj. for central service supplies	108.30
03/31/21	11-000-240-800-000-002 School Admin - Other - FMB	11-000-251-580-000-000 Business Office Travel	adj. for central service supplies	143.82
03/31/21	11-000-251-330-000-000 Central Svc - Purch Prof Svcs	11-000-251-600-000-000 Central Svc - Supplies	adj. for central service supplies	167.28
03/31/21	11-000-222-300-000-002 Media - Prof Svc - FMB	11-000-230-610-000-000 General Admin - Supplies	adj. for phone and admin. supplies	668.41
03/31/21	11-000-222-300-000-002 Media - Prof Svc - FMB	11-000-230-530-000-000 General Admin - Communications	adj. for phone and admin. supplies	266.20
03/31/21	11-000-230-890-000-000 General Admin - Other Objects	11-000-230-331-000-000 General Admin - Legal Services	adj. for legal services	0.50
03/31/21	11-000-100-561-000-000 Tuition to Other LEA's - Reg	11-000-100-562-000-000 Tuition to Other LEA's - Spec	adj. for tuition to newton	313.76
03/31/21	11-190-100-640-000-001 Textbooks - LPS	11-190-100-610-099-002 Kindergarten Supplies	adj. for kindergarten supplies	112.80
03/31/21	11-130-100-101-000-001 Grade 6-8 Salaries - LPS	11-130-100-101-100-001 Grade 6-8 Substitutes - LPS	adj. for grade 6-8 subs	4,665.79
			The total of all transfers within fund 10 is:	**22,087.84**

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REPORT OF THE TREASURER
Andover Regional School School District
All Funds
For the Month Ending March 2021

CASH REPORT					
	FUNDS	(1) Beginning Cash Balance	(2) Cash Receipts This Month	(3) Cash Disbursements This Month	(4) Ending Cash Balances (1)+(2)-(3)
	GOVERNMENTAL FUNDS				
1	General Fund - Fund 10	4,109,826.27	1,429,345.76	1,531,768.71	4,007,403.32
2	Capital Reserve Fund 10-116	1,106,621.00			1,106,621.00
3	Maintanance Reserve Fund 10-117	335,104.51			335,104.51
4	Special Rev. Fund 20	29,766.95	0.00	19,129.07	10,637.88
5	Capital Projects Fund 30	0.00	0.00	0.00	0.00
6	Debt Service Fund - Fund 40	0.26			0.26
5	***TOTAL* (Lines 1 thru 6)**	5,581,318.99	1,429,345.76	1,550,897.78	5,459,766.97
	ENTERPRISE FUNDS*				
	Cafeteria Account	17,154.60	23,323.11	12,445.22	28,032.49
	Pre-school Services	0.00			0.00
	Student Activity LPS	29,341.25	150.00	249.00	29,242.25
	Student Activity FMB	4,001.39	0.00	0.00	4,001.39
17 6	***Total Enterprise Funds* (Fund 6X)**	50,497.24	23,473.11	12,694.22	61,276.13
	TRUST & AGENCY FUNDS				
7	- Payroll	0.00	370,782.98	370,782.98	0.00
8	- Payroll Agency	7,089.72	410,406.48	264,606.69	152,889.51
3	- Other: Unemploy. Ins. Trust	35,883.32	4.87	0.00	35,888.19
10	***Total Trust & Agency Funds* (Lines 7 thru 10)**	42,973.04	781,194.33	635,389.67	188,777.70
11	***TOTAL - ALL FUNDS* (LINES 5, 6 AND 10)**	5,674,789.27	2,234,013.20	2,198,981.67	5,709,820.80

Prepared and Submitted By:

Marie A Gillis — April 14, 2021

Treasurer of School Monies

Interim Balance Sheet

ASSETS AND RESOURCES

ASSETS			
101 Cash in checking account	$ 4,007,403.32		
102-106 Other cash equivalents	$ 0.00		
Total cash		$	4,007,403.32
111 Investments		$	0.00
114 Investment interest receivable		$	0.00
116 Capital reserve account		$	1,106,621.00
117 Maintenance reserve account		$	335,104.51
121 Tax levy receivable		$	3,475,899.51
Accounts receivable			
132 Interfund	$ 0.00		
141 Intergovernmental - state	$ 552,594.97		
142 Intergovernmental - federal	$ 0.00		
143 Intergovernmental - other	$ 113.38		
153 Other Accounts Receivable	$ 19,466.25		
		$	572,174.60
Loans receivable			
131 Interfund	$ 0.00		
151 Other Loans Receivable	$ 0.00		
		$	0.00
199 Other current assets		$	0.00
RESOURCES			
301 Estimated revenues (from adjusted budget)	$ 15,813,687.00		
302 Less: revenues collected or accrued	$ (16,025,426.02)		
		$	(211,739.02)
TOTAL ASSETS AND RESOURCES		$	9,285,463.92

LIABILITIES AND FUND EQUITY

LIABILITIES		
401 Interfund loans payable	$	0.00
402 Interfund accounts payable	$	0.00
411 Intergovernmental accounts payable - state	$	0.00
412 Intergovernmental accounts payable - federal	$	0.00
413 Intergovernmental accounts payable - other	$	0.00
421 Accounts payable	$	68,186.59
422 Judgments payable	$	0.00
430 Compensated absences payable	$	0.00
431 Contracts payable	$	0.00
451 Loans payable	$	0.00
481 Deferred revenues	$	0.00
499 Other current liabilities	$	0.00
Total liabilities	$	68,186.59

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	FUND EQUITY				
	Appropriated:				
753	Reserve for encumbrances - current year			$ 4,413,454.71	
754	Reserve for encumbrances - prior year			$ 0.00	
761	Reserved fund balance Capital Reserve - July 1, 2020		$ 1,146,471.00		
604	Add: Increase in capital reserve		$ 50.00		
307	Less: Budgeted withdrawal from capital reserve - eligible costs		$ (623,335.94)		
309	Less: Budgeted withdrawal from capital reserve - excess costs		$ 0.00		
317	Less: Budgeted withdrawal from capital reserve - transfer to Debt Svc		$ 0.00		
	Subtotal - capital reserve			$ 523,185.06	
764	Reserved fund balance Maintenance Reserve - July 1, 2020		$ 412,415.75		
606	Add: Increase in maintenance reserve		$ 0.00		
310	Less: Budgeted withdrawal from maintenance reserve		$ (245,645.30)		
	Subtotal - maintenance reserve			$ 166,770.45	
765	Reserved fund balance Tuition Reserve - July 1, 2020		$ 398,000.00		
311	Less: Budgeted withdrawal from tuition reserve		$ 0.00		
	Subtotal - tuition reserve			$ 398,000.00	
760	Other reserves			$ 850,502.55	
771	Designated Fund Balance			$ 0.00	
772	Designated Fund Balance - ARRA/SEMI			$ 0.00	
601	Appropriations		$ 17,533,121.24		
602	Less: expenditures	$ 10,654,278.93			
603	Less: encumbrances	$ 4,413,454.71	$ (15,067,733.64)	$ 2,465,387.60	
	Appropriations less expenditures				$ 8,817,300.37
	Unappropriated:				
770	Fund Balance, July 1, 2020			$ 1,250,479.96	
303	Less: budgeted fund balance			$ (850,503.00)	
	Unappropriated fund balance				$ 399,976.96
	Total fund equity				$ 9,217,277.33
	TOTAL LIABILITIES AND FUND EQUITY				$ 9,285,463.92

RECAPITULATION OF FUND BALANCE - CURRENT YEAR ACTIVITY

	Budgeted	Actual	Variance
Appropriations	$ 17,533,121.24	$ 15,067,733.64	$ 2,465,387.60
Less: Revenues	$ (15,813,687.00)	$ (16,025,426.02)	$ 211,739.02
Subtotal	$ 1,719,434.24	$ (957,692.38)	$ 2,677,126.62
Change in capital reserve			
Plus - Increase in reserve	$ 50.00	$ 50.00	$ 0.00
Less - Withdrawal from reserve	$ (623,335.94)	$ (39,900.00)	$ (583,435.94)
Change in maintenance reserve			
Plus - Increase in reserve	$ 0.00	$ 9,710.00	$ (9,710.00)
Less - Withdrawal from reserve	$ (245,645.30)	$ (87,021.24)	$ (158,624.06)
Change in tuition reserve			
Less - Withdrawal from reserve	$ 0.00	$ 0.00	$ 0.00
Less: adjustment to appropriations for Prior Year Encumbrances	$ 0.00	$ 0.00	$ 0.00
Total current year budgeted fund balance	$ 850,503.00	$ (1,074,853.62)	$ 1,925,356.62
Add: Unappropriated fund balance			$ 399,976.96
Total of budgeted and unappropriated fund balance			$ 2,325,333.58

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Revenues/Sources of Funds

Acct Group	Group Title	Budgeted Est.	Transfers	Adj. Budget	Act to Date	Unrealized Under/(Over)
Recap	From Recap of Fund Balance	850,503.00	0.00	850,503.00	(1,074,853.62)	1,925,356.62
307/309/317	Bgtd wdrwl from cap rsv	602,750.00	20,585.94	623,335.94	39,900.00	583,435.94
310	Bgtd wdrwl from maint rsv	199,750.00	45,895.30	245,645.30	87,021.24	158,624.06
311	Bgtd wdrwl from tuition rsv	0.00	0.00	0.00	0.00	$0.00
52xx	From Transfers	0.00	0.00	0.00	0.00	0.00
1xxx	From Local Sources	13,930,700.00	0.00	13,930,700.00	14,127,071.02	(196,371.02)
2xxx	From Intermediate Sources	0.00	0.00	0.00	0.00	0.00
3xxx	From State Sources	1,882,987.00	0.00	1,882,987.00	1,898,355.00	(15,368.00)
4xxx	From Federal Sources	0.00	0.00	0.00	0.00	0.00
5xxx	From Other Sources	0.00	0.00	0.00	0.00	0.00
Grand Totals		17,466,690.00	66,481.24	17,533,171.24	15,077,493.64	2,455,677.60

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Fund 10 (General Fund)

Account Group	Group Title	Original Bgt	New App/Trnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
Charter School Tuition		116,119.00	55,714.00	171,833.00	110,751.00	61,082.00	0.00	3,761.00
	Grand Totals for fund 10:	116,119.00	55,714.00	171,833.00	110,751.00	61,082.00	0.00	3,761.00

Fund 11 (Current Expense Fund)

Account Group	Group Title	Original Bgt	New App/Trnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
Allocated Benefits - Instruction		0.00	(46,546.54)	(46,546.54)	(71,340.52)	0.00	24,793.98	71,480.52
Regular Programs-Instruction		2,110,661.00	0.00	2,110,661.00	1,461,632.89	649,028.11	0.00	0.00
Regular Programs-Home Instruction		8,000.00	0.00	8,000.00	0.00	5,000.00	3,000.00	0.00
Regular Programs-Undistrib Instruction		351,436.00	14,367.99	365,803.99	112,243.33	21,660.43	231,900.23	0.00
Special Education-LLD Sel-Contained		294,981.00	0.00	294,981.00	159,028.44	134,010.87	1,941.69	0.00
Special Education - Behavioral Disabled		89,108.00	0.00	89,108.00	58,203.09	30,342.75	562.16	0.00
Special Education-Multiply Disabled		274,760.00	0.00	274,760.00	185,197.39	89,283.91	278.70	0.00
Special Education-Resource room		706,600.00	0.00	706,600.00	414,000.27	291,343.47	1,256.26	0.00
Special Education-Pre-Sch Disabil P/T		221,488.00	(160.70)	221,327.30	151,836.56	67,616.06	1,874.68	0.00
Special Education - Home Instruction		8,000.00	0.00	8,000.00	1,200.00	3,800.00	3,000.00	0.00
Basic Skills/Remedial Instruction		200,339.00	368.59	200,707.59	134,484.96	66,002.00	220.63	0.00
Bilingual Education Instruction		15,151.00	(207.89)	14,943.11	8,284.90	6,550.10	108.11	0.00
Curricular Activities-Instruction		66,052.00	0.00	66,052.00	3,360.54	60,003.38	2,688.08	0.00
Athletic Programs-Instruction		42,200.00	0.00	42,200.00	0.00	31,718.89	10,481.11	0.00
Other Instructional Programs		69,000.00	0.00	69,000.00	58,365.00	5,860.00	4,775.00	0.00
Undistributed Expense-Instruction		4,393,683.00	(29,285.00)	4,364,398.00	3,281,703.05	863,417.63	219,277.32	0.00
Attendance and Social Work Svcs		142,882.00	0.00	142,882.00	100,737.20	39,653.12	2,491.68	0.00
Health Services		172,531.00	0.00	172,531.00	137,041.67	21,827.45	13,661.88	0.00
Other Support Svc-Related Svcs		187,196.00	0.00	187,196.00	113,562.90	57,787.80	15,845.30	0.00
Other Support Svc-Extraordinary Svcs		225,998.00	6,075.00	232,073.00	106,525.07	78,254.47	47,293.46	0.00
Other Support Svc-Students-Reg		237,972.00	0.00	237,972.00	165,028.18	64,960.41	7,983.41	0.00
Other Support Svc-Students-Spec		305,211.00	4,576.00	309,787.00	224,408.25	79,291.55	6,087.20	0.00
Improvement of Instruction		138,427.00	0.00	138,427.00	99,540.51	16,091.68	22,794.81	0.00
Library and Educ Media		179,284.00	(934.61)	178,349.39	115,138.70	61,843.89	1,366.80	0.00
Instr. Staff Training Svcs		34,400.00	(808.95)	33,591.05	5,207.96	1,153.98	27,229.11	0.00
Support Svc-General Admin		309,994.00	20,872.69	330,866.69	258,878.18	71,975.51	13.00	0.00
Support Svc-School Admin		236,454.00	(5,700.29)	230,753.71	170,469.56	57,680.23	2,603.92	0.00
Business Office Support Services		211,339.00	(7,750.36)	203,588.64	158,858.91	44,651.09	78.64	0.00
Admin Inform Tech Support Svcs		96,697.00	24,943.14	121,640.14	116,466.46	4,943.60	230.08	546.02
Required Maint. of School Fac.		522,647.00	10,840.63	533,487.63	151,026.82	123,307.27	259,153.54	0.00
Other Oper. & Maint. of Plant		1,096,518.00	0.00	1,096,518.00	517,302.65	297,227.51	281,987.84	0.00
Care & Upkeep of Grounds		71,466.00	0.00	71,466.00	33,406.13	36,114.75	1,945.12	0.00
Security		120,140.00	0.00	120,140.00	65,904.53	9,107.15	45,128.32	5,886.83
Student Transportation Svcs		1,241,499.00	0.00	1,241,499.00	620,322.80	587,888.98	33,287.22	907.36
Employee Benefits		1,893,918.00	20,117.54	1,914,035.54	1,358,862.55	363,674.67	191,498.32	126,203.30
606	Increase in Maint Rsv	0.00	0.00	0.00	9,710.00	0.00	(9,710.00)	0.00
	Grand Totals for fund 11:	16,276,032.00	10,767.24	16,286,799.24	10,486,598.93	4,343,072.71	1,457,127.60	205,024.03

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Fund 12 (Capital Outlay Fund)

Account Group	Group Title	Original Bgt	New App/Trnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
604	Increase in Cap Rsv	50.00	0.00	50.00	50.00	0.00	0.00	0.00
Facil Acquisition/Constr		1,074,489.00	0.00	1,074,489.00	66,639.00	9,300.00	998,550.00	0.00
	Grand Totals for fund 12:	1,074,539.00	0.00	1,074,539.00	66,689.00	9,300.00	998,550.00	0.00
Grand Totals for all Subfunds of Fund 10:		17,466,690.00	66,481.24	17,533,171.24	10,664,038.93	4,413,454.71	2,455,677.60	208,785.03

Revenues Summary

Acct Group	Group Title	Budgeted Est.	Transfers	Adj. Budget	Act to Date	Unrealized Under/(Over)
Recap	From Recap of Fund Balance	850,503.00	0.00	850,503.00	(1,074,853.62)	1,925,356.62
307/309/317	Bgtd wdrwl from cap rsv	602,750.00	20,585.94	623,335.94	39,900.00	583,435.94
310	Bgtd wdrwl from maint rsv	199,750.00	45,895.30	245,645.30	87,021.24	158,624.06
311	Bgtd wdrwl from tuition rsv	0.00	0.00	0.00	0.00	$0.00
10-1210-000-000	Local Tax Levy	13,903,600.00	0.00	13,903,600.00	13,903,600.00	0.00
10-1300-000-000	Tuition from Individuals	24,000.00	0.00	24,000.00	11,050.00	12,950.00
10-1320-000-000	Tuition - Other LEA's	0.00	0.00	0.00	45,685.04	(45,685.04)
10-1350-000-000	ESY Tuition	0.00	0.00	0.00	9,505.05	(9,505.05)
10-1510-000-000	Interest on Investments	3,000.00	0.00	3,000.00	7,999.00	(4,999.00)
10-1511-000-000	Interest on Capital Reserve	50.00	0.00	50.00	0.00	50.00
10-1512-000-000	Interest of Maint Reserve	50.00	0.00	50.00	0.00	50.00
10-1550-000-000	CMF INTEREST	0.00	0.00	0.00	0.00	0.00
10-1980-000-000	Refund of P/Y Expenditure	0.00	0.00	0.00	33,650.71	(33,650.71)
10-1990-000-000	Misc Revenue	0.00	0.00	0.00	115,581.22	(115,581.22)
10-3116-000-000	School Choice Aid	54,284.00	0.00	54,284.00	54,284.00	0.00
10-3121-000-000	Categorical Transportation Aid	542,672.00	0.00	542,672.00	542,672.00	0.00
10-3122-000-000	Non-Public Transportation	0.00	0.00	0.00	0.00	0.00
10-3131-000-000	Extraordinary Aid	0.00	0.00	0.00	15,368.00	(15,368.00)
10-3132-000-000	Categorical Special Ed Aid	532,625.00	0.00	532,625.00	532,625.00	0.00
10-3176-000-000	Equalization Aid	28,208.00	0.00	28,208.00	28,208.00	0.00
10-3177-000-000	Categorical Security Aid	61,429.00	0.00	61,429.00	61,429.00	0.00
10-3178-000-000	Adjustment Aid	663,769.00	0.00	663,769.00	663,769.00	0.00
10-3181-000-000	PARCC Readiness Aid	0.00	0.00	0.00	0.00	0.00
10-3182-000-000	Per Pupil Growth Aid	0.00	0.00	0.00	0.00	0.00
10-3183-000-000	Prof Learning Community Aid	0.00	0.00	0.00	0.00	0.00
Grand Totals		17,466,690.00	66,481.24	17,533,171.24	15,077,493.64	2,455,677.60

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Minimum Expense General Ledger Report

Fund 10 (General Fund)

Expend. Account #	Account Title	Original Bgt	New App/Trnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
10-000-100-562	Charter School Tuition	116,119.00	55,714.00	171,833.00	110,751.00	61,082.00	0.00	3,761.00
Charter School Tuition		116,119.00	55,714.00	171,833.00	110,751.00	61,082.00	0.00	3,761.00
	Grand Totals for fund 10:	116,119.00	55,714.00	171,833.00	110,751.00	61,082.00	0.00	3,761.00

Fund 11 (Current Expense Fund)

Expend. Account #	Account Title	Original Bgt	New App/Trnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
11-100-100-270	Health Benefits	0.00	(46,546.54)	(46,546.54)	(71,340.52)	0.00	24,793.98	71,480.52
Allocated Benefits - Instruction		0.00	(46,546.54)	(46,546.54)	(71,340.52)	0.00	24,793.98	71,480.52
11-110-100-101	Kindergarten - Salary - FMB	218,027.00	0.00	218,027.00	182,645.80	35,381.20	0.00	0.00
11-120-100-101	Grade 5 Salary - LPS	1,027,683.00	0.00	1,027,683.00	678,702.18	348,980.82	0.00	0.00
11-130-100-101	Grade 6-8 Salaries - LPS	864,951.00	0.00	864,951.00	600,284.91	264,666.09	0.00	0.00
Regular Programs-Instruction		2,110,661.00	0.00	2,110,661.00	1,461,632.89	649,028.11	0.00	0.00
11-150-100-100	Salary - Home Instruction	5,000.00	0.00	5,000.00	0.00	5,000.00	0.00	0.00
11-150-100-320	Purch Prof/Ed Svcs	3,000.00	0.00	3,000.00	0.00	0.00	3,000.00	0.00
Regular Programs-Home Instruction		8,000.00	0.00	8,000.00	0.00	5,000.00	3,000.00	0.00
11-190-100-340	Purch Technical Svcs	5,800.00	0.00	5,800.00	3,530.00	600.00	1,670.00	0.00
11-190-100-500	Other Purchased Services (400-500 Series)	21,500.00	0.00	21,500.00	16,245.76	3,114.00	2,140.24	0.00
11-190-100-610	General Supplies	259,873.00	14,623.22	274,496.22	70,701.89	17,248.13	186,546.20	0.00
11-190-100-640	Textbooks	64,263.00	(255.23)	64,007.77	21,765.68	698.30	41,543.79	0.00
Regular Programs-Undistrib Instruction		351,436.00	14,367.99	365,803.99	112,243.33	21,660.43	231,900.23	0.00
11-204-100-101	Salary - LLD Teacher	144,949.00	0.00	144,949.00	97,977.40	46,971.60	0.00	0.00
11-204-100-106	Salar - LLD Other	140,521.00	0.00	140,521.00	53,481.73	87,039.27	0.00	0.00
11-204-100-600	Supplies	9,511.00	0.00	9,511.00	7,569.31	0.00	1,941.69	0.00
Special Education-LLD Sel-Contained		294,981.00	0.00	294,981.00	159,028.44	134,010.87	1,941.69	0.00
11-209-100-101	BD Salaries of Teachers	64,864.00	0.00	64,864.00	43,955.80	20,908.20	0.00	0.00
11-209-100-106	BD Other Salaries	22,524.00	0.00	22,524.00	13,162.80	9,361.20	0.00	0.00
11-209-100-610	BD General Supplies	1,720.00	0.00	1,720.00	1,084.49	73.35	562.16	0.00
Special Education - Behavioral Disabled		89,108.00	0.00	89,108.00	58,203.09	30,342.75	562.16	0.00
11-212-100-101	Salary - MD Teacher	153,537.00	0.00	153,537.00	103,516.00	50,021.00	0.00	0.00
11-212-100-106	Salary - MD Other	118,916.00	0.00	118,916.00	80,854.15	38,061.85	0.00	0.00
11-212-100-600	Supplies	2,307.00	0.00	2,307.00	827.24	1,201.06	278.70	0.00
Special Education-Multiply Disabled		274,760.00	0.00	274,760.00	185,197.39	89,283.91	278.70	0.00
11-213-100-101	Salary - Resource Room	585,869.00	0.00	585,869.00	342,557.20	243,311.80	0.00	0.00
11-213-100-106	Salary - RR Other	115,686.00	0.00	115,686.00	68,076.29	47,609.71	0.00	0.00
11-213-100-610	Supplies	5,045.00	0.00	5,045.00	3,366.78	421.96	1,256.26	0.00
Special Education-Resource room		706,600.00	0.00	706,600.00	414,000.27	291,343.47	1,256.26	0.00
11-215-100-101	PSD Salary	143,725.00	0.00	143,725.00	106,596.94	37,128.06	0.00	0.00
11-215-100-106	PSD TA Salary	71,949.00	0.00	71,949.00	41,461.00	30,488.00	0.00	0.00
11-215-100-600	PSD Supplies	5,814.00	(160.70)	5,653.30	3,778.62	0.00	1,874.68	0.00
Special Education-Pre-Sch Disabil P/T		221,488.00	(160.70)	221,327.30	151,836.56	67,616.06	1,874.68	0.00
11-219-100-101	Home Instruction Salary	5,000.00	0.00	5,000.00	1,200.00	3,800.00	0.00	0.00
11-219-100-320	Home Instruction - Purch Svc	3,000.00	0.00	3,000.00	0.00	0.00	3,000.00	0.00
Special Education - Home Instruction		8,000.00	0.00	8,000.00	1,200.00	3,800.00	3,000.00	0.00
11-230-100-100	Salary - Basic Skills	199,499.00	160.70	199,659.70	133,497.00	66,002.00	160.70	0.00
11-230-100-610	Supplies	840.00	207.89	1,047.89	987.96	0.00	59.93	0.00
Basic Skills/Remedial Instruction		200,339.00	368.59	200,707.59	134,484.96	66,002.00	220.63	0.00
11-240-100-100	Salary - ESL	14,675.00	0.00	14,675.00	8,124.90	6,550.10	0.00	0.00
11-240-100-610	Supplies	476.00	(207.89)	268.11	160.00	0.00	108.11	0.00
Bilingual Education Instruction		15,151.00	(207.89)	14,943.11	8,284.90	6,550.10	108.11	0.00
11-401-100-100	Salary	61,400.00	0.00	61,400.00	2,340.00	59,060.00	0.00	0.00
11-401-100-600	Supplies	4,652.00	0.00	4,652.00	1,020.54	943.38	2,688.08	0.00
Curricular Activities-Instruction		66,052.00	0.00	66,052.00	3,360.54	60,003.38	2,688.08	0.00
11-402-100-100	Salary	30,000.00	0.00	30,000.00	0.00	30,000.00	0.00	0.00
11-402-100-500	Purchased Services (300-500 Series)	3,500.00	0.00	3,500.00	0.00	0.00	3,500.00	0.00
11-402-100-600	Supplies	8,700.00	0.00	8,700.00	0.00	1,718.89	6,981.11	0.00
Athletic Programs-Instruction		42,200.00	0.00	42,200.00	0.00	31,718.89	10,481.11	0.00

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Fund 11 (Current Expense Fund)

Expend. Account #	Account Title	Original Bgt	New App/Trnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
11-422-100-101	Salary - Summer School	28,000.00	225.00	28,225.00	28,225.00	0.00	0.00	0.00
11-422-100-106	Salary - Summer Para	13,000.00	0.00	13,000.00	7,140.00	5,860.00	0.00	0.00
11-422-100-300	Purch Prof/Ed Svcs	28,000.00	(225.00)	27,775.00	23,000.00	0.00	4,775.00	0.00
Other Instructional Programs		69,000.00	0.00	69,000.00	58,365.00	5,860.00	4,775.00	0.00
11-000-100-561	Tuition to Other LEA's - Reg	3,044,262.00	(313.76)	3,043,948.24	2,232,563.60	608,852.40	202,532.24	0.00
11-000-100-562	Tuition to Other LEA's - Spec	362,078.00	403,206.05	765,284.05	682,948.52	82,335.53	0.00	0.00
11-000-100-563	Tuition - Vocational Schools	113,550.00	0.00	113,550.00	56,774.80	56,775.20	0.00	0.00
11-000-100-564	Tuit to Cnty Voc Sch-Spec Ed	22,710.00	0.00	22,710.00	0.00	22,710.00	0.00	0.00
11-000-100-566	Tuition - Private Schools	851,083.00	(432,177.29)	418,905.71	309,416.13	92,744.50	16,745.08	0.00
Undistributed Expense-Instruction		4,393,683.00	(29,285.00)	4,364,398.00	3,281,703.05	863,417.63	219,277.32	0.00
11-000-211-100	Salary	104,482.00	0.00	104,482.00	64,828.88	39,653.12	0.00	0.00
11-000-211-300	Purchased Prof. & Tech. Svcs	38,400.00	0.00	38,400.00	35,908.32	0.00	2,491.68	0.00
Attendance and Social Work Svcs		142,882.00	0.00	142,882.00	100,737.20	39,653.12	2,491.68	0.00
11-000-213-100	Salary	130,734.00	0.00	130,734.00	119,755.90	10,978.10	0.00	0.00
11-000-213-300	Purchased Prof. & Tech. Svcs	38,600.00	(7,437.26)	31,162.74	12,043.00	7,600.00	11,519.74	0.00
11-000-213-600	General Supplies	3,197.00	7,437.26	10,634.26	5,242.77	3,249.35	2,142.14	0.00
Health Services		172,531.00	0.00	172,531.00	137,041.67	21,827.45	13,661.88	0.00
11-000-216-100	Salary	155,596.00	0.00	155,596.00	105,828.20	49,767.80	0.00	0.00
11-000-216-320	Purch Prof Svcs	31,000.00	(181.09)	30,818.91	6,980.00	8,020.00	15,818.91	0.00
11-000-216-600	General Supplies	600.00	181.09	781.09	754.70	0.00	26.39	0.00
Other Support Svc-Related Svcs		187,196.00	0.00	187,196.00	113,562.90	57,787.80	15,845.30	0.00
11-000-217-100	Salary - Extraordinary	63,278.00	0.00	63,278.00	39,654.43	23,623.57	0.00	0.00
11-000-217-320	Purch Prof Svcs	161,446.00	0.00	161,446.00	66,864.27	53,641.70	40,940.03	0.00
11-000-217-600	General Supplies	1,274.00	6,075.00	7,349.00	6.37	989.20	6,353.43	0.00
Other Support Svc-Extraordinary Svcs		225,998.00	6,075.00	232,073.00	106,525.07	78,254.47	47,293.46	0.00
11-000-218-104	Salary - Guidance	229,089.00	0.00	229,089.00	164,128.59	64,960.41	0.00	0.00
11-000-218-390	Guidance - Prof Svc - FMB	7,400.00	0.00	7,400.00	0.00	0.00	7,400.00	0.00
11-000-218-600	General Supplies	1,483.00	0.00	1,483.00	899.59	0.00	583.41	0.00
Other Support Svc-Students-Reg		237,972.00	0.00	237,972.00	165,028.18	64,960.41	7,983.41	0.00
11-000-219-104	Salary - CST	243,766.00	0.00	243,766.00	177,719.89	66,046.11	0.00	0.00
11-000-219-105	Salary - Secretary	46,529.00	0.00	46,529.00	34,054.56	12,474.44	0.00	0.00
11-000-219-390	Purch Prof Svcs	11,240.00	3,916.73	15,156.73	8,983.75	150.00	6,022.98	0.00
11-000-219-600	General Supplies	2,336.00	534.97	2,870.97	2,185.75	621.00	64.22	0.00
11-000-219-800	Other Objects	1,340.00	124.30	1,464.30	1,464.30	0.00	0.00	0.00
Other Support Svc-Students-Spec		305,211.00	4,576.00	309,787.00	224,408.25	79,291.55	6,087.20	0.00
11-000-221-104	Curriculum Salary	103,227.00	0.00	103,227.00	87,135.32	16,091.68	0.00	0.00
11-000-221-320	Purch Prof Svcs	30,000.00	(1,530.85)	28,469.15	6,379.34	0.00	22,089.81	0.00
11-000-221-600	Curriculum - General Supplies	5,200.00	1,530.85	6,730.85	6,025.85	0.00	705.00	0.00
Improvement of Instruction		138,427.00	0.00	138,427.00	99,540.51	16,091.68	22,794.81	0.00
11-000-222-100	Salary	101,399.00	0.00	101,399.00	56,999.17	44,399.83	0.00	0.00
11-000-222-177	Tech Coord Salaries	68,685.00	0.00	68,685.00	51,623.94	17,061.06	0.00	0.00
11-000-222-300	Purch Prof Svcs	7,000.00	(934.61)	6,065.39	5,886.83	0.00	178.56	0.00
11-000-222-600	Media - Supplies - LPS	2,200.00	0.00	2,200.00	628.76	383.00	1,188.24	0.00
Library and Educ Media		179,284.00	(934.61)	178,349.39	115,138.70	61,843.89	1,366.80	0.00
11-000-223-320	Purch Prof Svcs	34,000.00	(2,093.95)	31,906.05	3,533.84	1,153.98	27,218.23	0.00
11-000-223-600	Materials/Supplies	400.00	1,285.00	1,685.00	1,674.12	0.00	10.88	0.00
Instr. Staff Training Svcs		34,400.00	(808.95)	33,591.05	5,207.96	1,153.98	27,229.11	0.00
11-000-230-100	Salaries	189,907.00	0.00	189,907.00	140,580.28	49,326.72	0.00	0.00
11-000-230-331	Legal Services	10,000.00	10,789.50	20,789.50	20,789.50	0.00	0.00	0.00
11-000-230-332	Audit Fees	27,000.00	12.00	27,012.00	27,012.00	0.00	0.00	0.00
11-000-230-334	Arch &Engineer Fees	3,000.00	(3,000.00)	0.00	0.00	0.00	0.00	0.00
11-000-230-339	Arch &Engineer Fees	7,200.00	745.20	7,945.20	6,945.20	1,000.00	0.00	0.00
11-000-230-530	Communications/Telephone	42,200.00	10,498.42	52,698.42	41,586.53	11,111.89	0.00	0.00
11-000-230-585	BOE Other Purchased Services	3,837.00	(3,837.00)	0.00	0.00	0.00	0.00	0.00
11-000-230-590	Other Purchased Services (400-500 Series)	10,100.00	9,717.00	19,817.00	9,949.01	9,867.99	0.00	0.00
11-000-230-610	General Supplies	3,700.00	(926.08)	2,773.92	2,105.51	668.41	0.00	0.00
11-000-230-890	Other Objects	3,050.00	(1,633.05)	1,416.95	1,413.45	0.50	3.00	0.00
11-000-230-895	BOE - Other Objects	10,000.00	(1,493.30)	8,506.70	8,496.70	0.00	10.00	0.00
Support Svc-General Admin		309,994.00	20,872.69	330,866.69	258,878.18	71,975.51	13.00	0.00

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Fund 11 (Current Expense Fund)

Expend. Account #	Account Title	Original Bgt	New App/Trnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
11-000-240-103	Salary - Principal	175,063.00	0.00	175,063.00	130,666.00	44,397.00	0.00	0.00
11-000-240-105	Secretarial Salary	47,541.00	0.00	47,541.00	34,264.56	13,276.44	0.00	0.00
11-000-240-600	School Admin - Supplies - LPS	3,000.00	(1,293.21)	1,706.79	1,700.00	6.79	0.00	0.00
11-000-240-800	Other Objects	10,850.00	(4,407.08)	6,442.92	3,839.00	0.00	2,603.92	0.00
Support Svc-School Admin		236,454.00	(5,700.29)	230,753.71	170,469.56	57,680.23	2,603.92	0.00
11-000-251-100	Salaries	176,914.00	7.93	176,921.93	135,194.52	41,719.48	7.93	0.00
11-000-251-330	Purch Prof Svcs	24,500.00	(4,788.43)	19,711.57	17,103.85	2,537.01	70.71	0.00
11-000-251-592	Other Purchased Services (400-500 Series)	5,700.00	(5,190.76)	509.24	365.42	143.82	0.00	0.00
11-000-251-600	General Supplies	1,600.00	2,681.65	4,281.65	4,080.87	200.78	0.00	0.00
11-000-251-890	Other Objects	2,625.00	(460.75)	2,164.25	2,114.25	50.00	0.00	0.00
Business Office Support Services		211,339.00	(7,750.36)	203,588.64	158,858.91	44,651.09	78.64	0.00
11-000-252-100	Salaries	50,130.00	401.18	50,531.18	49,427.01	1,104.17	0.00	0.00
11-000-252-340	Admin IT - Other Purch Svcs	34,825.00	23,376.68	58,201.68	54,368.35	3,833.33	0.00	0.00
11-000-252-600	Admin IT Supplies	11,742.00	1,165.28	12,907.28	12,671.10	6.10	230.08	546.02
Admin Inform Tech Support Svcs		96,697.00	24,943.14	121,640.14	116,466.46	4,943.60	230.08	546.02
11-000-261-100	Salaries	69,595.00	1,375.00	70,970.00	55,151.46	15,818.54	0.00	0.00
11-000-261-420	Repairs & Maintenance	374,402.00	34,715.62	409,117.62	86,636.51	99,735.94	222,745.17	0.00
11-000-261-610	General Supplies	78,650.00	(25,249.99)	53,400.01	9,238.85	7,752.79	36,408.37	0.00
Required Maint. of School Fac.		522,647.00	10,840.63	533,487.63	151,026.82	123,307.27	259,153.54	0.00
11-000-262-100	Salaries	304,173.00	0.00	304,173.00	215,344.92	88,828.08	0.00	0.00
11-000-262-300	Purch Prof & Tech Svcs	132,860.00	0.00	132,860.00	35,772.06	36,908.77	60,179.17	0.00
11-000-262-420	Repairs & Maintenance	118,083.00	0.00	118,083.00	173.28	5,700.00	112,209.72	0.00
11-000-262-490	Other Purch Svcs	8,500.00	5,000.00	13,500.00	6,750.01	6,749.99	0.00	0.00
11-000-262-520	Insurance	70,517.00	904.87	71,421.87	71,421.87	0.00	0.00	0.00
11-000-262-610	General Supplies	211,800.00	(5,904.87)	205,895.13	67,834.88	58,920.27	79,139.98	0.00
11-000-262-621	Energy - Natural Gas	70,000.00	0.00	70,000.00	51,202.13	18,797.87	0.00	0.00
11-000-262-622	Energy - Electricity	165,000.00	0.00	165,000.00	67,188.93	78,584.28	19,226.79	0.00
11-000-262-626	Energy - Gasoline	3,000.00	0.00	3,000.00	261.75	2,738.25	0.00	0.00
11-000-262-800	Other Objects	12,585.00	0.00	12,585.00	1,352.82	0.00	11,232.18	0.00
Other Oper. & Maint. of Plant		1,096,518.00	0.00	1,096,518.00	517,302.65	297,227.51	281,987.84	0.00
11-000-263-100	Salary	66,166.00	(3,054.88)	63,111.12	28,106.75	33,059.25	1,945.12	0.00
11-000-263-610	General Supplies	5,300.00	3,054.88	8,354.88	5,299.38	3,055.50	0.00	0.00
Care & Upkeep of Grounds		71,466.00	0.00	71,466.00	33,406.13	36,114.75	1,945.12	0.00
11-000-266-420	Repairs & Maintenance	7,000.00	0.00	7,000.00	4,676.70	0.00	2,323.30	0.00
11-000-266-610	General Supplies	113,140.00	0.00	113,140.00	61,227.83	9,107.15	42,805.02	5,886.83
Security		120,140.00	0.00	120,140.00	65,904.53	9,107.15	45,128.32	5,886.83
11-000-270-160	Salary - Regular Ed	39,484.00	0.00	39,484.00	29,613.06	9,870.94	0.00	0.00
11-000-270-161	Salary - Special Ed	27,885.00	0.00	27,885.00	17,003.16	10,881.84	0.00	0.00
11-000-270-390	Other Purch Svcs	4,400.00	1,200.00	5,600.00	5,600.00	0.00	0.00	0.00
11-000-270-503	Aid in Lieu - NP Pymts	21,000.00	0.00	21,000.00	6,522.30	8,510.94	5,966.76	0.00
11-000-270-505	Aid in Lieu - School Choice	23,000.00	0.00	23,000.00	2,428.92	8,000.00	12,571.08	0.00
11-000-270-511	Contr Svcs - Home/Sch	506,000.00	0.00	506,000.00	301,603.53	201,254.45	3,142.02	0.00
11-000-270-512	Contr Svcs - Field Trips	20,000.00	(1,200.00)	18,800.00	4,770.00	9,230.00	4,800.00	0.00
11-000-270-513	Contr Svcs - Jointures	7,500.00	0.00	7,500.00	2,692.64	0.00	4,807.36	907.36
11-000-270-514	Contr Svcs - Special Ed	590,230.00	0.00	590,230.00	250,089.19	340,140.81	0.00	0.00
11-000-270-610	Supplies	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00	0.00
Student Transportation Svcs		1,241,499.00	0.00	1,241,499.00	620,322.80	587,888.98	33,287.22	907.36
11-000-291-220	Social Security	300,000.00	(26,429.00)	273,571.00	219,644.30	0.00	53,926.70	0.00
11-000-291-240	DCRP	30,000.00	0.00	30,000.00	15,066.71	0.00	14,933.29	819.58
11-000-291-241	Other Retirements	130,000.00	15,060.04	145,060.04	145,060.04	0.00	0.00	0.00
11-000-291-250	Unemployment Acct	30,000.00	(15,060.04)	14,939.96	0.00	0.00	14,939.96	0.00
11-000-291-260	Workman's Comp	54,600.00	0.00	54,600.00	40,505.11	13,501.69	593.20	0.00
11-000-291-270	Health Benefits	1,256,968.00	46,546.54	1,303,514.54	924,185.34	336,291.08	43,038.12	125,383.72
11-000-291-280	Tuition Reimbursement	53,500.00	0.00	53,500.00	5,741.55	13,881.90	33,876.55	0.00
11-000-291-290	Other Employee	38,850.00	0.00	38,850.00	8,659.50	0.00	30,190.50	0.00
Employee Benefits		1,893,918.00	20,117.54	1,914,035.54	1,358,862.55	363,674.67	191,498.32	126,203.30
606	Increase in Maint Rsv	0.00	0.00	0.00	9,710.00	0.00	(9,710.00)	0.00
	Grand Totals for fund 11:	16,276,032.00	10,767.24	16,286,799.24	10,486,598.93	4,343,072.71	1,457,127.60	205,024.03

Fund 12 (Capital Outlay Fund)

Expend. Account #	Account Title	Original Bgt	New App/Trnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
604	Increase in Cap Rsv	50.00	0.00	50.00	50.00	0.00	0.00	$0.00

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Fund 12 (Capital Outlay Fund)

Expend. Account #	Account Title	Original Bgt	New App/Trnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
12-000-400-334	Architectural/Engineering Svcs	137,750.00	0.00	137,750.00	0.00	0.00	137,750.00	0.00
12-000-400-390	Purch Prof Svcs	75,700.00	0.00	75,700.00	30,600.00	9,300.00	35,800.00	0.00
12-000-400-450	Construction Svcs	825,000.00	0.00	825,000.00	0.00	0.00	825,000.00	0.00
12-000-400-896	Assessment for Debt Service	36,039.00	0.00	36,039.00	36,039.00	0.00	0.00	0.00
Facil Acquisition/Constr		1,074,489.00	0.00	1,074,489.00	66,639.00	9,300.00	998,550.00	0.00
	Grand Totals for fund 12:	1,074,539.00	0.00	1,074,539.00	66,689.00	9,300.00	998,550.00	0.00
	Grand Totals for all Subfunds of Fund 10:	17,466,690.00	66,481.24	17,533,171.24	10,664,038.93	4,413,454.71	2,455,677.60	208,785.03

Pursuant to N.J.A.C. 6A:23A-16.10(c)3, I certify that as of the date of this report no budgetary line item account has encumbrances and expenditures which in total exceed the line item appropriation in violation of 6A:23A-16.10(a).

Nicole Sylvester, Bus Admin/Bd Secy

4-16-2021
Date

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Interim Balance Sheet

ASSETS AND RESOURCES

ASSETS			
101 Cash in checking account	$ 10,637.88		
102-106 Other cash equivalents	$ 0.00		
Total cash		$	10,637.88
111 Investments		$	0.00
114 Investment interest receivable		$	0.00
121 Tax levy receivable		$	0.00
Accounts receivable			
132 Interfund	$ 0.00		
141 Intergovernmental - state	$ 0.00		
142 Intergovernmental - federal	$ 34,969.00		
143 Intergovernmental - other	$ 0.00		
153 Other Accounts Receivable	$ 0.00		
		$	34,969.00
Loans receivable			
131 Interfund	$ 0.00		
151 Other Loans Receivable	$ 0.00		
		$	0.00
199 Other current assets		$	0.00
RESOURCES			
301 Estimated revenues (from adjusted budget)	$ 350,088.49		
302 Less: revenues collected or accrued	$ (210,589.79)		
		$	139,498.70
TOTAL ASSETS AND RESOURCES		$	185,105.58

LIABILITIES AND FUND EQUITY

LIABILITIES		
401 Interfund loans payable	$	0.00
402 Interfund accounts payable	$	0.00
411 Intergovernmental accounts payable - state	$	0.00
412 Intergovernmental accounts payable - federal	$	0.00
413 Intergovernmental accounts payable - other	$	0.00
421 Accounts payable	$	25.97
422 Judgments payable	$	0.00
430 Compensated absences payable	$	0.00
431 Contracts payable	$	0.00
451 Loans payable	$	0.00
481 Deferred revenues	$	49,438.67
499 Other current liabilities	$	0.00
Total liabilities	$	49,464.64

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FUND EQUITY					
Appropriated:					
753 Reserve for encumbrances - current year				$ 36,956.20	
754 Reserve for encumbrances - prior year				$ 0.00	
760 Other reserves				$ 0.00	
771 Designated Fund Balance				$ 0.00	
601 Appropriations		$ 350,088.49			
602 Less: expenditures	$ 214,447.55				
603 Less: encumbrances	$ 36,956.20	$ (251,403.75)	$ 98,684.74		$ 135,640.94
Appropriations less expenditures					
Unappropriated:					
770 Fund Balance, July 1, 2020			$ 0.00		
303 Less: budgeted fund balance			$ 0.00		
Unappropriated fund balance					$ 0.00
Total fund equity					$ 135,640.94
TOTAL LIABILITIES AND FUND EQUITY					$ 185,105.58

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Revenues/Sources of Funds

Acct Group	Group Title	Budgeted Est.	Transfers	Adj. Budget	Act to Date	Unrealized Under/(Over)
Info Only	Revenue Req'd to Balance	0.00	0.00	0.00	40,813.96	(40,813.96)
52xx	From Transfers	0.00	0.00	0.00	0.00	0.00
1xxx	From Local Sources	0.00	14,008.49	14,008.49	13,970.79	37.70
2xxx	From Intermediate Sources	0.00	0.00	0.00	0.00	0.00
3xxx	From State Sources	0.00	0.00	0.00	0.00	0.00
4xxx	From Federal Sources	179,684.00	156,396.00	336,080.00	196,619.00	139,461.00
5xxx	From Other Sources	0.00	0.00	0.00	0.00	0.00
Grand Totals		179,684.00	170,404.49	350,088.49	251,403.75	98,684.74

Fund 20 (Special Revenue Fund)

Account Group	Group Title	Original Bgt	New App/Trnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
Local Projects		0.00	14,008.49	14,008.49	4,208.49	0.00	9,800.00	0.00
Title I Improving Basic Programs		41,516.00	28,546.00	70,062.00	16,233.07	292.69	53,536.24	0.00
Title III English Lang Enhancement		0.00	0.00	0.00	(59.99)	59.99	0.00	59.99
IDEA Part B		115,666.00	35,360.00	151,026.00	115,494.40	35,531.60	0.00	0.00
IDEA (Prog. 251)		5,447.00	1,387.00	6,834.00	5,301.40	145.60	1,387.00	0.00
Title II -A Teacher Training		9,055.00	11,917.00	20,972.00	6,416.00	600.00	13,956.00	0.00
Title IV Drug Free Schools		8,000.00	10,215.00	18,215.00	3,475.00	130.34	14,609.66	0.00
Other Spec Prog		0.00	68,971.00	68,971.00	63,379.18	195.98	5,395.84	0.00
	Grand Totals for fund 20:	179,684.00	170,404.49	350,088.49	214,447.55	36,956.20	98,684.74	59.99

Revenues Summary

Acct Group	Group Title	Budgeted Est.	Transfers	Adj. Budget	Act to Date	Unrealized Under/(Over)
Info Only	Revenue Req'd to Balance	0.00	0.00	0.00	40,813.96	(40,813.96)
20-1920-097-001	Local Grant- Safety Grant	0.00	9,800.00	9,800.00	9,800.00	0.00
20-1920-097-003	Sustainable NJ Grant	0.00	37.70	37.70	0.00	37.70
20-1920-097-004	School Nutrition Grant	0.00	1,500.00	1,500.00	1,500.00	0.00
20-1920-097-005	COORD. HEALTH GRANT	0.00	2,670.79	2,670.79	2,670.79	0.00
20-1920-098-001	Parents as Champions	0.00	0.00	0.00	0.00	0.00
20-4411-231-000	Title I	41,516.00	10,665.00	52,181.00	12,186.00	39,995.00
20-4411-231-001	Title I- PY C/O	0.00	17,881.00	17,881.00	0.00	17,881.00
20-4420-250-000	IDEA Part B	115,666.00	35,360.00	151,026.00	101,145.00	49,881.00
20-4420-250-001	IDEA B- PY Carryover	0.00	0.00	0.00	0.00	0.00
20-4421-251-000	IDEA Pre-School	5,447.00	1,387.00	6,834.00	4,486.00	2,348.00
20-4451-260-000	Title II	9,055.00	3,044.00	12,099.00	6,356.00	5,743.00
20-4451-260-001	Title II - PY C/O	0.00	8,873.00	8,873.00	0.00	8,873.00
20-4471-280-000	Title IV-Safe&Drug Free School	8,000.00	2,000.00	10,000.00	3,475.00	6,525.00
20-4471-280-001	Title IV- PY C/O	0.00	8,215.00	8,215.00	0.00	8,215.00
20-4491-241-000	Title III-Eng. Lang. Enhance.	0.00	0.00	0.00	0.00	0.00
20-4530-000-000	CARES Act	0.00	44,005.00	44,005.00	44,005.00	0.00
20-4532-000-000	Coronavirus Relief Fund	0.00	24,966.00	24,966.00	24,966.00	0.00
Grand Totals		179,684.00	170,404.49	350,088.49	251,403.75	98,684.74

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Minimum Expense General Ledger Report

Fund 20 (Special Revenue Fund)

Expend. Account #	Account Title	Original Bgt	New App/Trnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
20-098-100-420	Safety Grant	0.00	13,970.79	13,970.79	4,170.79	0.00	9,800.00	0.00
20-098-100-600	Instructional Supplies	0.00	37.70	37.70	37.70	0.00	0.00	0.00
Local Projects		0.00	14,008.49	14,008.49	4,208.49	0.00	9,800.00	0.00
20-231-100-100	Title I- Stipends	0.00	13,000.00	13,000.00	0.00	0.00	13,000.00	0.00
20-231-100-600	Title I - Instructional Supply	41,516.00	(11,141.00)	30,375.00	11,946.72	0.00	18,428.28	0.00
20-231-200-300	Prof Tech Services-Support	0.00	18,878.00	18,878.00	0.00	0.00	18,878.00	0.00
20-231-200-600	Supplies and Materials-Support	0.00	7,809.00	7,809.00	4,286.35	292.69	3,229.96	0.00
Title I Improving Basic Programs		41,516.00	28,546.00	70,062.00	16,233.07	292.69	53,536.24	0.00
20-270-200-600	Title III-Supplies & Materials	0.00	0.00	0.00	(59.99)	59.99	0.00	59.99
Title III English Lang Enhancement		0.00	0.00	0.00	(59.99)	59.99	0.00	59.99
20-250-100-500	IDEA - Other Purch Svc	115,666.00	35,360.00	151,026.00	115,494.40	35,531.60	0.00	0.00
IDEA Part B		115,666.00	35,360.00	151,026.00	115,494.40	35,531.60	0.00	0.00
20-251-100-100	IDEA Preschool Salaries	5,447.00	1,387.00	6,834.00	5,301.40	145.60	1,387.00	0.00
IDEA (Prog. 251)		5,447.00	1,387.00	6,834.00	5,301.40	145.60	1,387.00	0.00
20-260-100-100	Title II- Stipends	0.00	2,000.00	2,000.00	0.00	0.00	2,000.00	0.00
20-260-200-300	Title II A - Purch Prof Svc	9,055.00	9,917.00	18,972.00	6,416.00	600.00	11,956.00	0.00
Title II -A Teacher Training		9,055.00	11,917.00	20,972.00	6,416.00	600.00	13,956.00	0.00
20-280-100-100	Title IV- Stipends	0.00	1,100.00	1,100.00	0.00	0.00	1,100.00	0.00
20-280-100-300	Title IV- Purchased Services	0.00	1,500.00	1,500.00	0.00	0.00	1,500.00	0.00
20-280-100-600	Instructional Supplies	0.00	2,000.00	2,000.00	0.00	0.00	2,000.00	0.00
20-280-200-300	Prof Tech Services-Support	7,200.00	4,490.00	11,690.00	3,475.00	0.00	8,215.00	0.00
20-280-200-600	Supplies and Materials-Support	800.00	1,125.00	1,925.00	0.00	130.34	1,794.66	0.00
Title IV Drug Free Schools		8,000.00	10,215.00	18,215.00	3,475.00	130.34	14,609.66	0.00
20-477-100-100	Stipends- CARES Act	0.00	7,000.00	7,000.00	6,500.00	0.00	500.00	0.00
20-477-100-600	CARES ACT Supplies	0.00	37,005.00	37,005.00	31,913.18	195.98	4,895.84	0.00
20-479-100-600	Coronavirus RF- Supplies	0.00	24,966.00	24,966.00	24,966.00	0.00	0.00	0.00
Other Spec Prog		0.00	68,971.00	68,971.00	63,379.18	195.98	5,395.84	0.00
	Grand Totals for fund 20:	179,684.00	170,404.49	350,088.49	214,447.55	36,956.20	98,684.74	59.99

Pursuant to N.J.A.C. 6A:23A-16.10(c)3, I certify that as of the date of this report no budgetary line item account has encumbrances and expenditures which in total exceed the line item appropriation in violation of 6A:23A-16.10(a).

Nicole Sylvester, Bus Admin/Bd Secy

4-16-2021
Date

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Interim Balance Sheet

ASSETS AND RESOURCES

ASSETS			
101 Cash in checking account	$ 0.26		
102-106 Other cash equivalents	$ 0.00		
Total cash		$	0.26
111 Investments		$	0.00
114 Investment interest receivable		$	0.00
121 Tax levy receivable		$	0.00
Accounts receivable			
132 Interfund	$ 0.00		
141 Intergovernmental - state	$ 0.00		
142 Intergovernmental - federal	$ 0.00		
143 Intergovernmental - other	$ 0.00		
153 Other Accounts Receivable	$ 0.00		
		$	0.00
Loans receivable			
131 Interfund	$ 0.00		
151 Other Loans Receivable	$ 0.00		
		$	0.00
199 Other current assets		$	0.00
RESOURCES			
301 Estimated revenues (from adjusted budget)	$ 965,550.00		
302 Less: revenues collected or accrued	$ (965,550.00)		
		$	0.00
TOTAL ASSETS AND RESOURCES		$	0.26

LIABILITIES AND FUND EQUITY

LIABILITIES		
401 Interfund loans payable	$	0.00
402 Interfund accounts payable	$	0.00
411 Intergovernmental accounts payable - state	$	0.00
412 Intergovernmental accounts payable - federal	$	0.00
413 Intergovernmental accounts payable - other	$	0.00
421 Accounts payable	$	0.00
422 Judgments payable	$	0.00
430 Compensated absences payable	$	0.00
431 Contracts payable	$	0.00
451 Loans payable	$	0.00
481 Deferred revenues	$	0.00
499 Other current liabilities	$	0.00
Total liabilities	$	0.00

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FUND EQUITY					
Appropriated:					
753 Reserve for encumbrances - current year				$ 0.00	
754 Reserve for encumbrances - prior year				$ 0.00	
760 Other reserves				$ 0.00	
771 Designated Fund Balance				$ 0.00	
601 Appropriations			$ 965,550.00		
602 Less: expenditures	$ 965,550.00				
603 Less: encumbrances	$ 0.00		$ (965,550.00)	$ 0.00	
Appropriations less expenditures					$ 0.00
Unappropriated:					
770 Fund Balance, July 1, 2020				$ 0.26	
303 Less: budgeted fund balance				$ 0.00	
Unappropriated fund balance					$ 0.26
Total fund equity					$ 0.26
TOTAL LIABILITIES AND FUND EQUITY					$ 0.26

RECAPITULATION OF FUND BALANCE - CURRENT YEAR ACTIVITY

	Budgeted	Actual	Variance
Appropriations	$ 965,550.00	$ 965,550.00	$ 0.00
Less: Revenues	$ (965,550.00)	$ (965,550.00)	$ 0.00
Subtotal	$ 0.00	$ 0.00	$ 0.00
Less: adjustment to appropriations for Prior Year Encumbrances	$ 0.00	$ 0.00	$ 0.00
Total current year budgeted fund balance	$ 0.00	$ 0.00	$ 0.00
Add: Unappropriated fund balance			$ 0.26
Total of budgeted and unappropriated fund balance			$ 0.26

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Revenues/Sources of Funds

Acct Group	Group Title	Budgeted Est.	Transfers	Adj. Budget	Act to Date	Unrealized Under/(Over)
Recap	From Recap of Fund Balance	0.00	0.00	0.00	0.00	0.00
52xx	From Transfers	0.00	0.00	0.00	0.00	0.00
1xxx	From Local Sources	773,739.00	0.00	773,739.00	773,739.00	0.00
2xxx	From Intermediate Sources	0.00	0.00	0.00	0.00	0.00
3xxx	From State Sources	191,811.00	0.00	191,811.00	191,811.00	0.00
4xxx	From Federal Sources	0.00	0.00	0.00	0.00	0.00
5xxx	From Other Sources	0.00	0.00	0.00	0.00	0.00
Grand Totals		965,550.00	0.00	965,550.00	965,550.00	0.00

Fund 40 (Debt Service Fund)

Account Group	Group Title	Original Bgt	New App/Trnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
Debt Service-Regular		965,550.00	0.00	965,550.00	965,550.00	0.00	0.00	0.00
	Grand Totals for fund 40:	965,550.00	0.00	965,550.00	965,550.00	0.00	0.00	0.00

Revenues Summary

Acct Group	Group Title	Budgeted Est.	Transfers	Adj. Budget	Act to Date	Unrealized Under/(Over)
Recap	From Recap of Fund Balance	0.00	0.00	0.00	0.00	0.00
40-1210-000-000	Local Tax Levy	773,739.00	0.00	773,739.00	773,739.00	0.00
40-1990-000-000	Miscellaneous Revenue	0.00	0.00	0.00	0.00	0.00
40-3160-000-000	Debt Service Aid Type II	191,811.00	0.00	191,811.00	191,811.00	0.00
Grand Totals		965,550.00	0.00	965,550.00	965,550.00	0.00

Minimum Expense General Ledger Report

Fund 40 (Debt Service Fund)

Expend. Account #	Account Title	Original Bgt	New App/Trnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
40-701-510-834	Interest on Bonds	180,550.00	0.00	180,550.00	180,550.00	0.00	0.00	0.00
40-701-510-910	Redemption of Principal	785,000.00	0.00	785,000.00	785,000.00	0.00	0.00	0.00
Debt Service-Regular		965,550.00	0.00	965,550.00	965,550.00	0.00	0.00	0.00
	Grand Totals for fund 40:	965,550.00	0.00	965,550.00	965,550.00	0.00	0.00	0.00

Pursuant to N.J.A.C. 6A:23A-16.10(c)3, I certify that as of the date of this report no budgetary line item account has encumbrances and expenditures which in total exceed the line item appropriation in violation of 6A:23A-16.10(a).

Nicole Sylvester, Bus Admin/Bd Secy

4-16-2021
Date

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Andover Regional Board of Education Minimum Expense Transfer Report

FY2021 Data is Posted to 03/31/21

Line(s)	Budget Catagory	Account	Orig Budget	Prior Encs.	Revs. Allowed	Basis of 10%	Max X-fers	YTD Xfers to(from)	% X-Fered	Remaining Xfers From	Remaining XFers To
84000	Transfer of Funds to Charter Schools	10-000-100-56x	116,119	0	0	116,119	11,612	55,714	48.0	67,326	
3200	Regular Programs - Instruction	11-1XX-100-XXX	2,470,097	0	0	2,470,097	247,012	14,368	0.6	261,378	
10300, 11160, 12160, 40580, 41080	Sp Ed, BS/Rem, BiLing, Speech/OT/PT & Ext Svcs	11-2XX-100-XXX, 11-000-216,217	2,223,621	0	0	2,223,621	222,365	6,075	0.3	228,437	
17100, 17600, 19620, 20620, 21620, 22620, 23620, 25100	Co/Extra-Curr. Activities, Athletics, Other Pgms	11-4XX-X00-XXX	177,252	0	0	177,252	17,725	0	0.0	17,725	
29180	Tuition	11-000-100-XXX	4,393,683	0	0	4,393,683	439,368	(29,285)	-0.7	410,083	
29680, 30620, 41660, 42200, 43620	Attend, Soc Wrk, Heath, Guidance, CST, Library	11-000-211,213,218, 219,222	1,037,880	0	0	1,037,880	103,790	3,641	0.4	107,429	
43200, 44180	Improve Inst. & Staff Training	11-000-221,223	172,827	0	0	172,827	17,283	(809)	-0.5	16,474	
45300	General Administration	11-000-230-XXX	309,994	0	0	309,994	31,000	20,873	6.7	51,872	10,127
46160	School Administration	11-000-240-XXX	236,454	0	0	236,454	23,646	(5,700)	-2.4	17,945	29,346
47200, 47620	Central Svcs & Admin Info Technology	11-000-25X-XXX	308,036	0	0	308,036	30,804	17,193	5.6	47,996	13,611
51120	Operation & Maintenance of Plant Services	11-000-26X-XXX	1,810,771	0	0	1,810,771	181,079	(55,641)	-3.1	125,436	
52480	Student Transportation Services	11-000-270-XXX	1,241,499	0	0	1,241,499	124,150	0	0.0	124,150	
71260	Personal Services - Employee Benefits	11-XXX-XXX-2XX	1,893,918	0	0	1,893,918	189,392	(26,429)	-1.4	162,963	
75880	Equipment	12-xxx-xxx-73x	0	0	0	0	0	0	----	0	
76260	Facilities Acquisition & Construction	12-000-4xx-xxx	1,074,489	0	0	1,074,489	107,449	0	0.0	107,449	
76340	Cap Rsv - Transfer Repayment of Debt	12-000-4xx-933	0	0	0	0	0	0	----	0	

Mark Smith

School Business Administrator Signature

4-16-2021

Date

Note: Underlined Expenditure Accounts are Admin accounts limited to 10% transers IN as well as OUT.

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DRAFT

Andover Regional Board of Education Special Meeting

(held in person and also available to the public via YouTube)

March 31, 2021

Attendance:

Present: Mrs. Rebecca Bearden, Mrs. Jessica Brennan, Mrs. Maria Dunbar, Mr. James Fetcho, Dr. Robert Koroski, Mr. Steven Minnick and Mr. William Porter

Also Present: Mr. Dennis Tobin, Interim Superintendent
Ms. Nicole Sylvester, School Business Administrator/Board Secretary
31 members of the public and staff, watching via YouTube stream

Not Present: Ms. Vincenia Annuzzi

I. INTRODUCTORY ITEMS

President Koroski called the meeting to order at 7:30 p.m.

Pledge of Allegiance: Dr. Koroski led the flag salute.

Mission Statement: Dr. Koroski read the mission statement:

Andover Regional Schools prepare students to successfully meet the challenges of today and tomorrow by fostering a love of learning. Our safe, supportive, and stimulating environment encourages students to reach their full potential. It is an expectation that all students shall achieve the New Jersey Core Curriculum Content Standards at all grade levels. In Andover Regional, every child catches the learning spirit!

Public Meeting Notice: President Koroski read the following public meeting notice:

"The New Jersey Open Public Meetings Act was enacted to insure the right of the public to have advance notice of and to attend the meetings of public bodies at which any business affecting their interests is either discussed or acted upon. The Board has fully complied with the notice requirements by advertising in the New Jersey Herald, posting publicly and by notifying the municipal clerk of the date, time and place of the meeting."

II. EXECUTIVE SESSION: None at this time.

III. PRESENTATION(S):

- Mr. Tobin presented the updated Health Related School Preparedness Plan.

IV. APPROVAL OF MINUTES: None at this time.

V. COMMITTEE REPORTS:

Board Committees:

Personnel/Policy	Finance/Operations	Curriculum/Instruction
Mr. Porter (Chair)	Ms. Annuzzi (Chair)	Mrs. Dunbar (Chair)
Open	Mrs. Bearden	Mrs. Brennan
Mr. Minnick	Mr. Fetcho	Dr. Koroski

Special Committees/Ad Hoc Assignments:

WHAT	DELEGATE	ALTERNATE(s)
Sussex County School Boards Association	Open	Mr. Porter
NJSBA Delegate Assembly	Mr. Minnick	Mrs. Dunbar
Newton Board of Education Rep.	Mr. Porter	Dr. Koroski
Sussex County Educational Services	Mrs. Dunbar	Mrs. Brennan
Andover Regional Education Foundation	Mrs. Bearden	Dr. Koroski
Andover Regional Parent Teacher Association	Mrs. Bearden	Mrs. Brennan
Township Liaison	Ms. Annuzzi	Mrs. Dunbar
Negotiations	Dr. Koroski	Ms. Annuzzi & Mrs. Bearden
QSAC Committee	Dr. Koroski	Mrs. Brennan
Sick Bank	Dr. Koroski	Ms. Annuzzi & Mrs. Bearden

Tri-District Committee:

Mr. Dennis Tobin, Interim Superintendent
Ms. Nicole Sylvester, Board Secretary
Dr. Rob Koroski, Board President
Mrs. Jessica Brennan, Board Member

VI. SUPERINTENDENT REPORT:

A. Mr. Tobin gave his updated report on the Health Related School Preparedness Plan.

VII. SCHOOL BUSINESS ADMINISTRATOR/BOARD SECRETARY REPORT: None at this time.

VIII. PUBLIC PARTICIPATION ON AGENDA ITEMS: None at this time.

IX. ACTION ITEMS:

A. PERSONNEL/POLICY:

Mrs. Brennan moved and Mr. Minnick seconded, that the Andover Regional Board of Education approve resolution #1 as presented:

1. Approve school Nurse's to be compensated for work completed outside contractual hours regarding COVID-19 and contact tracing in collaboration with the local health department, submitted by timesheet and approved by the school administration, at their per diem hourly rate, as recommended by the Superintendent of Schools.

Roll Call Vote:

Yes: Mrs. Bearden, Mrs. Brennan, Mrs. Dunbar, Mr. Fetcho, Mr. Minnick, Mr. Porter and Dr. Koroski

No: None

Abstain: None

B. FINANCE/OPERATIONS: None at this time.

C. CURRICULUM/INSTRUCTION:

Mrs. Brennan moved and Mr. Minnick seconded, that the Andover Regional Board of Education approve resolution #1 as presented:

1. Approve the revisions and updates to the Andover Regional Health Related School Preparedness Plan, as of March 31, 2021, as recommended by the Superintendent of Schools.

Roll Call Vote:

Yes: Mrs. Bearden, Mrs. Brennan, Mrs. Dunbar, Mr. Fetcho, Mr. Minnick, Mr. Porter and Dr. Koroski

No: None

Abstain: None

COMMUNICATIONS TO BOARD: Parent letter regarding Assembly Bill A4454 / curriculum.

OLD and NEW BUSINESS: None at this time.

PUBLIC PARTICIPATION ON NON-AGENDA ITEMS: None at this time.

EXECUTIVE SESSION: None at this time.

Adjournment: Mr. Minnick moved to adjourn the meeting, seconded by Mrs. Brennan and approved at 7:48 p.m. and carried by a Unanimous Voice Vote call by all members in attendance.

Respectfully submitted,

Ms. Nicole Sylvester

Business Administrator/Board Secretary

DRAFT

Andover Regional Board of Education Regular Meeting

(held in person and also available to the public via YouTube)

March 15, 2021

Attendance:

Present: Ms. Vincenia Annuzzi, Mrs. Rebecca Bearden, Mrs. Jessica Brennan, Mrs. Maria Dunbar, Mr. James Fetcho, Dr. Robert Koroski, Mr. Steven Minnick and Mr. William Porter

Also Present: Mr. Dennis Tobin, Interim Superintendent
Ms. Nicole Sylvester, School Business Administrator/Board Secretary
32 members of the public and staff, watching via YouTube stream

Not Present: None

I. INTRODUCTORY ITEMS

President Koroski called the meeting to order at 7:30 p.m.

Pledge of Allegiance: Dr. Koroski led the flag salute.

Mission Statement: Dr. Koroski read the mission statement:

Andover Regional Schools prepare students to successfully meet the challenges of today and tomorrow by fostering a love of learning. Our safe, supportive, and stimulating environment encourages students to reach their full potential. It is an expectation that all students shall achieve the New Jersey Core Curriculum Content Standards at all grade levels. In Andover Regional, every child catches the learning spirit!

Public Meeting Notice: President Koroski read the following public meeting notice:

"The New Jersey Open Public Meetings Act was enacted to insure the right of the public to have advance notice of and to attend the meetings of public bodies at which any business affecting their interests is either discussed or acted upon. The Board has fully complied with the notice requirements by advertising in the New Jersey Herald, posting publicly and by notifying the municipal clerk of the date, time and place of the meeting."

II. EXECUTIVE SESSION: None at this time.

III. PRESENTATION(S):

- Dr. Koroski introduced Dr. Clifford Burns, who is on the agenda tonight to be approved as Andover's new Superintendent as of July 1, 2021. Dr. Clifford Burns read a statement and thanked the Board for this opportunity and stated that he was excited to work with everyone in the Andover community and staff.
- Mr. Tobin and Ms. Sylvester presented the 2021-2022 budget.

IV. APPROVAL OF MINUTES:

Mrs. Brennan moved and Mrs. Dunbar seconded, that the Andover Regional Board of Education approve the minutes of the following Board of Education meeting, as recommended by the Superintendent of Schools.

February 24, 2021 Regular Minutes
March 10, 2021 Regular Meeting Minutes
March 10, 2021 Executive Session Minutes

Roll Call Vote:

Yes: Ms. Annuzzi, Mrs. Bearden, Mrs. Brennan, Mrs. Dunbar, Mr. Fetcho, Mr. Minnick, Mr. Porter and Dr. Koroski

No: None

Abstain: None

V. COMMITTEE REPORTS:

Board Committees:

Personnel/Policy	Finance/Operations	Curriculum/Instruction
Mr. Porter (Chair)	Ms. Annuzzi (Chair)	Mrs. Dunbar (Chair)
Open	Mrs. Bearden	Mrs. Brennan
Mr. Minnick	Mr. Fetcho	Dr. Koroski

Special Committees/Ad Hoc Assignments:

WHAT	DELEGATE	ALTERNATE(s)
Sussex County School Boards Association	Open	Mr. Porter
NJSBA Delegate Assembly	Mr. Minnick	Mrs. Dunbar
Newton Board of Education Rep.	Mr. Porter	Dr. Koroski
Sussex County Educational Services	Mrs. Dunbar	Mrs. Brennan
Andover Regional Education Foundation	Mrs. Bearden	Dr. Koroski

Andover Regional Parent Teacher Association	Mrs. Bearden	Mrs. Brennan
Township Liaison	Ms. Annuzzi	Mrs. Dunbar
Negotiations	Dr. Koroski	Ms. Annuzzi & Mrs. Bearden
QSAC Committee	Dr. Koroski	Mrs. Brennan
Sick Bank	Dr. Koroski	Ms. Annuzzi & Mrs. Bearden

Tri-District Committee:
Mr. Dennis Tobin, Interim Superintendent
Ms. Nicole Sylvester, Board Secretary
Dr. Rob Koroski, Board President
Mrs. Jessica Brennan, Board Member

Mr. Porter gave his report on Personnel/Policy which included the school health preparedness plan, 2021-2022 budget and policies, discussion ensued.

Ms. Annuzzi gave her report on Finance/Operations which included the school health preparedness plan, 2021-2022 budget, ESSER II funds, refinancing bonds and security items, discussion ensued.

Mrs. Dunbar gave her report on Curriculum/Instruction which included the health preparedness plan, 2021-2022 budget and state assessments, discussion ensued.

Tri-District Committee:
Mr. Dennis Tobin, Interim Superintendent
Ms. Nicole Sylvester, Board Secretary
Dr. Rob Koroski, Board President
Mrs. Jessica Brennan, Board Member

VI. SUPERINTENDENT REPORT:

A. Mr. Tobin gave his updated report on the Health Related School Preparedness Plan.
B. Mr. Tobin reported on the monthly HIB Report.

Mr. Porter moved and Mrs. Brennan seconded, that the Andover Regional Board of Education approve the resolution below as presented:

Resolve that the Board of Education accepts the attached HIB Report beginning February 18, 2021-March 10, 2021, as recommended by the Superintendent of Schools

Roll Call Vote:

Yes: Ms. Annuzzi, Mrs. Bearden, Mrs. Brennan, Mrs. Dunbar, Mr. Fetcho, Mr. Minnick, Mr. Porter and Dr. Koroski

No: None

Abstain: None

B. Curriculum, Instruction & Assessment: Listed below is the report from **Jennifer Reynolds,** Coordinator of Curriculum, Instruction and Assessment.

- Continue to meet formally and informally with the administrative team regarding operations and virtual learning
- Conduct classroom visits, teacher observations and post observation conferences
- Met multiple times with Tri-District Curriculum representatives
- Met with the Dyslexia Team to discuss student data
- Both schools hosted numerous activities to celebrate Love of Reading Week
- Hosted our launch meeting with the Tri-District Visual/Performing Arts Curriculum Mapping Team
- Completed the first work session with the Tri-District Music Curriculum Mapping Team
- Worked with the administrative team to organize and welcome 30 new students back from 100% virtual learning for the start of Trimester 3
- Worked with the administrative team to analyze formal and informal student data, transportation lists and cohort availability in order to invite select students to return to four days of in person learning.
- Attended a training titled "Supporting Student Engagement in Remote Instruction."
- Met with TCI to discuss the revamp of their K-5 SS materials.
- Organized and attended two meetings with the Sussex County Curriculum Consortium Team.
- Take part in the interview process to fill an open teaching position.
- Attended Part 1 of Equity Consortium Series titled ""Belonging and Dignity: The Hidden Keys to Equity Implementation in Our Schools"

C. Technology Report: Listed below is a report from Joseph DeLuca, Technology/Network Systems Administrator.

- Decommissioned an older domain controller running a legacy windows server version, repurposed this server as a virtual server with Hyper-V.
- Decommissioned certain virtual servers that did not serve a purpose.

- Installed a new conference room phone in the BOE conference room to support better quality conference calls while allowing social distancing using wireless microphones.

D. Child Study Team Report: The updates below regarding the District CST and Special Services are prepared by Suzanne Ross, Supervisor of Special Services/LDTC.

In **January 2021** the following meetings were held:

* In **January 2021** the following meetings were held:
* New Preschool Referral: 0
* New Referrals: CST 1, Speech 0
* Annual Reviews: CST 10, Speech 3
* Eligibility Meetings: CST 9, Speech 0
* Transfer out of district: CST 0, Speech 0
* Transfer into district: CST 1
* Declassified: CST 0 Speech 0
* Newly Classified CST 0, Speech 0
* Other meetings: CST 0, Speech 0, 504 6
* **Total number of IEPs**: **CST 74 Speech = 83**
*** Total number of 504's =28**
*** Total number of RTI Speech Action Plans = (19)**

- Ongoing collaboration with County, State,and tri district schools in regards to future educational planning for students, during virtual learning.
- Attendance at the Sussex County Special Education Directors/Supervisor's Group regarding updates with the NJDOE on special education.
- Ongoing formal and informal meetings with the administrative team regarding operations and virtual learning
- Worked with the administrative team to organize and welcome 30 new students back from 100% virtual learning for the start of Trimester 3
- Worked with the administrative team to coordinate and analyze data, transportation and cohort availability, to include select students to return to four days of in person learning.
- Ongoing collaboration with LPS school counselor regarding 8th grade scheduling for Newton High School.
- Conducted unannounced observations and post conferences follow up.
- Ongoing collaboration with the district Mental Health team to discuss student/staff and family needs.
- Participated in FMB RTI committee and grade level meetings to discuss student data and progress monitoring.
- Met with the Dyslexia Team at FMB school to discuss student data, and the alignment of specific testing modules within the STAR assessment
- The CST team members have worked with teachers to strategize for specific student needs, observing classroom instruction regularly to help develop plans.

- Conducted Special Education teacher meetings on a monthly basis by school building to gather and/or share information, and work with grade levels on relevant topics. Discussion regarding programming and student placements for 21/22 school
- Coordinated interview process to fill open special education teaching and paraprofessional positions.

E. Suspension/HIB Reports from Florence M. Burd and Long Pond schools.

F. Principal's Reports from Cindy Mizelle and Bryan Fleming are attached.

VII. <u>SCHOOL BUSINESS ADMINISTRATOR/BOARD SECRETARY REPORT:</u> None at this time.

VIII. <u>PUBLIC PARTICIPATION ON AGENDA ITEMS:</u>

This public session is designed for members of the public to speak on issues for Board consideration. By law, the Board of Education is under no obligation to respond to public comment. If the Board of Education chooses to respond, it does not waive its right thereafter not to respond. Members of the public are asked to state their name and address for the record.

Below are the comments from the YouTube Stream LiveChat, all questions were answered and discussed, if applicable.

Meghan Walsh:
Meghan Walsh, 8 Briar Terr Lafayette, - I have a question, for other considerations, can there be a 8th grade "dance" "get together" for some normalcy in their lives? Outside/ even if they mask

Meghan Walsh:
Thank you so much

IX. <u>ACTION ITEMS:</u>

A. <u>PERSONNEL/POLICY:</u>

Mrs. Brennan moved and Mr. Minnick seconded, that the Andover Regional Board of Education approve resolutions #1-11 as amended:

1. **Retirement**: Approve and accept with best wishes the retirement of Nancy Hansen, Teacher, effective June 30, 2021, with June 29, 2021 as last day worked, as recommended by the Superintendent of Schools.

2. **New Hire Superintendent of Schools**: RESOLVED that the Board of Education hereby approves the appointment of Dr. Clifford Burns as Superintendent of Schools, as well as the Employment Contract between Dr. Burns and the Board of Education, effective July 1, 2021 through June 30, 2024 at an annual salary of $165,000.00 consistent with the terms and conditions set forth in said Employment Contract, contingent review and approval by the Executive County Superintendent of Schools.

3. **Leave Replacement Teacher**: Approve Justin Iazzetti as leave replacement teacher for Employee ID #916 effective March 23, 2021 through June 23, 2021 at a prorated BA Step 1 salary of $56,385 for the remainder of the leave and pending receipt of all required paperwork, including criminal history clearance, as recommended by the Superintendent of Schools.

4. **Intermittent Leave of Absence**: Approve intermittent leave of absence request from Employee ID #967, commencing on March 8, 2021 for a period of 12 weeks, unpaid to fall under FMLA and NJFLA, as recommended by the Superintendent of Schools.

5. **New Hire - Full-Time Custodian:** Approve Sandy Vazquez Solis as full-time custodian at Step 1 prorated $35,540 on or about March 26, 2021 through June 30, 2021, (salary may be subject to adjustment upon conclusion of AREA negotiations and after successor Collective Negotiation Agreement is ratified by the Association and approved by the BOE) and pending receipt of all required paperwork, including criminal history clearance, as recommended by the Superintendent of Schools.

6. **LOA- Part-Time Custodian:** Approve Daniel Gorman for part-time, leave of absence custodian at Step-1 (20%) $7,108 prorated from on or about March 18, 2021 through June 30, 2021, (salary may be subject to adjustment upon conclusion of AREA negotiations and after successor Collective Negotiation Agreement is ratified by the Association and approved by the BOE) and pending receipt of all required paperwork, including criminal history clearance, as recommended by the Superintendent of Schools.

7. Sustainable Jersey After-School Club Amendment: Amend February 24, 2021 Personnel resolution #9 (Virtual After-School Clubs Recommended Advisors) to reflect Sustainable Jersey Advisor, Melissa VanBlarcom, to receive $800 stipend ($400 for each school), for the 2020-2021 after-school virtual club, as recommended by the Superintendent of Schools.

8. **Substitute(s) for the 2020-2021 School Year**: Approve the employment of the following substitute for the 2020-2021 school year, pending receipt of all required paperwork, including criminal history clearance, as recommended by the Superintendent of Schools.

Sandy Vazquez - Substitute Custodian
Justin Iazzetti - Substitute Teacher

9. **Second Reading of Policies & Regulations**: Approve the second reading of the following (and attached) policies and regulations, as recommended by the Superintendent of Schools.

Alert 222

A. General Policy and Regulation Guides

P 0145	Board Member Resignation and Removal (M) (Revised)
R 1642	Earned Sick Leave Law (M) (Revised)
P 1643	Family Leave (M) (New)
P 3431.1	Family Leave (M) (Abolished)
P 4431.1	Family Leave (M) (Abolished)
P 3431.3	New Jersey Family Leave Insurance Program (Abolished)
P 4431.3	New Jersey Family Leave Insurance Program (Abolished)
P & R 5330.01	Administration of Medical Cannabis (M) (Revised)
P 7425	Lead Testing of Water in Schools (M) (Revised)
R 7425	Lead Testing of Water in Schools (M) (New)
P & R 7430	School Safety (M) (Abolished)

B. No Child Left Behind Act (NCLB) to Every Student Succeeds Act (ESSA) Policy and Regulation Guides

P 2415	Every Student Succeeds Act (M) (Revised)
P 2415.01	Academic Standards, Academic Asses., and Acct. (M) (Abolished)
P 2415.02	Title I – Fiscal Responsibilities (M) (Revised)
P 2415.03	Highly Qualified Teachers (M) (Abolished)
P 2415.05	Student Surveys, Analysis, and/or Evaluations (M) (Revised)
P & R 2415.20	Every Student Succeeds Act Complaints (M) (Revised)
P 4125	Employment of Support Staff Members (M) (Revised)
P 6360	Political Contributions (M) (Revised)
P 8330	Student Records (M) (Revised)
P 9713	Recruitment by Special Interest Groups (M) (Revised)

10. **Schedule B Appointment for the 2020-2021 School Year**: Approve the following staff members for the contractual Schedule B positions for the 2020-2021 school year, stipends based on the AREA 2017-2020 Agreement (salary may be subject to adjustment upon conclusion of AREA negotiations and after successor Collective Negotiation Agreement is ratified by the Association and approved by the BOE), as recommended by the Superintendent of Schools.

Schedule B	Stipend	Teacher
Track & Field	$2,800.00 $2,500.00	Head Coach - Nick Moustakas Assistant Coach - Steve Zanella
Floor Hockey	$1,800.00	Steve Zanella

Wiffle Ball/Softball	$600.00	Steve Zanella
Kickball	$600.00	Nick Moustakas

11. **Additional Pay**: Approve additional pay at the rate of $50/hour for four hours each for Summer Passannante and Gabriella LaBouseur (via timesheet) who worked outside of their contractual work hours to plan lessons and grade assignments for a teacher who was out on an emergency medical leave of absence while LPS Principal worked to secure a substitute, as recommended by the Superintendent of Schools.

Roll Call Vote:

Yes: Ms. Annuzzi, Mrs. Bearden, Mrs. Brennan, Mrs. Dunbar, Mr. Fetcho, Mr. Minnick, Mr. Porter and Dr. Koroski

No: None

Abstain: None

B. FINANCE/OPERATIONS:

Mr. Minnick moved and Mr. Porter seconded, that the Andover Regional Board of Education approve resolutions #1-15 as presented:

1. **Treasurer & Board Secretary's Certification and Report**: Approve the February 2021 Board Secretary's and Treasurer's Reports pursuant to N.J.A.C. 6A:23-16.10(c)3, we certify that as of February 2021 after review of the secretary's monthly financial report (appropriations section) and upon consultation with the appropriate district officials, to the best of our knowledge no major account or fund has been over-expended in violation of N.J.A.C. 6A:23A-16.10(c)4, and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year, as recommended by the Superintendent of Schools.

2. **Bills List**: Approve/accept the Bills List from February 25, 2021 through March 15, 2021 for a total of $1,386,060.51 as recommended by the Superintendent of Schools.

3. **Petty Cash**: Approve/accept the Petty Cash Checking Account Report for February 2021, as recommended by the Superintendent of Schools.

4. **Transfers**: Approve/accept the Transfer Report for February 2021, as recommended by the Superintendent of Schools.

5. **2021-2022 Tentative Budget**: Approve the following motion for the 2021-2022 Budget information to be submitted to the County Office, as recommended by the Superintendent of Schools:

A. **WHEREAS**, the Andover Regional Board of Education recognizes school staff and Board members will incur travel expenses related to and within the scope of their current responsibilities and for travel that promotes the delivery of instruction or furthers the efficient operation of the school district; and

WHEREAS, N.J.A.C. 6A:23B-1.1 et seq. requires Board members to receive approval of these expenses by a majority of the full voting membership of the Board and staff members to receive prior approval of these expenses by the Superintendent of Schools and a majority of the full voting membership of the Board; and

WHEREAS, a Board of Education may establish, for regular district business travel only, an annual school year threshold of $1,500 per staff member where prior Board approval shall not be required unless this annual threshold for a staff member is exceeded in a given school year (July 1 through June 30); and

WHEREAS, travel and related expenses not in compliance with the N.J.A.C. 6A:23B-1.1 et seq., but deemed by the Board of Education to be necessary and unavoidable as noted on the approved Board of Education Out of District Travel and Reimbursement Forms; now

THEREFORE, BE IT RESOLVED, the Board of Education approves all travel not in compliance with N.J.A.C. 6A:23B-1.1 et seq. as being necessary and unavoidable as noted on the approved Board of Education Out of District Travel and Reimbursement Forms; and

BE IT FURTHER RESOLVED, the Board of Education approves travel and related expense reimbursements in accordance with N.J.A.C. 6A:23B-1.2(b), to a maximum expenditure of $25,000 for all staff and board members.

B. **BE IT RESOLVED** that the tentative budget be approved for the 2021-2022 School Year using the 2021-2022 state aid figures and the Secretary to the Board of Education be authorized to submit the following tentative budget to the Executive County Superintendent of Schools for approval in accordance with the statutory deadline:

	General Fund	*Special Revenues*	*Debt Service*	*Total*
2021-2022 Total Expenditures	$17,071,295	$185,712	$958,550	$18,215,557
Less: Anticipated Revenues	$2,804,026	$185,712	$189,838	$3,179,576
Taxes to be Raised	$14,267,269	$0	$768,712	$15,035,981

And to advertise said tentative budget in the New Jersey Herald on April 22, 2021 in accordance with the form suggested by the State Department of Education and according to law; and

BE IT FURTHER RESOLVED; that a public hearing is being held at the Long Pond School, 707 Limecrest Road in the Township of Andover, County of Sussex, State of New Jersey on Wednesday, April 28, 2021 at 7:30 p.m. for the purpose of approving the budget for the 2021-2022 School Year.

C. Be it resolved that the Andover Regional Board of Education, hereby approves the professional services maximum costs for the 2021-2022 school year:

Whereas, NJAC 6A:23A-5.2 provides that a school district must establish a maximum dollar limit prior to budget preparation for public relations and professional services fees, and;

Whereas, the Andover Regional Board of Education has established the following maximum dollar limits as required, and;

Whereas, if these professional services exceed the maximum amount listed, the Andover Regional Board of Education will consider another motion to increase amounts listed:

Architects	$50,000	Attorneys	$80,000
Auditors	$40,000	School Physician	$20,000

6. **2021-2022 Tuition Rates:** Approves the following tuition rates for the 2021-2022 school year as recommended by the Superintendent of Schools.

Regular Education	Tuition Rate
Preschool/K	$24,590
Grades 1-5	$24,935
Grades 6-8	$25,507
LLD	$40,621
BD	$40,550
MD	$111,593
P/T PSD	$43,205

7. **Withdrawal from Capital Reserve**: Whereas the Andover Regional Board of Education has included in the 2021-2022 budget, line 600, budgeted withdrawal from capital reserve, in the amount of $995,000, for purposes such as school digital signs, partial roof replacement project at LPS and a pre-school playground at FMB, where the final eligible costs listed below are within the facilities efficiency standards determined by the Commissioner as necessary to achieve the New Jersey Student Learning Standards, as recommended by the Superintendent of Schools.

Project	Cost
Partial Roof replacement	$550,000
Digital Signs	$45,000
Pre-School Playground	$400,000

8. **Withdrawal from Maintenance Reserve**: Whereas the Andover Regional Board of Education has included in the 2021-2022 budget, line 630, budgeted withdrawal from maintenance reserve, in the amount of $143,900, for purposes such as upgrades to flooring, sprinklers, paving, lighting, thermostats and other miscellaneous projects, where the final eligible costs listed below are within the facilities efficiency standards determined by the Commissioner as necessary to achieve the New Jersey Student Learning Standards, as recommended by the Superintendent of Schools.

Project	Cost
Flooring	$8,300
Sealcoating	$116,100
Sprinkler	$4,500
Thermostats	$15,000

9. **Enrollment Adjustment:** Approve the enrollment adjustment for the 2021-2022 budget in the amount of $21,623, as recommended by the Superintendent of Schools.

10. **Banked Cap:** Approve the use of banked cap from the 2018-2019 school year in the amount of $63,542 for use in the 2021-2022 school year budget, as recommended by the Superintendent of Schools.

11. **Tuition Reserve:** Approve the use of tuition reserve in the amount of $398,000 for use in the 2021-2022 school year budget, as recommended by the Superintendent of Schools.

12. **Bonds:** Approve the amendment and supplementing the September 23, 2020 resolution authorizing certain actions necessary in connection with the sale and issuance of not to exceed $2,750,000 aggregate principal amount of refunding school bonds and authorizing the appropriate officials to do all acts and things deemed necessary and advisable in connection with the sale, issuance and delivery of said bonds, as attached and as recommended by the Superintendent of Schools.

13. **Revised 2020-2021 School Calendar**: Approve the amended (and attached) 2020-2021 school calendar reflecting emergency closing days and revised last day of school, as recommended by the Superintendent of Schools.

14. **Cooperative Bidding- ACES:** Approves the participation in the ACES (NJSBA) Cooperative pricing system, as recommended by the Superintendent of Schools.

15. **Tuition Reimbursement**: Approve the following tuition reimbursement, as recommended by the Superintendent of Schools:

Name	Program	Credits	Location	Cost per Credit	Reimbursement Cost	Dates
Tammy Antonucci	GED 644 Supervised Practicum Reading	3	Centenary University	$625.95	$1,877.85	Summer II 2021
Tammy Antonucci	GED 663 Multisensory Instruction	3	Centenary University	$625.95	$1,877.85	Summer I 2021

Roll Call Vote:

Yes: Ms. Annuzzi, Mrs. Bearden, Mrs. Brennan, Mrs. Dunbar, Mr. Fetcho, Mr. Minnick, Mr. Porter and Dr. Koroski

No: None

Abstain: None

C. **CURRICULUM/INSTRUCTION:** None at this time.

COMMUNICATIONS TO BOARD: None at this time.

OLD and NEW BUSINESS: None at this time.

PUBLIC PARTICIPATION ON NON-AGENDA ITEMS: None at this time.

EXECUTIVE SESSION: None at this time.

Adjournment: Mrs. Brennan moved to adjourn the meeting, seconded by Mrs. Dunbar and approved at 8:56 p.m. and carried by a Unanimous Voice Vote call by all members in attendance.

Respectfully submitted,

Ms. Nicole Sylvester

Business Administrator/Board Secretary

Long Pond School

Monthly Principal's Report

School: **Long Pond School**

Month: **3/11/21 to 4/21/21**

Submitted: **Bryan Fleming / LPS Principal**

- Trimester 2 came to an end last month and students were honored for their efforts in our second Charger of the Trimester virtual presentation. We recognized students who earned honor roll and high honor roll. We also honored several students in each grade level for their outstanding efforts and hardwork as Chargers of the Trimester.
- Spring Track & Field and Floor Hockey- We are in the process of launching some Spring Sports and activities for our students to enjoy as we close out the year. Please contact Coach Moustakas for additional information regarding Track and Field or Mr. Zanella with any Floor Hockey questions. All programs will follow the safety measures and guidelines in effect at that time.
- Long Pond School Master Schedule- Long Pond School is prepared for any/all possible schedules required to operate effectively and efficiently based on the protocols and guidelines in place at any given time. We are currently operating on a hybrid schedule where most students attend school in-person two days a week and learn remotely three days a week. Some students are currently attending school in-person for four days a week based on individual programming requirements/needs. A five day a week in-person schedule is ready for implementation when/if the protocols/guidelines allow. *The continued support, patience and understanding from our students, staff and members of the school community is greatly appreciated.*
- 8th Grade End-of-Year Events- Parents were able to sign-up to volunteer for a few end of the year events. We are in the process of planning the following:
    - 8th Grade Slideshow
    - Ceiling Tile project
    - Gown Distribution
    - Possible Outdoor Promotion Ceremony
- Earth Day Celebrations- Special thanks to Dr. Van Blarcom and Mrs. Labouseur for organizing some fun activities and events for our students to honor Earth Day during the week of 4/19. The LPS Earth club is also planning to update the garden courtyard this Spring so it is new and improved for the 2021-2022 school year.

Model
School IPM Plan
for
New Jersey Schools



New Jersey Department of
Environmental Protection
Pesticide Control Program

and

Rutgers Cooperative Extension
Pest Management Office

RUTGERS COOPERATIVE EXTENSION
Department of Extension Specialists

July 18, 2004
Revision 1

How to use the 'Model School IPM Plan for New Jersey Schools'

The design of the Model School IPM Plan is to give you compliance guidelines plus the tools you need to comply. In the Model Plan, we specify what things you MUST do to be in compliance with the New Jersey School IPM Act and its associated regulations. We also provide you with many easy-to-follow recommendations that will make your implementation of IPM simple. Use of the Model Plan itself is voluntary; edit it to suit your needs. We have attached as appendices many ready-to-use forms and/or resources (see #5 below for a list and description of each). You choose your tools, who is involved and how much they are involved.

1. First, fill out **when** the Plan will be in effect.

2. Include all the basic information about your school. MAKE THE PLAN YOUR OWN!

3. Determine **who** will help implement IPM at your school. Individuals may already be practicing many of the items listed as part of their existing responsibilities. You may not have all of the individuals listed in this Model Plan in your own School Community. The Plan lets you define how the school community will come together to implement IPM at your school, including how they will be trained in their School IPM responsibilities. If there is a form noted in one of the check off boxes, it is located in the Appendix.

4. Determine **what** IPM practices you will implement at your school in the rest of the Plan. We give you what you must do to be in compliance plus options for you to choose to do so using check off boxes, filling in forms, as well as doing site maps. Work your way through these sections and indicate in the Plan how your school will comply for the next school year. Make sure to clearly outline the communication and decision process to include all members of the school community. The Plan should be reviewed and revised annually to address changing pest management needs.

5. To assist with compliance, we have attached as appendices to the Model School IPM Plan many **ready-to-use forms and/or resources**. All of the forms below are available online at http://www.pestmanagement.rutgers.edu/IPM/SchoolIPM/index.htm as both Word and Adobe Acrobat files for you to simply fill in the blanks. All of the items asterisked* below are sample notification and posting documents that meet the minimum requirements of the law. These are tools that you may use to be in compliance but their use is voluntary. The other forms are provided as resources to streamline and clearly document the adoption of IPM in your school.

    - **Model School IPM Policy***: Sample School IPM Policy; a policy is required by the Act to be adopted by the school by June 12, 2004.
    - **Pest Problem Report** (to School IPM Coordinator): Checklist of common pests for staff to report pest presence and activity to the School IPM Coordinator or other designee.
    - **Food Services Areas Report** (to School IPM Coordinator): Checklist fill-in-form for kitchen staff to report pest presence and activity in the food service areas to the School IPM Coordinator or other designee. Includes boxes for daily sanitation inspection.
    - **IPM Pest Activity Monitoring and Control Log**: The School IPM Coordinator or other designee can use this to compile all pest reports (for example, the 2 forms above, monitoring and results, and sightings) in the left hand section of the form. Once the problem is defined and a choice of least toxic pest control is determined and carried out, it is logged in the right hand section of the form next to the original pest recording.
    - **Sample Indoor Pest Thresholds**: This is a sample threshold list for indoor pests that should be revised to your school's thresholds for these common pests. Add additional pests if needed.

- **IPM Priorities Checklis**t: This list is designed for the School IPM Coordinator or other designee to compile the specific pest management actions needed to be completed in key areas of the school at a given point in time. The checklist fill-in-form is designed to identify where the problem(s) are located as well as identifying who will be the responsible party to carry out the task checked off. This checklist can also be used as a training tool for the School Community as it lists many pest prevention tactics that they may help carry out.
- **Pesticide Application Log:** The School IPM Coordinator or designee would use this Log to regularly compile all pesticides used at the school. This is a good record to keep on hand for public inquiries and to complete the 'Annual Notification' list of pesticides used at the school.
- **Annual School IPM Program Notification Letter to Parents & Staff***: The School Administration, or their designee such as the School IPM Coordinator, is required by the Act to issue an annual IPM Program notice to the parents or guardians of all enrolled students and all staff. This form is essentially a cover letter that outlines what you have enclosed in the notice. See the Model Plan and the sample form for details.
- **Pre-Notification of the Use of Pesticides*** (72 hour pre-notification): The School Administration, or their designee such as the School IPM Coordinator, is required by the Act to issue a notice of all non low impact pesticide use to the parents or guardians of all enrolled students and all staff. See the Model Plan and the sample form for details.
- **Emergency Pesticide Use Notification***: The School Administration, or their designee such as the School IPM Coordinator, is required by the Act to issue a notice of all emergency use of non low impact pesticides to the parents or guardians of all enrolled students and all staff. See the Model Plan and sample form for details.
- **School Integrated Pest Management Act Compliance Certification Form*:** When requested by an applicator, the School Administration, or their designee such as the School IPM Coordinator, must provide certification that they have issued all Act-required notifications and postings of non low impact pesticide applications. See the Model Plan and sample form for details.
- **Posting Sign** (for indoors & outdoors) 'Notice of Pesticide Application'*: Template sign for posting of non low impact pesticide applications. See the Model Plan and sample template for details of when, where, and how to post.
- **'Summary of the Key Requirements of the School IPM Act' Fact Sheet:** This is a Rutgers Cooperative Extension fact sheet that summarizes the key requirements of the Act for use in education of the school community and for inquires from the public.
- **The New Jersey School IPM Act:** This is a verbatim copy of the public law in case you need further clarification of what is required of the school.

6. For New Jersey School IPM questions and resources:
   - Contact the New Jersey Department of Environmental Protection at 609-984-5014 or go to our website at http://www.state.nj.us/dep/enforcement/pcp/index.html.
   - Contact the Rutgers Cooperative Extension Pest Management Office at 732-932-9801 or go to our School IPM website at http://www.pestmanagement.rutgers.edu/IPMSchoolIPM/NJAct/nj.htm.

School Integrated Pest Management Plan
for the
Long Pond School

for the School Year
Starting July 1, 2020 and
Ending June 30, 2021

Plan prepared by: Nicole Sylvester Date prepared: April 28, 2021

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2) Integrated Pest Management Statement
3) School IPM Policy
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5) Roles, Responsibilities, and Training
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   b) School IPM Coordinator
   c) Pest Management Professional (staff or contractor)
   d) School Nurse
   e) Kitchen Staff
   f) Maintenance Staff
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Appendices

- Model School IPM Policy *
- Pest Problem Report (to School IPM Coordinator)
- Food Services Areas Report (to School IPM Coordinator)
- IPM Pest Activity Monitoring and Control Log
- Sample Indoor Pest Thresholds
- IPM Priorities Checklist
- Pesticide Application Log
- Annual School IPM Program Notification Letter to Parents & Staff*
- Pre-Notification of the Use of Pesticides (72 hour pre-notification)*
- Emergency Pesticide Use Notification*
- School Integrated Pest Management Act Compliance Certification Form*
- Posting Sign (for indoors & outdoors) 'Notice of Pesticide Application'*
- 'Summary of the Key Requirements of the School IPM Act' Fact Sheet
- The New Jersey School IPM Act

* *Use of this form meets minimum compliance requirements of NJ School IPM Act*

1. **General school information:**
   School name: Long Pond School
   Address: 707 Limecrest Road City: Newton
   County: Sussex District: Andover Regional Zip Code: 07860
   Phone: 973-315-5254 E-mail: jberghoff@andoverregional.org

   School IPM Coordinator: Janusz Berghoff
   Email: jberghoff@andoverregional.org Phone: 973-315-5254

2. **Integrated Pest Management Statement**

   Integrated Pest Management (IPM) on school property is a long-term approach to maintaining healthy landscapes & facilities that minimizes risks to people and the environment. Long Pond School will use: site assessment, monitoring, and pest prevention in combination with a variety of pest management tactics to keep pests within acceptable limits. Instead of routine chemical applications, cultural, mechanical, physical, and biological controls will be employed with selective use of pesticides when needed. Educational strategies are used to enhance pest prevention, and to build support for the IPM program

3. **School IPM Policy:** *School IPM Policy #7422*- School Integrated Pest Management Plan

4. **School IPM Plan Goals:**
   a. The roles, responsibilities, and training of all members of the school community [school administration, School IPM Coordinator, Pest Management Professional (includes staff or contractors, if used), School Nurse, kitchen staff, maintenance staff, staff, teachers, students, parents or guardians of all students enrolled in the school, and vendor/contractors] regarding IPM at the school are clearly defined.
   b. Pest identification: Initially, define indoor and outdoor pests for the school by historical account and/or by direct monitoring. Establish monitoring types and schedules, and recordkeeping.
   c. Pest prevention and control to maintain a healthy school environment: Outline non-chemical controls that will be routinely practiced at the school. Establish threshold levels for all anticipated pests. Define prescribed use of low impact versus non low impact pesticides for identified pests. Maintain records of all pesticide applications.
   d. Keep the school community informed: Maintain IPM records and make available for public inspection. Issue annual notice of school IPM program status. Establish pre-notification procedures for non low impact pesticide use. Adopt notification procedures for emergency use of non low impact pesticides. Establish posting procedures for indoor and outdoor areas that are treated with non low impact pesticides.
   e. Evaluate and revise the School IPM Plan annually.

5. **School IPM Roles & Responsibilities:** For an IPM program to be successful, all members of the school community must be made aware of the school's policies on pest control and their respective roles in the overall pest management plan. The roles, responsibilities, and training for this school regarding pest management are outlined below:

a. **School Administrators**:
Specific duties of New Jersey School Administrators **<u>required</u> by the School IPM Act and proposed regulations**:

1. Adopt and implement a school IPM policy for the school property; the Policy#7422 that was developed by the NJDEP prescribes that the school administrators will adopt and implement a School IPM Plan for the school property.
2. Implement IPM procedures to control pests and minimize exposure of children, faculty, and staff to pesticides.
3. Designate a School IPM Coordinator (see next section). The IPM Coordinator should be someone who is familiar with the school buildings and grounds, such as the buildings and grounds maintenance staff.
4. Report effectiveness and recommend improvements to the School IPM Plan annually to local school or governing boards.

Other **duties <u>required by law</u> of the school administration <u>but that may be delegated</u>** to specific individuals, such as the School IPM Coordinator (see next section) are:

5. Coordinate pre- and post-notification of parents and staff of non low impact pesticide applications according to the school's notification procedure. [See Appendix for sample 'Pre-Notification of the Use of Pesticides' (72 hour pre-notification) form and 'Emergency Pesticide Use Notification' form].
6. Prepare and post signs as required in areas where non low impact pesticides are to be applied. (See Appendix for sample 'Notice of Pesticide Application' sign for indoor and outdoor applications).
7. Obtain and maintain all pesticide application records for a minimum of 3 years; in the case of termiticides, maintain records a minimum of 5 years.
8. Prepare and send out 'Annual School IPM Program Notification Letter to Parents & Staff'. (See Appendix for sample letter to parents & staff).
9. For contracted services, the school administration will develop bid specifications, contracts, and contract addendums in accordance with the School IPM Policy and Plan.

b. **School IPM Coordinator:**
The School IPM Coordinator, **by law**, is jointly responsible with the school administration for the implementation of this School IPM Plan.

Role: The IPM Coordinator is the individual within the facility who is in charge of pest control activities for the school. This individual has the authority and backing of the school administration or management. The School IPM Coordinator has the primary responsibility for ensuring the IPM plan is carried out, and is the primary contact for the school community and public. Ultimately, this person is directly responsible for the integration of all IPM activities through the coordination of all parties including custodial, building, food service, outside vendors, Pest Management Professionals, grounds staff, students, parents, staff, and teachers.
Specific duties of a New Jersey School IPM Coordinator **required by law or regulation:**

1. Implement the School IPM Policy and Plan.
2. Maintain information about the IPM Policy and Plan in place at the school.
3. Maintain information about pesticide applications on school property including records obtained from the pesticide applicator, Material Safety Data Sheets (MSDS) when available for pesticides used, and labels for all pesticide products used.
4. Maintain records of any pest monitoring and non-pesticide controls implemented. (See 'IPM Pest Activity Monitoring and Control Log' for sample log).
5. Provide access to the above information for public review.

6. Respond to inquiries and providing information to students, staff, and parents or guardians regarding IPM.
7. Provide training in IPM practices to the school community as described in the individual 'Roles, Responsibilities, and Training' sections of the School IPM Plan.
8. Provides a signature on the **'**School Integrated Pest Management Act Compliance Certification' Form when requested (see Appendix for sample form) by pesticide applicators.
9. Ensure that all persons conducting pesticide applications have all NJDEP-required training, certification, and licensing. Also ensure that they follow the School IPM Policy and Plan, as well as all NJDEP School IPM regulations and the precautions of the pesticide label.
10. Obtain training sufficient to implement the Policy and Plan (i.e., NJDEP-approved training).
11. Submit required information to the NJDEP.

School administration responsibilities by law (see # 5, 6, 7, and 8 of their duties) that must be carried out and may be delegated as duties of the School IPM Coordinator by this school administration include (*check all that will be delegated*):

☐ Coordinate pre- and post-notification of parents and staff of non low impact pesticide applications according to the school's notification procedure. [See Appendix for sample 'Pre-Notification of the Use of Pesticides' (72 hour pre-notification) form and 'Emergency Pesticide Use Notification' form].

☐ Prepare and post signs as required in areas where non low impact pesticides are to be applied. (See Appendix for sample 'Notice of Pesticide Application' sign for indoor and outdoor applications).

☐ Obtain and maintain all pesticide application records for a minimum of 3 years; in the case of termiticides, maintain records a minimum of 5 years.

☐ Prepare and send out 'Annual School IPM Program Notification Letter to Parents & Staff'. (See Appendix for sample letter) to parents & staff).

In order to carry out the duties prescribed above, the School IPM Coordinator will (*check all that apply*):

☐ Distribute and train school community in the use of 'Pest Problem Report Forms' to be submitted when activity is noticed (see Appendix for sample form).

☐ Distribute and train school kitchen staff in the use of 'Food Service Report' forms to be submitted weekly (see Appendix for sample form).

☐ Compile all 'Pest Problem Report' and 'Food Service Report' forms received in 'IPM Pest Activity Monitoring and Control Log' (see Appendix for sample log). Also, write actions taken to remedy pest problems in the log.

☐ Maintain a prioritized list of pest management issues (including key pests, and needed structural/landscape improvements and substandard sanitation practices) which exist both inside and outside the school (see Appendix for a sample form).

☐ Consider all available options (including no action) with the school's Pest Management Professional prior to determining control(s) to be used.

☐ Ensure that Pest Management Professional(s) make accurate entries in the 'Pesticide Application Log' (see Appendix) when these pesticides are applied at the school.

☐ Work with administrators if contracting for pest control services to ensure that the bid specifications comply with the school IPM policy and plan.

☐ Serve as the point of contact for contracted pest management services for the school.

☐ Evaluates efficacy of IPM practices on school property on a monthly basis at a minimum.

☐ Sets up and moderates the annual evaluation of the School IPM Plan. Revises the School IPM Plan accordingly.

☐ Other:_____

Training:
The School IPM Coordinator will receive NJDEP-approved training that provides an overview of the principles of IPM, legal requirements, and how to implement the IPM Policy and Plan at the school per rules to be adopted by the NJDEP in the fall of 2004.

c. **Pest Management Professional:**
All pesticide applications made on school property must be made by applicators or operators licensed to apply pesticides by the NJDEP PCP per the New Jersey Administrative Code Title 7 Chapter 30; Subchapters 1-12. These 'Pest Management Professionals' may either be staff and /or a contractor as described below.

All **indoor applications** at this school are made by a licensed contractor, Viking Pest Control, Pest Management Professional(s). The contractor for indoor pest management services at this school is Viking Pest Control. Our contact for the company can be contacted at 1-800-618-2847. The contractor will meet all specifications as contracted by the School per the attached contract.

All **outdoor applications** at this school are made by a licensed contractor, Viking Pest Control, Pest Management Professional(s). The contractor for outdoors pest management services at this school is Viking Pest Control. Our contact for the company can be contacted at 1-800-618-2847. The contractor will meet all specifications as contracted by the School per the attached contract. If specified in the contract, the contractor will provide horticultural services for landscape and turf management.

Other Specific Duties of Pest Management Professional(s) in the School IPM Program (*check all that apply*):

- ☐ Inspect school premises monthly for the presence of pests or signs of pest activity.
- ☐ Notify the IPM Coordinator when pests or signs of pest activity are found.
- ☐ Make written recommendations to the School IPM Coordinator for corrective actions to be taken by the school to reduce potential pest populations.
- ☐ Recommend to School IPM Coordinator appropriate non-chemical procedures to correct pest problems.
- ☐ When it is determined that a pesticide must be used, select and recommend necessary pesticides. Preference will always be given to low impact pesticides.
- ☐ When approved by the School IPM Coordinator,'] follow appropriate least-toxic procedures to correct pest problems. Never apply a non low impact pesticide without first consulting in advance with the IPM Coordinator to allow them to proceed with all required notification and posting of the area to be treated.
- ☐ Provide School IPM Coordinator with MSDS (when available) of any pesticide that is applied on school property.
- ☐ Provide application information as specified in the 'Non Low Impact Pesticide Application Log' (see Appendix) when they apply these pesticides at the school. This log is kept at Long Pond School in the office of the Buildings & Grounds Supervisor.
- ☐ If a non low impact pesticide is to be used, provide a 'School Integrated Pest Management Act Compliance Certification' Form (see Appendix) to the School IPM Coordinator for their signature ensuring all advance notification and posting has been performed as required. Applicators are not liable for damages resulting from the failure of the school to provide the notification or posting as required by the New Jersey School IPM Act.
- ☐ Participate in the annual evaluation of the School IPM Program and Plan. Provide comments regarding any necessary modifications to the School IPM Plan.

☐ Other:_____

Training:
Training for either a new commercial applicator or operator is to include BOTH a PCP-approved basic pesticide training course, and 40 hours of on-the-job training to competently perform the functions associated with any applications in which they are expected to perform. Additionally, within the 40 hours of training, the candidate must perform or witness a minimum number of applications for each of the categories that they will be licensed (see the NJDEP website at http://www.state.nj.us/dep/enforcement/_pcp/index.html; or the Rutgers Cooperative Extension pesticide applicator training website at http://www.pestmanagement.rutgers.edu/PAT/CertlicensReq.htm for details).

In order to maintain valid Pesticide Applicator Certification in the state of New Jersey, pesticide applicators must earn a minimum of 24 recertification credits by attending continuing education courses. Commercial Pesticide Applicators must accumulate 8 Core credits and 16 category credits (per each category certified).

Rules are being proposed by the NJDEP that would require an additional category ("IPM in Schools") for commercial applicators that apply pesticides on school property. If these rules are adopted as final, applicators would be given a grace period during which the new category exam would need to be taken. This IPM in Schools category would be required in addition to any other category (such as ornamental & turf, or termite control) required depending on the type of work performed.

d. **School Nurse:**
The school nurse will consider potential pesticide exposure when evaluating a child's health complaint. The school nurse should have access to MSDS sheets for any chemical used on school property and be aware of any children with asthma or chemical sensitivities.

Other Duties of the School Nurse in the School IPM Program (*check all that apply*):
- ☐ Keep copies and review MSDS of all pesticides used on school property.
- ☐ Maintain easy access to Poison Control Center hotline at 1-800-222-1222 in case acute poisoning is suspected.
- ☐ Monitor for headlice (a common problem for children between 3 and 10 years old).
- ☐ Educate parents and staff about preventing headlice spread when it occurs.
- ☐ Submit a 'Pest Problem Report' to School IPM Coordinator whenever pests are detected in the health suite/Nurse's office.
- ☐ Other:_____

Training (*check all that apply*):
In addition to required professional training,
- ☐ Be aware of public health pests of significance that may impact student health; see EPA's *List of Pests of Significant Public Health Importance* at http://www.epa.gov/opppmsd1/PR_Notices/pr2000-draft.htm.
- ☐ Obtain copies of selected pesticide resources on poisoning which may include:
  Recognition and Management of Pesticide Poisonings, Routt Reigart and James Roberts, 5th edition, U.S. Environmental Protection Agency, March 1999; available online at http://www.epa.gov/oppfead1/safety/healthcare/handbook/handbook.htm.

e. **Kitchen Staff:**
Food handling and preparation areas are among the most critical areas for pest management. Kitchen staff must keep all food areas free of crumbs and food residue after use.

Other Duties of Kitchen Staff in the School IPM Program (*check all that apply*):

- ☐ Practice good sanitation of all kitchen and food service areas (clean all surfaces daily) per the 'IPM Priorities' checklist of this Plan.
- ☐ Maschio's Food Service employees of the kitchen staff will inspect the kitchen weekly.
- ☐ Maschio's Food Service employee will submit a Food Service Report to School IPM Coordinator whenever pests are detected in the kitchen and food service areas (see the Appendix for the two types of reports).
- ☐ Manage specific pest problem(s) as directed by the School IPM Coordinator.
- ☐ Other: _____.

Training:
Maschio's Food Service will be responsible for training the kitchen staff in proper sanitation procedures when hired and annually thereafter. The School IPM Coordinator will train the kitchen staff in the pest detection and monitoring program in place in the kitchen when hired and annually thereafter.

f. **Maintenance Staff:**
Maintenance staff maintains the cleanliness and take care of the school building and grounds. These staff members may be assigned to indoor and/or outdoor maintenance. School maintenance staff may make applications of pesticides that are "over-the-counter" disinfectants and antimicrobials such as Lysol® and toilet-bowl cleaner, and use "minimum risk" pesticides published by the federal EPA. If the use of other pesticide is necessary, only a licensed Pest Management Professional may make the application (see 'c' above).

Other Duties of Maintenance Staff in the School IPM Program (*check all apply*):

- ☐ Practice all sanitation and maintenance techniques per the 'IPM Priorities' checklist of this Plan.
- ☐ Provide a 'Pest Problem Report' to School IPM Coordinator whenever pests or signs of pest activity are discovered in the school building, or are a problem on school grounds.
- ☐ Recognize and correct conditions that may lead to pest problems such as water leaks, potential pest entryways, and poor sanitation practices (see the 'IPM Priorities' checklist of this Plan for specific actions for school buildings and grounds).
- ☐ Manage specific pest issue(s) as directed by the School IPM Coordinator. This will not include pesticide application unless the individual is a licensed Pest Management Professional (see duties in 'c' above).
- ☐ Other: _____.

Training:

- ☐ IPM Coordinator will be responsible for training the indoor Maintenance Staff in proper sanitation procedures and schedules when hired and annually thereafter.
- ☐ The School IPM Coordinator must train the indoor Maintenance Staff in the pest detection and monitoring program and devices in place throughout the school when hired and annually thereafter.
- ☐ If landscaping or turf maintenance is required by their duties, grounds maintenance staff will be trained in accepted horticultural practices grounded in IPM.

g. **Staff, Teachers, and Students**:

Duties of Staff, Teachers, & Students in the School IPM Program (*check all that apply*):

- ☐ The most important responsibility of the students and staff is sanitation. Much of the prevention and reduction of pest infestation at the school site depends on whether or not students and staff clean up food leftovers, food in lockers, gum under desks, paper clutter, etc., or perform proper maintenance.
- ☐ Leave pest control and pest management to trained professionals.
- ☐ Will not move sticky traps or other pest monitoring devices.
- ☐ Report any evidence of pest activity to the School IPM Coordinator using the 'Pest Problem Report' form.
- ☐ Other:_____

Training:

School staff, teachers, and students will be trained in their roles in the school's pest management system by the School IPM Coordinator.

Other training (*check all that apply*):

- ☐ Staff, teachers, and students will be given a brief overview or updates by the School IPM Coordinator on pest identification and the conditions that they may create that promote pests. This information will focus on pest reduction strategies connecting people's behavior such as eating at desks, leaving crumbs on floor, etc. to pest problems.
- ☐ Education will be focused to increase people's willingness to share their environment with other organisms so that people are less likely to insist on toxic treatments for harmless organisms.
- ☐ They will be instructed in how to log pest complaints using the 'Pest Problem Report' form.
- ☐ Pamphlets and fact sheets will be made available at the time of training and/or posted on bulletin boards in specific areas such as the cafeteria and teachers' lounge.
- ☐ Other:_____

h. **Parents or Guardians of All Students Enrolled in the School:**

Duties of Parents/Guardians in the School IPM Program:

- ☐ Learn about IPM practices and follow them at home so that pests are not carried to school in notebooks, lunch boxes, backpacks, clothing, or the children's hair.
- ☐ Make their children aware of their role in the School IPM Program at the school.
- ☐ Encourage children to lend a hand in cleaning up.
- ☐ Discourage children from keeping food in their lockers and desks.
- ☐ Be aware of the current pest management practices in their children's school. Review the 'Annual School IPM Program Notification Letter to Parents & Staff' as well as all notices of application of pesticides at the school. For questions or concerns, parents and /or guardians will contact the School IPM Coordinator.

Training (*check all that apply*):

- ☐ IPM Coordinator will educate parents and guardians of all students enrolled at the school about the School IPM Program.
- ☐ Pamphlets and fact sheets will be made available upon request (see Appendix for 'Summary of Key Requirement s of NJ School IPM Act' Fact Sheet).
- ☐ Other: _____.

i. **Vendors and Contractors**

Duties of vendors and contractors in the School IPM Program to be prescribed in specific language in their bid specifications and contracts (*check all that apply*):

- ☐ Contracts will specify regular maintenance service, cleaning under and behind machines during service visits, and immediate correction of problems which may foster pests (for example, breakage, leaks, or excessive condensation from machinery).
- ☐ Other:_____.

6. Pest Identification: Preliminary Site Assessment and Ongoing Monitoring

One of the key principles of School IPM is site assessment to precisely define the presence of pests and the site conditions that contribute to their presence. Indoor and outdoor pests will be defined for the school by historical account, interviews, and by direct monitoring. [See Appendix for the 'Pest Problem Report' form for a listing of common school pests].
When the IPM program is implemented at the School, the School IPM Coordinator will perform a thorough inspection of all school buildings and grounds to identify pest activity and conditions that are contributing to any pest problems.

Indoor site assessment, School IPM Coordinator will compile and map on floor plans of the building:

- Areas that currently have pests or show signs of pest activity.
- Areas that historically have had pests as well as identifying when this occurs during the school year.
- Conditions or behaviors contributing to pest problems that can be corrected.
- If already in use, location of detection and monitoring devices and bait stations.
- Recommendations for sanitation, structural repairs, and habitat modification.

Outdoor site assessment, School IPM Coordinator will map the school grounds:

- Show locations of trees, shrubs, and ornamentals.
- Assign & divide the landscape into management units (for example, football field turf versus playground).
- Note key plants, any pest problems, and horticultural recommendations.

Note: The Rutgers Cooperative Extension 'IPM Report Card for School Grounds' provides a series of self-assessment tools for schools to measure their adoption of IPM on school grounds. Additionally, each Report Card in the series can be used as a guide to incrementally or completely implement IPM by simply following the practices outlined. IPM practices are precisely outlined for control of common pests of New Jersey school grounds. Report Cards for School Grounds include: General Requirements; Athletic Fields; Turf ; Ornamental Plants; and Landscape Plantings. See @ http://www.pestmanagement.rutgers.edu/IPM /SchoolIPM/reportcard.html.

It is important that the pest(s) be accurately identified in order to gather information about the pest's life cycle and habits. Identification is essential for selecting the combination of strategies which will be most effective as well as knowing when to implement them. If the School IPM Coordinator and the Pest Management Professional are unable to identify the pest(s), the County office of Rutgers Cooperative Extension (RCE) will be consulted and samples will be submitted for identification if needed. *County contact from the RCE 'commercial clients' phone listings* at http://www.rce.rutgers.edu/mastergardeners/ helplines.asp.

Ongoing Monitoring
Once a pest is correctly identified, monitoring methods and schedules, as well as controls will be determined based on its life cycle, food sources, habitat preferences, and natural enemies.

Indoor pests will be monitored via direct inspection, sticky traps, pheromone baits, tracking powder, mechanical traps, and glueboards as necessary. If baits or traps of any kind are used (*check all that apply*):

- ❑ Each bait station or trap is assigned an identification number.
- ❑ A map is prepared showing the location and number of each trap or bait placement.
- ❑ Each trap or bait station is marked with appropriate warning language.
- ❑ Traps will be checked by the Pest Management Professional weekly during the early stages of solving a serious pest infestation, then taper off to monthly, once the pest problem is under control.
- ❑ Captured rodent pests will be recorded and disposed of on a daily basis.

Outdoor landscape pests will be monitored via direct inspection (*check all that apply*):

- ❑ Landscape plants are scouted at least monthly during the growing season for conditions requiring action (for example, damaged, diseased, dead limbs; soil erosion/compaction; insect, disease, weed pests and damage).
- ❑ Scouting usually begins when plants put out new leaves in spring and ends when leaves fall in autumn.
- ❑ Plants with annually recurring pest problems will be scouted according to pest appearance timetables.

Monitoring Records: The School IPM Coordinator will maintain and keep records of any pest monitoring, including traps (see Appendix for sample 'IPM Pest Activity Monitoring and Control Log').

7. Pest Prevention and Control

Wherever possible, the School will take a preventive approach by identifying and removing, to the degree feasible, the basic causes of the problem rather than merely attacking the symptoms (the pests). This prevention-oriented approach is also best achieved by integrating a number of strategies. It is easier to spot a potential problem when the interior and exterior of the school is clean and uncluttered (see Appendix for a sample 'Integrated Pest Management Priorities' checklist as a resource for many controls).

IPM employs a multi-tactic approach, integrating several strategies to combat a particular pest. Control strategies that remove a pest's food, water, and shelter (harborage), and limit its access into and throughout buildings and on school grounds will be employed as follows:

- Cultural control: for example, improve sanitation; reducing clutter; people change habits like leaving food in the classroom; maintain plant health by taking care of the habits and conditions; fertilization, plant selection (right plant/right place), and sanitation to exclude problematic pests and weeds.
- Physical control: for example, pest exclusion; removing pest access to the school building by sealing openings with caulk and copper mesh; repairing leaks and screens; removing pests by hand.
- Mechanical control: for example, insect monitors, light traps, rodent traps; till soil prior to planting to disrupt pest life cycles.
- Biological control: use of pest's natural enemies. For example, introduce beneficial insects or bacteria to the environment or, if they already exist, provide them with the necessary food and shelter; and avoid using broad-spectrum chemicals that will inadvertently kill beneficials.
- Least hazardous chemical controls with preference given to School IPM Act-defined 'low impact pesticides'.

Pesticides will be selected when other control methods are not effective or practical in resolving a pest problem. Pesticides will not be used on School property unless both the pest has been identified and its presence verified. It is neither possible, nor desirable to completely exterminate every pest and potential pest from every population on school property.

The IPM Coordinator will establish injury (also known as tolerance or threshold) levels and action thresholds for each individual pest species before making any chemical treatment. Action Thresholds for pesticide treatment are triggered if all other IPM tactics have not been able to control pest populations to an acceptable level. Appropriate injury levels will be set, and may take into consideration economic losses (for example, amount of foodstuffs contaminated by pantry pests); health risks (for example, occurrence of disease-bearing pests); aesthetic evaluations (for example, temporary presence of ants); nuisance problems (for example, stinging insects); and pest visibility [see Appendix for a sample 'Indoor Pest Thresholds' for your modification].

The New Jersey School IPM **law defines** 'low impact pesticides' and necessarily creates the distinction 'non low impact pesticides' for other pesticides not meeting their definition. The law and resulting model policy published by DEP make it clear that when pesticide use is needed, preference should be given to choosing a 'low impact pesticide', if possible. The School will give preference to choosing a 'low impact pesticide', as described below.

A low impact pesticide is a pesticide that is considered to have relatively minimal risk as compared to pesticides in general. The New Jersey School IPM law specifically defines what a low impact pesticide is in two parts. The first part consists of a federal EPA list of pesticides that it considers to be minimal risk and thus do not require formal registration. These pesticides are listed in the federal code at 40 CFR § 152.25. (See http://www.pestmanagement.rutgers.edu/IPM/SchoolIPM/NJAct/40cfr15225.pdf). The second part consists of a list of pesticide ingredients (such as boric acid or diatomaceous earth) and formulation types (such as gels or pastes) that are considered low impact. It is important to note that a substance considered "low impact" does not necessarily mean zero risk. All pesticides must be used properly to reduce potential risk from their use.

See the Rutgers Cooperative Extension School IPM website at http://www.pestmanagement.rutgers.edu/IPM/SchoolIPM/NJAct/lowimpact.htm for information on low impact pesticides as it becomes available.

When it is determined that a non low impact pesticide must be applied to adequately control pests within established thresholds, application guidelines **per the law** will be followed. Specifically, non low impact pesticides will be applied in a school building only when students are in another area of the building AND only if the area being treated with the pesticide is served by a different air handling system and is separated from the students by smoke or fire doors. Further, applications of non low impact pesticides on school property will be made in advance of when students will be present for instruction or extra-curricular activities, allowing for any label-prescribed entry restrictions; if there is no re-entry interval listed on the label, a minimum of 7 hours will be allowed prior to student re-entry on school property.

Per the law, emergency application of a non-low impact pesticide will only be made when the health or safety of a student or staff member is threatened. A "school pest emergency" is defined in the law as "an urgent need to mitigate or eliminate a pest that threatens the health or safety of a student or staff member." One example would be the presence of stinging insects such as ground hornets in an athletic

field where events are scheduled. If a pest emergency exists, the school may use pesticides without the normal 72-hour pre-notification to parents and staff, and the advance posting of signs. Rather, the posting must be done at the time of the application, and the notice to parents and staff must be done within 24 hours after the emergency application. The notice that goes to parents and staff must explain what the reason for the emergency was, and if possible, what could be done to prevent such an emergency use next time.

Treatments, whether pesticides or low impact pesticide materials, will only be applied on school property when and where needed. It is rarely necessary to treat an entire building or landscape area to solve a pest problem. Monitoring will be used to pinpoint where pest numbers are beginning to reach the action level and 'spot' treatments' will be confined to those areas.

The School IPM Coordinator and Pest Management Professional(s) will meet as scheduled to cover monitoring reports and determine corrective action. The Pest Management Professional should make recommendations for corrective actions to the School IPM Coordinator. They will consider all options, including no control, and look at pest activity levels versus thresholds.

They will consider EPA-defined criteria for selecting a treatment strategy:

1. Least hazardous to human health
2. Least disruptive of natural controls
3. Least toxic to non-target organisms
4. Most likely to be permanent
5. Easiest to carry out safely and effectively
6. Most cost-effective
7. Most site-appropriate

They will generate a pest management priority list to optimize a plan of corrective actions (see Appendix for a sample 'IPM Priorities' checklist as a resource for many preventative and corrective measures). The IPM Coordinator will assign and contact the appropriate staff to carry out individual tasks on the checklist.

All controls that are actually implemented should be documented in the log by the School IPM Coordinator. (see Appendix for sample 'IPM Pest Activity Monitoring and Control Log').

8. Notification, Posting, and Re-Entry

It is important to keep the school community informed of the school's implementation of the School IPM Plan. Accordingly, this section outlines the:

- annual notification of School IPM program status.
- pre-notification of planned use and notification of emergency use of non low impact pesticides.
- posting requirements for areas inside and out that are treated with pesticides.
- re-entry requirements for areas inside and out that are treated with pesticides.

Annual Notification

The School IPM Coordinator will prepare and send an annual notice of school IPM program status to parents or guardians of each student enrolled at the school, and all staff members at the beginning of each school year. Once the annual notice has been sent, the School IPM Coordinator will also give this information to new staff or the parents/guardians of new students upon their arrival.

The Appendix has a sample 'Annual School IPM Program Notification Letter to Parents & Staff'. **New Jersey law requires** that this notice shall include:

1. a copy of the School IPM policy
2. the name, address, and telephone number of the integrated pest management coordinator of the school or school district
3. a list of <u>any</u> pesticide that is in use or has been used within the last 12 months on school property
4. a statement that:
   (a) the integrated pest management coordinator maintains the product label and material safety data sheet, when available, of each pesticide that may be used on school property;
   (b) the label and data sheet is available for review by a parent, guardian, staff member, or student attending the school; and
   (c) the integrated pest management coordinator is available to parents, guardians, and staff members for information and comment;
5. the time and place of any meetings that will be held to adopt the school integrated pest management policy; and
6. the following statement:
   "As part of a school pest management plan, Long Pond School may use pesticides to control pests. The United States Environmental Protection Agency (EPA) and the New Jersey Department of Environmental Protection (DEP) register pesticides to determine that the use of a pesticide in accordance with instructions printed on the label does not pose an unreasonable risk to human health and the environment. Nevertheless, the EPA and DEP cannot guarantee that registered pesticides do not pose any risk to human health, thus unnecessary exposure to pesticides should be avoided. The EPA has issued the statement that where possible, persons who are potentially sensitive, such as pregnant women, infants and children, should avoid unnecessary pesticide exposure."

Notification and Posting of Non Low Impact Pesticide Use

There are two situations when non low impact pesticides may be used on school property; when it is pre-planned and when it is an emergency.

1. Pre-Notification and Posting of Planned Non Low Impact Pesticide Use:
   At any time of the year when children may be present, the school will issue <u>prior</u> notification of all non-low impact pesticides to be used. Specifically, the School IPM Coordinator will issue notice to all staff, and parents/guardians of each student enrolled at the school. The area where the pesticide will be applied will be posted at least 72 hours prior and 72 hours following the application.
2. Emergency Use Notification and Posting for Non low Impact Pesticide Use:
   When an emergency application of pesticides is required, the School IPM Coordinator will issue notice of emergency use of non low impact pesticides used to all staff, and parents or guardians of each student enrolled at the school within 24 hours after the application or on the morning of the next school day, whichever is earlier. The reason for the emergency and any measures that will be taken so that emergency pesticide use may be avoided in the future may be included. The area where the pesticide is applied will be posted at the time of application, and will remain posted for 72 hours following the application.

In either situation, the school is **required by law to make NJDEP-prescribed notification and posting** as described below. The Appendix contains sample written notification forms, 'Pre-Notification of the Use of Pesticides' (72 hour pre-notification) and **'**Emergency Pesticide Use Notification'**,** and a sample posting sign (for indoors & outdoors) 'Notice of Pesticide Application'. The specific 'what', 'how' and 'where' requirements of the law that will be followed on School property on posting and notification follows:

What: In either planned or emergency applications of non low impact pesticides, **New Jersey law requires** content of both notification and posting as follows:

- common name of pesticide,
- EPA registration number,
- EPA statement on sensitive persons: "*Where possible, persons who potentially are sensitive, such as pregnant women, infants, and children, should avoid any unnecessary pesticide exposure"*
- location description, date, and time of application (one date for indoor application; three dates for outdoor applications in case of cancellation),
- potential adverse effects of product,
- reasons for the application,
- contact information for the IPM Coordinator of the school or school district, and
- further label information or precautions for public safety.

How: In either planned or emergency applications of non low impact pesticides, the School IPM Coordinator will advise the parents and guardians and staff of the school of pesticide applications by the following method of notification (*check all that apply*).

☐ written note that the students take home (see Appendix for sample notice)
☐ written note that is mailed at least one week prior to the application (see Appendix)
☐ phone call
☐ direct contact
☐ email

Where: In either planned or emergency applications of non low impact pesticides, **per New Jersey law**, the School IPM Coordinator will post signs:

- prominently in or adjacent to the area where the pesticide is to be applied.
- at each entrance to the building or school ground where the pesticide is to be applied.
- that are at least 8.5" by 11".

Re-Entry

If there is application of a low impact pesticide on school property, it will be made so that adequate settling or drying occurs in advance of when students will be present for instruction or extra-curricular activities.

Students cannot enter a pesticide treated area for at least seven hours after the application of a non low impact pesticide, unless the pesticide label states a specific numerical re-entry time that is different than this. The use of low impact pesticides does not require an automatic seven-hour wait; students can re-enter after the pesticide application has dried or settled, or longer if the pesticide label specifies.

9. Record Keeping and Evaluation

Record Keeping

The School IPM Coordinator will maintain records as listed in their outlined role and responsibility for school IPM. An initial meeting will be held between the School IPM Coordinator and Pest Management Professional(s) annually to establish an IPM Log binder for these records.

The following records will be maintained in the IPM Log binder kept in B&G Office (*check all that apply*):

- ❑ Pest Problem Reports
- ❑ Food Services Areas Reports

- ❑ IPM Pest Activity Monitoring and Control Log
- ❑ Indoor Pest Thresholds
- ❑ IPM Priority Checklists
- ❑ Pesticide Application Log
- ❑ Annual School IPM Program Notification Letters to Parents & Staff
- ❑ Pre-Notification of the Use of Pesticides (72 hour pre-notification)
- ❑ Emergency Pesticide Use Notifications
- ❑ School Integrated Pest Management Act Compliance Certification Forms
- ❑ Posting Sign (for indoors & outdoors) 'Notice of Pesticide Application'
- ❑ School IPM Report Cards
- ❑ If applicable, *and Pest Management Professional is a contractor*: Specific service reports will also be placed in the log binder that document particular actions taken by the pest management contractor.

Evaluation

At least annually, the School IPM Plan and School IPM Program of the Long Pond School will be evaluated. This necessarily includes review of all records in the IPM log binder. Program evaluation involves reviewing monitoring data, actions taken, treatment impacts and effectiveness, and any other relevant observations. These records will provide information on previous and current pest populations and which strategies were applied. Comparing data will clearly indicate which pest management strategies were most effective for the amount of time and money spent. IPM practices and procedures will be modified, if necessary, based on past experience, results, and gained knowledge.

This evaluation will be coordinated by Janusz Berghoff, IPM Coordinator/B&G Supervisor. The participants in the evaluation will be identified annually. A written evaluation is to be completed by the IPM Coordinator. If the school is using a contractor, the School IPM Coordinator will meet with the pest control contractor to evaluate the success or failure of this IPM Plan.

The following issues will be addressed during the evaluation of the School IPM Plan and Program (*check all that apply*):

- ☐ adequacy of pest control indoor and outdoor
- ☐ areas of concern
- ☐ sanitation issues
- ☐ building maintenance issues
- ☐ new less toxic pest control tactics
- ☐ adequate support by all members of the community
- ☐ adequacy of thresholds
- ☐ revise integrated pest management priorities
- ☐ Other:_____

Following evaluation, the School IPM Plan will be revised by Janusz Berghoff, IPM Coordinator/B&G Supervisor accordingly.

APPENDICES

A Model Integrated Pest Management Policy for New Jersey Schools

The New Jersey School Integrated Pest Management Act of 2002 requires schools to implement a school integrated pest management policy.

The law requires the superintendent of the school district, for each school in the district, the board of trustees of a charter school, and the principal or lead administrator of a private school, as appropriate, to implement Integrated Pest Management (IPM) procedures to control pests and minimize exposure of children, faculty, and staff to pesticides. _____(Insert school name) shall therefore develop and maintain an IPM plan as part of the school's policy.

Integrated pest management procedures in schools

Implementation of IPM procedures will determine when to control pests and whether to use mechanical, physical, cultural, biological or chemical methods. Applying IPM principles prevents unacceptable levels of pest damage by the most economical means and with the least possible hazard to people, property, and the environment.

Each school shall consider the full range of management options, including no action at all. Non-pesticide pest management methods are to be used whenever possible. The choice of using a pesticide shall be based on a review of all other available options and a determination that these options are not effective or not reasonable. When it is determined that a pesticide must be used, low impact pesticides and methods are preferred and shall be considered for use first.

Development of IPM plans

The school IPM plan is a blueprint of how Long Pond School will manage pests through IPM methods. The school IPM plan states the school's goals regarding the management of pests and the use of pesticides. It reflects the school's site-specific needs. The IPM plan shall provide a description of how each component of the school IPM policy will be implemented at the school. For Public schools, the Local School Board, in collaboration with the school building administrator (principal), shall be responsible for the development of the IPM plan for this school. For Charter schools and non-public schools, the development of the IPM plan shall be the responsibility of the Board of Trustees or the Principal or Lead Administrator.

IPM Coordinator

The Board of Education shall designate an integrated pest management coordinator, who is responsible for the implementation of the school integrated pest management policy.

Education /Training

The school community will be educated about potential pest problems and IPM methods used to achieve the pest management objectives.

The IPM Coordinator, other school staff and pesticide applicators involved with implementation of the school IPM policy will be trained in appropriate components of IPM as it pertains to the school environment.

Students, parents/guardians will be provided information on this policy and instructed on how they can contribute to the success of the IPM program.

Record keeping

Records of pesticide use shall be maintained on site to meet the requirements of the state regulatory agency and the school board.

Records shall also include, but are not limited to, pest surveillance data sheets and other non-pesticide pest management methods and practices utilized.

Notification/Posting

The B&G Supervisor of Long Pond School, is responsible for timely notification to students' parents or guardians and the school staff of pesticide treatments pursuant to the School IPM Act.

Re-entry

Re-entry to a pesticide treated area shall conform to the requirements of the School IPM Act.

Pesticide applicators

The IPM coordinator shall ensure that applicators follow state regulations, including licensing requirements and label precautions, and must comply with all components of the School IPM Policy.

Evaluation

Annually, for public schools, the Principal will report to the local school board on the effectiveness of the IPM plan and make recommendations for improvement as needed. For non-public schools and charter schools, the Lead Administrator or Principal shall report to their respective governing boards on the effectiveness of the school IPM plan and make recommendations for improvement as needed.

The local school board or other respective governing boards directs the Principal or Lead Administrator to develop regulations/procedures for the implementation of this policy.

Authorizing Regulatory references

The School Integrated Pest Management Act of 2002
N.J.A.C. Title 7 Chapter 30 Subchapters 1-12
Pesticide Control Act of 1971

Revised 9/12/03

Pest Problem Report

Date:_____
To: [insert name]_____, School IPM Coordinator
From:_____
Subject: Pest Problem Report

Date and time witnessed problem:_____
Location (Building name/Room #/name/outdoor area):_____

I have seen either pests or signs of pest activity as checked below:

Insect and spider pests:

- ☐ Ants
- ☐ Flies
- ☐ Lice
- ☐ Fleas
- ☐ Spiders
- ☐ Cockroaches
- ☐ Termites
- ☐ Firebrats, silverfish, & booklice
- ☐ Pantry pests: adult moths, larvae in foodstuffs
- ☐ Wasps, hornets, or bees
- ☐ Spider webs
- ☐ Droppings
- ☐ Damaged wood
- ☐ Mud tunnels
- ☐ Piles of wings near windows
- ☐ Frass: Debris or excrement produced by insects; for example, chewed wood debris from carpenter ants. Includes suspicious piles of fine dust or powder.
- ☐ Wasp mud or paper nests
- ☐ Eggs and egg sacs
- ☐ Silk shelters and cocoons
- ☐ Holes in fabric

Mice and other rodents:

- ☐ Droppings
- ☐ Urine stains
- ☐ Tracks (in dust or soft, moist soil)
- ☐ Gnawing damage
- ☐ Burrows next to walls around the exterior of structure
- ☐ "Runways" (areas where rodents frequently run, usually along walls, where there is an absence of dust or dirt)
- ☐ Grease marks along walls next to runways (from oil and dirt on rodent fur)
- ☐ Live rodents
- ☐ Dead rodent (please call immediately!)
- ☐ Rodent odors (especially mice); strong odor if dead

Food Services Report

School:_____

Completed by:_____

Week Date:_____

	Sanitation Inspection (s=satisfactory; u =unsatisfactory)					Monitors installed	Monitors checked	Roach Activity	Rodent Activity	Maintenance Needed	Comments (trap numbers/counts)
	M	**T**	**W**	**Th**	**F**						
Cooking Areas											
Prep Area											
Serving Area (cafeteria line)											
Drink Dispensers/ Machines											
Salad Bar											
Food Storage Area											
Supply Closet/Area											
Dishwasher/ Sink Area											
Restroom(s)											
Vending Machine Area											
Dining Area											

Integrated Pest Management
Pest Activity Monitoring and Control Log

School:_____ Month/Year:_____

Pest Activity (monitoring, sightings, & complaints)			Control Measures		Check one	
Date & time	Location: Bldg. #/ Room #/Specific Location/Trap Type & Number	Type & Number of Pest(s) Sighted	Date	Action Taken	School Staff	Pest Contractor

Sample Indoor Pest Thresholds

(revise to your own levels)

Pest	Classrooms/ Public Areas	Storage/ Maintenance Areas	Infirmary	Kitchen/ Cafeteria	Grounds
Ants (common house)	5/room	5/100 ft^2 in 2 successive periods	1/room	3/room	2 mounds/yard
Ants (carpenter)	3/room	3/room	1/room	2/room	1 nest within 25 ft.
Bees (honey)	1/room	3/room	1/room	1/room	If children threatened
Bees (bumble)	1/room	3/room	1/room	1/room	If children threatened
Bees (carpenter)	1/room	3/room	1/room	1/room	If children threatened; 1 carpenter bee/5 linear feet
Cockroaches	1/room	5/room	1/room	1/room	If noticeable or invading
Crickets	3/room	10/room	1/room	2/room	If nuisance
House Flies	3/room	5/room	1/room	1/room	5/trash can; 10/dumpster
Lice (head or body)	*Take no action, refer to nurse*				
Mice	1/room	1/room	1/room	1/room	Burrows or activity in any student area
Rats	1/room	1/room	1/room	1/room	Any burrows/activity
Silverfish	1/room	2/room	1/room	2/room	N/A
Centipede	1/room	2/room	1/room	2/room	N/A
Spiders (poisonous)	1/room	1/room	1/room	1/room	1/activity area
Spiders (others)	1/room	3/room	1/room	1/room	Only if nuisance
Wasps, Hornets, Yellowjackets	1/room	1/room	1/room	1/room	10/10 minutes at trash; 1 if threatening children

Source: Maryland Department of Agriculture Pesticide Regulation Section. "Action Thresholds in School IPM Programs" Supplemental Materials for Integrated Pest Management - IPM Training Manual. Printed May 2000. Accessed 4/27/04 at http://www.mda.state.md.us/plant/ipmacthr.pdf.
Now posted @ http://www.pestmanagement.rutgers.edu/IPM/SchoolIPM/ActionThresh.pdf

IPM Priorities Checklist for the Long Pond School

Date Generated:_____ By: [insert name & title]_____

The following is a checklist of pest prevention and control measures that may be necessary in key areas throughout the school facility. This list should be used by the School IPM Coordinator as a working document to keep track of priorities for pest management at the school by location and responsible party. Check all that apply. Indicate responsible party for fixing the problem at location(s) listed. Use and attach maps as key for locations if necessary. It should be first completed after the preliminary site assessment of the School. Update and revise as needed.

Priorities	Responsible Party	Location(s): name or map key
INDOORS		
Entryways (including doorways, overhead doors, windows, holes in exterior walls, electrical fixtures, openings around pipes, drains, ducts and loading docks)		
□ close doors which are propped or left open; advise staff		
□ install weather-stripping and door sweeps		
□ caulk and seal wall cracks and crevices		
□ install screens in doors and windows and keep them in good repair		
□ keep shrubs, grass, and mulches at least one foot away from buildings		
□ eliminate food waste and debris from loading docks		
□		
□		
□		
Classrooms and Offices (including classrooms, laboratories, libraries, administration offices, auditoriums, gymnasiums, hallways, and stairways)		
□ allow food and beverages in designated areas only (see below)		
□ prohibit the extended storage of food in desks and lockers		
□ regularly clean lockers and desks		
□ lockers are emptied & cleaned twice a year: at winter break and at the end of each school year		
□ store craft supplies and pet food in tightly sealed containers		
□ inspect plants and animals (for example: science projects, houseplants) regularly for pest problems; maintain animal cage cleanliness		
□ keep areas as dry as possible by fixing dripping faucets and leaks, and removing standing water and water-damaged or wet materials.		
□ traps:		
□ monitors:		
□ low impact pesticide application (only if /where necessary):		
□ non low impact pesticide application (only if/where necessary):		
□		
□		
□		
□		

Waste Disposal and Recycling Areas (including garbage cans, dumpsters, recycling bins, and outdoor garbage storage areas)		
□ secure dumpsters with heavy, tight-fitting lids		
□ clean the outsides of dumpsters regularly; check and clean up spills		
□ dispose of food wastes securely in tightly secured plastic bags		
□ clean in, under, and around recycling bins routinely		
□ remove recyclables to outside disposal frequently		
□ all waste receptacles are lined with plastic bags		
□ garbage cans are emptied daily		
□ stored waste is collected and moved off site at least [insert: once/twice] weekly		
□ traps:		
□ monitors:		
□ low impact pesticide application (only if /where necessary):		
□ non low impact pesticide application (only if/where necessary):		
□		
□		
Food Preparation and Serving Areas (including cafeteria, kitchen, teacher's lounge, home economics room, snack area, vending machines, food storage areas, and walk-in coolers)		
□ store food, beverages and food wastes in tightly sealed, lidded containers that are inaccessible to pests		
□ remove food waste daily		
□ screen vents, windows, and floor drains to prevent cockroaches and other pests from using unscreened ducts or vents as pathways		
□ keep area clean and dry by sweeping and mopping		
□ keep area clean by quickly disposing of food waste		
□ keep clean work areas with coffee machines, and microwave and toaster ovens		
□ keep area clean by removing clutter		
□ keep area clean and dry by fixing leaky pipes and faucets		
□ clean grease traps regularly		
□ remove grease accumulation from all vents/oven/stove surfaces		
□ caulk cracks and crevices		
□ clean behind and underneath appliances, coolers, vending machines, and waste disposal units at least monthly		
□ floors are cleaned and/or vacuumed daily where food/drink is served.		
□ trash and garbage is removed from building premises daily in areas where food/drink is served.		
□ traps:		
□ monitors:		
□ low impact pesticide application (only if /where necessary):		
□ non low impact pesticide application (only if/where necessary):		
□		
□		
□		
□		

Maintenance Room Areas and Areas with Extensive Plumbing (including bathrooms, sinks, utility closets, locker rooms, dish rooms, laboratories, art studios, home economics rooms, pool areas, boiler room, mechanical room, mop room, and pipe chases)		
□ repair leaks and other plumbing problems immediately to deny pests access to water		
□ avoid conditions that allow formation of condensation. Areas that never dry out are conducive to molds and fungi. Increasing ventilation may be necessary.		
□ clean floor drains routinely		
□ clean mops and buckets promptly, dry buckets and hang mops off of floor above drain		
□ seal pipe chases		
□ eliminate piles of clutter		
□ remove trash regularly		
□ traps:		
□ monitors:		
□ low impact pesticide application (only if /where necessary):		
□ non low impact pesticide application (only if/where necessary):		
□		
□		

OUTDOORS		
Typical Pests; Mice and rats. Turf pests; broad leaf and grassy weeds, insects such as beetle grubs or sod web worms, diseases such as brown patch, and vertebrates such as moles. Ornamental plant pests, plant diseases, and insects such as thrips, aphids, Japanese beetles, and bag worms.		
Playgrounds, Parking Lots, Athletic Fields, Loading Docks, and Refuse Dumpsters		
□ Regularly clean trash containers and gutters and remove all waste, especially food and paper debris.		
□ Secure lids on trash containers.		
□ Repair cracks in pavement and side walks.		
□ Provide adequate drainage away from the structure and on the grounds.		
□ Low impact pesticide application:		
□ Non low impact pesticide application:		
□		
□		
□		
Turf (lawns, athletic fields, and playgrounds.)		
□ Maintain healthy turf by selecting a mixture of turf types (certified seed, sod, or plugs) best adapted for the area.		
□ Check Rutgers Cooperative Extension for recommendations on turf types, management practices, or other information.		
□ Raise mowing heights for turf to enhance its competition with weeds; adjust cutting height of mower, depending on the grass type; sharpen mower blades; and vary mowing patterns to help reduce soil compaction.		
□ Water turf infrequently but sufficiently during morning hours to let turf dry out before nightfall; let soil dry slightly between waterings.		

□ Provide good drainage, and periodically inspect turf for evidence of pests or diseases.		
□ Allow grass clippings to remain in the turf (use a mulching mower or mow often) or compost with other organic material.		
□ Have soil tested to determine pH and fertilizer requirements.		
□ Use a dethatcher to remove thatch. Do this in early fall or early spring when the lawns can recover and when over seeding operations are likely to be more successful.		
□ Time fertilizer application appropriately, because excessive fertilizer can cause additional problems, including weed and disease outbreaks. Apply lime if necessary. Use aeration to place soil on top of thatch so microbes from soil can decompose thatch.		
□ Seed over existing turf in fall or early spring.		
□ low impact pesticide application (only if /where necessary):		
□ non low impact pesticide application (only if/where necessary):		
□		
□		
□		
□		
□		
Ornamental Shrubs and Trees		
□ Choose the right plant for the right place by consulting the Rutgers Cooperative Extension agents (see 'commercial clients' phone listings @ http://www.rce.rutgers.edu/mastergardeners/helplines.asp) for your County.		
□ Diversify landscape plantings—when large areas are planted with a single species of plant, a pest can devastate the entire area.		
□ Apply fertilizer and nutrients to annuals and perennials during active growth and to shrubs and trees during dormant season or early in the growing season.		
□ If using fertilizer, use the correct one at the suitable time, water properly, and reduce compaction.		
□ Prune branches for growth and structure, and to prevent access by pests to structures.		
□ Use the appropriate pest-resistant variety (check with your local Cooperative Extension Service).		
□ Correctly identify the pest in question. When in doubt, send several specimens to your local Rutgers Cooperative Extension County office or the Plant Diagnostic lab. Once the pest is identified, recommendation can be made.		
□ Use pheromone traps as a time saving technique for determining the presence and activity periods or certain pest species.		
□ Select replacement plant material from disease-resistant types being developed by plant breeders throughout the country.		
□ Remove susceptible plants if a plant disease recurs and requires too many resources, such as time, energy, personnel, or money.		
□ low impact pesticide application (only if /where necessary):		
□ non low impact pesticide application (only if/where necessary):		

SCHOOL PESTICIDE APPLICATION RECORDS FORM / THIS FORM MUST BE LEGIBLE (print clearly)

Print Name of school and School Address Long Pond School 707 Limecrest Road Newton, NJ 07860

1. Place Of Application	Application Date	2. Pesticide(s) Applied	EPA Reg. Number	MIX Pesticide Concentrate and Diluent	Mix or solution Applied	Application Site(s)	Applicator Name & Reg.#
Location in or around school where pesticide application occurs, or site not located on school campus.	**3.** Include the time the application is completed for the start of the REI	The complete name of the product used **4.** If the product is a Termiticide	From product container or label	Total pesticide Concentrate used + water = Mix or solution	Total Solution Applied	Where exactly was the application made	The name and license number of the pesticide applicator
Main building Rm # 101	Friday Oct. 13 4:30 PM	TRIPLE ETHYL DEATH F3210	EPA Reg. # 123,1234	4oz product concentrate 124oz water	32 oz of solution	Baseboard and closet in Rm #101	
Front lawn	Saturday Oct. 14 7:00 AM	NiceLawn4U HTA 132	EPA Reg. # 00121200	one 10lb bag, as is n/a	1 bag	Front lawn on north side of school from stairs to driveway	
Anytown H.S. Main Baseball diamond near 32nd street exit of Anytown Park	Saturday Oct. 14 8:30 AM	NiceLawn4U Shade 29	EPA Reg. # 00121222	three 10lb bags as is n/a	3 bags	Outfield of Anytown H.S. main baseball Diamond in Anytown Park	

Model Records

The actual form is on the next page

1. Place of Application is the name and address of the field or area that was treated. Especially if field is not contiguous with other school property.

2. The brand or trade name of each pesticide used (both low impact & non-low impact) or a symbol representing such name, providing the School also keeps a list which clearly correlates the symbol used with full and complete pesticide product name(s), and the Principal and IPM Coordinator know how to use the two parts of the form (the records form and the product list) together.

3. The Restricted Entry Interval **(REI)** begins when the pesticide application ends. Remember, if the product does not specify an **REI** time then **for non-low impact pesticides, the default REI is 7 hours.**

4. For schools who have had a termiticide application. The record must also include a diagram of the structure treated, depicting the lower level of the structure, the location of the termite infestations and visible damage, areas treated, and any significant items such as location of known wells, drainage systems and streams and ponds which may be affected by the application.

SCHOOL PESTICIDE APPLICATION RECORDS FORM / THIS FORM MUST BE LEGIBLE (print clearly)

Print Name of school and School Address : **Long Pond School 707 Limecrest Road Newton, NJ 07860**

1. Place Of Application	Application Date	2. Pesticide(s) Applied	EPA Reg. Number	MIX Pesticide Concentrate and Diluent	Mix or solution Applied	Application Site(s)	Applicator Name & Reg.#
Location in or around school where pesticide application occurs, or site not located on school campus.	**3.** Include the time the application is completed for the start of the REI	The complete name of the product used **4.** If the product is a Termiticide	From product container or label	Total pesticide Concentrate used + water = Mix or solution	Total Solution Applied	Where exactly was the application made	The name and license number of the pesticide applicator

1. Place of Application is the name and address of the field or area that was treated. Especially if field is not contiguous with other school property.

2. The brand or trade name of each pesticide used (both low impact & non-low impact) or a symbol representing such name, providing the School also keeps a list which clearly correlates the symbol used with full and complete pesticide product name(s), and the Principal and IPM Coordinator know how to use the two parts of the form (the records form and the product list) together.

3. The Restricted Entry Interval **(REI)** begins when the pesticide application ends. Remember, if the product does not specify an **REI** time then **for non-low impact pesticides, the default REI is 7 hours.**

4. For schools who have had a termiticide application. The record must also include a diagram of the structure treated, depicting the lower level of the structure, the location of the termite infestations and visible damage, areas treated, and any significant items such as location of known wells, drainage systems and streams and ponds which may be affected by the application.

CHEMICAL CODE LIST

CODE NO.	PESTICIDE BRAND/TRADE NAME	PESTICIDE CHEMICAL NAME OR ACTIVE INGREDIENTS	EPA REG.NUMBER
1	**EXAMPLE:** PT 3-6-10 Pyrethrum	Pyrethrin	449-221
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

Model Code Lists

SITE CODE EXAMPLES

SITE CODE NUMBER	APPLICATION SITE	LOCATION CODE LETTER	APPLICATION LOCATION
1	Baseboards	A	Kitchen
2	Cabinets	B	Bathrooms
3	Carpeting	C	Livingroom
4	Bedding	D	Family Room, Den
5	Furniture	E	Dining Room
6	Under/Behind Appliances	F	Office
7	Walls	G	Laundry Room
8	Perimeter	H	Basement
Other		I	Crawlspace
		J	Garage
		Other	

The site of application would be a combination of the **SITE CODE NUMBER** and the **LOCATION CODE NUMBER.** For example: If the cabinets and baseboard in the kitchen and bathrooms were treated the code for the sites of application would be 1AB, 2AB.

APPLICATION METHOD CODE EXAMPLES

CODE NO.	METHOD	CODE NO.	METHOD	CODE NO.	METHOD
1	Crack & Crevice	6	Total Release Aerosol	11	Insect Bait
2	Spot Application	7	Fumigation	12	Bait Packs
3	Fan Spray	8	Space Spray	13	Pelleted Bait
4	Broadcast	9	ULV	14	Broadcast
5	Dust	10	Granules	Other	

CHEMICAL CODE LIST

CODE NO.	PESTICIDE BRAND/TRADE NAME	PESTICIDE'S CHEMICAL NAME OR ACTIVE INGREDIENTS	EPA REG.NUMBER
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

SITE CODE EXAMPLES

SITE CODE NUMBER	APPLICATION SITE	LOCATION CODE LETTER	APPLICATION LOCATION
1		A	
2		B	
3		C	
4		D	
5		E	
6		F	
7		G	
8		H	
Other		I	
		J	
		Other	

The site of application would be a combination of the **SITE CODE NUMBER** and the **LOCATION CODE NUMBER.** For example: If the cabinets and baseboard in the kitchen and bathrooms were treated the code for the sites of application would be 1AB, 2AB.

APPLICATION METHOD CODE EXAMPLES

CODE NO.	METHOD	CODE NO.	METHOD	CODE NO.	METHOD
1		5		9	
2		6		10	
3		7		11	
4		8		Other	

Annual Integrated Pest Management Notice
For School Year 2020 - 2021

Dear Parent, Guardian, or Staff Member:

This notice is being distributed to comply with the New Jersey School Integrated Pest Management Act. [*insert name of school or school district*]_____ has adopted an Integrated Pest Management (IPM) Policy and has implemented an IPM Plan to comply with this law. IPM is a holistic, preventive approach to managing pests that is explained further in the school's IPM Policy included with this notice.

All schools in New Jersey are required to have an Integrated Pest Management Coordinator (IPM Coordinator) to oversee all activities related to IPM and pesticide use at the school.

The IPM Coordinator for [*insert name of school*]_____ is:

Name of IPM Coordinator: _____

Business Phone number: _____

Business Address: _____

The IPM Coordinator maintains the pesticide product label, and the Material Safety Data Sheet (MSDS) (when one is available), of each pesticide product that may be used on school property. The label and the MSDS are available for review by a parent, guardian, staff member, or student attending the school. Also, the IPM Coordinator is available to parents, guardians, and staff members for information and to discuss comments about IPM activities and pesticide use at the school.

As part of a school pest management plan [*insert name of scho*ol] _____may use pesticides to control pests. The United States Environmental Protection Agency (EPA) and the New Jersey Department of Environmental Protection (DEP) register pesticides to determine that the use of a pesticide in accordance with instructions printed on the label does not pose an unreasonable risk to human health and the environment. Nevertheless, the EPA and the DEP cannot guarantee that registered pesticides do not pose any risk to human health, thus unnecessary exposure to pesticides should be avoided. The EPA has issued the statement that where possible, persons who are potentially sensitive, such as pregnant women, infants and children, should avoid unnecessary pesticide exposure.

The following items must be included with this annual notice:

- **A copy of the school or school district's IPM policy.**
- **The date, time and place of any meeting if one is to be held for the purpose of adopting or modifying the school integrated pest management policy or plan.**
- **A list of pesticides that are in use or that have been used in the past 12 months on school property.**

Pre-Notification of the Use of Pesticides

(This notice should be received at least 72 hours prior to pesticide use)

Date:_____

To: Parents and guardians of students, and staff of [insert name of school]_____

From: IPM Coordinator _____Phone Number:_____

Subject: Notification of the Use of Non Low Impact Pesticides

This notice is to advise you that the following pesticide(s) will be used at [insert name of school]:

Pesticide Common Name		
Pesticide Trade Name		
EPA Registration Number		

Location of the pesticide application:_____

Reason for the pesticide application:_____

If an <u>indoor</u> application, the date and time it is planned:

DATE_____ TIME_____

If an outdoor application, 3 dates must be listed, in chronological order, on which the outdoor application may take place if the preceding date is canceled.

DATE_____ DATE_____ DATE_____

Description of the possible adverse effects of the pesticide as per the Material Safety Data Sheets for the pesticides to be used, if available:

_____

_____

Pesticide product label instructions and precautions related to Public Safety.

_____

_____

_____

Note: By law, we must advise you that: *The Office of Pesticide Programs of the United States Environmental Protection Agency has stated: "Where possible, persons who potentially are sensitive, such as pregnant women, infants, and children, should avoid any unnecessary pesticide exposure."*

EMERGENCY PESTICIDE USE

To: Parents or guardians of students and staff of [*insert name of school*]: _____

From: IPM Coordinator:_____**Phone Number**: _____

Subject: Emergency Pesticide Use Notification

This notice is to advise you that the following non low impact pesticide(s) were used at

[*insert name of school*]_____:

Pesticide common name		
Pesticide trade name		
EPA registration number		

Location of the pesticide application:_____

The date and time the indoor or outdoor application took place: _____

Reason for the pesticide application: _____

Description of the problem and the factors that qualified the problem as an emergency that threatened the health or safety of a student or staff member:

_____

_____

_____

If applicable, description of steps to be taken to avoid emergency use of pesticides for this problem in the future:

_____

_____

Description of the possible adverse effects of the pesticide(s) as per the Material Safety Data Sheets for the pesticide(s) to be used, if available:

_____

_____

_____

Pesticide product label instructions and precautions related to Public Safety:

_____

Note: As required by law, we must advise you: *"The Office of Pesticide Programs of the United States Environmental Protection Agency has stated: "Where possible, persons who potentially are sensitive, such as pregnant women, infants, and children, should avoid any unnecessary pesticide exposure."*

School Integrated Pest Management Act Compliance Certification Form

Name of School _____
PLEASE PRINT CLEARLY

Address _____
PLEASE PRINT CLEARLY

School Integrated Pest Management Coordinator _____
PLEASE PRINT CLEARLY

When a commercial pesticide applicator requests an integrated pest management coordinator to certify that the school has met the necessary notification and posting requirements for a pesticide application on school property, the signature of the integrated pest management coordinator on this form shall be required as a condition for the application of the pesticide.

Statement certifying compliance:

"I hereby certify that I am the School Integrated Pest Management Coordinator for the school named above, and further certify that this school has met all of the notification and posting requirements necessary for the following application of a pesticide other than a low impact pesticide, on this school's property."

Business or pesticide applicator performing the application: _____

Application date and time if indoor application: _____

If an outdoor application, three proposed dates in chronological order: _____

Description of application location (room number/name, specific playing field or outdoor location):

Pesticides to be used:

_____

_____

Integrated Pest Management Coordinator:

_____
SIGNATURE DATE

NOTICE OF PESTICIDE APPLICATION

For further information regarding this notice please contact the School IPM Coordinator:

_____ Phone Number:_____
Name

The following pesticides will be used at [*insert name of school*]:_____

Pesticide Common Name	Pesticide Trade Name	EPA Registration Number
Pesticide Common Name	Pesticide Trade Name	EPA Registration Number

The Office of Pesticide Programs of the United States Environmental Protection Agency has stated: "Where possible, persons who potentially are sensitive, such as pregnant women, infants, and children, should avoid any unnecessary pesticide exposure."

Location of the pesticide application:_____

Reason for the pesticide application:_____

If an <u>indoor</u> application the date and time it is planned:

DATE_____ TIME_____

In the case of an outdoor application, 3 dates must be listed, in chronological order, on which the outdoor application may take place if the preceding date is canceled.

DATE_____ DATE_____ DATE_____

Description of the possible adverse effects of the pesticides as per the Material Safety Data Sheets for the pesticides to be used, if available:

_____

_____

_____

Pesticide(s) product-label instructions and precautions related to Public Safety:

_____

*Key Requirements of the New Jersey School IPM Act**

RUTGERS COOPERATIVE EXTENSION
Department of Extension Specialists

The New Jersey School Integrated Pest Management (IPM) Act was adopted on December 12, 2002. Its purpose is to provide safe and effective pest management and to minimize the use of pesticides in and around school buildings. The eight key requirements of the Act are outlined below.

1. Requires the development of a **model School IPM policy** by December 12, 2003 by the New Jersey Department of Environmental Protection (NJDEP) in cooperation with the New Jersey School Boards Association, the Commissioner of Education, and Rutgers Cooperative Extension (RCE). (*See New Jersey School IPM webpages @ http://www.pest management.rutgers.edu/IPM/SchoolIPM/index.htm).*

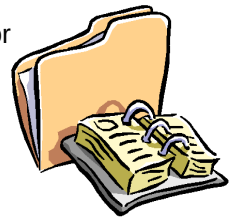
2. Requires the superintendent of each public school district for each school in the district, the board of trustees of a charter school, or the principal or chief administrator of a private school to **adopt and implement a School IPM Policy** for the school property consistent with the model policy cited above. The adoption and implementation of a model policy by public, charter, and private schools (K through 12) must occur by **June 12, 2004**. (*See New Jersey School IPM webpages @ http://www.pest management.rutgers.edu/IPM/SchoolIPM/index.htm).*



3. Requires the **appointment of an IPM Coordinator** to implement the School IPM Policy adopted by each local school board, charter school, and private school.

4. Requires keeping **records of pesticide applications used on school property** at each school or for each school in the school district for three years after the application, and for five years after the application of a pesticide designed to control termites.

5. Requires **annual notification of the School's IPM Policy** to all staff and parents or guardians of each student enrolled at the school to include:
   - ☐ the policy,
   - ☐ a list of any pesticide that is in use or has been used within the last 12 months on school property,
   - ☐ information on school IPM policy meetings scheduled, and
   - ☐ contact information for the IPM Coordinator of the school or school district.

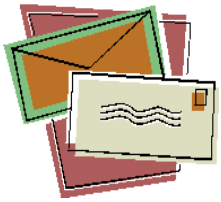


   See law for more notification specifics. This information is also to be provided to new school staff members and students.

6. Requires **prior notification of all pesticide use** (all non-low impact** pesticides) to all staff and parents or guardians of each student enrolled at the school, at least 72 hours before the use of pesticides on school property. Also requires **posting of signs** of this information at least 72 hours prior to the application. These requirements apply at any time of the year children may be present.

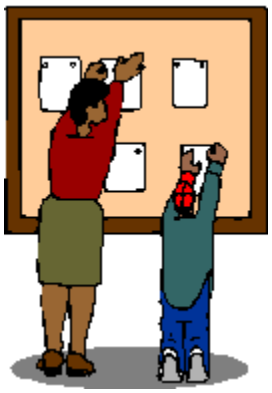
   Method of notification:

   - ☐ written note: students take home
   - ☐ written note is mailed at least one week prior,
   - ☐ phone call,
   - ☐ direct contact, or
   - ☐ email.



   Posting of Signs:

- ☐ **placement**: prominent in/adjacent and at entrance to treatment area (school building or school grounds entrances, for example).
- ☐ **time posted**: from 72 hours prior to 72 hours after treatment
- ☐ **size**: at least 8.5" by 11".



Content of notification and signs:

- ☐ common name of pesticide,
- ☐ EPA registration number,
- ☐ EPA statement on sensitive persons (see Act above for wording)
- ☐ location description, date, and time of application (one date for indoor application; three dates for outdoor applications in case of cancellation),
- ☐ potential adverse effects of product,
- ☐ reasons for the application,
- ☐ contact information for the IPM Coordinator of the school or school district, and
- ☐ further label information or precautions for public safety.

7. **Emergency application of a non-low impact pesticide** may only be made when the health or safety of a student or staff member is threatened.

Requirements:

Post-application notice (content and method of notification as described above in 6 for non-low impact pesticide use) to parent or guardians of students and staff must be made within the earlier of either 24 hours or the next school day. The reason for the emergency and measures how this will be avoided in the future may be included.

Posting of signs (as described above for non-low impact pesticide use) must be made from the time of application until 72 hours after treatment.

8. **Timing of Pesticide Applications**:



Applications of non low impact pesticides shouldn't be made when students are present on school property unless there is a separate ventilation system for the treated and the untreated areas, and smoke or fire doors separating the areas. Further, applications of non low impact pesticides on school property must be made in advance of when students will be present for instruction or extra-curricular activities, allowing for any label-prescribed entry restrictions; if there is no re-entry interval listed on the label, a minimum of 7 hours must be allowed prior to student re-entry on school property.

If there is application of a low impact pesticide on school property, it must be made so that adequate settling or drying occurs in advance of when students will be present for instruction or extra-curricular activities.

Prepared by Patricia D. Hastings, Program Associate - Pest Management; hastings@aesop.rutgers.edu and George C. Hamilton, PhD, Extension Specialist in Pest Management; Hamilton@aesop.rutgers.edu Phone: (732) 932-9801. Download this Fact Sheet online http://www.rce.rutgers.edu/pubs/pdfs/fs001.pdf

Make sure to see the **School IPM Act text for the specific requirements @ http://www.pestmanagement.rutgers.edu/IPM/SchoolIPM/index.htm. Also provides helpful resources & contacts.*

***'Low impact pesticides are specifically defined in the School IPM Act. Get a printable version of this information sheet and the lists of low impact materials online @ http://www.pestmanagement.rutgers.edu/IPM/SchoolIPM/NJAct/schoolipmact.htm.*

4/22/04

School IPM ACT

CHAPTER 117

AN ACT concerning the implementation of integrated pest management policies in public and private schools, and supplementing Title 13 of the Revised Statutes.

BE IT ENACTED *by the Senate and General Assembly of the State of New Jersey:*

C.13:1F-19 Short title.

1. This act shall be known and may be cited as the "School Integrated Pest Management Act."

C.13:1F-20 Findings, declarations relative to the "School the Integrated Pest Management Act."

2. The Legislature finds and declares that in 1992, the National Parent Teacher Association passed a resolution calling for the reduced use of pesticides in schools and calling on policy makers to consider all possible alternatives before using any pesticides; that the National Education Association and many national public interest organizations have announced support for reducing or eliminating pesticide use in schools; that the State, as well as 87 local government entities throughout the State, have adopted integrated pest management policies for their buildings and grounds; that childhood cancer is continuing to increase at the alarming rate of one percent per year; that the overall incidence of childhood cancer increased 10 percent between 1974 and 1991, making cancer the leading cause of childhood death from disease; and that approximately 4,800,000 children in the United States under the age of 18 have asthma, the most common chronic illness in children, and the incidence of asthma is on the rise.

The Legislature further finds and declares that children are more susceptible to hazardous impacts from pesticides than are adults; that numerous scientific studies have linked both cancer and asthma to pesticide exposure; that the United States Environmental Protection Agency has recommended the use of an integrated pest management system by local educational agencies, which emphasizes nonchemical ways of reducing pests, such as sanitation and maintenance; that integrated pest management is an effective and environmentally sensitive approach to pest management that relies on common sense practices; that integrated pest management programs use current, comprehensive information on the life cycles of pests and their interaction with the environment, and that this information, in combination with available pest control methods is used to manage pest damage with the least hazard to people, property and the environment and by economical means; and that integrated pest management programs take advantage of all pest management options possibly including, but not limited to, the judicious use of pesticides; that a notification process should be established for schools under which each student, parent, guardian, staff member, and teacher shall be notified of a pesticide application; that parents and guardians have a right to know that there is an integrated pest management system in their children's schools; that an integrated pest management system provides long-term health and economic benefits; and that parents and guardians should have a right to be notified in advance of any use of a pesticide in their children's schools.

The Legislature therefore determines that it is in the public interest of all of the people of New Jersey that the schools in this State establish an integrated pest management policy.

C.13:1F-21 Definitions relative to the "School Integrated Pest Management Act."

3. As used in this act:

"**Charter school"** means a school established pursuant to P.L.1995, c.426 (C.18A:36A-1 et seq.).

"**Commissioner"** means the Commissioner of Environmental Protection.

"Department" means the Department of Environmental Protection.

"Integrated pest management coordinator" or **"coordinator"** means an individual who is knowledgeable about integrated pest management systems and has been designated by a local school board, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, as the integrated pest management coordinator pursuant to section 5 of this act.

"**Low Impact Pesticide"** means any pesticide or pesticidal active ingredient alone, or in combination with inert ingredients, that the United States Environmental Protection Agency has determined is not of a character necessary to be regulated pursuant to the "Federal Insecticide, Fungicide, and Rodenticide Act," 7 U.S.C. s.136 et seq. and that has been exempted from the registration and reporting requirements adopted pursuant to that act; any gel; paste; bait; antimicrobial agent such as a disinfectant used as a cleaning product; boric acid; disodium octoborate tetrahydrate; silica gels; diatomaceous earth; microbe-based insecticides such as bacillus thuringiensis; botanical insecticides, not including synthetic pyrethroids, without toxic synergists; and biological, living control agents.

"Pesticide" means any substance or mixture of substances labeled, designed, intended for or capable of use in preventing, destroying, repelling, sterilizing or mitigating any insects, rodents, nematodes, predatory animals, fungi, weeds and other forms of plant or animal life or viruses, except viruses on or in living man or other animals. "Pesticide" shall also include any substance or mixture of substances labeled, designed or intended for use as a defoliant, desiccant or plant regulator.

"School" means any public or private school as defined in N.J.S.18A:1-1.

"School integrated pest management policy" means a managed pest control policy that eliminates or mitigates economic, health, and aesthetic damage caused by pests in schools; that delivers effective pest management, reduces the volume of pesticides used to minimize the potential hazards posed by pesticides to human health and the environment in schools; that uses integrated methods, site or pest inspections, pest population monitoring, an evaluation of the need for pest control, and one or more pest control methods, including sanitation, structural repair, mechanical and biological controls, other nonchemical methods, and when nonchemical options are ineffective or unreasonable, allows the use of a pesticide, with a preference toward first considering the use of a low impact pesticide for schools.

"School pest emergency" means an urgent need to mitigate or eliminate a pest that threatens the health or safety of a student or staff member.

"School property" means any area inside and outside of the school buildings controlled, managed, or owned by the school or school district.

"**Staff member"** means an employee of a school or school district, including administrators, teachers, and other persons regularly employed by a school or school district, but shall not include an employee hired by a school, school district or the State to apply a pesticide or a person assisting in the application of a pesticide.

"Universal notification" means notice provided by a local school board, a board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, to all parents or guardians of children attending a school, and staff members of a school or school district.

C.13:1F-22 Development of model school integrated pest management policy.

4. a. No later than 12 months after the effective date of this act, the commissioner, in consultation with the Commissioner of Education, the New Jersey School Boards Association, and the New Jersey Cooperative Extension of Rutgers, The State University shall develop a model school integrated pest management policy that is based upon recommended integrated pest management plans for schools disseminated by the United States Environmental Protection Agency and that conforms to the rules adopted by the department pursuant to the "Pesticide Control Act of 1971," P.L.1971, c.176 (C.13:1F-1 et seq.).

b. No later than 18 months after the effective date of this act, the superintendent of the school district, for each school in the district, the board of trustees of a charter school, and the principal or chief administrator of a private school, shall adopt and implement a school integrated pest management policy for the school property consistent with the model policy developed pursuant to subsection a. of this section and that complies with the provisions of this act.

C.13:1F-23 Designation of integrated pest management coordinator.

5. a. Each local school board of a school district, each board of trustees of a charter school, and each principal or chief administrator of a private school, as appropriate, shall designate an integrated pest management coordinator to carry out the school integrated pest management policy required pursuant to section 4 of this act.

b. The integrated pest management coordinator for a school or school district shall:
(1) maintain information about the school or school district's school integrated pest management policy and about pesticide applications on the school property of the school or the schools within the school district;
(2) act as a contact for inquiries about the school integrated pest management policy; and
(3) maintain material safety data sheets, when available, and labels for all pesticides that are used on the school property of the school or of the schools in the school district.

C.13:1F-24 Maintenance of records of pesticide application; notices of policy.

6. a. The local school board of a school district, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, shall request from the pesticide applicator and shall maintain records of pesticide applications used on school property at each school or for each school in the school district for three years after the application, and for five years after the application of a pesticide designed to control termites, and on request, shall make the data available to the public for review.

b. Annually, each local school board, each board of trustees of a charter school, or each principal or chief administrator of a private school, as appropriate, shall include a notice of the school integrated pest management policy of the school or school district in school calendars or other forms of universal notification.

c. The notice shall include:
(1) the school integrated pest management policy of the school or school district;
(2) a list of any pesticide that is in use or that has been used in the last 12 months on school property;
(3) the name, address, and telephone number of the integrated pest management coordinator of the school or school district;
(4) a statement that: (a) the integrated pest management coordinator maintains the product label and material safety data sheet, when available, of each pesticide that may be used on school property; (b) the label and data sheet is available for review by a parent, guardian, staff member, or student attending the school; and (c) the integrated pest management coordinator is available to parents, guardians, and staff members for information and comment;
(5) the time and place of any meetings that will be held to adopt the school integrated pest management policy; and
(6) the following statement:
"As part of a school pest management plan, (insert school name) may use pesticides to control pests. The United States Environmental Protection Agency (EPA) and the New Jersey Department of Environmental Protection (DEP) register pesticides to determine that the use of a pesticide in accordance with instructions printed on the label does not pose an unreasonable risk to human health and the environment. Nevertheless, the EPA and DEP cannot guarantee that registered pesticides do not pose any risk to human health, thus unnecessary exposure to pesticides should be avoided. The EPA has issued the statement that where possible, persons who are potentially sensitive, such as pregnant women, infants and children, should avoid unnecessary pesticide exposure."

d. After the beginning of each school year, each local school board, each board of trustees of a charter school, or each principal or chief administrator of a private school, as appropriate, shall provide the notice required pursuant to subsection b. of this section to: (1) each new staff member who is employed during the school year; and (2) the parent or guardian of each new student enrolled during the school year.

C.13:1F-25 Permitted use of certain pesticides; notice.

7. a. If a local school board, board of trustees of a charter school or principal or chief administrator of a private school, as appropriate, determines that a pesticide, other than a low impact pesticide, must be used on school property, a pesticide may be used only in accordance with this section.

b. At least 72 hours before a pesticide, other than a low impact pesticide, is used on school property, the local school board, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, shall provide to a parent or guardian of each student enrolled at the school and each staff member of the school, notice that includes:
(1) the common name, trade name, and federal Environmental Protection Agency registration number of the pesticide;
(2) a description of the location of the application of the pesticide;
(3) a description of the date and time of application, except that, in the case of outdoor pesticide applications, one notice shall include three dates, in chronological order, on which the outdoor pesticide applications may take place if the preceding date is canceled;
(4) a statement that The Office of Pesticide Programs of the United States Environmental Protection Agency has stated: "*Where possible, persons who potentially are sensitive, such as pregnant women, infants, and children, should avoid any unnecessary pesticide exposure";*

(5) a description of potential adverse effects of the pesticide based on the material safety data sheet, if available, for the pesticide;
(6) a description of the reasons for the application of the pesticide;
(7) the name and telephone number of the integrated pest management coordinator for the school or the school district; and
(8) any additional label instruction and precautions related to public safety.

c. The local school board of a school district, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, may provide the notice required by subsection b. of this section by:
(1) written notice sent home with the student and provided to each staff member;
(2) a telephone call;
(3) direct contact;
(4) written notice mailed at least one week before the application; or
(5) electronic mail.

d. If the date of the application of the pesticide must be extended beyond the period required for notice under this section, the local school board, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, shall reissue the notice required under this section for the new date of application.

C.13:1F-26 Posting of sign prior to use of certain pesticides.

8. a. At least 72 hours before a pesticide, other than a low impact pesticide, is used on school property, the local school board, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, shall post a sign that provides notice of the application of the pesticide (1) in a prominent place that is in or adjacent to the location to be treated; and (2) at each entrance to the building or school ground to be treated.

b. A sign required pursuant to subsection a. of this section for the application of a pesticide shall
(1) remain posted for at least 72 hours after the end of the treatment;
(2) be at least 8 ½ inches by 11 inches; and
(3) state the same information as that required for prior notification of the pesticide application pursuant to section 7 of this act.

c. In the case of outdoor pesticide applications, each sign shall include three dates, in chronological order, on which the outdoor pesticide application may take place if the preceding date is canceled due to weather. A sign shall be posted after an outdoor pesticide application in accordance with subsection b. of this section.

d. The requirement imposed pursuant to this section shall be in addition to any requirements imposed pursuant to the "Pesticide Control Act of 1971," P.L.1971, c.176 (C.13:1F-1 et seq.), and any rules or regulations adopted pursuant thereto.

C.13:1F-27 Applicability of notice and posting requirements.

9. The provisions of sections 7 and 8 of this act shall apply if any person applies a pesticide, other than a low impact pesticide, on school property, including a custodian, staff member, or commercial applicator. These provisions shall apply to a school during the school year, and during holidays and the summer months, only if the school is in use by children during those periods. During those periods, notices shall be provided to all staff members and the parents or guardians of the students that are using the school in an authorized manner.

C.13:1F-28 Emergency use of certain pesticides; notice requirements

10. a. A pesticide, other than a low impact pesticide, may be applied on school property in response to an emergency, without complying with the provisions of sections 7 and 8 of this act, provided the requirements of subsection b. of this section are met.

b. Within 24 hours after the application of a pesticide pursuant to this section, or on the morning of the next school day, whichever is earlier, the local school board, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, shall provide to each parent or guardian of a student enrolled at the school, and staff member of the school, notice of the application of the pesticide for emergency pest control that includes: (1) the information required for a notice under section 7 of this act; (2) a description of the problem and the factors that qualified the problem as an emergency that threatened the health or safety of a student or staff member; and (3) if necessary, a description of the steps that will be taken in the future to avoid emergency application of a pesticide pursuant to this section.

c. The local school board, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, may provide the notice required by subsection b. of this section by: (1) written notice sent home with the student and provided to the staff member; (2) a telephone call; (3) direct contact; or (4) electronic mail.

d. When a pesticide is applied pursuant to this section, the local school board, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, shall post a sign warning of the pesticide application at the time of the application of the pesticide, in accordance with the provisions of section 8 of this act.

e. If there is an application of a pesticide pursuant to this section, the local school board, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, shall modify the school integrated pest management policy of the school or school district if necessary, to minimize the future emergency applications of pesticides under this section.

C.13:1F-29 Application of pesticides; re-entry period requirements

11. a. A pesticide, other than a low impact pesticide, shall not be applied on school property where students are expected to be present for academic instruction or for organized extra-curricular activities prior to the time prescribed for re-entry to the application site by the United State Environmental Protection Agency on the pesticide label, except that if no specific numerical re-entry time is prescribed on a pesticide label, such a pesticide, other than a low impact pesticide, shall not be applied on school property where students are expected to be present for academic instruction or for organized extra-curricular activities within seven hours of the application.

b. A pesticide, other than a low impact pesticide, shall not be applied in a school building when students are present. Students may not be present in an untreated portion of a school building unless the area being treated with a pesticide, other than a low impact pesticide, is served by a separate ventilation system and is separated from the untreated area by smoke or fire doors.

c. A low impact pesticide may be applied in areas of a school building where students will not contact treated areas until sufficient time is allowed for the substance to dry or settle, or after the period of time prescribed for re-entry or for ventilation requirements on the pesticide label has elapsed.

d. This section shall not apply when pesticides are applied on school property for student instructional purposes or by public health officials during the normal course of their duties.

C.13:1F-30 Immunity from liability of commercial pesticide applicator.

12. A commercial pesticide applicator shall not be liable to any person for damages resulting from the application of a pesticide at a school if the damages are solely due to the failure of the local school board, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, to provide the notice required prior to the application of a pesticide pursuant to the provisions of section 7, 8, 9, or 10 of P.L.2002, c.117 (C.13:1F-25, C.13:1F-26, C.13:1F-27 or C.13:1F-28).

C.13:1F-31 Development, availability of form for certifying compliance.

13. The department shall develop and make available to commercial pesticide applicators a form which a commercial pesticide applicator may request an integrated pest management coordinator to sign prior to the application of a pesticide, other than a low impact pesticide, on school property. The form developed pursuant to this section shall set forth a certification by the integrated pest management coordinator that the notice and posting requirements for the application of a pesticide established pursuant to section 7 and section 8 of this act, or the posting requirement established pursuant to section 10 of this act, as appropriate, have been complied with. Upon being presented by a commercial pesticide applicator with a form pursuant to this section, the signature of the integrated pest management coordinator shall be required as a condition for the application of the pesticide.

C.13:1F-32 Issuance of administrative order; notice of violation.

14. a. The Department of Environmental Protection may issue an administrative order against a local school board, the board of trustees of a charter school, or a principal or chief administrator of a private school that fails to adopt and implement a pesticide use and school integrated pest management policy in compliance with the provisions of this act. Upon identification of a violation of this act, the department shall issue a notice of violation by certified mail or personal service to the person responsible for the violation that identifies the violation and states that an administrative order may be issued requiring compliance with the act. Any notice of violation or administrative order shall (1) specify the provision or provisions of this act, or the rule or regulation adopted pursuant thereto, of which the person is in violation; (2) cite the action that caused the violation; and (3) require compliance with the provision of this act or the rule or regulation adopted pursuant thereto of which the person is in violation. In addition, any administrative order issued pursuant to this section shall give notice to the person of his right to a hearing on the matters contained in the order. The person shall have 20 days from receipt of the order within which to deliver to the commissioner a written request for a hearing. Subsequent to the hearing and upon finding that a violation has occurred, the commissioner may issue a final order. If no hearing is requested, the order shall become a final order upon the expiration of the 20-day period.

b. The provisions of section 10 of P.L.1971, c.176 (C.13:1F-10) shall not apply to this act.

C.13:1F-33 Rules, regulations.

15. The commissioner shall adopt, pursuant to the provisions of the "Administrative Procedure Act," P.L.1968, c.410 (C.52:14B-1 et seq.), such rules or regulations as are necessary to implement the provisions of this Act.

This act shall take effect immediately. Approved December 12, 2002.

Model
School IPM Plan
for
New Jersey Schools



New Jersey Department of
Environmental Protection
Pesticide Control Program

and

Rutgers Cooperative Extension
Pest Management Office

RUTGERS COOPERATIVE EXTENSION
Department of Extension Specialists

July 18, 2004
Revision 1

How to use the 'Model School IPM Plan for New Jersey Schools'

The design of the Model School IPM Plan is to give you compliance guidelines plus the tools you need to comply. In the Model Plan, we specify what things you MUST do to be in compliance with the New Jersey School IPM Act and its associated regulations. We also provide you with many easy-to-follow recommendations that will make your implementation of IPM simple. Use of the Model Plan itself is voluntary; edit it to suit your needs. We have attached as appendices many ready-to-use forms and/or resources (see #5 below for a list and description of each). You choose your tools, who is involved and how much they are involved.

1. First, fill out **when** the Plan will be in effect.

2. Include all the basic information about your school. MAKE THE PLAN YOUR OWN!

3. Determine **who** will help implement IPM at your school. Individuals may already be practicing many of the items listed as part of their existing responsibilities. You may not have all of the individuals listed in this Model Plan in your own School Community. The Plan lets you define how the school community will come together to implement IPM at your school, including how they will be trained in their School IPM responsibilities. If there is a form noted in one of the check off boxes, it is located in the Appendix.

4. Determine **what** IPM practices you will implement at your school in the rest of the Plan. We give you what you must do to be in compliance plus options for you to choose to do so using check off boxes, filling in forms, as well as doing site maps. Work your way through these sections and indicate in the Plan how your school will comply for the next school year. Make sure to clearly outline the communication and decision process to include all members of the school community. The Plan should be reviewed and revised annually to address changing pest management needs.

5. To assist with compliance, we have attached as appendices to the Model School IPM Plan many **ready-to-use forms and/or resources**. All of the forms below are available online at http://www.pestmanagement.rutgers.edu/IPM/SchoolIPM/index.htm as both Word and Adobe Acrobat files for you to simply fill in the blanks. All of the items asterisked* below are sample notification and posting documents that meet the minimum requirements of the law. These are tools that you may use to be in compliance but their use is voluntary. The other forms are provided as resources to streamline and clearly document the adoption of IPM in your school.

    - **Model School IPM Policy***: Sample School IPM Policy; a policy is required by the Act to be adopted by the school by June 12, 2004.
    - **Pest Problem Report** (to School IPM Coordinator): Checklist of common pests for staff to report pest presence and activity to the School IPM Coordinator or other designee.
    - **Food Services Areas Report** (to School IPM Coordinator): Checklist fill-in-form for kitchen staff to report pest presence and activity in the food service areas to the School IPM Coordinator or other designee. Includes boxes for daily sanitation inspection.
    - **IPM Pest Activity Monitoring and Control Log**: The School IPM Coordinator or other designee can use this to compile all pest reports (for example, the 2 forms above, monitoring and results, and sightings) in the left hand section of the form. Once the problem is defined and a choice of least toxic pest control is determined and carried out, it is logged in the right hand section of the form next to the original pest recording.
    - **Sample Indoor Pest Thresholds**: This is a sample threshold list for indoor pests that should be revised to your school's thresholds for these common pests. Add additional pests if needed.

- **IPM Priorities Checklis**t: This list is designed for the School IPM Coordinator or other designee to compile the specific pest management actions needed to be completed in key areas of the school at a given point in time. The checklist fill-in-form is designed to identify where the problem(s) are located as well as identifying who will be the responsible party to carry out the task checked off. This checklist can also be used as a training tool for the School Community as it lists many pest prevention tactics that they may help carry out.
- **Pesticide Application Log:** The School IPM Coordinator or designee would use this Log to regularly compile all pesticides used at the school. This is a good record to keep on hand for public inquiries and to complete the 'Annual Notification' list of pesticides used at the school.
- **Annual School IPM Program Notification Letter to Parents & Staff***: The School Administration, or their designee such as the School IPM Coordinator, is required by the Act to issue an annual IPM Program notice to the parents or guardians of all enrolled students and all staff. This form is essentially a cover letter that outlines what you have enclosed in the notice. See the Model Plan and the sample form for details.
- **Pre-Notification of the Use of Pesticides*** (72 hour pre-notification): The School Administration, or their designee such as the School IPM Coordinator, is required by the Act to issue a notice of all non low impact pesticide use to the parents or guardians of all enrolled students and all staff. See the Model Plan and the sample form for details.
- **Emergency Pesticide Use Notification***: The School Administration, or their designee such as the School IPM Coordinator, is required by the Act to issue a notice of all emergency use of non low impact pesticides to the parents or guardians of all enrolled students and all staff. See the Model Plan and sample form for details.
- **School Integrated Pest Management Act Compliance Certification Form*:** When requested by an applicator, the School Administration, or their designee such as the School IPM Coordinator, must provide certification that they have issued all Act-required notifications and postings of non low impact pesticide applications. See the Model Plan and sample form for details.
- **Posting Sign** (for indoors & outdoors) 'Notice of Pesticide Application'*: Template sign for posting of non low impact pesticide applications. See the Model Plan and sample template for details of when, where, and how to post.
- **'Summary of the Key Requirements of the School IPM Act' Fact Sheet:** This is a Rutgers Cooperative Extension fact sheet that summarizes the key requirements of the Act for use in education of the school community and for inquires from the public.
- **The New Jersey School IPM Act:** This is a verbatim copy of the public law in case you need further clarification of what is required of the school.

6. For New Jersey School IPM questions and resources:
   - Contact the New Jersey Department of Environmental Protection at 609-984-5014 or go to our website at http://www.state.nj.us/dep/enforcement/pcp/index.html.
   - Contact the Rutgers Cooperative Extension Pest Management Office at 732-932-9801 or go to our School IPM website at http://www.pestmanagement.rutgers.edu/IPMSchoolIPM/NJAct/nj.htm.

School Integrated Pest Management Plan
for the
Florence M. Burd School

for the School Year
Starting July 1, 2020 and
Ending June 30, 2021

Plan prepared by: Nicole Sylvester Date prepared: April 28, 2021

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Appendices

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- Pre-Notification of the Use of Pesticides (72 hour pre-notification)*
- Emergency Pesticide Use Notification*
- School Integrated Pest Management Act Compliance Certification Form*
- Posting Sign (for indoors & outdoors) 'Notice of Pesticide Application'*
- 'Summary of the Key Requirements of the School IPM Act' Fact Sheet
- The New Jersey School IPM Act

* *Use of this form meets minimum compliance requirements of NJ School IPM Act*

1. **General school information:**
   School name: Florence M. Burd
   Address: 219 Newton- Sparta Road City: Newton
   County: Sussex District: Andover Regional Zip Code: 07860
   Phone: 973-315-5254 E-mail: jberghoff@andoverregional.org

   School IPM Coordinator: Janusz Berghoff
   Email: jberghoff@andoverregional.org Phone: 973-315-5254

2. **Integrated Pest Management Statement**

   Integrated Pest Management (IPM) on school property is a long-term approach to maintaining healthy landscapes & facilities that minimizes risks to people and the environment. Florence M. Burd School will use: site assessment, monitoring, and pest prevention in combination with a variety of pest management tactics to keep pests within acceptable limits. Instead of routine chemical applications, cultural, mechanical, physical, and biological controls will be employed with selective use of pesticides when needed. Educational strategies are used to enhance pest prevention, and to build support for the IPM program

3. **School IPM Policy:** *School IPM Policy #7422*- School Integrated Pest Management Plan

4. **School IPM Plan Goals:**
   a. The roles, responsibilities, and training of all members of the school community [school administration, School IPM Coordinator, Pest Management Professional (includes staff or contractors, if used), School Nurse, kitchen staff, maintenance staff, staff, teachers, students, parents or guardians of all students enrolled in the school, and vendor/contractors] regarding IPM at the school are clearly defined.
   b. Pest identification: Initially, define indoor and outdoor pests for the school by historical account and/or by direct monitoring. Establish monitoring types and schedules, and recordkeeping.
   c. Pest prevention and control to maintain a healthy school environment: Outline non-chemical controls that will be routinely practiced at the school. Establish threshold levels for all anticipated pests. Define prescribed use of low impact versus non low impact pesticides for identified pests. Maintain records of all pesticide applications.
   d. Keep the school community informed: Maintain IPM records and make available for public inspection. Issue annual notice of school IPM program status. Establish pre-notification procedures for non low impact pesticide use. Adopt notification procedures for emergency use of non low impact pesticides. Establish posting procedures for indoor and outdoor areas that are treated with non low impact pesticides.
   e. Evaluate and revise the School IPM Plan annually.

5. **School IPM Roles & Responsibilities:** For an IPM program to be successful, all members of the school community must be made aware of the school's policies on pest control and their respective roles in the overall pest management plan. The roles, responsibilities, and training for this school regarding pest management are outlined below:

a. **School Administrators**:
Specific duties of New Jersey School Administrators **<u>required</u> by the School IPM Act and proposed regulations**:

1. Adopt and implement a school IPM policy for the school property; the Policy#7422 that was developed by the NJDEP prescribes that the school administrators will adopt and implement a School IPM Plan for the school property.
2. Implement IPM procedures to control pests and minimize exposure of children, faculty, and staff to pesticides.
3. Designate a School IPM Coordinator (see next section). The IPM Coordinator should be someone who is familiar with the school buildings and grounds, such as the buildings and grounds maintenance staff.
4. Report effectiveness and recommend improvements to the School IPM Plan annually to local school or governing boards.

Other **duties <u>required by law</u> of the school administration <u>but that may be delegated</u>** to specific individuals, such as the School IPM Coordinator (see next section) are:

5. Coordinate pre- and post-notification of parents and staff of non low impact pesticide applications according to the school's notification procedure. [See Appendix for sample 'Pre-Notification of the Use of Pesticides' (72 hour pre-notification) form and 'Emergency Pesticide Use Notification' form].
6. Prepare and post signs as required in areas where non low impact pesticides are to be applied. (See Appendix for sample 'Notice of Pesticide Application' sign for indoor and outdoor applications).
7. Obtain and maintain all pesticide application records for a minimum of 3 years; in the case of termiticides, maintain records a minimum of 5 years.
8. Prepare and send out 'Annual School IPM Program Notification Letter to Parents & Staff'. (See Appendix for sample letter to parents & staff).
9. For contracted services, the school administration will develop bid specifications, contracts, and contract addendums in accordance with the School IPM Policy and Plan.

b. **School IPM Coordinator:**
The School IPM Coordinator, **by law**, is jointly responsible with the school administration for the implementation of this School IPM Plan.

Role: The IPM Coordinator is the individual within the facility who is in charge of pest control activities for the school. This individual has the authority and backing of the school administration or management. The School IPM Coordinator has the primary responsibility for ensuring the IPM plan is carried out, and is the primary contact for the school community and public. Ultimately, this person is directly responsible for the integration of all IPM activities through the coordination of all parties including custodial, building, food service, outside vendors, Pest Management Professionals, grounds staff, students, parents, staff, and teachers.
Specific duties of a New Jersey School IPM Coordinator **required by law or regulation:**

1. Implement the School IPM Policy and Plan.
2. Maintain information about the IPM Policy and Plan in place at the school.
3. Maintain information about pesticide applications on school property including records obtained from the pesticide applicator, Material Safety Data Sheets (MSDS) when available for pesticides used, and labels for all pesticide products used.
4. Maintain records of any pest monitoring and non-pesticide controls implemented. (See 'IPM Pest Activity Monitoring and Control Log' for sample log).
5. Provide access to the above information for public review.

6. Respond to inquiries and providing information to students, staff, and parents or guardians regarding IPM.
7. Provide training in IPM practices to the school community as described in the individual 'Roles, Responsibilities, and Training' sections of the School IPM Plan.
8. Provides a signature on the **'**School Integrated Pest Management Act Compliance Certification' Form when requested (see Appendix for sample form) by pesticide applicators.
9. Ensure that all persons conducting pesticide applications have all NJDEP-required training, certification, and licensing. Also ensure that they follow the School IPM Policy and Plan, as well as all NJDEP School IPM regulations and the precautions of the pesticide label.
10. Obtain training sufficient to implement the Policy and Plan (i.e., NJDEP-approved training).
11. Submit required information to the NJDEP.

School administration responsibilities by law (see # 5, 6, 7, and 8 of their duties) that must be carried out and may be delegated as duties of the School IPM Coordinator by this school administration include (*check all that will be delegated*):

☐ Coordinate pre- and post-notification of parents and staff of non low impact pesticide applications according to the school's notification procedure. [See Appendix for sample 'Pre-Notification of the Use of Pesticides' (72 hour pre-notification) form and 'Emergency Pesticide Use Notification' form].

☐ Prepare and post signs as required in areas where non low impact pesticides are to be applied. (See Appendix for sample 'Notice of Pesticide Application' sign for indoor and outdoor applications).

☐ Obtain and maintain all pesticide application records for a minimum of 3 years; in the case of termiticides, maintain records a minimum of 5 years.

☐ Prepare and send out 'Annual School IPM Program Notification Letter to Parents & Staff'. (See Appendix for sample letter) to parents & staff).

In order to carry out the duties prescribed above, the School IPM Coordinator will (*check all that apply*):

☐ Distribute and train school community in the use of 'Pest Problem Report Forms' to be submitted when activity is noticed (see Appendix for sample form).

☐ Distribute and train school kitchen staff in the use of 'Food Service Report' forms to be submitted weekly (see Appendix for sample form).

☐ Compile all 'Pest Problem Report' and 'Food Service Report' forms received in 'IPM Pest Activity Monitoring and Control Log' (see Appendix for sample log). Also, write actions taken to remedy pest problems in the log.

☐ Maintain a prioritized list of pest management issues (including key pests, and needed structural/landscape improvements and substandard sanitation practices) which exist both inside and outside the school (see Appendix for a sample form).

☐ Consider all available options (including no action) with the school's Pest Management Professional prior to determining control(s) to be used.

☐ Ensure that Pest Management Professional(s) make accurate entries in the 'Pesticide Application Log' (see Appendix) when these pesticides are applied at the school.

☐ Work with administrators if contracting for pest control services to ensure that the bid specifications comply with the school IPM policy and plan.

☐ Serve as the point of contact for contracted pest management services for the school.

☐ Evaluates efficacy of IPM practices on school property on a monthly basis at a minimum.

☐ Sets up and moderates the annual evaluation of the School IPM Plan. Revises the School IPM Plan accordingly.

☐ Other:_____

Training:
The School IPM Coordinator will receive NJDEP-approved training that provides an overview of the principles of IPM, legal requirements, and how to implement the IPM Policy and Plan at the school per rules to be adopted by the NJDEP in the fall of 2004.

c. **Pest Management Professional:**
All pesticide applications made on school property must be made by applicators or operators licensed to apply pesticides by the NJDEP PCP per the New Jersey Administrative Code Title 7 Chapter 30; Subchapters 1-12. These 'Pest Management Professionals' may either be staff and /or a contractor as described below.

All **indoor applications** at this school are made by a licensed contractor, Viking Pest Control, Pest Management Professional(s). The contractor for indoor pest management services at this school is Viking Pest Control. Our contact for the company can be contacted at 1-800-618-2847. The contractor will meet all specifications as contracted by the School per the attached contract.

All **outdoor applications** at this school are made by a licensed contractor, Viking Pest Control, Pest Management Professional(s). The contractor for outdoors pest management services at this school is Viking Pest Control. Our contact for the company can be contacted at 1-800-618-2847. The contractor will meet all specifications as contracted by the School per the attached contract. If specified in the contract, the contractor will provide horticultural services for landscape and turf management.

Other Specific Duties of Pest Management Professional(s) in the School IPM Program (*check all that apply*):

- ☐ Inspect school premises monthly for the presence of pests or signs of pest activity.
- ☐ Notify the IPM Coordinator when pests or signs of pest activity are found.
- ☐ Make written recommendations to the School IPM Coordinator for corrective actions to be taken by the school to reduce potential pest populations.
- ☐ Recommend to School IPM Coordinator appropriate non-chemical procedures to correct pest problems.
- ☐ When it is determined that a pesticide must be used, select and recommend necessary pesticides. Preference will always be given to low impact pesticides.
- ☐ When approved by the School IPM Coordinator,'] follow appropriate least-toxic procedures to correct pest problems. Never apply a non low impact pesticide without first consulting in advance with the IPM Coordinator to allow them to proceed with all required notification and posting of the area to be treated.
- ☐ Provide School IPM Coordinator with MSDS (when available) of any pesticide that is applied on school property.
- ☐ Provide application information as specified in the 'Non Low Impact Pesticide Application Log' (see Appendix) when they apply these pesticides at the school. This log is kept at Florence M. Burd School in the office of the Buildings & Grounds Supervisor.
- ☐ If a non low impact pesticide is to be used, provide a 'School Integrated Pest Management Act Compliance Certification' Form (see Appendix) to the School IPM Coordinator for their signature ensuring all advance notification and posting has been performed as required. Applicators are not liable for damages resulting from the failure of the school to provide the notification or posting as required by the New Jersey School IPM Act.
- ☐ Participate in the annual evaluation of the School IPM Program and Plan. Provide comments regarding any necessary modifications to the School IPM Plan.

☐ Other:_____

Training:
Training for either a new commercial applicator or operator is to include BOTH a PCP-approved basic pesticide training course, and 40 hours of on-the-job training to competently perform the functions associated with any applications in which they are expected to perform. Additionally, within the 40 hours of training, the candidate must perform or witness a minimum number of applications for each of the categories that they will be licensed (see the NJDEP website at http://www.state.nj.us/dep/enforcement/_pcp/index.html; or the Rutgers Cooperative Extension pesticide applicator training website at http://www.pestmanagement.rutgers.edu/PAT/CertlicensReq.htm for details).

In order to maintain valid Pesticide Applicator Certification in the state of New Jersey, pesticide applicators must earn a minimum of 24 recertification credits by attending continuing education courses. Commercial Pesticide Applicators must accumulate 8 Core credits and 16 category credits (per each category certified).

Rules are being proposed by the NJDEP that would require an additional category ("IPM in Schools") for commercial applicators that apply pesticides on school property. If these rules are adopted as final, applicators would be given a grace period during which the new category exam would need to be taken. This IPM in Schools category would be required in addition to any other category (such as ornamental & turf, or termite control) required depending on the type of work performed.

d. **School Nurse:**
The school nurse will consider potential pesticide exposure when evaluating a child's health complaint. The school nurse should have access to MSDS sheets for any chemical used on school property and be aware of any children with asthma or chemical sensitivities.

Other Duties of the School Nurse in the School IPM Program (*check all that apply*):
- ☐ Keep copies and review MSDS of all pesticides used on school property.
- ☐ Maintain easy access to Poison Control Center hotline at 1-800-222-1222 in case acute poisoning is suspected.
- ☐ Monitor for headlice (a common problem for children between 3 and 10 years old).
- ☐ Educate parents and staff about preventing headlice spread when it occurs.
- ☐ Submit a 'Pest Problem Report' to School IPM Coordinator whenever pests are detected in the health suite/Nurse's office.
- ☐ Other:_____

Training (*check all that apply*):
In addition to required professional training,
- ☐ Be aware of public health pests of significance that may impact student health; see EPA's *List of Pests of Significant Public Health Importance* at http://www.epa.gov/opppmsd1/PR_Notices/pr2000-draft.htm.
- ☐ Obtain copies of selected pesticide resources on poisoning which may include:
  Recognition and Management of Pesticide Poisonings, Routt Reigart and James Roberts, 5th edition, U.S. Environmental Protection Agency, March 1999; available online at http://www.epa.gov/oppfead1/safety/healthcare/handbook/handbook.htm.

e. **Kitchen Staff:**
Food handling and preparation areas are among the most critical areas for pest management. Kitchen staff must keep all food areas free of crumbs and food residue after use.

Other Duties of Kitchen Staff in the School IPM Program (*check all that apply*):

- ☐ Practice good sanitation of all kitchen and food service areas (clean all surfaces daily) per the 'IPM Priorities' checklist of this Plan.
- ☐ Maschio's Food Service employees of the kitchen staff will inspect the kitchen weekly.
- ☐ Maschio's Food Service employee will submit a Food Service Report to School IPM Coordinator whenever pests are detected in the kitchen and food service areas (see the Appendix for the two types of reports).
- ☐ Manage specific pest problem(s) as directed by the School IPM Coordinator.
- ☐ Other: _____.

Training:
Maschio's Food Service will be responsible for training the kitchen staff in proper sanitation procedures when hired and annually thereafter. The School IPM Coordinator will train the kitchen staff in the pest detection and monitoring program in place in the kitchen when hired and annually thereafter.

f. **Maintenance Staff:**
Maintenance staff maintains the cleanliness and take care of the school building and grounds. These staff members may be assigned to indoor and/or outdoor maintenance. School maintenance staff may make applications of pesticides that are "over-the-counter" disinfectants and antimicrobials such as Lysol® and toilet-bowl cleaner, and use "minimum risk" pesticides published by the federal EPA. If the use of other pesticide is necessary, only a licensed Pest Management Professional may make the application (see 'c' above).

Other Duties of Maintenance Staff in the School IPM Program (*check all apply*):

- ☐ Practice all sanitation and maintenance techniques per the 'IPM Priorities' checklist of this Plan.
- ☐ Provide a 'Pest Problem Report' to School IPM Coordinator whenever pests or signs of pest activity are discovered in the school building, or are a problem on school grounds.
- ☐ Recognize and correct conditions that may lead to pest problems such as water leaks, potential pest entryways, and poor sanitation practices (see the 'IPM Priorities' checklist of this Plan for specific actions for school buildings and grounds).
- ☐ Manage specific pest issue(s) as directed by the School IPM Coordinator. This will not include pesticide application unless the individual is a licensed Pest Management Professional (see duties in 'c' above).
- ☐ Other: _____.

Training:

- ☐ IPM Coordinator will be responsible for training the indoor Maintenance Staff in proper sanitation procedures and schedules when hired and annually thereafter.
- ☐ The School IPM Coordinator must train the indoor Maintenance Staff in the pest detection and monitoring program and devices in place throughout the school when hired and annually thereafter.
- ☐ If landscaping or turf maintenance is required by their duties, grounds maintenance staff will be trained in accepted horticultural practices grounded in IPM.

g. **Staff, Teachers, and Students**:

Duties of Staff, Teachers, & Students in the School IPM Program (*check all that apply*):

- ☐ The most important responsibility of the students and staff is sanitation. Much of the prevention and reduction of pest infestation at the school site depends on whether or not students and staff clean up food leftovers, food in lockers, gum under desks, paper clutter, etc., or perform proper maintenance.
- ☐ Leave pest control and pest management to trained professionals.
- ☐ Will not move sticky traps or other pest monitoring devices.
- ☐ Report any evidence of pest activity to the School IPM Coordinator using the 'Pest Problem Report' form.
- ☐ Other:_____

Training:

School staff, teachers, and students will be trained in their roles in the school's pest management system by the School IPM Coordinator.

Other training (*check all that apply*):

- ☐ Staff, teachers, and students will be given a brief overview or updates by the School IPM Coordinator on pest identification and the conditions that they may create that promote pests. This information will focus on pest reduction strategies connecting people's behavior such as eating at desks, leaving crumbs on floor, etc. to pest problems.
- ☐ Education will be focused to increase people's willingness to share their environment with other organisms so that people are less likely to insist on toxic treatments for harmless organisms.
- ☐ They will be instructed in how to log pest complaints using the 'Pest Problem Report' form.
- ☐ Pamphlets and fact sheets will be made available at the time of training and/or posted on bulletin boards in specific areas such as the cafeteria and teachers' lounge.
- ☐ Other:_____

h. **Parents or Guardians of All Students Enrolled in the School:**

Duties of Parents/Guardians in the School IPM Program:

- ☐ Learn about IPM practices and follow them at home so that pests are not carried to school in notebooks, lunch boxes, backpacks, clothing, or the children's hair.
- ☐ Make their children aware of their role in the School IPM Program at the school.
- ☐ Encourage children to lend a hand in cleaning up.
- ☐ Discourage children from keeping food in their lockers and desks.
- ☐ Be aware of the current pest management practices in their children's school. Review the 'Annual School IPM Program Notification Letter to Parents & Staff' as well as all notices of application of pesticides at the school. For questions or concerns, parents and /or guardians will contact the School IPM Coordinator.

Training (*check all that apply*):

- ☐ IPM Coordinator will educate parents and guardians of all students enrolled at the school about the School IPM Program.
- ☐ Pamphlets and fact sheets will be made available upon request (see Appendix for 'Summary of Key Requirement s of NJ School IPM Act' Fact Sheet).
- ☐ Other: _____.

i. **Vendors and Contractors**

Duties of vendors and contractors in the School IPM Program to be prescribed in specific language in their bid specifications and contracts (*check all that apply*):

- ☐ Contracts will specify regular maintenance service, cleaning under and behind machines during service visits, and immediate correction of problems which may foster pests (for example, breakage, leaks, or excessive condensation from machinery).
- ☐ Other:_____.

6. Pest Identification: Preliminary Site Assessment and Ongoing Monitoring

One of the key principles of School IPM is site assessment to precisely define the presence of pests and the site conditions that contribute to their presence. Indoor and outdoor pests will be defined for the school by historical account, interviews, and by direct monitoring. [See Appendix for the 'Pest Problem Report' form for a listing of common school pests].
When the IPM program is implemented at the School, the School IPM Coordinator will perform a thorough inspection of all school buildings and grounds to identify pest activity and conditions that are contributing to any pest problems.

Indoor site assessment, School IPM Coordinator will compile and map on floor plans of the building:

- Areas that currently have pests or show signs of pest activity.
- Areas that historically have had pests as well as identifying when this occurs during the school year.
- Conditions or behaviors contributing to pest problems that can be corrected.
- If already in use, location of detection and monitoring devices and bait stations.
- Recommendations for sanitation, structural repairs, and habitat modification.

Outdoor site assessment, School IPM Coordinator will map the school grounds:

- Show locations of trees, shrubs, and ornamentals.
- Assign & divide the landscape into management units (for example, football field turf versus playground).
- Note key plants, any pest problems, and horticultural recommendations.

Note: The Rutgers Cooperative Extension 'IPM Report Card for School Grounds' provides a series of self-assessment tools for schools to measure their adoption of IPM on school grounds. Additionally, each Report Card in the series can be used as a guide to incrementally or completely implement IPM by simply following the practices outlined. IPM practices are precisely outlined for control of common pests of New Jersey school grounds. Report Cards for School Grounds include: General Requirements; Athletic Fields; Turf ; Ornamental Plants; and Landscape Plantings. See @ http://www.pestmanagement.rutgers.edu/IPM /SchoolIPM/reportcard.html.

It is important that the pest(s) be accurately identified in order to gather information about the pest's life cycle and habits. Identification is essential for selecting the combination of strategies which will be most effective as well as knowing when to implement them. If the School IPM Coordinator and the Pest Management Professional are unable to identify the pest(s), the County office of Rutgers Cooperative Extension (RCE) will be consulted and samples will be submitted for identification if needed. *County contact from the RCE 'commercial clients' phone listings* at http://www.rce.rutgers.edu/mastergardeners/ helplines.asp.

Ongoing Monitoring
Once a pest is correctly identified, monitoring methods and schedules, as well as controls will be determined based on its life cycle, food sources, habitat preferences, and natural enemies.

Indoor pests will be monitored via direct inspection, sticky traps, pheromone baits, tracking powder, mechanical traps, and glueboards as necessary. If baits or traps of any kind are used (*check all that apply*):

- ❑ Each bait station or trap is assigned an identification number.
- ❑ A map is prepared showing the location and number of each trap or bait placement.
- ❑ Each trap or bait station is marked with appropriate warning language.
- ❑ Traps will be checked by the Pest Management Professional weekly during the early stages of solving a serious pest infestation, then taper off to monthly, once the pest problem is under control.
- ❑ Captured rodent pests will be recorded and disposed of on a daily basis.

Outdoor landscape pests will be monitored via direct inspection (*check all that apply*):

- ❑ Landscape plants are scouted at least monthly during the growing season for conditions requiring action (for example, damaged, diseased, dead limbs; soil erosion/compaction; insect, disease, weed pests and damage).
- ❑ Scouting usually begins when plants put out new leaves in spring and ends when leaves fall in autumn.
- ❑ Plants with annually recurring pest problems will be scouted according to pest appearance timetables.

Monitoring Records: The School IPM Coordinator will maintain and keep records of any pest monitoring, including traps (see Appendix for sample 'IPM Pest Activity Monitoring and Control Log').

7. Pest Prevention and Control

Wherever possible, the School will take a preventive approach by identifying and removing, to the degree feasible, the basic causes of the problem rather than merely attacking the symptoms (the pests). This prevention-oriented approach is also best achieved by integrating a number of strategies. It is easier to spot a potential problem when the interior and exterior of the school is clean and uncluttered (see Appendix for a sample 'Integrated Pest Management Priorities' checklist as a resource for many controls).

IPM employs a multi-tactic approach, integrating several strategies to combat a particular pest. Control strategies that remove a pest's food, water, and shelter (harborage), and limit its access into and throughout buildings and on school grounds will be employed as follows:

- Cultural control: for example, improve sanitation; reducing clutter; people change habits like leaving food in the classroom; maintain plant health by taking care of the habits and conditions; fertilization, plant selection (right plant/right place), and sanitation to exclude problematic pests and weeds.
- Physical control: for example, pest exclusion; removing pest access to the school building by sealing openings with caulk and copper mesh; repairing leaks and screens; removing pests by hand.
- Mechanical control: for example, insect monitors, light traps, rodent traps; till soil prior to planting to disrupt pest life cycles.
- Biological control: use of pest's natural enemies. For example, introduce beneficial insects or bacteria to the environment or, if they already exist, provide them with the necessary food and shelter; and avoid using broad-spectrum chemicals that will inadvertently kill beneficials.
- Least hazardous chemical controls with preference given to School IPM Act-defined 'low impact pesticides'.

Pesticides will be selected when other control methods are not effective or practical in resolving a pest problem. Pesticides will not be used on School property unless both the pest has been identified and its presence verified. It is neither possible, nor desirable to completely exterminate every pest and potential pest from every population on school property.

The IPM Coordinator will establish injury (also known as tolerance or threshold) levels and action thresholds for each individual pest species before making any chemical treatment. Action Thresholds for pesticide treatment are triggered if all other IPM tactics have not been able to control pest populations to an acceptable level. Appropriate injury levels will be set, and may take into consideration economic losses (for example, amount of foodstuffs contaminated by pantry pests); health risks (for example, occurrence of disease-bearing pests); aesthetic evaluations (for example, temporary presence of ants); nuisance problems (for example, stinging insects); and pest visibility [see Appendix for a sample 'Indoor Pest Thresholds' for your modification].

The New Jersey School IPM **law defines** 'low impact pesticides' and necessarily creates the distinction 'non low impact pesticides' for other pesticides not meeting their definition. The law and resulting model policy published by DEP make it clear that when pesticide use is needed, preference should be given to choosing a 'low impact pesticide', if possible. The School will give preference to choosing a 'low impact pesticide', as described below.

A low impact pesticide is a pesticide that is considered to have relatively minimal risk as compared to pesticides in general. The New Jersey School IPM law specifically defines what a low impact pesticide is in two parts. The first part consists of a federal EPA list of pesticides that it considers to be minimal risk and thus do not require formal registration. These pesticides are listed in the federal code at 40 CFR § 152.25. (See http://www.pestmanagement.rutgers.edu/IPM/SchoolIPM/NJAct/40cfr15225.pdf). The second part consists of a list of pesticide ingredients (such as boric acid or diatomaceous earth) and formulation types (such as gels or pastes) that are considered low impact. It is important to note that a substance considered "low impact" does not necessarily mean zero risk. All pesticides must be used properly to reduce potential risk from their use.

See the Rutgers Cooperative Extension School IPM website at http://www.pestmanagement.rutgers.edu/IPM/SchoolIPM/NJAct/lowimpact.htm for information on low impact pesticides as it becomes available.

When it is determined that a non low impact pesticide must be applied to adequately control pests within established thresholds, application guidelines **per the law** will be followed. Specifically, non low impact pesticides will be applied in a school building only when students are in another area of the building AND only if the area being treated with the pesticide is served by a different air handling system and is separated from the students by smoke or fire doors. Further, applications of non low impact pesticides on school property will be made in advance of when students will be present for instruction or extra-curricular activities, allowing for any label-prescribed entry restrictions; if there is no re-entry interval listed on the label, a minimum of 7 hours will be allowed prior to student re-entry on school property.

Per the law, emergency application of a non-low impact pesticide will only be made when the health or safety of a student or staff member is threatened. A "school pest emergency" is defined in the law as "an urgent need to mitigate or eliminate a pest that threatens the health or safety of a student or staff member." One example would be the presence of stinging insects such as ground hornets in an athletic

field where events are scheduled. If a pest emergency exists, the school may use pesticides without the normal 72-hour pre-notification to parents and staff, and the advance posting of signs. Rather, the posting must be done at the time of the application, and the notice to parents and staff must be done within 24 hours after the emergency application. The notice that goes to parents and staff must explain what the reason for the emergency was, and if possible, what could be done to prevent such an emergency use next time.

Treatments, whether pesticides or low impact pesticide materials, will only be applied on school property when and where needed. It is rarely necessary to treat an entire building or landscape area to solve a pest problem. Monitoring will be used to pinpoint where pest numbers are beginning to reach the action level and 'spot' treatments' will be confined to those areas.

The School IPM Coordinator and Pest Management Professional(s) will meet as scheduled to cover monitoring reports and determine corrective action. The Pest Management Professional should make recommendations for corrective actions to the School IPM Coordinator. They will consider all options, including no control, and look at pest activity levels versus thresholds.

They will consider EPA-defined criteria for selecting a treatment strategy:

1. Least hazardous to human health
2. Least disruptive of natural controls
3. Least toxic to non-target organisms
4. Most likely to be permanent
5. Easiest to carry out safely and effectively
6. Most cost-effective
7. Most site-appropriate

They will generate a pest management priority list to optimize a plan of corrective actions (see Appendix for a sample 'IPM Priorities' checklist as a resource for many preventative and corrective measures). The IPM Coordinator will assign and contact the appropriate staff to carry out individual tasks on the checklist.

All controls that are actually implemented should be documented in the log by the School IPM Coordinator. (see Appendix for sample 'IPM Pest Activity Monitoring and Control Log').

8. Notification, Posting, and Re-Entry

It is important to keep the school community informed of the school's implementation of the School IPM Plan. Accordingly, this section outlines the:

- annual notification of School IPM program status.
- pre-notification of planned use and notification of emergency use of non low impact pesticides.
- posting requirements for areas inside and out that are treated with pesticides.
- re-entry requirements for areas inside and out that are treated with pesticides.

Annual Notification

The School IPM Coordinator will prepare and send an annual notice of school IPM program status to parents or guardians of each student enrolled at the school, and all staff members at the beginning of each school year. Once the annual notice has been sent, the School IPM Coordinator will also give this information to new staff or the parents/guardians of new students upon their arrival.

The Appendix has a sample 'Annual School IPM Program Notification Letter to Parents & Staff'. **New Jersey law requires** that this notice shall include:

1. a copy of the School IPM policy
2. the name, address, and telephone number of the integrated pest management coordinator of the school or school district
3. a list of <u>any</u> pesticide that is in use or has been used within the last 12 months on school property
4. a statement that:
   (a) the integrated pest management coordinator maintains the product label and material safety data sheet, when available, of each pesticide that may be used on school property;
   (b) the label and data sheet is available for review by a parent, guardian, staff member, or student attending the school; and
   (c) the integrated pest management coordinator is available to parents, guardians, and staff members for information and comment;
5. the time and place of any meetings that will be held to adopt the school integrated pest management policy; and
6. the following statement:
   "As part of a school pest management plan, Florence M. Burd School may use pesticides to control pests. The United States Environmental Protection Agency (EPA) and the New Jersey Department of Environmental Protection (DEP) register pesticides to determine that the use of a pesticide in accordance with instructions printed on the label does not pose an unreasonable risk to human health and the environment. Nevertheless, the EPA and DEP cannot guarantee that registered pesticides do not pose any risk to human health, thus unnecessary exposure to pesticides should be avoided. The EPA has issued the statement that where possible, persons who are potentially sensitive, such as pregnant women, infants and children, should avoid unnecessary pesticide exposure."

Notification and Posting of Non Low Impact Pesticide Use

There are two situations when non low impact pesticides may be used on school property; when it is pre-planned and when it is an emergency.

1. Pre-Notification and Posting of Planned Non Low Impact Pesticide Use:
   At any time of the year when children may be present, the school will issue <u>prior</u> notification of all non-low impact pesticides to be used. Specifically, the School IPM Coordinator will issue notice to all staff, and parents/guardians of each student enrolled at the school. The area where the pesticide will be applied will be posted at least 72 hours prior and 72 hours following the application.
2. Emergency Use Notification and Posting for Non low Impact Pesticide Use:
   When an emergency application of pesticides is required, the School IPM Coordinator will issue notice of emergency use of non low impact pesticides used to all staff, and parents or guardians of each student enrolled at the school within 24 hours after the application or on the morning of the next school day, whichever is earlier. The reason for the emergency and any measures that will be taken so that emergency pesticide use may be avoided in the future may be included. The area where the pesticide is applied will be posted at the time of application, and will remain posted for 72 hours following the application.

In either situation, the school is **required by law to make NJDEP-prescribed notification and posting** as described below. The Appendix contains sample written notification forms, 'Pre-Notification of the Use of Pesticides' (72 hour pre-notification) and **'**Emergency Pesticide Use Notification'**,** and a sample posting sign (for indoors & outdoors) 'Notice of Pesticide Application'. The specific 'what', 'how' and 'where' requirements of the law that will be followed on School property on posting and notification follows:

What: In either planned or emergency applications of non low impact pesticides, **New Jersey law requires** content of both notification and posting as follows:

- common name of pesticide,
- EPA registration number,
- EPA statement on sensitive persons: "*Where possible, persons who potentially are sensitive, such as pregnant women, infants, and children, should avoid any unnecessary pesticide exposure"*
- location description, date, and time of application (one date for indoor application; three dates for outdoor applications in case of cancellation),
- potential adverse effects of product,
- reasons for the application,
- contact information for the IPM Coordinator of the school or school district, and
- further label information or precautions for public safety.

How: In either planned or emergency applications of non low impact pesticides, the School IPM Coordinator will advise the parents and guardians and staff of the school of pesticide applications by the following method of notification (*check all that apply*).

☐ written note that the students take home (see Appendix for sample notice)
☐ written note that is mailed at least one week prior to the application (see Appendix)
☐ phone call
☐ direct contact
☐ email

Where: In either planned or emergency applications of non low impact pesticides, **per New Jersey law**, the School IPM Coordinator will post signs:

- prominently in or adjacent to the area where the pesticide is to be applied.
- at each entrance to the building or school ground where the pesticide is to be applied.
- that are at least 8.5" by 11".

Re-Entry

If there is application of a low impact pesticide on school property, it will be made so that adequate settling or drying occurs in advance of when students will be present for instruction or extra-curricular activities.

Students cannot enter a pesticide treated area for at least seven hours after the application of a non low impact pesticide, unless the pesticide label states a specific numerical re-entry time that is different than this. The use of low impact pesticides does not require an automatic seven-hour wait; students can re-enter after the pesticide application has dried or settled, or longer if the pesticide label specifies.

9. Record Keeping and Evaluation

Record Keeping

The School IPM Coordinator will maintain records as listed in their outlined role and responsibility for school IPM. An initial meeting will be held between the School IPM Coordinator and Pest Management Professional(s) annually to establish an IPM Log binder for these records.

The following records will be maintained in the IPM Log binder kept in B&G Office (*check all that apply*):

- ❑ Pest Problem Reports
- ❑ Food Services Areas Reports

- ❑ IPM Pest Activity Monitoring and Control Log
- ❑ Indoor Pest Thresholds
- ❑ IPM Priority Checklists
- ❑ Pesticide Application Log
- ❑ Annual School IPM Program Notification Letters to Parents & Staff
- ❑ Pre-Notification of the Use of Pesticides (72 hour pre-notification)
- ❑ Emergency Pesticide Use Notifications
- ❑ School Integrated Pest Management Act Compliance Certification Forms
- ❑ Posting Sign (for indoors & outdoors) 'Notice of Pesticide Application'
- ❑ School IPM Report Cards
- ❑ If applicable, *and Pest Management Professional is a contractor*: Specific service reports will also be placed in the log binder that document particular actions taken by the pest management contractor.

Evaluation

At least annually, the School IPM Plan and School IPM Program of the Florence M. Burd School will be evaluated. This necessarily includes review of all records in the IPM log binder. Program evaluation involves reviewing monitoring data, actions taken, treatment impacts and effectiveness, and any other relevant observations. These records will provide information on previous and current pest populations and which strategies were applied. Comparing data will clearly indicate which pest management strategies were most effective for the amount of time and money spent. IPM practices and procedures will be modified, if necessary, based on past experience, results, and gained knowledge.

This evaluation will be coordinated by Janusz Berghoff, IPM Coordinator/B&G Supervisor. The participants in the evaluation will be identified annually. A written evaluation is to be completed by the IPM Coordinator. If the school is using a contractor, the School IPM Coordinator will meet with the pest control contractor to evaluate the success or failure of this IPM Plan.

The following issues will be addressed during the evaluation of the School IPM Plan and Program (*check all that apply*):

- ☐ adequacy of pest control indoor and outdoor
- ☐ areas of concern
- ☐ sanitation issues
- ☐ building maintenance issues
- ☐ new less toxic pest control tactics
- ☐ adequate support by all members of the community
- ☐ adequacy of thresholds
- ☐ revise integrated pest management priorities
- ☐ Other:_____

Following evaluation, the School IPM Plan will be revised by Janusz Berghoff, IPM Coordinator/B&G Supervisor accordingly.

APPENDICES

A Model Integrated Pest Management Policy for New Jersey Schools

The New Jersey School Integrated Pest Management Act of 2002 requires schools to implement a school integrated pest management policy.

The law requires the superintendent of the school district, for each school in the district, the board of trustees of a charter school, and the principal or lead administrator of a private school, as appropriate, to implement Integrated Pest Management (IPM) procedures to control pests and minimize exposure of children, faculty, and staff to pesticides. _____(Insert school name) shall therefore develop and maintain an IPM plan as part of the school's policy.

Integrated pest management procedures in schools

Implementation of IPM procedures will determine when to control pests and whether to use mechanical, physical, cultural, biological or chemical methods. Applying IPM principles prevents unacceptable levels of pest damage by the most economical means and with the least possible hazard to people, property, and the environment.

Each school shall consider the full range of management options, including no action at all. Non-pesticide pest management methods are to be used whenever possible. The choice of using a pesticide shall be based on a review of all other available options and a determination that these options are not effective or not reasonable. When it is determined that a pesticide must be used, low impact pesticides and methods are preferred and shall be considered for use first.

Development of IPM plans

The school IPM plan is a blueprint of how Florence M. Burd School will manage pests through IPM methods. The school IPM plan states the school's goals regarding the management of pests and the use of pesticides. It reflects the school's site-specific needs. The IPM plan shall provide a description of how each component of the school IPM policy will be implemented at the school. For Public schools, the Local School Board, in collaboration with the school building administrator (principal), shall be responsible for the development of the IPM plan for this school. For Charter schools and non-public schools, the development of the IPM plan shall be the responsibility of the Board of Trustees or the Principal or Lead Administrator.

IPM Coordinator

The Board of Education shall designate an integrated pest management coordinator, who is responsible for the implementation of the school integrated pest management policy.

Education /Training

The school community will be educated about potential pest problems and IPM methods used to achieve the pest management objectives.

The IPM Coordinator, other school staff and pesticide applicators involved with implementation of the school IPM policy will be trained in appropriate components of IPM as it pertains to the school environment.

Students, parents/guardians will be provided information on this policy and instructed on how they can contribute to the success of the IPM program.

Record keeping

Records of pesticide use shall be maintained on site to meet the requirements of the state regulatory agency and the school board.

Records shall also include, but are not limited to, pest surveillance data sheets and other non-pesticide pest management methods and practices utilized.

Notification/Posting

The B&G Supervisor of Florence M. Burd School, is responsible for timely notification to students' parents or guardians and the school staff of pesticide treatments pursuant to the School IPM Act.

Re-entry

Re-entry to a pesticide treated area shall conform to the requirements of the School IPM Act.

Pesticide applicators

The IPM coordinator shall ensure that applicators follow state regulations, including licensing requirements and label precautions, and must comply with all components of the School IPM Policy.

Evaluation

Annually, for public schools, the Principal will report to the local school board on the effectiveness of the IPM plan and make recommendations for improvement as needed. For non-public schools and charter schools, the Lead Administrator or Principal shall report to their respective governing boards on the effectiveness of the school IPM plan and make recommendations for improvement as needed.

The local school board or other respective governing boards directs the Principal or Lead Administrator to develop regulations/procedures for the implementation of this policy.

Authorizing Regulatory references

The School Integrated Pest Management Act of 2002
N.J.A.C. Title 7 Chapter 30 Subchapters 1-12
Pesticide Control Act of 1971

Revised 9/12/03

Pest Problem Report

Date:_____
To: [insert name]_____, School IPM Coordinator
From:_____
Subject: Pest Problem Report

Date and time witnessed problem:_____
Location (Building name/Room #/name/outdoor area):_____

I have seen either pests or signs of pest activity as checked below:

Insect and spider pests:

- ☐ Ants
- ☐ Flies
- ☐ Lice
- ☐ Fleas
- ☐ Spiders
- ☐ Cockroaches
- ☐ Termites
- ☐ Firebrats, silverfish, & booklice
- ☐ Pantry pests: adult moths, larvae in foodstuffs
- ☐ Wasps, hornets, or bees
- ☐ Spider webs
- ☐ Droppings
- ☐ Damaged wood
- ☐ Mud tunnels
- ☐ Piles of wings near windows
- ☐ Frass: Debris or excrement produced by insects; for example, chewed wood debris from carpenter ants. Includes suspicious piles of fine dust or powder.
- ☐ Wasp mud or paper nests
- ☐ Eggs and egg sacs
- ☐ Silk shelters and cocoons
- ☐ Holes in fabric

Mice and other rodents:

- ☐ Droppings
- ☐ Urine stains
- ☐ Tracks (in dust or soft, moist soil)
- ☐ Gnawing damage
- ☐ Burrows next to walls around the exterior of structure
- ☐ "Runways" (areas where rodents frequently run, usually along walls, where there is an absence of dust or dirt)
- ☐ Grease marks along walls next to runways (from oil and dirt on rodent fur)
- ☐ Live rodents
- ☐ Dead rodent (please call immediately!)
- ☐ Rodent odors (especially mice); strong odor if dead

Food Services Report

School:_____

Completed by:_____

Week Date:_____

	Sanitation Inspection (s=satisfactory; u =unsatisfactory)					Monitors installed	Monitors checked	Roach Activity	Rodent Activity	Maintenance Needed	Comments (trap numbers/counts)
	M	**T**	**W**	**Th**	**F**						
Cooking Areas											
Prep Area											
Serving Area (cafeteria line)											
Drink Dispensers/ Machines											
Salad Bar											
Food Storage Area											
Supply Closet/Area											
Dishwasher/ Sink Area											
Restroom(s)											
Vending Machine Area											
Dining Area											

Integrated Pest Management
Pest Activity Monitoring and Control Log

School:_____ Month/Year:_____

Pest Activity (monitoring, sightings, & complaints)			Control Measures		Check one	
Date & time	Location: Bldg. #/ Room #/Specific Location/Trap Type & Number	Type & Number of Pest(s) Sighted	Date	Action Taken	School Staff	Pest Contractor

Sample Indoor Pest Thresholds

(revise to your own levels)

Pest	Classrooms/ Public Areas	Storage/ Maintenance Areas	Infirmary	Kitchen/ Cafeteria	Grounds
Ants (common house)	5/room	5/100 ft^2 in 2 successive periods	1/room	3/room	2 mounds/yard
Ants (carpenter)	3/room	3/room	1/room	2/room	1 nest within 25 ft.
Bees (honey)	1/room	3/room	1/room	1/room	If children threatened
Bees (bumble)	1/room	3/room	1/room	1/room	If children threatened
Bees (carpenter)	1/room	3/room	1/room	1/room	If children threatened; 1 carpenter bee/5 linear feet
Cockroaches	1/room	5/room	1/room	1/room	If noticeable or invading
Crickets	3/room	10/room	1/room	2/room	If nuisance
House Flies	3/room	5/room	1/room	1/room	5/trash can; 10/dumpster
Lice (head or body)	*Take no action, refer to nurse*				
Mice	1/room	1/room	1/room	1/room	Burrows or activity in any student area
Rats	1/room	1/room	1/room	1/room	Any burrows/activity
Silverfish	1/room	2/room	1/room	2/room	N/A
Centipede	1/room	2/room	1/room	2/room	N/A
Spiders (poisonous)	1/room	1/room	1/room	1/room	1/activity area
Spiders (others)	1/room	3/room	1/room	1/room	Only if nuisance
Wasps, Hornets, Yellowjackets	1/room	1/room	1/room	1/room	10/10 minutes at trash; 1 if threatening children

Source: Maryland Department of Agriculture Pesticide Regulation Section. "Action Thresholds in School IPM Programs" Supplemental Materials for Integrated Pest Management - IPM Training Manual. Printed May 2000. Accessed 4/27/04 at http://www.mda.state.md.us/plant/ipmacthr.pdf.
Now posted @ http://www.pestmanagement.rutgers.edu/IPM/SchoolIPM/ActionThresh.pdf

IPM Priorities Checklist
for the Florence M. Burd School

Date Generated:_____ By: [insert name & title]_____

The following is a checklist of pest prevention and control measures that may be necessary in key areas throughout the school facility. This list should be used by the School IPM Coordinator as a working document to keep track of priorities for pest management at the school by location and responsible party. Check all that apply. Indicate responsible party for fixing the problem at location(s) listed. Use and attach maps as key for locations if necessary. It should be first completed after the preliminary site assessment of the School. Update and revise as needed.

Priorities	Responsible Party	Location(s): name or map key
INDOORS		
Entryways (including doorways, overhead doors, windows, holes in exterior walls, electrical fixtures, openings around pipes, drains, ducts and loading docks)		
□ close doors which are propped or left open; advise staff		
□ install weather-stripping and door sweeps		
□ caulk and seal wall cracks and crevices		
□ install screens in doors and windows and keep them in good repair		
□ keep shrubs, grass, and mulches at least one foot away from buildings		
□ eliminate food waste and debris from loading docks		
□		
□		
□		
Classrooms and Offices (including classrooms, laboratories, libraries, administration offices, auditoriums, gymnasiums, hallways, and stairways)		
□ allow food and beverages in designated areas only (see below)		
□ prohibit the extended storage of food in desks and lockers		
□ regularly clean lockers and desks		
□ lockers are emptied & cleaned twice a year: at winter break and at the end of each school year		
□ store craft supplies and pet food in tightly sealed containers		
□ inspect plants and animals (for example: science projects, houseplants) regularly for pest problems; maintain animal cage cleanliness		
□ keep areas as dry as possible by fixing dripping faucets and leaks, and removing standing water and water-damaged or wet materials.		
□ traps:		
□ monitors:		
□ low impact pesticide application (only if /where necessary):		
□ non low impact pesticide application (only if/where necessary):		
□		
□		
□		
□		

Waste Disposal and Recycling Areas (including garbage cans, dumpsters, recycling bins, and outdoor garbage storage areas)		
□ secure dumpsters with heavy, tight-fitting lids		
□ clean the outsides of dumpsters regularly; check and clean up spills		
□ dispose of food wastes securely in tightly secured plastic bags		
□ clean in, under, and around recycling bins routinely		
□ remove recyclables to outside disposal frequently		
□ all waste receptacles are lined with plastic bags		
□ garbage cans are emptied daily		
□ stored waste is collected and moved off site at least [insert: once/twice] weekly		
□ traps:		
□ monitors:		
□ low impact pesticide application (only if /where necessary):		
□ non low impact pesticide application (only if/where necessary):		
□		
□		
Food Preparation and Serving Areas (including cafeteria, kitchen, teacher's lounge, home economics room, snack area, vending machines, food storage areas, and walk-in coolers)		
□ store food, beverages and food wastes in tightly sealed, lidded containers that are inaccessible to pests		
□ remove food waste daily		
□ screen vents, windows, and floor drains to prevent cockroaches and other pests from using unscreened ducts or vents as pathways		
□ keep area clean and dry by sweeping and mopping		
□ keep area clean by quickly disposing of food waste		
□ keep clean work areas with coffee machines, and microwave and toaster ovens		
□ keep area clean by removing clutter		
□ keep area clean and dry by fixing leaky pipes and faucets		
□ clean grease traps regularly		
□ remove grease accumulation from all vents/oven/stove surfaces		
□ caulk cracks and crevices		
□ clean behind and underneath appliances, coolers, vending machines, and waste disposal units at least monthly		
□ floors are cleaned and/or vacuumed daily where food/drink is served.		
□ trash and garbage is removed from building premises daily in areas where food/drink is served.		
□ traps:		
□ monitors:		
□ low impact pesticide application (only if /where necessary):		
□ non low impact pesticide application (only if/where necessary):		
□		
□		
□		
□		

Maintenance Room Areas and Areas with Extensive Plumbing (including bathrooms, sinks, utility closets, locker rooms, dish rooms, laboratories, art studios, home economics rooms, pool areas, boiler room, mechanical room, mop room, and pipe chases)		
□ repair leaks and other plumbing problems immediately to deny pests access to water		
□ avoid conditions that allow formation of condensation. Areas that never dry out are conducive to molds and fungi. Increasing ventilation may be necessary.		
□ clean floor drains routinely		
□ clean mops and buckets promptly, dry buckets and hang mops off of floor above drain		
□ seal pipe chases		
□ eliminate piles of clutter		
□ remove trash regularly		
□ traps:		
□ monitors:		
□ low impact pesticide application (only if /where necessary):		
□ non low impact pesticide application (only if/where necessary):		
□		
□		

OUTDOORS		
Typical Pests; Mice and rats. Turf pests; broad leaf and grassy weeds, insects such as beetle grubs or sod web worms, diseases such as brown patch, and vertebrates such as moles. Ornamental plant pests, plant diseases, and insects such as thrips, aphids, Japanese beetles, and bag worms.		
Playgrounds, Parking Lots, Athletic Fields, Loading Docks, and Refuse Dumpsters		
□ Regularly clean trash containers and gutters and remove all waste, especially food and paper debris.		
□ Secure lids on trash containers.		
□ Repair cracks in pavement and side walks.		
□ Provide adequate drainage away from the structure and on the grounds.		
□ Low impact pesticide application:		
□ Non low impact pesticide application:		
□		
□		
□		
Turf (lawns, athletic fields, and playgrounds.)		
□ Maintain healthy turf by selecting a mixture of turf types (certified seed, sod, or plugs) best adapted for the area.		
□ Check Rutgers Cooperative Extension for recommendations on turf types, management practices, or other information.		
□ Raise mowing heights for turf to enhance its competition with weeds; adjust cutting height of mower, depending on the grass type; sharpen mower blades; and vary mowing patterns to help reduce soil compaction.		
□ Water turf infrequently but sufficiently during morning hours to let turf dry out before nightfall; let soil dry slightly between waterings.		

□ Provide good drainage, and periodically inspect turf for evidence of pests or diseases.		
□ Allow grass clippings to remain in the turf (use a mulching mower or mow often) or compost with other organic material.		
□ Have soil tested to determine pH and fertilizer requirements.		
□ Use a dethatcher to remove thatch. Do this in early fall or early spring when the lawns can recover and when over seeding operations are likely to be more successful.		
□ Time fertilizer application appropriately, because excessive fertilizer can cause additional problems, including weed and disease outbreaks. Apply lime if necessary. Use aeration to place soil on top of thatch so microbes from soil can decompose thatch.		
□ Seed over existing turf in fall or early spring.		
□ low impact pesticide application (only if /where necessary):		
□ non low impact pesticide application (only if/where necessary):		
□		
□		
□		
□		
□		
Ornamental Shrubs and Trees		
□ Choose the right plant for the right place by consulting the Rutgers Cooperative Extension agents (see 'commercial clients' phone listings @ http://www.rce.rutgers.edu/mastergardeners/helplines.asp) for your County.		
□ Diversify landscape plantings—when large areas are planted with a single species of plant, a pest can devastate the entire area.		
□ Apply fertilizer and nutrients to annuals and perennials during active growth and to shrubs and trees during dormant season or early in the growing season.		
□ If using fertilizer, use the correct one at the suitable time, water properly, and reduce compaction.		
□ Prune branches for growth and structure, and to prevent access by pests to structures.		
□ Use the appropriate pest-resistant variety (check with your local Cooperative Extension Service).		
□ Correctly identify the pest in question. When in doubt, send several specimens to your local Rutgers Cooperative Extension County office or the Plant Diagnostic lab. Once the pest is identified, recommendation can be made.		
□ Use pheromone traps as a time saving technique for determining the presence and activity periods or certain pest species.		
□ Select replacement plant material from disease-resistant types being developed by plant breeders throughout the country.		
□ Remove susceptible plants if a plant disease recurs and requires too many resources, such as time, energy, personnel, or money.		
□ low impact pesticide application (only if /where necessary):		
□ non low impact pesticide application (only if/where necessary):		

SCHOOL PESTICIDE APPLICATION RECORDS FORM / THIS FORM MUST BE LEGIBLE (print clearly)

Print Name of school and School Address Florence M. Burd School 219 Newton Sparta Road Newton, NJ 07860

1. Place Of Application	Application Date	2. Pesticide(s) Applied	EPA Reg. Number	MIX Pesticide Concentrate and Diluent	Mix or solution Applied	Application Site(s)	Applicator Name & Reg.#
Location in or around school where pesticide application occurs, or site not located on school campus.	**3.** Include the time the application is completed for the start of the REI	The complete name of the product used **4.** If the product is a Termiticide	From product container or label	Total pesticide Concentrate used + water = Mix or solution	Total Solution Applied	Where exactly was the application made	The name and license number of the pesticide applicator
Main building Rm # 101	Friday Oct. 13 4:30 PM	TRIPLE ETHYL DEATH F3210	EPA Reg. # 123,1234	4oz product concentrate 124oz water	32 oz of solution	Baseboard and closet in Rm #101	
Front lawn	Saturday Oct. 14 7:00 AM	NiceLawn4U HTA 132	EPA Reg. # 00121200	one 10lb bag, as is n/a	1 bag	Front lawn on north side of school from stairs to driveway	
Anytown H.S. Main Baseball diamond near 32nd street exit of Anytown Park	Saturday Oct. 14 8:30 AM	NiceLawn4U Shade 29	EPA Reg. # 00121222	three 10lb bags as is n/a	3 bags	Outfield of Anytown H.S. main baseball Diamond in Anytown Park	

Model Records

The actual form is on the next page

1. Place of Application is the name and address of the field or area that was treated. Especially if field is not contiguous with other school property.

2. The brand or trade name of each pesticide used (both low impact & non-low impact) or a symbol representing such name, providing the School also keeps a list which clearly correlates the symbol used with full and complete pesticide product name(s), and the Principal and IPM Coordinator know how to use the two parts of the form (the records form and the product list) together.

3. The Restricted Entry Interval **(REI)** begins when the pesticide application ends. Remember, if the product does not specify an **REI** time then **for non-low impact pesticides, the default REI is 7 hours.**

4. For schools who have had a termiticide application. The record must also include a diagram of the structure treated, depicting the lower level of the structure, the location of the termite infestations and visible damage, areas treated, and any significant items such as location of known wells, drainage systems and streams and ponds which may be affected by the application.

SCHOOL PESTICIDE APPLICATION RECORDS FORM / THIS FORM MUST BE LEGIBLE (print clearly)

Print Name of school and School Address : Florence M. Burd School 219 Newton Sparta Road Newton, NJ 07860

1. Place Of Application	Application Date	2. Pesticide(s) Applied	EPA Reg. Number	MIX Pesticide Concentrate and Diluent	Mix or solution Applied	Application Site(s)	Applicator Name & Reg.#
Location in or around school where pesticide application occurs, or site not located on school campus.	**3.** Include the time the application is completed for the start of the REI	The complete name of the product used **4.** If the product is a Termiticide	From product container or label	Total pesticide Concentrate used + water = Mix or solution	Total Solution Applied	Where exactly was the application made	The name and license number of the pesticide applicator

1. Place of Application is the name and address of the field or area that was treated. Especially if field is not contiguous with other school property.

2. The brand or trade name of each pesticide used (both low impact & non-low impact) or a symbol representing such name, providing the School also keeps a list which clearly correlates the symbol used with full and complete pesticide product name(s), and the Principal and IPM Coordinator know how to use the two parts of the form (the records form and the product list) together.

3. The Restricted Entry Interval **(REI)** begins when the pesticide application ends. Remember, if the product does not specify an **REI** time then **for non-low impact pesticides, the default REI is 7 hours.**

4. For schools who have had a termiticide application. The record must also include a diagram of the structure treated, depicting the lower level of the structure, the location of the termite infestations and visible damage, areas treated, and any significant items such as location of known wells, drainage systems and streams and ponds which may be affected by the application.

CHEMICAL CODE LIST

CODE NO.	PESTICIDE BRAND/TRADE NAME	PESTICIDE CHEMICAL NAME OR ACTIVE INGREDIENTS	EPA REG.NUMBER
1	**EXAMPLE:** PT 3-6-10 Pyrethrum	Pyrethrin	449-221
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

Model Code Lists

SITE CODE EXAMPLES

SITE CODE NUMBER	APPLICATION SITE	LOCATION CODE LETTER	APPLICATION LOCATION
1	Baseboards	A	Kitchen
2	Cabinets	B	Bathrooms
3	Carpeting	C	Livingroom
4	Bedding	D	Family Room, Den
5	Furniture	E	Dining Room
6	Under/Behind Appliances	F	Office
7	Walls	G	Laundry Room
8	Perimeter	H	Basement
Other		I	Crawlspace
		J	Garage
		Other	

The site of application would be a combination of the **SITE CODE NUMBER** and the **LOCATION CODE NUMBER.** For example: If the cabinets and baseboard in the kitchen and bathrooms were treated the code for the sites of application would be 1AB, 2AB.

APPLICATION METHOD CODE EXAMPLES

CODE NO.	METHOD	CODE NO.	METHOD	CODE NO.	METHOD
1	Crack & Crevice	6	Total Release Aerosol	11	Insect Bait
2	Spot Application	7	Fumigation	12	Bait Packs
3	Fan Spray	8	Space Spray	13	Pelleted Bait
4	Broadcast	9	ULV	14	Broadcast
5	Dust	10	Granules	Other	

CHEMICAL CODE LIST

CODE NO.	PESTICIDE BRAND/TRADE NAME	PESTICIDE'S CHEMICAL NAME OR ACTIVE INGREDIENTS	EPA REG.NUMBER
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

SITE CODE EXAMPLES

SITE CODE NUMBER	APPLICATION SITE	LOCATION CODE LETTER	APPLICATION LOCATION
1		A	
2		B	
3		C	
4		D	
5		E	
6		F	
7		G	
8		H	
Other		I	
		J	
		Other	

The site of application would be a combination of the **SITE CODE NUMBER** and the **LOCATION CODE NUMBER.** For example: If the cabinets and baseboard in the kitchen and bathrooms were treated the code for the sites of application would be 1AB, 2AB.

APPLICATION METHOD CODE EXAMPLES

CODE NO.	METHOD	CODE NO.	METHOD	CODE NO.	METHOD
1		5		9	
2		6		10	
3		7		11	
4		8		Other	

Annual Integrated Pest Management Notice
For School Year 2020 - 2021

Dear Parent, Guardian, or Staff Member:

This notice is being distributed to comply with the New Jersey School Integrated Pest Management Act. [*insert name of school or school district*]_____ has adopted an Integrated Pest Management (IPM) Policy and has implemented an IPM Plan to comply with this law. IPM is a holistic, preventive approach to managing pests that is explained further in the school's IPM Policy included with this notice.

All schools in New Jersey are required to have an Integrated Pest Management Coordinator (IPM Coordinator) to oversee all activities related to IPM and pesticide use at the school.

The IPM Coordinator for [*insert name of school*]_____ is:

Name of IPM Coordinator: _____

Business Phone number: _____

Business Address: _____

The IPM Coordinator maintains the pesticide product label, and the Material Safety Data Sheet (MSDS) (when one is available), of each pesticide product that may be used on school property. The label and the MSDS are available for review by a parent, guardian, staff member, or student attending the school. Also, the IPM Coordinator is available to parents, guardians, and staff members for information and to discuss comments about IPM activities and pesticide use at the school.

As part of a school pest management plan [*insert name of scho*ol] _____may use pesticides to control pests. The United States Environmental Protection Agency (EPA) and the New Jersey Department of Environmental Protection (DEP) register pesticides to determine that the use of a pesticide in accordance with instructions printed on the label does not pose an unreasonable risk to human health and the environment. Nevertheless, the EPA and the DEP cannot guarantee that registered pesticides do not pose any risk to human health, thus unnecessary exposure to pesticides should be avoided. The EPA has issued the statement that where possible, persons who are potentially sensitive, such as pregnant women, infants and children, should avoid unnecessary pesticide exposure.

The following items must be included with this annual notice:

- **A copy of the school or school district's IPM policy.**
- **The date, time and place of any meeting if one is to be held for the purpose of adopting or modifying the school integrated pest management policy or plan.**
- **A list of pesticides that are in use or that have been used in the past 12 months on school property.**

Pre-Notification of the Use of Pesticides

(This notice should be received at least 72 hours prior to pesticide use)

Date:_____

To: Parents and guardians of students, and staff of [insert name of school]_____

From: IPM Coordinator _____Phone Number:_____

Subject: Notification of the Use of Non Low Impact Pesticides

This notice is to advise you that the following pesticide(s) will be used at [insert name of school]:

Pesticide Common Name		
Pesticide Trade Name		
EPA Registration Number		

Location of the pesticide application:_____

Reason for the pesticide application:_____

If an <u>indoor</u> application, the date and time it is planned:

DATE_____ TIME_____

If an outdoor application, 3 dates must be listed, in chronological order, on which the outdoor application may take place if the preceding date is canceled.

DATE_____ DATE_____ DATE_____

Description of the possible adverse effects of the pesticide as per the Material Safety Data Sheets for the pesticides to be used, if available:

_____

_____

Pesticide product label instructions and precautions related to Public Safety.

_____

_____

_____

Note: By law, we must advise you that: *The Office of Pesticide Programs of the United States Environmental Protection Agency has stated: "Where possible, persons who potentially are sensitive, such as pregnant women, infants, and children, should avoid any unnecessary pesticide exposure."*

EMERGENCY PESTICIDE USE

To: Parents or guardians of students and staff of [*insert name of school*]: _____

From: IPM Coordinator:_____**Phone Number**: _____

Subject: Emergency Pesticide Use Notification

This notice is to advise you that the following non low impact pesticide(s) were used at

[*insert name of school*]_____:

Pesticide common name		
Pesticide trade name		
EPA registration number		

Location of the pesticide application:_____

The date and time the indoor or outdoor application took place: _____

Reason for the pesticide application: _____

Description of the problem and the factors that qualified the problem as an emergency that threatened the health or safety of a student or staff member:

_____

_____

_____

If applicable, description of steps to be taken to avoid emergency use of pesticides for this problem in the future:

_____

_____

Description of the possible adverse effects of the pesticide(s) as per the Material Safety Data Sheets for the pesticide(s) to be used, if available:

_____

_____

_____

Pesticide product label instructions and precautions related to Public Safety:

_____

Note: As required by law, we must advise you: *"The Office of Pesticide Programs of the United States Environmental Protection Agency has stated: "Where possible, persons who potentially are sensitive, such as pregnant women, infants, and children, should avoid any unnecessary pesticide exposure."*

School Integrated Pest Management Act Compliance Certification Form

Name of School _____
PLEASE PRINT CLEARLY

Address _____
PLEASE PRINT CLEARLY

School Integrated Pest Management Coordinator _____
PLEASE PRINT CLEARLY

When a commercial pesticide applicator requests an integrated pest management coordinator to certify that the school has met the necessary notification and posting requirements for a pesticide application on school property, the signature of the integrated pest management coordinator on this form shall be required as a condition for the application of the pesticide.

Statement certifying compliance:

"I hereby certify that I am the School Integrated Pest Management Coordinator for the school named above, and further certify that this school has met all of the notification and posting requirements necessary for the following application of a pesticide other than a low impact pesticide, on this school's property."

Business or pesticide applicator performing the application: _____

Application date and time if indoor application: _____

If an outdoor application, three proposed dates in chronological order: _____

Description of application location (room number/name, specific playing field or outdoor location):

Pesticides to be used:

_____

_____

Integrated Pest Management Coordinator:

_____
SIGNATURE DATE

NOTICE OF PESTICIDE APPLICATION

For further information regarding this notice please contact the School IPM Coordinator:

_____ Phone Number:_____
Name

The following pesticides will be used at [*insert name of school*]:_____

Pesticide Common Name	Pesticide Trade Name	EPA Registration Number
Pesticide Common Name	Pesticide Trade Name	EPA Registration Number

The Office of Pesticide Programs of the United States Environmental Protection Agency has stated: "Where possible, persons who potentially are sensitive, such as pregnant women, infants, and children, should avoid any unnecessary pesticide exposure."

Location of the pesticide application:_____

Reason for the pesticide application:_____

If an <u>indoor</u> application the date and time it is planned:

DATE_____ TIME_____

In the case of an outdoor application, 3 dates must be listed, in chronological order, on which the outdoor application may take place if the preceding date is canceled.

DATE_____ DATE_____ DATE_____

Description of the possible adverse effects of the pesticides as per the Material Safety Data Sheets for the pesticides to be used, if available:

_____

_____

_____

Pesticide(s) product-label instructions and precautions related to Public Safety:

_____

*Key Requirements of the New Jersey School IPM Act**

RUTGERS COOPERATIVE EXTENSION
Department of Extension Specialists

The New Jersey School Integrated Pest Management (IPM) Act was adopted on December 12, 2002. Its purpose is to provide safe and effective pest management and to minimize the use of pesticides in and around school buildings. The eight key requirements of the Act are outlined below.

1. Requires the development of a **model School IPM policy** by December 12, 2003 by the New Jersey Department of Environmental Protection (NJDEP) in cooperation with the New Jersey School Boards Association, the Commissioner of Education, and Rutgers Cooperative Extension (RCE). (*See New Jersey School IPM webpages @ http://www.pest management.rutgers.edu/IPM/SchoolIPM/index.htm).*

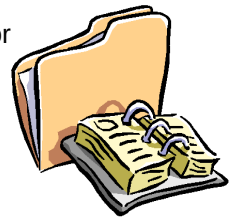
2. Requires the superintendent of each public school district for each school in the district, the board of trustees of a charter school, or the principal or chief administrator of a private school to **adopt and implement a School IPM Policy** for the school property consistent with the model policy cited above. The adoption and implementation of a model policy by public, charter, and private schools (K through 12) must occur by **June 12, 2004**. (*See New Jersey School IPM webpages @ http://www.pest management.rutgers.edu/IPM/SchoolIPM/index.htm).*



3. Requires the **appointment of an IPM Coordinator** to implement the School IPM Policy adopted by each local school board, charter school, and private school.

4. Requires keeping **records of pesticide applications used on school property** at each school or for each school in the school district for three years after the application, and for five years after the application of a pesticide designed to control termites.

5. Requires **annual notification of the School's IPM Policy** to all staff and parents or guardians of each student enrolled at the school to include:
   - ☐ the policy,
   - ☐ a list of any pesticide that is in use or has been used within the last 12 months on school property,
   - ☐ information on school IPM policy meetings scheduled, and
   - ☐ contact information for the IPM Coordinator of the school or school district.

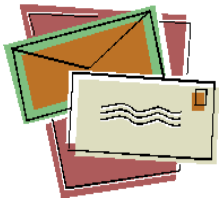


   See law for more notification specifics. This information is also to be provided to new school staff members and students.

6. Requires **prior notification of all pesticide use** (all non-low impact** pesticides) to all staff and parents or guardians of each student enrolled at the school, at least 72 hours before the use of pesticides on school property. Also requires **posting of signs** of this information at least 72 hours prior to the application. These requirements apply at any time of the year children may be present.

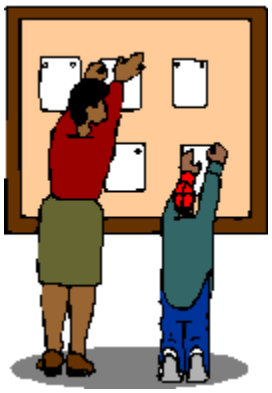
   Method of notification:

   - ☐ written note: students take home
   - ☐ written note is mailed at least one week prior,
   - ☐ phone call,
   - ☐ direct contact, or
   - ☐ email.



   Posting of Signs:

- ☐ **placement**: prominent in/adjacent and at entrance to treatment area (school building or school grounds entrances, for example).
- ☐ **time posted**: from 72 hours prior to 72 hours after treatment
- ☐ **size**: at least 8.5" by 11".



Content of notification and signs:

- ☐ common name of pesticide,
- ☐ EPA registration number,
- ☐ EPA statement on sensitive persons (see Act above for wording)
- ☐ location description, date, and time of application (one date for indoor application; three dates for outdoor applications in case of cancellation),
- ☐ potential adverse effects of product,
- ☐ reasons for the application,
- ☐ contact information for the IPM Coordinator of the school or school district, and
- ☐ further label information or precautions for public safety.

7. **Emergency application of a non-low impact pesticide** may only be made when the health or safety of a student or staff member is threatened.

Requirements:

Post-application notice (content and method of notification as described above in 6 for non-low impact pesticide use) to parent or guardians of students and staff must be made within the earlier of either 24 hours or the next school day. The reason for the emergency and measures how this will be avoided in the future may be included.

Posting of signs (as described above for non-low impact pesticide use) must be made from the time of application until 72 hours after treatment.

8. **Timing of Pesticide Applications**:



Applications of non low impact pesticides shouldn't be made when students are present on school property unless there is a separate ventilation system for the treated and the untreated areas, and smoke or fire doors separating the areas. Further, applications of non low impact pesticides on school property must be made in advance of when students will be present for instruction or extra-curricular activities, allowing for any label-prescribed entry restrictions; if there is no re-entry interval listed on the label, a minimum of 7 hours must be allowed prior to student re-entry on school property.

If there is application of a low impact pesticide on school property, it must be made so that adequate settling or drying occurs in advance of when students will be present for instruction or extra-curricular activities.

Prepared by Patricia D. Hastings, Program Associate - Pest Management; hastings@aesop.rutgers.edu and George C. Hamilton, PhD, Extension Specialist in Pest Management; Hamilton@aesop.rutgers.edu Phone: (732) 932-9801. Download this Fact Sheet online http://www.rce.rutgers.edu/pubs/pdfs/fs001.pdf

Make sure to see the **School IPM Act text for the specific requirements @ http://www.pestmanagement.rutgers.edu/IPM/SchoolIPM/index.htm. Also provides helpful resources & contacts.*

***'Low impact pesticides are specifically defined in the School IPM Act. Get a printable version of this information sheet and the lists of low impact materials online @ http://www.pestmanagement.rutgers.edu/IPM/SchoolIPM/NJAct/schoolipmact.htm.*

4/22/04

School IPM ACT

CHAPTER 117

AN ACT concerning the implementation of integrated pest management policies in public and private schools, and supplementing Title 13 of the Revised Statutes.

BE IT ENACTED *by the Senate and General Assembly of the State of New Jersey:*

C.13:1F-19 Short title.

1. This act shall be known and may be cited as the "School Integrated Pest Management Act."

C.13:1F-20 Findings, declarations relative to the "School the Integrated Pest Management Act."

2. The Legislature finds and declares that in 1992, the National Parent Teacher Association passed a resolution calling for the reduced use of pesticides in schools and calling on policy makers to consider all possible alternatives before using any pesticides; that the National Education Association and many national public interest organizations have announced support for reducing or eliminating pesticide use in schools; that the State, as well as 87 local government entities throughout the State, have adopted integrated pest management policies for their buildings and grounds; that childhood cancer is continuing to increase at the alarming rate of one percent per year; that the overall incidence of childhood cancer increased 10 percent between 1974 and 1991, making cancer the leading cause of childhood death from disease; and that approximately 4,800,000 children in the United States under the age of 18 have asthma, the most common chronic illness in children, and the incidence of asthma is on the rise.

The Legislature further finds and declares that children are more susceptible to hazardous impacts from pesticides than are adults; that numerous scientific studies have linked both cancer and asthma to pesticide exposure; that the United States Environmental Protection Agency has recommended the use of an integrated pest management system by local educational agencies, which emphasizes nonchemical ways of reducing pests, such as sanitation and maintenance; that integrated pest management is an effective and environmentally sensitive approach to pest management that relies on common sense practices; that integrated pest management programs use current, comprehensive information on the life cycles of pests and their interaction with the environment, and that this information, in combination with available pest control methods is used to manage pest damage with the least hazard to people, property and the environment and by economical means; and that integrated pest management programs take advantage of all pest management options possibly including, but not limited to, the judicious use of pesticides; that a notification process should be established for schools under which each student, parent, guardian, staff member, and teacher shall be notified of a pesticide application; that parents and guardians have a right to know that there is an integrated pest management system in their children's schools; that an integrated pest management system provides long-term health and economic benefits; and that parents and guardians should have a right to be notified in advance of any use of a pesticide in their children's schools.

The Legislature therefore determines that it is in the public interest of all of the people of New Jersey that the schools in this State establish an integrated pest management policy.

C.13:1F-21 Definitions relative to the "School Integrated Pest Management Act."

3. As used in this act:

"**Charter school"** means a school established pursuant to P.L.1995, c.426 (C.18A:36A-1 et seq.).

"**Commissioner"** means the Commissioner of Environmental Protection.

"Department" means the Department of Environmental Protection.

"Integrated pest management coordinator" or **"coordinator"** means an individual who is knowledgeable about integrated pest management systems and has been designated by a local school board, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, as the integrated pest management coordinator pursuant to section 5 of this act.

"**Low Impact Pesticide"** means any pesticide or pesticidal active ingredient alone, or in combination with inert ingredients, that the United States Environmental Protection Agency has determined is not of a character necessary to be regulated pursuant to the "Federal Insecticide, Fungicide, and Rodenticide Act," 7 U.S.C. s.136 et seq. and that has been exempted from the registration and reporting requirements adopted pursuant to that act; any gel; paste; bait; antimicrobial agent such as a disinfectant used as a cleaning product; boric acid; disodium octoborate tetrahydrate; silica gels; diatomaceous earth; microbe-based insecticides such as bacillus thuringiensis; botanical insecticides, not including synthetic pyrethroids, without toxic synergists; and biological, living control agents.

"Pesticide" means any substance or mixture of substances labeled, designed, intended for or capable of use in preventing, destroying, repelling, sterilizing or mitigating any insects, rodents, nematodes, predatory animals, fungi, weeds and other forms of plant or animal life or viruses, except viruses on or in living man or other animals. "Pesticide" shall also include any substance or mixture of substances labeled, designed or intended for use as a defoliant, desiccant or plant regulator.

"School" means any public or private school as defined in N.J.S.18A:1-1.

"School integrated pest management policy" means a managed pest control policy that eliminates or mitigates economic, health, and aesthetic damage caused by pests in schools; that delivers effective pest management, reduces the volume of pesticides used to minimize the potential hazards posed by pesticides to human health and the environment in schools; that uses integrated methods, site or pest inspections, pest population monitoring, an evaluation of the need for pest control, and one or more pest control methods, including sanitation, structural repair, mechanical and biological controls, other nonchemical methods, and when nonchemical options are ineffective or unreasonable, allows the use of a pesticide, with a preference toward first considering the use of a low impact pesticide for schools.

"School pest emergency" means an urgent need to mitigate or eliminate a pest that threatens the health or safety of a student or staff member.

"School property" means any area inside and outside of the school buildings controlled, managed, or owned by the school or school district.

"**Staff member"** means an employee of a school or school district, including administrators, teachers, and other persons regularly employed by a school or school district, but shall not include an employee hired by a school, school district or the State to apply a pesticide or a person assisting in the application of a pesticide.

"Universal notification" means notice provided by a local school board, a board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, to all parents or guardians of children attending a school, and staff members of a school or school district.

C.13:1F-22 Development of model school integrated pest management policy.

4. a. No later than 12 months after the effective date of this act, the commissioner, in consultation with the Commissioner of Education, the New Jersey School Boards Association, and the New Jersey Cooperative Extension of Rutgers, The State University shall develop a model school integrated pest management policy that is based upon recommended integrated pest management plans for schools disseminated by the United States Environmental Protection Agency and that conforms to the rules adopted by the department pursuant to the "Pesticide Control Act of 1971," P.L.1971, c.176 (C.13:1F-1 et seq.).

b. No later than 18 months after the effective date of this act, the superintendent of the school district, for each school in the district, the board of trustees of a charter school, and the principal or chief administrator of a private school, shall adopt and implement a school integrated pest management policy for the school property consistent with the model policy developed pursuant to subsection a. of this section and that complies with the provisions of this act.

C.13:1F-23 Designation of integrated pest management coordinator.

5. a. Each local school board of a school district, each board of trustees of a charter school, and each principal or chief administrator of a private school, as appropriate, shall designate an integrated pest management coordinator to carry out the school integrated pest management policy required pursuant to section 4 of this act.

b. The integrated pest management coordinator for a school or school district shall:
(1) maintain information about the school or school district's school integrated pest management policy and about pesticide applications on the school property of the school or the schools within the school district;
(2) act as a contact for inquiries about the school integrated pest management policy; and
(3) maintain material safety data sheets, when available, and labels for all pesticides that are used on the school property of the school or of the schools in the school district.

C.13:1F-24 Maintenance of records of pesticide application; notices of policy.

6. a. The local school board of a school district, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, shall request from the pesticide applicator and shall maintain records of pesticide applications used on school property at each school or for each school in the school district for three years after the application, and for five years after the application of a pesticide designed to control termites, and on request, shall make the data available to the public for review.

b. Annually, each local school board, each board of trustees of a charter school, or each principal or chief administrator of a private school, as appropriate, shall include a notice of the school integrated pest management policy of the school or school district in school calendars or other forms of universal notification.

c. The notice shall include:
(1) the school integrated pest management policy of the school or school district;
(2) a list of any pesticide that is in use or that has been used in the last 12 months on school property;
(3) the name, address, and telephone number of the integrated pest management coordinator of the school or school district;
(4) a statement that: (a) the integrated pest management coordinator maintains the product label and material safety data sheet, when available, of each pesticide that may be used on school property; (b) the label and data sheet is available for review by a parent, guardian, staff member, or student attending the school; and (c) the integrated pest management coordinator is available to parents, guardians, and staff members for information and comment;
(5) the time and place of any meetings that will be held to adopt the school integrated pest management policy; and
(6) the following statement:
"As part of a school pest management plan, (insert school name) may use pesticides to control pests. The United States Environmental Protection Agency (EPA) and the New Jersey Department of Environmental Protection (DEP) register pesticides to determine that the use of a pesticide in accordance with instructions printed on the label does not pose an unreasonable risk to human health and the environment. Nevertheless, the EPA and DEP cannot guarantee that registered pesticides do not pose any risk to human health, thus unnecessary exposure to pesticides should be avoided. The EPA has issued the statement that where possible, persons who are potentially sensitive, such as pregnant women, infants and children, should avoid unnecessary pesticide exposure."

d. After the beginning of each school year, each local school board, each board of trustees of a charter school, or each principal or chief administrator of a private school, as appropriate, shall provide the notice required pursuant to subsection b. of this section to: (1) each new staff member who is employed during the school year; and (2) the parent or guardian of each new student enrolled during the school year.

C.13:1F-25 Permitted use of certain pesticides; notice.

7. a. If a local school board, board of trustees of a charter school or principal or chief administrator of a private school, as appropriate, determines that a pesticide, other than a low impact pesticide, must be used on school property, a pesticide may be used only in accordance with this section.

b. At least 72 hours before a pesticide, other than a low impact pesticide, is used on school property, the local school board, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, shall provide to a parent or guardian of each student enrolled at the school and each staff member of the school, notice that includes:
(1) the common name, trade name, and federal Environmental Protection Agency registration number of the pesticide;
(2) a description of the location of the application of the pesticide;
(3) a description of the date and time of application, except that, in the case of outdoor pesticide applications, one notice shall include three dates, in chronological order, on which the outdoor pesticide applications may take place if the preceding date is canceled;
(4) a statement that The Office of Pesticide Programs of the United States Environmental Protection Agency has stated: "*Where possible, persons who potentially are sensitive, such as pregnant women, infants, and children, should avoid any unnecessary pesticide exposure";*

(5) a description of potential adverse effects of the pesticide based on the material safety data sheet, if available, for the pesticide;
(6) a description of the reasons for the application of the pesticide;
(7) the name and telephone number of the integrated pest management coordinator for the school or the school district; and
(8) any additional label instruction and precautions related to public safety.

c. The local school board of a school district, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, may provide the notice required by subsection b. of this section by:
(1) written notice sent home with the student and provided to each staff member;
(2) a telephone call;
(3) direct contact;
(4) written notice mailed at least one week before the application; or
(5) electronic mail.

d. If the date of the application of the pesticide must be extended beyond the period required for notice under this section, the local school board, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, shall reissue the notice required under this section for the new date of application.

C.13:1F-26 Posting of sign prior to use of certain pesticides.

8. a. At least 72 hours before a pesticide, other than a low impact pesticide, is used on school property, the local school board, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, shall post a sign that provides notice of the application of the pesticide (1) in a prominent place that is in or adjacent to the location to be treated; and (2) at each entrance to the building or school ground to be treated.

b. A sign required pursuant to subsection a. of this section for the application of a pesticide shall
(1) remain posted for at least 72 hours after the end of the treatment;
(2) be at least 8 ½ inches by 11 inches; and
(3) state the same information as that required for prior notification of the pesticide application pursuant to section 7 of this act.

c. In the case of outdoor pesticide applications, each sign shall include three dates, in chronological order, on which the outdoor pesticide application may take place if the preceding date is canceled due to weather. A sign shall be posted after an outdoor pesticide application in accordance with subsection b. of this section.

d. The requirement imposed pursuant to this section shall be in addition to any requirements imposed pursuant to the "Pesticide Control Act of 1971," P.L.1971, c.176 (C.13:1F-1 et seq.), and any rules or regulations adopted pursuant thereto.

C.13:1F-27 Applicability of notice and posting requirements.

9. The provisions of sections 7 and 8 of this act shall apply if any person applies a pesticide, other than a low impact pesticide, on school property, including a custodian, staff member, or commercial applicator. These provisions shall apply to a school during the school year, and during holidays and the summer months, only if the school is in use by children during those periods. During those periods, notices shall be provided to all staff members and the parents or guardians of the students that are using the school in an authorized manner.

C.13:1F-28 Emergency use of certain pesticides; notice requirements

10. a. A pesticide, other than a low impact pesticide, may be applied on school property in response to an emergency, without complying with the provisions of sections 7 and 8 of this act, provided the requirements of subsection b. of this section are met.

b. Within 24 hours after the application of a pesticide pursuant to this section, or on the morning of the next school day, whichever is earlier, the local school board, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, shall provide to each parent or guardian of a student enrolled at the school, and staff member of the school, notice of the application of the pesticide for emergency pest control that includes: (1) the information required for a notice under section 7 of this act; (2) a description of the problem and the factors that qualified the problem as an emergency that threatened the health or safety of a student or staff member; and (3) if necessary, a description of the steps that will be taken in the future to avoid emergency application of a pesticide pursuant to this section.

c. The local school board, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, may provide the notice required by subsection b. of this section by: (1) written notice sent home with the student and provided to the staff member; (2) a telephone call; (3) direct contact; or (4) electronic mail.

d. When a pesticide is applied pursuant to this section, the local school board, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, shall post a sign warning of the pesticide application at the time of the application of the pesticide, in accordance with the provisions of section 8 of this act.

e. If there is an application of a pesticide pursuant to this section, the local school board, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, shall modify the school integrated pest management policy of the school or school district if necessary, to minimize the future emergency applications of pesticides under this section.

C.13:1F-29 Application of pesticides; re-entry period requirements

11. a. A pesticide, other than a low impact pesticide, shall not be applied on school property where students are expected to be present for academic instruction or for organized extra-curricular activities prior to the time prescribed for re-entry to the application site by the United State Environmental Protection Agency on the pesticide label, except that if no specific numerical re-entry time is prescribed on a pesticide label, such a pesticide, other than a low impact pesticide, shall not be applied on school property where students are expected to be present for academic instruction or for organized extra-curricular activities within seven hours of the application.

b. A pesticide, other than a low impact pesticide, shall not be applied in a school building when students are present. Students may not be present in an untreated portion of a school building unless the area being treated with a pesticide, other than a low impact pesticide, is served by a separate ventilation system and is separated from the untreated area by smoke or fire doors.

c. A low impact pesticide may be applied in areas of a school building where students will not contact treated areas until sufficient time is allowed for the substance to dry or settle, or after the period of time prescribed for re-entry or for ventilation requirements on the pesticide label has elapsed.

d. This section shall not apply when pesticides are applied on school property for student instructional purposes or by public health officials during the normal course of their duties.

C.13:1F-30 Immunity from liability of commercial pesticide applicator.

12. A commercial pesticide applicator shall not be liable to any person for damages resulting from the application of a pesticide at a school if the damages are solely due to the failure of the local school board, the board of trustees of a charter school, or the principal or chief administrator of a private school, as appropriate, to provide the notice required prior to the application of a pesticide pursuant to the provisions of section 7, 8, 9, or 10 of P.L.2002, c.117 (C.13:1F-25, C.13:1F-26, C.13:1F-27 or C.13:1F-28).

C.13:1F-31 Development, availability of form for certifying compliance.

13. The department shall develop and make available to commercial pesticide applicators a form which a commercial pesticide applicator may request an integrated pest management coordinator to sign prior to the application of a pesticide, other than a low impact pesticide, on school property. The form developed pursuant to this section shall set forth a certification by the integrated pest management coordinator that the notice and posting requirements for the application of a pesticide established pursuant to section 7 and section 8 of this act, or the posting requirement established pursuant to section 10 of this act, as appropriate, have been complied with. Upon being presented by a commercial pesticide applicator with a form pursuant to this section, the signature of the integrated pest management coordinator shall be required as a condition for the application of the pesticide.

C.13:1F-32 Issuance of administrative order; notice of violation.

14. a. The Department of Environmental Protection may issue an administrative order against a local school board, the board of trustees of a charter school, or a principal or chief administrator of a private school that fails to adopt and implement a pesticide use and school integrated pest management policy in compliance with the provisions of this act. Upon identification of a violation of this act, the department shall issue a notice of violation by certified mail or personal service to the person responsible for the violation that identifies the violation and states that an administrative order may be issued requiring compliance with the act. Any notice of violation or administrative order shall (1) specify the provision or provisions of this act, or the rule or regulation adopted pursuant thereto, of which the person is in violation; (2) cite the action that caused the violation; and (3) require compliance with the provision of this act or the rule or regulation adopted pursuant thereto of which the person is in violation. In addition, any administrative order issued pursuant to this section shall give notice to the person of his right to a hearing on the matters contained in the order. The person shall have 20 days from receipt of the order within which to deliver to the commissioner a written request for a hearing. Subsequent to the hearing and upon finding that a violation has occurred, the commissioner may issue a final order. If no hearing is requested, the order shall become a final order upon the expiration of the 20-day period.

b. The provisions of section 10 of P.L.1971, c.176 (C.13:1F-10) shall not apply to this act.

C.13:1F-33 Rules, regulations.

15. The commissioner shall adopt, pursuant to the provisions of the "Administrative Procedure Act," P.L.1968, c.410 (C.52:14B-1 et seq.), such rules or regulations as are necessary to implement the provisions of this Act.

This act shall take effect immediately. Approved December 12, 2002.

Model Written Indoor Air Quality Program

Andover Regional School District
707 Limecrest Road
Newton, NJ 07860

Updated 4/28/2021

Policy and Administration

This notice is to inform employees that our agency complies with the Public Employees Occupational Safety and Health (PEOSH) Program, Indoor Air Quality (IAQ) Standard (N.J.A.C. 12:100-13)(2007), which was proposed on December 18, 2006 and adopted on May 21, 2007.

We recognize that good indoor air quality is essential to employee's health and productivity. We have established the following policies to promote good indoor air quality for employees in our buildings. These policies follow the requirements established by the PEOSH IAQ Standard as it applies to our workplace. This Written Indoor Air Quality Program applies to the following buildings/locations:

Long Pond School	Florence M. Burd School
707 Limecrest Road	707 Limecrest Road
Newton, NJ 07860	Newton, NJ 07860

Designated Person

As required by the New Jersey PEOSH Indoor Air Quality Standard, a person has been designated as the person responsible for Andover Regional School District's compliance with the standard. This person is:

Janusz Berghoff
Designated Person

973-315-5256 x413
Phone Number

The designated person is the person who has been trained and given the responsibility by Andover Regional School District to make routine visual inspections, oversee preventive maintenance programs, and maintain required records in order to ensure compliance with the IAQ Standard. The designated person is also assigned to receive employee concerns/complaints about indoor air quality, conduct investigations, facilitate repairs or further investigation as necessary, maintain required records, and update the written program annually.

Preventive Maintenance Schedule

Preventive maintenance schedules that follow manufacturers' specifications are in place for heating, ventilation and air conditioning systems (HVAC) systems in this workplace. A copy of the preventive maintenance schedule is attached. Damaged and inoperable components will be repaired or replaced as appropriate and a work order to show actions taken will be completed.

Recordkeeping

Documentation of preventive maintenance and repairs to the ventilation system are retained for at least 3 years and include the following information:

- Date that preventive maintenance or repair was performed
- Person or company performing the work
- Documentation of:
  - Checking and/or changing air filters
  - Checking and/or changing belts
  - Lubrication of equipment parts
  - Checking the functioning of motors
  - Confirming that equipment is in operating order
  - Checking for microbial growth in condensate pans or standing water

Documentation of preventive maintenance and work orders for repairs are maintained by Janusz Berghoff.

Indoor Air Quality Compliance Documents

Our agency will make reasonable efforts to obtain and maintain copies of IAQ compliance documents. Available IAQ compliance documents will be maintained by the Designated Person and will be available to PEOSH during an inspection. These documents include:

1. As-built construction documents
2. HVAC system commissioning reports
3. HVAC systems testing, adjusting, and balancing reports
4. Operations and maintenance manuals
5. Water treatment logs
6. Operator training materials

Investigating Complaints

If employees begin to experience health symptoms that they believe are related to poor indoor air quality, they should notify the Designated Person so that their concerns can be investigated.

The Designated Person has been trained and given the authority to conduct basic indoor air quality complaint investigations. In many cases IAQ complaints can be resolved by the Designated Person.

Responding to Signed Employee Complaints to PEOSH

If we receive a written notification from PEOSH that a signed employee complaint has been filed with PEOSH, we will conduct an inquiry into the allegations. The findings of the initial inquiry and any planned actions will be provided in a written response to PEOSH within fifteen (15) working days of receipt. Copies of all responses to PEOSH will be maintained by the Designated Person.

Notification of Employees

The Designated Person will notify employees at least 24 hours in advance, or promptly in emergency situations, of work to be performed on a building that may introduce air contaminants into their work area. This notification will be in writing and will identify the planned project and the start date. The notification will also include information on how to access Material Safety Data Sheets (MSDS) or other hazard information. The Designated Person will maintain records of this notification for compliance recordkeeping purposes.

Controlling Microbial Contamination

Uncontrolled water intrusion into buildings (roof leaks, flooding, pipe condensation, plumbing leaks, or sewer backups) has the potential to support microbial growth. All employees should routinely observe their workplace for evidence of water intrusion (i.e. roof leaks, pipe leaks). Employees should notify the Designated Person immediately if they observe evidence of water intrusion so that corrective action can be taken. Ceiling tiles, carpet, and wall boards not dried within 48 hours may be removed as directed by the Designated Person.

Controlling Air Contaminants

Outside air

The Designated Person will identify the location of outside air intakes and identify potential contamination sources nearby, such as loading docks or other areas where vehicles idle, nearby exhaust stacks, or vegetation. Periodic inspections will be conducted to ensure that the intakes remain clear of potential contaminants. If contamination occurs, the Designated Person will eliminate the contaminant source or make arrangements to relocate the intake.

Point Source Contaminants

The Designated Person will identify point sources of contaminants and arrange to capture and exhaust these sources from the building using local exhaust ventilation. Exhaust fans will be periodically inspected to ensure that they are functioning properly and exhausting to areas located away from outside air intakes.

Response to Temperature and Carbon Dioxide

Temperature

Where a mechanical ventilation system capable of regulating temperature is present, facilities personnel strive to maintain office building temperatures within the range of 68 to 79 degrees Fahrenheit. If outside this range, the Designated Person should be contacted. The Designated Person will ascertain whether the HVAC system is operating properly. If not, the system must be repaired. The IAQ Standard does not require the installation of new HVAC equipment to achieve this temperature range.

Carbon Dioxide

If the room is equipped with non-mechanical ventilation systems such as operable windows, stacks, louvers, the Designated Person should ensure that these areas are clear and operable to allow the flow of air. If carbon dioxide (CO_2) concentrations exceed 1,000 parts per million (ppm), and the room is not equipped with operable windows, the Designated Person will conduct an inspection to ensure that the mechanical HVAC system is operating properly.

Maintaining Indoor Air Quality During Renovation and Construction Projects

Renovation work and/or new construction projects that have the potential to result in the diffusion of dust, stone and other small particles, toxic gases or other potentially harmful substances into occupied areas in quantities hazardous to health will be controlled in order to minimize employee exposure. The Designated Person will utilize the following protocol to assure that employees' exposure to potentially harmful substances is minimized:

- Obtain MSDS for all products to be utilized on the project and maintain on-site throughout the duration of the project.
- Choose the least toxic product that is technically and economically feasible.
- Consider performing the renovation/construction project when building is least occupied.
- Consider temporarily relocating employees to an alternate worksite.
- Notify potentially affected employees, in writing, at least 24 hours prior to commencement of chemical use or dust generation.
- Isolate the work area from occupied areas.
- Use mechanical ventilation and local exhaust ventilation to maintain a negative pressure gradient between the work area and occupied areas.

Before selection and use of paints, adhesives, sealants, solvents or installation of insulation, particle board, plywood, floor coverings, carpet backing, textiles, or other materials in the course of renovation or construction, the designated person will check product labels or seek and obtain information from the manufacturer of those products on whether or not they contain volatile organic compounds such as solvents, formaldehyde or isocyanates that could be emitted during regular use. This information should be used to select the least volatile/hazardous products and to determine if additional necessary measures need to be taken to comply with the objectives of this section. The Designated Person will maintain records of this evaluation for compliance recordkeeping purposes.

Management and the Designated Person will consider the feasibility of conducting renovation/construction work using appropriate barriers, during periods when the building is unoccupied, or temporarily relocating potentially affected employees to areas of the building that will not be impacted by the project.

Temporary barriers will be utilized to provide a physical isolation between the construction area and occupied areas of the building.

Mechanical ventilation (i.e. fans, portable blowers, or existing HVAC equipment) will be used to maintain a negative pressure gradient between the work area and occupied areas to ensure the safety of employees. Renovation areas in occupied buildings will be isolated and dust and debris shall be confined to the renovation or construction area.

If work is being performed by an outside contractor, the Designated Person will maintain communication with contractor personnel to ensure they comply with the requirements of the PEOSH IAQ standard.

Employees who have special concerns about potential exposures during or after renovation/construction/repair work should consult with their supervisor. If despite these preventive actions, employees are exposed to air contaminants resulting in health effects, employees will be instructed to report any work-related health symptoms to one person (e.g., the nurse, human resources, designated person) so that they can be accurately assessed and investigated when indicated. All exposures should also be reported to their supervisor and the designated person.

Obtaining Permits and Performing Work in Accordance with the New Jersey Uniform Construction Code (N.J.A.C. 5:23)

Permits for renovation and construction-related work will be obtained as required by the New Jersey Uniform Construction Code (NJUCC), (N.J.A.C. 5:23). All work requiring a permit will be performed in compliance with N.J.A.C. 5:23. Additional information concerning the NJUCC can be obtained from the NJ Department of Community Affairs, Division of Codes and Standards (www.state.nj.us/dca/codes, 609-984-7609)

Maintaining Natural Ventilation in Buildings without Mechanical Ventilation

In buildings not equipped with mechanical ventilation, the Designated Person will identify the location of non-mechanical ventilation systems, such as stacks and operable windows. Periodic inspections will be conducted to ensure that these systems are operable and the surrounding areas remain clear of obstructions and potential contaminants.

Employee Responsibilities

Employees have a role in maintaining good indoor air quality within their workplace. Employees should ensure that they do not introduce unauthorized chemicals (i.e. fragrances, air fresheners, cleaning solvents, ozone generators) into the workplace. In addition, if employees observe situations which may lead to poor indoor air quality (i.e. inoperable windows, water leaks, visible mold) they should notify Janusz Berghoff at 973-315-5256 x413 of the situation so that it can be addressed promptly.

Employees are responsible for maintaining mechanical and passive ventilation systems by ensuring that louvers and diffusers remain clear to allow the free flow of air. Intentionally blocking, diverting, or otherwise manipulating components (i.e. thermostat,) of the ventilation system may result in disruption of the ventilation system in the immediate area or other occupied areas of the building.

Periodic Review and Update

The Written Indoor Air Quality Program will be updated at least annually to reflect changes in policies, procedures, responsibilities, and contact information. This plan will be reviewed prior to April 28, 2022.

Certifications:

Reviewed and Approved:

Janusz Berghoff Designated Person	April 28, 2021

ANDOVER REGIONAL SCHOOL DISTRICT

PREVENTIVE MAINTENANCE PROGRAM

By

Janusz Berghoff Supervisor of Buildings and Grounds

September:
Back to school

Visual inspection of all equipment:
1. Plumbing
2. Electrical
3. Mechanical
4. Playground
5. Grounds

October:
Check filters on HVAC units
Check all classrooms for safety violation (sharp objects, loose screws, missing tiles)
Check for stain ceiling tiles
Check all clocks for proper time setting

November:
Check all blower units for proper operation
Check circulating pumps (oil and grease all unit)
Check boiler and controls for proper operation(valves and valve controls, thermostats, safety valves, temperature controls)
Clock controls calibration
Equipment check for snow plowing

December:

Check for missing or broken floor tiles
Visual inspection of all blower units
APR- inspection of air handling equipment
Check all GFI receptacles in all classrooms and none classrooms areas

January:

Check all light fixtures for proper operation
Check all electrical switches
Check all electrical receptacles
Check all water fountains
Check all sinks and toilets for proper operation

February:

Check all fire extinguishers
Check kitchen hood range filters
Check evaporator coils on refrigeration's equipment
Check all electrical plugs for proper ground

March:

Boiler room visual inspection on all mechanical and electrical equipment
Inspection of cold water storage tank
Inspection of chlorine pump in the boiler room
Inspection of all HVAC equipment for proper operation -(blowers, electric motors, belts, bearings)

April:

Check Ford tractor- change oil, oil filter, air filter, lubricate drive shaft, wheel bearings
Clean and lubricate mower deck
Change blades on mower deck
Check play ground equipment

May:

Check and inspect AC-unit in the boiler room
Check all student bathrooms for proper ventilation
Check all fire exit doors –adjust if necessary
Check hot water lines for water leaks (FMB main hallway's)

June, July, August:

Summer clean up
Clean all student desks
Clean blower units- change filters, oil motors, adjust controls
Clean all classroom and office areas
Wash windows

Paint rooms as needed
Roof maintenance as needed
Roof top blower units change belts, grease and adjust as needed
Complete school cleanup including (floor striping and waxing,)
Additional work orders and improvements per request
Sewer plant maintenance (adjust blower belts, grease motors, check for proper operation)

Andover Regional School District

Preventive Maintenance Program for LPS &FMB

The main purpose of this program is to:

- Plan, organize, direct, coordinate and control finical asset in maintenance budget including buildings, grounds and equipment.
- Maintain safe, healthy and environmentally compliant classrooms according to local, state and federal regulations.
- Hire, train, direct and motivate operations and maintenance personnel and coordinate their work with other departments in the school district.
- Maintain continuous programs of inspections, supervision and safety.
- Specify, purchase and retain supplies and equipment for the operation and maintenance of the buildings and grounds.
- Operate and maintain schools security systems.
- Supervise the care, operation and maintenance of heating and ventilation, sanitation, electrical and lighting systems, plumbing, grounds and walks, athletic fields, buildings, parking lots and playgrounds.

Procedural Guidelines:

- **The District is obligated to conduct inspections for adherence to health and safety codes and to cooperate with local, county, and state officials.**

The district is obligated to follow and demand attention in such areas as:

- **Boiler room safety and emission standards.**
- **Integrated Pesticide Management**
- **Blood- Borne pathogens**
- **Hazardous materials**
- **Radon**
- **Asbestos**
- **Fire drill and emergency evacuation procedures**
- **Emergency disaster planning**
- **Playground**
- **Water test**
- **Lockout tag-out**

FMB
Principal's Report
April 2021



Kindergarten registration is open! All of the forms and information is accessible through our website along with school contact information. At this time we have 36 students registered.

Our annual Reading Challenge was a success! The students blew the top off of our goal of 2000 books by reading 2977 books. Now that the goal has been met, the next step is to schedule a date for Mrs. Mizelle to be duct taped to the wall!!

The students celebrated Earth Day by planting the seedlings from one of our Read Across America activities. The garden beds have been weeded and re-planted, we are looking forward to seeing what blooms.

Parent conferences were spread over 3 days to accommodate parent schedules. They were held both virtually and in-person based on parent requests.

I have been working with the Andover Police dept to organize the summer Safety Town program for the upcoming kindergarten students. The program is tentatively set to be held in July for 2 weeks pending BOE approval.

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Laptop	HP	ProBook4420s	CNF03420Z6	41437	Server Room	LPS	
Laptop	HP	ProBook455 G1	8CG4240S1K	41699	Server Room	LPS	
Laptop	HP	ProBook4540s	2CE3321J7J	41578	Server Room	LPS	
Laptop	HP/Compaq	6730s	CNU9081LR8	41285	Server Room	LPS	
Laptop	HP	ProBook455 G1	2CE4200J7Z	41700	Server Room	LPS	
Laptop	HP	ProBook4540s	2CE3321GG6	41568	Server Room	LPS	
Laptop	HP	ProBook450 G2	CND5160FVP	41931	Server Room	LPS	
Laptop	HP	ProBook4420s	CNF03420NK	41419	Server Room	LPS	
Laptop	HP	ProBook4540s	2CE3321GFJ	41573	Server Room	LPS	
Laptop	Gateway	SQU-507	No Serial#	41254	Server Room	LPS	
Laptop	Gateway	E-475M	1SEQA1132170	41194	Server Room	LPS	
Laptop	HP	ProBook450 G2	CND4323L9X	41962	Server Room	LPS	
Desktop	HP/Compaq	3100 Elite	MXL03804YV	42501	Server Room	LPS	
Laptop	HP	ProBook 450 G2	CND5160FRP	41933	Server Room	LPS	
Laptop	HP	ProBook 455 G1	8CG4240RXY	41734	Server Room	LPS	
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ChromeBook	Acer	C740	NXEF2AA0025311A28A7600	42000	Tech Office	LPS	
Laptop	Acer	5730	LXTQH0Z37991505CD62000	41341	Tech Office	LPS	

Laptop	HP	Pro Book 4540s	none	41571	Tech Office	LPS	
Cart	N/A	N/A		41856	BOE closet	LPS	
Cart	N/A	N/A		41850	BOE closet	LPS	
Cart	Dell	Ergotron ERGITD-	CN-032NMJ-ERD00-84A-A14P	42836	BOE closet	LPS	
Cart	Dell	Ergotron ERGITD-	CN-032NMJ-ERD00-83K-A0G8	42837	BOE closet	LPS	
Cart	Dell	Ergotron ERGITD-	CN-032NMJ-ERD00-84A-A13Q	42834	BOE closet	LPS	
Cart	Dell	Ergotron ERGITD-	CN-032NMJ-ERD00-844-A0R7	42835	BOE closet	LPS	
Cart	Dell	Ergotron ERGITD-	CN-032NMJ-ERD00-849-A129	42833	BOE closet	LPS	
Cart	Tripp-Lite	n/a	n/a	42169	BOE closet	LPS	
Cart	Tripp-Lite	n/a	n/a	42516	BOE closet	LPS	
Cart	Tripp-Lite	n/a	n/a	42175	BOE closet	LPS	
Snowblower	Simplicity	1691900	8984	40437	maintenance	FMB	

Device	Make	Model	S/N	Asset Tag	Location	School	Notes
Laptop	Acer	TravelMate5730	LXTQH0Z37991505CC72000	4130	Server Room	LPS	
Laptop	HP	ProBook4420s	CNF03420Z6	41437	Server Room	LPS	
Laptop	HP	ProBook455 G1	8CG4240S1K	41699	Server Room	LPS	
Laptop	HP	ProBook4540s	2CE3321J7J	41578	Server Room	LPS	
Laptop	HP/Compaq	6730s	CNU9081LR8	41285	Server Room	LPS	
Laptop	HP	ProBook455 G1	2CE4200J7Z	41700	Server Room	LPS	
Laptop	HP	ProBook4540s	2CE3321GG6	41568	Server Room	LPS	
Laptop	HP	ProBook450 G2	CND5160FVP	41931	Server Room	LPS	
Laptop	HP	ProBook4420s	CNF03420NK	41419	Server Room	LPS	
Laptop	HP	ProBook4540s	2CE3321GFJ	41573	Server Room	LPS	
Laptop	Gateway	SQU-507	No Serial#	41254	Server Room	LPS	
Laptop	Gateway	E-475M	1SEQA1132170	41194	Server Room	LPS	
Laptop	HP	ProBook450 G2	CND4323L9X	41962	Server Room	LPS	
Desktop	HP/Compaq	3100 Elite	MXL03804YV	42501	Server Room	LPS	
Laptop	HP	ProBook 450 G2	CND5160FRP	41933	Server Room	LPS	
Laptop	HP	ProBook 455 G1	8CG4240RXY	41734	Server Room	LPS	
Laptop	HP	620	CNU023096G6	41335	Server Room	LPS	
Laptop	HP	ProBook 455 G1	2CE4200JNK	41704	Server Room	LPS	
ChromeBook	Acer	C740	NXEF2AA0026350F7457600	42185	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2CB7600	42103	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2B47600	42102	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2D87600	42109	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2957600	42088	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA00253116EA57600	42093	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA00253116EDF7600	42029	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA00253306ED47600	41988	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA00253116ED07600	42107	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A3387600	42117	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA00253116E897600	42100	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2F97600	42112	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2D77600	42114	Tech Office	LPS	

ChromeBook	Acer	C740	NXEF2AA0025311A2AF7600	42111	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA00253116E717600	42101	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA00253116E8A7600	42091	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2617600	42019	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA00253116EC77600	42002	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2FA7600	42020	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2BA7600	42105	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA002636031CF7600	42165	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA00253116EB77600	42077	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA00253116EBC7600	42098	Tech Office	LPS	
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ChromeBook	Acer	C740	NXEF2AA00253111E897600	42097	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA00253302FFD7600	42034	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA002636017EE7600	42158	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA00253302CC37600	42042	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2637600	42058	Tech Office	LPS	
Laptop	Acer	5730	LXTQH0Z37991505CC72000	41340	Tech Office	LPS	
ChromeBook	HP	HP14G1	5CD4204SGC	41695	Tech Office	LPS	
ChromeBook	HP	HP14G1	5CD4204RMF	41655	Tech Office	LPS	
ChromeBook	HP	HP14G1	5CD429286Q	42318	Tech Office	LPS	
ChromeBook	HP	HP14G1	5CD429287F	42308	Tech Office	LPS	
ChromeBook	HP	HP14G1	5CD5253RD3	41893	Tech Office	LPS	
ChromeBook	HP	HP14G1	5CD5253RGP	41879	Tech Office	LPS	
ChromeBook	HP	HP14G1	5CD5253R7V	41918	Tech Office	LPS	
ChromeBook	HP	HP14G4	5CD6219JF8	42136	Tech Office	LPS	
Laptop	Gateway	E-475M	NGCC8110297	41194	Tech Office	LPS	
Laptop	Gateway	9295	4758831-0001	41254	Tech Office	LPS	
Laptop	Dell	PP07L	CN09U7851296137T2236	no tag	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA00263603AC07600	42160	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA00253302FCA7600	42037	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A28D7600	42025	Tech Office	LPS	

ChromeBook	Acer	C740	NXEF2AA0025311A2F27600	42016	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA00253116E517600	42021	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA00253306E347600	42039	Tech Office	LPS	
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ChromeBook	Acer	C740	NXEF2AA00253116DE57600	42031	Tech Office	LPS	
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ChromeBook	Acer	C740	NXEF2AA00253116EC17600	42014	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2987600	42094	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2767600	42033	Tech Office	LPS	
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ChromeBook	Acer	C740	NXEF2AA00253116EA27600	42052	Tech Office	LPS	
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ChromeBook	Acer	C740	NXEF2AA0026350F7427600	42186	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2AC7600	42108	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A29B7600	42017	Tech Office	LPS	
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ChromeBook	Acer	C740	NXEF2AA00253111EAD7600	42116	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2BD7600	42015	Tech Office	LPS	

ChromeBook	Acer	C740	NXEF2AA00253116EDE7600	42018	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2647600	42022	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2807600	42008	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2917600	42013	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2AE7600	42010	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA00253116D447600	42007	Tech Office	LPS	
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ChromeBook	Acer	C740	NXEF2AA00253306E317600	42082	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA00253116EDD7600	42065	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2837600	42068	Tech Office	LPS	
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ChromeBook	Acer	C740	NXEF2AA00253116EC97600	42067	Tech Office	LPS	
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ChromeBook	Acer	C740	NXEF2AA00253302CCB7600	41983	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA00253306F047600	41984	Tech Office	LPS	

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ChromeBook	Acer	C740	none	none	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A28F7600	42009	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2757600	41991	Tech Office	LPS	
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ChromeBook	Acer	C740	NXEF2AA0025311A2787600	41993	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2BB7600	41994	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA00253116E727600	41999	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A29D7600	41997	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2897600	42054	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A29E7600	42059	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2C17600	42056	Tech Office	LPS	
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ChromeBook	Acer	C740	NXEF2AA0025311A2A67600	none	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2B57600	41989	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2977600	41990	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA00253306F0D7600	41987	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2817600	42087	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2717600	42063	Tech Office	LPS	
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ChromeBook	Acer	C740	NXEF2AA0025311A29C7600	42043	Tech Office	LPS	
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ChromeBook	Acer	C740	NXEF2AA00253116CA17600	42046	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2AB7600	42062	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A2887600	42003	Tech Office	LPS	
ChromeBook	Acer	C740	NXEF2AA0025311A28A7600	42000	Tech Office	LPS	
Laptop	Acer	5730	LXTQH0Z37991505CD62000	41341	Tech Office	LPS	

Laptop	HP	Pro Book 4540s	none	41571	Tech Office	LPS	
Cart	N/A	N/A		41856	BOE closet	LPS	
Cart	N/A	N/A		41850	BOE closet	LPS	
Cart	Dell	Ergotron ERGITD-	CN-032NMJ-ERD00-84A-A14P	42836	BOE closet	LPS	
Cart	Dell	Ergotron ERGITD-	CN-032NMJ-ERD00-83K-A0G8	42837	BOE closet	LPS	
Cart	Dell	Ergotron ERGITD-	CN-032NMJ-ERD00-84A-A13Q	42834	BOE closet	LPS	
Cart	Dell	Ergotron ERGITD-	CN-032NMJ-ERD00-844-A0R7	42835	BOE closet	LPS	
Cart	Dell	Ergotron ERGITD-	CN-032NMJ-ERD00-849-A129	42833	BOE closet	LPS	
Cart	Tripp-Lite	n/a	n/a	42169	BOE closet	LPS	
Cart	Tripp-Lite	n/a	n/a	42516	BOE closet	LPS	
Cart	Tripp-Lite	n/a	n/a	42175	BOE closet	LPS	

Bank Account Code(s): A,D,E,H Only

Check#	Date	Vendor (Payee)	Amount	
A:31932	1/27/21	Bryan W. Fennelly, MD	(760.00)	Check voided on 3/19/2021
A:32045	3/15/21	Danforth's, Inc.	(121.78)	Check voided on 3/18/2021
A:N0007	3/18/21	Andover Regional Payroll Agency	143,693.00	
A:32081	3/19/21	ELIZABETHTOWN GAS	11,511.84	
A:32082	3/19/21	JCP&L	3,311.19	
A:32083	3/19/21	VERIZON	1,476.71	
A:32084	3/19/21	PITNEY BOWES GLOBAL FINANCIAL SERV.	146.94	
A:32085	3/19/21	Michelle Mangels	44.48	
A:32086	3/19/21	Melissa Arruda	500.00	
A:32087	3/19/21	Optimum	59.40	
A:32088	3/19/21	PENTELEDATA	1,650.00	
A:32089	3/19/21	Lowes Home Centers, Inc.	786.92	
A:32090	3/19/21	Bryan W. Fennelly, MD	760.00	
A:32091	3/19/21	CenturyLink	389.55	
D:01200	3/19/21	Maschios Food Services, Inc.	12,410.52	
A:32092	3/26/21	TREASURER STATE OF NEW JERSEY	**VOIDED**	Check voided on 4/15/2021
A:32094	3/26/21	Andover Regional School Lunch Program	15,860.31	
A:N0330	3/30/21	Andover Regional Payroll Agency	317,347.99	
A:32095	4/8/21	NJSHBP Division of Pension & Benefits	92,809.15	
A:32096	4/15/21	TREASURER STATE OF NEW JERSEY	835.00	
A:N0415	4/15/21	Andover Regional Payroll Agency	322,226.95	
A:32097	4/28/21	Allegro School	11,616.10	
A:32098	4/28/21	Cara Capela	1,871.58	
A:32099	4/28/21	Terranova Group T/A Chapel Hill Academy	5,632.00	
A:32100	4/28/21	Franklin Borough Board of Education	2,708.20	
A:32101	4/28/21	Morris County Educational Services Commission	9,775.50	
A:32102	4/28/21	Sussex County Charter School for Technology	20,361.00	
A:32103	4/28/21	Windsor Learning Center	4,830.00	
A:32104	4/28/21	THE WINDSOR SCHOOL	6,150.00	

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Bank Account Code(s): A,D,E,H Only

Check#	Date	Vendor (Payee)	Amount
A:32105	4/28/21	William Grennille	708.33
A:32106	4/28/21	Newton Board of Education	304,426.20
A:32107	4/28/21	Stephenie M. Neufeld	720.00
A:32108	4/28/21	AC Daughtry, Inc.	20,585.94
A:32109	4/28/21	Adorama Inc.	1,148.14
A:32110	4/28/21	Allegro School	4,645.00
A:32111	4/28/21	American Association of Suicidology	274.00
A:32112	4/28/21	Aramsco, Inc.	1,490.90
A:32113	4/28/21	Atlantic Health System	675.00
A:32114	4/28/21	Atlantic Tomorrows Office	3,360.96
A:32115	4/28/21	Atra Janitorial Supply Co., Inc.	2,176.60
A:32116	4/28/21	Rita Bakkar	249.59
A:32117	4/28/21	Bayada Home Health Care, Inc.	201.50
A:32118	4/28/21	Best Choice Home Care, LLC	650.00
A:32119	4/28/21	Centiv Services Corp - New Jersey	2,546.00
A:32120	4/28/21	CDK Systems, Inc.	150.00
A:32121	4/28/21	Campbells Small Engine Sales & Service, Inc.	1,042.85
A:32122	4/28/21	CenturyLink	315.45
A:32123	4/28/21	CINTAS CORPORATION #062	1,172.13
A:32124	4/28/21	Command Radio Communications, Inc.	819.00
A:32125	4/28/21	Danforth's, Inc.	121.71
A:32126	4/28/21	Delta Dental of New Jersey, Inc.	15,435.52
A:32127	4/28/21	First Student, Inc.	48,084.84
A:32128	4/28/21	First Student, Inc.	900.00
A:32129	4/28/21	Gopher Sport	84.01
A:32130	4/28/21	Gopher Sport	147.01
A:32131	4/28/21	High Noon Books	132.00
A:32132	4/28/21	Tru Stor, LLC	1,506.12
A:32133	4/28/21	J & B Therapy, LLC	12,631.95

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Bank Account Code(s): A,D,E,H Only

Check#	Date	Vendor (Payee)	Amount
A:32134	4/28/21	LogMeIn Communications, Inc.	1,765.73
A:32135	4/28/21	Learning Without Fears	106.92
A:32136	4/28/21	Lowes Home Centers, Inc.	129.40
A:32137	4/28/21	Stacey Mehrkens	143.82
A:32138	4/28/21	Morris County Educational Services Commission	376.00
A:32139	4/28/21	Municipal Capital Finance	1,557.00
A:32140	4/28/21	New Jersey Advanced Media	1,784.00
A:32141	4/28/21	New Jersey Association of School Business Offici	50.00
A:32142	4/28/21	New Jersey Schools Insurance Group	13,501.69
A:32143	4/28/21	Newton Board of Education	17,541.81
A:32144	4/28/21	Newton Trophy	34.50
A:32145	4/28/21	Parette Somjen Architects LLC	3,550.00
A:32146	4/28/21	PESI, Inc.	879.98
A:32147	4/28/21	R&L Data Centers, Inc.	900.61
A:32148	4/28/21	R-D Trucking, Inc.	1,040.00
A:32149	4/28/21	ReadyRefresh by Nestle	29.93
A:32150	4/28/21	Andrea Ryker	150.00
A:32151	4/28/21	Scarinci & Hollenbeck, LLC	13,662.00
A:32152	4/28/21	SCHOLASTIC, Inc.	84.88
A:32153	4/28/21	SHI International Corp	12,167.47
A:32154	4/28/21	STAPLES BUSINESS ADVANTAGE	65.68
A:32155	4/28/21	STAPLES BUSINESS ADVANTAGE	150.00
A:32156	4/28/21	STAPLES BUSINESS ADVANTAGE	24.20
A:32157	4/28/21	STAPLES BUSINESS ADVANTAGE	634.77
A:32158	4/28/21	STAPLES BUSINESS ADVANTAGE	78.94
A:32159	4/28/21	Ansor Solar, LLC	8,443.41
A:32160	4/28/21	Sussex County Rental Center, LLC	730.00
A:32161	4/28/21	Sussex County Regional Cooperative	28,743.73
A:32162	4/28/21	Sussex County Technical School	18,622.20

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Check#	Date	Vendor (Payee)	Amount
A:32163	4/28/21	Nicole Sylvester	235.94
A:32164	4/28/21	The Home Depot Pro	598.00
A:32165	4/28/21	Times-Herald-Record	67.20
A:32166	4/28/21	VERIZON	1,477.33
A:32167	4/28/21	John Metcalf	2,728.00
A:32168	4/28/21	Waste Management of New Jersey, Inc.	1,499.86
A:32169	4/28/21	WeVideo	383.00
A:32170	4/28/21	Phoenix Advisors, LLC	1,000.00
A:32171	4/28/21	Learning Without Fears	80.69
A:32172	4/28/21	Adorama Inc.	1,005.00
A:32173	4/28/21	The Home Depot Pro	515.59
A:32174	4/28/21	Schoolwide Inc.	178.98
A:32175	4/28/21	W.B. Mason Co., Inc.	456.60
A:32176	4/28/21	SHI International Corp	3,204.00
A:32177	4/28/21	The Home Depot Pro	111.73
A:32178	4/28/21	Booksource	129.09
A:32179	4/28/21	High Noon Books	132.00
A:32180	4/28/21	The Home Depot Pro	49.91
A:32181	4/28/21	Premiere Health Associates, LLC	100.00
A:32182	4/28/21	Educational Data Services	75.00
A:32183	4/28/21	Granite Telecommunications, LLC	564.23
A:32184	4/28/21	ELIZABETHTOWN GAS	11,428.81
D:01201	4/28/21	Maschios Food Services, Inc.	17,979.75
H:01705	4/28/21	SCHOLASTIC, Inc.	41.53

The Grand Total of all Checks from Fund 10 is:	66,806.57
The Grand Total of all Checks from Fund 11 is:	1,472,129.67
The Grand Total of all Checks from Fund 12 is:	3,550.00
The Grand Total of all Checks from Fund 20 is:	12,356.17
The Grand Total of all Checks from Fund 60 is:	30,390.27
The Grand Total of all Checks from Fund 94 is:	41.53
The Grand total of all checks for this period is:	1,585,274.21

Board President

Board Secretary

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GUIDE FOR STANDARD OPERATING PROCEDURES & INTERNAL CONTROLS

Andover Regional School District

Prepared By: Nicole Sylvester
Adopted: April 28, 2020
Revisions: September 27, 2019

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PREFACE

The **Guide for Standard Operating Procedures and Internal Controls** is a document that outlines the business practices that are approved by the Andover Regional Board of Education and administered by the Business Office. It is intended to be used as a reference manual by administrators, secretaries and any staff members that have Budgetary/Financial responsibilities. Its purpose is to provide an efficient, control and accountability system that will help assure appropriate use of "Public Funds". It must be understood that the principles of this manual are based on, "Generally Accepted Accounting Principles," and rely on an assumption that individuals have a general understanding of the financial process of a School System. For this program to operate at optimum efficiency there must be a spirit of cooperation, teamwork and communication between the school staff and the Business Office.

ANDOVER REGIONAL
INTERNAL CONTROL DOCUMENT

OVERVIEW:
Internal controls are not separate systems of the school district. Controls are not an isolated activity but an integral part of each activity used to guide the district.

Establishment, maintenance and evaluation of the internal controls are the responsibility of the administration. The evaluation of internal controls includes identifying the framework used by the administration to determine the effectiveness of the internal controls.

Controls are in place to detect or prevent errors and fraud. An error is an unintentional mistake that has the potential to affect the financial statements and fraud is the intentional misuse or misappropriation of district's assets.

OBJECTIVES OF INTERNAL CONTROL:
The three objectives of internal control are to ensure the effectiveness and efficiency of operations, reliability of financial reporting, and compliance with applicable laws and regulations. The safeguarding of assets is a subset of all of these objectives.

Continuous monitoring and testing is needed to help to identify poorly designed or ineffective controls. The administration is also responsible for communicating the objectives of internal control and ensuring the organization is committed to sustaining an effective internal control environment.

COMPONENTS OF INTERNAL CONTROLS:
The five components of internal controls include the control environment, administration's risk assessment, administration's communication of the controls, control activities and monitoring of the controls.

CONTROL ENVIRONMENT:
The control environment includes the organizational structure, the control framework, the district's policies and procedures and internal and external influences. The tone set by the school district's board and administration determines the attitude toward the controls of the district.

ORGANIZATIONAL STRUCTURE:
The organizational structure determines the administration's responsibilities and sets the relationship with the board, which sets the policies.

CONTROL FRAMEWORK:
Elements of a control framework include the following:
Segregation of duties to help ensure the reliability of the organization's internal controls, one person should not have access to all stages of a process. If there is not proper segregation situations could arise where errors or irregularities occur and go undetected.

Integrity and competence of the personnel performing the duties are key to achieving the desired controls. This includes hiring the proper people and continually training personnel. It is important to ensure that employees who perform financial tasks have the knowledge and skill to perform their duties.
Communication by the administration of the controls and the employee's responsibilities are as important as ensuring that employees know how to communicate irregularities that may arise. Proper supervision of employees is needed to ensure proper execution of control activities.

DISTRICT'S POLICIES AND PROCEDURES:
The district's policies set the overall direction of the district. Procedures for all areas of financial preparation, reporting, operations, transportation, maintenance, personnel and payroll are needed. These policies and procedures will become the basis for the determination of compliance.

ADMINISTRATION'S RISK ASSESSMENT:
The administration has to conduct an assessment of risks relevant to the financial statements. This includes the identification of potential risks, the analysis of the potential impact of those risks on the ability to properly report the financial statements and the overall management of risks. Items to consider in the risk assessment of the district include, but are not limited to:

1. New personnel or new duties for existing personnel. How a change in accounting information system impacts controls how effectively the training of personnel on new system was conducted.
2. Changes in the regulations and laws that may affect the control environment
3. Record storage is appropriate and secure (fireproof cabinets when needed for manual documents and proper passwords and access limitations for electronic information)
4. District limits access to computers and data files
5. Segregation of duties
6. Transactions are recorded timely
7. Cash is deposited timely
8. Assets are physically safeguarded
9. Transactions are performed by only authorized personnel
10. Reconciliations are properly and promptly completed
11. Occurrences of management override

INFORMATION AND COMMUNICATION:
The administration needs to determine if the information systems utilized in the district are adequate and relevant for their intended purpose.

The district's administration is responsible for communicating the controls of the district and the responsibilities of each employee in the control system.

The administration is also charged with reviewing information that may indicate a flaw in the controls that would not allow the control to detect an error in a timely fashion.

CONTROL ACTIVITIES:
Control activities include the policies and procedures that are in place to achieve the controls desired. Documentation of the control activities is vital to the overall control environment. These activities include, but are not limited to:

1. Segregation of duties
2. Transactions are recorded timely
3. Cash is deposited timely
4. Assets are physically safeguarded
5. Transactions are performed by only authorized personnel
6. Reconciliations are properly and promptly completed

CONTROL ASSERTIONS: Control activities can be categorized into one or more assertions. All assertions should be addressed for each process (payroll, cash disbursements, etc).

1. Existence (E) /Occurrence (O) – Existence is whether the assets or liabilities of the district exist at any given point in time (cash, state aid receivable). Occurrence is the whether the transaction took place (goods were received before the PO was moved to accounts payable from encumbrances)
2. Valuation (V) or Allocation (A) – Valuation is whether the asset or liability is included on the board secretary's report at the proper value (the amount of cash or state aid receivable). Allocation is whether the revenue and expenditures were recorded in the proper amounts.
3. Accuracy/ Classification (A/CL) – transactions are recorded accurately and the classification of the transactions are proper.
4. Completeness (CO) – is whether all transactions are included (unrecorded purchase orders).
5. Cutoff (C) – Transactions are recorded at the proper time (purchase orders written in the proper year).

MONITORING:
The administration is charged with reviewing internal controls on an ongoing basis. Monitoring can include responding to the recommendation of the auditor in changes in the controls. Reviewing correspondence from outside sources such as banks and vendors for unusual items is part of monitoring.

Employees should be required to "sign off" on their understanding of the control activities and their responsibilities in those activities.

AFTER THE CONTROLS ARE ESTABLISHED:
Once the district establishes controls, those controls need to be evaluated at least annually and anytime circumstances dictate. Changes in personnel or regulations are examples of these.

As controls are evaluated, they will either be effective or ineffective at achieving the proposed control. Controls are effective when there would be no material weaknesses in internal controls involved in financial reporting. Ineffective controls would be those where at least one material weakness exists. If a control is determined to be ineffective, then the control deficiency needs to be evaluated.

CONTROL DEFICIENCIES:
A control deficiency exists when the design or operation of a control does not allow the administration to prevent or detect misstatements on a timely basis. A design deficiency exists when a necessary control is missing or is not designed to enable the control objective to be met. An operational deficiency exists when control is designed properly, but does not operate as designed or the person performing the control is not qualified to perform the control.

A deficiency may exist that is unavoidable (segregation of duties in a small office). For these, compensating procedures should be put in place. These compensating procedures do not correct the deficiency.

REASONABLE ASSURANCE AND LIMITATIONS ON CONTROLS:
Reasonable assurance is a high level of assurance, but is not absolute. The district should understand that potential fraud could exist and not be detected timely in the following circumstances: when the district has poorly designed or operated internal controls, or when there are too many overrides of controls, when there is collusion between employees or between an employee and a third party.

REVIEW OF DISTRICT PROCESSES:

When reviewing processes in the district, it may help to consider incorporating the "5 Ws".
1.Who performs each activity? Who receives the outcome of the activities?
2.What activities are performed? What forms and reports are used? What computer systems and files are used?
3.When are activities performed? What is the sequence of activities? What is the timing of the activities? What is the frequency of the activities?
4.Where are activities performed (i.e., board office, school, etc.)?
5.Why are activities performed (i.e., what risks are controlled, what control assertion does process step serve, etc.)
One final consideration should be whether any changes to the process will increase the efficiency of the process or firm up the controls.

CONTROLS LISTED:
The controls listed here are not intended to be a complete list of controls, as each district will have different processes, controls and concerns. These items should be used as a beginning for the review of controls.

EVALUATING INTERNAL CONTROLS

TITLE: Internal Control

Subtitle: Evaluation of Internal Controls

Purpose: To ensure that controls are evaluated on a periodic basis to ensure the controls continue to be effective.

Procedure:

1. The business administrator will establish a process to evaluate internal controls over all areas of financial and operational procedures in the district.
2. These internal controls should be evaluated at least annually and every time one of the following conditions exists:
    a. Change in personnel performing a control function
    b. Change in accounting system
    c. Change in regulations
3. As the controls are evaluated, a determination should be made that designates the control as either effective or ineffective. Ineffective controls should be changed to achieve the proper level of effectiveness required.
4. Written documentation of the review of the controls in place should be kept.

COMMUNICATING STAFF MEMBERS ROLES

Title: Internal Control
Subtitle: Communicating staff members role in the Internal Controls

Purpose: To ensure that everyone in the district who performs or should perform a control function understands the control.

Procedure:

1. The business administrator will establish a procedure to ensure the all employees and board members who are charged with a control understand the importance of the control and their role in the control environment.

    a. Controls that are not performed with an understanding of the control will not be effective.

    b. A review of the controls and the staff members' role in the controls should be conducted at least annually and anytime there is a change in the control, the personnel or the laws and regulations affecting the control.

    c. Documentation of these reviews should be maintained.

CASH CONTROLS

Title: Internal Control
Subtitle: Cash controls

Purpose: To identify the controls over cash and the personnel responsible

Procedure:

1. Cash Receipt activities:

    a. All receipts must be handled by the Business Office Staff or designees

    b. All receipts shall be deposited within 48 hours of receipt

    c. Monthly reconciliation of cash completed by Treasurer of School Monies.

2. Monthly review of Board Secretaries Report of Cash vs. the Treasurer of School Monies Cash Report

PAYROLL CONTROLS

Title: Internal Control
Subtitle: Payroll controls

Purpose: To identify the controls which exist over payroll related items.

Procedure:

1. The business administrator will establish controls that help ensure that the errors and fraud in payroll would be detected in a timely manner. These controls may be some or all of the following:

2. With respect to payroll:
- Search for fictitious employees
- Determine improper alterations of amounts
- Verify that proper tax deductions are taken
- Examine annual employment contracts against official board of education meeting minutes and/or negotiated agreements to payroll records in order to verify the proper recording of employee hours.
- Verify the accuracy of pay rates by obtaining a list of authorized pay rates from the Office of the Superintendent (Human Resources).
- Review the adequacy of internal controls relating to hiring, overtime, and retirement.
- Determine if proper payroll forms exist such as W-4s and I-9s.

ANDOVER REGIONAL SCHOOL DISTRICT

Title: GENERAL LEDGER

Procedure:

Monthly

- Compare Board Secretary's Report to Subsidiary Ledgers
    - May be done by software
- Compare Board Secretary and Treasurer's Report for agreement
- Board Secretary Report balances for all funds
- Verify that all accounts and funds are reported in Board Secretary's Report
- Review all accounts for funds availability

Year-End Procedures

- At year end complete all accrual entries and properly close out accounts.
- Supporting documentation for all accounts, for audit verification.
- Review all year end purchases, for determination as accounts payable or carry forward encumbrance.
- Verify outstanding encumbrances are paid within 90 days.

ACCOUNTS RECEIVABLE

- Appropriate users of facilities have been billed for usage and recorded appropriately
- Record tuition receivable for tuition students
- Record transportation receivable for all students transported
- Record tax levy receivable for general fund and debt service (if applicable)
- Record state aid receivable for general fund, capital projects and debt service (if applicable)
- At year end – record receivable for food service reimbursements due from state

ACCOUNTS PAYABLE

- Verify invoices are paid in a timely manner.
- Included in voucher package for payment, receiving copy is signed by receiver; invoice, voucher (signed by vendor if over applicable quote threshold)
- All vouchers signed off by appropriate officials (preferably by SBA)

PAYROLL

- Encumber all funds for contracted employees, who have board approval
- Verify funds availability for all applicable employee benefits including health benefits, PERS, social security, and tuition/workshop reimbursements

FIXED ASSETS

- Identify all equipment costs for fixed asset control if cost is over $2,000, item must be tagged and recorded
- If district asset threshold is lower, item must be recorded in inventory control document and tagged
- If using grant funds, all equipment purchases must be tagged and identified by grant program
- Identify assets are that are no longer used
- For disposal of assets, utilizing either, donation to other school district, surplus sale, GovDeals or other electronic means
- Remove item from fixed asset inventory records

CASH MANAGEMENT

Cash receipts – open mail, prepare deposit slip, ACH transfers, record receipt in accounting system
Cash disbursements-identify vouchers to be paid, checks should be stored in locked storage until used if processed in district, if using pre-printed stock proper numbering sequence, appropriate signatures are affixed, review of all payments to check amounts for agreement, mail checks, properly record wires and payments

Treasury-confirm verification of signatures on all accounts; verification of person(s) authorized to do wires and ACH; confirmation process for all wires; utilization of on-line banking – verify authorized users; identify person(s) for authorizing stop payments
Investing-cash balances should be reviewed periodically to identify investment opportunities; investment vehicles must be in accordance with state statutes
Reconciling-all accounts must be reconciled in a timely manner.

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Use of School Facilities

Purpose: Buildings and facilities are constructed and purchased by the Board of Education for providing a school program. The Board encourages community use of these facilities providing that this use does not interfere with the program of the school.

Procedure:
The Board of Education authorizes the Superintendent to approve and schedule the use of school facilities by school related and non-school organizations. The Board reserves to itself this authority to approve the use of school facilities by non-school organizations. **It is the position of the Board to approve only community groups whose organization's function will benefit the pupils of the school/ community or the school district.**

The rules and regulations thus adopted are designed to safeguard a community investment while at the same time to permit use of the school facilities by the community.

The Board of Education shall hold each organization financially responsible for damage to facilities while in its care and retains the right to refuse further permission to any organization not complying with all rules and regulations.

The Business Administrator via the Superintendent's Secretary shall request the organization using the facility to supply proof of insurance coverage. Minimum acceptable coverage is one million dollars ($1,000,000.00) (insurance limits). As a requirement of our insurance carrier, your insurance certificate must name the Andover Regional Board of Education as co-insured. The insurance certificate must be submitted with the application for use of school property.

Fees incurred for Use of Facilities are set forth in Andover Regional Board of Education Policy & Regulation No. 7510

SPECIAL REGULATIONS FOR USE OF GYMNASIUM AS AN AUDITORIUM

1. Youth groups must be sponsored by a responsible adult group with the names of sponsors given in the application. These sponsors must be present at the activity.
2. The Public Address system, lighting panel board, movie screen, etc, must be operated by a school authorized person.
3. No food /drink is to be sold or consumed in the auditorium.
4. Visual Aids equipment furnished by the user must be approved by a school coordinator for proper use through our sound system.
5. No smoking is permitted in the auditorium or anywhere in the school.
6. Adequate outside security must be provided by the using organization (local police).

SPECIAL REGULATIONS FOR USE OF CAFETERIA

1. Groups giving dances must conform to all rules and regulations for use of the cafeteria.
2. Arrangements must be made with the Township Police for an officer to be on duty one-half hour before and one-half hour after the dance when applicable.
3. The clean-up committee of the group must make arrangements with the school coordinator for removing debris and work required to restore the cafeteria to its original condition.
4. Youth groups sponsored by adults must submit a list of chaperons with application. One adult required for each twenty people.
5. No smoking is permitted anywhere in the school.
6. Control of the group is the responsibility of the adult sponsors.
7. Adult groups using the cafeteria or kitchen will adhere to all rules and regulations of the Board of Education.
8. All food must be consumed within the cafeteria. All refuse must be placed in proper containers.

SPECIAL REGULATIONS FOR USE OF GYMNASIUM

1. Shoes or black soled sneakers are not permitted on the gym floor. Sneakers with white soles must be worn at all times, by participants, referees and coaches.
2. A responsible adult together with a custodian must check all facilities used after participants have left. Damage should be noted, all water and lights turned off.
3. Groups using the gym must meet outside the door with the responsible adult at a designated time. The entire group will be admitted at one time by the custodian on duty.
4. Use of the gymnasium does not permit use of hallways for any reason.
5. All rules and regulations apply whether admission is charged or not. Use of the gymnasium bears responsibility for supervision of the public lavatories, locker room, facilities and hallway traffic.
6. No smoking is permitted anywhere is the school.
7. No food/drink is to be sold or consumed in the gymnasium.
8. Youth groups must be properly chaperoned with the names of chaperons appearing on the application. A minimum of one adult should be responsible for every fifteen youths.

See Form for a schedule of costs and the APPLICATION FOR USE OF SCHOOL PROPERTY.

References: N.J.S.A. 18A:20-20 N.J.S.A. 18a:20-34

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Inventory

Subtitle: Disposal of Obsolete Equipment

Procedure:

Requests to dispose of outdated books and obsolete equipment must be made to the School Business Administrator. Such books must be at least five years old and equipment must be at least ten years old, with the exception of computers, and have been determined as obsolete by the professional administrative staff.

If the estimated fair value or the property to be sold exceeds the amount determined by the Governor in any one sale, it should be advertised for sale in the local newspaper and/or District website or sold at public auction to the highest bidder.

If the value is less than the amount or no interest is generated at a public auction, of obsolete equipment, a second attempt should be made to either sell or auction the property. If, after two failed attempts to generate interest in obsolete equipment/or property, then equipment may be sold directly to individuals only.

All proceeds from the disposition of equipment or supplies will be deposited in the general fund of the Board of Education.

Legal Reference N.J.S.A. 18A:18A-4S

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Acceptance of Gifts

Procedure: Acceptance of gifts or scholarships from any individuals or groups in the community requires the approval of the Superintendent of Schools subject to the following:

1. No gift or scholarship will be accepted, which in the opinion of the Superintendent is inappropriate for use by the schools.

2. The use and disposition of such gifts or scholarships will remain at the discretion of the Superintendent.

3. Gifts which require installation and/or maintenance costs will be accepted only upon approval by the Superintendent or School Business Administrator.

4. All gifts require final approval and/or acknowledgement by the Andover Regional Board of Education.

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Inventory

Subtitle: Equipment Identification and Accountability

Procedure: NEWLY PURCHASED ITEMS

1. When equipment items costing $250.00 or more are received, the Business Office will record in inventory for insurance purposes.

2. When equipment items costing $2,000.00 or more are received, the Business Office will record in inventory for GASB 34 reporting purposes.

3. The Business Office will assign an asset number. The asset tag will be placed on the asset for identification purposes.

TRANSFERS AND DISPOSAL OF EQUIPMENT

1. Transfers and disposition of assets need to be reported to the Business Office. The Business Office will update the location of the asset within the inventory reporting system.

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Sales Tax Exemption Qualifications

Procedure:

1. Only expenditures from the approved Board of Education operating budget are eligible for sales tax exemption.

2. Exemption letters are available through the Business Office.

Legal Reference: Sales Tax Exemption Letter
Form: **Sales Tax Exemption Letter**

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Petty Cash Fund

Purpose: To establish a uniform method of account for the Petty Cash Funds

Procedure:

1. The Andover Regional Board of Education recognizes the convenience of a petty cash fund in the day to day operation of a school district, but the Board is also aware of the abuses that can result from the establishment of such funds unless there are proper controls.

2. The Board authorizes the establishment of a petty cash (revolving) fund at the Business Administrator's Office in the amount of $350.00 (checking); Main Office (both buildings) in the amount of $50.00 each.

3. In accordance with District Practice, no single payment from petty cash will exceed $25.00. The Business Administrator shall insure that petty cash funds are spent only for stamps, delivery charges, office supplies and miscellaneous purchases. Funds shall not be used to subvert the regular purchasing procedure.

4. All funds are to be closed out on June 30. To accomplish this, final reimbursement will be into the Business Office for payment at the final Board Meeting in June. This will allow for turning in the local amount of the authorized fund in cash to the School Business Administrator for deposit back into the General Account of the Board. All Board approved funds will be reestablished on July 1.

References:
N.J.A.C. 6:20-2.10 and N.J.S.A. 18A19-13
Form: **Petty Cash Request Form**

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Student Activity Funds

Purpose: To establish financial controls for the administration of the various student activities operated for the benefit of the students, managed by adults, not part of the regular instructional program with the Board indirectly responsible.

1. The general organization of the fund to include student government, student clubs, student publications, student athletics, school classes, student performances, and class trips on a monthly basis.

2. The Board authorizes the maintenance of student activity funds for the Long Pond School and the Florence M. Burd School in the Principals Office and shall be known as the Andover Regional Long Pond School Student Activity Account and Andover Florence M. Burd Student Activity Account, respectively and is under the direct control of the Business Office.

3. All funds and sub-accounts must be self-sustaining. Should a fund and/or sub-account have a negative balance, it will be necessary to document the reason for the negative balance and to correct the negative balance in a timely fashion. If a fund or sub-account has a negative balance, no REFUNDS will be issued. It is permissible to maintain a negative balance during the course of the school year so long as no negative balance exists on or about June 30th of the school year. Transfers from miscellaneous will be permitted only when absolutely necessary to bring a fund and/or sub-account into balance, otherwise, transfers are NOT permitted.

4. Any and all funds collected over the course of a school year for lost textbooks and/or lost library books must be turned over on a monthly basis to the Andover Regional Board of Education and are not considered to be part of the student activity accounts.

Procedure:

1. Receipt of Funds:

A. All funds will be collected by the Building Principal or his/her designee (teacher, coach, advisor, etc). No parent is permitted to collect or handle funds on behalf of the school district. These funds will be deposited within 48 hours of receipt into the established checking account.

B. No funds should be permitted to accumulate over an indefinite period of time. Money should not be raised or collected unless there is a definite purpose for doing so. If fundraising is included in the collection of funds, then notification should be included to students/parents, etc.

C. No employee other than designated employees in the Business Office are permitted to deposit monies collected. No employee other than designated employees in the Business Office is permitted to transport funds in their personal vehicles for the purpose of depositing funds at the

official depository designated by the Andover Regional Board of Education at each reorganization meeting.

D. All deposited funds will be recorded in a Receipts Journal including the date of receipt, source of receipt, amount of receipt and the total amount of the deposit and will be maintained by the Main Office and will be verified by the Business Office.

2. Disbursement of Funds:

A. Contracts for materials or supplies must be reviewed and approved by either the School Business Administrator and/or Superintendent. No other individual is permitted to sign contracts for any student-related activity.
B. In all cases, all state purchasing laws and regulations and policies must be adhered to.
C. No educational materials may be purchased from these funds and is strictly prohibited.
D. All funds will be disbursed from the established checking account on the authority of the Building Principal and/or School Business Administrator and/or Superintendent (requires two approvals). No disbursement will be made without the appropriate "**Student Activity Fund" voucher,** signature of the Building Principal and/or School Business Administrator and/or Superintendent. Advance notification is greatly appreciated.
E. All checks will be written by the Business Office and will be recorded in the Student Activity Cash Disbursement Journal to include the date of check, payee, amount of check and activity or class to which it is to be charged with copies of all documentation attached.
E. All disbursements will require two signatures: that of the Building Principal or the School Business Administrator/Board Secretary.
F. A monthly bank reconciliation will be conducted on each fund and sub-account by the Business Office and discrepancies, if any, will be addressed each month with the Building Principal and/or designee for correction, if any.

All documentation, including bank statements, cancelled checks, backup documentation, etc. will be maintained by the Business Office for subsequent auditing by the District's school auditors.

ANDOVER REGIONAL SCHOOL DISTRICT

Title: ATHLETIC FUND

Purpose: To establish the financial controls for the administration of the inter-scholastic athletic program to ensure the program is operated fairly and efficiently, and the Board is fully informed of its status.

Procedure: No inter-scholastic athletic fund currently exists. Any athletic club funds will be maintained under Student Activity Accounts.

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Pay Procedures
Procedure:

1. **Regular Pay:**

A. Employees will be paid on the 15th and the 30th of each month as per contract. When this is a school holiday or weekend, the employee shall receive their check on the last working day prior to the holiday or weekend.

B. All ten-month employees will receive equal payments that total their contract salary, from September to June inclusive.

C. All twelve-month employees will receive their contract salary, in equal payments, from July thru June inclusive.

D. Beginning with the 2010-2011 school year, at least every three years, during the first pay in November each employee will be required to provide, a picture identification and sign for release of his or her check or direct deposit voucher.

E. Picture identification shall be in the form of a district issued identification card, valid drivers' license, official passport or other picture identification issued by a state, county or other local government agency.

F. Where no appropriate identification can be produced, the School Business Administrator shall withhold paychecks or stop direct deposits until such time that the payee/district employee can produce appropriate identification or until an investigation and corrective action is concluded.

G. Upon completion of the payroll check distribution verification procedures, the Superintendent shall submit a certification of compliance, to the Executive County Superintendent.

2. Extra Contracts:

A. Schedule B stipends/contracts will be paid at the end of their respective season/program, etc. after all uniforms, equipment, etc. are accounted for by the Building Principal.

B. For all After School Programs, workshops and teachers covering classes, personnel will be paid during the pay period following the pay period during which the work was performed with the last pay opportunity being the June supplemental payroll.

3. Substitutes and Hourly Paid Employees:

A. All daily and hourly paid individuals will receive pay for the time worked the 15th and 30th of the following month when the work was performed.

B. A **Voucher and/or Employee Sign in and Absentee Log** will be used to report hours and/or days worked for this classification of employees.

4. Overtime:

A. Overtime is also reported on a **voucher** and is paid the following pay period when reported so long as all appropriate approvals, including the supervisors and/or Board of Education (when necessary) has been received and is overtime will be based on negotiated contract provisions.

5. 403(b) Salary Reduction Plan

In order to take advantage of the 403(b) Salary Reduction Plan, an employee must agree not to contribute, more than the **Maximum Exclusion Allowance (MEA),** the total amount of contribution to the plan allowed by Internal Revenue Service code each year. The district has a third plan administrator for the 403(b) plans, Plan Connect. Changes may be made at any time to 403(b) plans and/or other plans, so long all requests have been made in writing, authorized by the executive of the plan and received no later than the 5th of each month; otherwise deductions shall not be made, suspended, or amended until the following month.

6.All other changes to be made for tax or voluntary deductions must be forwarded to the Payroll Department "In Writing" two weeks prior to the pay period that these changes are to take effect.

References

6A:23A-5.7 Verification of payroll check distribution
Employee Payroll Input Form
403(b) Salary Reduction Agreement
403(b) Salary Reduction Change Form

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Budget Account Number Coding

Procedure: When completing purchase orders for materials, supplies, equipment and /or services, it is important to use the correct Budget account number as outlined by the New Jersey Chart of Accounts. To assist administrators, supervisors and staff members who complete purchase orders an example of how accounts are displayed has been developed. The GAAP accounts are broken down into 14 digits as follows:

11 190 100 610 001

11 - Fund
190- Program
100-Function
610-Object
001- Location

Fund- an accounting entity with a self-balancing set of accounts.

11 General Fund (instruction);
12 Capital Outlay Fund (assets over $2,000)/acquiring fixed assets
13 Special Schools;
20 Special Revenue

Program- activities and procedures to accomplish an objective.
105 – Pre-K,
110- K,
120- 1-5;
130- 6-8;
140- n/a
150-Home Instruction;
190-Undistributed
200- Special Programs (Special Education);
000- Undistributed Expenditures- charged indirectly to a program

Function - describes the activity for which a service/material is acquired.
100- Instruction- activities dealing directly with instruction
200- Support Services- provide administrative, technical support to enhance instruction.

Examples: **211**-Attendance/Social Services **213**- Health Services **240** - Support-Sch. Admin.

Object- the service obtained as a result of a specific expenditure.

320 Purchased Professional Services- Consultants, Assembly speakers
420 Cleaning, repair and Maintenance Services- Equipment and repair contracts
500 Repair and maintenance of Instructional Equipment
580 Travel-*Staff Conferences*-staff mileage
590 Miscellaneous Purchased Services-Printing costs-student publications, booklets,
610 General Supplies-A.V. supplies, furniture under $2,000, workbooks, classroom/off. supplies
640 Textbooks
730 Equipment - Capital Outlay Fund - each unit must exceed $2,000 & last more than a year.
800 Miscellaneous Expenditures- Awards, graduation expenses, registration-conferences

Location - School Buildings/ Departments - Examples:

000 District
001 Long Pond School School
002 Florence M. Burd School

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Budget Development Process

Procedure:

School Budgets – Site Based Management

School Budgets are the responsibility of all supervisors and administrators. It is also the responsibility of the building principal and/or assistant principal to justify proposed expenditures in each of the line item accounts. Business Office and building principals track their school accounts during the year making the necessary transfers needed to ensure no accounts are over-expended. If during the budget development process there is a need to reduce the school budgets, the building principal will be notified of the amount and is responsible for re-submitting the changes to the revised school budget. Below is a breakdown of the budget process.

November 15

Distribution of:

1. Individual school/ department line item budget
2. Personnel request form; for additions and /or reductions of staff.

December

1.Beginning of November, meeting with the Superintendent of Schools, School Business Administrator, and individual School Principal or Supervisor to review additional needs for the following year.

2. December 15th- return of the individual school/ department line item Budget, along with the Personnel Request Form.

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Budget Transfers

Procedure: Individual budget line item transfer requests are submitted to the Superintendent of Schools for implementation after careful review by the School Business Administrator. Transfers are reported to the Board of Education for formal approval and subsequent approval from the Executive County Superintendent of Schools, if necessary.

When transferring money from one account to another, the "from" account must have enough money to cover the transfer, if not, then the transfer cannot be completed. Make sure the correct account numbers that need to be affected, are used and fill in the description of the account.

Submit transfers over 10% to the County Office for approval.

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Grant Application Procedure

Procedure:

All grant applications must be submitted for approval prior to submission to the Granting Authority to the Building Principal then to the Superintendent. All grants require approval from the Superintendent and action from the Board of Education.

The Title I Coordinator and IDEA Coordinator are responsible for all entitlement grant applications (IDEA, ESEA). The business administrator handles the reimbursement requests and the final report.

All other procedures as described in this handbook will apply to transactions involving grant funds.

POSITION CONTROL
STANDARD OPERATING PROCEDURE

Position control is a process to measure the current status of positions for personal services within the district in order to analyze their fiscal impact on the whole budget year. The impact of a position is determined by actual expenditures from the beginning of a fiscal year plus amounts set aside to cover appointments to the position for the remainder of the fiscal year.

The concept of position control implies that each position must be defined in specific terms and that the hiring procedure may not be completed until a specifically defined position exists for the applicant. Budget Status is determined by combining elements from the Position File, the Payroll Distribution File, and the Employee Data Base.

The base line year to use for position control is the snapshot date of February 1 of the prebudget year. Grouping should be established by budgetary function and object at a minimum.

According to 6A:23A-6.8, districts shall maintain an accurate, complete, and up-to-date automated position control roster in order to track the actual number of employees, as well as, the category of employees in detail.

The position control roster shall:

1. Share a common database and be integrated with the district's payroll system;
2. Agree to the account codes in the budget software.
3. Ensure that the data within the position control roster system includes:

i. The employee name

ii. The date of hire

iii. A permanent position tracking number for each employee including:

(1) An accurate expenditure account code(s)

(2) The building the position is assigned

(3) The certification title and endorsement held, as applicable

(4) The assignment position title as follows:

(A) Superintendent or Chief School Administrator

(B) School Business Administrator

(C) Board Secretary (when other than A, or B above)

(D) Principal

(E) Assistant Principal

(G) Director

(H) Supervisor

(J) Advisor and/or Coach by Subject Area

(L) Certificated Administrator – Other
(M) Guidance
(N) Media Specialist/Librarian
(O) School Nurse
(P) Social Worker
(Q) Psychologist
(R) Therapist – OT
(S) Therapist – PT
(T) Therapist - Speech
(U) Certificated Support Staff – Other
(V) Teacher by Subject Area
(W) Teacher Assistants (Paraprofessionals and/or Instructional Assistants)
(X) Certificated Instructional-Other
(Y) Aides supported by IEP
(Z) Other Aides
(AA) Maintenance Worker
(BB) Custodian
(CC) Other Non-certificated

iv. A budgetary control number for substitute teachers
v. A budgetary control number for overtime
vi. A budgetary control number for extra pay
vii. The status of the position (filled, vacant, abolished, etc.)
viii. An indication, when available, of whether the employee is retiring in the budget year or not being renewed including associated costs such as contractual buyouts, severance pay, paid vacation or sick days, etc;
ix. Each of the following:

1. base salary
2. step
3. longevity
4. guide
5. stipends by type
6. overtime
7. other extra compensation

x. The benefits paid by the district, net of employee reimbursements or co-pays, by type of benefit and for FICA and Medicare;
xi. The position's full-time equivalent value by location;
xii. The date the position was filled; and

xiii. The date the position was originally created by the board. If the date the position was originally created is not available, this item shall represent the date the person currently filling that position was approved by the board.

A. Purpose

The purpose of this Standard Operating Procedure is to describe forms and procedures needed to assign position control numbers and create, or abolish positions.

B. Scope

These procedures cover all positions and all employees of the district.

C. Authority

The assignment of PCN's should be initiated by the CSA. Human Resources in conjunction with the SBA should maintain a list available to the CSA when hiring or transferring employees for the district. It is recommended that the PCN number be referenced in the resolution approved by the Board of Education.

D. Position

A position is a set of duties and responsibilities specified in a specific job description assigned to be performed by an employee of the district. A position may be full-time, part-time, stipend, permanent/non-permanent, seasonal (summer school, after school, athletics, etc.) and either filled or vacant. A permanent position does not exist until it has been authorized and established by the Board of Education, Human Resource and the Office of Business Administration.

E. Position Control Number – Creating and Maintaining

Position Control data is maintained in the Office of Business Administration. (See attached sample for creating) It is recommended that monthly or semi-monthly before the payroll is processed a report or review be done of all employees being paid. This report or review should indicate at a minimum the individuals PCN and linked budgetary account to be charged. Individuals not assigned a PCN must be assigned one and any vacant PCN should be noted for future reference.

F. Position Control Number (PCN)

A position control number (PCN) is created to represent each board approved contracted *position* within a district. These control numbers are attached to the budget spread, telling the system which account(s) the position is to be paid from. As the positions are filled, the corresponding control number is linked to the employee who is currently filling the position. Control numbers that are not linked to any employees represent vacant positions. An example: if your district has five board approved positions for high school math teachers, you would establish five PCNs to represent the five separate positions.

PCNs are independent of employee records. Each PCN represents a separate *position* within the district, *not* the employee who fills it at any particular time. Thus, if an employee leaves a position and the position remains open, the PCN remains active in the system representing a vacant position to be filled. Once an employee is hired for that position, the vacant PCN is then assigned to that person.

Vacant PCNs can provide an area where a projected estimated salary amount may be entered, providing the district with the ability to budget for positions that are expected to be filled. An assigned PCN will forward a calculated salary into the budget projection. As PCNs represent *positions* within the district, they are only added or deleted when a job position itself is either created or phased out.

G. Request for PCN for a New Position

Departments request for the use of PCNs for new positions or to reactivate an abolished position shall include detailed justification and a cost benefit analysis. The superintendent will determine if the new position is justified, needed and that adequate funds are or have been budgeted. Based on this determination, the superintendent will decide if they will make a recommendation to the Board of Education. Upon approval from the Board of Education, the Office of Business Administration will create a new PCN.

H. Other

Each PCN shall be integrated with the payroll system to ensure that the correct budgetary account is charged. The PCN system should be able to track through payroll and the personnel system the position by account number, individual, PCN and the history of the use of the PCN.

I. Sample Reports

The attached sample reports are to give the SBA information on the actual full function of the use of an integrated and non-integrated PCN system and suggestions for creating actual position control numbers for staff within their particular district.

- Personnel to Payroll Spread – This report compare personnel information to payroll.
- History Report-This report shows reflects who has been assigned to a specific PCN.
- PCN by alpha-A simple alphabetical list indicating FTE, PCN, budgetary account charged, percent charged and salary charged.
- PCN by budgetary account- A list of all staff by budgetary account code with PCN, FTE, budgetary account charged, percent charged and salary charged.
- Recommendation for Formation of Position Control Numbers – Examples for PCN segments.
- Position Control Sample Spreadsheets-These are examples of small districts that are not using integrated systems of how PCN can be controlled using simple spreadsheet formats.
- Internal Control Questionnaire- An example of the segregation of duties with regard to the assignment of Position Control Numbers.

POSITION CONTROL- OTHER

Recommended Format for Meaningful PCNs

Each individual district must develop a PCN format that represents their board-approved positions. If broken down into segments, PCNs are easily identifiable.

The chart below displays a recommended format that is consistent with other districts maintaining PCNs. This format can be implemented as is, or it can be used to assist your district in developing your own PCN format.

Recommended Format for PCN Segments

General Category	.	**District Location**	.	**Dept / Position**	.	**Specific Grade**	.	**Total # of Positions Available**
3 char	.	**2 chars or digits**	.	**4 char**	.	**2 chars or digits**	.	**2 digits**
ADM	.	BO	.	SUPT	.	NA	.	01
ADM	.	BO	.	BADM	.	NA	.	01
SEC	.	BO	.	BADM	.	NA	.	01
TCH	.	HS	.	MATH	.	09	.	01
TCH	.	HS	.	MATH	.	09	.	02
TCH	.	MS	.	MATH	.	07	.	01

Suggested General Category Codes

Category Description	**Code**
Administrators	ADM
Aides	AID
Bus Drivers/Transp.	BUS
Child Study Team	CST
Clerical	CLR
Custodians	CUS
Food Service Workers	FSW
Maintenance	MNT
Nurses	NRS
Secretarial	SEC
Special Services	SPS
Supervisors	SUP
Support Staff	SPT
Teachers	TCH
Technology	TCN

Suggested Department/Position Codes

Department/Position	**Code**
Superintendent	SUPT
Business Admin.	SBA
Assistant BA	ABA
Principal	PRIN
Director	DIR
Supervisor	SUPV
Payroll	PYRL
Bookkeeper	BKPR
Accounts Payable	APAY
Accounts Receivable	AREC
School Secretary	SCHS
Psychologist	PSYC
Clerk	CLRK
Math	MATH
History	HIST
English	ENGL
Science	SCNC
Instructional Aide	INST
Special Ed Aide	SPEC
Cafeteria Aide	CAFT

Suggested Grade Codes

Grade Level	**Code**
Kindergarten	KD
Grade 1	01
Grade 2	02
Grade 3	03
Grade 4	04
Grade 5	05
Grade 6	06
Grade 7	07
Grade 8	08
Grade 9	09
Grade 10	10
Grade 11	11
Grade 12	12
Floating/Multiple Grades	FL
Grade Not Applicable	NA

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Purchasing Procedures ***See Purchasing Manual**

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Facilities (includes administration of work and health and safety)

Purpose: The Board of Education recognizes that adequate facilities must be provided to all students and that it must maintain all buildings so that students have a safe and healthy environment in which to learn.

Procedure:

Building Coordinator

- While any staff member could contact the Buildings and Grounds Office, the building principal or his designee has the responsibility to be the contact person for the facility to handle communication and administrative details. The Building Principal generally approves and forwards written requests for long term and elective maintenance.
- During the periods of school vacations, a building administrator will assume the responsibility to forward the work requests to the Building and Grounds Department.

Planning for Alterations and Remodeling

- The first step that a school must take before deciding on all major or minor elective alterations or change in use of space is to communicate in writing to the Business Administrator. He/she will review and submit all requests for remodeling to the Superintendent of Schools.
- After the Superintendent approves the request, it will be sent to the Supervisor of Buildings and Grounds to obtain a project cost estimate for the proposed work. A source of funding must be identified before the project will move to the design and construction phases. Once the project is funded, the manager of capital projects will be instructed to prepare the proper documentation to submit to the County Superintendent or the Department of Education for approval. Application for building permits, bid specifications, plans and drawings must be produced to assist the requestor through the design and construction phases. Keep all concerned informed of scheduling and major events.

Maintenance and Repair of Equipment

- The Buildings and Grounds Department holds contracts with several service companies who provide maintenance and repair services such as generators, fire alarms, burglar alarms, clock repairs, public address systems, gym door repairs and roof repairs.

SECTION VII – FACILITIES (INCLUDES ADMINISTRATION OF WORK, HEALTH & SAFETY)

- The Maintenance Department is prepared to carry out some renovations, alterations and improvements and support buildings in order to offer a constant safe environment. These operations must be scheduled in advance.

Noise Control

- The Maintenance Department attempts to schedule work with high noise potential at times least likely to be disruptive. However, it is not always possible to delay emergency repairs.
- When you are bothered by noise caused by repair projects, call the Buildings and Grounds Department so we can try to accommodate your needs.

Pest Control

- The Buildings and Grounds Department provides exterminator services to rid the building of rodents, insects and other pests in accordance with the district's Integrated Pest Management Plan.
- Please call the Buildings and Grounds Supervisor if this service is needed.

Recycling

- Materials such as newspaper, glass containers, aluminum cans, office paper and corrugated cardboard are recycled. Recyclable materials are to be left in containers properly labeled and located in areas throughout the buildings.

Refuse Collection Services

- Trash collection is provided by contract and is under the supervision of the Buildings and Grounds Department. It is done on a regularly scheduled basis. Requests for special pickups should be directed to the Supervisor of Buildings and Grounds.

Chemical Hygiene and Disposal of Hazardous Wastes

- The district shall maintain its Chemical Hygiene plan and update it on an annual basis.
- Chemicals, oils, paints, radioactive materials or other hazardous waste should not be disposed of in trash or wastewater collection systems. If you have any questions regarding the storage or disposal of these materials, please contact the Buildings and Grounds department.

SECTION VII – FACILITIES (INCLUDES ADMINISTRATION OF WORK, HEALTH & SAFETY)

Right To Know

- The district will maintain up to date Right to Know logs and ensure that all employees are provided training at the time of initial employment.
- The district will provide training on Right to Know regulations to all new employees. Retraining will also be provided as required.

Safety/Accident Reporting

- All accidents will be reported to the central office on the appropriate district approved form. Following review by the school nurse, the accident form will be forwarded to the district insurance carrier in accordance with the district's risk management procedures by the School Business Administrator or designee.

Asbestos Management

- The district shall maintain its AHERA management plan and ensure that it is updated every three years.

Indoor Air Quality

- The district will handle indoor air quality on a "case by case" basis.

Fire Alarm Systems

- The district shall ensure that annual inspections are performed on the fire alarm system. It shall also conduct monthly inspections of all fire extinguishers.

Drinking Water (for well systems)

- The district shall conduct all required tests and inspections to ensure that all water coming from the well is potable.

Wastewater Treatment

- The district will ensure that either a properly licensed person is on staff or that a professional firm is hired to ensure that all required DEP reports are filed as required.

Boilers

- The district will ensure that all boilers are inspected annually.
- The district will ensure that a properly licensed boiler operator is on site whenever the boilers are running and buildings are occupied.

SECTION VII – FACILITIES (INCLUDES ADMINISTRATION OF WORK, HEALTH & SAFETY)

Safety Inspections

- The district will ensure that all health and safety inspections are done on a regular basis, in accordance with the NJ Department of Education evaluation of school buildings checklist.

Long Range Facility Plan

- The district will ensure that it submits all required documents for its Long-Range Facility Plan to the Department of Education on a timely basis.

Comprehensive Maintenance Plan

- The district shall annually approve its three-year comprehensive maintenance plan which shall include corrective and preventative measures for the interior and exterior of each building.

OSHA/PEOSHA requirements

- The district shall comply with all OSHA and PEOSHA requirements including but not limited to lockout/tagout and confined spaces procedures.

ANDOVER REGIONAL SCHOOL DISTRICT

TITLE: Facilities Maintenance & Repair Scheduling and Accounting

SUBTITLE: General

PURPOSE: To have an automated work order system for prioritizing, performing and recording all maintenance repair requests for all district buildings and grounds.

Whenever a school district employee wants to request a repair or an enhancement from the Maintenance Department, they should complete a maintenance request. The maintenance request should be generated by the person making the request.

Prioritization

The work order must first be approved by the building principal and the business administrator before any work is performed. The work orders will be performed in the following priority order:

A. Emergency – An emergency is a situation that poses an imminent threat to the health or safety of occupants of school property which requires the immediate delivery of goods or the performance of services. Normal purchasing procedures may be waived in the event of an emergency.

1. An actual or imminent emergency must exist requiring the immediate delivery of the goods or the performance of the service.

2. Within three days, the superintendent shall inform the County Superintendent of the nature of the emergency and the estimated needs to respond to it.

3. The emergency purchasing procedures may not be used unless the need for the goods or the services could not have been reasonably foreseen.

4. The contract shall only cover the necessary tasks to alleviate the emergency.

B. Safety – A safety issue exists when the issue could lead to the injury of any occupant of the building. Examples would include broken locks, water leaks, etc.

C. High – A work order should be categorized as high if the situation is in violation of laws or regulations or board of education policy. Examples would include broken heaters or air conditioners in violation of "Indoor Air Quality" rules or PEOSHA requirements.

D. Medium – A work order should be categorized as medium for general repair work of an existing system that no longer works, such as a broken sink. The Medium category also includes items included in the annual Comprehensive Maintenance Plan and the District's Strategic Plan.

VII. Low – A work order should be categorized as low for requests that are new items, such as a new shelf.

Within each priority category, work orders should be completed in chronological order. The Buildings & Grounds Supervisor may group work orders in order to complete them in an efficient manner. The superintendent may authorize the completion of a work order in a priority order other than above.

Cost Benefit Analysis

Whenever the estimated cost of completing the work order, including labor and materials, is greater than the quote threshold, a cost-benefit analysis of outsourcing the work order shall be performed.

If the results of the cost benefit analysis indicate that it would be less expensive to outsource the work, the work shall be outsourced provided the work can be contracted in accordance with the Public Schools Contracts Law and it can be completed on time.

Completion Procedures

Labor & Materials:

The technician shall record the following for each work order:

A. The actual hours worked by date.

B. Whether those hours were at regular or overtime rate.

C. The actual materials and supplies needed to complete the order.

The technician shall record these items either directly into the work order software or on the paper work order form and forward that form to the Maintenance Secretary for recording in the work order software. The work order should be marked as completed after the transactions are entered.

Close Out Procedures

The Business Administrator shall review all completed work orders to ensure that they are properly classified and costed out for the Comprehensive Maintenance Plan. The work order should be marked as closed.

Contracted Services:

When a work order requires the hiring of an outside contractor, it will be handled by the School Business Administrator. Initiate a requisition with an estimated amount for the service call. The work order number should be entered into the control number field on the requisition.

Planning

Prior to December 1st of each year, the School Business Administrator shall conduct an analysis of the work order system to plan for the following budget year. The analysis shall include:

A. Productivity of staff as a whole and individually.

B. Variations between estimated and actual labor and materials costs.

C. Unusual trends for like projects.

D. The projected life expectancy vs. the date a building system/piece of equipment was put into place.

E. Other factors that will improve productivity and efficiency.

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Security

Purpose: The Andover Regional Board of Education believes that the buildings and facilities of the district represent a substantial community investment. The Board directs the implementation of procedures to protect this investment.

Procedure:

Buildings and Grounds Security

- The Building and Grounds Supervisor and staff are responsible for buildings and grounds security.
- All exterior building doors shall be locked at all times. Doors will be unlocked for student admittance during bus arrival times only.
- Staff members shall not prop doors open for any reason.
- Security camera system shall be in operation at each school building.
- An instant alert communication system shall be in operation for the district for the purpose of alerting parents and/or guardians of emergencies and may be utilized for general communication purposes.
- In the evening, all doors shall be locked except those where access is required for public meetings or facility use events.

ID Badges

- All employees shall wear district issued identification badges when school is in session.
- All visitors in the building shall wear identification badges issued by the main office.

Visitors/Deliveries

- All visitors during the school day will be permitted access to the building only through the main school office.
- Outside deliveries shall be accepted only at main school office.
- Deliveries to loading area shall be permitted only after driver has checked into the main school office and a building and grounds staff member has been assigned to oversee the delivery.

Building Keys

- Building principals are required to oversee the issuance of building keys to teaching staff members. Building keys are to be turned in to the building principal on teachers' last day of school in June.

Parking Areas

- All faculty and staff members are required to obtain and display parking permits on vehicles when applicable.
- Staff members shall park in areas designated for staff (or in assigned parking spots).
- Front parking lot spaces are generally reserved for visitors and faculty and staff members are encouraged to utilize rear parking lots.

ANDOVER REGIONAL SCHOOL DISTRICT

TITLE: Emergency Preparedness

SUBTITLE: General

PURPOSE: To provide district staff with a reference document and to provide the administration with detailed information to use in the event of an unforeseen crisis.

1. The administration shall create a detailed Emergency Management Plan (N.J.A.C. 6A:16-5.1 et seq.) which will provide additional detailed information available only to the Emergency Response Team. The Emergency Management Plan has sensitive information that should not be shared with the public. The Team shall keep the Plan in a locked cabinet in their office. It will also be distributed by electronic file that each member should keep at their home.

2. The administration shall create a quick reference guide for staff to follow in the event of a crises, including but not limited to:
a. Bomb Threats
b. Fire
c. Intruder with gun
d. Weather
e. Earthquakes
f. Intruder/Fights
g. Shooting
h. Sexual Battery
The quick reference guide shall be distributed to each staff member.

3. The administration shall create and maintain a plan in the event of a pandemic. The plan shall include the following areas:
a. Planning and Coordination
b. Continuity of Learning and Core Operations
c. Infection Control Policies and Procedures
d. Communications Planning

4. The administration shall create and maintain a Biosecurity Management Plan to keep the food products safe. The Biosecurity Management Plan shall be kept confidential except for members of the crisis management team.

5. Training on the Emergency Management Plan shall be conducted annually.

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Safety

Purpose: It is our goal to provide a safe and healthy environment for everyone that utilizes the district's facilities. This includes employees, students, and visitors to our District.

Providing a safe environment goes beyond the obvious of properly maintaining buildings and grounds. A safe environment entails the attitude of the people occupying that environment. Therefore, we believe that safety is an attitude which must be cultivated and reinforced.

Procedure: The Superintendent of Schools shall appoint a District Safety Coordinator with the responsibility of establishing and implementing a continuing effective safety program. The district goal is to eliminate lost time accidents. The program must involve all employees and students of the district. Employees should be involved through periodic safety meetings. Students should be involved through classroom instruction by the appropriate educators.

The Safety Coordinator shall organize a safety committee with at least the following employees involved to ensure all areas of the operation of the district are represented: Supervisor of Buildings and Grounds, Transportation Clerk, School Business Administrator, teacher representative and other staff deemed necessary.

The Safety Committee will meet periodically during the year.

The Safety Coordinator will be responsible for working with the Safety Committee to define the safety program. However, these points must be covered:

1. Accident investigation and accident trend analysis.
2. Safety themes identified for use at meetings.
3. Remediation of hazards.
4. Modification to improper work methods.
5. Safety guidelines and specific rules for each area of each building in the district.
6. Proper PEOSH- 200 log maintenance.

Each employee and student will be responsible for obeying the safety rules established. Disregard of these rules will automatically cause a progressive disciplinary system to be enforced, which ultimately could lead to termination from the district.

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Loss Control

Subtitle: Injuries

Procedure:

STAFF INJURIES

Every employee is entitled to work under the safest possible conditions. In order to insure this, it is necessary that every accident/injury be reported.

All incidents/ accidents must be reported by the employee to their Supervisor within twenty-four (24) hours after the incident occurs. In the case of injury an accident report must be filled out within twenty-four (24) hours. If there is an employee accident, the employee is to report it to the nurse/ supervisor and fill out the **ACCIDENT REPORT.** If the employee needs medical treatment, they will then call their respective school nurse and the Business Office.
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The employee will speak to a nurse who will obtain detailed information and make the arrangements for treatment. If further specialized treatment is needed, it must be approved by the School Workers' Compensation physician who will refer the employee to a specialist for this treatment. Failure to go to the Board's doctor will result in a possible rejection of the claim. The school's workers' compensation doctor or the referred doctor will determine when the employee may return to work. The report will be given immediately to the assigned Principal/Supervisor for review and signature and sent to the Business Office.

If the accident or injury is an emergency, the employee may be treated at the nearest hospital and report the accident as soon as possible to a school nurse and Business Office. Employee should instruct the hospital, doctor or pharmacy to forward all bills to Business Office (Workers' Compensation Claims). It is NOT recommended that the employee use his/her personal insurance card as this will complicate and delay the prompt payment of any medical bills.

After examination or treatment by the workers' compensation doctor, emergency doctor or referred doctor, the employee must report back to work with the Return to Work Form.

LITIGATION/LIABILITY

Any incidents having the slightest possibility of potential litigation/liability must be reported to the Business Administrator immediately.

INJURIES TO VISITORS ON THE PREMISES

For injuries to visitors in the building or on the premises (day or evening), the same procedure should be followed as for injuries to pupils, except the office of the Business Administrator will be notified as to when and where the accident occurred. It is important that in the description of the accident it is clearly stated that the injuries are not a staff member or student. When an injury occurs call the **Business Office** for more information.

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Loss Control

Subtitle: Recording of Days Absent Due to Injury/Accident

Procedure: Days absent from work due to illness, injury or accident will be recorded as sick days initially. When the District receives a determination from the Workers' Compensation Insurance Carrier or a Workers' Compensation Court, that these days are designated as Workers' Compensation Days, the employee's attendance record will be adjusted accordingly.

Legal Reference N.J.S.A. 18A:30-2.1

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Personal Items

Procedure:

1. It is recommended that personal items not be brought to school or work. The district will not be responsible for any items lost or stolen. In bringing equipment or other items to school, the employee does so at his/her own risk.

2. The school also is not responsible for damage to vehicles while parking on school property. When parking on school property the employee assumes the risk for any damage that may occur.

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Transportation

Purpose: The Board of Education recognizes that transportation to and from school is required for the promotion of education. The Board has the responsibility to transport eligible students to and from their homes.

Procedure:

New Students

- School principal's office shall notify the transportation department of registration of new students;
- Transportation department will assign bus and stop number to new student;
- Transportation department will communicate the bus stop information back to the school office and to the bus driver;

Alternate Stop Request

- There are not alternative stop requests permitted. Student must ride the same bus to and from school.

Students Leaving District

- School principal's office shall notify the transportation department when a student withdraws from the district.

Field Trip/Athletic Buses

- Requests for buses for field trips and athletic events shall be submitted to the Transportation Clerk at the earliest possible date and after approval by the Board of Education with a minimum of thirty (30) days when possible. The Transportation Clerk will schedule all special activity buses.

Contracted Bus Services (if applicable)

- Bus services provided by outside contractors will be coordinated by the Business Administrator in consultation with the Transportation Clerk and in accordance with NJ Public Contracts Law.

Non-Public/ Aid-in-Lieu

- Transportation or aid in lieu of transportation shall be provided in accordance with N.J.S.A. 18A:39-1.
- The Transportation Clerk shall supply Application for Non-Public Transportation forms to non-public schools located within the district.
- The Transportation Clerk shall determine students' eligibility for transportation or aid in lieu of transportation, and shall notify parents and nonpublic school administrators of the determination for each application by August 1st.
- The Transportation Clerk shall prepare the Nonpublic School Transportation Summary form and submit it to the nonpublic school administrators in January and May for certification of each.
- The Nonpublic Transportation Summary form shall also be forwarded to the Business Administrator in January and June for the issuance of aid in lieu of transportation reimbursement payments to parents.

Purchase of School Buses

- The district only purchases buses for use in transporting preschool students and some special education students that attend Andover Regional Schools. The district may transport for some field trips.

DRTRS

- The annual District Report of Transported Resident Students will be completed by the Transportation Clerk/Business Office and submitted within the State set timeframe.

Safety

- School principals in cooperation with the Transportation Department shall schedule and conduct bus evacuation drills at least twice during the school year for all students who are transported to and from school.
- The Transportation Clerk shall ensure that all school bus driver's and school bus aides are properly trained for the functions of their position, unless transportation services are contracted. Otherwise, the Transportation Clerk will work with the transportation contractor to ensure bus evacuation drills are performed and documented.

- The Transportation Clerk shall ensure that anyone driving a school vehicle used to transport students to and from school and school related activities meet all of the requirements of N.J.S.A 18A:39-17,18,19,and 20 and all New Jersey Department of Transportation rules governing school bus drivers working with the contracted vendor.
- The Transportation Clerk shall ensure that anyone driving a school vehicle hold a valid Commercial Driver's License with appropriate endorsement(s) for the class and type of vehicle operated working with the contracted vendor.
- The Transportation Clerk will work with the contracted vendor who will file the Annual Certification of School Bus Drivers Report with the County Department of Education
- Random drug and alcohol testing of bus drivers shall be conducted in accordance applicable regulations as per the contracted vendors' contract document.

Bus Accidents

- In the event of a bus accident, the driver shall notify police via cell phone and request that they notify the Transportation Department and/or Superintendent of Schools.
- The driver shall contact the Transportation Clerk and/or agencies that can assist in promptly providing for the safety and welfare of the passengers.
- The driver shall NOT leave the students unattended under any circumstances.
- The Transportation Clerk shall notify the Business Administrator, Building Principal and School Nurse of the accident.

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Vehicle Tracking, Maintenance and Accounting

Purpose: For the management, control and regulatory supervision of school district vehicles.

Procedure:

1. The district vehicle coordinator shall maintain a vehicle inventory control record including:
a. The vehicle make, model and year;
b. The vehicle identification numbers (VIN);
c. The original purchase price;
d. The date purchased;
e. The license plate number;
f. The person assigned or the pool if not individually assigned;
g. The driver license number of the person assigned and the expiration date;
h. The insurer and policy number of persons assigned, and
i. The usage category such as regular business, maintenance, security or pupil transportation.

2. A driving record of the operators of district vehicles including:
a. The name of the driver;
b. The driver license number and expiration date;
c. The insurer policy number of person assigned;
d. Motor vehicle code violations;
e. Incidents of improper or non-business usage;
f. Accidents, and
g. Other relevant information.

3. A record of maintenance, repair and body work for each district vehicle including:
a. The vehicle make, model and year;
b. The vehicle identification number (VIN);
c. The original purchase price;
d. The date purchased;
e. The license plate number;
f. The usage category such as regular business, maintenance, security or pupil transportation;
g. The manufacturer's routine maintenance schedule;
h. The category of work performed;
i. The mileage on the date work was performed, and
j. The cost of the work performed.

ANDOVER REGIONAL SCHOOL DISTRICT

Title: District Vehicle Assignment

Purpose: To ensure compliance for the assignment of district vehicles for the conduct of official district business.

Procedure:

1. The Board shall adopt a policy or policies regarding district vehicle assignment that will ensure compliance.

2. The Board upon the recommendation of the Superintendent may authorize the lease, lease-purchase or purchase and assignment of district vehicles for the conduct of official district business. The vehicles may be assigned either to individuals or to units within the school district for pool use according to the following classifications:

a. Vehicles may be assigned permanently and individually to the Superintendent, School Business Administrator, or other supervisory employees who based on their job duties may be called on a 24 hour, seven-day a week basis. No individual assignment shall be made for the primary purpose of commuting.

b. A unit may be permanently assigned one or more district pool vehicles only if the employees of the unit will collectively use the vehicle or each vehicle for more than an average of 750 miles per month on official district business. Pool vehicles shall not be used for the purpose of commuting and shall remain at a district facility when not in official use.

3. Board members or employees may be temporarily assigned a district vehicle for travel events.

4. The school district board shall ensure that an employee, such as the School Business Administrator, insurance or risk management staff member, head of facilities or other appropriate employee is assigned the functions of district vehicle coordinator.

5. Vehicle use logs shall be maintained for all individual and pool assignments in order to accurately record all usage of each vehicle, including the driver, mileage, and starting and destination points.

6. All complaints of a potential misuse shall be investigated and appropriate disciplinary action taken.

7. All changes to vehicle assignment, whether pool or individual, shall require prior written approval of the Superintendent and the authorization of an affirmative majority vote of the full Board.

8. No luxury vehicle, one which exceeds the greater of $30,000 or any current dollar limit established in Internal Revenue Service (IRS) law or regulation, shall be purchased, lease-purchased or leased by the District. If a vehicle is assigned to the Superintendent, it may be a full-size or intermediate, four-door sedan of the non-luxury class. All other vehicles shall be compact sedans, unless special passenger, cargo, equipment, or use requirements make the standard vehicle unsuitable for documented district needs.

9. The district vehicle shall be used primarily for business purposes; however, incidental and reasonable personal use is permitted.

10. All damage to district vehicles, regardless of cause, shall be reported within 24 hours to the vehicle coordinator and the employee assigned to file insurance claims.

11. No physical alterations shall be made to a vehicle without prior board approval.

12. Drivers of district vehicles shall possess and maintain a valid driver's license to operate a vehicle in New Jersey.

13. When a vehicle is due for routine maintenance in accordance with the manufacturer's schedule, the driver of an individually assigned vehicle or, in the case of a pool vehicle, the vehicle coordinator shall be responsible for ensuring that the vehicle receives the scheduled service.

14. A driver assigned a district vehicle shall be responsible for the security of the vehicle and its contents.

15. Drivers shall be personally responsible for all fines accrued as a result of traffic violation related to operation of district vehicles.

16. The driver, or the driver's supervisor, if the driver is incapacitated, of a district vehicle involved in an accident resulting in damage to the district vehicle or other vehicle shall file, within 24 hours of the accident, a detailed written report with the vehicle coordinator and the district staff member responsible for making insurance claims.

17. Police shall be immediately notified of an accident by the driver or vehicle coordinator, if the driver is incapacitated. A copy of the police report shall be submitted to the vehicle coordinator and the district staff member responsible for making insurance claims as soon as possible.

18. If a district vehicle is misused in any of the following ways, the driver's driving privileges for district vehicles shall be suspended or revoked, and additional disciplinary action shall be taken as appropriate.

a. Frequent violation of traffic laws;

b. Flagrant violation of the traffic laws;

c. Operation of a vehicle which the police or insurance company determined was the cause of an accident;

d. Use of a vehicle for unauthorized use whether personal use, business use, or commuting;

e. Violation of these rules, or district policy governing the assignment, use, operation, repair, and/or maintenance of vehicles. This includes the failure to submit a vehicle for routine maintenance as called for in the manufacturer's routine maintenance schedule;

f. Operation of a vehicle while impaired to any degree, or under the influence of alcohol or narcotics as defined by State statutes;

g. Use of a district vehicle by an unauthorized individual while assigned to an employee;

h. Use of a district vehicle to transport any person or child, other than in the course of their assigned duties and responsibilities; or

i. Use of radar detectors in district vehicles.

19. The Board shall establish a policy for progressive, uniform, and mandatory disciplinary actions to be applied as necessary.

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Food Service

Purpose: The Board of Education recognizes that Food Service is required for the promotion of education. The Board has the responsibility to provide food services to all students.

Procedure:

Application for Participation in Child Nutrition Program

- Before the beginning of each school year, School Business Administrator, working with the Food Service Director, files the appropriate paperwork with the Bureau of Child Nutrition to participate in the Free and Reduced Meal Program.

Direct Certification

- Students eligible for TANF and/or Food Stamps may be directly certified by the State. In these cases, the district sends a letter to the household and notifies them of their child's lunch status before school even begins. In these instances, no lunch applications need to be filled out.

New Students

- Upon registration, new students are given applications for free and reduced meals.

Free and Reduced Meal Applications

- School Business Administrator provides Applications for free and reduced meals to each school before the opening of school. The applications are disseminated by the school to students and then returned to school upon completion. Completed applications are then forwarded to the school nurse for verification and/or processing.

Determining Eligibility for participation in the Child Nutrition Program

- With the assistance of each school nurse, the School Business Administrator determines eligibility in accordance with applicable regulations established by the Department of Agriculture. After determination, letters are sent to all applicants advising them of their status (i.e. free, reduced or denied). All applications are maintained in the central office as required by the State.

SECTION XII– FOOD SERVICE

Master Eligibility List: A master eligibility must be completed and is maintained by School Business Administrator. This is a comprehensive list of all students who filed an application and indicates their status as free, reduced or denied. The master eligibility list is maintained for each school (location) as well as district-wide as required per regulations.

Civil Rights Compliance: Per regulation, a Civil Rights Compliance is completed each year. Using the October 15th student data, lists are maintained by school, broken down by ethnic group and further broken down by status of free, reduced and denied.

Verification: By November 15th, the required percentage of applications deemed eligible for free and reduced are verified. These applications are chosen at random and applicants are asked to provide name and social security number for each adult listed on the application as well as proof of income.

Bidding: Milk and other food items are subject to the bidding requirement of the New Jersey State Contract Law. The Food Service Management Company contract will be renewed and/or re-bid in accordance with applicable law.

Daily Deposits: Deposits are prepared daily, by school and reconciled to the register tapes by food service management company personnel. Deposits are made by the Food Service Director or her designee. Deposit totals are reconciled to the bank statement by the Food Service Director or designee.

Setting Prices: Each year, the Andover Regional Board of Education sets prices for food services. Every effort is made to set prices that are affordable for students but enable the food services to operate without contribution from board funds.

Voucher Certification/submission: Each month, Food Service Management Company personnel enter meal counts into the Department of Agriculture meal reimbursement system in SNEARS (School Nutrition Electronic Application System). These meal counts are then verified by the Business office and then Certified so that State reimbursement can be made.

Commodities: The district shall participate in the commodities program offered by the New Jersey Department of Agriculture.

ANDOVER REGIONAL SCHOOL DISTRICT

TITLE: Technology Systems

SUBTITLE: Physical security over technology equipment, peripherals and media

PURPOSE: In order to ensure the overall performance of the technology systems, the equipment must be protected from harm, abuse, misuse and pilfering.

1. Rooms or areas that house servers will be secured by mechanical means (locks). Access to these areas should be restricted to authorized personnel only.

a. Keys or cards that allow access to the areas should be limited in number and accounted for regularly.

b. Review of the personnel who has access to these areas should be reviewed several times a year.

2. Rooms or areas that house large amounts of computer or technology equipment (including server rooms, switch closets and computer labs) should have environmental controls to ensure the proper heating, cooling, ventilation, and dehumidification is provided. Environmental controls should be monitored with a system to report environmental alarms.

3. All computer and technology equipment should be tagged and inventoried. Annually the equipment should be physically verified against the inventory log for existence and location verification.

a. Verification should be made periodically to ensure that equipment is still located where the inventory record states. When equipment is moved, the inventory record should be updated.

b. Laptops and other portable pieces of equipment should be accounted for periodically by requiring the users to provide the piece for physical inspection.

c. Software clients can be used to track inventory of computer-based assets.

d. Updates of software clients should be made on a regular basis.

e. Inventory should be kept of computer related parts, supplies, consumables, and peripherals.

f. District should track cost of replacement on all technology equipment valued above $250.00.

4. Cables and other locking mechanisms should be utilized when appropriate to secure individual pieces of equipment.

5. A master set of user manuals should be maintained and secured to ensure continuity of operations should other versions be destroyed. A master set of manuals should be held in another area, building, in a fire-rated cabinet or scanned and stored electronically in multiple locations

6. Media, such as disks, tape and other output should be protected in locked areas or cabinets. Media that is utilized for back-up of information, applications or systems should be held in another area, building or in a fire-rated cabinet. Aging media should be transferred to a current technology.

ANDOVER REGIONAL SCHOOL DISTRICT

TITLE: Technology Systems

SUBTITLE: Security over data – passwords and user accounts

PURPOSE: In order to ensure the overall performance of the district via its technology systems and data.

1. Password protection should be utilized for all network logons. Individual applications should also require users to have passwords.

a. Users should be reminded not share or write down passwords.

b. Passwords should be "hardened" passwords and should be at least eight digits long, requiring upper and lower cases, numbers, and special characters. Passwords should not be "real" words or names of family, friends, pets, etc.

c. Passwords for network access should be forced to be changed periodically.

d. Passwords for applications should be changed periodically.

e. Passwords should be user generated and not stored whenever possible, with only reset ability housed at the technology department level.

f. Passwords should not be repeated for network access and application access, particularly the student information system.

2. User accounts should only be made for network access and individual application access as required for the completion of the staff duties or learning opportunities for students.

a. No user profiles should be created, changed or deleted without proper authorization. This should include a written (or electronic) request form that is authorized by central administration. This authorization should include the name of the individual, the applications and network services to be granted access to and the level of security in each.

b. Systems that employ automatic account/password creation should be monitored regularly to ensure software functionality.

c. Access to district wide public folders should be restricted based on user role.

ANDOVER REGIONAL SCHOOL DISTRICT

TITLE: Technology Systems

SUBTITLE: Systems software and applications authorized for use in the district

PURPOSE: The number, type and scope of individual applications should be monitored to maximize the efficiency of the technology while not creating an overly complex environment.

1. Purchase and use of new applications, including those that are web hosted and not actually owned by the district should require approval of the superintendent and business administrator. Among considerations should be any licensing issues, purpose of application, and compatibility of the new application with the current infrastructure. The need to expand the infrastructure as a result of the new application (for example, video sharing software may need additional storage).

a. Before new applications are purchased, there should be a determination of the needs of the district, a review of available solutions, a compatibility test with existing infrastructure and a determination of the needs satisfied by the application.

b. Before implementation of new applications, timelines and deliverables should be established. The deliverables would include what is expected of the application and the time frame for each.

c. Before installation of new applications, back-up of systems should be done in case of incompatibility and adverse reactions to the new software. Baseline information should be held.

d. Hardware requirements for the new application should be identified and purchased well in advance of installation of new applications, if needed. This allows for the proper testing of the new hardware.

2. For existing applications and systems software, a listing should be created and maintained and submitted by the technology department for periodic review by central administration. The list should include:

a. Hardware utilized, including name of server or location of software or application

b. Summarized description of user.

c. Number of users

d. Licensing information, including expiry dates

e. Application owner responsible for user authorities

f. Date of original purchase and dates of updated purchases

g. Version information

h. Vendor contact information

ANDOVER REGIONAL SCHOOL DISTRICT

TITLE: Technology Systems

SUBTITLE: Protect the district's network from internet dangers

PURPOSE: The district needs to employ several layers of protection to ensure that unauthorized access to the network does not occur.

1. Anti-virus Application is in use and automatically updated and forced automatic rollouts to all district computers occurs on a regular basis to protect from computer virus contamination.

2. The district utilizes spam filters and anti-spyware software to minimize the potential for unsolicited and unauthorized access to the network.

3. The district utilizes an external firewall to prevent access from unauthorized sources.

a. Any applications or web pages that will be viewable by the general public or by certain users, will be held in the "DMZ", or that portion of the network where is there is limited trust.

b. Network resources that are relegated to the "DMZ" will be completely separated from any internal networks, thereby blocking firewall avoidance.

c. The available and open ports should be reviewed periodically.

4. Obtain automatic updates for operating systems and common applications such as Microsoft Office.

5. The district will secure the wireless network by using WEP, WPA or other network level protective encryption to avoid access by unauthorized sources.

6. District will monitor wireless transmission to verify authentication of users.

7. Network administrators will periodically check systems ability to bind IP addresses to users on the network.

ANDOVER REGIONAL SCHOOL DISTRICT

TITLE: Technology Systems

SUBTITLE: Protect the district's network from internal dangers

PURPOSE: Create procedures that prevent unauthorized use from within the district

1. The district utilizes "Lock Out", where the workstations and screensavers should automatically lock the unit when not in use for several minutes.

2. Access to the network should be requested, changed, added and deleted by authorized personnel only on behalf of those staff members who need access. There should be a form that requires signatures and sign-off by the technology staff that has completed the tasks.

3. The district will maintain logs of all users and access levels for all systems applications. Application administrators will maintain logs of all user and access levels for all applications.

4. User roles should be defined that allows for many users to be grouped together. The use of profiles allows for more standardization and efficiency in administering the security access of each application.

5. All application access will be reviewed periodically for discrepancies in the user roles and the access to sensitive information.

ANDOVER REGIONAL SCHOOL DISTRICT

TITLE: Technology Systems

SUBTITLE: Electronic Communication Archival

PURPOSE: Store electronic communications made within district

1. District will employ hardware solution to maintain electronic backups of all communications.

2. District will store for a period of three years, all inbound and outbound messages.

3. Email archival system access will be restricted to secure district personnel.

4. Periodic checks of the email archival system will be made to ensure reliability.

5. Regular password changes will be made to the archival system to limit potential security breaches.

6. The district will setup network policies to block any electronic instant messaging/chat program that cannot be monitored/archived.

7. District will archive all inbound and outbound instant messaging communications.

ANDOVER REGIONAL SCHOOL DISTRICT

TITLE: Technology Systems

SUBTITLE: Video Surveillance Security

PURPOSE: To ensure a safe and secure environment for student learning

1. District will install optical cameras in key locations to record activities at all hours.
2. Surveillance cameras will interface with digital video recording system.
3. Digital recording system will provide enough storage to monitor key locations for a period of three to five days at a minimum.
4. Digital recording systems will be checked regularly to ensure recording quality, reliability, and ability to retrieve information.

ANDOVER REGIONAL SCHOOL DISTRICT

TITLE: Technology Systems

SUBTITLE: Web content filtering and supervision

PURPOSE: To ensure a safe and secure electronic environment for students.

1. District will employ tools to monitor access to web sites. Using a hardware or software "proxy" solution, the district will put into place a method to filter web sites containing content that is against the district's acceptable use policy.

2. "Proxy" system will filter web sites that contain viruses, spyware, malware, unsecure connections and improper certificates.

3. District will develop a system to log attempts at blocked web sites.

4. Technology staff will conduct regular maintenance of the "proxy" filter.

ANDOVER REGIONAL SCHOOL DISTRICT

TITLE: Technology Systems

SUBTITLE: Network Storage Availability

PURPOSE: To provide users with a secure area on the network to store files.

1. District will employ tools to allow users to save files on a secure server.

2. Systematic and regular backups will be made of network-stored data.

3. Access to individual network space will be restricted to individual users and network administrators.

a. Network administrators will create space limitations so as to not exceed the capacity of the server space.

b. Users of the network storage system will agree to store content that is in agreement with the district's acceptable use policy.

4. Shared network storage will be monitored to ensure proper access based on security groups.

5. Network administrators will periodically check backups of the system.

ANDOVER REGIONAL SCHOOL DISTRICT

NEW JERSEY

Title: Technology Systems

Subtitle: Maintenance and Computer Work Order System

Procedure: Maintenance Work Order System

In order to ensure that building maintenance projects are done in a timely fashion, a manual work order system must be followed. Work orders may generate by the teachers or other school personnel but must be forwarded and approved by the building Principal. The Principal's office will log in the work order request to the Director of Technology. The program will ask for specific information regarding the exact location and the extent of the work.

ANDOVER REGIONAL SCHOOL DISTRICT

TITLE: Information Management

Subtitle: Acceptable Use of Districts Technology and Information

Purpose: To ensure that anyone who has access to district electronic resources understand what is acceptable use of the technology and information and ensure that anyone who has access to sensitive information understands the acceptable uses of that information.

Procedure:

1. The board will establish a policy that informs all users of the districts' data, systems and information of the acceptable and non-acceptable uses of those district assets. The policy should identify students, staff, parents and guardians, and other users who may have access to the district's data, systems and information.

a. The students and staff should be required to sign an acknowledgment of the policy and return that form to the district. Forms should be updated at least annually.

b. Parents who utilize information of the district via the internet (student's grades, lunch accounts, library information, etc) should have an electronic acceptance on the web pages before data is displayed. This acceptance of assurances should include non-disclosure of information that is displayed and other assurances that would appear in a written acceptable use policy.

c. Other web users of information should be required to have an electronic acceptance on the web pages before data is displayed. These may include calendars, or web requests for use of facilities, these instances may require additional assurances as well.

d. All persons with sign-on to the district's network or to district data, i.e. parent portals, should be required to agree to the acceptable use policy, which should be listed.

2. The board will adopt an acceptable use policy that at a minimum should prohibit the following regarding electronic systems conduct that interferes with or stops district activities, including but not limited to excess download, uploads, printing, copying, bandwidth usage, etc.

a. Conduct any activity not related to the district's operation, including, but not limited to, advertising, soliciting business, or political lobbying

b. Involvement in the violation of, or conviction for violation of, federal, state, or local statutes or regulations regarding computers, electronic communications, interstate commerce and/or security regulations. This includes, but is not limited to, material protected by copyright, trade secret, obscenity and related laws.

c. Threats, harassment, libel or slander.

3. This policy should be reviewed annually for changes in the types of information used and in the types of technology used.

4. Information as referred to in the policy should not be limited to electronic information or simply the use of electronic systems. Controls need to exist over written information and paper files.

a. Individuals who have access to district records should not the information for personal reasons

b. Sensitive information should be stored in a manner that does not allow for easy access. In the case of electronic information, passwords and restrictions based on user should be employed. For written and paper files, information should be secured by locking cabinets, drawers and doors to offices that hold such information.

c. Copies of sensitive material should only be made in cases where it is necessary. Any copies of information that is sensitive in nature should be destroyed in appropriate manner, such as shredding.

5. All users of technology and all those who have access to sensitive district information, should be required to sign an acceptable use form that states the person signing has read and agrees to uphold the policies set forth.

a. Forms should be signed at least annually and for any major change in position that allows access to additional information.

6. Violations of AUP should be spelled out in student and staff code of conduct

ANDOVER REGIONAL SCHOOL DISTRICT

TITLE: Information Management

Subtitle: Securing of sensitive manual (written or paper) information

Purpose: To ensure that sensitive information is proper handled and limit the potential exposure of information from being obtained through the district

Procedure:

1. All employees who have access to any of the following information, will be required to sign an acceptable use form at least annually on the proper methods of use, compilation, dissemination and destruction, when appropriate, and safe-guarding of that information.

2. The superintendent and business administrator or designees will determine those records of a sensitive nature held in the district. The records include, but are not limited to staff, student, volunteer and board member personal information such as address, unlisted phone number, social security number, marital or guardian status, garnishment information, health related information, free and reduced lunch status and disciplinary information.

3. Sensitive information should be housed in a locked cabinet or behind locked doors.

a. Access to keys are restricted to personnel authorized to view the information

i. Keys should have "do not duplicate" on them and copies should be prohibited, except as needed.

b. Areas housing sensitive information should be locked whenever the areas are not staffed.

c. Wherever possible, sensitive information should be stored away from high traffic areas.

4. Original sensitive information files , should be housed in a fire rated cabinet, where possible.

5. Backups of paper documents should be treated as sensitive. Electronic documents should be backed up daily and paper documents should be housed in locked areas.

N.J.A.C. 6A:23A-6.7
GUIDANCE DRAFT

Directive
Pursuant to 6A:23A-6.7 school districts and county vocational school districts with budgets in excess of $25,000,000 or with more than 300 employees shall maintain an enterprise resource planning (ERP) system which integrates all data and processes of an organization into a unified system. An ERP system uses multiple components of computer software and hardware and a unified database to store data for the various system modules to achieve the integration. NOTE: This system does not include student, transportation or food service databases or modules.

ERP System Integration Features
Three applications – comprise an ERP; accounting, payroll, and human resources system. System integration permits data sharing among the three applications, therefore eliminating any duplication of data entry. System integration features facilitate data sharing not only among the applications, but may also with third-party payroll, substitute placement/absence tracking, and bidding applications. Integration between these applications allows for the automation of many functions, enabling:

In Accounting

System-generation of the payroll purchase order and encumbrances at the start of each new fiscal year (salary amounts and expense account information from Payroll is used to create the file needed to generate the payroll PO encumbrances in Accounting).

Update/adjust payroll PO encumbrances throughout the year to reflect any staff/budget changes (updated salary/expense account information from Payroll is used update payroll PO encumbrances in Accounting). Automatically reduce payroll PO encumbrances to expenditures each pay period (transfer of payroll expenditure data from Payroll, or a third-party application such as ADP, to Accounting). Import next year's budget preparation data directly into a Budget Projection Module (transfer of salary data either from Personnel, or a third-party application such as Microsoft Excel, into Accounting). Import purchase order data from third-party bidding applications (such as Educational Data) to Accounting, automating purchase order entry.

In Payroll

Automatically update new fiscal year payroll salaries for all employees (transfer of contracted salary data from Personnel to Payroll). Or synchronize remaining contract days that can be printed on employees' payroll check stubs (transfer of remaining sick/personal/vacation day balances from Personnel to Payroll).

In Personnel

Import attendance information (automatically generating employee attendance records within Personnel from your AESOP or SUBFINDER system). Implement position control codes (transfer of employee budget spread data from Payroll via alpha/numeric position control code for each employee record within Personnel). Automatically update position control budget spread information (based on payroll budget spread changes – transfer of updated budget spread

data from Payroll updates Position Control Code budget spread data in Personnel). Generate projected salary data, by expense account, for budget preparation (transfer of employee salary data and Position Control Code budget spread information from Personnel to an Accounting's Budget Projection Module).

Payroll budget spread information can also be imported into Accounting from third-party applications such as ADP. Those not utilizing system integration will obtain the payroll budget spread database file from their individual payroll provider instead. If utilizing an outside provider, districts should ensure that the expense account structure for the employee's budget spread in the third-party application is consistent with the expense account structure established within Accounting.

Import Budget Preparation Data into a Budget Projection Module (Personnel to Accounting)

Accounting may include a budget projection module designed specifically to assist school districts with next year's budget preparation. This module includes a function allowing for the import of data (either from Personnel or a third-party application such as Microsoft Excel). This Projected Salary Data File (with the use of unique position codes, the system will automatically project, based on your district's settled contract information, the total amount needed for each salary expense account).

Additional Benefit:

- Import the Projected Salary Data into the Accounting's Budget Projection Module (all employee names and salaries that comprise the projected total will be detailed for each expense account).

Bidding to Budget Transfer

(Third-Party Bidding Software to Accounting)

Many districts utilize outside bidding companies (such as Educational Data) to assist with the process of procuring needed supplies for the upcoming year. These bidding companies deal with the individual vendors and award the bids based on district criteria. The data received from the third-party bidding application then needs to be entered into the district's accounting software application to generate the purchase order encumbrances. Entering these purchase orders can be time consuming and labor intensive. To expedite this process, the Accounting system should be able to provide a "Bidding to Budget Transfer" function.

Automatically Update New Fiscal Year Payroll Salaries for all Employees (Personnel to Payroll)

At the beginning of each new fiscal year, salary information can be updated for all employees automatically. Districts who utilize third-party payroll applications (such as ADP) may have to manually enter in each new salary amount for every single employee. If system integration is

used this should be an automated process for those districts that utilize both Payroll and

Personnel applications. Personnel provides the ability to maintain historic, current and future year salary information, allowing Payroll to access this data when it is time to update individual employee salaries.

Synchronize Contracted Salaries

This function would update the "Salary" field with employees' total calculated salary amounts from Personnel.

Print Sick/Personal/Vacation Day Balances on Employee Check Stubs (Personnel to Payroll)

Districts routinely provide employees with their balance of contract days throughout the year. One method to provide this information is to generate a hard copy report (which can take some time to print and distribute to each and every employee). Districts that utilize system integration have the ability to streamline this process by synchronizing this information between the two applications, allowing the balance of contract days to be printed directly on the employee's check stub in Payroll.

Synchronize Contract Days Remaining

(AESOP or SUBFINDER Systems to Personnel)

Many districts take advantage of utilizing outside automated substitute placement systems (such as AESOP or SUBFINDER). These systems provide on-line solutions for absence tracking and substitute placement.

Entering the district's daily attendance and substitute information can be time consuming and labor intensive. System integration should be able to import attendance records, which automatically generates employee attendance records within Personnel from your AESOP or SUBFINDER file, reducing the need to manually enter this information in. This function is available to all districts who utilize either the AESOP or SUBFINDER systems.

Key benefits include increasing the district's efficiency in: 1.) filling teacher absences with substitute teachers, and 2.) automating the attendance data entry process. For those districts whose attendance is not entered on a daily basis (due to work overloads or staff absences), integration between the two applications aides districts with keeping their attendance current and up-to-date, providing school administrators access to accurate and reliable absence information on a timely basis.

Implement Position Control Codes or Numbers (PCN), and Automatically Update Position Control Budget Spread Information (Payroll to Personnel)

Utilizing a synchronized Personnel and Payroll applications give the ability to implement position control codes, as well as automatically update position control budget spread information as necessary. Position Control Codes or Numbers (PCNs) represent distinct, board-approved, contracted job positions. The budget spread for each position is defined, providing a powerful in-house management and budgeting tool. Key benefits of utilizing PCNs include features that allow your district to:

Validate current year budget appropriations against Personnel contracted salaries, by account.

Present salary projection analysis to the board to assist with budget projection for the next fiscal year.

Track and project the district's vacant positions, allowing for more accurate budget projections.

Import future year salary data directly into Accounting's Budget Projection Module.

Utilize employee budget spread information from Payroll to generate PCN in Personnel.

In short, a unique code is created to represent each board-approved contracted position within your district. These codes are referred to PCNs. The budget spread is attached to these codes, telling the system which account(s) the position is to be paid from. As the positions are filled, the corresponding PCN is linked to the employee who is currently filling the position. PCNs that are not linked to any employees represent vacant positions. For example, if your district has five board-approved positions for high school math teachers, you would establish five PCNs to represent the five separate positions.

PCNs are independent of employee records. Each PCN represents a separate position within the district, not the employee who fills it at any particular time. Thus, if an employee leaves a position and the position remains open, the PCN remains active in the system representing a vacant position to be filled. Once an employee is hired for that position, the vacant PCN is then assigned to that person.

Vacant PCNs provide an area where a projected estimated salary amount may be entered, providing the district with the ability to budget for positions that are expected to be filled. When a PCN is linked to an employee record, the calculated salary for that employee overrides the vacant salary amount entered for the PCN. As PCNs represent positions within the district, they are only added or deleted when a job position itself is either created or phased out.

Meaningful vs. Non-Meaningful PCNs

Each PCN must be unique and can be up to 20 characters or digits. A PCN can either be a random string of numbers with no meaning attached to it – like a PO number – or it can be a string containing meaningful segments – like an expense account number.

Meaningful PCNs are critical for position control, as they allow the positions they represent to be more easily identified. They are also easier to relate to when using the PCN associated reports.

Non-meaningful PCNs are a random string of numbers with no meaning attached to it. Position control is more difficult, as is using the related reports.

Generate Annual Contract Letters/Create Mailing Labels, etc.

Export Employee Data from Personnel

Generate Letters or Labels using Microsoft Word

Export Employee Data from Personnel

Generate Letters/Labels from Microsoft Word

Export Employee Salary Data from Personnel

WHAT A SBA SHOULD DO….TO IMPLEMENT 6A:23A-6.7?

1. Do we need to comply given district budget or populace?
2. Look at current systems utilized (i.e. fund accounting, payroll and personnel) for integration or expansion.
3. Define needs-are systems in place fully utilized? Is training necessary to implement system capabilities? Is there no integration in place?
4. If utilizing multi modules (systems) i.e. ADP payroll, Microsoft Excel position control, outside fund accounting module….can they be integrated? If so, have approval for utilization been obtained from the ESC?
5. Does the system….. (Fund accounting, personnel, and payroll) currently being utilized sufficiently meets the requirements of 6A:23A-6.7? If so, has approval been obtained from the ESC?
6. If not able to expand current systems for appropriate utilization, is there another district or county organization that can accommodate needs? (Remember to check with the ESC for potential providers)
7. What expenditures are available to extend to the full integration of systems (ERP)? Does the additional cost add directly to the districts administrative limits or can the additional cost be shifted to an outside agency (i.e. bank payment for services)?

8. What are the "quiet" costs of system integration?
→ New equipment (servers, wiring, computers)
→ Supplies (paper, checks, ink and associated copy costs)
→ Staffing (training and number to respond to necessary reporting, daily updates, etc.)
→ Facilities (is there room for all necessary equipment, supplies and staff?)

9. If it is necessary to research outside ERP systems, are they able to give you a BETA for 20109/20110? Are they state approved for compliance?
→ In looking at ERP systems, does the potential system allow for control over access and audit trail for access to all system components?
→ Does the anticipated ERP system allow for appropriate updates for all systems within or outside pursuant to DOE requirements?
→ Has the proposed ERP system been used in full by NJASBO members within the last three (3) years?
→ Is the proposed ERP system harmonious to NJSA and NJAC requirements?
→ Does the proposed ERP system allow for staff training, support updates, appropriate back up of information and back up for start up?

Determination

Once the aforementioned is reviewed and the priorities or direction of the district is established the SBA in conjunction with the CSA should approach the Board of Education with their findings. The Board of Education should prior to determination, analyze the recommendation for ERP compliance, but make sure that all changes in procedure and process also adhere to Board of Education policy, maintain appropriate user authority and user access and district wide protocols for accessibility.

Internal Controls

The Board of Education should establish internal control procedures for all systems (fund accounting, personnel and payroll) regardless of true system integration or multi systems (many modules) integration. No one individual should have control within all systems. Annual review should be done via an internal control check. (See attached sample document- which should be completed in-house and by the district auditor independently).

APPENDIX

ANDOVER REGIONAL SCHOOL DISTRICT

Title: ASSA REPORTING

Procedure: The information for the Application for State School Aid (ASSA) is generated through and completed by the Assistant Superintendent' of Schools. In September a memo is sent out to all Principals/Supervisors from the Assistant Superintendent detailing the directions for submitting the school ASSA information along with the importance of its accuracy. Below is a breakdown of how the information is generated:

Information	Person Responsible	Documentation
Students on roll- full and shared	Principal	Attendance registers maintained by principal. Documentation to be submitted with the report.
Sent full time Received full time Received shared time	Supervisor of Special Education	Genesis data
Private schools for the handicapped	Business Office	Maintain tuition contracts for private school for the handicapped
Sent shared time	GCIT	Documentation to be provided to Supervisor of Special Education.
Resident students	Supervisor of Special Education	Genesis data
At Risk	Principal	Genesis data
Transportation report	Super. of Transportation	Documentation to be submitted with
English Language Learners	Curriculum Super.	Genesis data
Tier I students	Supervisor of Spec. Ed.	Student Tracker documentation

APPENDIX

ANDOVER REGIONAL SCHOOL DISTRICT

Title: FREE AND REDUCED LUNCH APPLICATIONS

Procedure:
The Free and Reduced Meal applications are sent to us electronically by the state. It is mandated that we use this form without change. The Food Service Department is responsible for getting the forms copied and distributed to all the schools. The youngest member of the household is to receive the application on the first day of school. The food service department sends this list to each school for meal application distribution. Once completed by the parent all applications returned are sent to the Food Service Department for processing. The Bookkeeper sends home a meal status notification letter to all applicants. Applications are kept at the Food Service department throughout the school year. Using Genesis for processing the application, the eligibility determination is forwarded to each students file and to the Point of Sale system. Each school secretary can view this information via Genesis. Verification of qualification for free and reduced meals is the responsibility of the Food Service Supervisor. Verification of applications must be completed in November.

Elementary Schools Procedures

The cafeterias have computerized point of sale cash registers. After the student identifies himself with a Pin number, the picture of the student comes up on the screen along with the meal status code and any balance the student may have.
All money for meals is collected in the classrooms. The money is put into an envelope which is already labeled with the student's name, teacher name, room number and grade, which is supplied by the school secretary. The envelopes are forwarded by the teacher to the main office where the cafeteria worker gets them and applies the money to the appropriate student account via the Point of Sale. At lunch time the student puts their PIN number into the cash register via PIN pad for items purchased. No money is exchanged at lunch time. At the end of each day the cafeteria worker counts out all money received and posts it to the point of sale. The physical cash received should match the money posted to student's accounts. At the end of each day the cafeteria worker prints out a daily sales report and sends it to the Food Service office. Any problems or questions during the course of the day are to go to the Business Office. Any discrepancies are to be called into the Business Office prior to closing out for the day.

APPENDIX

ANDOVER REGIONAL SCHOOL DISTRICT

Title: FALL REPORT

Procedure: Below is a listing of the required Fall Reports along with the personnel responsible for its completion:

District Contact Person	Data Collection	Distribution Medium	Distribution Date	Due Back Medium	Due Back Date	Due In Supt's Off.
Supervisor of Curriculum, Instruction & Tech..	NJ Smart	DOEnet	Beg. Sept	DOEnet	End Sept.	
STATE AID						
Super. of Spec Ed	ASSA	DOEnet	Beg.Oct	DOEnet	End Oct.	Middle Oct.
Bus.Admin.	Debt Serv.	DOEnet	Beg. Nov.	DOEnet	Middle Nov.	
Transp. Super.	Transp. Report	Diskette	Mid-Nov.	Diskette	Middle-Dec.	
Sup. of Spec. Ed.	LEP	DOEnet	Beg.-Oct.	DOEnet	Beg.-Nov.	Middle-Oct
FALL SURVEY						
Supt's Sec-Data	Certificated Staff	Online	Mid.-Oct.	DOEnet	Mid.-Nov.	
Supt's Sec. Asst. Supt's Sec	Enroll./ Dropouts	DOEnet	Mid.-Oct.	DOEnet	Beg.Nov.	First-Nov.
Supt's Sec.	Graduates/Non Cert. Staff	DOEnet	Mid.-Oct.	DOEnet	Beg.-Nov.	First-Nov.
Super of.-Spec.Ed. Super. of Curr & Instruction	Special Ed.Report ECPA & NCLB	DOEnet DOEnet	End-Nov. End-Nov.	DOEnet DOEnet	Beg.-Dec. Beg.-Dec.	

ANDOVER REGIONAL SCHOOL DISTRICT

Title: GLOSSARY OF COMMON SCHOOL ACCOUNTING TERMS

ACCOUNT - A descriptive heading under which are recorded financial transactions that are similar in terms of a given frame of reference, such as purpose, object, or source.

APPROPRIATION - An authorization granted by a legislative body to make expenditures and to incur obligations for specific purposes.

AUDIT - The examination of records and documents and the securing of other evidence for one or more of the following purposes:

A. Determining the propriety, legality and mathematical accuracy of proposed or completed transactions.

B. Ascertaining whether all transactions have been recorded.

C. Determining whether transactions are accurately recorded in the accounts and in the statement drawn from the accounts.

D. To determine whether the statements prepared present fairly the financial position of the school district.

AVERAGE DAILY ATTENDANCE, ADA - The aggregate days; attendance of a given school during a reporting period divided by the number of days school is in session during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered as days in session.

BID - The process which includes legal advertising and direct contact, sought from appropriate vendors for goods and services individually or in the aggregate, whose cost is above the mandated bid threshold.

BUDGET - A plan of financial operation embodying an estimate of proposed expenditures for a given period or purpose and the proposed means of financing them.

CAPITAL OUTLAY - An expenditure which results in the acquisition of fixed assets or additions to fixed assets. It is an expenditure for land or existing buildings, improvements of grounds, construction of buildings, additions to buildings and the remodeling of buildings, with the life expectancy of at least ten years.

CASH - Currency, checks, postal and express money orders, and bankers' drafts on hand on deposit with an official or agent designated as custodian of cash, and bank deposits.

CHART OF ACCOUNTS - A list of all accounts generally used in an individual accounting system. In addition to account title, the chart includes an account number which has been assigned to each account. Accounts in the chart are arranged by Fund, Program, Function and Object.

CONTRACTED SERVICES - Services rendered by personnel who are not on the payroll of the Board of Education including all related expense covered by the contract. Also see Purchased Services.

CURRENT - The term refers to the fiscal year in progress.

DEFICIT - The excess of the obligations of a fund over the fund's resources.

DISBURSEMENTS - Payment in cash.

ENCUMBRANCES - Purchase orders, contracts, and salary or other commitments which are chargeable to an appropriation and for which a part of the appropriation is reserved. They cease to be encumbrances when paid.

EQUIPMENT - An instrument, machine, apparatus, or set of articles with a value of at least $500 which retains its original shape and appearance with use and/or is nonexpendable; i.e., if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair than to replace it with an entirely new unit.

EXPENDITURES - Charges incurred, whether paid or unpaid, which are presumed to benefit the current fiscal year.

FISCAL YEAR - The twelve-month period from July 1, through June 30, during which the financial transactions of the school system are conducted.

FIXED ASSETS - Land, buildings, machinery, furniture, and other equipment which the Board of Education intends to hold or continue to use over a long period of time and costs over **$500.00** when purchased. "Fixed" denotes probability or intent to continue use or possession, and does not indicate immobility of an asset.

FUNCTION - A group of related activities which are aimed at accomplishing a major service for which the school system is responsible.
FUND- All accounts necessary to set forth the financial position, the financial operations, the changes in residual equities or balances, and the changes in financial position of a fund.

GENERAL FUND - Used to account for all transactions in the ordinary operations of the Board of Education.

INVENTORY - A detailed list or record showing quantities, descriptions, values, and frequently, units of measure and unit prices of property on hand at a given time. Also, the cost of supplies and equipment on hand not yet distributed to requisitioning units.

INVOICE - An itemized list of merchandise purchased from a particular vendor from which payment is made. The list includes quantity, description, price, terms, date and the like, and is

matched with the signed receiving copy.

OBJECT - The commodity or service obtained from a specific expenditure.

OBLIGATIONS - Amounts which the Board of Education will be required to meet out of its resources, including both liabilities and encumbrances.

PETTY CASH - A sum of money set aside for the purpose of paying small obligations for which the issuance of a formal voucher and check would be too expensive and time-consuming. Also, a sum of money, in the form of a special bank deposit, set aside for the purpose of making immediate payments of comparatively small amounts.

PROGRAM - A plan of activities and procedures designed to accomplish a predetermined objective or set of allied objectives.

PROGRAM MANAGER - The individual responsible for monitoring the expenditures within a particular program of the budget. This person usually determines what to purchase, originates purchase orders and receives goods and/or services.

PRORATING - The allocation of parts of a single expenditure to two or more different accounts. The allocation is made in proportion to the benefits which the expenditure provides for the respective purposes or programs for which the accounts were established.

PURCHASE ORDER - A written request to a vendor to provide materials or services at a price set forth in the order and is used as an encumbrance document.

PURCHASED SERVICES - personal services rendered by personnel who are not on the payroll of the Board of Education, and other services which may be purchased by the Board of Education.

REFUND - A return of an overpayment or over collection. The return may be either in the form of cash or a credit to an account.

REIMBURSEMENT - The return of an overpayment or over collection in cash.

REPLACEMENT OF EQUIPMENT - A complete unit of equipment purchased to take the place of another complete unit of equipment which is to be sold, scrapped or written off the record and serving the same purpose as the replaced unit in the same way.

REQUISITION - A written request to a school official for specified articles or services. It is a request from one school official to another school official, whereas a purchase order is from a school official to a vendor.

STUDENT ACTIVITY FUND - Financial transactions related to school-sponsored student activities and interscholastic activities. These activities are supported in whole or in part by

income from students, gate receipts, and other fund-raising activities.

SUPPLY - A material item of an inexpensive, expendable nature that is consumed, worn out or deteriorated in use; loses its identity through fabrication or incorporation into a different or more complex unit or substance. Is expendable or subject to replace rather than repair if damaged or if some of its parts are lost or worn out.

TRAVEL - Costs for transportation, meals, hotel and other expenses associated with traveling on business for the Board of Education.

UNIT COST - Expenditures for a function, activity, or service divided by the total number of units for which the function activity or service was provided.

VOUCHER - A document which authorizes the payment of money and usually indicates the accounts to be charged.

APPENDIX

ANDOVER REGIONAL SCHOOL DISTRICT

Title: Retention of Records

Procedure:

1. No material which qualifies as a record or document may be destroyed without the prior approval of the New Jersey Department of Education and in accordance with the State of New Jersey's Division of Archives and Records Management.

2. All requests for document disposal must be submitted to the School Business Administrator.

3. The School Business Administrator will forward all requests to the State for approval.

4. Records NOT approved for disposal, shall be archived off-site at a pre-determined location and shall be reviewed annually for continued storage for destruction.

5. Questions concerning the disposition of records should be directed to the School Business Administrator.

Legal Reference: Chapter 410 47:3-15 et seq. Public Records Account

APPENDIX

STATE DEPARTMENT OF EDUCATION
RECORDS RETENTION SCHEDULE
Retention Period-Destroy Records After

Item #	Form #	Description	District	County
1	A-1	School Register, Classroom	6 Years	----------
2	A-1a	School Register, Central	6 Years	----------
3	A-2b	Record of Individual Instruction	6 Years	----------
4	A-3	Annual Report of Education Statistics	10 Years	10 Years
5	A-4	Annual Financial Statistical Report	10 Years	10 Years
6	A-4a	Report of Res. Enrollment Statistics	10 Years	10 Years
7	A-4b	Report of Pupils Receiving Bedside/ Home Instruction	10 Years	10 Years
8	A-4c	Report of Tuition Pupils Sent to App. Special Classes for Atypical Pupils	10 Years	10 Years
9	A-4d	Application for State Aid-Transportation	10 Years	10 Years
10	A-4e	Atypical Pupils	10 Years	10 Years
11	A-4f	Report of School Budget and District Taxes	10 Years	10 Years
12	A-4g	Report of Pupils Living on Non-Taxable State-Owned Property	10 Years	10 Years
13	A-5	Custodian's Financial Report	10 Years	10 Years
14	A-13	Certificate of Tax Ordered	10 Years	10 Years
14a	A-17	Financial Record Book, Custodian of School Monies	Permanent	----------
15	A-22	Employment Contract Teacher	10 Years After Term.	10 Years After Term.
16	A-28	Tally Sheet	---	1 Year
18	A-32	Proceedings with Respect to Authorization of Bonds	Bond Maturity	_____ APPENDIX

19	A-33	Report of Election Proceedings	10 Years	10 Years
20	A-36	Board Members Affidavit and Oath of Office	10 Years	10 Years
21	A-41a	Pupils Transfer Card	3 Years	----------
22	A-44	Record of Exclusion	3 Years	----------
23	A-45	Medical Inspection Record Card	1 Yr after Graduation	----------
24	A-50	Age Certificate	When Minor	Reaches age 21
25	A-56a	School Record	When Minor	Reaches age 21
26	A-56b	Promise of Employment	When Minor	Reaches age 21
27	A-56c	Physician's Certificate	When Minor	Reaches age 21
28	A-66a	Vacation Employment Certificate	When Minor	Reaches age 21
29	A-66a1	Vacation Employment Certificate (Employment outside of district)	When Minor	Reaches age 21
30	A-66b	Regular Employment Certificate	When Minor	Reaches age 21
31	A-66c	Application for Special Newsboy or Special Street Trades Permit	When Minor	Reaches age 21
32	A-66d	Application for Special Agricultural Permit	When Minor	Reaches age 21
33	A-66e	Special Agricultural Permit	When Minor	Reaches age 21
34	A-66f	Special Newsboy Permit	When Minor	Reaches age 21
35	A-66g	Special Street Trades Permit	When Minor	Reaches age 21
36	A-66h	Age Certificate - Agricultural	When Minor	Reaches age 21
37	A-66i	Application for Special Theatrical Permit	When Minor	Reaches age 21
38	A-66j	Special Theatrical Permit	When Minor	Reaches age 21
39	A-66k	Application for Special Newspaperboy Permit	When Minor	Reaches age 21
40	A-66m	Special Newspaperboy Permit	When Minor	Reaches age 21
41	A-59	Notice to Parents	6 Years	----------
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42	A-60	State Warrant	6 Years	----------
				_____

43	A-61	Rule to Show Cause	6 Years	
44	A-62	Complaint	6 Years	----------
45	A-63	Attendance Report	3 Years	----------
46	A-74	Employment Contract -- Attendance Officer	10 Years After Term.	---------
47	A-77	Medical Inspection Notice	1 Year After Graduation	---------
48	A-100	Budget	Permanent	---------
49	A-101	Budget	Permanent	---------
50	A-102	Budget	Permanent	---------
51	A-103	Budget	Permanent	--------
52	A-104	Budget	Permanent	--------
53	A-109	Appropriations Receivable	Permanent	--------
54	A-110	Appropriations and Cash Receipts	Permanent	--------
55	A-111	Cash Expenditures	Permanent	--------
56	A-112	General Control	Permanent	--------
57	A-115	Distribution of Costs, Administration	10 Years	--------
58	A-116	Distribution of Costs, Instruction	10 Years	--------
59	A-117	Distribution of Costs, Attendance and Health	10 Years	--------
60	A-118	Distribution of Costs, Maintenance	10 Years	--------
61	A-119	Distribution of Costs, Foxed Charges	10 Years	--------
62	A-120	Distribution of Costs, Capital Outlay	10 Years	---------
63	A-121	Distribution of Costs, Vocational	10 Years	---------
64	A-122	Distribution of Costs, Evening School	10 Years	---------
65	A-125	Distribution of Costs	10 Years	----------
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66	A-130	Property Record	10 Years	----------
67	A-131	Tuition Ledger - Pupils Sent	10 Years	---------

68	A-132	Tuition Ledger - Pupils Received	10 Years	---------
69	A-148	Report of the Secretary	Permanent	---------
70	A-149	Report of the Custodian	Permanent	---------
71	A-151	Purchase Order	6 Years	6 Years
72	A-162	Bond Register	Permanent	---------
73	A-231	Permanent Record Card	Permanent	---------
74	B-1A	Bonding Election Report	---	3 Years
75	C-212	Transportation Contract	6 Years After Term.	6 Years After Term.
76	C-213	Transportation Contract Renewal	6 Years After Term.	6 Years After Term.
77	TB-1	Tuberculosis Testing Survey Card	1 Year after Graduation	--------
77a	101	Application to Local Finance Board & Comm. Of Education (for extension of credit)	Bond Maturity	--------
		FEDERAL PROGRAMS NDEA		--------
78		Reimbursement Claim	6 Years	--------
79		Request for Verification of Expenditures Title V	6 Years	--------
		PUBLIC LAWS 815 AND 874		---------
80	RSF-1	Application for Assistance	3 Years	3 Years
81	RSF-2	Application for Financial Assistance, Public School Construction, Parts I and II	3 Years	3 Years
82	RSF-3	Report for Determining Payment	3 Years	3 Years

Andover Regional School District
Health Related Preparedness Plan
(NJ Restart & Recovery Plan)
2020-2021



Mr. Dennis Tobin
Interim Superintendent
Re-Submitted: March 31, 2021

Andover Regional School District

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Andover Regional Health Related Preparedness Plan
2020-2021

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Acknowledgements and Process

In accordance with guidance from the New Jersey Department of Education (NJDOE), school buildings are planning to open in some capacity for in-person instruction and operations in the Fall of 2020 following an immediate closure this past spring. To ensure consistency with respect to the health and safety of school communities across the State, the NJDOE Guidance speaks specifically to health and safety measures identified as "anticipated minimum standards." These standards have been incorporated into this Health Related School Preparedness Plan for the Andover Regional Schools. The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by executive order of the Governor of New Jersey and are subject to change. In addition, we must be ready to adjust our educational approach should local health data or other circumstances require it.

In collaboration with our stakeholders, this Plan has been developed to reopen schools in a way that meets local needs. It is the product of the voices of our Andover school community including teachers, support staff, administrators, parents, and board of education members. All groups were surveyed and/or provided opportunities for comment and critique.

A District Reopening Committee gathered and analyzed that stakeholder input, reviewed the relevant research and key resources, and compiled a working draft. A focus group consisting of both teachers and parents was also formed in both schools to help.

Thanks go to all members of the committee and the focus groups for their commitment and work ethic to get this plan produced in a short period of time:

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Six key resource documents used in the development of this plan were:

1. Centers for Disease Control and Prevention (CDC) COVID-19 site
2. CDC Considerations for Schools
3. NJSBA Searching for a New Normal in NJ's Public Schools
4. NJDOE The Road Back: Restart and Recovery Plan for Education
5. Andover School Nurses Return to School Planning Document
6. Andover Family and Staff Surveys

But this is only a starting point. As our school committees, educators, and families digest the information herein, additional questions and issues may arise. The district is committed to working closely with our school community in the coming months to put supports in place to implement this Plan. We know our schools will continue to engage with all stakeholders to address unique needs, building on meaningful input, expertise, and experience to develop a safe and healthy path forward.

Pandemic Response Teams

Both schools will form a pandemic response team. The teams will adopt appropriate site-specific measures for reopening and operating their school buildings and communicate those measures to their staff, students, and parents.

At a minimum, the school committees will be responsible for:

- Overseeing each school's implementation of the district's reopening plan, particularly health and safety measures, and providing safety and crisis leadership;
- Adjusting or amending school health and safety protocols as needed;
- Providing staff with needed support and training;
- Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required;
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19;
- Providing necessary communications to the school community and to the district; and
- Creating pathways for community, family, and student voices to continuously inform the committee's decision-making.

Guiding Principles

1. The move to fully remote learning in March 2020 was unexpected, and yet we achieved considerable progress facilitated by years of focused action on core strategies such as student-centered learning, blended instruction, social-emotional learning, trust-respect-support, mental health, and educational equity.

2. There will be no opportunity to return to a pre-COVID normal until a vaccine is fully deployed. Whether it should be our goal to return to a pre-COVID normal is an open question.

3. We must plan for hybrid instruction as a preferred model for 2020-21 and fully remote instruction: (a) for students whose parents choose not to send them to school; and (b) if a viral reemergence occurs.

4. Fully remote instruction will be revised based on our three months of experience and will lead us to continue what worked well and adjust what did not work as well.

5. Hybrid instruction will be a customized program of in-person and remote teaching based on student needs and developmental appropriateness that accelerates our path toward more student-centered learning.

6. The district plan will allow for the option to move from the Hybrid model of instruction to 100% Remote Virtual model, on an as needed basis, according to the NJDOE, SCDOH, and/or School District directives.

Recommended Change to the District Calendar

The administration recommends the following changes to the district calendar that would delay the start of school for students to allow staff additional time for instructional preparation, professional development, and training on new health and safety protocols.

- Revise the first day of school for students to become Friday, September 4, 2020. Staff would have three consecutive in-service days (September 1-3) to begin the school year.
- Revise October 12, 2020 (Columbus Day) to become a day off for all students and staff.
- Push out the last day of school by a day, changing it to Wednesday, June 23, 2020.
- This recommendation would maintain the required 180 day school year as originally planned.
- This revised calendar will also allow both cohorts to have in-person learning days with teacher(s) prior to the first Wednesday (a virtual learning day for all staff and students.)

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Community Input

Surveys were conducted with Andover Regional families and staff. The results of those surveys have been infused into the elements of the plan that follows.

Health, Safety & Facilities

1. **General Health & Safety Principles** - The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of spread increases in school settings as follows:

    1.1. Low Risk: Students and teachers engage in remote classes, activities, and events.

    1.2. Moderate Risk: Small in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix, where feasible. Individuals remain at least 6 feet apart and do not share objects (e.g., hybrid remote and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).

    1.3. High Risk: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities. ***Note: This school setting is NOT an option for us until the State declares that a vaccine has been developed, tested, approved, and widely administered.***

2. **Promoting Healthy Behaviors**

    2.1. Attending School

        2.1.1. Staff and students should stay home when they are sick.

        2.1.2. Staff and students must stay home if they have tested positive for, or are showing, COVID-19 symptoms. Staff and students who have had close contact with a person with COVID-19 should follow current NJDOH guidelines.

        2.1.3. The State has issued a travel advisory that all staff and community members are encouraged to follow. Encourage sick staff and students to stay at home without fear of reprisal.

        2.1.4. Eliminate perfect attendance awards and assessing schools based on absenteeism.

    2.2. Immunizations and Individual Health Care Plans

2.2.1. All students must be up to date on their immunizations (excluding medical and religious exemptions). If parents are unsure of what vaccines your child needs, please reach out to the pediatrician or school nurse. If a child is not up to date on immunizations by the first day of school, **s/he must remain on remote learning until proper documentation is received by the school nurse.**

2.2.2. Any student who currently has or will need an Asthma Action Plan, Epipen Action Plan, Diabetes Care Plan or Seizure Action Plan must have their updated plans to the school nurse by the first day of school. These plans must be updated yearly. If we have not received updated documents by the first day of school, **the child must remain on remote learning until proper documentation is received by the school nurse.**

2.2.3. In order to comply with CDC recommendations, **we will no longer be able to administer nebulizer treatments in school**. If parents have an order for a nebulizer, consult with your doctor to see if an inhaler would be appropriate for the school setting.

2.2.4. Our school medication policy requires all medications, including over the counter medication, to have a new physician's order with the parent's signature each school year. The medication also must be in a new original container and/or prescription bottle with the child's name on it. Medications must be dropped off by a parent.

2.2.5. Parents should make sure their contact information in Genesis is updated with valid phone numbers, emergency contacts, and doctor's name and number. If a child becomes sick during the school day, **s/he must be picked up promptly in order to reduce exposure to illness for staff and other students.**

2.2.6. If a child has a temperature of 100. degrees F or greater, s/he must remain out of school for a minimum of 72 hours (3 days), but will be able to participate in remote instruction.

2.2.7. All forms can be found on our district's web-page under Health & Wellness.

2.3. Hand Hygiene and Respiratory Etiquette

2.3.1. Teach and reinforce handwashing with soap and water for at least 20 seconds and model frequent practice among students and staff.

2.3.2. Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately.

2.3.3. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol should be used.

2.3.4. Build in the practice of handwashing during transition times, when feasible.

2.3.5. Provide adequate supplies for healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol, paper towels, tissues, disinfectant wipes, no-touch trash cans, and face coverings.

2.3.6. Students who do not follow hand hygiene protocols will be addressed by teacher, school counselor, school nurse and/or school Principal.

2.3.7. Staff training will be provided for spot cleaning and emergency situations by school nurses.

2.4. Social Distancing (to the maximum extent practicable, CDC/NJDOH guidance)

2.4.1. Social or physical distancing means staying at least 3-6 feet from other people.

2.4.2. Seating in classrooms will be spaced at least 3-6 feet apart. Desks are to be turned to face the same direction rather than facing each other (students at tables are to sit on only one side).

2.4.3. Face coverings must be worn.

2.4.4. Avoid close group learning activities when possible (e.g., reading circles).

2.4.5. Consider keeping classes together to include the same group of students each day as cohorts. Limit mixing between groups/cohorts, if possible.

2.4.6. Larger rooms (i.e., auditorium, cafeteria, gymnasium, library) may be used as remote learning spaces with social distancing or physical barriers in place between students.

2.4.7. Students who do not follow social distancing guidelines will be addressed by teacher, school counselor, school nurse, and/or school principal.

2.4.8. Encourage use of outdoor spaces for classes, when seasonally appropriate.

2.5. Face Coverings

2.5.1. Staff, students, and visitors are required to wear face coverings indoors, and in outdoor public spaces at all times, unless doing so would inhibit the individual's health or the individual is under two years of age. Snack/Mask breaks will be provided daily.

2.5.2. Face coverings are the responsibility of the wearer and must:

2.5.2.1. Fully cover the nose and mouth and be secured under the chin;

2.5.2.2. Fit snugly but comfortably against the side of the face; and

2.5.2.3. Be secured with ties or ear loops.

2.5.3. Parents are strongly encouraged to check the face coverings their students are wearing before they attend school and assure they meet the standards above.

2.5.4. If students or staff forget their face coverings on a given day, a disposable one may be provided by the school, supplies permitting. Continued failure to bring face coverings to school will be addressed by the administration.

2.5.5. Enforcing the use of face coverings at all times may be impractical for students with identified health conditions (Doctor's note) or individuals with disabilities. Occasional breaks may be needed in classrooms for students and staff, but only when all are seated at least 6 feet apart. Staff are encouraged to use their best judgment.

2.5.6. Individuals should be reminded not to touch the face covering and to wash their hands frequently. Provide information to staff, students, and families on proper use, removal, and washing of cloth face coverings.

2.5.7. Face coverings should not be placed on: children younger than two (2) years old; anyone who has trouble breathing or is unconscious; or anyone who is incapacitated or otherwise unable to remove the face covering without assistance.

2.5.8. Students who do not follow face covering guidelines will be addressed by teacher, school counselor, and/or school principal.

2.6. Signs and Messages

2.6.1. Post signs in highly visible locations (e.g., school entrances, restrooms, offices) that promote everyday protective measures, and describe how to stop the spread of germs (e.g., properly washing hands and properly wearing a cloth face covering).

2.6.2. Broadcast regular announcements on reducing the spread of COVID-19 on public address systems.

2.6.3. Include messages about behaviors that prevent the spread of COVID-19 when communicating with staff and families (e.g., websites, emails, social media).

3. **Maintaining Healthy Operations**

3.1. The school nurse will be the point person for responding to COVID-19 concerns. A separate job description has been created for health trained assistants (HTAs) assisting school nurses with health-related tasks.

3.2. Protections for staff and children at higher risk for severe illness from COVID-19.

3.2.1. Among adults, the risk for severe illness from COVID-19 increases with age, with older adults at highest risk. For example, people in their 50s are at higher risk for severe illness than people in their 40s. Similarly, people in their 60s or 70s are, in general, at higher risk for severe illness than people in their 50s.

3.2.2. People of any age with the following conditions are at increased risk of severe illness from COVID-19:

- Chronic kidney disease
- COPD (chronic obstructive pulmonary disease)
- Immunocompromised state (weakened immune system) from solid organ transplant
- Obesity (body mass index [BMI] of 30 or higher)
- Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
- Sickle cell disease
- Type 2 diabetes mellitus

3.2.3. Reasonable accommodations will be made for students at increased risk of severe illness that limit their exposure risk (e.g., fully remote learning).

3.2.4. Reasonable accommodations ,according to statute and code, will be made for staff at increased risk for severe illness that limit their exposure risk (e.g., telework, modified job responsibilities, requested leave of absence).

3.2.5. Reasonable accommodations will also be made for:

3.2.5.1. Medically fragile students with Individualized Education Programs (IEPs);

3.2.5.2. Students with complex disabilities with IEPs; or

3.2.5.3. Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

3.2.6. Currently there are limited data and information about the impact of underlying medical conditions and whether they increase the risk for severe illness from COVID-19. Based on what CDC knows at this time, people with the following conditions might be at an increased risk for severe illness from COVID-19:

- Asthma (moderate-to-severe)

- Cerebrovascular disease (affects blood vessels and blood supply to the brain)
- Cystic fibrosis
- Hypertension or high blood pressure
- Immunocompromised state (weakened immune system) from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids, or use of other immune weakening medicines
- Neurologic conditions, such as dementia
- Liver disease
- Pregnancy
- Pulmonary fibrosis (having damaged or scarred lung tissues)
- Smoking
- Thalassemia (a type of blood disorder)
- Type 1 diabetes mellitus

3.3. Daily Health Screenings

3.3.1. Parents are strongly encouraged to take your child's temperature prior to sending her/him to school. If the child's temperature is 100. Fahrenheit or greater (or any other COVID-19 symptoms), your child cannot attend school in person that day. Remote instruction may be provided, if the student is able to participate.

3.3.2. Daily health screenings will be conducted through temperature reading and symptom checking of staff and students.

3.3.3. Multiple building entrances will be opened and staffed to limit social gathering before school begins. Building entrances must be limited to the number that can be screened by a team of school employees, who will receive specific training on this role.

3.3.4. All entrants are to stand at least 6 feet away from one another with face coverings required.

3.3.5. A health trained assistant/employee will take a temperature reading of each entrant to the building with a non-contact infrared thermometer and ask to confirm that the entrant feels well. If the indication is the person does not feel well, and/or the individual has a temperature higher than 100., the individual will be asked to proceed directly to the isolation/waiting room. The Nurse will consult with the Heath Trained Assistant to determine the next course of action.

3.3.6. Once students report to their first class of the day, teachers are to conduct a visual inspection of the group for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity),

fatigue, cough, or extreme fussiness. If this indicates a student is not well, the nurse's office or the main office is to be contacted for direction as to where to take the student for medical consultation.

3.4. Leaves of Absence

3.4.1. Consider flexible sick leave practices that enable staff to stay home when they are sick, have been exposed, or care for someone who is sick according to statute and code.

3.4.2. Flexible leave practices should also account for employees who need to stay home with their children if there are school or childcare closures according to statute and code.

3.5. Gatherings, Field Trips, and Extracurricular Activities

3.5.1. Adhere to all applicable social distancing requirements and hygiene protocols during any gatherings, field trips, and extracurricular activities.

3.5.2. Be aware of local or state regulatory agency regulations related to group gatherings to determine if events can be held.

3.5.3. Pursue virtual group events, gatherings, or meetings in lieu of field trips, extracurricular meetings, student assemblies, special performances, school-wide parent meetings, etc., as possible. Limit group size to the extent possible.

3.5.4. Limit nonessential visitors, volunteers, and activities involving external groups or organizations, as possible. All visitors will be required to complete a health screening form to be reviewed by the school nurse. These will be placed on each school's web page and be made available in hard copy in each school's main office.

3.5.5. Pursue options to convene athletic events and participation in sports-related activities in ways that minimize the risk of transmission of COVID-19 to players, families, coaches, and communities.

3.5.6. Require any external community organizations that use school/district facilities to follow district health and safety protocols.

3.6. Staff Training on Health and Safety Protocols

3.6.1. Train staff on all health and safety protocols remotely or ensure that social distancing is maintained during training.

3.6.2. School nurses will provide specific instruction to HTA's for conducting daily health screenings and assisting with health-related tasks.

3.7. Support Coping and Resilience

3.7.1. Encourage staff and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.

3.7.2. Promote eating healthy, exercising, getting sleep, and finding time to unwind to staff and students.

3.7.3. Encourage staff and students to talk with people they trust about their concerns and how they are feeling.

3.7.4. If you, or someone you care about, is feeling overwhelmed with emotions like sadness, depression, or anxiety, or if you are concerned about harming yourself or others, call 911 or the SAMHSA Disaster Distress Helpline at 1-800-985-5990 or text TalkWithUs to 66746 (TTY 1-800- 846-8517).

3.7.5. If you, or someone you care about, is experiencing domestic violence or is affected by abuse and needs support, call 911 or the National Domestic Violence Hotline at 1-800-799-7233 (TTY 1-800-787-3224).

3.8. Minimize Stigma and Misinformation

3.8.1. Fight stigma by supporting people who are coming back to school or work after completing quarantine or isolation period for COVID-19 exposure or illness.

3.8.2. Someone who has completed quarantine or met the requirements to discontinue infection control measures does not pose a risk of spreading COVID-19.

3.8.3. Inform the school community that people of a certain race or descent are not more likely to spread COVID-19 than anyone else. Viruses do not target people from specific populations, ethnicities, or racial backgrounds.

3.8.4. People who have not been in contact with a person who is a confirmed or suspected case are not at greater risk of acquiring and spreading this new virus than others.

3.8.5. People who returned more than 14 days ago from an area with widespread or ongoing community spread and do not have symptoms of coronavirus do not put others at risk.

3.8.6. Share with others the need for social support for people who have experienced stigma, who have returned from an area with ongoing spread, or who are worried about friends or relatives in the affected areas.

4. **Maintaining Healthy Environments**

4.1. Cleaning and Applying Disinfectant

4.1.1. Clean and apply disinfectant to frequently touched surfaces and objects (e.g., playground equipment, door handles, sink handles, drinking fountains) routinely at the school and on buses at least daily and between use as much as possible.

4.1.2. Develop a schedule with procedures for increased routine cleaning and disinfectant application. These procedures will include two stages: cleaning, which removes dirt and germs from surfaces, and applying disinfectant, which is intended to kill germs on surfaces that remain after cleaning.

4.1.3. Develop and post cleaning and disinfectant application checklists in each room and with spaces to enter date, time, and employee who performed the cleaning and disinfectant application.

4.1.4. Ensure adequate supplies to support cleaning and disinfectant application procedures.

4.1.5. Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children. Use products that meet EPA disinfection criteria

4.1.6. Cleaning and disinfection products should not be used near students. Staff should ensure that there is adequate ventilation when using these products to prevent students or themselves from inhaling toxic fumes.

4.1.7. Custodial staff will be provided training on appropriate cleaning and disinfectant procedures by the district Supervisor of Buildings and Grounds.

4.2. Shared Objects

4.2.1. Avoid sharing electronic devices, books, and other learning supplies.

4.2.2. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, and cleaned/disinfected between use.

4.2.3. Keep each student's belongings separated from others' and in individually identified containers, cubbies, lockers, or areas.

4.2.4. Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own supplies and equipment)

4.3. Hand Sanitizing Stations

4.3.1. Locate and maintain hand sanitizing stations with alcohol-based hand sanitizers at least 60% alcohol in each classroom, at entrances and exits of buildings, and near cafeterias and restrooms.

4.3.2. Students ages 5 and younger should be supervised when using hand sanitizer.

4.4. Ventilation

4.4.1. Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible. Annual HVAC system service/assessment will be conducted by a certified outside vendor.

4.4.2. Opening windows and doors may enhance ventilation, weather permitting.

4.4.3. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children or staff using the facility.

4.5. Water Systems

4.5.1. To minimize the risk of Legionnaire's disease and other diseases associated with water, take steps to ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown.

4.5.2. Drinking fountains will be shut off, except for no-touch bottle filling stations. Staff and students are encouraged to bring their own water.

4.6. Physical Barriers and Guides

4.6.1. Where applicable, provide physical barriers, such as plastic guards and partitions, in areas where it is difficult for individuals to remain at least 3-6 feet apart (e.g., desks for reception, administrative assistants, nurses, CST, and guidance; etc).

4.6.2. Install physical guides, such as tape on hallways or sidewalks and signs on walls, to help ensure that staff and students remain at least 6 feet apart in lines and at other times.

4.6.3. Install one-way signage in stairwells and hallways, where appropriate.

4.6.4. All student desks will be equipped with desk barriers.

4.7. Communal Spaces

4.7.1. Stagger use of communal shared spaces such as cafeterias and playgrounds; clean and apply disinfectant between uses.

4.7.2. Limit access to lockers, when feasible, to keep traffic in the hallways within social distancing protocols.

4.7.3. Avoid crowds in restrooms by limiting the number of students who can enter at a time. Prop doors open to avoid touching handles, where feasible.

4.8. Recess and Physical Education

4.8.1. Stagger recess, when feasible. If two or more groups are participating in recess at the same time, they should have at least 6 feet of open space between them.

4.8.2. Designate specific areas for each class during recess to avoid cohort mixing.

4.8.3. Stagger the use of playground equipment and establish frequent disinfectant application protocols.

4.8.4. Designate zones, use stations, mark off areas with floor markers, floor tape, flags, etc., for outdoor spaces to ensure separation among students.

4.8.5. Encourage hand washing or sanitizing immediately after outdoor activities.

4.8.6. Stagger use of locker rooms to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces. Clean and apply disinfectant between use.

4.8.7. In lieu of using locker rooms, students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.

4.8.8. Mitigate risk by limiting direct contact with or sharing of equipment (e.g., design lessons with no equipment). If equipment must be shared, clean and apply disinfectant between each use.

4.9. Food Service

4.9.1. Encourage proper hand washing/sanitizing before and after eating meals/snacks.

4.9.2. Consider having snacks in classrooms or outside (weather permitting) instead of the cafeteria, while ensuring the safety of children with food allergies.

4.9.3. Use disposable food service items (e.g., utensils, containers), where feasible. If disposable items are not feasible, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.

4.9.4. If food is permitted and offered at any event, have pre-packaged containers for each attendee.

4.9.5. Any families that have students with allergies, please contact the school nurse for more information and to begin the safe meal process.

4.9.6. Serve meals in individually pre-packaged containers provided by Maschio's Food Services in "Grag-and-go" form. Students will receive lunches before boarding the bus or being picked up from school grounds.

4.9.6.1. Meals will be handed to students on Monday & Thursday for students attending school in person, and also available for pick up at the Long Pond School on those same days.

4.9.6.2. The monthly menu will be available here.

4.9.7. Free & Reduced Lunches

4.9.7.1. Families who qualify for Free/Reduced meals will receive meals at no cost.

4.9.7.2. Free/Reduced applications are available at the main office and/or nurses office at each school and on the school's website.

4.9.7.3. Free/Reduced meals will be available for pick up at the Long Pond School.

4.9.7.4. More information is available here, on the District's website.

4.10. Transportation

4.10.1. Create physical distance between students on school buses to the maximum extent practicable by seating one student per seat when possible with the exception of siblings who will be seated together. If space exists, skip rows between students.

4.10.2. Face coverings are required for all passengers. Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need.

4.10.3. Encourage students to sit away from the aisle to increase physical distance. Assigned seating may assist in ensuring that such practices are followed consistently.

4.10.4. Bus drivers should limit close contact with others by maintaining a distance of at least 6 feet to the maximum extent practicable, when possible; avoid touching surfaces often touched by passengers.

4.10.5. Transportation vendors will be required to provide the district with their health and safety protocols for review.

4.10.6. Open windows to improve ventilation when it does not create a safety hazard.

5. **Caring for Symptomatic Students and Staff Members**

5.1. Staff members and students should not come to school if they are sick.

5.2. Staff members and students should notify the school nurse if they become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case.

5.3. Students and staff who exhibit symptoms related to COVID-19 while in school must be safely and respectfully isolated from others in an identified isolation room separate from the nurse's office. Students are to remain with continued supervision and care (e.g., continuous monitoring of symptoms) until picked up by an authorized adult.

5.4. School nurses and other healthcare providers should use CDC standard and transmission-based precautions when caring for sick people.

5.5. Individuals who exhibit symptoms related to COVID-19 should be sent home or to a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick. If an ambulance is being called or someone is being brought to the hospital, try to call first to alert them that the person may have COVID-19.

5.6. Results must be documented when signs/symptoms of COVID-19 are observed. Follow current communicable disease service guidance for illness reporting.

5.7. If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials to discuss notification of staff and families of a confirmed case while maintaining confidentiality.

5.8. Sick staff members or students should not return until they have met CDC's criteria to discontinue home isolation.

5.9. If someone tests positive for COVID-19, the written protocols detailing the district's response for symptomatic students and staff including contact tracing must be followed.

5.9.1. Upon notification that a resident has tested positive for COVID-19, the local health department will call the school district to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least 15 minutes during a 24 hour period.

5.9.2. The district shall assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts.

5.9.3. Contract tracing procedures including records of groups/cohorts, assigned staff, and daily attendance will be developed in collaboration between school nurses and the county health department.

5.9.4. The school district shall ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.

5.9.5. School administrators, school safety specialists, counselors, and any other staff deemed appropriate by the district, will be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.

5.9.6. Readmittance procedures will be consistent with Department of Health information for schools and communicable disease service guidance.

5.9.7. Hunderton, Sussex, and Warren Regional COVID-19 School Community Containment Guidelines will be followed in collaboration with SCDOH.

5.10. Cleaning and Applying Disinfectant Following Isolation

5.10.1. Close off areas used by a sick person and do not use these areas until after cleaning and applying disinfectant.

5.10.2. Wait at least 24 hours before cleaning and applying disinfectant. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection products including storing products securely away from children.

6. Addressing Social, Emotional, and Mental Health

6.1. The summer months provide time and space for staff, students, and families to process the past several months freed from the pressure of the regular educational program.

6.1.1. The summer program was offered as a virtual experience focused on student choice of creative offerings by the faculty. Social-emotional learning was built into these activities.

6.1.2. Families and staff were surveyed in early July about their experiences with remote instruction and their thoughts about returning to school. Staff and students will also be sent a mental health survey in mid-August by the Mental Health team to assess needs. The results of this survey will help the Mental Health team to develop a plan prior to the start of school to address student and staff needs.

6.1.3. The district maintains a Health and Wellness website which includes: overviews of services to support staff, students, and families even while they are away from school.

6.2. In order to care for another, one must practice self-care first. We want our staff members to be mentally and emotionally healthy and ready to help their students.

6.2.1. The schools will provide opportunities in a safe space to allow staff to discuss concerns and suggestions regarding school reopening.

6.2.2. Professional development opportunities are being provided to staff.

6.2.2.1. Topics will be based on staff interest in areas such as personal mental health/self care, student mental health/SEL, family engagement, hybrid and remote instructional strategies, student centered learning, virtual meeting platforms, individual/group texting tools, and productivity tools.

6.2.2.2. Consider another in-service training on trauma-informed care with school strategies geared to COVID-19 (e.g., building a mental health friendly classroom, appropriately supporting students, managing classroom behaviors)

6.2.2.3. Provide staff members with contact information for specific mental health resources that they can access for themselves and their families confidentially.

6.3. Student social, emotional, and mental health will be a priority, especially during the transition to hybrid instruction. Students need to feel connected and secure before academics can take center stage.

6.3.1. Schools will assess the social, emotional, and mental health of students at the beginning of the school year and at periodic intervals thereafter.

6.3.2. Student needs, once identified, will be shared with the appropriate support personnel (ie. Response to Intervention (RTI), Mental Health Team, School Counselors, 504 Committee, Child Study Team (CST)) to develop individualized plans for school-based intervention and family support.

6.3.3. Social-emotional learning will be infused into academic lessons and/or provided as stand-alone learning activities. Social-emotional learning is also introduced, reinforced and enhanced by presentations, in-class lessons, and counseling offered by Mental Health Team members.

6.3.4. Provide guidance counselors, social worker, and school psychologist as key resources for social, emotional, and mental health assistance.

6.3.5. Consider support groups for students run by school staff (e.g., changes in their lives since COVID-19).

6.3.6. Crisis response teams will review and revise school safety and security plans to reflect COVID-19 policies, procedures, and practices.

6.3.7. Family and staff surveys included questions on training needs.

6.3.8. School climate surveys are a regular part of our data gathering and will provide ongoing data for reflection by school safety teams.

6.3.9. Provide families with contact information for specific mental health resources that they can access for their children and other family members confidentially.

Instruction & Technology

7. Hybrid Instruction and Assessment

7.1. General Principles

7.1.1. Our working definition of hybrid instruction: a customized program of in-person and remote teaching based on student needs and developmental appropriateness that accelerates our path toward more student-centered learning.

7.1.1.1. The specific aspects of what hybrid instruction will look like in any school will be based on the health requirements at a given time.

7.1.1.2. Hybrid instruction will look different at each school based on differences in age and development as well as for at-risk populations (e.g., students with disabilities, English language learners).

7.1.1.3. The remote aspect of instruction will occur by parent choice either as hybrid or 100% remote.

7.1.1.4. The remote aspect of hybrid instruction and 100% virtual instruction may be live (i.e., occurring in real time via Zoom) or prerecorded (i.e., accessed at the time of the learner's choosing). The ratio of live and prerecorded instruction will also vary between the two versions of remote instruction.

7.1.1.5. LPS Special Area Subjects (Encore/PE) grading will be a standard based grade. (ES-Exceeds Standard, MS-Meets Standard, AS-Approaching Standard, NS-Needs Support)

7.1.2. Use scaffolding to meet the unique needs of all students and accelerate learning without reducing rigor or sacrificing grade-level material.

7.1.3. Design for intentional student engagement and foster student ownership of learning: encouraging student voice and choice promotes engagement and independence.

7.1.4. Provide opportunities for innovation: new approaches to customized learning and new types of partnerships with families, caregivers, and community stakeholders.

7.1.5. Build capacity of, and provide support to, family members to enable them to become learning partners.

7.1.6. Young learners require more structure and an established pace in their learning activities as well as much more supervision and guidance from an adult.

7.1.7. Developmentally appropriate practices show that young learners are more successful with hands-on, interactive learning rather than worksheets or

computer-based activities. Limit online activities and screen time as part of remote instruction.

7.1.8. As learners become more independent, teachers may gradually phase in more pre-recorded learning activities.

7.1.9. Older students may engage in both live and pre-recorded work that allows for high degrees of flexibility and choice.

7.2. Grade Level Approaches

7.2.1. The outlines that follow are intended to provide broad structural options for hybrid instruction available based on parent choice, except as noted.

7.2.1.1. Further details on individual school programs for hybrid instruction will be provided by the schools.

7.2.1.2. Revised resource allocations of time, space, or people that could affect operations outside the school will need district approval.

7.2.2. Grades Pre-K, K, 1, 2

7.2.2.1. Because young learners require more structure and an established pace in their learning activities as well as much more supervision and guidance from an adult, the students in these grades will report to school four days a week for in person instruction.

7.2.2.2. **100% Remote:** This option is outlined in Section 8.

7.2.2.3. The school will provide materials, manipulatives and items for at-home activities, where feasible.

7.2.3. Grades 2-8

7.2.3.1. Students will be assigned a cohort (red or white). Each cohort will report to school two days a week for in person learning. The other three days will consist of at home learning.

7.2.3.2. **100% Remote:** This option is outlined in Section 8.

7.2.4. Special Populations

7.2.4.1. Special populations may require more structure and an established pace in their learning activities as well as much more supervision and guidance from an adult. For those families choosing in person learning, certain

populations will attend school four days a week versus the two day a week cohorts.

7.2.4.2. Review student data to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.

7.2.4.3. Consider the impact of missed services on student progress toward meeting goals and objectives, and determine if additional services are needed to address regression and recoupment of skills within a reasonable length of time.

7.2.4.4. Develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for services.

7.2.4.5. Assess levels of student engagement and access for both in-person and remote learning environments.

7.2.4.6. Maintain routines and provide clear expectations to assist special populations of students to be successful learners.

7.2.4.7. Communicate frequently with the families of medically fragile students to determine if additional precautions or unique measures are necessary prior to a student's return to school.

7.2.4.8. Provide students in special populations with appropriate training to take full advantage of remote learning.

7.3. Teacher Expectations

7.3.1. Reinforce social distancing protocol with students and support staff.

7.3.2. Limit group interactions to maintain safety.

7.3.3. Support school building safety logistics (e.g., entering, exiting, restrooms).

7.3.4. Become familiar with district online protocols and platforms.

7.3.5. Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both hybrid and remote learning environments.

7.3.6. Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.

7.3.7. Provide regular feedback to students and families on expectations and student progress.

7.3.8. Set clear expectations for remote and hybrid students.

7.3.9. Assess student progress early and often and adjust instruction and/or methodology accordingly.

7.3.10. Develop opportunities for real-time interactions with students.

7.3.11. Instruct and maintain good practice in digital citizenship for all students and staff.

7.3.12. Communicate regularly with both students and parents.

7.4. Paraprofessionals

7.4.1. Paraprofessionals who usually serve in physical classrooms supporting students and teachers may also provide support in the remote environment, especially for students with special learning needs, English language learners, and those that need additional support at home.

7.4.2. With direction from teachers and administrators, paraprofessionals are able to:

7.4.2.1. Lead small group instruction to ensure social distancing;

7.4.2.2. Pre-record read-alouds and videos around certain learning activities or caption pre-recorded instructional videos from general education teachers;

7.4.2.3. Provide real-time support during remote sessions;

7.4.2.4. Research websites, videos, and links for accessible activities that teachers can incorporate into lessons;

7.4.2.5. Communicate with families and students to support them in accessing and participating in remote learning;

7.4.2.6. Lead small group instruction in a remote environment; and/or

7.4.2.7. Facilitate the remote component of synchronous online interactions.

7.5. Administrator Expectations

7.5.1. Work with staff to ensure that teaching and learning, and all student services, are effectively and efficiently developed, planned, and delivered.

7.5.2. Provide time for staff collaboration and planning.

7.5.3. Prioritize vulnerable student groups for in-person instruction.

7.5.4. Identify teacher leaders who may provide support to staff to continuously improve instruction in a remote environment.

7.5.5. Home collaboration, cooperation, and relationship building skills using alternative methods to remain connected to remote instruction.

7.5.6. Define and provide examples of high-quality instruction given context and resources available.

7.5.7. Assess teacher, student, and parent needs regularly.

7.5.8. Ensure students and parents receive necessary supports to ensure access to instruction.

7.5.9. Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and for Leaders.

7.5.10. Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.

7.5.11. Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.

7.5.12. Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.

7.5.13. Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.

7.5.14. Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.

7.5.15. Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

7.5.16. Support families in connecting with teachers and other services they need to be successful in navigating the remote environment.

7.6. Substitutes

7.6.1 Training and adherence to all protocols as outlined in the district plan.

8. **Fully Remote Instruction and Assessment**

8.1. Fully remote instruction will be available for students whose parents choose that option via a survey which was to be returned by March 24, 2021.

8.2. Fully remote students join instruction synchronously via their school issued device.

8.3. Students will be engaged in guided learning experiences, meetings, and assessments using available online resources provided by their teachers using Google Classroom, Zoom, and/or other approved digital applications.

8.3.1. Each student will be provided guided learning experiences per week as designed by the school's teaching staff.

8.3.2. Students are expected to devote additional time and engage with these activities on every school day.

8.3.3. Hard copy materials will be made available as needed for those whose learning needs require such accommodation.

8.4. Grading will be done by a procedure designed by the teacher and communicated in advance of the instruction. Lack of student participation will be addressed by staff phone calls and/or emails to parents to address the issues and be considered as part of the course grade.

8.5. Further details on individual school programs for fully remote instruction will be provided by the schools. Revised resource allocations of time, space, or people that could affect operations outside the school will need district approval.

8.6. Students will be permitted to shift back to Hybrid/Traditional models at the end of each trimester. Parent/Guardian must inform the district 30 days prior to the start of trimester for planning purposes.

9. 5 Days of In Person Instruction

(This All In-Person 5 days a week plan is contingent that our Region activity/risk level is at low (Green) or moderate (Yellow) level. If we are at current high risk level (Orange) we will remain on Hybrid instructional model.)

10. **Attendance**

10.1. Attendance is to be taken daily.

10.2. The standard for attendance in fully remote instruction can be characterized as "meaningful student engagement and interaction," a flexible standard determined by the

teacher. The following are examples of student engagement/interaction that can be used to account for attendance (note: these are not the only examples):

10.2.1. Middle School

10.2.1.1. Student submission of an assignment;

10.2.1.2. Student completion of an online assessment;

10.2.1.3. Student participation in an online forum, chat log, or discussion thread;

10.2.1.4. Student-initiated phone call, email, and/or other digital communication or responses to teacher email; and

10.2.1.5. Other evidence of participation as determined by the principal

10.2.2. Preschool and Elementary School (includes previous secondary examples)

10.2.2.1. Phone, email, and/or other digital communication with a family member which confirms student interaction/engagement;

10.2.2.2. Phone, email, and/or other digital communication with a family member with their student (example: a parent and child participate in a brief virtual meeting with the child's teacher);

10.2.2.3. Digital sharing of completed assignments/assessments by families;

10.2.2.4. Supporting families in creating a daily routine/schedule or other direct family contact in support of a child; and

10.2.2.5. Other evidence of participation as determined by the principal.

10.3. Attendance calls will be received by our usual procedure in the event that a student is ill and unable to participate on any given day.

11. Academic Interventions

11.1. Universal Screening

11.1.1. There are two important considerations with respect to utilizing screening data to drive instructional decisions as schools reopen: the logistics of administering screening assessments; and the validity of screening outcome decisions.

11.1.2. School teams will determine how to administer screening tools in English language arts and mathematics either in-person or remotely.

11.2. Multi-Tiered Systems of Support

11.2.1. Existing response to intervention protocols should be used as a basis for support

11.2.2. Schools should set up PLC's by unit or department to guide the use of data to inform decisions about instruction and intervention at each support tier.

11.2.3. Identify students' strengths and areas of need, appropriate interventions and determine the effectiveness of interventions. Each school should be 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.

11.2.4. In order to assist decision-making for providing additional support services for special needs students, the form Return to School Transition Discussion Worksheet is provided as a resource.

11.3. Students Severely Challenged by Online Learning

10.3.1. Develop alternatives (e.g., hard copy materials) for those students who are severely challenged by online learning.

10.3.2. Consider having staff travel to offsite environments for students who need a different level of support.

12. Instructional Resources to Support Students

12.1. The district will strive to ensure that every staff member and student has access to a device and internet connectivity.

12.2. The district is working with local internet providers to provide basic access at the lowest cost possible to families, and will prioritize the provision of technology to students that are otherwise without access.

12.3. Our standard digital learning application across the district is Google Suite for Education (e.g., Docs, Sheets, Slides, Classroom) and all its components due to accessibility, familiarity, continuity, and cost. We are looking to standardize our use of other applications to minimize the learning curve for staff, parents, and students.

12.4. Other well-established and approved instructional resources (e.g., iReady, Securly, Nearpod) will continue to be used and supported at certain grade levels.

12.5. The district will continue to investigate tools for hybrid and remote instruction (e.g., in-class cameras, digital media streaming) for staff interested in using these applications.

12.6. School Issued Books

12.6.1. A quarantine period of a minimum of seventy-two (72) hours will be employed so that materials, once returned, may be used by other students and staff.

12.6.2. Books and other materials being returned are to be placed in a bin or box labeled with the date. At the end of each day, the box should be moved to a dedicated quarantine area and held for a minimum of seventy-two (72) hours, after which they can be recirculated.

12.6.3. The quarantine time is designed to eliminate the need for applying disinfectant. However, after quarantining for the minimum number of hours, items may be cleaned with a sanitizer spray or wipes if the surface is able to withstand it (e.g., book jacket covers, DVD cases).

13. Professional Development

13.1. Provide accelerated professional development to educators focusing on pedagogical aspects and lesson planning for hybrid instruction and online learning tailored to the educational technology used.

13.2. Strive for as much professional development as possible to be job-embedded rather than taking staff out of their work environments.

13.3. Professional development for teacher assistants needs to be specific to expectations for supporting students and teachers effectively (e.g., technology training, working one-to-one with students remotely, supervising students working remotely, cleaning of materials, assisting with health and safety procedures).

14. Athletics and Student Activities

14.1. The New Jersey State Interscholastic Athletic Association (NJSIAA) has established a COVID-19 medical advisory task force responsible for providing the NJSIAA with guidance to allow high school student-athletes to return to athletics as soon and as safely as possible.

14.2. The NJSIAA is also convening a sports advisory task force which will be composed of athletic directors from across the State and will be charged with reviewing State and

local health guidelines, as well as NJDOE guidance, regarding the 2020-2021 school year.

14.3. Middle school athletics will follow the same guidelines as NJSIAA provides for high school students.

14.4. Any student activities/extra curricular activities that take place during the school year will be required to follow the same guidelines as outlined in this plan.

Communication and Family Engagement

15. **Communication**

15.1. Our approach to communication comes from a customer service perspective to continue to build trust with our community.

15.2. Personal contact through in-person meeting, telephone conversation, or individual email is the norm and to be expected in most situations.

15.3. Broad information will continue to be disseminated to families through School Messenger, Genesis, and district/school/teacher websites.

15.4. District and school websites are an important source of information. Regular site management will be practiced.

15.5. Consistency in communication methods is important for families with multiple children to manage information coming from school and their children's teachers.

15.6. Communicating Regarding COVID-19

15.6.1. Staff and families are to self-report to the school if they or their student have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with health information sharing regulations for COVID-19 and other applicable federal and state laws and regulations relating to privacy and confidentiality, such as the Family Educational Rights and Privacy Act (FERPA) and consistent with applicable law and privacy policies.

15.6.2. Notify local and county health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with state and local laws and regulations. Work collaboratively with county health officials to conduct contact tracing should it be deemed necessary.

15.6.3. Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop.

15.6.4. Notify staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).

15.6.5. Maintain regular communication with the Town of Andover, Borough of Andover, Sussex County Department of Health, and Sussex County Department of Education to determine current mitigation levels in the community and to assist with contact tracing.

15.7. Inform any organizations that share or use the school facilities that they are required to follow the guidelines in this plan.

15.8. Educate the broader school community on the importance of health etiquette, quarantining, and contact tracing.

16. Family Engagement

16.1. Communicate the reopening plan as a whole and again as smaller topics (e.g., promoting healthy behaviors, daily health screenings, cleaning and disinfection protocols, hybrid instruction, training for parents and students, family engagement strategies).

16.2. Hold a superintendent forum after the release of the plan to inform families about it and address parent questions and concerns.

16.3. Provide virtual orientation of school facilities to allow a visual as to how reconfigured classrooms, large group areas, hallways, etc. will look prior to entry in September.

16.4. Consider offering students and families documents that outline how classes will operate (e.g., Google Classroom, frequency of online meets, virtual assessment standards, etc.) with helpful “how to access” documents specific to that teacher’s classroom.

16.5. Provide parent and student training opportunities using synchronous and asynchronous means on topics identified by parents and students such as:

16.5.1. School health and safety protocols

16.5.2. Personal mental health/self care (e.g., grief, loss, trauma, preparedness, hope, resilience)

16.5.3. Student mental health, SEL, and supportive behaviors

16.5.4. HIB vs. conflict (e.g., bias, prejudice, stigma)

16.5.5. Hybrid and remote instructional strategies and student centered learning

16.5.6. Online tools for learning management, virtual meetings, individual and group communication, Genesis, Google Suite for Education, etc.

16.5.7. Digital citizenship

16.6. Engage families in social-emotional learning

16.6.1. Define social-emotional learning, discuss district commitment to it, and share resources.

16.6.2. Partner with local agencies to develop opportunities to meet families where they are.

16.6.3. Offer virtual parent support groups to address common challenges.

Continuity of Operations

17. **General Information**

17.1. This plan for continuity of operations will be implemented during a health-related school closure. It may require adjustments during its implementation. If revisions become necessary, the revised plan will be resubmitted to the Sussex County Executive Superintendent for review.

17.2. A health-related school closure should not be cause for alarm or speculation. It should also not be cause for fear, stigma, or discrimination based on a population or nationality from a region that may be especially at risk for the disease.

17.3. In the event schools are ordered to close and move to complete remote learning due to a health concern, school and district offices will be closed to the public. The only exceptions will be for distribution of meals per a schedule to be announced on the district website and alert messaging. Any modifications will be communicated by the offices directly.

17.4. All school related trips, athletic competitions, and other extracurricular activities are cancelled for the duration of the school closure.

17.5. For up-to-date information on coronavirus and other health issues, please go to the State of New Jersey's website at https://www.nj.gov/health/cd/topics/ncov.shtml. Feel free to contact the district office at 973-383-7392, if you have any questions or concerns.

18. Instructional Expectations

18.1. Instructional expectations in a fully remote environment are detailed in the section on "Instruction & Technology".

18.2. Modifications to those expectations due to a health-related school closure will be communicated by school administrators.

19. Internet Access and Digital Devices

19.1. All students and staff will be issued a district provided computing device which is expected to be transported seamlessly between in school and at home learning.

19.2. The district will work with staff and families who do not have internet access to either provide a district issued hotspot or low cost access.

19.3. The technology staff has created a Google Form on the main page of the school website for families to request instructional technology assistance. Staff should submit technology work request tickets.

20. Special Learning Needs and Student Support Services

20.1. Any student with special learning needs who cannot participate successfully in remote learning will be provided hard copies of guided learning experiences in addition to textbooks and other print materials.

20.2. Student support services (i.e., OT, PT, speech, CST, counseling, nursing) will be provided remotely, where feasible. To address mental health needs, school counselors will establish office hours and may continue to meet with students remotely.

20.3. Individual special education needs will be addressed by a committee of teachers and CST case managers. A spreadsheet identifying each student's needs for each content area will be created and the committee will meet weekly to determine the steps necessary to meet those needs (e.g., 1:1 virtual support from a teacher assistant, staff working with the family to coordinate outside agency support, staff working with parents to navigate the online learning process and help set up a schedule for students to work at home).

20.4. Case managers will maintain contact with parents on a regular basis. Therapists will track services by documenting attendance, IEP goals and objectives addressed, and collecting data to monitor student progress on those goals and objectives.

20.5. Parents will be invited to do remote IEP meetings by mutual consent. Evaluations may be completed if appropriate for a remote platform (e.g., social assessments, completion of teacher and parent rating scales, and other assessments that do not require direct 1-1 physical administration).

20.6. ELL students will have the support of the ELL teacher. The teacher will also help to communicate with parents.

Essential Employees During School Closure

Essential Employee Category	Role of Employee	Duties	Number of Essential Employees Per Category
Teachers	Instruction	Designing and executing guided learning experiences; interacting with students and assessing student progress, supporting parents	No employees onsite, up to 20 hours of guided learning experiences per week.
Special Services Providers	Speech, OT, PT	Provide special services to students as outlined in IEP.	No employees onsite. Special arrangements are made for the delivery of services on a case by case basis.
Paraprofessionals	Support instruction and/or support individual student needs as outlined in IEPs	Support Instruction and/or Individual Student Needs	No employees onsite, Paraprofessionals provide support services under the direction of classroom teachers.
School Administration	Manage School Operations	Leading the district through transition to virtual learning, Interacting with and supporting staff, students, families	Administration in building on an as needed basis, all staff have access to email, voicemail, and technology to work from home
Maintenance/Custodial	Maintaining building/grounds	Fulfilling work orders, maintaining cleanliness and appearance of the buildings	1 employee per school on a rotating basis
Technology	Technology Support	Supporting teachers/families with remote instruction; maintaining information systems, repairing equipment	2 employees, combination of onsite and remote work
Food Services	Meal Service	Preparing and packaging meals for delivery	No district employees (Maschio's employees) 1 per day on a rotating basis
District Business Office	Managing District Operations	Processing personnel and business services	Business office staff on an as needed basis, all staff have access to email, voicemail, and technology to work from home

Student Demographic Profile (NJSMART School Profile Snapshot, October 15, 2019)

Student Characteristics	Total Students		Florence M. Burd E		Long Pond School	
	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total
Total Students	**451**	**100.0%**	**244**	**54.1%**	**207**	**45.9%**
Grade Level						
Pre-K	23	5.1%	23	9.4%		
Kindergarten	35	7.8%	35	14.3%		
Grade 1	44	9.8%	44	18.0%		
Grade 2	41	9.1%	41	16.8%		
Grade 3	51	11.3%	51	20.9%		
Grade 4	50	11.1%	50	20.5%		
Grade 5	47	10.4%			47	22.7%
Grade 6	57	12.6%			57	27.5%
Grade 7	59	13.1%			59	28.5%
Grade 8	44	9.8%			44	21.3%
Gender						
Female	199	44.1%	102	41.8%	97	46.9%
Male	252	55.9%	142	58.2%	110	53.1%
Race/Ethnicity						
Asian	11	2.4%	7	2.9%	4	1.9%
Black	10	2.2%	5	2.0%	5	2.4%
Hispanic	72	16.0%	43	17.6%	29	14.0%
White	341	75.6%	178	73.0%	163	78.7%
Multi	17	3.8%	11	4.5%	6	2.9%
Lunch Status						
Free Lunch	51	11.3%	32	13.1%	19	9.2%
Reduced Rate Lunch	13	2.9%	7	2.9%	6	2.9%
Not Eligible	387	85.8%	205	84.0%	182	87.9%
Special Education						
Special Education	91	20.2%	53	21.7%	38	18.4%
Not Special Education	360	79.8%	191	78.3%	169	81.6%
English Language Learner						
ELL	4	0.9%	3	1.2%	1	0.5%
Not ELL	447	99.1%	241	98.8%	206	99.5%
Time in District						
In District Less than One Year	83	18.4%	73	29.9%	10	4.8%
In District 1-2 Years	119	26.4%	93	38.1%	26	12.6%
In District 3 or More Years	249	55.2%	78	32.0%	171	82.6%

Policy

P1648-Restart and Recovery Plan (M)

P1648.02 Remote Learning Options for Families

P1648.03 Full-Time Remote Instruction

P1649 Federal FamiliesFirst Coronavirus (COVID-19) Response Act (M)

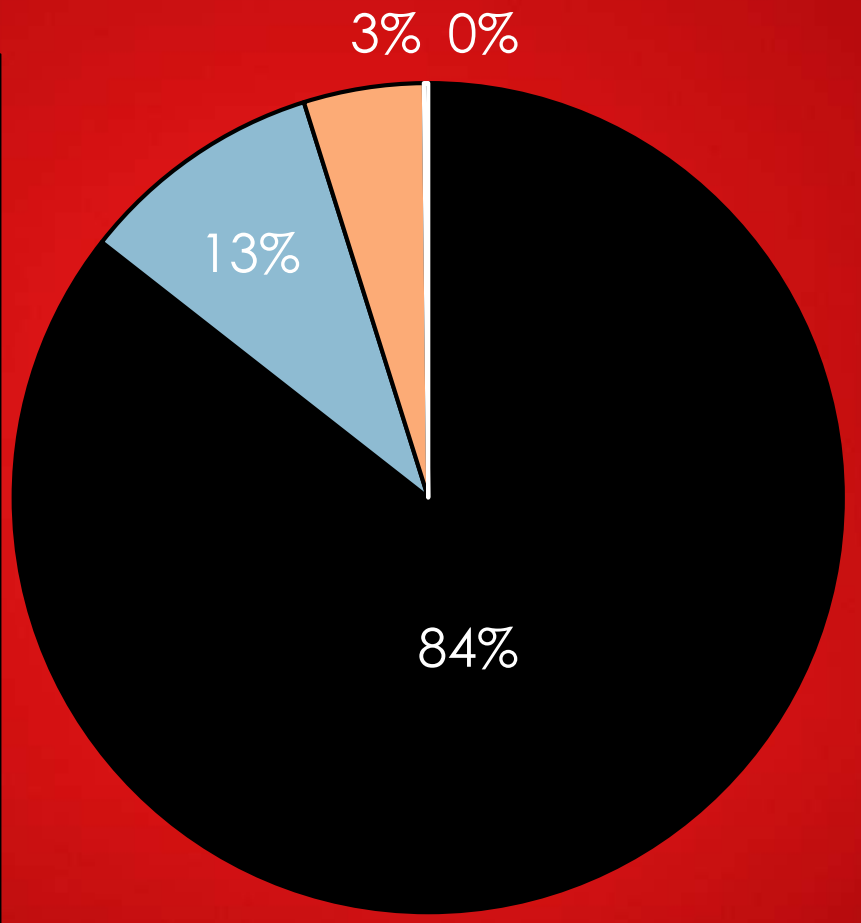
Andover Regional Board of Education

2021-2022 Final Budget

Mr. Dennis Tobin, Interim Superintendent
Ms. Nicole Sylvester, Business Administrator

Revenues

- Tax Levy $14,267,269
- State Aid $1,597,335
- Fund Balance $780,591
- Miscellaneous $28,000



Revenue: Tax Levy

FY 2021 Tax Levy	$13,903,600
Enrollment Adjustment	$21,623
2% Increase	$278,504
Banked Cap	$63,542
Total 2021/22 Tax Levy	$14,267,269

Tax Levy= 85% of Revenues

ANDOVER BOROUGH

- AVERAGE HOME ASSESSMENT:
  - 2020: $237,600
  - 2021: $237,700

- NET VALUATIONS:
  - 2020: 67,327,800
  - 2021: 67,156,800

- DECREASE ON EACH HOME: ($164) Annual

ANDOVER TOWNSHIP

- AVERAGE HOME ASSESSMENT:
  - 2020: $252,700
  - 2021: $253,300

- NET VALUATIONS:
  - 2020: 653,455,413
  - 2021: 652,658,944

- INCREASE ON EACH HOME: $161 Annual

Educational Highlights of 2020-2021

- 1:1 Technology device programming for staff and students
- Hybrid learning using digital platforms: Zoom & Google classroom
- Prioritized budgetary funds to provide teachers with additional digital programming
- During health pandemic, opened school in September for in person learning for Pre-K- 1st grade along with special needs populations to school 4 days a week. 2nd grade approved in November to return for 4 days a week.

Educational Highlights of 2020-2021

- Successfully completed NJQSAC monitoring.
- 100% of our teaching and administrative staff worked through the pandemic.
- Worked as Tri-District to write new World Language & Visual/Performing Arts Curriculum to start in 2021-2022 to implement the new standards.
- Provided targeted technology training to staff to help prepare them for the change in teaching style required due to Covid 19.

Educational Highlights of 2020-2021

- Focused instruction on smaller groups to allow for staff and students to develop stronger relationships.
- Focused professional development on improving Tier 1 literacy instruction in grades K and 1.
- Hosted a successful meeting with our local preschools to discuss kindergarten expectations and share resources.

Budget 2021-2022 Goals

- Maintain current instructional programs and class size
- Maintain facilities/grounds
- Replace technology as needed
- Continue to implement security measures
- Add Full-Time custodian
- Add Part-Time ELL teacher
- Bring part-time technology position to full-time

Instructional Goals 2021-2022

- Offer summer program for students who struggled as a result of Covid-19
- Continue improving Tier 1 literacy instruction for K-8
- Work as a Tri-district to write a unified Social Studies & Health/PE Curriculum to implement the new standards for 2022-2023.
- Work with new Superintendent to create new instructional goals/ district strategic plan.
- Modifications and utilization of 21st Century lab to include Esports and news broadcasting.

Class Size Comparison

	2020-2021 # of Students	2020-21 Class Size- Hybrid Schedule (COVID-19)	2021-2022 Projected # of Students (Staff/Sect.)	2021-22 Projected Class Size
PK	19	N/A		
K	52	N/A	50 (3)	17
1	36	N/A	52 (3)	17
2	41	N/A	36 (2)	18
3	34	N/A	41 (2)	21
4	50	N/A	34 (2)	17
5	48	N/A	50 (3)	17
6	45	N/A	48 (3)	16
7	57	N/A	45 (3)	15
8	58	N/A	57 (3)	19
Total	440		413	Avg. 17

What We Know…

- Enrollment is stabilizing
- State Aid Decreased: $285,652
- Increase in the tax levy 2%
- Banked Cap of $63,542
- Enrollment Adjustment of $21,623
- Newton Tuition Decreased due to enrollment
- Credit from Newton for tuition adjustment:
  - 2018-2019: $470,158
  - 2019-2020: $208,814

Some of the Variables….

- 2019-2020 Extraordinary Aid Received in 2020-2021: $168,793
- 2020-2021 ESEA Consolidated: $109,249 and IDEA: $157,860
- Special Education Costs continue to increase
- Healthcare costs, operations and salaries continue to increase

Shared Services

- Educational Services Commission of Morris County, Hunterdon & Middlesex County Regional Cooperative
- Sussex County Co-Op for transportation services
- Ed Data Services
- Continued collaboration and potential shares service with Township such as garbage & recycling pick up, help with trucks & equipment, salting parking lots
- Nursing services contracted by private providers
- ACES, ACT
- Therapy services provided through private providers & Sussex Cooperative (OT, PT, Behaviorist & Nursing)
- Tri-District Consortium- Professional Development & Curriculum work

2021-2022 Anticipated Capital Project Upgrades

- Roof replacement at LPS
- Digital signs at FMB & LPS
- Pre-K Playground at FMB

2021-2022 Anticipated Maintenance Project Upgrades

- Replace/remove existing carpeting
- Sprinkler pump replacement
- Seal coat parking lot
- Thermostat Controls

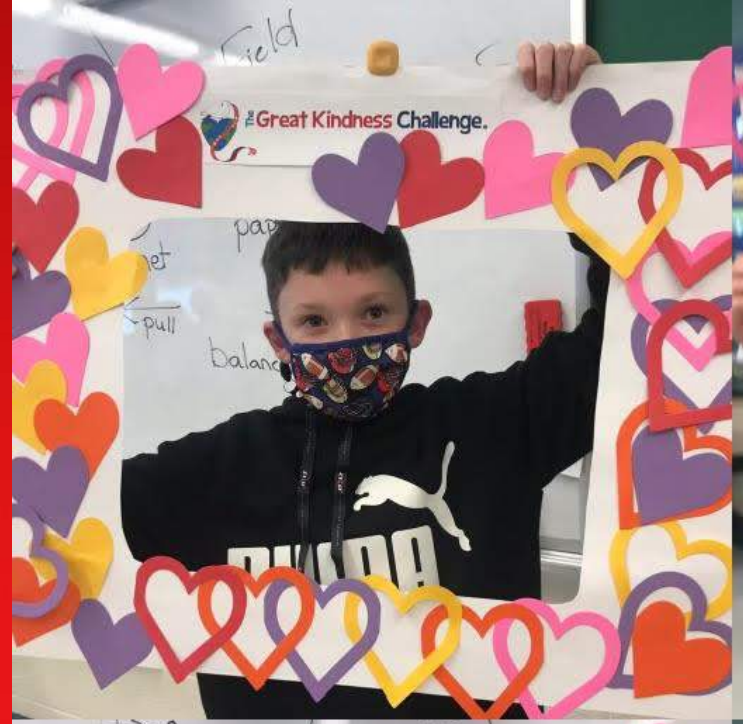
Budget Timeline

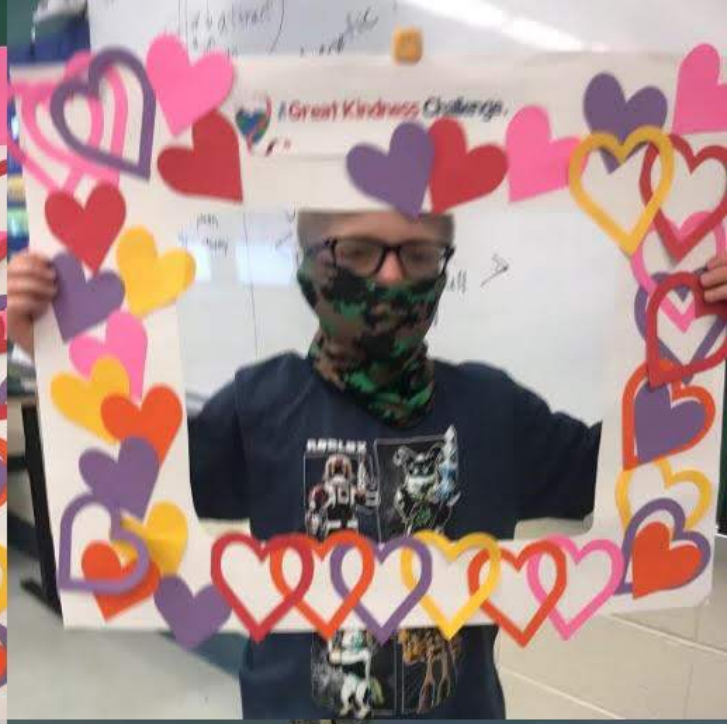
- Feb. 17 NJ QSAC Review with Sussex County officials
- Feb. 25 Tentative State Aid Notices to Be Released
- March 10 Board Committees to Review Budget
- March 15 Tentative Budget Adopted at BOE Meeting
- March 22 Preliminary Budget is due at the County Office
- April 20 Last day Preliminary Budget approval by County
- April 23 Advertise for Public Hearing of Budget
- April 28 Public Hearing on the Budget & Adopt Tax Certificate
- April 29 User-Friendly Budget Posting to District Website

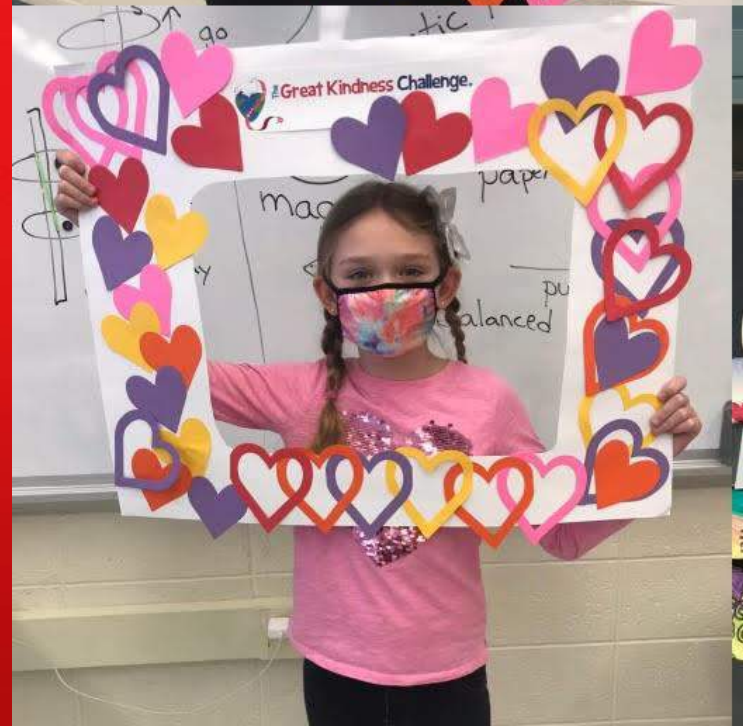
Nurses received decorated tissue packs!



3rd grade made care packages for front line workers!!!





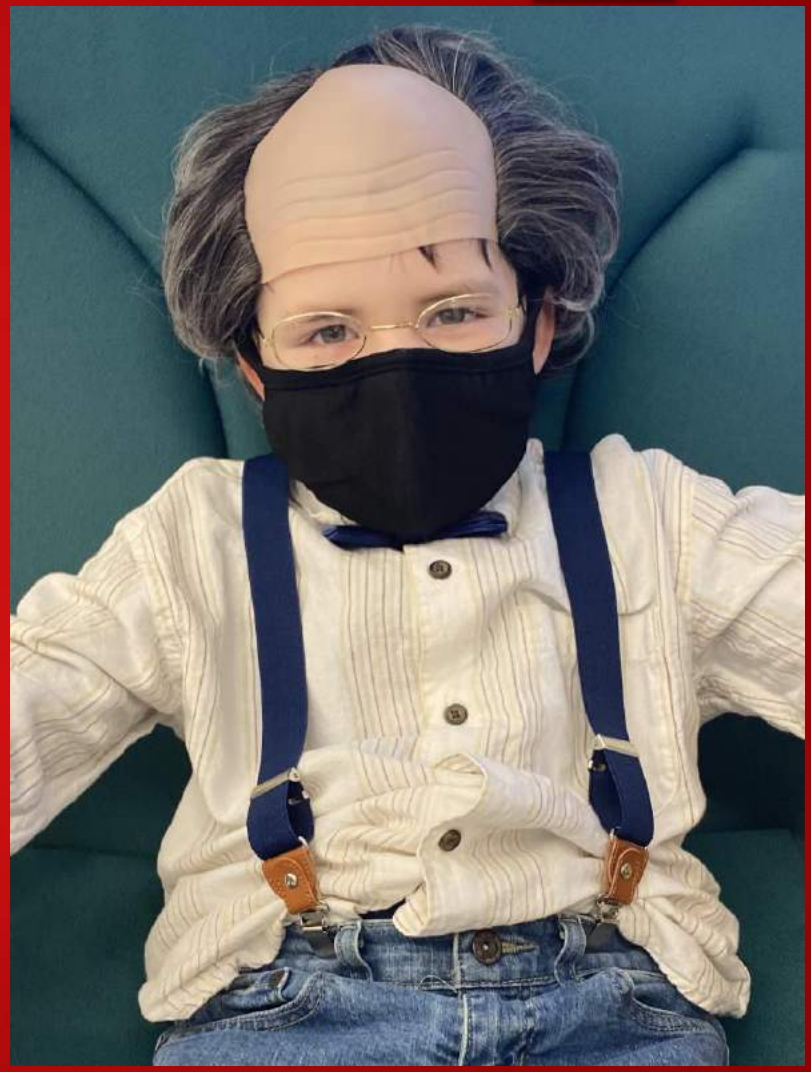




100th Day of School!







Kindergarten Virtual Field Trip!





Reading Practice!





Practicing fine motor skills!

LPS in-person & Hybrid Learning!!





THANK YOU…

Board of Education

Teaching Staff

Building and District Administration Team

Custodial/Maintenance Staff

Business Office Staff

Andover Regional School District: Financially stable and in good standing

Questions/ Discussion

ANDOVER REGIONAL SCHOOL DISTRICT
707 Limecrest Road
Newton, NJ 07860
Telephone: 973-315-5255 FAX: 973-383-8348

ARSD Monthly Suspension/HIB Report

3/11/21-4/21/21

Suspensions						
	Student ID	**Grade**	**Gender**	**Infraction**	**ISS/OSS**	**# of Days**
FMB						0
LPS						0

Harassment, Intimidation, and Bullying Reports				
	# of Alleged Incidents	# of Confirmed Incidents	Nature of Confirmed Incidents	Hours of Investigation
FMB	0	0		0
LPS	0	0		0