



ANDOVER REGIONAL SCHOOL DISTRICT
 707 Limecrest Road
 Newton, NJ 07860
 Telephone: 973-315-5255 FAX: 973-383-8348

ARSD Monthly Suspension/HIB Report

2/17//22 - 3/16/22

Suspensions						
	Student ID	Grade	Gender	Infraction	ISS/OSS	# of Days
FMB	None					0
LPS	4323	7	M	Disrespectful to Student	ISS	2
	3852	8	F	Disrespectful to Staff	ISS	1

Harassment, Intimidation and Bullying Reports				
	# of Alleged Incidents	# of Confirmed Incidents	Nature of Confirmed Incidents	Hours of Investigation
FMB	None	None	0	0
LPS	1	0		2

Andover Regional School District
2022-2023 School Calendar Revised

MONTH	DATE	DAY	REASON	STUDENT DAYS	TEACHER DAYS
September	1	Thursday	Teacher In-Service	19	21
	2	Friday	Teacher In-Service		
	5	Monday	Labor Day (School Closed)		
	6	Tuesday	School Starts for Students		
	26	Monday*	Early Dismissal (Teacher In-Service)		
October	10	Monday	Teacher In-Service/Closed for Students	20	21
November	7	Monday*	Early Dismissal (Parent Conference)	18	18
	8	Tuesday*	Early Dismissal (Parent Conference)		
	9	Wednesday*	Early Dismissal (Parent Conference)		
	10 & 11	Thursday & Friday	NJEA Convention (School Closed)		
	23	Wednesday *	Early Dismissal		
24 & 25	Thursday & Friday	Thanksgiving Recess (School Closed)			
December	5	Monday*	Early Dismissal (Teacher In-Service)	17	17
	23	Friday*	Early Dismissal		
	26-30	Friday - Friday	Winter Recess (School Closed)		
January	2	Monday	New Year's Day Observed (School Closed)	20	21
	3	Tuesday	School Resumes		
	16	Monday	Martin Luther King Jr. Day (Teacher In-Service/Closed for Students)		
February	7	Monday*	Early Dismissal (Teacher In-Service)	19	19
	20	Monday	Presidents Day (School Closed)		
March	30	Thursday*	Early Dismissal (Parent Conference)	23	23
April	3	Monday*	Early Dismissal (Teacher In-Service)	14	14
	7-14	Friday - Friday	Spring Recess (School Closed)		
May	8	Monday*	Early Dismissal (Teacher In-Service)	22	22
	29	Monday	Memorial Day (School Closed)		
June	15	Thursday*	Early Dismissal for Students	13	13
	16	Friday*	Early Dismissal for Students		
	19	Monday*	Tentative Last Day / Early Dismissal for Students		
				185	189

This 2022-2023 calendar is subject to change, at any time, due to the extenuating circumstances at the discretion of the Board of Education.

The above calendar reflects 185 student school days and 189 days for staff. There is an allowance for five (5) emergency closing days included in the above calendar. Should more than five (5) emergency closing days be utilized, the additional days will be deducted from the Spring Recess starting with Friday, April 14, then Thursday, April 13, etc. If all five emergency closing days are not utilized, those unused days will be deducted at the end of the school year and the last day of the school adjusted accordingly.

NJSLA State Testing: TBD

* If inclement weather warrants a 2-hour delay, the early dismissal will be cancelled and students will dismiss at regular dismissal time.

Approved by the Andover Regional Board of Education - March 23, 2022

Parent Volunteers 2021-2022

Name	Date Submitted	Assignment	School where forms filed	License scan date	Date of Board Approval
Altizio, Lisa	10/13/2021	Any place needed	FMB	10/13/2021	10/20/2021
Bailey, Shawwna	11/15/2021	Classroom, Parties, All school activities	FMB	11/15/2021	11/22/2021
Balasubramani, Swarnalak	12/10/2021	All school activities	FMB	12/6/2021	12/20/2021
Balzano, Chamomile	10/7/2021	Classroom, All school activities	FMB	10/7/2021	10/20/2021
Balzano, Karen	1/5/2022	All school activities	FMB	12/15/2021	1/26/2022
Barry, Kristin	10/1/2021	Classroom, Field trips, All school activites	FMB	10/1/2021	10/20/2021
Bearden, Dwayne	12/2/2021	Class Parties/PTA/All school activities	FMB/LPS	12/2/2021	12/20/2021
Bearden, Rebecca	12/2/2021	Class Parties/PTA/All school activities	FMB/LPS	12/2/2021	12/20/2021
Bezold, Robyn	10/7/2021	Classroom, Field trips, All school activities	FMB	10/5/2021	10/20/2021
Bilancia, Elyse	10/7/2021	Classroom, Field trips, All school activities	FMB	10/7/2021	10/20/2021
Boffa, Diane	11/8/2021	Any and all activities/events/trips	LPS	11/8/2021	11/22/2021
Bryant, Janae	10/11/2021	Class mom, Field trips	FMB	10/11/2021	10/20/2021
Callaghan, Sherri	10/8/2021	Wherever needed for school activities	FMB/LPS	10/8/2021	10/20/2021
Cedro, Kelsi	10/7/2021	Wherever needed for school activities	FMB	10/7/2021	10/20/2021
Centrelli-Tischner, Courtney	10/7/2021	Classroom, All school activities	FMB	10/5/2021	10/20/2021
Chirco, Desiree	10/12/2021	Classroom parent, school activities	FMB	10/12/2021	10/20/2021
Cooke, Elaina	1/12/2022	Crafts, decorating, walking and reading, All school activities	LPS	1/12/2022	1/26/2022
Coons, Sarah	12/2/2021	All school activities	FMB	11/17/2021	12/20/2021
Corbett, Jaime	10/7/2021	Classroom, Field trips, All school activities	FMB	10/6/2021	10/20/2021
Cottrell, Alexandria	2/16/2022	All school activities	FMB	2/15/2022	2/23/2022
DeCeglia, Jennifer	10/11/2021	Anywhere	FMB	10/11/2021	10/20/2021
DeNicola, Jenna	11/3/2021	Classroom, Parties, All school activities	FMB	10/29/2021	11/22/2021
DiCapua, Ashley	10/12/2021	Field trips, Class parties	FMB	10/12/2021	10/20/2021
Digiovanni, Carrie	11/3/2021	Classroom, Parties	FMB	11/1/2021	11/22/2021
DuCharme, Eric	2/16/2022	All school activities	FMB/LPS	2/14/2022	2/23/2022
DuCharme, Melinda	2/16/2022	All school activities	FMB/LPS	2/14/2022	2/23/2022
Dunbar, Maria	10/27/2021	All school activities	FMB	10/26/2021	11/22/2021
Feola, KellyAnn	2/16/2022	Field trips, All school activities	FMB	2/11/2022	2/23/2022
Figueiredo, Colleen	9/27/2021	PTA, Everything	FMB	9/27/2021	10/20/2021
Franceschi, Reina	1/14/2022	All school activities	FMB	1/12/2022	1/26/2022
Ghattas, Amanda	10/8/2021	Classroom, All school activities	FMB	10/8/2021	10/20/2021
Gibbs, Nicole	11/10/2021	Field trips, All school activities	FMB	11/10/2021	11/22/2021
Glasser, Tyler	10/8/2021	Classroom, Reading, Art, All school activities	FMB	10/8/2021	10/20/2021
Goble, Denise	10/7/2021	Classroom, PTA, All school activities	FMB	10/7/2021	10/20/2021
Hemmes, Christy	10/8/2021	Classroom, Library, All school activites	FMB	10/8/2021	10/20/2021
Holick, Meredith	10/12/2021	Help with classrom (parties, etc.)	FMB	10/12/2021	10/20/2021
Ibaceta, Alison	10/4/2021	PTA, Class trips, All school activities	FMB	10/4/2021	10/20/2021
Kithcart, Gina	12/10/2021	All school activities	FMB	12/8/2021	12/20/2021
Kunz-Gatto, Kelye	10/27/2021	All school activities	FMB	10/26/2021	11/22/2021
Lambro, Heather	2/16/2022	Book fair, All school activities	FMB	2/11/2022	2/23/2022
Logosso, Angela	11/3/2021	Classroom, Parties, All school activities	FMB	10/29/2021	11/22/2021
Macikowski, Joanna	2/16/2022	School Activities, in-out classrooms/school trips	LPS	2/16/2022	2/23/2022
Marthens, Kimber	10/1/2021	Classroom, All school activities	FMB	9/30/2021	10/20/2021
McAveney, Donna	10/12/2021	Parties, etc	FMB	10/12/2021	10/20/2021
McCorkle, Kelly	12/2/2021	All school activities	FMB	12/2/2021	12/20/2021
McGuire, Alexis	11/10/2021	All school activities	FMB	11/10/2021	11/22/2021
McKeon, John	1/14/2022	Classroom, Field trips, All school activities	FMB	1/12/2022	1/26/2022
McKeon, Kristen	12/10/2021	All school activities	FMB	12/7/2021	12/20/2021
Messina, Christilyn	10/12/2021	Holiday parties, librarym, book fairs, holiday store	FMB	10/12/2021	10/20/2021
Miragliotta, Fransiska	10/27/2021	Wherever needed for school activities	FMB	10/27/2021	11/22/2021
Mohanram Haimrajee "Marita Khan"	1/26/2022	All school activities	LPS	1/26/2022	1/26/2022
Munk, Stephanie	10/12/2021	All school activities	FMB	10/12/2021	10/20/2021
Nolan, Kim	11/9/2021	8th grade events and activities	LPS	11/11/2021	11/22/2021
Palmiere, Jamie	11/3/2021	Classroom, Parties, All school activities	FMB	11/1/2021	11/22/2021
Palmiere, Mark	11/15/2021	Classroom, Parties, All school activities	FMB	11/11/2021	11/22/2021
Phoebus, Ashley	11/3/2021	All school activities	FMB	10/28/2021	11/22/2021
Pokrywa, Christine	10/12/2021	Class parties, All school events	FMB	10/12/2021	10/20/2021
Pokrywa, Craig	10/12/2021	Class parties, All school events	FMB	10/12/2021	10/20/2021

Parent Volunteers 2021-2022

Name	Date Submitted	Assignment	School where forms filed	License scan date	Date of Board Approval
Post, Kimberley	11/11/2021	Any school events	LPS	11/11/2021	11/22/2021
Quaglio, Crystal	10/27/2021	Classroom, Field trips, All school activities	FMB	10/20/2021	11/22/2021
Reynoso, Allyson	9/29/2021	Anywhere that needs help	FMB	9/29/2021	10/20/2021
Rich, Diane	9/27/2021	PreK, K, Early literacy, Wilson/Fundations trained	FMB	9/27/2021	10/20/2021
Rivetti, Stephanie	10/7/2021	Wherever needed for school activities	FMB	10/6/2021	10/20/2021
Robinson, Christine	10/7/2021	Classroom, Field trips, All school activities	FMB	10/7/2021	10/20/2021
Roque, Maria	10/8/2021	Classroom, Field trips, All school activities	FMB	10/8/2021	10/20/2021
Rowland, Krista	10/11/2021	Field trips, Room mom, and anything else needed	FMB	10/12/2021	10/20/2021
Sabo, Julianne	11/11/2021	Classroom, Parties, All school activities	FMB	11/11/2021	11/22/2021
Sarka, Sara	10/13/2021	All areas needed for FMB or LPS	LPS	10/13/2021	10/20/2021
Schmid, Alissa	10/27/2021	All school activities	FMB	10/19/2021	11/22/2021
Scioppo, Lena	11/9/2021	School Activities: Dancing, Gymnastics, Reading, Sports	LPS	11/9/2021	11/22/2021
Seaton, Jessica	10/7/2021	Classroom, Field trips, All school activities	FMB	10/6/2021	10/20/2021
Seeger, Lauren	11/19/2021	PTA, Teacher Help, anything	FMB/LPS	11/19/2021	12/20/2021
Sliker, Alan	11/3/2021	Classroom, Parties, All school activities	FMB	10/29/2021	11/22/2021
Sliker, Heather	11/3/2021	Classroom, Parties, All school activities	FMB	10/29/2021	11/22/2021
Steinwand, Joseph	12/2/2021	Classroom, Field trips, All school activities	FMB	11/22/2021	12/20/2021
Steinwand, Sandra	12/2/2021	Classroom, Field trips, All school activities	FMB	11/17/2021	12/20/2021
Storch, Steve	9/28/2021	Classroom, Library, Book Fair, etc	FMB	9/28/2021	10/20/2021
Stout, Jennifer	10/8/2021	Classroom, Art, All school activities	FMB	10/8/2021	10/20/2021
Velastegui, Steven	2/16/2022	All school activities	FMB	2/11/2022	2/23/2022
Vozza, Lindsey	10/7/2021	Classroom, Library, All school activities	FMB	10/7/2021	10/20/2021
Walsh, Meghan	10/12/2021	All things - PTA	FMB	10/12/2021	10/20/2021
Wilbur, Alicia	10/13/2021	All school activities	FMB	10/13/2021	10/20/2021
Yokaitis, Athena	10/13/2021	Classroom, Field trips	FMB	10/12/2021	10/20/2021
Youngs, Rebecca	10/6/2021	Wherever needed for school activities	LPS	10/6/2021	10/20/2021
Yunkers, Andrea	2/16/2022	All school activities	FMB/LPS	2/7/2022	2/23/2022
Zaku, Mikayla	12/3/2021	Class Parties, All school activities	FMB	12/3/2021	12/20/2021
Zosche, Breanne	10/8/2021	Wherever needed for school activities	FMB	10/8/2021	10/20/2021
Zuidema, Carol	10/8/2021	Classroom, Field trips, All school activities	FMB	10/8/2021	10/20/2021
Byron, Peter	2/23/2022	Photography - Little Mermaid	LPS	2/23/2022	
Davis, Carole	3/15/2022	All school activities	FMB	2/22/2022	

Long Pond School

Monthly Principal's Report

School: Long Pond School
Month: 2/17/22 to 3/16/22
Submitted: Bryan Fleming / LPS Principal

- Students vs. Faculty Basketball Game- What an amazing event that completely captured what it means to have Charger Pride. A special thank you to the faculty and staff who volunteered their time to either play, cheer or coach at this wonderful event. We were able to open our doors to the school community and the student and parent fans made the event even that much more memorable. The game was well played by both teams. The staff was able to pull off the win this year.
- Mr. Carle's March Madness Challenge- Mr. Carle created a March Madness Bracket for teachers' favorite (school-appropriate) songs during "Music in Our Schools Month" this year. He took the top 24 songs from a staff survey and created "match-ups" based on the number of submissions. Students voted on each match up at the beginning of the week and winners have been revealed on Fridays. He created the bracket on the wall in the hallway in front of his classroom.
- Student Council Olympic Movie Marathon- Thanks to Mrs. Coffey and the LPS Student Council for hosting a special event for our students. In honor of the 2022 Winter Olympics, Student Council invited LPS Chargers to join them in watching "Miracle" (2004), rated PG, on Thursday, February 24th. This is a movie based on the 1980 US Hockey Teams win over the seemingly unbeatable Soviet Union. The students were well behaved and everyone enjoyed the food, the entertainment and the overall atmosphere.
- Book Fair- A special thank you to our PTA for bringing back the Scholastic Book Fair this school year. It was a great success.
- Class trips- We are currently planning class trips for all grade levels at LPS. As of now, we are looking at hosting a class trip on school grounds for our 5th grade class. We are hoping to organize an outdoor education experience at Fairview Lake for our 6th and 7th grade classes. The 8th grade class has various trips and events in the works, but the trip will take place at Happiness is Camping.
- Spring Musical- It is almost time for this year's Spring Musical (4/1 and 4/2)

FMB
Principal's Report
March 2022



We kicked off the week of reading with the introduction of ‘Stella Diaz Has Something to Say.’ Stella herself greeted the students as they entered the building on Monday morning. The week was full of activities tied to the theme of the book, dress up days and even the cafe got involved by serving specific foods! We had a virtual visit from the author, Angela Dominguez, where she shared the process of writing a book.

The annual reading challenge has kicked off and the goal of 3000 books/chapters was set and the students have already reached 500!! Ms. Mizelle will be sharing her crazy stunt, (if the students meet the goal) next week. She has selected something that is related to the book ‘Stella Diaz Never Gives Up.’

The PTA sponsored another successful Book Fair! The students had a chance to purchase the books of their choice and shop with their families. The PTA made sure that every child had the opportunity to purchase a book and for that we are appreciative. We are grateful for all of the work the PTA put into this event and the continued support we receive for the students at FMB.

Discussions have begun for SY 2022-2023 as we look at projected programs, staffing and personnel needs.

St. Patrick's Day was celebrated with everyone wearing green. Mr. Iazzetti's class created a business plan and put out an order form to the staff for the purchase of

Cake Pops and coffee. The students learned to calculate orders, read a recipe, customer service skills and count money. The Cake Pops weren't too bad either~

Report Includes Effective Dates from Feb 01, 2022 to Feb 28, 2022

<u>Date</u>	<u>Source Account/Title</u>	<u>Target Account/Title</u>	<u>Comments</u>	<u>Amount</u>
02/01/2211-000-230-530-000-000	General Admin - Communications	11-000-261-420-000-001 Maintenance - Repairs - LPS	feb 1	25,000.00
02/01/2211-000-230-339-000-000	General Admin - Purch Tech Svc	11-000-261-420-000-001 Maintenance - Repairs - LPS	feb 1	6,949.00
02/01/2211-000-230-895-000-000	BOE - Other Objects	11-000-261-420-000-001 Maintenance - Repairs - LPS	feb 1	5,000.00
02/01/2211-000-251-330-000-000	Central Svc - Purch Prof Svcs	11-000-261-420-000-001 Maintenance - Repairs - LPS	feb 1	10,000.00
02/01/2211-000-252-340-000-000	Admin IT - Other Purch Svcs	11-000-261-420-000-001 Maintenance - Repairs - LPS	feb 1	9,585.00
02/01/2211-000-230-331-000-000	General Admin - Legal Services	11-000-261-420-000-001 Maintenance - Repairs - LPS	feb 1	20,000.00
02/28/2211-000-217-320-000-002	Extraordinary - Prof Svc - FMB	11-000-217-320-000-001 Extraordinary - Prof Svc - LPS	adj. for FMB Prof. Services	13,219.01
02/28/2211-130-100-101-000-001	Grade 6-8 Salaries - LPS	11-130-100-101-100-001 Grade 6-8 Substitutes - LPS	adj. for 6-8 subs	1,600.00
02/28/2211-190-100-610-001-002	Grade 1 Supplies	11-190-100-640-000-002 Textbooks - FMB	adj. for copier supplies	347.56
02/28/2211-213-100-610-000-001	Resource Room Supplies - LPS	11-213-100-101-100-002 Resource Rm Substitutes - FMB	adj. for RR subs	190.00
02/28/2211-216-100-106-000-002	Pre-School Spec. Ed. F/T	11-216-100-101-000-002 Pre-School Spec. Ed. F/T	adj. for salary and subs	7,998.97
02/28/2211-216-100-106-000-002	Pre-School Spec. Ed. F/T	11-216-100-106-100-002 FT PSD Para Subs	adj. for salary and subs	3,996.83
02/28/2211-402-100-600-000-000	Supplies	11-401-100-600-000-000 Supplies	adj. for co curr. supplies	3,307.07
02/28/2211-000-213-600-000-002	Health - Supplies - FMB	11-000-213-300-000-001 Health - Prof Svc - LPS	adj. for best choice nursing services	245.06
02/28/2211-000-213-100-000-002	Health - Nurse Salary - FMB	11-000-213-300-000-002 Health - Prof Svc - FMB	adj. for best choice nursing services	6,910.00
02/28/2211-190-100-610-001-002	Grade 1 Supplies	11-190-100-610-000-002 FMB - Copy Paper/Supply Closet	adj. for supplies	347.56
02/28/2211-000-218-600-000-001	Guidance - Supplies - LPS	11-000-218-390-000-002 Guidance - Prof Svc - FMB	adj. for guidance svcs	625.00
02/28/2211-000-262-610-000-001	Custodial - Supplies - LPS	11-000-230-339-000-000 General Admin - Purch Tech Svc	adj. for purch. svcs	4,426.72
02/28/2211-000-262-420-000-001	Custodial - Repairs - LPS	11-000-230-331-000-000 General Admin - Legal Services	transfer for support svcs	20,000.00
02/28/2211-000-262-420-000-001	Custodial - Repairs - LPS	11-000-230-530-000-000 General Admin - Communications	transfer for support svcs	25,000.00
02/28/2211-000-262-420-000-001	Custodial - Repairs - LPS	11-000-230-895-000-000 BOE - Other Objects	transfer for support svcs	5,000.00
02/28/2211-000-240-105-100-002	School Admin - Prin Sec - Subs	11-000-240-800-000-001 School Admin - Other - LPS		70.00
02/28/2211-000-252-600-000-000	Admin IT Supplies	11-000-252-340-000-000 Admin IT - Other Purch Svcs	adj. for IT svcs	3,614.69
02/28/2211-000-262-300-000-000	Custodial - Purch Prof & Tech	11-000-262-100-100-002 Custodial - Substitutes - FMB	adj. for custodial subs	550.00
02/28/2211-000-251-600-000-000	Central Svc - Supplies	11-000-251-580-000-000 Business Office Travel	adj. for business office travel and purch. svcs	443.80

Andover Regional Board of Education Budget Transfers printed on 3/2/2022

Report Includes Effective Dates from Feb 01, 2022 to Feb 28, 2022

<u>Date</u>	<u>Source Account/Title</u>	<u>Target Account/Title</u>	<u>Comments</u>	<u>Amount</u>
02/28/22	11-000-251-890-000-000 Central Svc - Other Objects	11-000-251-580-000-000 Business Office Travel	adj. for business office travel and purch. svcs	44.40
02/28/22	11-000-251-890-000-000 Central Svc - Other Objects	11-000-251-330-000-000 Central Svc - Purch Prof Svcs	adj. for business office travel and purch. svcs	335.60
02/28/22	11-000-262-610-000-002 Custodial - Supplies - FMB	11-000-251-330-000-000 Central Svc - Purch Prof Svcs	adj. for business office travel and purch. svcs	7,599.40
02/28/22	11-000-213-100-000-002 Health - Nurse Salary - FMB	11-000-213-300-000-001 Health - Prof Svc - LPS	adj. for best choice nursing services	74.94
The total of all transfers within fund 10 is:				182,480.61

REPORT OF THE TREASURER
Andover Regional School School District
All Funds
For the Month Ending February 2022

CASH REPORT					
FUNDS		(1) Beginning Cash Balance	(2) Cash Receipts This Month	(3) Cash Disbursements This Month	(4) Ending Cash Balances (1)+(2)-(3)
<u>GOVERNMENTAL FUNDS</u>					
1	General Fund - Fund 10	5,867,922.05	1,418,994.99	1,123,273.25	6,163,643.79
2	Capital Reserve Fund 10-116	1,241,189.00	0.00	0.00	1,241,189.00
3	Maintanance Reserve Fund 10-117	278,043.07	0.00	55,273.00	222,770.07
4	Special Rev. Fund 20	(46,291.80)	96,071.00	30,506.13	19,273.07
5	Capital Projects Fund 30		0.00	0.00	0.00
6	Debt Service Fund - Fund 40	300,599.52	528,430.00	831,762.50	(2,732.98)
5	TOTAL (Lines 1 thru 6)	7,641,461.84	2,043,495.99	2,040,814.88	7,644,142.95
<u>ENTERPRISE FUNDS*</u>					
	Cafeteria Account	0.00	0.00	0.00	0.00
	Cafeteria Account	53,945.22	23,653.91	18,699.21	58,899.92
	Student Activity LPS	0.00	0.00	0.00	0.00
	Student Activity LPS	29,283.98	320.57	372.00	29,232.55
	Student Activity FMB	0.00	0.00	0.00	0.00
	Student Activity FMB	4,367.46	419.39	281.73	4,505.12
17 6	Total Enterprise Funds (Fund 6X)	87,596.66	24,393.87	19,352.94	92,637.59
<u>TRUST & AGENCY FUNDS</u>					
7	- Payroll	0.00	403,728.73	403,728.73	0.00
8	- Payroll Agency	16,684.29	255,604.62	252,516.70	19,772.21
3	- Other: Unemploy. Ins. Trust	35,933.35	4.13	0.00	35,937.48
10	Total Trust & Agency Funds (Lines 7 thru 10)	52,617.64	659,337.48	656,245.43	55,709.69
11	TOTAL - ALL FUNDS (LINES 5, 6 AND 10)	7,781,676.14	2,727,227.34	2,716,413.25	7,792,490.23

Prepared and Submitted By:

Maria O'Neil

Treasurer of School Monies

March 7, 2022

Interim Balance Sheet

ASSETS AND RESOURCES

ASSETS

01 Cash in checking account	\$ 6,163,643.79	
02-106 Other cash equivalents	\$ 0.00	
Total cash		\$ 6,163,643.79
11 Investments		\$ 0.00
14 Investment interest receivable		\$ 0.00
16 Capital reserve account		\$ 1,241,189.00
17 Maintenance reserve account		\$ 222,770.07
21 Tax levy receivable		\$ 4,755,755.22
Accounts receivable		
32 Interfund	\$ 0.00	
41 Intergovernmental - state	\$ 672,242.00	
42 Intergovernmental - federal	\$ 0.00	
43 Intergovernmental - other	\$ 23,869.66	
53 Other Accounts Receivable	\$ 220.63	
		\$ 696,332.29
Loans receivable		
31 Interfund	\$ 8,650.00	
51 Other Loans Receivable	\$ 0.00	
		\$ 8,650.00
99 Other current assets		\$ 0.00

RESOURCES

01 Estimated revenues (from adjusted budget)	\$ 15,892,704.00	
02 Less: revenues collected or accrued	\$ (16,105,845.64)	
		\$ (213,141.64)
TOTAL ASSETS AND RESOURCES		\$ 12,875,198.73

LIABILITIES AND FUND EQUITY

LIABILITIES

01 Interfund loans payable	\$ 0.00
02 Interfund accounts payable	\$ 0.00
11 Intergovernmental accounts payable - state	\$ 0.00
12 Intergovernmental accounts payable - federal	\$ 0.00
13 Intergovernmental accounts payable - other	\$ 0.00
21 Accounts payable	\$ 302,733.15
22 Judgments payable	\$ 0.00
30 Compensated absences payable	\$ 0.00
31 Contracts payable	\$ 0.00
51 Loans payable	\$ 0.00
81 Deferred revenues	\$ 0.00
99 Other current liabilities	\$ 0.00
Total liabilities	<u>\$ 302,733.15</u>

FUND EQUITY

Appropriated:

753 Reserve for encumbrances - current year		\$	5,830,935.14	
754 Reserve for encumbrances - prior year		\$	0.00	
761 Reserved fund balance Capital Reserve - July 1, 2021		\$	2,006,621.00	
604 Add: Increase in capital reserve		\$	50.00	
307 Less: Budgeted withdrawal from capital reserve - eligible costs		\$	(1,032,000.00)	
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		\$	974,671.00	
764 Reserved fund balance Maintenance Reserve - July 1, 2021		\$	281,968.07	
506 Add: Increase in maintenance reserve		\$	50.00	
310 Less: Budgeted withdrawal from maintenance reserve		\$	(164,475.00)	
Subtotal - maintenance reserve		\$	117,543.07	
765 Reserved fund balance Tuition Reserve - July 1, 2021		\$	745,000.00	
311 Less: Budgeted withdrawal from tuition reserve		\$	(398,000.00)	
Subtotal - tuition reserve		\$	347,000.00	
760 Other reserves		\$	850,502.55	
771 Designated Fund Balance		\$	0.00	
772 Designated Fund Balance - ARRA/SEMI		\$	0.00	
501 Appropriations		\$	18,267,670.00	
502 Less: expenditures	\$	8,505,549.96		
503 Less: encumbrances	\$	5,830,935.14	\$ (14,336,485.10)	\$ 3,931,184.90
Appropriations less expenditures				\$ 12,051,836.66
Unappropriated:				
770 Fund Balance, July 1, 2021		\$	1,301,219.92	
503 Less: budgeted fund balance		\$	(780,591.00)	
Unappropriated fund balance				\$ 520,628.92
Total fund equity				\$ 12,572,465.58

TOTAL LIABILITIES AND FUND EQUITY \$ 12,875,198.73

RECAPITULATION OF FUND BALANCE - CURRENT YEAR ACTIVITY

	Budgeted	Actual	Variance
Appropriations	\$ 18,267,670.00	\$ 14,336,485.10	\$ 3,931,184.90
Less: Revenues	\$ (15,892,704.00)	\$ (16,105,845.64)	\$ 213,141.64
Subtotal	\$ 2,374,966.00	\$ (1,769,360.54)	\$ 4,144,326.54
Change in capital reserve			
Plus - Increase in reserve	\$ 50.00	\$ 50.00	\$ 0.00
Less - Withdrawal from reserve	\$ (1,032,000.00)	\$ (765,482.00)	\$ (266,518.00)
Change in maintenance reserve			
Plus - Increase in reserve	\$ 50.00	\$ 50.00	\$ 0.00
Less - Withdrawal from reserve	\$ (164,475.00)	\$ (59,248.00)	\$ (105,227.00)
Change in tuition reserve			
Less - Withdrawal from reserve	\$ (398,000.00)	\$ (398,000.00)	\$ 0.00
Less: adjustment to appropriations for Prior Year Encumbrances	\$ 0.00	\$ 0.00	\$ 0.00
Total current year budgeted fund balance	\$ 780,591.00	\$ (2,991,990.54)	\$ 3,772,581.54
Add: Unappropriated fund balance			\$ 520,628.92
Total of budgeted and unappropriated fund balance			<u>\$ 4,293,210.46</u>

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	780,591.00	0.00	780,591.00	(2,991,990.54)	3,772,581.54
307/309/317	Bgt'd wdrwl from cap rsv	995,000.00	37,000.00	1,032,000.00	765,482.00	266,518.00
310	Bgt'd wdrwl from maint rsv	143,900.00	20,575.00	164,475.00	59,248.00	105,227.00
311	Bgt'd wdrwl from tuition rsv	398,000.00	0.00	398,000.00	398,000.00	\$0.00
52xx	From Transfers	0.00	0.00	0.00	0.00	0.00
1xxx	From Local Sources	14,295,369.00	0.00	14,295,369.00	14,484,345.64	(188,976.64)
2xxx	From Intermediate Sources	0.00	0.00	0.00	0.00	0.00
3xxx	From State Sources	1,597,335.00	0.00	1,597,335.00	1,621,500.00	(24,165.00)
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		18,210,195.00	57,575.00	18,267,770.00	14,336,585.10	3,931,184.90

Fund 10 (General Fund)

Account Group	Group Title	Original Bgt	New App/Tnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
Charter School Tuition		104,662.00	0.00	104,662.00	56,004.00	35,040.00	13,618.00	10,125.00
Grand Totals for fund 10:		104,662.00	0.00	104,662.00	56,004.00	35,040.00	13,618.00	10,125.00

Fund 11 (Current Expense Fund)

Account Group	Group Title	Original Bgt	New App/Tnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
Regular Programs-Instruction		2,323,362.00	0.00	2,323,362.00	1,244,491.47	1,078,870.53	0.00	300.00
Regular Programs-Home Instruction		10,000.00	0.00	10,000.00	2,629.56	2,370.44	5,000.00	0.00
Regular Programs-Undistrib Instruction		330,970.00	0.00	330,970.00	211,164.96	15,413.55	104,391.49	0.00
Special Education-LLD Sel-Contained		264,951.00	79,861.00	344,812.00	160,939.08	108,117.35	75,755.57	0.00
Special Education - Behavioral Disabled		86,508.00	(86,229.00)	279.00	263.64	0.00	15.36	0.00
Special Education-Multiply Disabled		302,979.00	(79,861.00)	223,118.00	150,638.65	71,343.20	1,136.15	0.00
Special Education-Resource room		686,133.00	65,973.00	752,106.00	429,171.48	272,757.04	50,177.48	0.00
Special Education-Pre-Sch Disabil P/T		249,054.00	(46,248.00)	202,806.00	152,111.46	49,434.34	1,260.20	0.00
Special education-Pre-Sch Disabil F/T		0.00	139,956.00	139,956.00	57,184.99	0.00	82,771.01	0.00
Special Education - Home Instruction		8,000.00	0.00	8,000.00	0.00	5,000.00	3,000.00	0.00
Basic Skills/Remedial Instruction		203,763.00	(73,452.00)	130,311.00	116,592.31	13,518.47	200.22	0.00
Bilingual Education Instruction		58,351.00	0.00	58,351.00	7,494.11	50,826.51	30.38	0.00
Curricular Activities-Instruction		72,570.00	3,307.07	75,877.07	11,196.96	64,680.11	0.00	0.00
Athletic Programs-Instruction		41,600.00	(3,307.07)	38,292.93	16,601.53	17,900.00	3,791.40	0.00
Other Instructional Programs		76,030.00	0.00	76,030.00	62,236.66	0.00	13,793.34	0.00
Undistributed Expense-Instruction		4,233,980.00	(30,666.00)	4,203,314.00	1,855,599.70	1,006,881.10	1,340,833.20	0.00
Attendance and Social Work Svcs		134,642.00	0.00	134,642.00	107,657.81	26,627.33	356.86	0.00
Health Services		206,065.00	0.00	206,065.00	104,575.54	101,489.46	0.00	0.00
Other Support Svc-Related Svcs		199,802.00	0.00	199,802.00	93,486.91	91,225.35	15,089.74	0.00
Other Support Svc-Extraordinary Svcs		193,879.00	0.00	193,879.00	115,318.05	40,776.52	37,784.43	0.00
Other Support Svc-Students-Reg		245,282.00	0.00	245,282.00	147,252.26	97,818.46	211.28	0.00
Other Support Svc-Students-Spec		321,273.00	0.00	321,273.00	195,628.22	122,388.75	3,256.03	0.00
Improvement of Instruction		319,695.00	0.00	319,695.00	136,499.93	32,357.70	150,837.37	0.00
Library and Educ Media		231,895.00	0.00	231,895.00	157,177.19	71,113.16	3,604.65	12.00
Instr. Staff Training Svcs		65,700.00	0.00	65,700.00	7,046.19	620.34	58,033.47	0.00
Support Svc-General Admin		309,552.00	28,143.72	337,695.72	240,806.94	96,549.39	339.39	400.00
Support Svc-School Admin		237,977.00	0.00	237,977.00	156,360.61	81,559.09	57.30	0.00
Business Office Support Services		212,251.00	(2,400.60)	209,850.40	141,809.46	68,040.94	0.00	0.00
Admin Inform Tech Support Svcs		98,540.00	(9,585.00)	88,955.00	56,573.45	28,536.17	3,845.38	609.00
Required Maint. of School Fac.		695,082.00	97,109.00	792,191.00	144,561.91	129,782.63	517,846.46	0.00
Other Oper. & Maint. of Plant		1,046,750.00	(62,026.12)	984,723.88	435,270.50	370,998.71	178,454.67	441.26
Care & Upkeep of Grounds		56,396.00	0.00	56,396.00	18,064.24	35,794.16	2,537.60	0.00
Security		31,510.00	0.00	31,510.00	11,217.95	19,924.92	367.13	0.00
Student Transportation Svcs		1,388,465.00	0.00	1,388,465.00	652,973.52	703,293.13	32,198.35	692.10
Employee Benefits		2,126,387.00	0.00	2,126,387.00	931,455.05	683,164.29	511,767.66	130,870.37
06	Increase in Maint Rsv	50.00	0.00	50.00	50.00	0.00	0.00	0.00
Grand Totals for fund 11:		17,069,444.00	20,575.00	17,090,019.00	8,332,102.29	5,559,173.14	3,198,743.57	133,324.73

Fund 12 (Capital Outlay Fund)

Account Group	Group Title	Original Bgt	New App/Tnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
504	Increase in Cap Rsv	50.00	0.00	50.00	50.00	0.00	0.00	0.00
Equipment		5,000.00	0.00	5,000.00	0.00	0.00	5,000.00	0.00
Facil Acquisition/Constr		1,031,039.00	37,000.00	1,068,039.00	117,493.67	236,722.00	713,823.33	0.00
Grand Totals for fund 12:		1,036,089.00	37,000.00	1,073,089.00	117,543.67	236,722.00	718,823.33	0.00
Grand Totals for all Subfunds of Fund 10:		18,210,195.00	57,575.00	18,267,770.00	8,505,649.96	5,830,935.14	3,931,184.90	143,449.73

Revenues Summary

Acct Group	Group Title	Budgeted Est.	Transfers	Adj. Budget	Act to Date	Unrealized Under/(Over)
Recap	From Recap of Fund Balance	780,591.00	0.00	780,591.00	(2,991,990.54)	3,772,581.54
307/309/317	Bgtd wdrwl from cap rsv	995,000.00	37,000.00	1,032,000.00	765,482.00	266,518.00
310	Bgtd wdrwl from maint rsv	143,900.00	20,575.00	164,475.00	59,248.00	105,227.00
311	Bgtd wdrwl from tuition rsv	398,000.00	0.00	398,000.00	398,000.00	\$0.00
10-1210-000-000	Local Tax Levy	14,267,269.00	0.00	14,267,269.00	14,267,269.00	0.00
10-1300-000-000	Tuition from Individuals	20,000.00	0.00	20,000.00	8,525.00	11,475.00
10-1320-000-000	Tuition - Other LEA's	0.00	0.00	0.00	82,352.68	(82,352.68)
10-1350-000-000	ESY Tuition	0.00	0.00	0.00	3,930.00	(3,930.00)
10-1510-000-000	Interest on Investments	8,000.00	0.00	8,000.00	7,341.47	658.53
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	80,590.79	(80,590.79)
0-1990-000-000	Misc Revenue	0.00	0.00	0.00	34,336.70	(34,336.70)
0-3116-000-000	School Choice Aid	41,544.00	0.00	41,544.00	41,544.00	0.00
0-3121-000-000	Categorical Transportation Aid	542,672.00	0.00	542,672.00	542,672.00	0.00
0-3122-000-000	Non-Public Transportation	0.00	0.00	0.00	0.00	0.00
0-3131-000-000	Extraordinary Aid	0.00	0.00	0.00	0.00	0.00
0-3132-000-000	Categorical Special Ed Aid	532,625.00	0.00	532,625.00	532,625.00	0.00
0-3176-000-000	Equalization Aid	28,208.00	0.00	28,208.00	28,208.00	0.00
0-3177-000-000	Categorical Security Aid	61,429.00	0.00	61,429.00	61,429.00	0.00
0-3178-000-000	Adjustment Aid	390,857.00	0.00	390,857.00	390,857.00	0.00
0-3181-000-000	PARCC Readiness Aid	0.00	0.00	0.00	0.00	0.00
0-3182-000-000	Per Pupil Growth Aid	0.00	0.00	0.00	0.00	0.00
0-3183-000-000	Prof Learning Community Aid	0.00	0.00	0.00	0.00	0.00
0-3256-000-000	St Reimb-Sec Our Chld Fut Bond	0.00	0.00	0.00	24,165.00	(24,165.00)
Grand Totals		18,210,195.00	57,575.00	18,267,770.00	14,336,585.10	3,931,184.90

Minimum Expense General Ledger Report

Fund 10 (General Fund)

Expend. Account #	Account Title	Original Bgt	New App/Tmsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
10-000-100-562	Charter School Tuition	104,662.00	0.00	104,662.00	56,004.00	35,040.00	13,618.00	10,125.00
Charter School Tuition		104,662.00	0.00	104,662.00	56,004.00	35,040.00	13,618.00	10,125.00
Grand Totals for fund 10:		104,662.00	0.00	104,662.00	56,004.00	35,040.00	13,618.00	10,125.00

Fund 11 (Current Expense Fund)

Expend. Account #	Account Title	Original Bgt	New App/Tmsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
11-110-100-101	Kindergarten - Salary - FMB	277,206.00	0.00	277,206.00	149,973.40	127,232.60	0.00	0.00
11-120-100-101	Grade 5 Salary - LPS	1,156,355.00	0.00	1,156,355.00	580,401.73	575,953.27	0.00	0.00
11-130-100-101	Grade 6-8 Salaries - LPS	889,801.00	0.00	889,801.00	514,116.34	375,684.66	0.00	300.00
Regular Programs-Instruction		2,323,362.00	0.00	2,323,362.00	1,244,491.47	1,078,870.53	0.00	300.00
11-150-100-100	Salary - Home Instruction	5,000.00	0.00	5,000.00	2,629.56	2,370.44	0.00	0.00
11-150-100-320	Purch Prof/Ed Svcs	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00	0.00
Regular Programs-Home Instruction		10,000.00	0.00	10,000.00	2,629.56	2,370.44	5,000.00	0.00
11-190-100-340	Purch Technical Svcs	4,400.00	0.00	4,400.00	2,430.00	1,300.00	670.00	0.00
11-190-100-500	Other Purchased Services (400-500 Series)	20,100.00	0.00	20,100.00	14,897.22	4,817.94	384.84	0.00
11-190-100-610	General Supplies	237,680.00	(347.56)	237,332.44	174,694.58	9,295.61	53,342.25	0.00
11-190-100-640	Textbooks	68,790.00	347.56	69,137.56	19,143.16	0.00	49,994.40	0.00
Regular Programs-Undistrib Instruction		330,970.00	0.00	330,970.00	211,164.96	15,413.55	104,391.49	0.00
11-204-100-101	Salary - LLD Teacher	150,903.00	77,980.60	228,883.60	94,936.39	59,856.11	74,091.10	0.00
11-204-100-106	Salar - LLD Other	103,741.00	2,820.60	106,561.60	58,441.22	48,120.38	0.00	0.00
11-204-100-600	Supplies	10,307.00	(940.20)	9,366.80	7,561.47	140.86	1,664.47	0.00
Special Education-LLD Sel-Contained		264,951.00	79,861.00	344,812.00	160,939.08	108,117.35	75,755.57	0.00
1-209-100-101	BD Salaries of Teachers	66,473.00	(66,473.00)	0.00	0.00	0.00	0.00	0.00
1-209-100-106	BD Other Salaries	19,756.00	(19,756.00)	0.00	0.00	0.00	0.00	0.00
1-209-100-610	BD General Supplies	279.00	0.00	279.00	263.64	0.00	15.36	0.00
Special Education - Behavioral Disabled		86,508.00	(86,229.00)	279.00	263.64	0.00	15.36	0.00
1-212-100-101	Salary - MD Teacher	159,726.00	(79,861.00)	79,865.00	56,165.10	23,699.90	0.00	0.00
1-212-100-106	Salary - MD Other	140,292.00	0.00	140,292.00	93,748.68	46,543.32	0.00	0.00
1-212-100-600	Supplies	2,961.00	0.00	2,961.00	724.87	1,099.98	1,136.15	0.00
Special Education-Multiply Disabled		302,979.00	(79,861.00)	223,118.00	150,638.65	71,343.20	1,136.15	0.00
1-213-100-101	Salary - Resource Room	555,800.00	66,163.00	621,963.00	347,271.90	225,518.20	49,172.90	0.00
1-213-100-106	Salary - RR Other	124,857.00	0.00	124,857.00	77,618.16	47,238.84	0.00	0.00
1-213-100-610	Supplies	5,476.00	(190.00)	5,286.00	4,281.42	0.00	1,004.58	0.00
Special Education-Resource room		686,133.00	65,973.00	752,106.00	429,171.48	272,757.04	50,177.48	0.00
1-215-100-101	PSD Salary	179,732.00	(46,248.00)	133,484.00	111,744.44	21,739.56	0.00	0.00
1-215-100-106	PSD TA Salary	63,228.00	0.00	63,228.00	35,533.22	27,694.78	0.00	0.00
1-215-100-600	PSD Supplies	6,094.00	0.00	6,094.00	4,833.80	0.00	1,260.20	0.00
Special Education-Pre-Sch Disabil P/T		249,054.00	(46,248.00)	202,806.00	152,111.46	49,434.34	1,260.20	0.00
1-216-100-101	Pre-School Spec. Ed. F/T	0.00	39,390.28	39,390.28	38,890.28	0.00	500.00	0.00
1-216-100-106	Pre-School Spec. Ed. F/T	0.00	100,433.19	100,433.19	18,164.83	0.00	82,268.36	0.00
1-216-100-600	General Supplies	0.00	132.53	132.53	129.88	0.00	2.65	0.00
Special education-Pre-Sch Disabil F/T		0.00	139,956.00	139,956.00	57,184.99	0.00	82,771.01	0.00
1-219-100-101	Home Instruction Salary	5,000.00	0.00	5,000.00	0.00	5,000.00	0.00	0.00
1-219-100-320	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	0.00	5,000.00	3,000.00	0.00
1-230-100-100	Salary - Basic Skills	203,123.00	(73,452.00)	129,671.00	116,152.53	13,518.47	0.00	0.00
1-230-100-610	Supplies	640.00	0.00	640.00	439.78	0.00	200.22	0.00
Basic Skills/Remedial Instruction		203,763.00	(73,452.00)	130,311.00	116,592.31	13,518.47	200.22	0.00
1-240-100-100	Salary - ESL	57,850.00	(59.29)	57,790.71	6,964.20	50,826.51	0.00	0.00
1-240-100-610	Supplies	501.00	59.29	560.29	529.91	0.00	30.38	0.00
Bilingual Education Instruction		58,351.00	0.00	58,351.00	7,494.11	50,826.51	30.38	0.00
1-401-100-100	Salary	63,070.00	0.00	63,070.00	3,640.00	59,430.00	0.00	0.00
1-401-100-600	Supplies	9,500.00	3,307.07	12,807.07	7,556.96	5,250.11	0.00	0.00
Curricular Activities-Instruction		72,570.00	3,307.07	75,877.07	11,196.96	64,680.11	0.00	0.00

Fund 11 (Current Expense Fund)

Expend. Account #	Account Title	Original Bgt	New App/Tmsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
11-402-100-100	Salary	29,400.00	0.00	29,400.00	11,500.00	17,900.00	0.00	0.00
11-402-100-500	Purchased Services (300-500 Series)	3,500.00	196.00	3,696.00	3,696.00	0.00	0.00	0.00
11-402-100-600	Supplies	8,700.00	(3,503.07)	5,196.93	1,405.53	0.00	3,791.40	0.00
Athletic Programs-Instruction		41,600.00	(3,307.07)	38,292.93	16,601.53	17,900.00	3,791.40	0.00
11-422-100-101	Salary - Summer School	35,000.00	7,000.00	42,000.00	42,000.00	0.00	0.00	0.00
11-422-100-106	Salary - Summer Para	16,500.00	3,340.00	19,840.00	19,840.00	0.00	0.00	0.00
11-422-100-300	Purch Prof/Ed Svcs	24,000.00	(10,340.00)	13,660.00	0.00	0.00	13,660.00	0.00
11-422-100-600	ESY Supplies	530.00	0.00	530.00	396.66	0.00	133.34	0.00
Other Instructional Programs		76,030.00	0.00	76,030.00	62,236.66	0.00	13,793.34	0.00
11-000-100-561	Tuition to Other LEA's - Reg	2,339,252.00	0.00	2,339,252.00	1,462,685.40	593,469.60	283,097.00	0.00
11-000-100-562	Tuition to Other LEA's - Spec	871,644.00	(30,666.00)	840,978.00	120,247.50	268,309.50	452,421.00	0.00
11-000-100-563	Tuition - Vocational Schools	74,112.00	0.00	74,112.00	44,467.20	29,644.80	0.00	0.00
11-000-100-564	Tuit to Cnty Voc Sch-Spec Ed	23,160.00	0.00	23,160.00	0.00	23,160.00	0.00	0.00
11-000-100-565	Tuition to CSSD/Regional Day School	52,000.00	0.00	52,000.00	0.00	0.00	52,000.00	0.00
11-000-100-566	Tuition - Private Schools	873,812.00	0.00	873,812.00	228,199.60	92,297.20	553,315.20	0.00
Undistributed Expense-Instruction		4,233,980.00	(30,666.00)	4,203,314.00	1,855,599.70	1,006,881.10	1,340,833.20	0.00
11-000-211-100	Salary	99,602.00	0.00	99,602.00	72,974.68	26,627.32	0.00	0.00
11-000-211-500	Other Purchased Services (400-500 Series)	35,040.00	0.00	35,040.00	34,683.13	0.01	356.86	0.00
Attendance and Social Work Svcs		134,642.00	0.00	134,642.00	107,657.81	26,627.33	356.86	0.00
11-000-213-100	Salary	182,583.00	(23,852.46)	158,730.54	57,867.34	100,863.20	0.00	0.00
11-000-213-300	Purchased Prof. & Tech. Svcs	17,680.00	23,434.95	41,114.95	40,694.95	420.00	0.00	0.00
11-000-213-600	General Supplies	5,802.00	417.51	6,219.51	6,013.25	206.26	0.00	0.00
Health Services		206,065.00	0.00	206,065.00	104,575.54	101,489.46	0.00	0.00
11-000-216-100	Salary	167,192.00	0.00	167,192.00	86,588.40	80,603.60	0.00	0.00
11-000-216-320	Purch Prof Svcs	31,500.00	(1,442.71)	30,057.29	4,620.00	10,380.00	15,057.29	0.00
11-000-216-600	General Supplies	1,110.00	1,442.71	2,552.71	2,278.51	241.75	32.45	0.00
Other Support Svc-Related Svcs		199,802.00	0.00	199,802.00	93,486.91	91,225.35	15,089.74	0.00
11-000-217-100	Salary - Extraordinary	73,738.00	0.00	73,738.00	42,310.88	31,427.12	0.00	0.00
11-000-217-320	Purch Prof Svcs	118,000.00	(2,177.99)	115,822.01	70,989.58	7,048.00	37,784.43	0.00
11-000-217-600	General Supplies	2,141.00	2,177.99	4,318.99	2,017.59	2,301.40	0.00	0.00
Other Support Svc-Extraordinary Svcs		193,879.00	0.00	193,879.00	115,318.05	40,776.52	37,784.43	0.00
11-000-218-104	Salary - Guidance	236,382.00	0.00	236,382.00	145,688.54	90,693.46	0.00	0.00
11-000-218-390	Guidance - Prof Svc - FMB	6,500.00	625.00	7,125.00	0.00	7,125.00	0.00	0.00
11-000-218-600	General Supplies	2,400.00	(625.00)	1,775.00	1,563.72	0.00	211.28	0.00
Other Support Svc-Students-Reg		245,282.00	0.00	245,282.00	147,252.26	97,818.46	211.28	0.00
11-000-219-104	Salary - CST	255,723.00	0.00	255,723.00	153,743.53	101,979.47	0.00	0.00
11-000-219-105	Salary - Secretary	49,180.00	0.00	49,180.00	30,270.72	18,909.28	0.00	0.00
11-000-219-390	Purch Prof Svcs	11,710.00	(289.97)	11,420.03	8,180.00	0.00	3,240.03	0.00
11-000-219-600	General Supplies	2,060.00	289.97	2,349.97	2,349.97	0.00	0.00	0.00
11-000-219-800	Other Objects	2,600.00	0.00	2,600.00	1,084.00	1,500.00	16.00	0.00
Other Support Svc-Students-Spec		321,273.00	0.00	321,273.00	195,628.22	122,388.75	3,256.03	0.00
11-000-221-104	Curriculum Salary	107,125.00	0.00	107,125.00	74,767.30	32,357.70	0.00	0.00
11-000-221-320	Purch Prof Svcs	139,526.00	0.00	139,526.00	5,163.14	0.00	134,362.86	0.00
11-000-221-600	Curriculum - General Supplies	73,044.00	0.00	73,044.00	56,569.49	0.00	16,474.51	0.00
Improvement of Instruction		319,695.00	0.00	319,695.00	136,499.93	32,357.70	150,837.37	0.00
11-000-222-100	Salary	81,339.00	0.00	81,339.00	47,281.04	34,057.96	0.00	0.00
11-000-222-177	Tech Coord Salaries	110,276.00	0.00	110,276.00	73,220.80	37,055.20	0.00	0.00
11-000-222-300	Purch Prof Svcs	7,880.00	0.00	7,880.00	5,886.84	0.00	1,993.16	0.00
11-000-222-600	Media - Supplies - LPS	32,400.00	0.00	32,400.00	30,788.51	0.00	1,611.49	12.00
Library and Educ Media		231,895.00	0.00	231,895.00	157,177.19	71,113.16	3,604.65	12.00
11-000-223-320	Purch Prof Svcs	65,300.00	0.00	65,300.00	7,046.19	620.34	57,633.47	0.00
11-000-223-600	Materials/Supplies	400.00	0.00	400.00	0.00	0.00	400.00	0.00
Instr. Staff Training Svcs		65,700.00	0.00	65,700.00	7,046.19	620.34	58,033.47	0.00

Fund 11 (Current Expense Fund)

Expend. Account #	Account Title	Original Bgt	New App/Trnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
11-000-230-100	Salaries	211,212.00	0.00	211,212.00	133,811.36	77,400.64	0.00	0.00
11-000-230-331	Legal Services	10,000.00	25,725.00	35,725.00	29,712.48	6,012.52	0.00	0.00
11-000-230-332	Audit Fees	25,000.00	2,823.00	27,823.00	27,823.00	0.00	0.00	0.00
11-000-230-339	Arch & Engineer Fees	4,700.00	(273.00)	4,427.00	3,227.00	1,200.00	0.00	0.00
11-000-230-530	Communications/Telephone	39,228.00	4,347.72	43,575.72	31,736.49	11,839.23	0.00	0.00
11-000-230-585	BOE Other Purchased Services	5,837.00	(5,837.00)	0.00	0.00	0.00	0.00	0.00
11-000-230-590	Other Purchased Services (400-500 Series)	1,975.00	(155.00)	1,820.00	1,820.00	0.00	0.00	0.00
11-000-230-610	General Supplies	3,250.00	(2,256.99)	993.01	920.36	0.00	72.65	0.00
11-000-230-890	Other Objects	3,350.00	283.99	3,633.99	3,270.25	97.00	266.74	400.00
11-000-230-895	BOE - Other Objects	5,000.00	3,486.00	8,486.00	8,486.00	0.00	0.00	0.00
Support Svc-General Admin		309,552.00	28,143.72	337,695.72	240,806.94	96,549.39	339.39	400.00
11-000-240-103	Salary - Principal	183,951.00	(692.70)	183,258.30	119,093.44	64,107.56	57.30	0.00
11-000-240-105	Secretarial Salary	49,246.00	1,556.25	50,802.25	33,420.72	17,381.53	0.00	0.00
11-000-240-600	School Admin - Supplies - LPS	2,000.00	(1,006.55)	993.45	993.45	0.00	0.00	0.00
11-000-240-800	Other Objects	2,780.00	143.00	2,923.00	2,853.00	70.00	0.00	0.00
Support Svc-School Admin		237,977.00	0.00	237,977.00	156,360.61	81,559.09	57.30	0.00
11-000-251-100	Salaries	187,830.00	0.00	187,830.00	124,413.60	63,416.40	0.00	0.00
11-000-251-330	Purch Prof Svcs	16,700.00	(2,065.00)	14,635.00	11,574.61	3,060.39	0.00	0.00
11-000-251-592	Other Purchased Services (400-500 Series)	700.00	488.20	1,188.20	668.70	519.50	0.00	0.00
11-000-251-600	General Supplies	4,396.00	(443.80)	3,952.20	3,182.55	769.65	0.00	0.00
11-000-251-890	Other Objects	2,625.00	(380.00)	2,245.00	1,970.00	275.00	0.00	0.00
Business Office Support Services		212,251.00	(2,400.60)	209,850.40	141,809.46	68,040.94	0.00	0.00
11-000-252-100	Salaries	51,207.00	0.00	51,207.00	32,462.22	18,744.78	0.00	0.00
11-000-252-340	Admin IT - Other Purch Svcs	39,185.00	(5,970.31)	33,214.69	23,764.69	9,450.00	0.00	0.00
11-000-252-600	Admin IT Supplies	8,148.00	(3,614.69)	4,533.31	346.54	341.39	3,845.38	609.00
Admin Inform Tech Support Svcs		98,540.00	(9,585.00)	88,955.00	56,573.45	28,536.17	3,845.38	609.00
11-000-261-100	Salaries	71,235.00	0.00	71,235.00	61,302.16	9,932.84	0.00	0.00
11-000-261-420	Repairs & Maintenance	541,897.00	97,109.00	639,006.00	68,288.63	88,694.97	482,022.40	0.00
11-000-261-610	General Supplies	81,950.00	0.00	81,950.00	14,971.12	31,154.82	35,824.06	0.00
Required Maint. of School Fac.		695,082.00	97,109.00	792,191.00	144,561.91	129,782.63	517,846.46	0.00
11-000-262-100	Salaries	333,612.00	550.00	334,162.00	202,138.66	131,650.44	372.90	441.26
11-000-262-300	Purch Prof & Tech Svcs	60,780.00	(550.00)	60,230.00	28,702.92	23,821.06	7,706.02	0.00
11-000-262-420	Repairs & Maintenance	115,958.00	(50,000.00)	65,958.00	0.00	7,300.00	58,658.00	0.00
11-000-262-490	Other Purch Svcs	20,300.00	0.00	20,300.00	5,666.68	2,833.32	11,800.00	0.00
11-000-262-520	Insurance	79,500.00	0.00	79,500.00	72,382.27	0.00	7,117.73	0.00
11-000-262-610	General Supplies	216,520.00	(12,026.12)	204,493.88	37,250.00	81,225.83	86,018.05	0.00
11-000-262-621	Energy - Natural Gas	65,000.00	0.00	65,000.00	32,423.43	32,576.57	0.00	0.00
11-000-262-622	Energy - Electricity	145,000.00	0.00	145,000.00	54,818.26	90,181.74	0.00	0.00
11-000-262-626	Energy - Gasoline	1,500.00	200.00	1,700.00	689.51	1,009.75	0.74	0.00
11-000-262-800	Other Objects	8,580.00	(200.00)	8,380.00	1,198.77	400.00	6,781.23	0.00
Other Oper. & Maint. of Plant		1,046,750.00	(62,026.12)	984,723.88	435,270.50	370,998.71	178,454.67	441.26
11-000-263-100	Salary	50,396.00	(2,984.32)	47,411.68	14,295.96	31,100.04	2,015.68	0.00
11-000-263-610	General Supplies	6,000.00	2,984.32	8,984.32	3,768.28	4,694.12	521.92	0.00
Care & Upkeep of Grounds		56,396.00	0.00	56,396.00	18,064.24	35,794.16	2,537.60	0.00
11-000-266-420	Repairs & Maintenance	15,310.00	(5,555.16)	9,754.84	9,509.84	245.00	0.00	0.00
11-000-266-610	General Supplies	16,200.00	5,555.16	21,755.16	1,708.11	19,679.92	367.13	0.00
Security		31,510.00	0.00	31,510.00	11,217.95	19,924.92	367.13	0.00
11-000-270-160	Salary - Regular Ed	60,000.00	0.00	60,000.00	33,000.00	27,000.00	0.00	0.00
11-000-270-161	Salary - Special Ed	22,715.00	0.00	22,715.00	15,593.12	7,121.88	0.00	0.00
11-000-270-390	Other Purch Svcs	13,950.00	0.00	13,950.00	4,300.00	0.00	9,650.00	0.00
11-000-270-503	Aid in Lieu - NP Pymts	21,000.00	0.00	21,000.00	9,500.00	9,500.00	2,000.00	0.00
11-000-270-505	Aid in Lieu - School Choice	26,000.00	0.00	26,000.00	8,705.72	9,500.00	7,794.28	0.00
11-000-270-511	Contr Svcs - Home/Sch	543,000.00	0.00	543,000.00	270,675.51	268,504.17	3,820.32	0.00
11-000-270-512	Contr Svcs - Field Trips	6,300.00	0.00	6,300.00	4,010.00	2,160.00	130.00	0.00
11-000-270-513	Contr Svcs - Jointures	9,500.00	0.00	9,500.00	502.08	1,194.17	7,803.75	692.10
11-000-270-514	Contr Svcs - Special Ed	685,000.00	0.00	685,000.00	306,687.09	378,312.91	0.00	0.00
11-000-270-610	Supplies	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00	0.00
Student Transportation Svcs		1,388,465.00	0.00	1,388,465.00	652,973.52	703,293.13	32,198.35	692.10

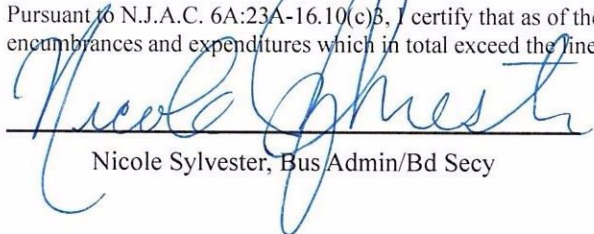
Fund 11 (Current Expense Fund)

Expend. Account #	Account Title	Original Bgt	New App/Tnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
11-000-291-220	Social Security	250,000.00	0.00	250,000.00	176,501.44	0.00	73,498.56	0.00
11-000-291-240	DCRP	25,000.00	0.00	25,000.00	15,433.60	0.00	9,566.40	(3.00)
11-000-291-241	Other Retirements	141,000.00	0.00	141,000.00	2,822.76	0.00	138,177.24	3.00
11-000-291-250	Unemployment Acct	20,000.00	0.00	20,000.00	0.00	0.00	20,000.00	0.00
11-000-291-260	Workman's Comp	58,000.00	0.00	58,000.00	42,230.95	14,076.98	1,692.07	0.00
11-000-291-270	Health Benefits	1,531,537.00	0.00	1,531,537.00	670,289.30	655,241.86	206,005.84	130,870.37
11-000-291-280	Tuition Reimbursement	55,500.00	0.00	55,500.00	15,605.55	13,845.45	26,049.00	0.00
11-000-291-290	Other Employee	45,350.00	0.00	45,350.00	8,571.45	0.00	36,778.55	0.00
Employee Benefits		2,126,387.00	0.00	2,126,387.00	931,455.05	683,164.29	511,767.66	130,870.37
606	Increase in Maint Rsv	50.00	0.00	50.00	50.00	0.00	0.00	0.00
Grand Totals for fund 11:		17,069,444.00	20,575.00	17,090,019.00	8,332,102.29	5,559,173.14	3,198,743.57	133,324.73

Fund 12 (Capital Outlay Fund)

Expend. Account #	Account Title	Original Bgt	New App/Tnsf	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
12-000-260-730	Building Maintenance	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00	0.00
Equipment		5,000.00	0.00	5,000.00	0.00	0.00	5,000.00	0.00
12-000-400-334	Architectural/Engineering Svcs	100,000.00	37,000.00	137,000.00	80,260.00	13,140.00	43,600.00	0.00
12-000-400-390	Purch Prof Svcs	395,000.00	0.00	395,000.00	1,023.45	223,582.00	170,394.55	0.00
12-000-400-450	Construction Svcs	500,000.00	0.00	500,000.00	171.22	0.00	499,828.78	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		1,031,039.00	37,000.00	1,068,039.00	117,493.67	236,722.00	713,823.33	0.00
Grand Totals for fund 12:		1,036,089.00	37,000.00	1,073,089.00	117,543.67	236,722.00	718,823.33	0.00
Grand Totals for all Subfunds of Fund 10:		18,210,195.00	57,575.00	18,267,770.00	8,505,649.96	5,830,935.14	3,931,184.90	143,449.73

Pursuant to N.J.A.C. 6A:23A-16.10(c)5, 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

3-10-22
 Date

Interim Balance Sheet

ASSETS AND RESOURCES

ASSETS			
101 Cash in checking account		\$ 19,273.07	
102-106 Other cash equivalents		\$ 0.00	
Total cash		<u> </u>	\$ 19,273.07
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		\$ 63,290.00	
143 Intergovernmental - other		\$ 0.00	
53 Other Accounts Receivable		\$ 0.00	
		<u> </u>	\$ 63,290.00
Loans receivable			
31 Interfund		\$ 0.00	
51 Other Loans Receivable		\$ 0.00	
		<u> </u>	\$ 0.00
99 Other current assets			\$ 0.00
RESOURCES			
01 Estimated revenues (from adjusted budget)		\$ 1,137,519.79	
02 Less: revenues collected or accrued		\$ (244,886.84)	
		<u> </u>	\$ 892,632.95
TOTAL ASSETS AND RESOURCES			<u>\$ 975,196.02</u>

LIABILITIES AND FUND EQUITY

LIABILITIES			
01 Interfund loans payable			\$ 0.00
02 Interfund accounts payable			\$ 0.00
11 Intergovernmental accounts payable - state			\$ 0.00
12 Intergovernmental accounts payable - federal			\$ 0.00
13 Intergovernmental accounts payable - other			\$ 0.00
21 Accounts payable			\$ 0.00
22 Judgments payable			\$ 0.00
30 Compensated absences payable			\$ 0.00
31 Contracts payable			\$ 0.00
51 Loans payable			\$ 0.00
81 Deferred revenues			\$ 0.00
99 Other current liabilities			\$ 0.00
Total liabilities		<u> </u>	<u>\$ 0.00</u>

FUNDEQUITY

Appropriated:

753 Reserve for encumbrances - current year			\$	131,931.29	
754 Reserve for encumbrances - prior year			\$	0.00	
760 Other reserves			\$	0.00	
771 Designated Fund Balance			\$	0.00	
601 Appropriations		\$	1,137,519.79		
602 Less: expenditures	\$	162,323.77			
603 Less: encumbrances	\$	131,931.29	\$	(294,255.06)	\$
Appropriations less expenditures				<u>843,264.73</u>	\$
					975,196.02

Unappropriated:

770 Fund Balance, July 1, 2021			\$	0.00	
303 Less: budgeted fund balance			\$	0.00	
Unappropriated fund balance				<u>0.00</u>	\$
Total fund equity					<u>975,196.02</u>

TOTAL LIABILITIES AND FUND EQUITY

\$ 975,196.02

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	49,368.22	(49,368.22)
52xx	From Transfers	0.00	0.00	0.00	0.00	0.00
1xxx	From Local Sources	0.00	15,600.00	15,600.00	15,600.00	0.00
2xxx	From Intermediate Sources	0.00	0.00	0.00	0.00	0.00
3xxx	From State Sources	0.00	10,346.00	10,346.00	0.00	10,346.00
4xxx	From Federal Sources	185,712.00	925,861.79	1,111,573.79	229,286.84	882,286.95
5xxx	From Other Sources	0.00	0.00	0.00	0.00	0.00
Grand Totals		185,712.00	951,807.79	1,137,519.79	294,255.06	843,264.73

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	15,600.00	15,600.00	396.62	14,800.00	403.38	0.00
IDEA-ARP		0.00	21,314.00	21,314.00	20,477.00	837.00	0.00	0.00
Title I Improving Basic Programs		41,745.00	44,295.12	86,040.12	22,548.30	5,225.26	58,266.56	0.00
IDEA Part B		120,821.00	27,834.00	148,655.00	62,101.56	86,553.44	0.00	0.00
IDEA Preschool		5,467.00	1,415.00	6,882.00	4,705.80	1,189.00	987.20	0.00
Title II		9,679.00	11,623.00	21,302.00	6,133.34	1,281.15	13,887.51	375.00
Title III		0.00	0.00	0.00	0.00	0.00	0.00	85.00
Title IV Drug Free Schools		8,000.00	11,796.83	19,796.83	4,820.73	1,199.44	13,776.66	0.00
CARES Act		0.00	5,412.84	5,412.84	(4,167.94)	5,850.00	3,730.78	0.00
CRRSA-ESSER II		0.00	171,043.00	171,043.00	40,308.36	0.00	130,734.64	0.00
CRRSA-Learning Acceleration		0.00	25,000.00	25,000.00	0.00	0.00	25,000.00	0.00
CRRSA-Mental Health		0.00	45,000.00	45,000.00	0.00	4,650.00	40,350.00	0.00
ARP ESSER III		0.00	561,128.00	561,128.00	5,000.00	0.00	556,128.00	0.00
SDA Capital Maintenance		0.00	10,346.00	10,346.00	0.00	10,346.00	0.00	0.00
Grand Totals for fund 20:		185,712.00	951,807.79	1,137,519.79	162,323.77	131,931.29	843,264.73	460.00

Revenues Summary

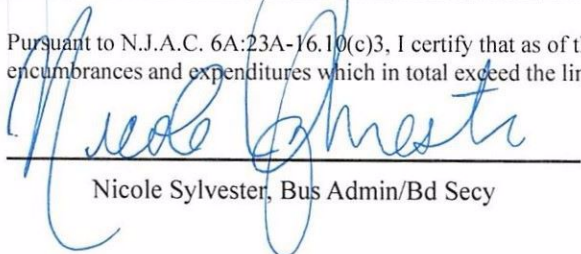
Acct Group	Group Title	Budgeted Est.	Transfers	Adj. Budget	Act to Date	Unrealized Under/(Over)
Info Only	Revenue Req'd to Balance	0.00	0.00	0.00	49,368.22	(49,368.22)
20-1920-097-001	Local Grant- Safety Grant	0.00	14,800.00	14,800.00	14,800.00	0.00
20-1920-097-003	Sustainable NJ Grant	0.00	0.00	0.00	0.00	0.00
20-1920-097-004	School Nutrition Grant	0.00	0.00	0.00	0.00	0.00
20-1920-097-005	COORD. HEALTH GRANT	0.00	0.00	0.00	0.00	0.00
20-1920-097-006	LPS= School Craft Weis4Schools	0.00	400.00	400.00	400.00	0.00
20-1920-097-007	FMB= School Store Weis4Schools	0.00	400.00	400.00	400.00	0.00
20-1920-098-001	Parents as Champions	0.00	0.00	0.00	0.00	0.00
20-3257-000-000	SDA Emerg. Needs & Cap. Maint.	0.00	10,346.00	10,346.00	0.00	10,346.00
20-3258-000-000	Preschool&Chrt Sec Compl Grant	0.00	0.00	0.00	0.00	0.00
20-4409-000-000	ARP-IDEA Preschool Grant Prog.	0.00	1,674.00	1,674.00	754.00	920.00
20-4411-231-000	Title I	41,745.00	2,508.00	44,253.00	64,335.00	(20,082.00)
20-4411-231-001	Title I- PY C/O	0.00	41,787.12	41,787.12	0.00	41,787.12
20-4419-000-000	ARP - IDEA Basic	0.00	19,640.00	19,640.00	19,640.00	0.00
20-4420-250-000	IDEA Part B	120,821.00	27,834.00	148,655.00	62,102.00	86,553.00
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	5,467.00	1,415.00	6,882.00	4,278.00	2,604.00
20-4451-260-000	Title II	9,679.00	(83.00)	9,596.00	17,839.00	(8,243.00)
20-4451-260-001	Title II - PY C/O	0.00	11,706.00	11,706.00	0.00	11,706.00
20-4471-280-000	Title IV-Safe&Drug Free School	8,000.00	2,000.00	10,000.00	14,618.00	(4,618.00)
20-4471-280-001	Title IV- PY C/O	0.00	9,796.83	9,796.83	0.00	9,796.83
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	5,412.84	5,412.84	5,412.84	0.00
20-4532-000-000	Coronavirus Relief Fund	0.00	0.00	0.00	0.00	0.00
20-4534-000-000	CRRSA Act - ESSER II	0.00	171,043.00	171,043.00	40,308.00	130,735.00
20-4535-000-000	CRRSA - Learning Accel. Grant	0.00	25,000.00	25,000.00	0.00	25,000.00
20-4536-000-000	CRRSA - Mental Health Grant	0.00	45,000.00	45,000.00	0.00	45,000.00
20-4540-000-000	ARP-ESSER	0.00	561,128.00	561,128.00	0.00	561,128.00
Grand Totals		185,712.00	951,807.79	1,137,519.79	294,255.06	843,264.73

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	14,800.00	14,800.00	0.00	14,800.00	0.00	0.00
20-098-100-610	LPS= School Craft Weis4Schools	0.00	800.00	800.00	396.62	0.00	403.38	0.00
Local Projects		0.00	15,600.00	15,600.00	396.62	14,800.00	403.38	0.00
20-223-100-500	ARP-IDEA Basic Grant Program	0.00	19,640.00	19,640.00	19,640.00	0.00	0.00	0.00
20-224-100-100	ARP-IDEA Preschool Grant Prog.	0.00	1,674.00	1,674.00	837.00	837.00	0.00	0.00
IDEA-ARP		0.00	21,314.00	21,314.00	20,477.00	837.00	0.00	0.00
20-231-100-100	Title I- Stipends	0.00	24,000.00	24,000.00	0.00	0.00	24,000.00	0.00
20-231-100-600	Title I - Instructional Supply	41,745.00	(21,492.00)	20,253.00	7,778.00	0.00	12,475.00	0.00
20-231-200-300	Prof Tech Services-Support	0.00	41,787.12	41,787.12	14,770.30	5,225.26	21,791.56	0.00
Title I Improving Basic Programs		41,745.00	44,295.12	86,040.12	22,548.30	5,225.26	58,266.56	0.00
20-250-100-500	IDEA - Other Purch Svc	120,821.00	27,834.00	148,655.00	62,101.56	86,553.44	0.00	0.00
IDEA Part B		120,821.00	27,834.00	148,655.00	62,101.56	86,553.44	0.00	0.00
20-251-100-100	IDEA Preschool Salaries	5,467.00	1,415.00	6,882.00	4,705.80	1,189.00	987.20	0.00
IDEA Preschool		5,467.00	1,415.00	6,882.00	4,705.80	1,189.00	987.20	0.00
20-260-100-100	Title II- Stipends	0.00	1,500.00	1,500.00	550.00	0.00	950.00	0.00
20-260-200-300	Title II A - Purch Prof Svc	9,679.00	10,123.00	19,802.00	5,583.34	1,281.15	12,937.51	375.00
Title II		9,679.00	11,623.00	21,302.00	6,133.34	1,281.15	13,887.51	375.00
20-270-200-600	Title III-Supplies & Materials	0.00	0.00	0.00	0.00	0.00	0.00	85.00
Title III		0.00	0.00	0.00	0.00	0.00	0.00	85.00
20-280-100-600	Instructional Supplies	8,000.00	(8,000.00)	0.00	0.00	0.00	0.00	0.00
20-280-200-300	Prof Tech Services-Support	0.00	9,796.83	9,796.83	4,820.73	1,199.44	3,776.66	0.00
20-280-200-600	Supplies and Materials-Support	0.00	10,000.00	10,000.00	0.00	0.00	10,000.00	0.00
Title IV Drug Free Schools		8,000.00	11,796.83	19,796.83	4,820.73	1,199.44	13,776.66	0.00
20-477-100-100	Stipends- CARES Act	0.00	500.00	500.00	(5,850.00)	5,850.00	500.00	0.00
20-477-100-600	CARES ACT Supplies	0.00	4,912.84	4,912.84	1,682.06	0.00	3,230.78	0.00
CARES Act		0.00	5,412.84	5,412.84	(4,167.94)	5,850.00	3,730.78	0.00
20-483-100-100	CRRSA - ESSER II Grant Program	0.00	37,800.00	37,800.00	37,800.00	0.00	0.00	0.00
20-483-100-600	CRRSA- Instructional Supplies	0.00	10,000.00	10,000.00	0.00	0.00	10,000.00	0.00
20-483-200-100	CRRSA - ESSER II Grant Program	0.00	6,300.00	6,300.00	2,508.36	0.00	3,791.64	0.00
20-483-400-720	CRRSA - ESSER II Grant Program	0.00	116,943.00	116,943.00	0.00	0.00	116,943.00	0.00
CRRSA-ESSER II		0.00	171,043.00	171,043.00	40,308.36	0.00	130,734.64	0.00
20-484-100-100	CRRSA - Learning Accel. Grant	0.00	19,100.00	19,100.00	0.00	0.00	19,100.00	0.00
20-484-200-100	CRRSA - Support Service Salari	0.00	1,000.00	1,000.00	0.00	0.00	1,000.00	0.00
20-484-200-300	CRRSA - Support Purch. Prop.	0.00	3,400.00	3,400.00	0.00	0.00	3,400.00	0.00
20-484-200-600	CRRSA - Support Supplies	0.00	1,500.00	1,500.00	0.00	0.00	1,500.00	0.00
CRRSA-Learning Acceleration		0.00	25,000.00	25,000.00	0.00	0.00	25,000.00	0.00
20-485-200-100	CRRSA - Mental Health Salaries	0.00	9,300.00	9,300.00	0.00	0.00	9,300.00	0.00
20-485-200-300	CRRSA - Mental Health Prof. Sv	0.00	35,700.00	35,700.00	0.00	4,650.00	31,050.00	0.00
CRRSA-Mental Health		0.00	45,000.00	45,000.00	0.00	4,650.00	40,350.00	0.00
20-487-100-600	ARP ESSER III- Supplies	0.00	561,128.00	561,128.00	5,000.00	0.00	556,128.00	0.00
ARP ESSER III		0.00	561,128.00	561,128.00	5,000.00	0.00	556,128.00	0.00
20-492-200-300	SDA Emerg. Needs & Cap. Maint.	0.00	10,346.00	10,346.00	0.00	10,346.00	0.00	0.00
DA Capital Maintenance		0.00	10,346.00	10,346.00	0.00	10,346.00	0.00	0.00
Grand Totals for fund 20:		185,712.00	951,807.79	1,137,519.79	162,323.77	131,931.29	843,264.73	460.00

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

3-10-22
 Date

Interim Balance Sheet

ASSETS AND RESOURCES

ASSETS			
101 Cash in checking account		\$ (2,732.98)	
102-106 Other cash equivalents		<u>\$ 0.00</u>	
Total cash			\$ (2,732.98)
111 Investments			\$ 0.00
114 Investment interest receivable			\$ 0.00
121 Tax levy receivable			\$ (739,143.00)
Accounts receivable			
132 Interfund		\$ 0.00	
141 Intergovernmental - state		\$ 597,862.00	
142 Intergovernmental - federal		\$ 0.00	
143 Intergovernmental - other		\$ 0.00	
153 Other Accounts Receivable		<u>\$ 0.00</u>	
			\$ 597,862.00
Loans receivable			
131 Interfund		\$ 0.00	
151 Other Loans Receivable		<u>\$ 0.00</u>	
			\$ 0.00
199 Other current assets			\$ 0.00
RESOURCES			
301 Estimated revenues (from adjusted budget)		\$ 0.00	
302 Less: revenues collected or accrued		<u>\$ (787,700.00)</u>	
			<u>\$ (787,700.00)</u>
TOTAL ASSETS AND RESOURCES			<u>\$ (931,713.98)</u>

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			<u>\$ 0.00</u>

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		\$	958,550.00		
602 Less: expenditures	\$	931,714.24			
603 Less: encumbrances	\$	0.00	\$	(931,714.24)	\$
Appropriations less expenditures					26,835.76

Unappropriated:

770 Fund Balance, July 1, 2021			\$	0.26	
303 Less: budgeted fund balance			\$	(958,550.00)	
Unappropriated fund balance					\$ (958,549.74)
Total fund equity					<u>\$ (931,713.98)</u>

TOTAL LIABILITIES AND FUND EQUITY

\$ (931,713.98)

RECAPITULATION OF FUND BALANCE - CURRENT YEAR ACTIVITY

	Budgeted	Actual	Variance
Appropriations	\$ 958,550.00	\$ 931,714.24	\$ 26,835.76
Less: Revenues	\$ 0.00	\$ (787,700.00)	\$ 787,700.00
Subtotal	\$ 958,550.00	\$ 144,014.24	\$ 814,535.76
Less: adjustment to appropriations for Prior Year Encumbrances	\$ 0.00	\$ 0.00	\$ 0.00
Total current year budgeted fund balance	\$ 958,550.00	\$ 144,014.24	\$ 814,535.76
Add: Unappropriated fund balance			\$ (958,549.74)
Total of budgeted and unappropriated fund balance			<u>\$ (144,013.98)</u>

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	958,550.00	0.00	958,550.00	144,014.24	814,535.76
52xx	From Transfers	0.00	0.00	0.00	0.00	0.00
1xxx	From Local Sources	0.00	0.00	0.00	768,712.00	(768,712.00)
2xxx	From Intermediate Sources	0.00	0.00	0.00	0.00	0.00
3xxx	From State Sources	0.00	0.00	0.00	18,988.00	(18,988.00)
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		958,550.00	0.00	958,550.00	931,714.24	26,835.76

Fund 40 (Debt Service Fund)

Account Group	Group Title	Original Bgt	New App/Tmsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
Debt Service-Regular		958,550.00	0.00	958,550.00	931,714.24	0.00	26,835.76	0.00
Grand Totals for fund 40:		958,550.00	0.00	958,550.00	931,714.24	0.00	26,835.76	0.00

Revenues Summary

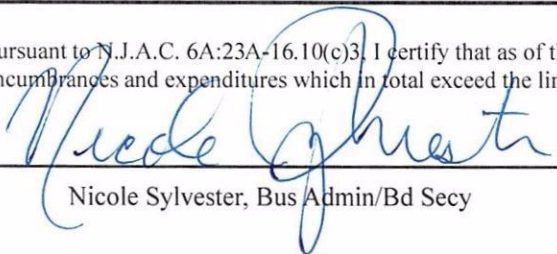
Acct Group	Group Title	Budgeted Est.	Transfers	Adj. Budget	Act to Date	Unrealized Under/(Over)
Recap	From Recap of Fund Balance	958,550.00	0.00	958,550.00	144,014.24	814,535.76
40-1210-000-000	Local Tax Levy	0.00	0.00	0.00	768,712.00	(768,712.00)
40-1990-000-000	Miscellaneous Revenue	0.00	0.00	0.00	0.00	0.00
40-3160-000-000	Debt Service Aid Type II	0.00	0.00	0.00	18,988.00	(18,988.00)
Grand Totals		958,550.00	0.00	958,550.00	931,714.24	26,835.76

Minimum Expense General Ledger Report

Fund 40 (Debt Service Fund)

Expend. Account #	Account Title	Original Bgt	New App/Tmsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
40-701-510-834	Interest on Bonds	163,550.00	(10,000.00)	153,550.00	126,714.24	0.00	26,835.76	0.00
40-701-510-910	Redemption of Principal	795,000.00	10,000.00	805,000.00	805,000.00	0.00	0.00	0.00
Debt Service-Regular		958,550.00	0.00	958,550.00	931,714.24	0.00	26,835.76	0.00
Grand Totals for fund 40:		958,550.00	0.00	958,550.00	931,714.24	0.00	26,835.76	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

3-10-22
 Date

DRAFT

Andover Regional Board of Education Regular Meeting

February 23, 2022

Attendance:

Present: Mrs. Maria Dunbar, Mrs. Rebecca Bearden, Mr. Brian Hertenstein, Dr. Robert Koroski, Mr. Steven Minnick, Mr. William Porter and Mrs. Lena Sciroppo

Also Present: Dr. Clifford Burns, Superintendent
Ms. Nicole Sylvester, School Business Administrator/Board Secretary
5 members of the public and staff

Not Present: Mr. James Fetcho and Dr. Jeffrey Neubig

I. INTRODUCTORY ITEMS

President Koroski called the meeting to order at 7:35 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.”

Dr. Koroski gave his condolences on behalf of the Board of Education to the family and friends for the loss of Henri Kyle, former LPS student.

Ms. Sylvester swore in Mr. Brian Hertenstein who read the Oath of School Board Members.

II. EXECUTIVE SESSION: None at this time.

III. PRESENTATION(S): None at this time.

IV. APPROVAL OF MINUTES:

Mrs. Bearden 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.

January 26, 2022 Regular Meeting Minutes

Roll Call Vote:

Yes: Mrs. Dunbar, Mrs. Bearden, Mr. Hertenstein, Dr. Koroski, Mr. Minnick and Mrs. Sciroppo

No: None

Abstain: Mr. Porter

V. COMMITTEE REPORTS:

Board Committees:

Personnel/Policy

Mr. Porter (Chair)

Mrs. Sciroppo

Dr. Koroski

Finance/Operations

Mr. Minnick (Chair)

Mrs. Bearden

Mr. Fetcho

Curriculum/Instruction

Mrs. Dunbar (Chair)

Dr. Neubig

Mr. Hertenstein

Special Committees/Ad Hoc Assignments:

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

Tri-District Consortium	Dr. Koroski	Mr. Porter & Mrs. Sciroppo
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Dr. Koroski gave his report on Personnel/Policy which included personnel vacancies, safe return plan updates and budget review, discussion ensued.

Ms. Sylvester gave her report on Finance/Operations which included the 2022-2023 budget and the district's feasibility study, discussion ensued.

Mrs. Dunbar gave her report on Curriculum/Instruction which included the plan for safe return, NJSLA testing, professional development days and the one school one book initiative, discussion ensued.

VI. SUPERINTENDENT REPORT:

- A. Dr. Burns introduced and welcomed Cara Brock, our new FMB school nurse!
- B. Dr. Burns gave an update and highlighted the successful school and District events.
- C. Dr. Burns reported that we are no longer in the high range for the County/State Health update indicating that as of March 7, 2022, masks will be optional for staff and students, however; masks are still mandated on school buses.
- D. Dr. Burns gave his monthly HIB Report.

Mrs. Bearden moved and Mrs. Sciroppo 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, as recommended by the Superintendent of Schools.

Roll Call Vote:

Yes: Mrs. Dunbar, Mrs. Bearden, Mr. Hertenstein, Mr. Minnick, Mr. Porter, Mrs. Sciroppo 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

- Completed NAEP testing. A special thank you goes to our fourth grade students. The representatives from NAEP were very impressed with their manners and attention to the task.
- WIDA test training and testing schedule have been completed.
- NJSLA test training has been completed. An initial meeting was held with Ms. Housby and the planning process has begun
- A PLC at FMB was dedicated to grade levels reviewing the new Social Studies standards in preparation for the Tri-district curriculum mapping sessions. Feedback was gathered.
- An early release was held for students on February 7 to allow for staff professional development. Major areas of focus for the day included CPR training, differentiation work, department meetings, vertical articulation at the elementary level, and kindergarten orientation preparation.
- A review/audit of all grants and outstanding allocations was held with the administrative team
- Tri-District Social Studies Curriculum Mapping was completed in grades K-5.
- Tri-District PE Curriculum Mapping was completed in grades 3-8. Health Curriculum mapping was completed in grades 6-8.
- Tri-District Curriculum Supervisors met with Tri-District Superintendents to share progress, needs, and direction to date.
- We are continuing to work with Amplify on technology issues on their end. They have agreed to mark this year as a pilot and extend our license through next year.
- Created a week of activities, with input from the Love of Reading Week committee, for our whole school read aloud and presented to grade level teams at FMB.
- Love of Reading Week activities. We are excited to be participating in our One School, One Book initiative this year with grades K-4 in honor of the community building reading strategy, the read aloud. Students will be introduced to the book on Friday. A week of Spirit Days has been prepared for each school.
- Junior Solar Sprints Invitations were sent to 6-8 grade students. The club will start in the next couple of weeks.
- Attended the state ELL supervisors committee meeting.
- Attended an administrative observation evaluation meeting.
- Organized and attended a Danielson Instrument webinar with the Danielson Group.
- Attended a half day Northwest Equity Consortium Training titled: "Creating Democratic Classrooms: Developing Empathy and Community."

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

- Attended NJASA Techspo '22 technology conference
- Set up and installed multiple Promethean ActivPanels at FMB and LPS
- Reviewed mandatory NJSLA training for District Technology Coordinators

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 2022** the following meetings were held:
 - * New Preschool Referral: 2
 - * New Referrals: CST 5, Speech 0
 - * Annual Reviews: CST 4, Speech 0
 - * Eligibility Meetings: CST 10, Speech 0
 - * Transfer out of district: CST 1, Speech 0
 - * Transfer into district: CST 1
 - * Declassified: CST 0 Speech 0
 - * Newly Classified CST 0, Speech 0
 - * Other meetings: CST 3, Speech 0, 504 1
 - * **Total number of IEPs: CST=76 Speech = 10 Total=86**
 - * **Total number of 504's = 20**
 - * **Total number of RTI Speech Action Plans=16**

- Ongoing collaboration with the county and state officials in regards to educational planning for the 2021/2022.
- Participated in SW Special Education Directors/Supervisor's Group virtual discussion regarding updates with the NJDOE on special education.
- Ongoing collaboration with the administrative team regarding operations, programs and schedules, and needs of staff and students etc..
- Coordination of budgeting for the 2022/2023 school year.
- Collaborated with the Administrative Team regarding planning and programming for the 2022/2023 school year.
- Ongoing review of student data, and programming for RTI purposes.

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. SCHOOL BUSINESS ADMINISTRATOR/BOARD SECRETARY REPORT:

- Ms. Sylvester stated State Aid numbers were pushed out to March 10th, with the Governor's address being on March 8th. Therefore, she indicated that the March board meeting was pushed back a week to March 23, 2022.
- Ms. Sylvester reported on the potential Chapter 44 adjustment to the tax levy if the State sees a savings. Ms. Sylvester indicated that if this does happen she will appeal this adjustment.

VIII. PUBLIC PARTICIPATION ON AGENDA ITEMS:

Below are the comments from the Public, all questions were answered and discussed, if applicable.

Ms. Owusu expressed her opinions on the mask mandate and asked the Board to consider not having students and staff wear masks.

IX. ACTION ITEMS:

A. PERSONNEL/POLICY:

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

1. **New Hire:** Approve Paige Ortega as full-time **school social worker** with start date of March 10, 2022 through June 30, 2022 at MA 30 Step 4, with a salary of \$67,529 (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) pending receipt of all required paperwork, including criminal history clearance, as recommended by the Superintendent of Schools.
2. **New Hire:** Approve Amy LeRoy as full-time **day custodian** with start date on or before March 1, 2022 through June 30, 2022 Step 1, with a salary of \$35,540 (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) pending receipt of all required paperwork, including criminal history clearance, as recommended by the Superintendent of Schools.
3. **New Hire:** Approve retroactively Cara Brock as full-time **school nurse** with start date of February 22, 2022 through June 30, 2022 at BA Step 1, with a salary of \$56,385 (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) pending receipt of all required paperwork, including criminal history clearance, as recommended by the Superintendent of Schools.
4. **Resignation:** Approve and accept with best wishes the February 7, 2022 resignation of Elaine Cooke, ParaProfessional, prior to her start date of March 1, 2022, as recommended by the Superintendent of Schools.

5. **Schedule B Revision:** Approve the revised and attached Schedule B recommendations for the 2021-2022 school year, as recommended by the Superintendent of Schools.

6. **Substitutes for the 2021-2022 School Year:** Approve the employment of the following substitute(s) for the 2021-2022 school year pending criminal history and background check, as recommended by the Superintendent of Schools.

POSITION	NAME
Sub Para/Teacher	Ryan Curtis
Sub Teacher	Lauren Lombardo

7. **ParaProfessional Increase Hours:** Approve Jennie Pike, paraprofessional, for an increase to 27.5 hours per week, (previously 25 hrs/wk), at a Step 6 pro-rated salary of \$24,547 retroactively to February 7, 2022, as recommended by the Superintendent of Schools.

8. **Academic Tutors:** Approve the following district staff members to serve as academic tutors to students needing academic support at \$50 an hour (not to exceed 30 hours each) as part of the Title I grant, as recommended by the Superintendent of Schools.

- Mr. Mendes
- Mrs. Coffey
- Mrs. Publik
- Mrs. Morrell
- Mr. Petersen
- Mrs. Myers
- Mr. Labarge
- Ms. Bogert

9. **Remediation Coordinator:** Approve Jennifer Bogert as coordinator of before/after school remediation support at \$50 an hour (not to exceed 30 hours) as part of the Title I grant, as recommended by the Superintendent of Schools.

10. **Volunteers:** Approve the attached volunteers for the 2021-2022 school year, as recommended by the Superintendent of Schools.

11. **First Reading of Policies & Regulations:** Approve the first reading of the following policy, as recommended by the Superintendent of Schools.

Alert 226

P 2415.05 Student Surveys, Analysis, Evaluations, Examinations, Testing, or Treatment (M)
(Revised)

- P & R 2431.4 Prevention and Treatment of Sports-Related Concussions and Head Injuries (M)
(Revised)
- R 2460.30 Additional/Compensatory Special Education and Related Services (M) (New)
- P 2622 Student Assessment (M) (Revised)
- R 2622 Student Assessment (M) (New)
- P 3233 Political Activities (Revised)
- P 5541 Anti-Hazing (M) (New)
- P 7540 Joint Use of Facilities (Revised)
- P & R 8465 Bias Crimes and Bias-Related Acts (M) (Revised)
- P 9560 Administration of School Surveys (M) (Revised)

Roll Call Vote:

Yes: Mrs. Dunbar, Mrs. Bearden, Mr. Hertenstein, Mr. Minnick, Mr. Porter, Mrs. Sciroppo and Dr. Koroski

No: None

Abstain: None

B. FINANCE/OPERATIONS:

Mr. Porter moved and Mr. Hertenstein seconded, that the Andover Regional Board of Education approve resolutions #1-12 as presented:

1. **Treasurer & Board Secretary's Certification and Report:** Approve the January 2022 Board Secretary's and Treasurer's Reports pursuant to N.J.A.C. 6A:23-16.10(c)3, we certify that as of January 2022 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 January 27, 2022 through February 23, 2022 for a total of \$2,104583.92 as recommended by the Superintendent of Schools.
3. **Petty Cash:** Approve/accept the Petty Cash Checking Account Report for January 2022, as recommended by the Superintendent of Schools.
4. **Transfers:** Approve/accept the Transfer Report for January 2022, as recommended by the Superintendent of Schools.
5. **Building Use for 2021-2022 School Year:** Approve the following building use for the Long Pond and/or Florence M. Burd schools, as recommended by the Superintendent of Schools.

NAME OF ORGANIZATION	PURPOSE	DATE REQUESTED	INSURANCE CERTIFICATE	BUILDING
PTA	Book Fair	3/4/22-3/10/22 FMB 3/14/22-3/18/22 LPS	Yes	FMB & LPS
East West Karate Academy	Karate Show	3/26/2022	Yes	LPS

6. **2022-2023 SEMI Waiver:** Approves the waiver of Requirements Special Education Medicaid Initiative (SEMI) Program:

Whereas, NJAC 6A:23A-5.3 provides that a school district may request a waiver of compliance with respect to the district’s participation in the Special Education Medicaid Initiative (SEMI) Program for 2022-2023 school year and,

Whereas, the Andover Regional Board of Education desires to apply for this waiver due to the fact that it projects having fewer than 40 Medicaid eligible classified students;

Therefore be it resolved, that the Andover Regional Board of Education hereby authorizes the Business Administrator to submit to the Executive County Superintendent of Schools in the County of Sussex an appropriate waiver of the requirements of NJAC 6A:23A-5.3 for the 2022-2023 school year as recommended by the Superintendent of Schools.

7. **Rescind CAFR:** Rescind the November 22, 2021 Finance/Operation resolution #12 as recommended by the Superintendent of Schools.

*12. **Comprehensive Annual Financial Report - June 30, 2021:** Approval to accept the report of the auditors, with no audit recommendations, Ardito & Co., LLP for the Comprehensive Annual Financial Report (CAFR) for the fiscal year ended June 30, 2021, as recommended by the Superintendent of Schools.*

8. **Annual Comprehensive Financial Report (ACFR) - June 30, 2021:** Approval to accept the report of the auditors, with no audit recommendations, Ardito & Co., LLP for the Annual Comprehensive Financial Report (ACFR) for the fiscal year ended June 30, 2021, as recommended by the Superintendent of Schools.

9. **Maintenance Reserve Proposals:** Approve as of February 2, 2022 the following project to be paid out of maintenance reserve, as recommended by the Superintendent of Schools:

Project	Amount not to exceed:
Clock Upgrades	\$16,600

Digital Signs	\$20,000
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10. **Tuition Reimbursement:** Approve the following tuition reimbursement, as recommended by the Superintendent of Schools:

<u>Name</u>	<u>Program</u>	<u>Credits</u>	<u>Location</u>	<u>Cost per Credit</u>	<u>Reimbursement Cost</u>	<u>Dates</u>
Kara Hauptly	15:290:555 Makerspace Safety & Emergency Lab	3	Rutgers	\$757.50	\$2,272.50	Summer I
Kara Hauptly	15:290:554 Designing/Facilitating Maker Centered Learning Enviro.	3	Rutgers	\$757.50	\$2,272.50	Summer II

11. **2022 Extended School Year:** Approve the Extended School Year program for the period of July 5, 2022 through August 1, 2022 (excluding July 4, 2022 [holiday]), as recommended by the Superintendent of Schools.

12. **Plan for Safe Return:** Approve Andover Regional School District updated Plan for Safe Return (attached) for the school year 2021-2022, as recommended by the Superintendent of Schools.

Roll Call Vote:

Yes: Mrs. Dunbar, Mrs. Bearden, Mr. Hertenstein, Mr. Minnick, Mr. Porter, Mrs. Sciroppo and Dr. Koroski

No: None

Abstain: None

C. CURRICULUM/INSTRUCTION:

Mrs. Dunbar moved and Mrs. Sciroppo seconded, that the Andover Regional Board of Education approve resolutions #1-2 as presented:

1. **Professional Development Workshops:** Approve the following professional development, registration fees and mileage reimbursement, as recommended by the Superintendent of Schools.

<u>Name</u>	<u>Program/Location</u>	<u>Date</u>	<u>Fees/Mileage</u>
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Tammy Antonucci	Dyslexia Conference Newark, NJ	April 6-7, 2022	Registration: \$489.00 Mileage: 32.8
Jessica Hubble	Dyslexia Conference Newark, NJ	April 6-7, 2022	Registration: \$489.00 Mileage: 32.8
Rebecca Morrell	Strengthen Your RTI Program Online	March 9-10, 2022	Registration: \$545.00
Deborah Shick	Developing Growth Mindset in Mathematics West Orange, NJ	March 23, 2022	Registration: \$279.00

2. **Professional Development Workshop:** Approve the District Professional Development for Nicole Sylvester for travel and expense reimbursement for the 2022 annual NJASBO Workshop, in Atlantic City, New Jersey, on June 7-10, in accordance with the Andover Regional Board of Education travel policies and pursuant to N.J.A.C. 6A:23A-7, et. seq., as follows: Lodging Cost: \$96 + occupancy fees, not to exceed three (3) nights paid by the Board, Conference Registration: \$275 registration fee, Meals and Incidentals Expense: \$59 per diem for a full day; \$44.25 per diem (75%) for travel days, Parking: Not to exceed \$10, Tolls: Not to exceed \$15, as recommended by the Superintendent of Schools.

Roll Call Vote:

Yes: Mrs. Dunbar, Mrs. Bearden, Mr. Hertenstein, Mr. Minnick, Mr. Porter, Mrs. Sciroppo and Dr. Koroski

No: None

Abstain: None

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:

Mrs. Bearden moved adoption of the following resolution:

WHEREAS, Section 8 of the Open Public Meetings Act, Chapter 231, P.L. 1975, permits the exclusion of the public from a meeting in certain circumstances; and

NOW, THEREFORE, BE IT RESOLVED by the Andover Regional Board of Education, County of Sussex, State of New Jersey, as follows:

1. The public shall be excluded from discussion and action upon the hereinafter specified subject matter; 2. The general nature of the subject matter to be discussed is as follows: negotiations, legal and personnel matters; 3. It is anticipated at this time that the above stated subject matters will be made public upon resolution of all information discussed; 4. This resolution shall take effect immediately; the Board anticipates being approximately 45-60 minutes to discuss the draft feasibility study and no action will be taken.

Motion was seconded by Mr. Porter at 8:00 p.m. and unanimously CARRIED in a voice vote.

RETURN TO REGULAR SESSION: Mr. Porter moved to return to regular session, seconded by Mr. Minnick and unanimously CARRIED in a voice vote at 9:33 p.m.

Adjournment: Mr. Porter moved to adjourn the meeting, seconded by Mrs. Sciroppo and approved at 9:33 p.m. and carried by a Unanimous Voice Vote call by all members in attendance.

Respectfully submitted,

Nicole Sylvester

Business Administrator/Board Secretary

Student Services

TITLE: SCHOOL SOCIAL WORKER

QUALIFICATIONS:

1. Valid New Jersey School Social Worker Certificate
2. Knowledge and/or experience working with families and community health and social services agencies.
3. Demonstrate knowledge of laws and regulations governing special education
4. Effective problem-solving, human relations and communication skills
5. Required criminal history check and proof of U.S. citizenship or resident alien status

REPORTS TO: Supervisor of Special Services

JOB GOAL: To help students resolve such personal, emotional and social problems as interfere with their adjustment to school and their capacity to enjoy the fullest benefits of the education offered them.

PERFORMANCE RESPONSIBILITIES:

1. Participants in the evaluation, classification and placement of pupils with specific needs.
2. Assesses a student in terms of personal and family history, socio-economic and cultural differences.
3. Evaluates the configuration of factors within the home, community and school as related to a student's current social and academic adjustment.
4. Interprets the implications of significant social findings as a member of the child study team, and participates in educational planning for exceptional students.
5. Plans home visits or office interviews with family members to assess past and present history and development as well as family dynamics and interactions that are relevant to the child's adjustment.
6. Maintains an ongoing relationship with families for the purpose of sharing information regarding educational planning and programming for the student; assisting the family in utilizing appropriate community resources; and providing counseling to family members and/or students to facilitate social adjustment.
7. Initiates, facilitates and maintains liaison with community agencies and other resources to meet special needs; refers parents and child to agencies when appropriate.
8. Consults with administration and staff regarding social adjustment factors of students in schools, at home and in the community.

9. Counsels groups of students and/or parents regarding social adjustment problems.
10. Serves as a case manager as assigned and maintains appropriate case records.
11. Maintains professional competence through inservice education and participation in professional development activities.
12. Assists in coordinating, developing, monitoring and evaluating the effectiveness of individualized education plans.
13. Observes pupils in the classroom and/or playground.
14. Interviews pupils as needed.
15. Observes children in special education classes on an ongoing basis.
16. Attends and participates in meetings as deemed necessary and consistent with the needs of the district.
17. Performs all duties required as a member of the child study team by administrative code, state and federal laws and board policy.
18. Conducts risk assessments, as needed.
19. Serves as a member of the school mental health/crisis team, as needed.
20. Assumes other related duties/assignments assigned by the Superintendent or Supervisor of Special Services.

TERMS OF

EMPLOYMENT: Work year and salary to be determined by the board.

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

APPROVED BY: BOARD OF EDUCATION **DATE:** February 16, 2010

REVISED: September 20, 2011, March 23, 2022

Legal References:

N.J.S.A. 10:5-1 et seq.	Law Against Discrimination
N.J.S.A. 18A:6-7.1	Criminal history records; employee in regular contact with pupils; grounds for disqualification from employment; exception
N.J.S.A. 18A:6-10	Dismissal and reduction in compensation of persons under tenure in public school system
N.J.S.A. 18A:16-2	Physical examinations; requirement
N.J.S.A. 18A:26-1	Citizenship of teachers, etc.

N.J.S.A. 18A:26-1.1 Residence requirements prohibited
 N.J.S.A. 18A:26-2 Certificates required; exception
 N.J.S.A. 18A:27 Employment and contracts
 N.J.S.A. 18A:28-3 No tenure for noncitizens
 N.J.S.A. 18A:28-5 Tenure of teaching staff members
 N.J.S.A. 18A:28-8 Notice of intention to resign required
 N.J.S.A. 18A:40A Substance abuse
 N.J.S.A. 18A:46 Classes and facilities for handicapped children
 See particularly:
 N.J.S.A. 18A:46-5.1 Basic child study team services; provisions by boards of education and state operated programs

N.J.A.C. 6A:7 Managing for equality and equity in education
 N.J.A.C. 6A:9 Professional licensure and standards
 See particularly:
 N.J.A.C. 6A:9-3.3 Professional standards for teachers
 N.J.A.C. 6A:9-5 General certification policies
 N.J.A.C. 6A:9-8 Requirements for instructional certificate
 N.J.A.C. 6A:9-13.5 School social worker
 N.J.A.C. 6A:9-13.10 Learning disabilities teacher-consultant
 N.J.A.C. 6A:9-15 Required professional development for teachers
 N.J.A.C. 6A:14 Special education
 N.J.A.C. 6A:16 Programs to support student development
 N.J.A.C. 6A:17 Students at risk of not receiving a public education
 See particularly:
 N.J.A.C. 6A:24-6.1 Implementation of required programs
 N.J.A.C. 6A:32-4 Employment of teaching staff
 N.J.A.C. 6A:324.4 Evaluation of tenured teaching staff members
 N.J.A.C. 6A:324.5 Evaluation of nontenured teaching staff members
 N.J.A.C. 6A:32-5.1 Standards for determining seniority
 N.J.A.C. 6A:32-6 School employee physical examinations
 N.J.A.C. 6A:32-7 Student records

Immigration Reform and Control Act of 1986, 8 U.S.C.A. 1100 et seq.

20 U.S.C. 1400 et seq., Individuals With Disabilities Education Act (IDEA), reauthorized 1997, P.L. 105-17 (formerly the Education for All Handicapped Act)

No Child Left Behind Act of 2001, P. L. 107-110, 20 U.S.C.A. 6301 et seq.

29 U.S.C. 794 et seq. – Section 504 of the Rehabilitation Act of 1973

34 CFR 76.1 et seq. – General Administrative Regulation EDGAR

34 CFR 77.1 et seq. – General Administrative Regulation EDGAR

34 CFR 300 – Assistance to States for the Education of Children with Disabilities

Agostini v. Felton, 65 U.S.L.W. 4524 (1997), overruling Aguilar v. Felton, 473 U.S. 402 1985

Honig v. Doe, 484 U.S. 305 (1988)

Oberti v. Board of Education of Clementon School District, 995 F.2d 1204, 1216-17 (3d Cir. 1993)

Manual for the Evaluation of Local School Districts, Revised September 2002

This job description has been modified from the NJSBA POLICY AND LIBRARY RESOURCES

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Bank Account Code(s): A,M,N,O Only

<u>Check#</u>	<u>Date</u>	<u>Vendor (Payee)</u>	<u>Amount</u>
M:01802	2/24/22	Oriental Trading	281.73
N:03616	2/24/22	VILLA CAPRI PIZZA	95.00
A:N0228	2/28/22	Andover Regional Payroll Agency	318,772.64
N:03617	2/28/22	VILLA CAPRI PIZZA	56.00
A:33268	3/1/22	NEWTON WATER AND SEWER UTILITY	943.98
A:33269	3/4/22	Treehouse Theater, Inc.	2,000.00
A:33270	3/7/22	TREASURER STATE OF NEW JERSEY	835.00
A:33272	3/8/22	NJSHBP Division of Pension & Benefits	103,888.12
A:33273	3/10/22	Sussex County Superintendents' Roundtable Asso	128.00
A:N0315	3/15/22	Andover Regional Payroll Agency	332,954.76
A:33274	3/23/22	Allegro School	11,856.24
A:33275	3/23/22	Cara Capela	1,903.18
A:33276	3/23/22	Terranova Group T/A Chapel Hill Academy	7,245.00
A:33277	3/23/22	Morris County Educational Services Commission	10,329.00
A:33278	3/23/22	Newton Board of Education	243,780.90
A:33279	3/23/22	Sussex County Charter School for Technology	8,761.00
A:33280	3/23/22	The Craig School	5,880.00
A:33281	3/23/22	THE WINDSOR SCHOOL	17,200.00
A:33282	3/23/22	William Grenville	708.33
A:33283	3/23/22	Stephenie M. Neufeld	960.00
A:33284	3/23/22	AC Daughtry, Inc.	150.00
A:33285	3/23/22	Adorama Inc.	1,693.00
A:33286	3/23/22	Alliance Pest Services, Inc.	96.00
A:33287	3/23/22	Anchor Rubber Stamp	49.90
A:33288	3/23/22	Andover Township	304.05
A:33289	3/23/22	Andres & Mooney Electric, Inc.	10,136.44
A:33290	3/23/22	Best Choice Home Care, LLC	7,215.65
A:33291	3/23/22	Blue Diamond Disposal, Inc.	1,268.54
A:33292	3/23/22	CDK Systems, Inc.	175.00

Bank Account Code(s): A,M,N,O Only

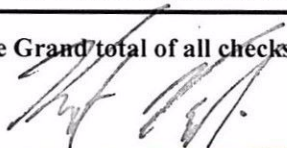
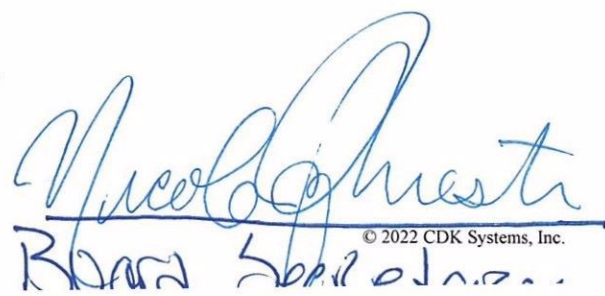
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A:33293	3/23/22	CenturyLink	91.49
A:33294	3/23/22	Delta Dental of New Jersey, Inc.	7,958.94
A:33295	3/23/22	EducationWeek	97.00
A:33296	3/23/22	ELIZABETHTOWN GAS	15,397.91
A:33297	3/23/22	Eurofins QC, LLC	1,236.00
A:33298	3/23/22	Steven Fink	9.48
A:33299	3/23/22	First Student, Inc.	98,594.00
A:33300	3/23/22	Granite Telecommunications, LLC	611.84
A:33301	3/23/22	Hamburg Plumbing Supply Co., Inc.	500.80
A:33302	3/23/22	Hand to Heart CPR Training, LLC	320.00
A:33303	3/23/22	Adrienne Huddy	55.44
A:33304	3/23/22	J & B Therapy, LLC	12,782.19
A:33305	3/23/22	Jersey Mail Systems, LLC	119.90
A:33306	3/23/22	Lakeshore Learning Materials	117.86
A:33307	3/23/22	LogMeIn Communications, Inc.	1,767.91
A:33308	3/23/22	Lyons Environmental Services, LLC	800.00
A:33309	3/23/22	Lowes Home Centers, Inc.	720.08
A:33310	3/23/22	CYNTHIA MIZELLE	500.00
A:33311	3/23/22	NICKOLAS MOUSTAKAS	25.34
A:33312	3/23/22	Municipal Capital Finance	1,557.00
A:33313	3/23/22	DARICE MYERS	34.50
A:33314	3/23/22	New Jersey Advance Media	2,928.00
A:33315	3/23/22	New Jersey Association of School Business Offici	275.00
A:33316	3/23/22	Parette Somjen Architects LLC	1,550.00
A:33317	3/23/22	P.G. Chambers School, Inc.	624.00
A:33318	3/23/22	PENTELEDATA	1,650.00
A:33319	3/23/22	Porzio, Bromberg & Newman P.C.	2,229.50
A:33320	3/23/22	R&L Data Centers, Inc.	794.80
A:33321	3/23/22	ReadyRefresh by Nestle	36.47

Bank Account Code(s): A,M,N,O Only

<u>Check#</u>	<u>Date</u>	<u>Vendor (Payee)</u>	<u>Amount</u>
A:33322	3/23/22	RoNetco Supermarkets, Inc.	62.87
A:33323	3/23/22	SCSASA	70.00
A:33324	3/23/22	School Specialty, LLC	104.97
A:33325	3/23/22	STAPLES BUSINESS ADVANTAGE	487.44
A:33326	3/23/22	Stocker Bus Company, Inc.	1,890.00
A:33327	3/23/22	Ansor Solar, LLC	5,103.08
A:33328	3/23/22	Sussex County Regional Cooperative	58,171.31
A:33329	3/23/22	Sussex County Technical School	9,032.40
A:33330	3/23/22	Tri-County Behavioral Care, LLC	550.00
A:33331	3/23/22	School Specialty, LLC	489.35
A:33332	3/23/22	Mr. Braden Hirsch	2,500.00
A:33333	3/23/22	Stocker Bus Company, Inc.	200.00
A:33334	3/23/22	Premier Health Associates, LLC	200.00
A:33335	3/23/22	W.B. Mason Co., Inc.	527.40
A:33336	3/23/22	Times-Herald-Record	11.40
A:33337	3/23/22	First Student, Inc.	270.00
A:33338	3/23/22	Bureau of Education & Research	595.00
A:33339	3/23/22	JENNIFER REYNOLDS	150.54
A:33340	3/23/22	Sussex County Regional Cooperative	60,115.84
A:33341	3/23/22	PITNEY BOWES GLOBAL FINANCIAL SERV.	146.94
N:03618	3/23/22	RoNetco Supermarkets, Inc.	74.29
N:03619	3/23/22	Jennifer Coffey	53.95
O:01314	3/23/22	Maschios Food Services, Inc.	19,621.93

The Grand Total of all Checks from Fund 10 is:	54,028.23
The Grand Total of all Checks from Fund 11 is:	1,307,351.08
The Grand Total of all Checks from Fund 12 is:	1,550.00
The Grand Total of all Checks from Fund 20 is:	20,369.41
The Grand Total of all Checks from Fund 60 is:	19,621.93
The Grand Total of all Checks from Fund 94 is:	281.73
The Grand Total of all Checks from Fund 95 is:	279.24

The Grand total of all checks for this period is: 1,403,481.62

BOARD President

BOARD Secretary



ANDOVER REGIONAL SCHOOL DISTRICT

Office of the Superintendent

707 Limecrest Road

Newton, NJ 07860

Phone: 973-315-5254 Fax: 973-579-3972



Plan for Safe Return to In-Person Instruction and Continuity of Services

(Approved by the Andover Regional Board of Education on March 23, 2022)

1. Maintaining Health and Safety

A. Masks

Wearing masks is an important prevention strategy to help slow the spread of COVID-19, especially when combined with everyday preventive actions and physical distancing in public settings. Mask use is optional for individuals who are and are not fully vaccinated unless a mask cannot be safely worn, such as:

- When doing so would inhibit the individual's health, such as when the individual is exposed to extreme heat indoors;
- When the individual has trouble breathing, is unconscious, incapacitated, or otherwise unable to remove a face covering without assistance;
- When a student's documented medical condition or disability, as reflected in an Individualized Education Program (IEP) or Educational Plan pursuant to Section 504 of the Rehabilitation Act of 1973, precludes use of a face covering;
- When the individual is under two (2) years of age;
- When the individual is engaged in activity that cannot physically be performed while wearing a mask, such as eating or drinking, or playing a musical instrument that would be obstructed by a face covering;
- When the individual is engaged in high-intensity aerobic or anaerobic activity;
- When a student is participating in high-intensity physical activities during a physical education class in a well-ventilated location and able to maintain a physical distance of six feet from all other individuals; or
- When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

The following is guidance on the proper use, removal, and washing of masks:

- The most effective fabrics for cloth masks are tightly woven such as cotton and cotton blends, breathable, and in two or three fabric layers. Masks with

exhalation valves or vents, those that use loosely woven fabrics, and ones that do not fit properly are not recommended.

- Masks should be washed after every day of use and/or before being used again, or if visibly soiled or damp/wet.
- Disposable face masks should be changed daily or when visibly soiled, damp or damaged.
- Clear masks that cover the nose and wrap securely around the face may be considered in certain circumstances including for the teaching of students with disabilities, young students learning to read, or English language learners.
- If students or staff members forget their masks on a given day or the mask becomes soiled, a disposable one may be provided by the school, supplies permitting.

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

Staff and students should stay home when they are sick.

Implementing physical distancing measures will be considered as an effective COVID-19 prevention strategy to the extent the schools can do so while still providing regular school operations to all students and staff in-person.

Classroom seating/desks will be spaced at least three (3) feet apart to the extent possible while offering full-time, in-person learning to all students. Distancing measures that may help as prevention strategies include facing desks in the same direction and avoiding grouped seating arrangements. Use of outdoor spaces for classes is encouraged, when seasonally appropriate. Keeping classes together to include the same group of students each day as cohorts should be considered. Mixing between groups/cohorts should be limited, if feasible.

Physical distancing will also be considered in the following scenarios:

- In middle and high school classrooms when regional risk is high (orange);
- Between staff members in the school building and between staff members and students;
- In common areas, such as school lobbies and auditoriums;
- When masks can't be worn, such as when eating;
- During activities when increased exhalation occurs, such as singing, shouting, band practice, sports, or exercise (even if masks are worn);
- In community settings outside of the classroom.

Physical barriers, such as plastic guards and partitions, may be used in areas where it is difficult for individuals to distance physically (e.g., desks for reception, administrative assistants, nurses, CST, guidance, food service areas, small group instruction, bathrooms.)

C. Handwashing and respiratory etiquette

Teaching and reinforcing handwashing with soap and water for at least twenty (20) seconds and modeling frequent practice among students and staff will continue. The practice of handwashing will be built into transition times, when feasible.

If soap and water are not readily available, hand sanitizer that contains at least sixty (60) percent alcohol should be used. The district will provide adequate supplies for healthy hygiene behaviors, including soap, hand sanitizer with at least sixty (60) percent alcohol, paper towels, tissues, disinfectant wipes, no-touch trash cans, and face coverings.

Staff and students are encouraged to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately.

D. Cleaning and maintaining healthy facilities, including improving ventilation

Cleaning and application of disinfectant will be done routinely to frequently touched surfaces and objects (e.g., restrooms, cafeteria tables and chairs, classroom desks and chairs, countertops, sink handles, door handles and push plates, light switches, shared telephones and desktops, shared computer keyboards and mice, handrails, equipment handles, vending machine and elevator buttons, playground equipment, school bus seats and windows).

A schedule with procedures for routine cleaning and disinfectant application will be maintained. 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.

Cleaning and disinfectant application checklists will be recorded with spaces to enter date, time, and employee who performed the cleaning and disinfectant application. Adequate supplies to support cleaning and disinfectant application procedures will be provided by the district.

Minimize sharing of high-touch materials or limit use of supplies and equipment by one group of students at a time and clean and disinfect routinely and preferably between use.

Opening windows and doors may enhance ventilation, weather permitting. Child-safe fans may be used to increase the effectiveness of open windows. Windows and doors should not be opened if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to students or staff using the facility.

The district will ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible as required by code. All unit ventilator filters will be changed three times per year.

The district will conduct a holistic assessment of ventilation systems and develop an action plan to address findings. The district's energy savings plan includes a measure to retro commission each unit ventilator motor, fan and damper throughout the district to ensure the unit is functioning to manufacturer's specifications.

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

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. Upon notification that a resident has tested positive for COVID-19, the county 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 (6) feet for a period of more than fifteen (15) minutes during a 24-hour period.

In the K–12 indoor classroom setting, the close contact definition excludes students who were within 3 to 6 feet of an infected student (laboratory-confirmed or a clinically compatible illness) where both the infected student and the exposed student(s) correctly and consistently wore well-fitting masks the entire time. This exception does not apply to teachers, staff, or other adults in the indoor classroom setting (Road Forward, 8-20-21 Update)

The district shall assist the county health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts. Contract tracing procedures including records of groups/cohorts, assigned staff, and daily attendance have been developed by school nurses and administrators in accordance with guidance from the county health department.

Readmittance procedures will be consistent with New Jersey Department of Health (NJDOH) information for schools and communicable disease service guidance. Sick staff members or students are not to return until they have met the criteria to discontinue home isolation/quarantine.

Per the NJDOH, If you tested positive for COVID-19 and have symptoms, it's critical that you self-isolate (stay in your home and away from others) for:

- 5 days (subject to change based on regional risk) after symptoms first appeared and
- 24 hours with no fever without the use of fever-reducing medications and
- Other symptoms of COVID-19 are improving (Note: Loss of taste and smell may persist for weeks or months after recovery and need not delay the end of isolation)
- If you tested positive for COVID-19 and have no symptoms:
- 5 days after your positive test collection date

Fully vaccinated individuals (received both initial vaccine(s) and booster):

- Do not need to quarantine after having close contact with someone with COVID-19, as long as they remain asymptomatic – exceptions exist for individuals living in high-risk congregate settings that can be found in [NJ DOH's recommended minimum quarantine time frames](#)

F. Diagnostic and screening testing

Parents are strongly encouraged to take their child's temperature prior to sending their child to school if COVID-19 symptoms are present. If the child's temperature is 100.0° Fahrenheit or greater, the child cannot attend school in person that day.

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, difficulty breathing (without recent activity), fatigue, cough, or extreme fussiness. If this inspection indicates a student is not well, the teacher should call the nurse's office. If there is no response, the main office is to be contacted for direction as to where to take the student for medical consultation.

For school settings, NJDOH recommends that students with the following symptoms be promptly isolated from others and excluded from school:

- At least two of the following symptoms: fever (measure or subjective), chills, rigors (shivers), myalgia (muscle aches), headache, sore throat, nausea or vomiting, diarrhea, fatigue, congestion, or runny nose; or
- At least one of the following symptoms: cough, shortness of breath, difficulty breathing, new olfactory disorder, or new taste disorder.

Students and staff who exhibit symptoms related to COVID-19 while in school will be safely and respectfully isolated from others in an identified isolation room separate from the nurse's office. Further recommendations including exclusion criteria can be found in the NJDOH guidance for local health departments and Section 3.3 of "The Road Forward". The district does not conduct clinical coronavirus testing on site, but refers families to local health organizations for these services.

Virtual Instruction

Students are now entitled to virtual instruction only under the following circumstances:

- A student or a student's immediate family member (living in the same household) has COVID-19 or is still waiting for test results
 - A student has COVID-19 compatible symptoms and is required to quarantine
- If either of the above scenarios apply to your child, the school will provide synchronous instruction during the quarantine period only. Please allow one school day for your child's teacher(s) to arrange for this. Same day requests for virtual instruction are not possible to honor as teachers need time to prepare and parents need to pick up learning materials and technology. Please note that virtual

instruction is only provided for COVID-19 situations. Virtual instruction is not permitted for students who will be absent for vacation, appointments, or reasons other than COVID-19.

If your child is quarantined, instruction will occur live during the school day. Our district uses Google Classroom as a platform for video conferencing. Should your child require virtual instruction on a temporary basis, your child's teacher will use Google Meet to host live, synchronous teaching. The teacher will be the one to communicate specific login times for live instruction and will share the Google Meet link. Students will be shown how to use Google Meet by their teachers. This way, in case of a quarantine, students are familiar with how to login and learn virtually. For students in lower grades, teachers will reach out to parents directly with logins, passwords, Google Meet links, and schedules.

G. Travel

The following are recommendations from the CDC:

Fully vaccinated travelers are less likely to get and spread SARS-CoV-2 and can now travel at low risk to themselves within the United States. International travelers need to pay close attention to the situation at their international destinations before traveling due to the spread of new variants and because the burden of COVID-19 varies globally. Wearing a mask over your nose and mouth is required on planes, buses, trains, and other forms of public transportation traveling into, within, or out of the United States and while indoors at U.S. transportation hubs such as airports and stations. Travelers are not required to wear a mask in outdoor areas of a conveyance (like on open deck areas of a ferry or the uncovered top deck of a bus).

Domestic travel (within the United States or to a U.S. territory)

- **Fully vaccinated travelers do not need to get a SARS-CoV-2 viral test before or after domestic travel, unless testing is required by local, state, or territorial health authorities.**
- **Fully vaccinated travelers do not need to self-quarantine following domestic travel.**

For UNVACCINATED individuals - After you travel:

- **Get tested with a viral test 3-5 days after travel AND stay home and self-quarantine for a full 5 days after travel.**
- **Even if you test negative, stay home and self-quarantine for the full 5 days.**
- **If your test is positive, isolate yourself to protect others from getting infected.**
- **If you don't get tested, stay home and self-quarantine for 5 days after travel.**
- **Avoid being around people who are at increased risk for severe illness for 14 days, whether you get tested or not.**
- **Self-monitor for COVID-19 symptoms; isolate and get tested if you develop symptoms.**
- **Follow all state and local recommendations or requirements.**

International travel

- **Fully vaccinated travelers do not need to get tested before leaving the United States unless required by their destination.**

- Fully vaccinated air travelers coming to the United States from abroad, including U.S. citizens, are still required to have a negative SARS-CoV-2 viral test result or documentation of recovery from COVID-19 before they board a flight to the United States.
- International travelers arriving in the United States are still recommended to get a SARS-CoV-2 viral test 3-5 days after travel regardless of vaccination status.
- Fully vaccinated travelers do not need to self-quarantine in the United States following international travel.

For UNVACCINATED individuals: Before you arrive in the United States:

- All air passengers coming to the United States, including U.S. citizens and fully vaccinated people, are required to have a negative COVID-19 viral test result no more than 3 days before travel or documentation of recovery from COVID-19 in the past 3 months before they board a flight to the United States.
- After you travel:
- Get tested with a viral test 3-5 days after travel AND stay home and self-quarantine for a full 5 days after travel.
- Even if you test negative, stay home and self-quarantine for the full 5 days.
- If your test is positive, isolate yourself to protect others from getting infected.
- If you don't get tested, stay home and self-quarantine for 5 days after travel.
- Avoid being around people who are at increased risk for severe illness for 14 days, whether you get tested or not.
- Self-monitor for COVID-19 symptoms; isolate and get tested if you develop symptoms.

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

The district has worked with the local medical center to prioritize vaccinations for staff and students. The district continues to communicate directly with the county departments of health and education to make staff, students, and families aware of vaccination opportunities and information.

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

Reasonable accommodations will be made for: medically fragile students with IEPs; students with complex disabilities with IEPs; or students who require accommodations under a plan in accordance with Section 504 of the Rehabilitation Act of 1973.

2. Ensuring Continuity of Services

A. Describe how the district will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff's social, emotional, mental health, and other needs, which may include student health and food services.

Students and staff will adhere to all applicable physical distancing requirements and hygiene protocols during any gatherings, field trips, and extracurricular activities. Any external community organizations that use school/district facilities are required to follow these health and safety protocols.

The district will encourage proper hand washing/sanitizing before and after eating meals and will consider implementing the following strategies, if possible and necessary:

- **Maintaining physical distancing between students and staff;**
- **Considering alternatives to use of group dining areas such as eating in classrooms or outdoors;**
- **Staggering eating times to allow for greater physical distancing;**
- **Maintaining student cohorts and limiting mixing between groups;**
- **Avoiding offering self-serve food options;**
- **Discouraging students from sharing meals; and**
- **Cleaning routinely between groups.**

School buses are considered school property for the purpose of determining the need for prevention strategies as follows:

- **Masks are optional by all passengers and drivers on buses, regardless of vaccination status;**
- **Maximize physical distance between students, if occupancy allows;**
- **Students are encouraged to sit away from the aisle to increase physical distance.**
- **Assigned seating may assist in ensuring that such practices are followed consistently;**
- **Open windows, if possible and safe, to increase airflow in buses; and**
- **Regularly sanitize high touch surfaces on school buses at least daily.**

Schools will assess the social, emotional, and mental health of students. Student needs, once identified, will be shared with the intervention and referral services teams, guidance counselors, CST, or other school based mental health professionals to develop plans for school-based intervention and family support. Social-emotional learning will be infused regularly into academic lessons and/or provided as stand-alone learning activities.

Professional development opportunities are being provided based on staff interest in areas such as personal mental health/self care, student mental health/SEL, family engagement, trauma-informed care, etc.

Schools will assess the academic skills of students and provide resources for learning acceleration at a variety of times in multiple modalities.

Pursuant to N.J.S.A. 18A:7F-9, schools must be in session for 180 days to receive state aid. The statute requires that school facilities be provided for at least 180 days

during the school year. Where the district is required to close our schools for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive and/or recommendation by the appropriate health agency or officer to institute a public health-related closure, days of remote instruction commensurate with in-person instruction will count towards the district's 180-day requirement. A plan for continuity of operations similar to that designed in the Restart and Recovery Plan will be implemented during a health-related transition to remote instruction for all students should an official emergency be declared.

The district may be confronted with the incidence of COVID-19 positive cases among staff and/or students. If the district is required to exclude a student, group of students, a class, or multiple classes as a result of the scenarios listed above, while the school itself remains open for in-person instruction, the district will be prepared to offer remote instruction to those students in a manner commensurate with in-person instruction to the extent possible. In circumstances when the school facilities remain open and in-person instruction continues in those classrooms that are not required to quarantine, those days in session will also count towards the district's 180-day requirement in accordance with N.J.S.A. 18A:7F-9.2.

A Feasibility Study to Consider School Consolidation for

the Andover Regional School District and

by

Statistical Forecasting LLC;

DiCara Rubino Architects;

David Hesper, Porzio Compliance Services;

and

Steven Cea M.B.A.

March 2022

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Acknowledgements

The Andover Regional School District and its representatives, Andover Borough, Andover Township and their officials, Sussex County Office of Education, and the New Jersey Department of Education were most cooperative in responding to the consultant team's requests for the volumes of data and information necessary to compile, analyze, and present the applicable recommendations.

I. INTRODUCTION

The Andover Regional School District ("Andover Regional") serves students in grades PK-8 from the communities of Andover Borough and Andover Township in Sussex County, New Jersey. Students will attend two school buildings based on their grade level; the Florence M. Burd Elementary School ("Burd") serving students in grades PreK-4 and the Long Pond Middle School ("Long Pond") serving students in grades 5-8. Students in 9th through 12th grades from both Andover Borough and Andover Township attend Newton High School in Newton, New Jersey through a sending-receiving relationship. In addition to students from the Town of Newton, students from Green Township also attend Newton High School through another sending-receiving relationship. Andover Regional, and the school districts of the Town of Newton and Green Township, have formed an informal Tri-District Consortia in order to partner together on educational issues and on developing shared services.

The Andover Regional Board of Education has asked for a study regarding the feasibility of closing Burd and moving all students to Long Pond resulting in the consolidation of all grades PK-8 in Long Pond. The Board has recognized that long-term demographic trends are leading to enrollments losses that are expected to result in a 17% decline in the student body over the next five years. Property taxes are rising and State aid is declining. Declining enrollments present a number of challenges as the district attempts to cope with the difficulty of providing a high-quality education that can prepare students for the rigors of high school and allow them to compete in a global economy. The district will face increasing financial pressures to maintain and expand instructional programs, address social-emotional issues, and new State mandates, while keeping tax levies affordable. In addition to declining enrollments, school funding laws have realigned aid among districts, causing some to see some funding phasing-out over time. These trends have many districts looking for efficiencies, cost savings, and alternative sources of revenue. Although Andover Regional has taken many steps to operate efficiently and effectively, these steps may be insufficient to cope with the academic and cost consequences of the continuing enrollment declines. For these reasons, the Board of Education sought to have experts examine options to maintain educational quality and operate efficiently, and this study is intended to inform contingency planning for these potential challenges.

The feasibility study will begin by identifying demographic trends that will drive student enrollment in the future. It will then examine the current capacity of Long Pond and what instructional, non-instructional and support spaces will be required to accommodate Burd students. Capacity of the school buildings (the differences between capacity and enrollment) will also be determined for both 2020-21 and 2025-26 (the last year of the projection period).

The report will then look at the educational issues that may flow from such a school consolidation as well as the financial impact of the consolidation versus the "status quo." The Financial Section will also elaborate on the potential cost impacts of consolidating the instructional program into Long Pond and closing Burd. These include cost savings by eliminating redundant functions, and the potential short-term costs of decommissioning a school and moving the operation to Long Pond.

Based on this analysis, the consultants will draw conclusions and make recommendations for moving forward.

II. DEMOGRAPHIC PROFILES

A. Community Descriptions

1. Andover Borough

Located in Sussex County, Andover Borough contains a land area of 1.45 square miles and 0.02 square miles of water area. Historical and projected populations for Andover Borough from 1940-2040 are shown in Table 1. In 2010, Andover Borough had 606 residents, which is 417.9 persons per square mile. From 1940-1980, Andover Borough's population steadily increased, with its greatest gain occurring in the 1950s (+31.1%). However, from 1980-2010, the population reversed trend and declined by nearly 300 persons.

In addition, a population estimate for 2019 is provided in Table 1. The estimated population in 2019 is 563 persons, which is a loss of 43 persons from 2010. The Census Bureau publishes estimates every July 1st following the last decennial census and are computed using the decennial census base counts, number of births and deaths in a community, and migration data (both domestic and international).

Population projections, which were prepared by the North Jersey Transportation Planning Authority, Inc. ("NJTPA"), indicate that the population will slowly increase. However, as the 2019 Census estimate reflects a continuation of the declining trend in the borough, the NJTPA likely needs to revise its projections after the 2020 Census results become available. As it currently stands, forecasts project the population to be 656 in 2040, which would be a 16.5% increase from the 2019 population estimate and a gain of 93 persons.

Table 1
Historical and Projected Populations for Andover Borough
1940-2040

Year	Population	Percent Change
Historical¹		
1940	512	N/A
1950	560	+9.4%
1960	734	+31.1%
1970	813	+10.8%
1980	892	+9.7%
1990	700	-21.5%
2000	658	-6.0%
2010	606	-7.9%
2019 (est.)	563	-7.1%
Projected²		
2020	611	+8.5%
2030	621	+1.6%
2040	656	+5.6%

Sources: ¹United States Census Bureau.

²North Jersey Transportation Planning Authority, Inc. (2017).

2. Andover Township

Andover Township is also located in Sussex County and contains a land area of 19.96 square miles, with an additional 0.73 square miles of water area. Historical and projected populations for Andover Township from 1940-2040 are shown in Table 2. In 2010, the population in Andover Township was 6,319, which is 316.6 persons per square mile. From 1940-2010, Andover Township's population grew more than ten-fold, with its greatest percentage gain occurring in the 1950s (+106.9%) when the population more than doubled. The estimated population in 2019 is 5,870, which is a loss of 449 persons from the 2010 Census count.

While the population projections prepared by the NJTPA are forecasting an increase in the township's population, the 2019 Census estimate reflects a change in trend and a decline in population since 2010. The NJTPA likely needs to revise its projections after the 2020 Census results become available. As it currently stands, forecasts project the population to be 6,667 in 2040, which would be a 13.6% increase from the 2019 population estimate and a gain of 797 persons.

Table 2
Historical and Projected Populations for Andover Township
1940-2040

Year	Population	Percent Change
Historical¹		
1940	591	N/A
1950	1,052	+78.0%
1960	2,177	+106.9%
1970	3,040	+39.6%
1980	4,506	+48.2%
1990	5,438	+20.7%
2000	6,033	+10.9%
2010	6,319	+4.7%
2019 (est.)	5,870	-7.1%
Projected²		
2020	6,348	+8.1%
2030	6,416	+1.1%
2040	6,667	+3.9%

Sources: ¹United States Census Bureau.

²North Jersey Transportation Planning Authority, Inc. (2017).

B. Relevant Demographic Characteristics

In Table 3, relevant demographic characteristics¹ of Andover Borough and Andover Township are compared from the 2010 Census and the 2006-2010 and 2015-2019 American Community Surveys (“ACS”). While some Census variables account for everyone in the population (e.g., age and race), other variables are collected from a sample (e.g., median family income, educational attainment, poverty status, etc.). The ACS replaced the long form of the Census, last administered in 2000 to approximately 16% of the population in the United States. For communities with fewer than 65,000 persons such as these, ACS data represent a sample collected over a five-year time period, where the estimates represent the average characteristics between January 2015 and December 2019, for example. This information does not represent a single point in time like the long form of earlier Censuses. The five-year ACS contains 1% annual samples from all households and persons from 2015 to 2019, resulting in a 5% sample of the population. Due to the small sample size, the sampling error is quite large, which increases the degree of uncertainty of the estimated values. Therefore, the forthcoming ACS data should be interpreted with caution.

1. Andover Borough

With respect to race, Whites are the largest race in Andover Borough. In the 2015-2019 ACS, Andover Borough was 90.0% White as compared to 88.1% in 2010, which is a gain of 1.9 percentage points. Blacks/African Americans and Asians were tied for the second-largest racial group at 1.4% in the 2015-2019 ACS.

Regarding nativity, 2.7% of Andover Borough residents were foreign-born in the 2015-2019 ACS, a loss of 8.1 percentage points from the 2006-2010 ACS percentage (10.8%). As a point of comparison, New Jersey’s foreign-born resident percentage was 23.4% in the 2019 ACS, which is significantly higher than Andover Borough’s. Since there were so few foreign-born persons in the 2015-2019 ACS, the largest sources (countries) are not reported here.

The median age in Andover Borough increased slightly from 40.4 years in 2010 to 40.9 years in the 2015-2019 ACS, which is similar to the median age in New Jersey (40.2 years). During the same time period, the percentage of people under the age of 18 years, which corresponds predominantly to school-age children, declined from 21.1% to 18.0%, a loss of 3.1 percentage points.

With respect to educational attainment for adults aged 25 and over, 31.5% of the population had a bachelor’s degree or higher in the 2015-2019 ACS, which is a gain of 10.4 percentage points from the 2006-2010 ACS percentage (21.1%). Andover Borough’s percentage of persons having a bachelor’s degree or higher is the lower of the two communities and also lower than that of New Jersey (41.2%). Persons with graduate or professional degrees slightly increased from 7.0% to 7.8% during this time period.

¹ As the number of demographic variables provided by the United States Census Bureau is voluminous, only variables pertinent to the study are shown.

Table 3
Relevant Demographic Characteristics

Race Origin ¹	Andover Borough		Andover Township	
	2006-10 ACS 2010 Census	2015-2019 ACS	2006-10 ACS 2010 Census	2015-2019 ACS
White	534 (88.1%)	530 (90.0%)	5,547 (87.8%)	5,362 (90.1%)
Black or African American	5 (0.8%)	8 (1.4%)	202 (3.2%)	132 (2.2%)
Hispanic or Latino	46 (7.6%)	4 (0.7%)	325 (5.1%)	158 (2.7%)
American Indian and Alaska Native	2 (0.3%)	0 (0.0%)	3 (0.0%)	0 (0.0%)
Asian	8 (1.3%)	8 (1.4%)	164 (2.6%)	255 (4.3%)
Native Hawaiian and Other Pacific Islander	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Other Race	1 (0.2%)	0 (0.0%)	2 (0.0%)	0 (0.0%)
Two or more Races	10 (1.7%)	39 (6.6%)	76 (1.2%)	42 (0.7%)
Age				
Under 18	21.1%	18.0%	22.1%	16.9%
18-64	66.9%	69.9%	61.9%	59.4%
65 and over	12.0%	12.1%	16.0%	23.7%
Median age (years)	40.4	40.9	45.1	47.9
Nativity				
Foreign-Born	10.8%	2.7%	5.2%	7.1%
Educational Attainment				
Bachelor's degree or higher	21.1%	31.5%	31.7%	38.8%
Graduate or professional degree	7.0%	7.8%	9.6%	11.3%
Income				
Median family income	\$78,889	\$83,958	\$105,554	\$135,052
Percentage of Persons in Poverty ages 5-17	23.0%	0.0%	0.0%	0.0%
Housing Units				
Total number	263	281	2,181	2,186
Occupied units	241 (91.6%)	245 (87.2%)	2,070 (94.9%)	2,024 (92.6%)
Owner-Occupied units	157 (65.1%)	146 (59.6%)	1,843 (89.0%)	1,786 (88.2%)
Renter-Occupied units	84 (34.9%)	99 (40.4%)	227 (11.0%)	238 (11.8%)
Median value of an owner- occupied unit	\$322,100	\$282,100	\$352,600	\$273,600
Average household size	2.51	2.40	2.70	2.50

Sources: American Community Survey (2006-2010 and 2015-2019), United States Census (2010)

Notes: ¹Data may not sum to 100.0% due to rounding.

Cells shaded orange are from the 2010 Census while cells shaded blue are from the 2006-2010 American Community Survey.

Median family income increased from \$78,889 in the 2006-2010 ACS to \$83,958 in the 2015-2019 ACS, a gain of 6.4%. By comparison, median family income in New Jersey is \$105,705, which is nearly \$22,000 higher than Andover Borough's. During this time period, the percentage of school-age children (5-17) that are in poverty sharply declined from 23.0% to 0.0%.

Regarding housing, there were 281 housing units in Andover Borough in the 2015-2019 ACS, which is a gain of 18 units (+6.8%) from 2010. Over this time period, the overall occupancy rate decreased from 91.6% to 87.2% and the average household size declined from 2.51 to 2.40 persons. The majority of housing units in Andover Borough are owner-occupied (59.6%) according to the 2015-2019 ACS. Renter-occupied units accounted for 40.4% of the housing units in the 2015-2019 ACS, which is a 5.5 percentage-point gain from the 2010 percentage of 34.9%. As a point of comparison, the percentage of renter-occupied units in Andover Borough is slightly higher than that of New Jersey (36.7%). Finally, the median home price of an owner-occupied unit in the 2015-2019 ACS was \$282,100, which is a 12.4% decline from the value reported in the 2006-2010 ACS (\$322,100).

2. Andover Township

In Andover Township, Whites are also the largest race. In the 2015-2019 ACS, Andover Township was 90.1% White, which is a 2.3 percentage-point gain from the 2010 percentage (87.8%). The second-largest race in the 2015-2019 ACS was Asian, representing 4.3% of the population, which is a gain of 1.7 percentage points from the 2010 percentage of 2.6%. Hispanics had been the second-largest race in 2010.

With respect to nativity, 7.1% of Andover Township residents were foreign-born in the 2015-2019 ACS, which is a 1.9 percentage-point increase from the 2006-2010 ACS percentage (5.2%). Like Andover Borough, Andover Township's foreign-born percentage is much lower than that of New Jersey (23.4%). While not shown in the table, place of birth, which serves as a proxy for country of origin, indicates that the Philippines was the largest source of immigrants in the 2015-2019 ACS, accounting for 27.1% of the foreign-born population.

The median age in Andover Township increased from 45.1 years in 2010 to 47.9 years in the 2015-2019 ACS, which is much greater than the median age in New Jersey (40.2 years). During the same time period, the percentage of people under the age of 18, which corresponds predominantly to school-age children, decreased from 22.1% to 16.9%, a loss of 5.2 percentage points.

Regarding educational attainment for adults aged 25 and over, 38.8% of the population had a bachelor's degree or higher in the 2015-2019 ACS, which is a gain of 7.1 percentage points from the 2006-2010 ACS percentage (31.7%). The percentage of residents having a bachelor's degree or higher in Andover Township is slightly lower than that of New Jersey (41.2%). The percentage of persons with a graduate degree increased from 9.6% to 11.3% during this time period.

Median family income increased from \$105,554 in the 2006-2010 ACS to \$135,052 in the 2015-2019 ACS, a 27.9% increase. Median family income in Andover Township is \$29,000 higher than the median family income in New Jersey (\$105,705), and \$51,000 higher than Andover Borough. During this time period, there were no school-age children (ages 5-17) in poverty.

Regarding housing, there were 2,186 housing units in Andover Township in the 2015-2019 ACS, which is nearly unchanged since 2010. Over this time period, the average household size decreased from 2.70 to 2.50 persons and the overall occupancy rate declined from 94.9% to 92.6%. The majority of housing units in Andover Township are owner-occupied (88.2%) according to the 2015-2019 ACS. Renter-occupied units accounted for 11.8% of the occupied units in the 2015-2019 ACS, which is nearly unchanged from the 2010 percentage of 11.0%. The percentage of renter-occupied units in Andover Township is much lower than that of New Jersey (36.7%) and Andover Borough (40.4%). Finally, the median home price of an owner-occupied unit in the 2015-2019 ACS was \$273,600, which is a 22.4% decline from the value reported in the 2006-2010 ACS (\$352,600). The median home price in Andover Borough is slightly higher than that of Andover Township.

C. District Overview

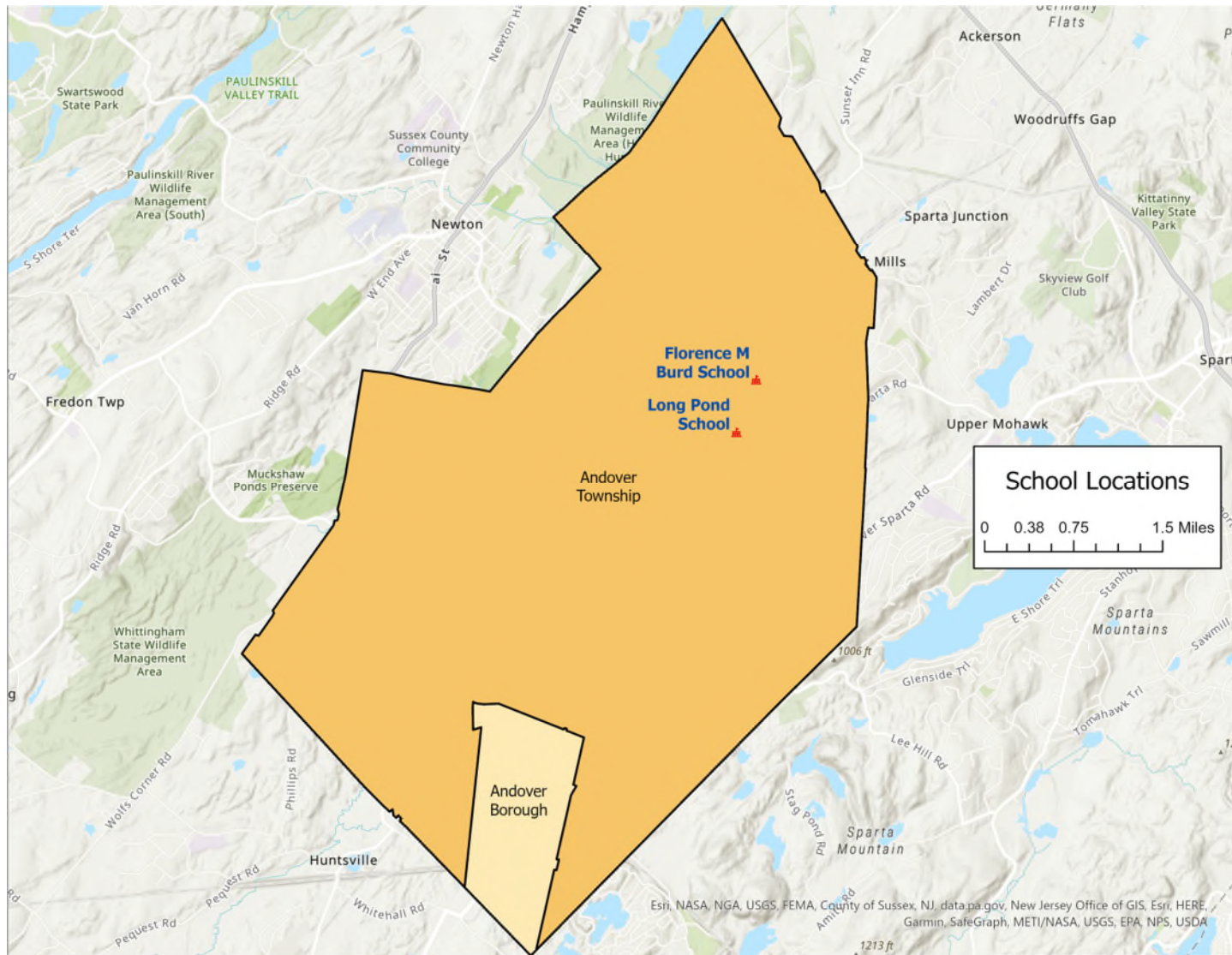
The Andover Regional School District (“Andover Regional”) is a PK-8 school district consisting of two schools. For pre-kindergarten through fourth grade, children attend Florence M. Burd Elementary School (“Burd”). Children then attend Long Pond Middle School (“Long Pond”) for grades 5-8. The locations of the schools are shown in Figure 1.

D. Explanation of the Cohort-Survival Ratio Method

In this study, historical enrollments from 2015-16 through 2020-21 were obtained from the New Jersey Department of Education (“NJDOE”) and were used to project enrollments for five years into the future using the Cohort-Survival Ratio method (“CSR”). The CSR method has been approved by the NJDOE to project public school enrollments. In this method, a survival ratio is computed for each grade, which essentially compares the number of students in a particular grade to the number of students in the previous grade during the previous year. The survival ratio indicates whether the enrollment is stable, increasing, or decreasing. A survival ratio of 1.00 indicates stable enrollment, less than 1.00 indicates declining enrollment, and greater than 1.00 indicates increasing enrollment. If, for example, a school district had 100 fourth graders and the next year only had 95 fifth graders, the survival ratio would be 0.95.

The CSR method assumes that what happened in the recent past will also happen in the future. In essence, this method provides a linear projection of the population. The CSR method is most appropriate for districts that have relatively stable increasing or decreasing trends without any major unpredictable fluctuations from year to year. In school districts encountering rapid growth or decline not experienced historically (i.e., a change in the historical trend), the CSR method must be modified and supplemented with additional information.

Figure 1
School Locations



E. Historical Enrollment Trends

Historical enrollments for students attending Andover Regional from 2015-16 to 2020-21 are shown in Table 4. Over this time period, enrollments (PK-8) have been slowly declining. Enrollment was 436 in 2020-21, which is a loss of 71 students from the 2015-16 enrollment of 507. Table 4 also shows computed average survival ratios based on the last six years of historical data. Due to the fluctuation in survival ratios from year to year, it is appropriate to calculate an average survival ratio for each grade progression, which is then used to project enrollments five years into the future.

Historical enrollments are also shown in Table 4 by grade configuration (PK-4 and 5-8). Self-contained special education/ungraded students were incorporated into the totals by grade configuration. For grades PK-4 at Burd, enrollments declined through 2018-19 before stabilizing. In 2020-21, enrollment is 229, which is a loss of 40 students from the 2015-16 enrollment of 269.

For grades 5-8 at Long Pond, enrollments slowly declined before stabilizing. Enrollment is 207 in 2020-21, which is a loss of 31 students from the 2015-16 enrollment of 238.

Table 4
Andover Regional Historical Enrollments (PK-8)
2015-16 to 2020-21

Year ¹	PK RE ²	K	1	2	3	4	5	6	7	8	SE ³	PK-4 Total	5-8 Total	PK-8 Total
2015-16	4	42	43	50	57	55	59	64	65	45	23	269	238	507
2016-17	0	53	44	45	51	58	51	61	62	67	19	266	245	511
2017-18	6	43	45	46	44	53	56	43	59	56	13	244	220	464
2018-19	7	42	38	44	45	42	51	55	44	56	21	225	220	445
2019-20	11	47	43	39	48	48	44	54	56	41	20	244	207	451
2020-21	6	65	34	38	34	46	47	40	56	52	18	229	207	436
Average 6-Year Ratios		0.9240 ⁴	0.9055	0.9960	0.9877	1.0073	0.9764	0.9654	1.0029	0.9487	0.0423 ⁵			

Notes: ¹Data were obtained from the New Jersey Department of Education (<http://www.nj.gov/njded/data/enr/>).

² Pre-kindergarten regular education enrollment.

³ Self-contained special education enrollment/ungraded students.

⁴ Average birth-to-kindergarten ratio based on birth data five years prior.

⁵ Average proportion of special education students with respect to PK-8 subtotals.

F. Birth Data

Kindergarten enrollments were calculated as follows: birth data, lagged five years behind its respective kindergarten class, were used to calculate the survival ratio for each birth-to-kindergarten cohort. For instance, in 2015, there were a total of 53 births in Andover Borough and Andover Township. Five years later (the 2020-21 school year), 65 children enrolled in kindergarten, which is equal to a survival ratio of 1.226 from birth to kindergarten. Birth counts and birth-to-kindergarten survival ratios are displayed in Table 5. Birth-to-kindergarten survival ratios greater than 1.000 indicate that some children are born outside of a community's boundaries and are attending kindergarten in the school district five years later, i.e. an inward migration of children into the district. This type of inward migration is typical in school districts with excellent reputations, because the appeal of a good school district draws families into the community. Inward migration is also seen in communities where there are a large number of new housing starts (or home resales), with families moving into the community having children of age to attend kindergarten. Birth-to-kindergarten survival ratios that are below 1.000 indicate that a number of children born within a community are not attending kindergarten in the school district five years later. This is common in communities where a high proportion of children attend private, parochial, charter, or out-of-district special education facilities, or where there is a net migration of families moving out of the community. It is also common in school districts that have a half-day kindergarten program where parents choose to send their child to a private full-day kindergarten for the first year. Andover Regional has had a full-day kindergarten program through the entire historical enrollment period, 2015-16 to 2020-21. Birth-to-kindergarten survival ratios have been very inconsistent, ranging from 0.724-1.226, and have been below 1.000 in four of the last six years.

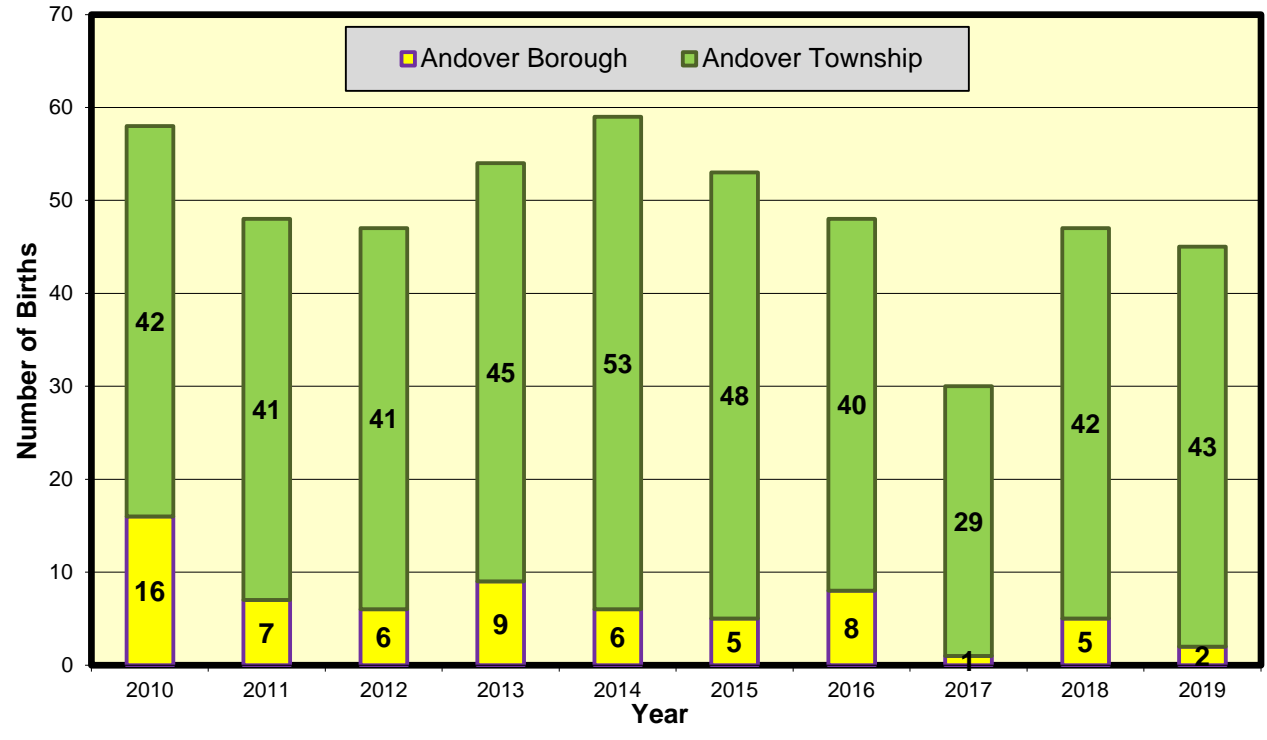
Table 5
Birth Counts and Historical Birth-to-Kindergarten Survival Ratios

Year¹	Andover Borough	Andover Township	Total Number of Births	Kindergarten Students Five Years Later	Birth-to-Kindergarten Survival Ratio
2010	16	42	58	42	0.724
2011	7	41	48	53	1.104
2012	6	41	47	43	0.915
2013	9	45	54	42	0.778
2014	6	53	59	47	0.797
2015	5	48	53	65	1.226
2016	8	40	48	N/A	N/A
2017	1	29	30	N/A	N/A
2018	5	42	47	N/A	N/A
2019	2	43	45	N/A	N/A

Note: ¹Birth data were provided by the New Jersey Center for Health Statistics from 2010-2019

Geocoded birth data were provided by the New Jersey Center for Health Statistics (“NJCHS”) from 2010-2019 by assigning geographic coordinates to a birth mother based on her street address. Births for 2020 were not yet available. Of the two communities, Andover Township consistently has had the greater number of births during this time period. As shown in Figure 2, the annual number of births in Andover Township has ranged from 29-53 while Andover Borough has ranged from 1-16. Combining the data from the two communities, the annual number of births has ranged from 30-59 with no apparent increasing or declining trend.

Figure 2
Historical Birth Counts by Community
2010-2019



G. Potential New Housing

Representatives from Andover Borough and Andover Township provided information regarding current and future development in their respective communities. A list of proposed and approved developments in each municipality, if any, will follow and includes the number of units, housing type, and project status. New houses to be built on single in-fill lots, or the subdivision of existing lots, or homes that are built after the demolition of an existing older home, were excluded. In the latter instance, there is no net gain in the number of housing units.

1. Andover Borough

In Andover Borough, there are no residential developments under construction, nor are there applications for residential subdivisions before the planning board. Future construction is limited as Andover Borough is almost entirely built out and most of the available land is either tax exempt or protected through green space preservation.

Regarding historical new construction, the number of certificates of occupancy (“CO”) is shown for each community from 2016-2020 in Table 6. In the last five years, there were no COs issued for new homes in Andover Borough.

Table 6
Number of Residential Certificates of Occupancy by Year
2016-2020

Year	Andover Borough			Andover Township		
	1&2 Family	Multi-Family/ Mixed Use	Total	1&2 Family	Multi-Family/ Mixed Use	Total
2016	0	0	0	1	1	2
2017	0	0	0	3	1	4
2018	0	0	0	0	0	0
2019	0	0	0	1	0	1
2020	0	0	0	5	0	5
Total	0	0	0	10	2	12

Source: New Jersey Department of Community Affairs.

2. Andover Township

In Andover Township, there are no residential developments under construction, nor are there applications for residential subdivisions before the planning board.

New residential construction has been limited in Andover Township, as only 12 COs were issued over this time period, most of which were for single-family or two-family homes.

H. Enrollment Projections

Enrollments were projected for each grade from 2021-22 through 2025-26. As there are no proposed housing developments in either Andover Borough or Andover Township, the baseline enrollment projections were not modified to account for additional children from new housing developments.

Enrollments for the self-contained special education classes were computed by calculating the historical proportions of special education students with respect to the PK-4 and 5-8 subtotals and then multiplying by the future general education subtotals to estimate the future number of self-contained special education students in the PK-4 and 5-8 grade configurations.

With respect to projecting grade-level pre-kindergarten students, enrollments were projected by computing an average based on historical data from the last four years and using this value throughout the five-year projection period. In the last four years, pre-kindergarten enrollments have been fairly stable, ranging from 6-11 students per year. It was estimated that there would be eight (8) students in the program annually in the future.

On September 10, 2010, New Jersey Governor Chris Christie signed into law the Inter-district School Choice Program (“Choice”), which took effect in the 2011-12 school year. This enables students the choice in attending a school outside their district of residence if the selected school is participating in the choice program. The choice school sets the number of openings per grade level. Andover Regional does not participate in the program and therefore it has no impact on the enrollment projections.

As part of the School Funding Reform Act of 2008 (“SFRA”), all school districts in New Jersey are to provide expanded Abbott-quality pre-school programs for at-risk 3- and 4-year olds as outlined in *N.J.A.C. 6A:13A*. The State of New Jersey intends to provide aid for the full-day program based on projected enrollment. School districts categorized as District Factor Group² (“DFG”) A, B, and CD with a concentration of at-risk pupils equal to or greater than 40 percent, must offer a pre-school program to all pre-school aged children regardless of income, known as “Universal” pre-school. For all other school districts, a pre-school program must be offered only to at-risk children, known as “Targeted” preschool. School districts were required to offer these programs to at least 90% of the eligible pre-school children by 2013-14. School districts may educate the pre-school children in district, by outside providers, or through Head Start programs.

Due to budgetary constraints, the NJDOE postponed the roll-out of the program, which was scheduled for the 2009-10 school year. According to a recent conversation with Ms. Karin Garver, Educational Program Development Specialist in the NJDOE Early Childhood Education, there are no plans in the imminent future by the State Legislature to fund the program, which would prevent school districts from implementing the program. The pre-school program would have been rolled out over a five-year period according to the following schedule:

² Introduced by the New Jersey Department of Education in 1975, it provides a system of ranking school districts in the state by their socio-economic status. While the system is no longer used, the number of pre-kindergarten students was determined by the former DFG rankings.

- At least 20% of the eligible pre-school universe in Year 1
- At least 35% of the universe in Year 2
- At least 50% of the universe in Year 3
- At least 65% of the universe in Year 4
- At least 90% of the universe in Year 5

The universe of pre-school children in “Universal” districts is computed by multiplying the 1st grade enrollment in 2007-08 by two. The universe of pre-school children in “Targeted” districts is computed by multiplying the 1st grade enrollment in 2007-08 by two and then multiplying by the percentage of students (K-12) having free or reduced lunch in the district. Andover Regional is a “Targeted” district since its DFG is “FG” with a concentration of at-risk pupils less than 40 percent (1.78%). In Table 7, the number of total eligible pre-school students is provided with the estimated five-year rollout. For the purpose of this study, it has been assumed that the district would educate its pre-school children in-house. As the table shows, there is the potential for only three (3) pre-kindergarten students as a result of the SFRA, which would have little impact on the district. Since it is unclear if and when the program will be funded and subsequently mandated, the forthcoming enrollment projections do not include additional pre-kindergarten students from the SFRA.

Table 7
Estimated Number of Eligible Pre-School Students
as Per School Funding Reform Act of 2008

DFG (2000)	% Free/ Reduced Lunch	Total eligible	Year 1	Year 2	Year 3	Year 4	Year 5
FG	1.78%	3	1	1	2	2	3

Source: New Jersey Department of Education, Division of Early Childhood Education.

In a different pre-school initiative, the administration of Governor Phil Murphy announced the availability of Preschool Education Expansion Aid (“PEEA”) in 2018. In September 2018, the first round of funding (\$20.6 million) was publicized, where 31 districts received aid to expand their pre-kindergarten programs. A second round of funding was announced in January 2019, providing 33 additional school districts with roughly \$27 million in funding. The second round targeted districts whose free and reduced lunch percentage is above 20% and who have not previously received State preschool aid. Districts that receive PEEA funding will be expected to develop a plan for implementing all elements of high-quality education across the preschool program in the coming years, including conversion of all half-day slots to full-day slots with a minimum six-hour day and decreasing maximum class size to 15 children. Districts receiving funds also will be expected to provide certified teachers and aides for such programs and to include special needs students in such programs. PEEA is open to all age-eligible children who are residents of the district. PEEA funds can be used to cover costs of transportation for preschoolers, and if the district provides busing for K-12 students, it is required to provide transportation for preschoolers as well. Some districts that were eligible to apply for PEEA would fall under the “Universal” category while others would be considered “Targeted” districts. However, the main difference with this expansion aid is that districts under SFRA were restricted to serve low-income

children where now districts can educate all pre-school age children through PEEA. It appears that the Murphy administration may be moving towards a pre-school program for all children, rather than just for those who are low-income. Andover Regional did not receive a PEEA grant in either the first or second round of funding and therefore has no bearing on the outcome of this study.

Projected PK-8 enrollments for Andover Regional are shown in Table 8. Enrollments (PK-8) are projected to slowly decline throughout the projection period. Enrollment is projected to be 363 in 2025-26, which would be a loss of 73 students from the 2020-21 enrollment of 436. For grades PK-4 at Burd, enrollments are projected to be fairly stable before declining near the end of the projection period. Enrollment is projected to be 198 in 2025-26, which would be a loss of 31 students from the 2020-21 enrollment of 229. For grades 5-8 at Long Pond, enrollments are projected to decline for the next four years before reversing trend. In 2025-26, enrollment is projected to be 165, which would be a loss of 42 students from the 2020-21 enrollment of 207.

Table 8
Andover Regional Projected Enrollments (PK-8)
2021-22 to 2025-26

Year	PK RE ¹	K	1	2	3	4	5	6	7	8	SE ²	PK-4 Total	5-8 Total	PK-8 Total
2021-22	8	44	59	34	38	34	45	45	40	53	19	224	195	419
2022-23	8	28	40	59	34	38	33	43	45	38	16	213	169	382
2023-24	8	43	25	40	58	34	37	32	43	43	16	214	165	379
2024-25	8	42	39	25	40	58	33	36	32	41	15	218	151	369
2025-26	8	42	38	39	25	40	57	32	36	30	16	198	165	363

Notes: ¹Pre-kindergarten regular education enrollment.

²Self-contained special education enrollment/ungraded students.

I. Capacity Analysis

Table 9 shows the capacities of the schools in Andover Regional in comparison to the enrollments in 2020-21 and the projected enrollments in 2025-26. Using the capacities computed by the Facilities Efficiency Standards (“FES”) methodology, the differences between building capacity and actual/projected number of students were computed. Positive values indicate available extra seating while negative values indicate inadequate seating, also known as “unhoused students.” It is important to note that the term “unhoused” students is not intended to convey that there will not be available space for students. Instead, this section is an overview of capacity, based upon how the space within the school district currently is being utilized. Districts with unhoused students can accommodate these children by increasing class sizes, which in turn increases the school’s capacity. As such, the capacity of a school is not a fixed value and can be changed depending on how the building is used.

If Andover Regional decides to close Burd and educate all children in Long Pond, the table also shows the differences between capacity and enrollment for 2020-21 (if consolidation had occurred) and in 2025-26, which is the last year of the projection period.

Table 9
Capacity Analysis
Andover Regional School District

School	Capacity ¹	Actual Enrollment 2020-21	Difference	Projected Enrollment 2025-26	Difference
Florence M. Burd E.S. (PK-4)	391	229	+162	198	+193
Long Pond M.S. (5-8)	425	207	+218	165	+260
Long Pond School (PK-8) with Proposed School Consolidation	425	436	-11	363	+62

Note: ¹District Capacity Calculation Methodology using facilities efficiency standards (F.E.S.) at 90% utilization rate for Burd and 85% utilization rate for Long Pond.

In 2020-21, Burd (+162) and Long Pond (+218) have a surplus of seats. If both schools remain open, the number of available seats is projected to increase in each building as enrollments are projected to decline.

If Andover Regional decides to close Burd and educate all children in Long Pond, the school would have been at capacity (-11) in 2020-21. However, due to a projected decline in enrollment, the school is projected to have 62 surplus seats in 2025-26.

The above chart utilizes the NJDOE FES Worksheet calculating the school's capacity. It should be noted that not all spaces in the facility are capacity generating. Depending how the district utilizes the various spaces, may impact the overall capacity.

Table 10 identifies the required number of academic classrooms to accommodate the projected population per grade level for 2025-26 and utilizes the FES class size model. The analysis shows that generally two (2) classrooms per grade are required, with the exception of the 5th grade and Pre-K.

A total of 22 academic classrooms are required to accommodate the Pre-K – 8 and two (2) classrooms for Special Ed and two (2) Science Labs.

In addition to the capacity generating rooms, the facility has non-capacity generating rooms for the district's program. Based on the existing plan, Long Pond has 19 general academic classrooms. This would require the conversion of one of the non-capacity generating spaces into a classroom. As an example, SGI Rooms 157 and 158 can be converted to a general academic classroom or a science lab or a tech room can be used as a capacity generated space to accommodate the total population.

In addition, the school will require three (3) larger rooms with toilets for the PK- K population. The district has three (3) basic options. First is to convert four (4) classrooms into three (3) PK- K rooms, minimum 900 sf. with ADA compliant toilets. Second is to convert three (3) existing classrooms with toilets and obtain a waiver on the required room size. And third is to construct a small addition for the new Kindergarten rooms. This third option would have a significant cost and would add additional but unneeded overall capacity to the school.

We would recommend that the district review its program needs for the Pre-K – 8 facility to identify any other non-capacity spaces that need to be provided. Core spaces are adequate size for a cafeteria and gymnasium.

Based on the above, we have provided a concept plan to house the identified population and program requirements.

Concept Plan A.

The plan identifies the required addition and room utilization. It also shows the elementary school, middle school, shared rooms, core areas and administration areas.

Construction Cost

New Construction		\$3,825,000.00
Renovation	\$	200,000.00
Site Work	\$	325,000.00
		<hr/>
		\$4,350,000.00
Project Cost		\$1,000,000.00
		<hr/>
Total		\$5,350,000.00

Table 10
Detailed Capacity Analysis
Andover Regional

CAPACITY ANALYSIS LONG POND 2025-26					
CAPACITY GENERATING SPACES					
GRADE	ENROLL 25-26	F.E.S.	REQUIRED ROOMS		AVAILABLE CLASSROOM
				Rounded Up	
Pre-k	8	15	0.5	2	
K	42	21	2.0	3	
1	38	21	1.8	2	
2	39	21	1.9	2	
3	25	21	1.2	2	
4	40	23	1.7	2	
5	57	23	2.5	3	
6	32	23	1.4	2	
7	36	23	1.6	2	
8	30	23	1.3	2	
	TOTAL			22	19
SCI LAB	-	23		2	2
SE	16	12	1.3	2	2
	TOTAL	363		26	23
NON-CAPACITY GENERATING SPACES					
Art					1
Music					1
Fam Sci					1
SGL					2
Café					1
GYM					1

Andover Regional – Construction Cost Budgets

The following are construction cost budgets for options available to the district to accommodate the entire population at Long Pond.

Option 1.

Convert four (4) classrooms into 3 PK- K rooms with ADA toilets. Scope of work will require interior demolition and reconstruction of approximately 3,300 sf.

This option eliminates one (1) capacity generating room and can be accommodated by class size policy or using one of the non-capacity generating rooms for classroom.

Opinion of probable cost: \$1,000,000.

Option 2.

Use three (3) existing 800 sf. rooms with toilets as PK- K, and attempt to obtain a waiver on required room size.

Opinion of probable cost: Minimal, depending on DOE waiver requirements.

Option 3.

Construct a small addition to accommodate the three PK- K rooms with ADA toilets and separate entrance. The addition would be approximately 4,500 sf.

Opinion of probable cost: \$2,000,000.

III. EDUCATIONAL IMPACT

A. Introduction

This chapter will examine the educational issues that may flow from the studied school consolidation. The consultants conducted site visits, interviewed key administrators and staff, and studied data concerning student performance, the school environment and operations in order to answer the following research questions:

1. Teaching and Learning: How will student learning and educational outcomes be impacted? How does the potential alternative structure strengthen the district academically? Does Long Pond have suitable spaces to accommodate Burd students' educational needs? How will the consolidation impact articulation across grade levels? How will consolidation impact student transitions? Will additional supports, services, and course offerings be necessary to support students? How will consolidation improve professional development and professional learning? Will there be increased collaboration and mentorship opportunities at the location, for example, by making it easier for teachers to collaborate on curriculum improvements?
2. Special Student Populations: Will students in need of academic and/or behavioral intervention and special education services be impacted by the consolidation in terms of access to programs and services in the least restrictive environment?

3. **School Experience:** How will the in-school experience for students be improved: Will students have access to safe, clean and engaging learning environments? How will the consolidation improve student safety? Will there be an impact on co-curricular offerings such as clubs, athletics, etc.? Will there be social and emotional benefits for students? Will the consolidation lead to the need for greater discipline?
4. **What Needs to Happen For A Successful Consolidation:** In the event the district moves forward on the school reconfiguration, the consultants will also provide our recommendations for the transition. What improvements need to be made to Long Pond's classrooms and facilities to accommodate the educational needs of Burd students? Will there be an impact on staffing?

B. District and School Profiles

Every school district is unique in terms of its mission, points of pride, needs, and strategies for improvement. In order to recognize this uniqueness, this section will provide a broad overview of the Andover Regional School District in terms of its elementary and middle school. This narrative description was developed through the site visits and discussions with school leadership, information from the NJDOE School Performance Reports and district web sites.

The student population at Andover Regional is slightly more than 400 students divided just about equally between the two schools. The district has few socio-economically disadvantaged students or English language learners but a fast-growing number of disabled students requiring Individual Education Plans ("IEPs"). We will discuss the implications of the consolidation regarding special education students later in this chapter.

The mission of the district is to “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 Student Learning Standards at all grade levels. In Andover Regional, every child catches the learning spirit!”

The district has strived to provide a technology-rich educational environment. Both schools have 1:1 device ratio in all grades and all classrooms have an interactive smart board. Teachers have become technology sophisticated due to the movement to virtual learning during the pandemic (many teachers are still teaching hybrid classrooms) and this may present opportunities for the district to continue to integrate instructional technology into the classroom and foster learning activities outside of the regular school day. The district has developed capacity in this area, including a Network Systems Administrator and a technician who serve both schools. The district also has a NJ Smart (NJDOE reports) coordinator. The district uses Genesis as its student information platform.

1. Burd

Burd serves students in grades PK-4. The school schedule is based on eight-40 minute periods during the school day which runs from 8:55-3:40. In grades PK-2, the school uses a completely self-contained classroom instructional model where one teacher provides instruction

in all core subjects. Grades 3 and 4 use a semi-departmentalized model (co-teach) where two teachers provide instruction in core subjects (one in Math and Science and one in Social Studies and ELA). The co-teach model in the later elementary grades will smooth the transition to a departmentalized model at Long Pond. Specials are provided in a dedicated art room, library/media space, computer lab, and a gym. The school has a full time physical education teacher and a shared health teacher with Long Pond. The school has a half-day integrated pre-school program and a full-day kindergarten program.

Burd has a fee-based before/after school care program that is being operated by the Sussex County YMCA. The program currently uses the all-purpose room and space for this program will need to be accommodated at Long Pond in the event of a school consolidation.

2. Long Pond

Long Pond serves students in grades 5-8. The school uses a block scheduling approach (A-Day/B-Day rotation) based on 75-minute periods. ELA and Math blocks are offered every day and physical education/health and specials are offered 5 times every two weeks.

The school has a dedicated Art Room and General Music Room. The school also has a 21st Century Learning Lab (Design and Build); Research and Computer Application Room; Chorus Room; Band Room; Art Room; World Language Room; Fitness and Conditioning Room; Gymnasium; and Cafeteria. Long Pond's library was converted to a 21st Century classroom consisting of 3D printers, interactive televisions, Mac desktops and a TV broadcast room. A fitness and conditioning room were also added. The students are provided recess time every day at Long Pond. Enrichment opportunities are enhanced through the creation of a new period during the school day.

The school is served by a full-time nurse and a full-time guidance counselor. The district has a full-time social worker and school psychologist who are mostly deployed to the Child Study Team.

Long Pond provides students with the opportunity to participate in many clubs and activities including:

1. Sports: Basketball (Boys & Girls), Field Hockey (Girls), Track and Field (Boys & Girls).
2. Activities: EARTH Club, Yearbook, Peer Leadership, Student Council, Art Club, Intramural Basketball, Intramural Floor Hockey, Intramural Softball and TREP\$. Robotics Club and PEP classes such as Coding, Design and Build, News Broadcast.

Athletics and clubs are an important part of producing well rounded students and in establishing a common school identity and culture. The schools provide a similarly broad offering of co-curricular activities and athletics typical for the ages of the children being served. It is clear that the offerings in these areas provide students with opportunities to support the educational program outside of the classroom. The school consolidation may provide the district with the financial ability, student numbers and staff capacity to increase these opportunities. The consultants also note the importance of athletic programs and clubs in upper elementary grades that can form a bridge to middle school clubs and interscholastic programs, leading to a better

student experience and higher attendance rates. Participation in athletics at the elementary and middle school level provides many benefits such as promoting good citizenship, healthy lifestyles and experiences with diverse populations.

C. Curriculum Development and Implementation

1. Overview

The district currently is implementing the New Jersey Student Learning Standards ("NJSLS") in both schools. The NJSLS are established by the New Jersey State Board of Education and describe what students should know and be able to do upon completion of their education. The academic standards serve as the foundation for local district curricula, scope, sequencing and pacing that is then used by teachers in their daily lesson plans. The standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas and are revised every five years through panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community. The standards define the Constitutional guarantee of a "Thorough and Efficient Education" in order to prepare students for college and careers by emphasizing high-level and real-world skills. Although the foundation for the curriculum and instruction in each school is provided by the NJSLS, each school will implement the standards in different ways dependent on local needs and school capacity. In the following section we will discuss how each school is implementing the NJSLS. This information is pulled directly from the NJDOE School Performance Reports, the district web sites and information provided to us during the site visits.

New Jersey Administrative Code requires that each local board of education "ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the New Jersey Student Learning Standards." In order to accomplish this, schools will develop curriculum and curriculum guides that provide for scope, pacing and sequencing that is aligned with these standards. Basically, scope, pacing and sequence establish the content of a particular curriculum (scope) and the order in which the curriculum presents that material (sequence) and the recommended number of lessons and amount of time for instruction. The curriculum guide will help teachers to teach the right content at the right time, to connect previous learning to new learning goals, and allow lessons to build on one another. The curriculum guide can then be used to link learning strategies, materials, and texts at the school level as well as guide professional development.

Pacing of instruction is also important to help teachers stay on track and to ensure curricular continuity across grades and schools in the district. Another important consideration for pacing is to ensure that the content that will be tested on the New Jersey Student Learning Assessment ("NJSLSA") is taught prior to the testing dates.

In order to facilitate the development of curriculum and curriculum guides, the NJDOE has developed a model curriculum which includes all standards of the grade-level content organized into five units of study, each with targeted student learning objectives, intended for six weeks of instruction each. Sequencing and pacing of the curriculum are also provided. Formative assessments that allow for measuring student proficiency of those target skills are included. Based

on these resources, teachers will be able to develop unit and lesson plans to implement the curriculum. See [Model Curriculum \(nj.gov\)](#). Guidance on scheduling is also referenced. For example, the department recommends that, in order to implement the model curriculum, 90-minutes of uninterrupted literacy instruction for all students in grades K-5, and 80 minutes for grades 6 through 8, should be provided.

However, schools cannot just adopt the model curriculum as their own. It is important for curriculum guides to be developed and driven locally in order to ensure that they meet the specific needs of the school and the students they serve. This is best done through a teacher-led process informed by data and developed through reflection and consensus. The guides must also be continually reviewed and adapted to meet changing needs. It appears that the district is engaged in this type of collegial localized curriculum development and review process supported through the Tri-District Consortium.

For students to learn the curriculum, teachers must be highly adept at monitoring the progress of each student and adjusting instruction accordingly. For this reason, students cannot be moved through the curriculum in mass as this will lead to many students moving from grade level to grade level without sufficient knowledge to understand and master more challenging concepts. Teachers need to adapt the curriculum and differentiate instruction so that individual students move to the next unit only when they exhibit mastery. Teachers must be able to analyze and respond to the individual learning needs of students. An effective evaluation and professional development program tailored to the needs of teachers is important to support these instructional goals and we believe that such processes are currently in place at both schools.

Our review indicates that the district successfully established the required curriculum development process and has adopted and implemented curriculum that is aligned to the content and skills outlined in the NJSLs. The district Supervisor of Curriculum, Instruction and Assessment leads the curriculum development and implementation process across all grade levels. The supervisor also works with colleagues at the Tri-District Consortium on developing curriculum frameworks and best practices which informs curriculum writing by the teachers in each school. Curriculum writing is done throughout the school year and during the summer. Teachers are provided vertical team time to identify and remedy any curriculum gaps between the transitional years (4th Grade and 5th Grade) at the two schools.

Curriculum goals currently include:

- Work with the Tri-District consortium to write a unified Social Studies & Health/PE Curriculum to implement the new standards for 2022-2023.
- Work with the Tri-District consortium to write new World Language & Visual/Performing Arts Curriculum to start in 2021-2022 to implement the new standards.

School consolidation may present a number of opportunities to improve curriculum development, implementation, and tracking student progress regarding the NJSLs. Teachers across all subjects can more easily be involved in writing the curriculum. This level of articulation will be exceptionally helpful to ensure that quality is consistent across all grades.

2. Professional Development

An essential part of curriculum development and implementation is teacher professional development, which should occur as part of a vibrant professional learning community. For example, in order to provide effective instruction, teachers must learn new teaching strategies. By incorporating innovative teaching methods in the classroom, teachers can change the way they engage and teach their students to become life-long learners. The narrative below indicates clearly that each of the schools is committed to professional development through the implementation of best practices. Each school currently has its own Professional Learning Community. The collective bargaining agreement provides for 2 days of professional development per month (whole group).

At Burd school, professional development is offered in-district through the professional learning community. Staff attend professional development outside the district when appropriate. A number of professional development opportunities are provided to the staff within the scheduled day as well.

At Long Pond, professional development is provided weekly in grade level team meetings (Grades 5 and 7; Grades 6 and 8- this reflects shared science in 5/7 and shared social studies in 6/8) and in twice monthly subject area professional learning communities. "Lunch and Learns" are also used to provide professional development opportunities.

The district has developed professional development goals, for example, to continue improving Tier 1 literacy instruction for all grades K-8.

School consolidation could assist the schools in developing and delivering high quality, rigorous and effective professional development through better planning, more high quality professional development opportunities, easier facilitating of professional learning communities based on best practices, and developing online learning opportunities as needed.

3. Student Performance

Performance on the NJSLA is an important indicator for the effectiveness of the curriculum and the instruction being provided in any given school and the need for additional interventions to ensure students are college and career ready. In order to measure student progress toward achieving mastery of the New Jersey Learning Standards in English Language Arts and Math, the State utilizes the New Jersey Learning Assessment (formerly known as the PARCC Subject Area Tests). Student scores are divided into five categories: Not Meeting; Partially Meeting; Approaching; Meeting; and Exceeding Proficiency Expectations. The NJSLA data is very useful in determining the extent to which a given school is successfully implementing the New Jersey Learning Standards.

However, in reviewing NJSLA data, one should be cognizant of the impact of suppression rules (that protect privacy rights of small groups of students) which create difficulties in drawing insights from the disaggregated NJSLA data in some areas. For this reason, data may not be available for some subgroups of students. We will develop a fuller picture of the schools in the sections that follow our review of NJSLA data by reference to other metrics (i.e. chronic absenteeism).

A. Assessment Results and Growth Over Time: Set forth below is aggregated student performance data on the various subject level and grade level State assessments administered during the Spring 2019 administration. The State assessments were not administered in the spring of 2020 nor the spring of 2021 due to the ongoing pandemic. The percentages represent students who met or exceeded state established expectations. The data was obtained from <https://www.nj.gov/education/assessment/results/reports/1819/Spring2019NJSLAResults.shtml>.

The tables provide data indicating the percentage of students who met or exceeded expectations for years 2015, 2016, 2017 and 2018 as well as the change over the period in order to establish growth over time. State average scores for 2019 as well as for change are also provided for comparative purposes.

Table 11
Percentage of Students who Met or Exceeded Expectations on NJSLA

Test	2015	2016	2017	2018	2019	State Avg. 2019	Change 2015-2019	State Average Change
ELA 3	26.1	42.9	50.9	42.2	40	50	13.9	6
Math 3	32.6	39.3	56.6	40	44.4	55	11.8	10
ELA 4	57.8	43.1	61.2	57.9	60	57	2.2	6
Math 4	55.6	51	55.1	64.9	57.8	51	2.2	10
ELA 5	36.4	37.3	46.7	45.3	74.1	58	37.7	6
Math 5	50.9	52.9	42.2	48.1	55.6	47	4.7	6
ELA 6	36	40.3	49.1	39	50.9	56	14.9	7
Math 6	30	45.2	47.2	48.8	47.4	41	17.4	0
ELA 7	35.7	47.4	61.4	70.2	88.9	63	53.2	11
Math 7	28.6	35.1	36.8	50.9	71.1	42	42.5	5
ELA 8	65.8	59	49.2	58.2	66.7	63	0.9	11
Math 8	37.3	16.7	14	23.1	41	29	3.7	5
Algebra 1 (8th Gr)	82.4	73.3	83.3	82.4	94.1	75	NA	NA

"Change": The percentage point change of the percent of students who met or exceeded expectations from year one (2015) to year five (2019). **Bold:** Designates Above State Average for 2019 and Change 2015-19.

The district outperformed the State average on 10 of the 13 subjects/grades tested. The district outperformed the State average change over the five year period on 7 of 12 subjects/grades tested.

In addition to the NJSLA data, performance on the Grade 5 Science assessment exceeded the state average in both the 5th (38% District versus 29.2 State Average Levels 3 and 4) and 8th Grade (21% District versus 19.8% State Average Levels 3 and 4) assessments.

It is clear from the State assessment data that Andover students are being provided with a high quality education and the need for additional interventions and remedial programs should not be an issue for the school consolidation.

B. Student Growth: Student growth is a measure of how much students are learning each year. The State calculates a Student Growth Percentile to show how students progressed from grade level to grade level when compared to students Statewide with similar test scores over time. Student Growth Percentile Methodology ("SGP") creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A student's SGP falls between 1 and 99 and can be grouped into three levels: Low Growth: Less than 35; Typical Growth: Between 35 and 65; and High Growth: Greater than 65. If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile ("mSGP") for the school is the percentile in the middle of that list. The State average for all subjects will be 50.

Table 12
SGP Scores

School	ELA 2017-18	Math 2017-18	ELA 2018-19	Math 2018-19
Burd	49	64	63	66
Long Pond	46	48	65.5	65

Source: 2018-19 Student Performance Reports.

Note: Due to the cancellation of statewide assessments as a result of the COVID-19 pandemic, student growth percentile were not calculated for the 2019-20 school year.

Both schools show moderate to high student growth in both ELA and Math, which is very encouraging. If we look at disaggregated growth scores, economically disadvantaged students experience high growth scores at Long Pond (no data for this subgroup was available for Burd) and disabled students showed mostly moderate growth at both schools (except low growth in ELA at Burd).

C. Conclusion: The data provides evidence that the district is effectively implementing the required curriculum and instruction in both schools. Based on this analysis, the authors do not envision any issues for the grade and school consolidation such as the need to accommodate additional programs or interventions or supports in Long Pond to ensure students are college and career ready.

D. Chronic Absenteeism

In order to widen our review of student performance beyond assessment results, we examine in this section data concerning chronic absenteeism, which is defined by the NJDOE as missing 10 percent of the school days (some 18 days for most school districts or two days per month). This is an important student performance indicator as absenteeism negatively affects a student's academic performance. According to Attendance Works ([10 Facts About School Attendance - Attendance Works](#)) students, "who live in communities with high levels of poverty are four times more likely to be chronically absent than others..." The reasons for being absent are often beyond the student's or families control such as "unstable housing, unreliable transportation and a lack of access to health care." However, the school can take steps to improve attendance by forming relationships with students and families and engaging them in positive ways, creating a positive school climate, or providing mentors for chronically absent students. These steps can improve attendance and academic performance.

The following chart demonstrate where chronic absenteeism is a problem. Disaggregated data (by special student populations) is provided for each school to provide insights regarding the students and communities most impacted.

Table 13
Chronic Absenteeism

School	Schoolwide	Schoolwide State Average	Socio-economically Disadvantaged	Students with Disabilities
Burd	10.9	9.2	14.7	15.4
Long Pond	6.4	8.7	10.0	4.3

Source: NJDOE School Performance Reports for 2018-19

The table above indicates that Burd is facing challenges reflected by this statistic, and may want to review current strategies for addressing chronic absenteeism, especially in regards to disadvantaged students and those classified as in need of special education services and programs who appear to be absent from school more often than other students. The consolidations of students in one school may provide greater staff capacity and expertise to focus on the underlying reasons for the absenteeism and the needs of these students.

E. Students In Need of Special Education Programs and Services

In this section we will examine the educational impact of the proposal on students identified as in need of special programs and services. The district has a full time Director of Special Services as well as a full time Child Study Team which serves students in both schools. This structure should facilitate the movement of all special education programs and services to Long Pond in the event of a grade consolidation. The district provides a full continuum of Child Study Team services including OT, PT, Speech, and academic support services.

The classification rate for each school is provided below. Table 14 indicates that Burd has a classification rate higher than the State average but that these rates appear to be declining over time. This decline could provide solid evidence that the interventions being introduced through the Response to Intervention ("RTI") processes are working. For example, the schools are currently focused on improving Tier 1 interventions. Given that approximately half of the new special education referrals come through the RTI process, improvements in interventions will yield solid benefits for Andover Regional children. There are two intervention teachers at Burd and the district is considering adding intervention teachers at Long Pond. Long Pond already has two RTI coordinators.

Table 14
Classification Rate by School

District Name	Classification Rate 2019-20	Classification Rate 2017-18
Burd	21.2	24.2
Long Pond	19.7	21.6
State Average (As of 10/15) (Public and Nonpublic)	17.93	17.39

(Source- School Performance Report; NJDOE Special Education Data)

The district has an integrated pre-school program which includes six autistic children. In order to serve autistic students as they progress in grade level, the district may need to add a specialized program and classroom. Both schools are providing resource room services. There are specialized LLD; MD; ER/BD and OOD classrooms which will also need to be accommodated at Long Pond in the event of the consolidation.

The consultants believe that the school consolidation in Long Pond provides opportunities to better serve students in need of special education programs and services. For example, there will be more flexibility in using staff for in-class supports to deliver the IEP. It will also allow for synergies to be created in the provision of special programs and resource room services. It will also be easier to providing intervention supports across grade levels.

F. School and Class Size

1. School Size

Each of the schools has an enrollment of below 400 students, which would classify them as small schools. The research has found that a small school environment is conducive to learning. In small schools, teachers will interact more often with students and know them better and will thereby take personal responsibility for their success. However, schools can be too small. When classes become too small the group dynamics will be increasingly difficult. (See Lee and Loeb, 2000). For example, individual students more easily dominate the group and disrupt learning. The range of ideas may not be as broad, life experiences as great and perspectives as diverse which may stunt discussion required to get at deeper learning and problem solving. In addition, learning has both social and academic components and having too few students will restrict the ability for friend groups to form and the power of cliques may grow.

A school is too small when it is no longer able to provide a reasonable breadth and depth of courses, enrichment, and curriculars and to provide students with the social and emotional environment brought through a diverse set of classmates. For example, teachers in larger schools have more colleagues on which to draw for advice and discussion, interactions that arguably lead to improved effectiveness.

Andover Regional, although undoubtedly providing a quality education to its students, may need to reflect on what will happen educationally if class sizes continue to drop and whether it will be able to create a learning environment in both schools that will expose students to the breadth

and depth of programs and experiences required for them to enter high school with the knowledge and skills necessary to succeed. Consolidating students in one school could ensure a robust classroom and school environment and professional learning community into the future.

2. Class Size

Much of the local concern with a school consolidation will focus on the impact on the number of staff members who will be working with students and how this in turn will impact the student educational experience. For example, parents will want to know whether class sizes (the average number of students in the classroom) will increase.

Table 15
Class Sections and Sizes (Projected for School Year 2021-22)

Grade	Sections	Average Class Size
PK	NA	NA
K	3	17
First	3	17
Second	2	18
Third	2	21
Fourth	2	17
Fifth	3	17
Six	3	16
Seventh	3	15
Eighth	3	19

Source: 2021-22 Budget Presentation to Andover BOE

The average class size for 2021-22 is approximately 17 which is consistent with past years and low in terms of average class sizes throughout New Jersey. The consultants recommend that, in the event of the consolidation of all grades at Long Pond, the district continue to offer the number of sections/class sizes indicated above to reflect the district's continued commitment to low class sizes. We note, however, that future revenue shortfalls due to declining enrollments and State aid may not make this possible.

G. School Safety

An important condition for student success is a safe and secure school environment conducive to learning. The State of New Jersey requires school districts to report on an annual basis the number of incidents of violence, vandalism, weapons, bullying and substance abuse.

Although we should be careful interpreting this data given the low student numbers in some of the schools being studied, it is safe to conclude from this chart that the two schools have similar low incidents of student behavioral issues and are below the state average. It should also be noted that the schools have taken this issue very seriously and have implemented a number of school safety projects and initiatives.

Consolidating all grades into one school could be an asset in implementing both preventive measures such as physical hardening of the one building and campus and in terms of training and processes.

Given the low incidents of HIB at Long Pond, we do not envision any significant problems concerning student bullying and note the administration of Long Pond has indicated that they are considering a school within a school model for the middle grades which would also alleviate some concerns in this area. We are concerned regarding the incidents of violence and substances recorded at Long Pond and would urge a deeper review of this issue by the district.

Table 16
School Safety Indicators

SCHOOL	Incidents Per 100	Incidents Violence, Vandalism, Weapons	Incidents Substances	Incidents HIB	Suspensions % of Students
Burd	0	0	0	0	0
Long Pond	3.21	4	3	0	6.9%

Source: NJDOE School Performance Report 2018-19

H. School Transitions

Transitions from one school to another often pose challenges for students and families both academically and socially. The proposed grade consolidation will reduce the number of transitions from two (Burd to Long Pond to Newton High School) to one (Long Pond to Newton High School). These transitions are important since student achievement often lags the year after the transition to a new school. For example, research suggests that, after the transition to high school, students' grade point averages and attendance often decline. (Barone et al., 1991; Reyes et al, 1994). Alspaugh (1998) found that students experiencing a double transition (where the student moves from elementary to middle and then from middle to high school) experienced a greater achievement loss and higher dropout rates than those experiencing a single transition (from a K-8 school to high school).

Although Burd and Long Pond have taken steps to alleviate the impact of the transition from 4th to 5th Grade (including a process for supporting the rising 4th graders including meetings between the teachers), a transition during the elementary years can be difficult for students and families. A 4th to 5th Grade transition is also not a natural demarcation point in a child's academic progression. For example, curriculum bands involving the later elementary grades leading up to middle school are not easily separated (the State curriculum standards are banded for grades 3-5). Eliminating this transition will provide opportunities to improve teaching and learning as well as the student experience overall.

I. Educational Conclusions & Answers to Research Questions

Andover Regional has much of which it should be proud. Our review has revealed that the schools of the district have put in place the curriculum necessary to support mastery of the learning standards as well as aligned programs and instruction. The schools have made significant investments in professional development, enrichment, co-curricular activities and technology to serve their students and families. The issue that faces the district is the need to keep the pace with changing curriculum expectations and to expand educational opportunity and student potential in the face of declining enrollments and State aid. The district must be able to provide the resources necessary to furnish every child with the opportunity to discover their talents and interests and then prepare them academically to succeed in those aspirations.

The cost of providing the New Jersey Learning Standards is growing every year as instructional Technology and STEM programs continue to be infused into the curriculum. The district must also continue to grow its budget in order to provide for the fast-growing need for programs and services for students with disabilities. The question is whether grade consolidation is a viable option for the district to consider in order to address these challenges and to provide this level of educational opportunity into the future. The consultants believe that the answer to this question is yes. This conclusion is grounded in the consultants' answers to the research questions we posed at the beginning of this chapter.

In order to determine the feasibility of a new structure, the consultants posed the following research questions as noted at the beginning of the chapter.

1. Teaching and Learning: How will student learning and educational outcomes be impacted? How does the potential alternative strengthen the district academically? Does Long Pond have suitable spaces to accommodate Burd's students' educational needs? How will the consolidation impact articulation and student tracking? How will consolidation impact student transitions? Will additional support, services, and course offerings be available to students? How will consolidation improve professional development and professional learning?

The grade consolidation provides the opportunity to enhance teaching and learning in a number of ways. We believe that students in all of the schools will have the opportunity to receive a higher quality education. School consolidation will present distinct advantages for students and will facilitate accomplishing certain critical educational goals. For example, there is a substantial body of research on the characteristics of schools that work which can be summarized as follows:

- A challenging curriculum aligned to the New Jersey Learning Standards;
- A positive school culture where all students matter and can achieve at high levels;
- Instructional practices that engage all students;
- High quality, data infused professional development where teachers work across grades and subjects in professional learning communities;
- Parental support;
- Use of technology for learning;
- Effective school leaders; and
- Strong student support services for special populations.

(See among others, research by the Southern Regional Educational Board (SREB) which has identified the characteristics of middle schools that work which is set forth on their website (<https://www.sreb.org/publications-3>)

School consolidation will allow the district greater opportunities to put in place those characteristics of successful schools and improve educational outcomes for the students involved. For example, consolidation will eliminate one full transition during a student's progression. It will also eliminate the Grade 4 to 5 unnatural separation in the curriculum given the State curriculum standards are banded for grades 3-5. Finally, students in the lower grades will have access to the specialized spaces at Long Pond such as the 21st Century Classroom with adjoining Media/TV broadcast room.

In addition, a school within a school model will be used in Long Pond, which will provide students most of their courses in one area of the school. This will allow the district to create a

true middle school with a fully departmentalized grades 6-8. The co-teach model currently being implemented in the later elementary grades will smooth the transition to a departmentalized model at the Long Pond school. Interactions between the younger and older students will also be more controlled with this model, which will abate fears regarding bullying and other disciplinary issues.

We also envision greater efficiency in the deployment of staff. For example, shared staff will have more time in the school day without the need to travel between schools. This will result in greater flexibility in the use of staff.

The grade consolidation will make collaboration easier across grade levels. It will provide better opportunities for mentorship. The establishment of Professional Learning Communities by subject area will also be easier. It will be easier for teachers to collaborate on curriculum improvements and to ensure vertical integration of the curriculum.

2. Special Student Populations: Will students in need of intervention and Special Education services be impacted by the consolidation in terms of access to programs and services and inclusion?

Grade consolidation in Long Pond provides opportunities to better serve students in need of special education programs and services. For example, there will be more flexibility in using staff for in-class supports for the IEP. It will also allow for synergies to be created in the provision of special programs and resource room services. It will also be easier to provide intervention supports across grade levels.

The consolidation of special education programs at Long Pond will require adequate spaces. The district has an integrated pre-school program which includes six autistic children. In order to serve said autistic students as they progress in grade level, the district may need to add a specialized program and classroom at Long Pond. Both schools are also providing resource room services as well as specialized LLD; MD; ER/BD and OOD classrooms all of which will need to be accommodated at Long Pond in the event of the consolidation.

The consolidation of students in one school may also provide greater capacity to focus on the underlying reasons for chronic absenteeism and the needs of this student subgroup.

3. School Experience: How will the in-school experience for students be improved? Will students have access to safe, clean and engaging learning environments? How will the consolidation improve student safety? Will there be an impact on co-curricular offerings such as clubs, athletics, etc.? Will there be social and emotional benefits for students? Will the consolidation lead to the need for greater discipline?

The student experience can be improved in many ways through the consolidation. For example, grade consolidation will lead to the consolidation of the district health providers (school nurse, guidance counsellors, social worker and school psychologist) in one location, which will make it easier to support both emergent and routine student health issues including social-emotional needs. Consolidating all grades in one building should provide the health and mental

health professionals with a better opportunity to address student issues across all the grade levels more easily.

Clubs and activities will also be enhanced through the proposed consolidation given that these are mostly focused at Long Pond now but consolidation may provide opportunities for more activities at lower grades.

Student transportation may also be improved. Transportation is provided through a contract with First Student. There are ten routes which pick up students and transport them to/from Burd and Long Pond but in the afternoon the school routes are split between the two schools. Students may see shorter bus times in the morning given that there now will only be one drop off.

4. The final questions involve our recommendations for a successful consolidation and transition.

a. What improvements need to be made to the Long Pond classrooms and facilities to accommodate the educational needs of the FM Burd students?

Although consolidation will provide advantages, Long Pond will need renovations and modernization. For example, there are no bathrooms for early childhood classes. Also, Long Pond has only two Science rooms (one full lab used in Grade 6 and 8 and one partial lab used in Grades 5 and 7). In order to accommodate Science and Technology in the early grades, new STEM classes may be required. Finally, Burd has a fee-based before/after school care program that is being operated by the Sussex County YMCA. The program currently uses the all-purpose room and space for this program will need to be accommodated at Long Pond in the event of a grade consolidation. Long Pond will also likely need to expand broadband capacity and WIFI ports.

b. Will there be an impact on staffing?

Declining enrollments and reduced State aid may require reductions in staffing if steps are not taken to reduce expenditures in the future and school consolidation may reduce the need for further budget reductions. However, the school consolidation in and of itself should not lead to the reduction of instructional staff.

CBA Issues: District teaching staff are currently operating under an expired contract (expired 9/20). In addition, there have been a number of issues under the contract revolving around contact time (for example, how lunch assignments are being handled). The expired contract contains language governing duties and assignments which will be applicable to the grade consolidation at the Long Pond location. These provisions govern hours of the work day, instructional and non-contact time, duty free lunch, etc. Although we do not see any obstacles to consolidation created by the language of the contract, these language provisions will need to be considered as a new schedule is developed.

Licensure Issues: For the most part, teacher licensure should not be an issue in the grade consolidation with the exception of the movement from a self-contained classroom to a departmentalized classroom in the upper elementary grades, which may implicate the need for a subject area endorsement for teachers who have only the elementary certificate. With appropriate planning and scheduling, we do not believe that this will create an issue for the district or for teaching staff.

c. What else needs to happen for a successful consolidation?

The role of the community in the deliberative process is critical to success. The district must also be concerned with the residents' sense of community and how that will be impacted by the school closure. The Board has requested this study to begin the deliberative process on grade configuration. Community and family engagement will be critical in expanding the discussion beyond this report. Staff input and support will also be critical during the deliberative process. It is hoped that this report will provide the technical evaluation of the concept in order to serve as the foundation for a future deliberative process during which the participation of the community will be essential.

J. Educational Recommendation

As to educational impact, the consolidation of all grades PK-8 in Long Pond is a viable option for the district to consider as it looks to address successfully its anticipated future challenges such as declining enrollment, decreases in revenue, the rising costs of specialized programs and services, and the demands of a high quality 21st Century curriculum.

IV. FINANCIAL IMPACT

Andover Regional is assessing the viability and impact of closing the one of its two schools. The Building Section above has identified Burd as the best opportunity for closure. This section examines the financial impact of continuing the school district as it presently exists (the "status quo") compared to the district operating its instructional program completely in Long Pond for grades PK-8.

Many communities in New Jersey have seen decreasing student enrollments. The causes vary from declining birth rates to more educational options including participation in the New Jersey Interdistrict Choice Program, charter schools, and more traditional private and parochial schools. Additionally, districts face increasing financial pressures to maintain and expand instructional programs, address increasing responsibilities of schools to address social-emotional issues, increasing state mandates, while keeping tax levies affordable. New Jersey school funding laws have realigned aid among districts causing some to see certain funding phasing-out over time. These trends have many districts looking for efficiencies, cost savings, and alternative sources of revenue.

As detailed in the Demographic Section, Andover Regional will continue to see reduced enrollments in both buildings over the next five years. As enrollments drops, available capacity increases. With sufficient capacity, Long Pond seems a reasonable option to house the full district enrollment and to move the elementary students from Burd.

The Financial Section will investigate the potential cost impacts of consolidating the instructional program into Long Pond and closing Burd. These include cost savings by eliminating redundant functions, and the potential short-term costs of decommissioning a school and moving the operation to Long Pond.

The Financial Section relies on information obtained from the school district, the NJDOE, and other publicly available resources. It follows a particular methodology and key assumptions to develop conclusions and recommendations. The results are calculated assuming full implementation at the beginning of the 2022-23 school year.

In developing this analysis, the following activities were completed:

- Review of most recent Comprehensive Annual Financial Report for the period ending June 30, 2020.
- Examination of the district's expenditure reports for the year ending June 30, 2021.
- Review of user-friendly budgets for the 2020-21 & 2021-22 school years.
- Utilization of the historical enrollment data and projected enrollment data.
- Communications with the business administrators and other district staff to acquire relevant data and operational insights.

- Utilization of various websites to gather relevant data as set forth in various Internet databases maintained by the State of New Jersey.
- Review of the transportation efficiencies and potential alternative routing structures.
- Review of relevant research and academic literature regarding the financial impacts of school closure.

A. Methodology

The starting point for analyzing the financial impact was modeling the existing pattern of revenues and expenditures for the school district based upon the existing level of educational services being provided in the district during the 2020-21 school year. Since this is the last full fiscal year, these data provide a complete look at annual expenses. However, although relatively stable, these unaudited data are subject to revision. It is also important to note the potential impact of the pandemic on district expenditures during the year.

State aid provides considerable funding towards the cost of education in New Jersey. Categorical aid is available for certain types of expenditures, such as transportation and special education costs regardless of income or property wealth. Non-categorical aid, on the other hand, is driven by the district's wealth as determined by equalized property value and/or household income. Since enrollment and community wealth are not impacted by a school closure, state aid is not expected to change based on the new configuration.

B. Key Assumptions

The analysis of the financial impact relied on a comprehensive set of assumptions. Among the more significant of these assumptions are the following:

- Estimates of future enrollment were prepared using the Cohort-Survival Ratio method.
- Burd's operating costs are assumed to be borne by a new owner or tenant.
- State aid, before and after reconfiguration, will approximate the rate of funding that existed in the 2020-21 school year.
- Educational programs were assumed to be equivalent to those that have existed in the 2020-21 school year.
- Instruction after reconfiguration was assumed to involve approximately the same number of certificated staff per pupil during the 2020-21 school year.
- Programs that have not yet been implemented have not been reflected in this study.

C. Results of the Analysis

Under the proposed scenario, Burd would close, and all district students would be educated in Long Pond for grades PK-8. The analysis differentiates between disposition of Burd by sale or lease.

Projected Savings from Closing Burd

This section will focus on two economic efficiency principals driving the cost reductions associated with a school closure. The first involves efficiency, which leads to direct economic savings that reduce tax levy. These costs include building specific staff, supplies and materials, purchased services, insurance, and other expenses no longer incurred by the district upon closure of the building.

The second financial benefit relates to efficiencies gained by reducing the functions replicated over multiple schools. A good example of the improved efficiency would involve technology. The tasks involved in maintaining the technology infrastructure will be reduced when the district operates only one school building. The reduction is not likely to reduce staffing since the primary tasks of district technicians involve direct student and staff technology. However, the time saved on building-related technology tasks can be deployed to other productive work such as monitoring system performance, shortening repair turnaround times, improving cyber-security defenses, etc. These functions do not necessarily reduce expenses, but still have a positive economic impact on the district's operations.

The efficiency gains involved in this study will generate economic savings resulting in reduced taxes and better functional performance. Obviously, the cost of operating with one building will be lower. However, many of these savings result in improved operational functionality. In other words, although real economic savings, these efficiencies will not be credited exclusively to reduced tax levy but are essentially reinvested in the organization thereby improving performance.

Given the savings detailed below, the Board and administration will need to determine if the size of the savings and improved performance warrant the reconfiguration.

Saving Methodologies

This financial analysis takes a multi-pronged approach to the methodology for determining the savings generated from consolidating into one building. The first approach looks at direct expenditures in Burd that will no longer be incurred if not used by students. These include building specific expenditures such as utilities, custodial supplies, insurance, etc.

The second method to estimate cost savings involves the development of a staffing model, then calculate the costs associated with that model compared to actual expenditures. The consultants used this method to develop cost savings primarily related to administrative and operational staffing.

The third approach uses existing research on the expected economic savings from school closures as compared to the anticipated cost reductions for Andover Regional. This review functioned as a crosscheck to ensure the cost savings identified in the other approaches align with research findings.

Saving Analysis

Table 17 summarizes the cost reductions under two options related the disposition of Burd. The decision to sell or lease the building will have an impact on the direct tax levy reductions.

The consultants scrutinized the expenditures for the 2020-21 school year and identified several direct cost reductions. For example, the Custodial & Operations of Plant line includes utilities. Burd had a total utility expense including natural gas, electric, and solar of about \$67,000, or 32.4% of the district's total utility expense.

The district's chart of accounts does a very good job in allocating expenses by building. However, in some cases the consultants used building square footage to allocate expenses to Burd. On a square footage basis, Burd represents 35.9% of the district's total building inventory. The expenses allocated by square footage included custodial summer help, water and sewer, garbage disposal, and property insurance.

Since the instructional program will move to Long Pond in its entirety, no instructional expenditure lines show any reductions. The consultants explored the potential savings through consolidating special programs such as art, music, physical education, guidance, world language, speech, and resource center and found no economies from combining the grade levels.

Additionally, costs associated directly with student supports are not included in the cost reduction columns. For example, there will be no need for two school nurses. Although one position and associated benefits is eliminated, the vast majority of the health supplies relate to student care and therefore will be needed in Long Pond. The basic administrative supply costs to maintain the nurse's office might not be needed, however, these costs are negligible and not included in the cost reduction numbers.

Similarly, library staffing is impacted, but the library supplies are assumed to be needed to provide materials for the incoming students, and therefore not included in the cost reduction total.

The consultants used a staffing list to determine building specific staff and their respective seniority. The staff reductions and associated benefits were determined for those individuals with the lowest seniority regardless of their current building assignment. Table 17 includes the corresponding cost reductions in the appropriate budget line.

Under a sale of the property, all the building related costs identified will no longer be incurred by the district. However, if the Board decides to lease the building, it would be advisable to maintain certain expenses including property insurance and maintenance. Under the lease option, the analysis assumes the current insurance policy would be maintained. However, school property and casualty policies are driven by intended use and replacement value. Since the renter will carry its own insurance and there will be no district students in the facility, it is likely the cost of a new policy would be considerably less than the current estimate used in the analysis. The consultants advise the district to direct its risk manager to market the policy to obtain a premium estimate.

If leasing, the district also would be advised to consider a triple net lease in which the leaser is responsible for all operational costs of the building. Even under this type of lease, the district would be expected to make repairs to mechanical systems and the building envelop. Therefore, Table 17 includes additional maintenance costs to reflect this ongoing responsibility.

Based on review of the expense reports and other financial records, and applying the methodologies outlined above, the consultants have concluded that closing Burd would result in an overall annual costs reduction of \$696,025 or 4.8% of expenses under the sale option and \$620,311 or 4.3% under the lease option.

Table 17
Estimated Cost Reductions

Account Title	2020-21 Expenses	Sale		Lease	
		Potential Reduction	Percent Reduction	Potential Reduction	Percent Reduction
Regular Programs - Instruction	2,156,689	-	0.0%	-	0.0%
Regular Programs - Home Instruction	6,426	-	0.0%	-	0.0%
Regular Programs - Undistrib Instruction	179,135	-	0.0%	-	0.0%
Special Education - LLD Sel-Contained	242,830	-	0.0%	-	0.0%
Special Education - Behavioral Disabled	85,130	-	0.0%	-	0.0%
Special Education - Multiply Disabled	276,051	-	0.0%	-	0.0%
Special Education - Resource room	610,467	-	0.0%	-	0.0%
Special Education - Pre-Sch Disabil P/T	225,016	-	0.0%	-	0.0%
Special Education - Home Instruction	1,550	-	0.0%	-	0.0%
Basic Skills/Remedial Instruction	197,419	-	0.0%	-	0.0%
Bilingual Education Instruction	12,115	-	0.0%	-	0.0%
Curricular Activities - Instruction	48,229	-	0.0%	-	0.0%
Athletic Programs - Instruction	2,119	-	0.0%	-	0.0%
Summer School - Instruction	58,365	-	0.0%	-	0.0%
Undistributed Expense - Tuitions	4,124,983	-	0.0%	-	0.0%
Attendance and Social Work Sevices	123,968	22,387	18.1%	22,387	18.1%
Health Services - Nurse Office	199,167	77,032	38.7%	77,032	38.7%
Related Services - Speech	166,477	-	0.0%	-	0.0%
Extraordinary Services	173,743	-	0.0%	-	0.0%
Students - Regular (Guidance)	232,471	-	0.0%	-	0.0%
Students - Special Education (CST)	316,304	-	0.0%	-	0.0%
Improvement of Instruction	131,113	-	0.0%	-	0.0%
Library and Educational Media	156,225	48,435	31.0%	48,435	31.0%
Instructional Staff Training	6,461	350	5.4%	350	5.4%
General Administration	340,983	2,000	0.0%	-	0.0%
School Administration	244,795	148,166	60.5%	148,166	60.5%
Business Services	213,334	-	0.0%	-	0.0%
Administrative Information Technology	134,501	-	3.3%	2,000	3.3%
Required Maintenance of Facilities	331,464	70,743	10.5%	25,110	10.5%
Custodial & Operations of Plant	752,310	222,637	29.6%	196,969	29.6%
Care & Upkeep of Grounds	49,737	20,380	41.0%	15,966	41.0%
Security	84,221	26,449	31.4%	26,449	31.4%
Student Transportation Services	947,828	-	0.0%	-	0.0%
Employee Benefits	1,671,590	57,447	3.4%	57,447	3.4%
Total	14,503,212	696,025	4.8%	620,311	4.3%

In a paper entitled, “Does Closing Public Schools Save Costs?”, published in 2016, Professor Phuong Nguyen-Hoang, from the University of Iowa, documents the number of school closings nationally. Confronted with fiscal pressures and declining enrollments, many school districts have decided to address these factors by closing schools. During the period 1995-2014 about 15% of public schools were closed nationally.

Using 609 Ohio school districts that closed a school without opening a new school, Hoang finds, “that closing schools are found to reduce the average district’s total operating expenditures per pupil by 10-15 percent.”

Table 17 identifies a 4.8% reduction in actual operating expenses directly impacting tax levy. According to Hoang’s findings, there are an additional five to ten percent more in efficiency savings that improves the district’s operation but does not reduce taxes. Although we have identified some above, other efficiencies would include but are not limited to fewer evaluations, elimination of intra-district travel, reduced state reporting, communications, etc.

The consultants do not estimate that these efficiency savings would represent an additional 5% of in addition to the cost reductions identified in Table 17. However, the research affirms the value and significance of these efficiencies that do not directly reduce the tax levy. It also confirms the conservative approach taken in this analysis.

State Aid Overview

State aid comprises about 9.2% of Andover Regional’s 2021-22 budget. This is down from 2020-21 by about \$288,000 primarily due to the phase-out of adjustment aid. There are two broad types of aid. Equalization aid which is driven by district wealth relative to communities throughout the State, and categorical aid which is driven by enrollment.

Table 18 shows aid by type and the percent increase/(decrease) as well as the percent of total aid. Equalization represents the difference between the local share and the adequacy budget and uses wealth as the major component of the formula. Equalization aid represents only 2% of all aid. Since equalization aid is calculated based on the relationship between local property values compared State-wide, it is unlikely that it will change due to school closure.

Table 18
Unified School District State Aid by Type

Aid Type	2020-21 Budget	2021-22 Budget	\$ Change	% Change	% of Total Aid
Equalization Aid	28,208	28,208	-	0%	2%
Transportation Aid*	542,672	542,672	-	0%	30%
Special Education Aid	532,625	532,625	-	0%	30%
Security Aid	61,429	61,429	-	0%	3%
Adjustment Aid	663,769	390,857	(272,912)	0%	22%
Choice Aid	54,284	41,544	(12,740)	-23%	2%
Debt Service Aid	191,811	189,838	(1,973)	-1%	11%
Total	2,074,798	1,787,173	(287,625)	-14%	100%

Categorical aids are based on factors other than wealth. These aids are calculated using enrollment-based formulas and are the largest type of aid totaling 63%. Since students are moving within the district, any changes to categorical aids would be independent of the school closure.

The State is phasing out the district's adjustment aid as it implements the new funding formula. Indeed, Andover Regional experienced a loss of \$228,103 from 2019-20 to 2020-21, and another \$272,912 from 2020-21 to 2021-22. Adjustment aid reductions are independent of student housing. However, the expected loss of this aid over the next two years contributes to the urgency of finding alternative sources of revenue or cost reductions to maintain instructional programs. In that regard, the reduction in adjustment aid may influence the decision to close Burd.

The district's outstanding debt is funded by tax levy and debt service aid. Current debt service aid is 19.9% of debt service payments. The debt obligation is independent of the disposition of the property. The consultants contend that the State's aid obligation is independent of the district decision to close Burd.

Indebtedness

The 2019-20 Comprehensive Annual Financial Reports indicates that the indebtedness, consisting of two bond refunding series from 2012 and 2014, totaled \$5,720,000 as of June 30, 2020. The district made an additional principal payment of \$785,000 in the 2020-21 school year bringing the total outstanding to \$4,935,000 as of June 30, 2021. This amount represents the total indebtedness of buildings, grounds, furnishings, equipment, and additions thereto.

The 2014 bonds retire in February 2025 while the 2012 bonds retire in February 2030. The district will continue to be responsible for these payments and the analysis does not include any debt service savings.

Operations & Maintenance

The Operations Department, or Buildings & Grounds, comprises the functions of custodial, maintenance, grounds keeping, and security. The district uses a mix of in-house and private contractors to perform these services. The analysis identifies reductions of custodial staff and supplies since cleaning the building will no longer be a district responsibility.

The analysis also reduces salaries for groundskeeping proportionally based on building size if the property is sold. These expenses are added back if the building is leased. Additionally, building specific security costs are reduced under both options.

The security accounts specifically associated with Burd have been eliminated. Some of these expenses are further discussed in the technology section.

Privatizing these functions goes beyond the parameters of this study. The decision usually weighs factors other than cost savings, which the Board can debate. Firms that specialize in this area could provide a more detailed analysis and make recommendations accordingly. Therefore, the consultants do not anticipate a change in custodial and maintenance staff in the short term.

Transportation

Andover Regional contracts its general education to/from transportation routes with First Student for the district's two schools. These routes are not tiered but offer little opportunity for cost savings.

Under the current configuration, elementary tiering is not possible since the start times for the two schools are only ten minutes apart. The district contracts ten buses in one tier that pick up all PK-8 students across the district and transports them to/from Burd and Long Pond. This is highly efficient since the student pick up happens in the same area at the same time for all grade levels without the need to revisit the area a second time for the second school.

The district's efficiency rating of 87.1% belies the logistical issues inherent in a district of more than 20 square miles. The NJDOE uses the District Report of Transported Students ("DRTRS") to calculate the district's transportation efficiency. The efficiency measure relates to the number of times a bus gets fully loaded, i.e. 90% of capacity, in a given day. The state target of 120% is achieved when all district routes fill the buses to 120% of capacity, which is accomplished through tiering fully loaded buses. The contracted vehicles are tiered with other districts, but those routes are not credited to Andover Regional's efficiency rating.

It appears that most routes run about 30 minutes, which is reasonable given the students' ages. There are some buses with less than 50% capacity. However, increasing the ridership would necessarily increase the travel time. Travel times in excess of 30 minutes for elementary students may not be desirable.

Although Andover Regional does a good job in coordinating transportation services, Appendix AA provides a document issued by the NJDOE to help districts improve transportation efficiency by implementing various models and practices.

The same routes can be maintained under a one school scenario, the time savings related to the second school drop off is not likely to generate significant cost reductions. Therefore, the consultants do not include transportation costs savings for the consolidated school scenario.

Technology

The consultants investigated the opportunity for technology related savings by shifting the operation from Burd to Long Pond. The areas reviewed include software applications and associated maintenance/subscriptions/memberships, network hardware, connectivity between the buildings, technical support, and telecommunications. Generally, the opportunities for reduced costs in this area are limited.

The most likely cost reductions in technology involves connectivity between the buildings. Currently, the Zayo Group services the dark fiber between Long Pond and Burd, which is also a compelling reason to maintain Long Pond. Pen Tele Data is the Internet Service Provider (ISP) to the district. These services feed into Long Pond and then distributed to Burd through a direct fiber optic line between the schools. The cost to maintain the connectivity between the building through Zayo is \$1,847 per year. Under the lease option, there may be an opportunity for the district to provide Internet connectivity to the new tenant and thereby generate some additional revenue.

Additionally, the district provides visitor management through Raptor Technologies at an annual maintenance fee of \$545. All other software applications use a cost per pupil to calculate the maintenance and support fees. Some software products use a per building allocation as its fee structure as is the case with Raptor. However, the allocations by enrollment will be consistent when students simply move to a new building. Therefore, the cost savings are limited in this area.

The consultants also examined the network hardware to determine the potential for cost reductions. The technology department would repurpose any network switches, battery backups, or other electronics currently in Burd to Long Pond. There are also interactive displays in all district classrooms. This equipment will also be moved to accommodate any new classes required by virtue of the shift in grades. The district staff is fully capable of disconnecting and redeploying this equipment at Long Pond.

The phone system presents limited opportunity for cost reductions. There are phones in every classroom, and any phones required from the relocation can be obtained from the Burd inventory. This inventory can also serve to address future repair and replacement needs. As with the network switches, the inventory represents future savings since it will not be necessary to purchase new equipment. Having available inventory has the added benefit of reducing downtime. Nevertheless, the consultants have not monetized the future equipment or time savings.

Phone lines represent some savings. Since they do not require power to operate, POTS lines (Plain Old Telephone Service) are deployed for emergency, fax, and required fire and burglar

alarm lines. The annual cost per line ranges from \$400 to \$500, which could result in upwards of \$2,500. The analysis uses a value of \$2,000, which is part of the general administration budget line. The security line includes the other savings for the visitor management and fiber optic maintenance.

The consultants do not anticipate any staffing reductions in this area. Much of the technical support focuses on student and teacher workstations. In 2020-21 the technology staff addressed more than 580 work orders. Burd represented 32% of the orders, compared to 42% for Long Pond. The remaining 26% involved the Board offices and district wide issues. Any potential reduction in work orders related to building related hardware will likely be overshadowed by the increasing demands on technology as exemplified by the pandemic.

Disposition of Building

The consultants compare a sale or lease of the building and would advise against holding the building with no ongoing use. The decision on the final disposition has long-term implications. Some of the considerations are outlined in this section.

Sale

Selling the building will bring a one-time infusion of cash with several long-term implications. The manner and method of sale is governed by 18A:18A-45. Financially, the sale can bring much needed capital to pay down existing debt and build up reserves to help fund future capital projects. Depending on the buyer, the property may return to the tax rolls providing a ratable to offset the community's tax burden. Additionally, if the proceeds are used to reduce the district's debt, the smaller debt service would essentially create a stream of cashflows bringing ongoing tax relief.

From a planning perspective, a sale reduces the district's options if enrollment trends reverse, or instructional practices change. Enrollments are cyclical. Although the demographic section projects an enrollment decrease over the five-year period a sale eliminates a district asset for future use. Furthermore, a sale constrains a future Board's policy alternatives including the ability to reduce class size, establish in-district self-contained special education programs, expand preschool offerings, etc.

Many districts have disposed of property only to find a demand for the additional space years in the future. It would be prudent to consider alternative locations or available land in the event the district needs additional space in the future. This would include the viability of expanding Long Pond either horizontally or vertically.

In a December 2009 article in School Planning & Management magazine, Paul Abramson, President of Stanton Leggett and Associates recounted his experiences from the school closing which occurred after the baby boom era where many buildings were sold, and when enrollments increased years later, they were no longer available to be reused. He cautioned that "It is a very shortsighted district that closes and disposes of any of its schools or property without serious consideration both of present alternatives and future needs."

Lease

Leasing the property presents a different set of issues. The Board's primary function involves the education of the community's school-aged children. Leasing the building will put them in the real estate business. Although assistance from industry professionals can assist with the managerial responsibilities, the owner-tenant relationship will draw some attention away from the Board's primary educational responsibilities.

Finding a viable tenant may be limited in the area. Investigating the market will be critical if the Board wants to keep the asset in district hands. Outreach to private schools for the handicapped that service students from area districts may be a viable direction. Satellite locations are often an opportunity for special needs schools to expand their operations, while provide districts with a less restrictive alternative with shorter travel times. Alternatively, some large New Jersey Counties provide vocational programs in multiple locations to reduce transportation times thereby making these programs more accessible.

Some districts have allowed the municipality to occupy and maintain the building for community centers and office expansion. This may save taxpayers from additional bonding costs, while retaining the facility within the public sphere.

An educational use is preferable as it will conform with building use designation and require less renovation thereby making a transition back to a public school easier. However, other educational organizations may present direct competition for the public school system. Private and charter schools may be interested in the space.

Financially, a lease provides a stream of cash flows that enable the district to expand programs and/or reduce taxes while maintaining an asset for potential future use or sale. Based on rental rates in the area, the Board should factor in the costs associated with a lease as indicated in Table 17.

Other Alternatives

The consultants strongly advise against retaining the building for future use without a tenant or mothballing the building. A vacant school site and empty building is a potential liability. The facility will still require upkeep, maintenance, security, and insurance coverage. In fact, empty buildings may be considered an attractive nuisance and may raise insurance costs. Unless the district foresees reopening the school in the near future or is willing to financially support a vacant-school liability, closed schools should be leased or sold outright.

Another option often considered when closing a school is demolition and redevelopment. This may be an option for buildings in disrepair or with significant environmental issues. Burd is in good condition with little to support recommending this option.

Transitional Costs

This section speaks to the additional costs incurred to transition to the new organizational structure. However, the consultants do not anticipate significant costs associated with the consolidation of the education program.

For example, one major task will be to move furniture, technology, supplies, and materials from Burd to Long Pond. District custodial, maintenance, and technology staff can perform this function. Depending on district equipment, a box truck may be needed and could be obtained through the municipality, a neighboring district, or a rental company.

As indicated above, the transportation routes would remain relatively consistent with the elimination of the second drop-off. This would require rebidding the routes, but that is well within the scope of existing practice.

If the building is not leased for immediate occupancy, non-essential items can remain in the building and moved over the course of the year thereby limiting the need for additional staffing, or moving services.

School building storage is usually in short supply. An assessment of equipment storage will need to be conducted to determine if temporary storage such as shipping containers need to be procured. Recently, high demand for these units has generated long lead time for procurement.

The transition will require more parent communication to explain the process and direction. Although some physical correspondence may be needed, recent experience with the pandemic has oriented parents to electronic communications.

Taken in its totality, the consultants do not anticipate a significant cost to transition the students and staff to Long Pond.

D. Financial Conclusion

Andover Regional can generate annual cost reductions through consolidation, which would amount to about \$696,000 or 4.8% of expenses by selling the property and \$620,000 by leasing the property. Both options would yield additional revenue, either in the form of a one-time sale or ongoing rental income. The cost reductions do not impact the instructional programs.

The school closure is not anticipated to impact State aid, and debt service payments will continue on existing bonds. The transition to the new building can be done with in-house resources and would not require significant up-front costs.

V. STUDY CONCLUSION & RECOMMENDATIONS

The consultants' review has revealed that the district has put in place the curriculum necessary to support mastery of the learning standards as well as aligned programs and instruction. The district has made significant investments in professional development, enrichment, co-curricular activities and technology to serve their students and families. However, the issue that faces the district is the need to keep pace with changing curriculum expectations and to expand educational opportunity and student potential in the face of declining enrollments and State aid. For example, the cost of providing the New Jersey Learning Standards is growing every year as instructional Technology and STEM programs continue to be infused into the curriculum. The district must also be able to grow its budget to address the fast-growing need for programs and services for students with disabilities.

In this context, the main question to be answered in this report is whether grade consolidation is a viable option for the district to consider in order to address the budgetary challenges identified above. The consultants believe that the answer to this question is yes.

Enrollment Projections and Building Capacity: As detailed in the Demographic Section, Andover Regional will continue to see reduced enrollments in both buildings over the next five years. As enrollment drops, available capacity increases. Long Pond currently has the capacity to accommodate Burd students and will have excess capacity (+62 students) in 2025-26. For this reason, the consultants believe that Long Pond will provide a viable option to house the full district enrollment upon the closure of Burd.

A total of 20 academic classrooms are required to accommodate the Pre-K – 8 and two (2) classrooms for Special Ed and two (2) Science Labs. In addition to the capacity generating rooms, the facility has non-capacity generating rooms for the district's program. Based on the existing plan, Long Pond has 19 general academic classrooms. This would require the conversion of one of the non-capacity generating spaces into a classroom. As an example, SGI Rooms 157 and 158 can be converted to a general academic classroom or a science lab or a tech room can be used as a capacity generated space to accommodate the total population. In addition, the school will require three (3) larger rooms with toilets for the PK- K population. The district has three (3) basic options. First is to convert four (4) classrooms into three (3) PK- K rooms, minimum 900 sf. with ADA compliant toilets. Second is to convert three (3) existing classrooms with toilets and obtain a waiver on the required room size. And third is to construct a small addition for the new Kindergarten rooms. This option would have a significant cost and would add additional overall capacity to the school not needed.

Educational Impact: The school consolidation provides the opportunity to enhance teaching and learning in a number of ways. We believe that students in all of the schools will have the opportunity to receive a higher quality education. For example, consolidation will eliminate one full school transition during a typical student's progression. School transitions often pose academic, social and emotional issues for students. Eliminating the school transition will also eliminate the unnatural separation in the curriculum between Grade 4 and Grade 5 given the State curriculum standards are banded for grades 3-5. Finally, students in the lower grades will have access to the specialized learning spaces at Long Pond such as the 21st Century Classroom and adjoining Media/TV broadcast room.

The consultants also envision greater efficiency in the deployment of staff. For example, shared staff will have more time in the school day without the need to travel between schools. The grade consolidation will also make staff collaboration easier across grade levels.

The consultants also believe that the grade consolidation in Long Pond will provide opportunities to better serve students in need of special education programs and services. For example, there will be more flexibility in using staff for in-class supports for the IEP. It will also allow for synergies to be created in the provision of special programs and resource room services. It will also be easier to provide intervention supports across grade levels.

Clubs and activities will also be enhanced through the proposed consolidation, given that these are mostly focused at Long Pond now, but consolidation may provide opportunities for more activities at lower grades. Student transportation may also be improved. Students may see shorter bus times in the morning given that there now will only be one drop off.

Although consolidation will provide advantages, Long Pond will need renovations and modernization for educational purposes. For example, the consolidation of special education programs at Long Pond will require adequate spaces. Also, Long Pond has only two Science rooms (one full lab used in Grade 6 and 8 and one partial lab used in Grades 5 and 7). In order to accommodate Science and Technology in the early grades, new STEM classes may be required. Finally, Long Pond will also likely need to expand broadband capacity and WIFI ports.

Impact on teaching staffing: Declining enrollments and reduced State aid may require reductions in staffing if steps are not taken to reduce expenditures in the future. School consolidation in and of itself will not lead to the reduction of instructional staff but may reduce expenditures in the future which could ameliorate the need for such reductions. For the most part, teacher licensure should not be an issue in the school consolidation with the exception of the movement from a self-contained classroom to a departmentalized classroom in the upper elementary grades which may implicate the need for a subject area endorsement for teachers who have only the elementary certificate.

Financial Impact: Andover Regional can generate annual cost reductions through consolidation, about \$700,000, or 4.8% of expenses, by selling Burd and \$620,000 by leasing the property. Both options would yield additional revenue, either in the form of a one-time sale or ongoing rental income. The cost reductions do not impact the instructional programs. The school closure is not anticipated to impact State aid, and debt service payments will continue on existing bonds. The transition to the new building can be done with in-house resources and would not require significant up-front costs.

Recommendation

The consolidation of all grades PK-8 in Long Pond is a viable option for the district to consider as it looks to address future challenges such as declining enrollment, decreases in revenue, the rising costs of specialized programs and services, and the demands of a high quality 21st Century curriculum.

The consultants note, however, that the role of the community in the deliberative process is critical to the success of any proposal, whether involving school consolidation or some other

initiative. For this reason, community and family engagement will be necessary as part of future discussions. Staff input and support will also be critical during the deliberative process. It is hoped that this report will provide the factual basis and technical evaluation of the concept in order to serve as the foundation for a future deliberative process during which the participation of all stakeholders will be essential.

Appendix AA – Transportation Efficiency Models & Practices

To help districts improve its transportation efficiency, the NJDOE has established the following models and practices.

Models of Transportation Efficiency

Local boards of education may utilize a number of methods to increase their use of school vehicles, and, therefore, their transportation efficiency. These practices encourage the more efficient use of vehicles and cost savings.

- Tier school opening and closing times - School opening and closing times should be staggered in such a way as to enable the use of a single vehicle for several routes. The development of additional tiers can result in the need for fewer vehicles to service the same number of students.
- Coordinate school calendars (Public and Nonpublic) - Coordinate the start and end of the school year, as well as school holidays and teacher in-service days, so that school calendars for both public and nonpublic schools are consistent and uniform. This will assist school districts in better coordinating public and nonpublic school transportation, may enable districts to fill a route with both public and nonpublic school students, and may necessitate the use of fewer vehicles to transport the same number of students.
- Provide out of district transportation through a coordinated transportation services agency - Since the number of students attending a specific out of district school is usually fewer than the number of students attending a school within a school district, utilizing coordinated or regionalized transportation services will likely result in a higher capacity utilization of the buses transporting students to that out of district school. One route could service several districts whose students attend the same out of district school.
- Provide services through jointures, either as a host or joiner - When school districts form jointures to provide transportation services, the host district has the opportunity to fill what would have been empty seats on their route, and the joiner is able to provide transportation to their own students without using one of their own buses or contracting for the service while leaving some seats empty.
- Optimizing route design - The design of routes that service the largest numbers of students with the least amount of stops. Such routes may mix public and nonpublic school students and/or have multiple schools as destinations.
- Design routes with multiple destinations - When a route to a certain school passes one or more schools located along that route, the bus will be more fully utilized if children attending those other schools who live along that route can be added to the route. The bus would then stop at each of the schools along the route.
- Mix public and nonpublic school students on the same routes - Public and nonpublic school students living in the same neighborhood and attending schools located close to each other could be placed on the same bus route with both schools as the destination. This would alleviate the need

for two separate routes following the same roadways to similar destinations, and result in fewer vehicles to service the same number of students.

- Standardize ride-time policies for all districts participating in consolidated services - When districts with different ride-time policies (i.e., limits on the length of time a student may ride on a bus) attempt to use the same consolidated transportation services agency, the differences in the policies place constraints on the ability of the agency to provide transportation which meets all of the varying policies. Limiting the transportation for all participants to the shortest ride-time policy of its members could result in the inability of the agency to provide transportation to any of the participants.
- Package bids with tiered routes - The design of bid packages which would require contractors to bid on a package of routes which have been tiered for efficiency. This practice would prevent contractors from picking and choosing the most profitable routes while failing to bid on more demanding routes or routes with a lower profit margin. The packaging of bids with tiered routes enables bulk bidding and leads to volume discounts from school bus contractors wishing to bid on the entire package.
- Use municipal/school district joint bidding for maintenance, fuel, etc. - Savings can be realized by combining the needs of both the municipality and school district into one bid, which would be more likely to result in volume discounts from vendors.

EDUCATION CHAPTER REFERENCES

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CONCEPT PLAN - A

Legend:

- Elementary School
- Middle School
- Shared Learning Space
- Administration / Office
- Support Spaces



ANDOVER REGIONAL SCHOOL DISTRICT

Long Pond School



Andover Regional School District

12-Month Holiday Staff Schedule 2022-2023

July 1 & 4	Independence Day Holiday
September 5	Labor Day
November 10 & 11	NJEA Convention
November 24 & 25	Thanksgiving Holiday
December 26 & 27	Christmas Holiday
January 2	New Year's Day Observed
February 20	President's Day
April 7	Good Friday
May 29	Memorial Day

Board Approved March 23, 2022

Andover Regional School District

10-Month Staff Holiday Schedule 2022-2023

September 5	Labor Day
November 10 & 11	NJEA Convention
November 24 & 25	Thanksgiving Recess
December 26 - 30	Winter Recess
February 20	President's Day
April 7	Good Friday
April 10 - 14	Spring Recess
May 29	Memorial Day

Board Approved March 23, 2022