

SOMERSET COUNTY VOCATIONAL BOARD OF EDUCATION
14 Vogt Drive
Bridgewater, New Jersey 08807

Regular Meeting
October 16, 2023

Call to Order

Mr. Lalevee called the meeting to order at 5:00 p.m. with the following members.

Roll Call of Members

Gregory Lalevee, President
Nadine Wilkins, Vice President
Ayanna Taylor, absent
Adam Beder
Roger Jinks, absent

Also Present

Robert Presuto, Superintendent of Schools
Raelene Sipple, School Business Administrator/Board Secretary
Hector Montes, High School Principal
Lisa Fittipaldi, Board Attorney
Douglas Singleterry, Somerset County Commissioner Liaison, absent

Adequate notice of this meeting was given in accordance with the requirement of the New Jersey Open Public Meeting Act, Ch. 231, P.L. 1975 and published in The Courier News on January 5, 2023.

Pledge of Allegiance

Approval of Minutes

On motion by Ms. Wilkins, seconded by Mr. Beder, the minutes of the Regular Meeting and Executive Session held on September 26, 2023 were approved.

Correspondence

- None

Presentations/Recognitions

Student of the Month

- Samantha Hanlon, Law & Public Safety, Grade 12

SCVTHS SkillsUSA

- Officers and advisors presented a recap of national competitions and look-ahead of the 2023-24 school year.

Old or Unfinished Business

Construction Projects

- Mr. Heinbach reported 72 work orders were completed since the last board meeting, the campus switched over to heating on October 13th, regular meetings continue for the new CTE building and we received final approval from NJDOE for new additions.

Report of the Attorney

- Ms. Fittipaldi will give her report during closed session.

Committee Reports

- Board of School Estimate – Mr. Lalevee, Dr. Taylor
- NJSBA (Delegate) – Ms. Wilkins reported the first county meeting was held Thursday; the next meeting will be held on January 29, 2024.
- SCSBA (Delegate) – Ms. Wilkins
- SCESC (Representative) –Dr. Taylor; (Alternate) – Mr. Lalevee
- SCJIF – (Commissioner) – Ms. Sipple; (Alternate) – Ms. Wilkins
- SSRHIF – (Commissioner) – Mr. Beder; (Alternate) – Ms. Sipple

School Communications Report

Open to the Public – Action Items Only

Individuals and/or groups are invited to present their comments regarding the following action items to the Board of Education at this time. In accordance with Board policy, members of the public are allotted one opportunity to address the Board for a maximum of three (3) minutes during this period of the meeting.

Please understand that our public forums are not structured as question and answer sessions, but offered as opportunities to share your thoughts with the Board. There may be times when a member of the public makes a comment or asks a question about personnel or hiring decisions. New Jersey Statutes do not permit the Board to discuss personnel issues in Public Session.

- None

Superintendent's Report

On recommendation of Mr. Presuto and motion by Ms. Wilkins, seconded by Mr. Beder and on roll call vote, agenda items A through F as follows:

A. Resignation

The Board of Education accepted the resignation of Ms. Maura Lella, for the purpose of retirement, effective January 31, 2024.

B. Employment of Part-Time Personnel – 2023-24 School Year

The Board of Education approved the following part-time personnel for the 2023-24 school year:

Performing Arts – Dance

Catherine Ann Homa-Rocchio	Costumier (150 hours)	\$ 34.19/hour (11-310-100-101-10-0000)
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NJ SkillsUSA (September 1, 2023 through August 31, 2024)

Ralph Starace	State Director	\$4,671.33/month + (20-335-200-100-24-0000)
Courtney Nemerofsky	Assistant to State Director*	\$3,822.00/month + (20-335-200-100-24-0000)
Sheila Rick	Assistant to State Director*	\$1,274.00/month + (20-335-200-100-24-0000)
Nzinga Basir	Program Assistant	\$ 466.66/month + (20-335-200-100-24-0000)
Janet Cantore-Watson	Communications Assistant	\$ 466.66/month + (20-335-200-100-24-0000)
Amy Patryn	Financial Assistant	\$ 466.66/month + (20-335-200-100-24-0000)

*shared position

+amended (amounts to be adjusted retroactive to 9/1/2023)

C. Salary Adjustments – 2023-24 School Year

The Board of Education approved the following salary adjustments for the 2023-24 school year:

Name	2023-24 Base Salary *	Masters Stipend	Add'l Assignments per Week	% Rate	Amount	2023-24 Total Salary
Rachel Kinlan (2nd qtr. 11/13/23-1/26/24)	\$ 70,950.00		12	34.272%	\$ 24,315.98	\$ 95,265.98
John O'Neill (2nd qtr. 11/13/23-1/26/24)	\$ 83,110.00	\$ 725.00	11	31.416%	\$ 26,109.84	\$ 109,944.84
Matthew Poznanski (2nd qtr. 11/13/23-1/26/24)	\$ 71,210.00		5	14.280%	\$ 10,168.79	\$ 81,378.79
Charles Schade (2nd qtr. 11/13/23-1/26/24)	\$ 74,510.00	\$ 725.00	10	28.56%	\$ 21,280.06	\$ 96,515.06
*Based upon 2022-23 salary guide						

D. Employment of Substitute

The Board of Education approved employment of the following substitute at a rate of \$120.00/day for the 2023-24 school year:

Ryan Duffy

E. Volunteers

The Board of Education approved the following parent volunteers:

Barbara Schuster Suzanne Hanlon

F. School Business/Professional Development Travel

The Board of Education approved requests for district staff and Board of Education members to attend school business and professional development travel as they appear on Addendum #1.

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	X	
Ms. Wilkins	X	
Dr. Taylor	absent	
Mr. Beder	X	
Mr. Jinks	absent	

G. Provisional Teacher Program – 2023-24 School Year

On recommendation of Mr. Presuto and motion by Ms. Wilkins, seconded by Mr. Beder and on roll call vote, the Board of Education approved the following mentor (pursuant to NJAC 6A:9B-8.4) for the district’s provisional teacher for the 2023-24 school year (payment amount is determined by the NJ Department of Education and satisfied by the mentee) as follows:

<u>Provisional Teacher Candidate (Mentee)</u>	<u>Route</u>	<u>Mentoring Fees</u>	<u>Mentor</u>
James Strickhart	Alternate	\$450.00 – 20 days \$550.00 – 30 weeks	Julie Francis

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	X	
Ms. Wilkins	X	
Dr. Taylor	absent	
Mr. Beder	X	
Mr. Jinks	absent	

H. Field Trips

On recommendation of Mr. Presuto and motion by Ms. Wilkins, seconded by Mr. Beder and on roll call vote, the Board of Education approved field trips for high school students as they appear on Addendum #2.

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	X	
Ms. Wilkins	X	
Dr. Taylor	absent	
Mr. Beder	X	
Mr. Jinks	absent	

I. District Mentoring Plan

On recommendation of Mr. Presuto and motion by Ms. Wilkins, seconded by Mr. Beder and on roll call vote, the Board of Education approved the revised District Mentoring Plan as it appears on Addendum #3. (Revised to include changes pursuant to new Chapter 9C Regulations.)

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	X	
Ms. Wilkins	X	
Dr. Taylor	absent	
Mr. Beder	X	
Mr. Jinks	absent	

J. School Threat Assessment Team

On recommendation of Mr. Presuto and motion by Ms. Wilkins, seconded by Mr. Beder and on roll call vote, the Board of Education appointed Ms. Johanna Scholl, Teacher Representative to the School Threat Assessment Team.

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	X	
Ms. Wilkins	X	
Dr. Taylor	absent	
Mr. Beder	X	
Mr. Jinks	absent	

K. Curriculum

On recommendation of Mr. Presuto and motion by Ms. Wilkins, seconded by Mr. Beder and on roll call vote, the Board of Education approved the updated curriculum in the following programs:

Graphic Communications (3-4) Mechanics & Repair (1-3) MEAM (1-4)

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	X	
Ms. Wilkins	X	
Dr. Taylor	absent	
Mr. Beder	X	
Mr. Jinks	absent	

L. Textbook Approval

On recommendation of Mr. Presuto and motion by Ms. Wilkins, seconded by Mr. Beder and on roll call vote, the Board of Education approved the following textbooks:

Fundamentals of Business, Virginia Tech Publishing, 3rd Edition, 2020

Principles of Marketing, University of Minnesota Libraries Publishing, 2015

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	X	
Ms. Wilkins	X	
Dr. Taylor	absent	
Mr. Beder	X	
Mr. Jinks	absent	

On recommendation of Mr. Presuto and motion by Ms. Wilkins, seconded by Mr. Beder and on roll call vote, agenda items M through O as follows:

M. Abolish Board Policies and Regulations

The Board of Education abolished the following policies and regulations:

5460.02/R5460.02 – Bridge Year Pilot Program
8540 – School Nutrition Programs
8550 – Meal Charges/Outstanding Food Service Bill

N. Revised Board Policies – First Reading

The Board of Education approved the following revised policies at this first reading as they appear on Addendum #4.

2270 – Religion in the Schools
3324 – Right of Privacy
4324 – Right of Privacy

O. Rewritten Board Policies and Regulations

The Board of Education approved the following rewritten policies and regulations at this first reading as they appear on Addendum #5.

3161 - Examination for Cause
3212/R3212 – Attendance
4161 – Examination for Cause
4212/R4212 – Attendance
8500 – Food Services

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	X	
Ms. Wilkins	X	
Dr. Taylor	absent	
Mr. Beder	X	
Mr. Jinks	absent	

P. Acceptance of Funds

On recommendation of Mr. Presuto and motion by Ms. Wilkins, seconded by Mr. Beder and on roll call vote, the Board of Education adopted the following resolution: The governing body of the Somerset County Vocational & Technical Schools at its October 16, 2023 meeting authorized acceptance of funds for the following:

NJ Department of Education	Carl D. Perkins (FY 2024)	\$281,555.00
	Federal Funds	\$257,310.00
	Reserve Funds	\$ 24,245.00

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	X	
Ms. Wilkins	X	
Dr. Taylor	absent	
Mr. Beder	X	
Mr. Jinks	absent	

Superintendent’s Update

- HIB Report - New HIB cases submitted for October review = 0; HIB cases submitted month prior for Board decision in September = 0; Total YTD HIB Reports submitted for review = 0.
- Mr. Presuto thanked everyone who participated in the Open House.
- The topic of the next security meeting held at RVCC will be on Cyber Security, AI.
- Student Suspension Report

Incident Number	Grade	Out of School/In School Suspension	Total# Days	Suspension Dates	Reason
100220232	12	Out	3	10/2/2023-10/4/2023	POSSESSION: Drug Paraphernalia

- Student Enrollment Report

Enrollment Report - October 1, 2023	Grade 9	Grade 10	Grade 11	Grade 12	Totals
Full-Time Students Enrolled	83	85	79	99	346
Shared-Time Students Enrolled	124	80	77	76	357
Totals	207	165	156	175	703

Submission of Bills

On motion by Ms. Wilkins, seconded by Mr. Beder and on roll call vote, the Board of Education approved the bills list for October 16, 2023 which was included in the Board packet and will be attached to the regular meeting minutes.

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	X	
Ms. Wilkins	X	
Dr. Taylor	absent	
Mr. Beder	X	
Mr. Jinks	absent	

Report of the School Business Administrator/Board Secretary

A. Board Secretary Report/Cash Report

On motion by Ms. Wilkins, seconded by Mr. Beder and on roll call vote, the Board of Education adopted the monthly financial statement reports for the School Business Administrator/Board Secretary and the Cash Report for the month of September 2023, 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 fund has been overextended in violation to N.J.A.C. 6:20-2A.10(b) and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year. (Addendum #6)

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	X	
Ms. Wilkins	X	
Dr. Taylor	absent	
Mr. Beder	X	
Mr. Jinks	absent	

B. Budget Transfers – September 2023

On motion by Ms. Wilkins, seconded by Mr. Beder and on roll call vote, the Board of Education failed to approve budget transfers for the 2023-24 school year as they appear on Addendum #7.

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	X	
Ms. Wilkins	X	
Dr. Taylor	absent	
Mr. Beder	X	
Mr. Jinks	absent	

C. Award Purchases in Excess of Bid Threshold in Compliance with NJSA 18A:18A – 2023-24 School Year

On motion by Ms. Wilkins, seconded by Mr. Beder and on roll call vote, the Board of Education awarded the following purchases in excess of the bid threshold for the 2023-24 school year which are year to date amounts and are in compliance with law.

CDW	Government	\$86,000.00	Co-Op	District Wide Technology
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<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	X	
Ms. Wilkins	X	
Dr. Taylor	absent	
Mr. Beder	X	
Mr. Jinks	absent	

D. Three-Year Comprehensive Maintenance Plan and M-1

On motion by Ms. Wilkins, seconded by Mr. Beder and on roll call vote, the Board of Education approved submission of the Three-Year Comprehensive Maintenance Plan and M-1 as required by the NJDOE as it appears on Addendum #8.

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	X	
Ms. Wilkins	X	
Dr. Taylor	absent	
Mr. Beder	X	
Mr. Jinks	absent	

New Business

Resolution – Nadine Wilkins

On motion by Mr. Beder, seconded by Mr. Lalevee, the Board of Education adopted the following resolution:

Whereas, Nadine Wilkins has served on the Vocational Board of Education since December 2018;

Whereas, the Board desires to spread the following resolution upon the minutes of their October 16, 2023 meeting;

Now, Therefore, Be It Resolved, that we recognize the excellent and devoted service that Nadine Wilkins has rendered the Somerset County Vocational Board of Education;

And Whereas Nadine Wilkins has been recognized for her leadership, professionalism, passion, sincerity and service to the vocational school district;

Be It Further Resolved, that the Vocational Board of Education takes this opportunity to congratulate Nadine Wilkins for her inspirational leadership, professionalism, achievements, contributions and commitment to the educational community and to wish her happiness and good health in her future endeavors.

- Maria Johnson gave an overview of the Open House held on October 14th.

Next Meeting

The next regular meeting of the Somerset County Vocational Board of Education will be held:

November 20, 2023

5:00 p.m.

Somerset County Vocational & Technical Schools

14 Vogt Drive

Bridgewater, New Jersey 08807

- The annual Reorganization Meeting will be held on Wednesday, November 1, 2023 at 5:00 p.m.

Remarks from the Public - Please understand that our public forums are not structured as question and answer sessions, but offered as opportunities to share your thoughts with the Board. In instances where the Board feels that there is a misunderstanding or inaccuracy, the Board President or Superintendent may address the comment. There may be times when a member of the public makes a comment or asks a question about personnel or hiring decisions. New Jersey Statutes do not permit the Board to discuss personnel issues in Public Session.

- None

BE IT RESOLVED by the Vocational Board of Education of the County of Somerset that:

- A. This Board will go into closed session with the Board Counsel for the purpose of discussing matters within the provisions of 7A(11)c231.
- B. The general nature of matters to be discussed relates to SCVTEA negotiations, litigation and RFPs for Insurance Broker and School Physician. Action may or may not be taken.
- C. Under the provisions of the above stated laws, the public shall be excluded from attendance at the portion of the meeting relating to the above matters.
- D. It is anticipated that the items discussed will be made public when the matters discussed are resolved.

Closed Session

On motion by Ms. Wilkins, seconded by Mr. Beder and passed, the Board of Education went into closed session at 5:34 p.m.

Open Session

On motion by Ms. Wilkins, seconded by Mr. Beder and passed, the Board of Education went into open session at 5:58 p.m.

Adjournment

On motion by Ms. Wilkins, seconded by Mr. Beder and passed, the meeting adjourned at 5:59 p.m.

Raelene Sipple
Business Administrator/Board Secretary

DATE(S)	PARTICIPANTS	REG. FEE	EXPENSES	WORKSHOP DESCRIPTION	LOCATION
November 3, 2023	Denise Gotti	\$395	\$0	Providing leadership for using AI tools to increase student learning	Virtual

October 2023

FIELD TRIPS

<u>Date of Trip</u>	<u>CTE Program/Other</u>	<u>Location</u>	<u>Cost Per Student/Paid by</u>	<u>Transportation Provided/Paid by</u>
*10/12/2023	SkillsUSA	East Brunswick Magnet School East Brunswick, NJ	\$0.00	District
11/14/2023	SkillsUSA	Essex Vo-Tech HS West Caldwell, NJ	\$0.00	District
3/22/2024	Honors US History I & II and AHMS World History	NJ State Museum Trenton, NJ	\$0.00	District
4/20/2024	SkillsUSA	Payne Tech Newark, NJ	\$0.00	District

*Prior approval given by Superintendent

Table of Contents

Regulations/Components of District Mentoring Plan

STATE REQUIRED	SUBMITTED	SECTION	TITLE	PAGE
	✓	1	District Profile	2
	✓	2	Needs Assessment	6
✓	✓	3	Vision and Goals	8
✓	✓	4	Mentor Selection	10
✓	✓	5	Roles and Responsibilities for Stakeholders	13
✓	✓	6	Professional Learning Components for Mentors	15
✓	✓	7	Professional Learning Components for Novice Teachers	17
✓	✓	8	Action Plan for Implementation	20
✓	✓	9	Resource Options Used	22
✓	✓	10	Funding Resources	23
✓	✓	11	Program Evaluation	24
	✓	12	Appendices	25

✓ Section 1: District Profile

The district profile sheet reflects the mentoring data from the 2022-2023 school year.

Name of District: Somerset County Vocational & Technical Schools

District Code: 4810 County Code: 35 District Factor Group: None

District Address: 14 Vogt Drive, P.O. Box 6350 Bridgewater, NJ 08807

Chief School Administrator: Robert Presuto

Mentoring Program Contact: Hector Montes

Mentoring Program Contact Phone: (908) 526-8900 ext.7254

Mentoring Contact Email: hmontes@scvts.net

Type of District: 9-12

Number of novice teachers with Certificate of Eligibility: 1

Number of novice Teachers with Certificate of Eligibility with Advanced Standing 1

Number of novice special education teachers with standard license: 0

Number of Mentors: 2

Identify the number of provisional novice teachers in the following areas:

K- 5 0 K- 6 0 K- 12 0 7- 12 0 9- 12 2 Special Education (all grades) 0

DEAC Sign Off Sheet

2023-2024

Name of District: Somerset County Vocational & Technical Schools

District Code: 4810

County: Somerset **Code:** 35

Names of Professional Staff Members Appointed to Committee:

Christopher Miller Teacher June 2023

Johanna Scholl Teacher June 2023

Names of Administrators Appointed to Committee:

Pat Pelliccia Assistant Superintendent of Instruction June 2023

Hector Montes Principal June 2023

Contact Person: Pat Pelliccia

Phone: (908) 526-8900 ext. 7121

Fax: 908-704-0784

Email: ppelliccia@scvts.net

Board of Education Comment and Approval Form

Date Plan Received August 24, 2023

Date Reviewed August 28, 2023

Date Plan Accepted August 28, 2023

Date Plan Revised

District: Somerset County Vocational & Technical Schools **Code:** 4810

County: Somerset **Code:** 35

	Completed		Comments
	Yes	No	
Section 1: District Profile			
District profile sheet			
LPDC sign off sheet			
Board of Education approval form			
Section 2: Needs Assessment			
Current assessment of the mentoring for quality induction program (reflection of past process and project for future progress)			
Current need of district mentoring plan			
Section 3: Vision and Goals			
Mentoring program vision			
Mentoring program goals (measurable; aligned with the NJ Professional Standards for Teachers and NCLB, Professional Development Standards)			
Section 4: Mentor Selection			
Guidelines for selection of mentors			
Application process and criteria for selection of mentors			
Section 5: Roles and Responsibilities for Mentors			
Section 6: Professional Learning Components for Mentors (aligned with the following standards: Teachers, NCLB, and Professional Development)			
Section 7: Professional Learning Components for Novice Teachers (aligned with the following standards: Teachers, NCLB, and Professional Development)			
Section 8: Action Plan for Implementation (with timeline)			
Section 9: Resource Options Used			
Section 10: Funding Resources Used			
Section 11: Program Evaluation (e.g.-evidence of teacher retention, impact on teacher effectiveness and student learning)			

Name

Signature

Date

✓ Section 2: Needs Assessment

Somerset County Vocational & Technical Schools District is committed to supporting novice teachers as they enter the teaching profession as well as experienced teachers new to the district. State regulations require that all public school districts develop plans that provide rigorous mentoring to the following individuals:

- Holders of Certificates of Eligibility with Advanced Standing (traditional route teachers) and Certificates of Eligibility (alternate route teachers) registered in the Provisional Teacher Program who hold provisional instructional certificates; and
- Holders of standard Teacher of the Handicapped certificates who are in their first year of teaching; and
- Experienced teachers new to the district.

Professionals new to teaching encounter a number of special problems and issues. The transition from being a student in education courses to the role of a full time teacher can be, and is often, most difficult. Immersion in learning-teaching theories, no matter how valuable, never fully prepares the beginning teacher for the challenges of meeting their first class.

Successful acclimation to the teaching profession is critical. Data from national surveys of new teachers reveal the following pattern: throughout college preparation, and during student teaching, attitudes toward teaching continue to rise. These positive attitudes peak in the first month of the first year of teaching, then tend to fall during the next four to five months of that initial year. By mid-year, a slow but gradual rise in positive attitudes toward teaching begins, but these attitudes do not reach the level at the time of entry to the profession. This phenomenon has been called “the curve of disenchantment.” It is the intent of Somerset County Vocational & Technical Schools, in an environment of collegial support, to maintain the level of positive attitudes at the time of entry to the profession.

The beginning teacher has two major tasks. The first is to develop effective teaching skills. If the teacher has been well prepared with a solid theoretical base in child development, instructional methodology and learning theory, then the task becomes one of application of this knowledge to the classroom. The second task is to adapt to the social system of the school. Each school has its own “culture.” This culture reflects the norms of the building, the communication and relationships between students and staff, and staff members’ relationships with each other. Neither application of learning theory to the classroom nor a sense of how a school’s social system functions can be learned in the college setting or from a textbook.

There are significant differences in the needs of Novice Teachers and Experienced Teachers (Melnick 39). Experienced teachers feel more confident in the areas of classroom management, parent interaction and communication, teaching methods, assessment, etc. (Melnick 54). However, Experienced Teachers report significant struggles with time management due to increasing mandated documentation requirements (Melnick 55). Therefore, we can expect the needs of Experienced Teachers New to the District to be focused more on clerical and procedural issues rather than pedagogy.

Current Needs of District Mentoring Program

Through the use of our [New Teacher Needs Assessment](#) and the [Year End Evaluation](#) of Mentoring Program by novice/new Teacher, we have determined that our current program needs for Novice Teachers and Experienced Teachers New to the District are:

- Continuing professional development through New Teacher (Newbie) PLC
- Increasing support for the observation of experienced teachers by providing class coverage on a regular basis

Through the use of our Mentoring Program Evaluation and Year-End Evaluation by Mentor Teachers, we have determined that the improvements in the following areas shall be made:

- Continued training and PLC for mentor teachers
- Communication of mentor plan to all stakeholders

Improvements within the mentor training program are made on an ongoing basis. Professional Development (PD) is needed for all mentors prior to beginning the mentoring process, with ongoing support throughout the mentoring year.

Formal data collection processes are needed to judge the quality of the growing mentoring program. Once this information is established, a communication tool is needed to share it with administrators, staff, and the community at large.

Coordination between members of the following committees: DEAC and SCiP is needed in order to support the mentoring program and provide/plan professional development. Regular meetings are needed for revised coordination practice to streamline the overall process.

Professional development and support on how the Danielson Evaluation Model informs the mentoring process from both the mentor and mentee perspective are also necessary.

Melnick, S., & Meister, D. (2008). *A Comparison of Beginning and Experienced Teachers' Concerns*. *Educational Research Quarterly*, 31(3), 39–56.

Section 3: Vision and Goals

“Supporting new teachers is complex and demanding work, and it involves learning skills other than those that most classroom teachers possess. It is critical, therefore, that we think not only about what a new teacher needs to be successful but also what a mentor teacher needs to know and be able to do in order to support a new teacher.”

Moir and Gless, New Teacher Center @ UCSC

Statement of Purpose

Research demonstrates that many novice teachers lack necessary support in their beginning years. Too often, young teachers leave the profession before having the opportunity to become effective and confident. One in ten teachers who left the profession say the primary reason they left was inadequate support. And one-third of the teachers who have left the profession say that if a high quality-mentoring program had been in place, they would have likely continued teaching. (Source: *NJEA Study of New Jersey Teachers Who Have Left the Profession, Sept. 2000*).

Somerset County Vocational & Technical Schools has developed this mentor plan for novice teachers to meet the statutory requirements for Provisional Teachers, Administrative Code (6:11-4.3, 6:11-13, 6:11- 13(d)). The purpose of this mentoring program is to provide new teachers the opportunity for ongoing support, collegial conversations, supervision, and evaluation by a professional support team. The support team consists of a mentor, school leaders, and district administrators.

Vision

Somerset County Vocational & Technical Schools will create an environment where teachers new to the district can grow professionally and assimilate confidently through

- Professional Learning Communities
- Effective coaching,
- One-on-one support, and
- Congenial collaboration

which will result in a high quality education for all of Somerset County Vocational & Technical Schools students, including those taught by novice educators.

Goals:

- To enhance teacher knowledge of strategies related to the New Jersey Student Learning Standards in order to facilitate student achievement;
- To identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching;
- To assist novice teachers in the performance of their duties and adjustment to the challenges of teaching;

- To assist novice teachers in the acculturation process as they acquire experience with the local climate, practices, and educational shareholders within the greater educational community; and
- To provide novice teachers with targeted PD based on specific needs of those teachers.

Section 4: Mentor Selection

“The heart and soul of mentoring is the outgrowth of belief in the value and worth of people and an attitude toward education that focuses upon passing the torch to the next generation of teachers.”

Head, Reidman, and Theis-Sprintall, 1992

Mentor Selection Process

The following guidelines have been developed in the selection of mentors:

- Mentor teachers will fill out a [Mentor Teacher Application](#) and submit it to their supervisor.
- [A letter of Recommendation](#) from a supervisor must accompany all mentor applications.
- Administration will make an assignment from the pool of mentors. Consideration will be given to the compatibility of individual teaching styles of the mentors and novice teachers and their content of teaching.
- The administration shall rotate the mentoring positions among those teachers who meet the criteria.
- Professional development hours will be given to mentors upon completion of mentor program evaluation. Formal mentors will receive 15 professional development hours and informal mentors will receive 30 professional development hours.
- For formal mentors, the stipend for traditional route teachers is \$550 for 30 weeks of mentoring. The mentoring stipend for alternate route teachers is \$450 for the 20-day clinical experience and \$550 for the remaining 30 weeks of mentoring.
- All applications should be submitted in June for the following school year.

Mentor Selection Criteria

The qualities of effective mentors – as identified in mentoring programs nationwide – are organized into four general categories: Attitude and character, Professional competence and experience, Communication skills, Interpersonal skills

Together with a willingness to serve and the recommendations of colleagues, these characteristics comprise an inventory of the qualities and criteria of effective mentors.

- Each mentor should be a fully certified, tenured teacher with a minimum of five years experience at Somerset County Vocational & Technical Schools.
- The mentor must have earned a summative rating of “effective” or “highly effective” on their most recent annual evaluation.

- The administrative team will assign a mentor teacher to each novice teacher within two weeks of his or her start date.
- The mentor teacher is committed to the goals of the local mentor plan including the confidential nature of the relationship.
- Wherever possible, the mentor teacher should be certified in the same areas as the novice teacher and classrooms are in close proximity.
- The mentor teacher is knowledgeable about the resources and opportunities in the Somerset County Vocational Technical High School.
- The mentor teacher is knowledgeable about the social and workplace norms of the district Board of Education and the community Somerset County Vocational Technical High School serves.
- The mentor teacher agrees to participate in a mentor-training program.
- In the event matches do not work, a new match for the novice teacher will be made as soon as possible, and there are no negative repercussions for either party from any district stakeholders.

Alignment of the Mentoring Plan with:

- N.J.A.C. 9-3.3 NJ Professional Standards for teachers
- N.J.A.C. 6A:9-8.4 Regulations for Local Mentoring Plan

Development of the District Mentoring Plan (MIP) and Approval Process

Board of Education

- Approves Process
- Develop policy
- Provide financial support

LPDC

- SCVTEA Rep.
- Teacher Leaders
- Supervisor
- Principal

- Develop and provide district Mentor training
- Compile needs assessment data
- Evaluate and update MIP

School Leaders

- Supervisors
- Administrators

- Supervise and evaluate Novice and New Teachers
- Select and assign Mentors
- Evaluate MIP

Mentor

- 5 years experience in district
- Tenured teacher
- Effective/Highly effective evaluation

- Attend training
- Meet regularly with Novice and New Teachers
- Provide professional, emotional, and confidential support
- Evaluate MIP

Novice Teacher

- 1st year teacher
- Non-tenured
- Holds CEAS or CE
- Requires Formal Mentor

- Meet regularly with Mentor
- Observe Mentor and other classroom teachers
- Develop PDP
- Evaluate MIP

New-to District Teacher

- 1 plus years teaching experience
- Non-tenured
- 1st year in district
- Holds Standard Certification
- Requires Informal Mentor

- Meet regularly with Mentor
- Develop PDP
- Evaluate MIP

Section 5: Roles and Responsibilities of Stakeholders
(Please reference chart on previous page)

Role of the School Board

1. To establish policy to make mentoring of novice teachers one of the district's priorities;
2. To ensuring the availability of resources in support of the mentoring program;
3. To evaluate long-term effectiveness of teacher selection process;
4. To review the evaluation of the Mentoring Program; and
5. To provide additional funding options for professional learning and training, materials, and release time for classroom visitations.

Role of the Chief School Administrator

1. To collaborate annually with each ScIP to review the district mentoring plan
2. To consider ways to support the plan at the school level
3. To take steps to ensure that all new teachers are receiving the necessary professional support.
4. Make available to staff an electronic copy of the current district mentoring plan.

Role of the Administrator

1. To be knowledgeable in the mentoring process;
2. To select and assign mentors to novice teachers;
3. To pair the mentors and novice teachers at the earliest possible time;
4. To provide mutual release time for mentors and novice teachers;
5. To supervise and evaluate the novice teacher;
6. To facilitate faculty awareness
7. To participate in orientation and training sessions;
8. To meet with mentors and novice teachers at least twice per year;
9. To ensure and participate in program evaluation; and
10. To facilitate the revision of the mentoring program for the next year.

Role of the ScIP

1. To oversee the school-level implementation of the district mentoring plan
2. To communicate the plan to all nontenured teachers and their mentors.

Professional Development Committee:

1. Assist in selection and training of mentors.
2. Provide support for both mentor and novice teachers.
3. Share information about professional development opportunities.
4. Seek appropriate professional development as appropriate for novice teachers.
5. Gather feedback from mentors and novice teachers relevant to the effectiveness of the mentoring program.

Role of the Mentor

Formal Mentor	Informal Mentor
1. To meet with the novice teacher at least once a week;	1. To meet with new teacher at least monthly
2. To focus on classroom activities, including instructional techniques and curriculum, classroom management and teacher performance;	2. To educate the new teacher about available programs in the school;
3. To educate the novice teacher about available programs in the school;	3. To provide emotional support;
4. To provide emotional support;	4. To provide confidential support
5. To provide confidential support;	5. To socialize the new teacher into the school community
6. To socialize teachers into the school community	6. To link new teacher resources
7. To avoid being evaluative;	7. To attend initial mentor training program; additional training is voluntary
8. To link novice teacher to resources;	8. To model for new teacher how to write a Professional Development Plan (PDP)
9. To attend all mentor training programs;	9. To help evaluate the Mentoring Program
10. To model for novice teacher how to write a Professional Development Plan (PDP);	
11. To help evaluate the Mentoring Program;	
12. To assist in the development of program revisions for the next, year, and	
13. To keep a confidential log/planning calendar of activities discussed with the novice teacher.	

Role of the Novice/New Teacher

1. To meet on a regular basis with the mentor for review of classroom practices and management concerns;
2. To attend all scheduled mentoring meetings;

3. To plan, teach, facilitate and evaluate the progress of students in his/her classroom;
4. To participate in a Needs Assessment;
5. To visit mentor and other classroom teachers;
6. To develop a Professional Development Plan for the year;
7. To help evaluate the Mentoring Program.

Section 6: Professional Learning Components for Mentors

The mentor teacher is responsible for promoting the novice teacher's knowledge and instructional strategies related to the NJSLs and Professional Standards for Teachers in order to facilitate student achievement. A district form will be provided to record the alignment with the New Jersey Professional Standards for Teachers. All mentors and new teachers will receive a copy of Charlotte Danielson's *Enhancing Professional Practice* to facilitate the peer-observation process and critical dialogue.

Mentor Training Components:

1. Roles and Responsibilities of Mentors and Novice Teachers
2. Needs of New Teachers
3. Communication and Building Trust
4. Classroom Visitations: Teacher Observation and Conferencing Skills
5. Effective Instructional Skills. For example, are all students actively engaged or challenged?
6. Collegial Coaching
7. Challenges of Mentoring
8. Stages of Teacher Development
9. Understanding the Adult Learner
10. Questioning Techniques
11. Professional Growth of the Novice Teacher
12. Any additional topic, based upon the district needs assessment survey.

List of Professional Learning Opportunities:

- New teacher orientation.
- Somerset County Vocational & Technical Schools will offer learning opportunities during the designated professional development days throughout the school year as well as a PLC facilitated by teacher-leaders.
- Mentors and novice teachers are encouraged to seek opportunities outside of the district professional development offerings.

Explanation of How the Plan Aligns with NJ Professional Standards for Teachers and No Child Left Behind (ESSA):

Below is the list of mentor training components. Beside each topic the relationship that exists between the NJ professional standards and the mentor training components is depicted. A copy of the [NJ Professional Standards for Teachers](#) can be found in the Appendix.

- Mentors attend in-district and out-of-district annual, ongoing, sustained professional development workshops/seminars to assist them in providing appropriate and meaningful learning experiences for their students. (*Standards one through seven and ten*)
- Professional development workshops include instructional planning which encourages cooperative learning experiences and the recognition of learning styles and multiple intelligences within the context of the classroom experience. (*Standards two through seven and ten*)

- Mentors are expected to review and analyze New Jersey standardized test results at each designated grade level. Upon completion, mentors collaborate with building supervisors and administrators to identify areas of strengths and weaknesses. Yearly district-wide and building initiatives and objectives are developed based on this information. *(Standards one and five)*
- Mentors are encouraged to be lifelong learners of their craft through ongoing self-reflection and professional development. *(Standards one through seven; nine through eleven)*
- Mentors are required to create a supportive, respectful, and safe learning environment for their students. *(Standards two through four; six, seven, and nine through eleven)*
- Mentors demonstrate their verbal and written communication skills with opportunities to prepare and teach educational workshops in their designated specialties to their colleagues. *(Standards one, three, five, and six through eleven)*
- Formal mentors become involved in a variety of school and community outings that help them to understand the intellectual, social, emotional, and physical development of their students. In doing so, they foster relationships with parents, guardians, families, and community agencies. *(Standards two and six through eleven)*
- Formal mentors take part in a variety of multicultural activities that allow for the celebration of diverse groups and individuals. This process aids in the equitable education of students from all backgrounds and ethnicities. *(Standards two through four; seven, eight, and eleven)*

Section 7: Professional Learning Components for Novice Teachers

1. Technology Training
2. Instructional Planning
3. Special Needs Students
4. Substance and Drug Abuse
5. Professional Growth of the Novice Teacher
6. Student Assessment
7. NJ Student Learning Assessment Guidelines and Standards
8. Roles and Responsibilities of Mentor and Novice Teacher
9. Best Practices strategies, Differentiated Instruction
10. Learning Environment
11. Discipline Strategies

List of Professional Learning Opportunities:

- Mentoring/Novice Teacher Training.
- Somerset County Vocational Technical School will offer learning opportunities during the designated professional development days throughout the school year as well as a PLC facilitated by teacher leaders.
- Mentors and novice teachers are encouraged to seek opportunities outside of the district professional development offerings.

Explanation of How the Plan Aligns with NJ Professional Standards for Teachers:

Below is the list of mentor training components. Beside each topic the relationship that exists between the NJ professional standards, ESSA elements, and the novice teacher training components are depicted. A copy of the [NJ Professional Standards for Teachers](#) can be found in the Appendix.

During a new-teacher orientation, novice and experienced teachers who are new-to-the-district are required to take training that is given prior to the start of each school year. This New Teacher Induction Program is designed for the purpose of acclimating and orienting our new educators to the district's expectations for teaching and learning. It offers a guide to success in the district and in the teaching profession. It also serves as a way for the new teachers to establish professional relationships which allows them to be empowered and encourages them to contribute to their school community.

These initial training workshops include the following:

- A summary of the history and demographics of Somerset County Vocational & Technical Schools. *(Standards two, three, seven through eleven)*
- A warm welcome from the school administrators throughout the district. *(Standards two, six, and eight through eleven)*
- A presentation and discussion of the district's vision for education. *(Standards two and four through eleven)*

- An orientation to the Somerset County Vocational & Technical Schools which includes a discussion of school law, district policies and procedures, special services, guidance procedures and programs, and student assistance programs (*Standards two, three, and six through eleven*)
- A seminar of strategies and techniques which work for instruction. These include working sessions which discuss improving the performance of both our at-risk and exceptional students. (*Standards one through eleven*)
- A concentrated session on cooperative learning. (*Standards one through ten*)
- A concentrated session on Classroom Management Skills. Teachers are provided with a variety of management techniques and the tools to create a classroom management plan. (*Standards three, four, six, nine, and ten*)
- An oral summary on professional growth including a discussion of the teacher observation and the Danielson evaluation instrument which are presently in place throughout the district. This is followed by a question-and-answer session. Teachers are provided with the tools to create an individual professional development plan. (*Standards eight, nine, and ten*)
- A review of the technology aspects currently used and available within the district. (*Standards four, five, and seven through eleven*)
- A planning and introduction session at the school location where the teacher will be employed on a day-to-day basis (*Standards one, two, four, six, eight, nine, and ten*)

Upon completion of this session, first-year teachers continue the learning process by completing the following requirements:

- A 30-week mentorship program (*All standards are addressed during this 30-week period*)
- Increased meeting frequency to twice per week for novice provisional teachers holding a CEAS or a CE.
 1. Those holding a CEAS: 2x/week for the first 4 weeks.
 2. Those holding a CE: 2x/week for the first 8 weeks.
- Nontenured teachers in their first year of employment will be provided individualized support and activities based on the nontenured teacher's individual needs.

Additionally, the Somerset County Vocational & Technical Schools offers in-service professional development workshops, professional learning communities (PLCs) and grade level/departmental programs designed for each specific content-area objective.

Somerset County Vocational & Technical Schools will provide the following programs:

- Teacher discussions between veteran and novice teachers
 - Professional learning communities
 - Voluntary workshops
 - Professional development days
 - Required written reflections/surveys based on the quarterly experiences
- (*Standards one through eleven will be addressed*)

Somerset County Vocational & Technical Schools will provide opportunities for teachers new to the district to attend both in- and out-of-district workshops, after-school workshops, plus committees in collaboration with veteran teachers. Custom-designed workshops on topics including in-class support, special education, content area partnerships, and newly developed curriculum are also arranged as needed.

Section 8: Action Plan for Implementation

Documentation:

1. Sign [Mentoring Partnership Agreement](#).
 - Agreement should be signed and returned to the Supervisor.
 - Establish a schedule of meetings for the school year.
2. Complete the [Mentor/Novice Teacher Activities Checklist](#) throughout the course of the academic year.
 - A checklist should be maintained by both the mentor and novice teacher and returned to the Supervisor at the conclusion of the mentoring period.

Novice Teacher/Mentor Observation Schedule:

1. Observations of the novice teacher with follow-up dialogue, totaling four for the academic year.
2. Observations of the mentor teacher with follow-up dialogue during the mentoring partnership, totaling two for the academic year.
3. Observations may be made in either the mentor or novice teacher's classroom.

Components of Mentor Training:

1. All mentors will attend a training program in the district.
2. All mentors will attend building professional development opportunities pertaining to mentoring, as offered by the local professional development committee.
3. Discuss the expectations of the mentoring partnership.
4. The components taught during district mentor training should reflect those outlined in Section 6 of this plan.

Components of Novice Teacher Training:

All novice teachers will attend a Novice Teacher training program in the district.

1. All novice teachers will attend building professional development opportunities pertaining to novice teacher induction and mentoring, as offered by the local professional development committee.
2. Discuss the expectations of the mentoring partnership.
3. The components taught during district mentor training should reflect those outlined in Section 7 of this plan.

Mentor/Induction Timeline

Mentor/Novice Teacher Activities Checklist Collection Schedule

Note: “[Mentor/Novice Teacher Activities Checklist](#)” can be found in the school mentoring and induction guide in the Appendix. “[Mentor Teacher Application](#)” can be found in the same document.

Item to be collected	Date due to Mentoring Supervisor <i>(or corresponding months relating to the date of hire.)</i>	Collected
Mentoring Partnership Agreement	September 15	
Activities Checklist: “By Mid-September”	September 15	
Meeting between mentor & novice teacher to ensure the mentoring relationship is successful. Discuss no fault exit process.	September 30	
Activities Checklist: “September/October”	October 31	
Activities Checklist: “November/December”	December 23	
Activities Checklist: “January/February”	February 28	
Activities Checklist: “March/April”	April 28	
Mentor Teacher Applications	May 15	
Activities Checklist: “May/June”	June 5	
Evaluation of Mentor Program by Mentee & Mentor	June 15	
Copy of complete Activities Checklist	June 15	

Section 9: Resource Options Used

Below is a list of resources available for use during the implementation of this mentoring program.

- Release time for formal mentors and informal mentors for classroom visitations
- Release time for novice and new-to-the-district teachers for classroom visitations
- District administrators, teacher leaders, veteran teachers, and support staff.
- In-service workshops and volunteer Professional Development opportunities
- Newbie PLC
- Other Professional Learning Communities
- Achieve NJ: <http://www.state.nj.us/education/AchieveNJ/>
- NJ Department of Education: <https://nj.gov/education/profdev/mentor/>
- On-site resources located in the media center--Mentoring and New Teacher Collection

Section 10: Funding Resources

Somerset County Vocational & Technical Schools has made a financial commitment in order to support the novice teachers. Funding for this mentoring program may vary from year to year based on district and state budgetary and funding allocations. Below is a list of projected financial resources to fund the implementation of this program.

Sources: This funding includes the following:

- The Somerset County Vocational Technical High School District
- Outside Grants
- NJDOE Reimbursements
- Title IIA
- IDEA

Uses: The mentoring funds are used as outlined in state and grant regulations providing:

- Professional development workshops
- Reference and training materials and supplies
- Substitute coverage for release time
- Yearly stipends to mentor teachers

Stipends: Payment to Formal Mentor teachers will be on the following schedule:

- Traditional - \$550 for 30 weeks
- Alternate Route- \$1000 (includes 20-day intensive plus 30 weeks)

All funds will be collected and distributed by the Somerset County Vocational & Technical Schools Business Office.

Section 11: Program Evaluation

Somerset County Vocational & Technical Schools Mentor and Induction Plan allows the district to evaluate the implementation and success of the plan in working towards the established goals and objectives outlined in Section 3. The evaluation will measure program impact on job satisfaction, the adequacy of time and training for mentoring and offers recommendations for program changes and additions. This evaluation process is ongoing based on the collection of implementation logs, observation interviews, focus groups and staff surveys conducted in various ways (i.e., online or handouts). Evaluation will be conducted by the LPDC throughout the year.

The following evaluation tools will be used to assess the needs of the induction plan:

- [District Induction Self Assessment Tool](#)
- [Novice Teachers Needs Assessment](#)
- [Year End Evaluation of Mentoring Program by Novice Teacher](#)
- [Year End Evaluation of Mentoring Program by Mentor](#)
- [Mentor/Novice Teacher Activities Checklist](#)
- [New Teacher Orientation Workshop Survey](#)

As part of the Quality Single Accountability Continuum District Performance Review (QSAC) the District will complete an annual district report on the effectiveness of the local Induction plan which includes the following:

- Program impact on job satisfaction
- Impact on effective teaching
- Impact on student performance
- Adequacy of time and training
- Recommended changes and additions to the Induction Guide

The primary reason for an effective mentor/induction program is student achievement. In reaching this goal, teacher effectiveness must be improved and teacher retention rate must be improved.

In the short term, the New Teacher Orientation Workshop which takes place during the summer uses the following assessment tool to rate participants' reactions:

<https://docs.google.com/document/d/1AMfbEdnCcGnrXJ1Q5P5OOWJtFThCZW00RZ8rpfKZFUY/edit#bookmark=id.rx02pffimg5e>

Somerset County Vocational & Technical Schools will utilize the feedback from the program evaluation to adapt, modify, and refine the ongoing support that is provided to our novice teachers so that we may develop an even stronger community of professional learners.

Section 12: Appendix

New Teacher Needs Assessment

To be completed before the start of the mentoring program.

Directions: Please check the response for each item that closely indicates your level of need for assistance in the area described at the start of this school.

I am a: Novice teacher (CEAS or CE) Experienced teacher new to the district

Need for Assistance Level:

	little or no need	moderate need	high need
learning what is expected of me as a teacher			
communicating with the administration and other staff members			
communicating with parents			
organizing and managing my classroom			
maintaining student discipline			
planning for instruction and obtaining instructional resources and materials			
understanding the curriculum			
using a variety of teaching methods			
dealing with individual differences among students and assisting students with special needs			
diagnosing student needs, motivating and evaluating student progress			
grouping for effective instruction and facilitating group discussions			
completing administrative paperwork, managing time and work			
understanding the school system's teacher evaluation process			
understanding my legal rights and responsibilities as a teacher and union related issues			

Please list any professional needs you have that are not addressed by the preceding items:

What additional type of support should the school district provide to you and other new teachers?

New Guidance Counselor Assessment

To be completed before the start of the mentoring program.

Directions: Please check the response for each item that closely indicates your level of need for assistance in the area described at the start of this school.

I am a: Novice (CEAS or CE) Experienced counselor new to the district

Need for Assistance Level:

	little or no need	moderate need	high need
learning what is expected of me as a guidance counselor			
communicating with the administration and other staff members			
communicating with parents			
maintaining student discipline			
understanding the curriculum			
using a variety of methods			
dealing with individual differences among students and assisting students with special needs			
diagnosing student needs, motivating and evaluating student progress			
completing administrative paperwork, managing time and work			
understanding the evaluation process			
understanding my legal rights and responsibilities as a guidance counselor and union related issues			

Please list any professional needs you have that are not addressed by the preceding items:

What additional type of support should the school district provide to you and other new guidance counselors?

Somerset County Vocational Technical High School Mentor Teacher Application

NAME: _____

YEARS IN DISTRICT: _____

SUBJECT/CONTENT AREA: _____

I am interested in being considered for the position of mentor. I understand that the role of the mentor is a critical factor in the success of a novice teacher.

_____ Teacher's Signature Date

Mentor-Novice Teacher assignments are on a one-to-one basis unless otherwise determined by Administration.

Directions: Answer the following questions and forward the completed form to your supervisor.

1. Why do you want to be a mentor? What specific personal and professional qualities and abilities do you bring to the process of mentoring beginning teachers?

2. What steps are you taking to keep current in your own professional development, curriculum and assessment areas?

Please return this application and a reference form to your supervisor when completed.

Mentor Letter of Recommendation

I recommend _____ to be a mentor. The following qualifications have been met:

- holds a NJ teaching certification
- demonstrates a record of success in the classroom
- earned a summative rating of Effective or Highly effective on the most recent summative evaluation
- is a tenured teacher with at least 5 years' experience at Somerset County Vocational Technical High School
- understands resources and opportunities available and is able to act as a referral source
- understands social and workplace norms of district and community

The mentor applicant understands and agrees to maintain a professional level of confidentiality with the mentee, and understands that mentors may not serve as a mentee's direct supervisor or conduct evaluations.

The mentor applicant also agrees to participate in district-mandated mentor training that includes training on the Danielson teacher evaluation rubric and practice instrument; the NJ Professional Standards for Teachers; the Common Core State Standards; classroom observation skills; facilitating adult learning; and leading reflective conversations about practice.

signature of administrator: _____ date: _____

signature of mentor applicant: _____ date: _____

New Jersey Professional Standards for Teachers

All professional learning opportunities must be aligned with and support the New Jersey Professional Standards for Teachers as referenced in *N.J.A.C. 6A:9-3.3*. The Professional Standards for Teachers (and indicators) are also available [here](#).

___ **Standard One: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

___ **Standard Two: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

___ **Standard Three: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

___ **Standard Four: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the New Jersey Student Learning Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

___ **Standard Five: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

___ **Standard Six: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

___ **Standard Seven: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

___ **Standard Eight: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

___ **Standard Nine: Professional Learning.** The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

___ **Standard Ten: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

___ **Standard Eleven: Ethical Practice.** The teacher acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

Eight Key Elements of High Quality Professional Development for Teachers

- 1) All activities are referenced to student learning.
- 2) Schools use data to make decisions about the content and type of activities that constitute professional development.
- 3) Professional development activities are based on research-validated practices.
- 4) Subject matter mastery for all teachers is a top priority.
- 5) There is a long-term plan that provides focused and ongoing professional development with time well allocated.
- 6) Professional development activities match the content that is being instructed.
- 7) All professional development activities are fully evaluated.
- 8) Professional development is aligned with state standards, assessment, and the local school curriculum.

According to ASCD, ESSA “updates the definition of professional development to ensure personalized, ongoing, job-embedded activities that are

- Available to all school staff, including paraprofessionals
- Part of broader school improvement plans
- Collaborative and data driven
- Developed with educator input
- Regularly evaluated

Mentoring Partnership Agreement

Instructions: Please read and complete each of the following sections in this document. Both Mentor and Novice teacher, keep a copy for your records and return it to your supervisor before the end of September.

We have agreed on the following goals and objectives as the focus of this mentoring relationship.

1.

2.

3.

We have discussed the protocols by which we will work together, develop, and, in that same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly. We agree to this tentative schedule of contact and meetings:

2. Look for multiple opportunities and experiences to enhance the novice teacher's learning. We have identified, and will commit to, the following specific opportunities and venues for learning:

3. Maintain confidentiality of our relationship. Confidentiality for us means . . .

4. Honor the ground rules we have developed for the relationship. Our ground rules will be . . .

5. Provide regular feedback to each other and evaluate progress. We will accomplish this by . . .

We agree to meet regularly during the course of one academic year. At the end of this period of time, we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated mutually agreed-upon goals.

In the event one of us believes it is no longer productive for us to continue, or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. Our supervisor would be notified and a new mentor would be assigned to the novice teacher. In this event, we agree to use closure as a learning opportunity.

Mentor's Signature/ Date

Novice Teacher's Signature/ Date

Source: Modified from New Jersey Mentoring for Quality Induction: A Toolkit for Program Development.

Mentor/Novice/New Teacher Activities Checklist

Name _____ Mentor _____

**Please fill in the date, in which the activities were completed. Both mentor and novice teacher should initial next to the activity.*

By Mid-September:

Date/ Initial

- ____ / ____ 1. Give the novice teacher a tour of the building and introduce staff members.
- ____ / ____ 2. Discuss the policies and social traditions of the school/district.
- ____ / ____ 3. Show the novice teacher how to get necessary materials and books.
- ____ / ____ 4. Review emergency procedures for the building.
- ____ / ____ 5. Share building schedules.
- ____ / ____ 6. Prepare the novice teacher for Back-to School events.
- ____ / ____ 7. Help the novice teacher prepare for the first week.
- ____ / ____ 8. Discuss basic discipline policies for the school.
- ____ / ____ 9. Review lesson plan procedures.
- ____ / ____ 10. Establish a regular routine for meetings with your novice teacher.
- ____ / ____ 11. Review school website.
- ____ / ____ 12. Discuss special needs students, including, IEP requirements and 504 plans.
- ____ / ____ 13. Review daily tasks. (i.e. attendance, lunch, supervision, etc.)
- ____ / ____ 14. Share any systems that work. (organizing grades, keeping track of homework, parent communication, etc.)
- ____ / ____ 15. Bell schedule, expectations, and activities for the first day with students.
- ____ / ____ 16. Establish confidentiality between mentor and the novice teacher.
- ____ / ____ 17. Set up gradebook in Genesis and discuss the importance of accurate record keeping.
- ____ / ____ 18. Discuss policies for homework, make-up work, and late work.

Notes/Comments:

Mentor-Novice/New Teacher Activities Checklist

Name _____ Mentor _____

September/October:

- _____/_____/ 1. Help the novice teacher understand the phone and technology procedures.
- _____/_____/ 2. Review grading/assessment procedures, formal and informal.
- _____/_____/ 3. Review evaluation and observation procedures.
- _____/_____/ 4. Observe the novice teacher and provide constructive feedback.
- _____/_____/ 5. Observe the mentor and discuss observation.
- _____/_____/ 6. Share professional development procedures and Moodles.
- _____/_____/ 7. Discuss substitute lesson planning.
- _____/_____/ 8. Review online forms and procedures.
- _____/_____/ 9. Explain how to make guidance referrals (I&RS) and Linkages resources.
- _____/_____/ 10. Discuss importance of documentation of student behaviors (dates, explanation, actions taken and personnel contacted).
- _____/_____/ 11. Show novice teacher how to input interim grades.
- _____/_____/ 12. Share lesson plans and other related schedules/activities.
- _____/_____/ 13. Discuss importance of parental involvement and making positive parent contacts.
- _____/_____/ 14. Address concerns of classroom management and discipline.
- _____/_____/ 15. Discuss crisis in the classroom and classroom safety.
- _____/_____/ 16. Discuss current NJ Curriculum Standards.
- _____/_____/ 17. Review the development of Student Growth Objectives.
- _____/_____/ 18. Discuss the SCVTHS Open House.

Notes/Comments:

Mentor-Novice/New Teacher Activities Checklist

Name _____ Mentor _____

November/December:

- ____/____ 1. Assist the novice teacher through the first report card.
- ____/____ 2. Discuss various instructional strategies, including large group and one-to-one instruction.
- ____/____ 3. Observe the novice teacher and provide constructive feedback.
- ____/____ 4. Observe the mentor and discuss observation.
- ____/____ 5. Discuss end of semester procedures, including midterms.
- ____/____ 6. Discuss progress of classroom management and discipline procedures.
- ____/____ 7. Discuss delayed opening and snow day procedures.
- ____/____ 8. Discuss assessment techniques.
- ____/____ 9. Discuss different learning styles.
- ____/____ 11. Discuss budget procedures.
- ____/____ 12. Share and discuss instructional units.
- ____/____ 13. Discuss confidentiality of student issues.
- ____/____ 14. Discuss cultural and ethnic differences of students. Include sensitivity to holidays.

Notes/Comments:

Mentor-Novice/New Teacher Activities Checklist

Name _____ Mentor _____

January/February:

- ____/____ 1. Review preparation of students for midterms, if applicable.
- ____/____ 2. Review policies and issues that relate to retention, failure of students and student success in CTE programs.
- ____/____ 3. Contact counselor and parents of students who are in danger of failing the 1st semester.
- ____/____ 4. Observe the novice teacher and provide constructive feedback.
- ____/____ 5. Discuss alternative assessments, creation of rubrics, etc.
- ____/____ 6. Look at mapping out the semester and discuss pacing.

Notes/Comments:

Mentor-Novice/New Teacher Activities Checklist

Name _____ Mentor _____

March/April:

- ____/____ 1. Discuss documentation of professional development hours and PLC minutes.
- ____/____ 2. Discuss creation of Professional Development Plan.
- ____/____ 3. Complete SGOs.
- ____/____ 4. Observe the novice teacher and provide constructive feedback.
- ____/____ 5. Discuss annual summative evaluation.
- ____/____ 6. Discuss legal rights and responsibilities.
- ____/____ 7. Discuss rehiring practices and contracts.
- ____/____ 8. Review proper procedure for signing contract and following deadlines.
- ____/____ 9. Reapply for coming year's mentorship (Mentor Teacher).

Notes/Comments:

Mentor-Novice/New Teacher Activities Checklist

Name _____ Mentor _____

May/June:

- ____/____ 1. Discuss end-of-the-year procedures.
- ____/____ 2. Discuss field trip requests for the following year.
- ____/____ 3. Discuss becoming involved in school activities.
- ____/____ 4. Discuss applying for extracurricular activity positions.
- ____/____ 5. Assist the novice teacher with the creation of finals or final projects, as applicable.
- ____/____ 6. Assist the novice teacher with final grading.
- ____/____ 7. Ensure that the novice teacher is prepared for check-out with the Supervisor.

Somerset County Vocational & Technical Schools Induction Self-Assessment Tool

Mentoring Program Evaluation: To be completed by members of the school community at the end of the mentoring year.

Directions: Please place a checkmark in the box that is appropriate for each statement.

District Wide Planning Process:	Yes	No	Partially
Our district engaged in a broad-based group of staff members as members of the local Professional Development Committee (LPDC) to develop and align an Mentor/Induction Plan with state regulations.			
The LPDC monitors implementation of the Induction Plan and uses feedback to adjust and improve the plan.			
Criteria-based Selection and Matching of Mentors			
Our school induction plan includes at least the criteria for mentor selection in the state regulations.			
Mentors are selected based on the criteria sate in the regulations.			
The school has criteria for matching mentors and novice teachers.			
Matches are made based on the criteria stated in the Mentor/Induction Plan.			
Mentor Services			
Mentors receive training in the skills of conferencing and feedback.			
Mentors receive training in the skills of providing support in the areas of curriculum, instruction and assessment.			
Specified expectations regarding the frequency of interactions (conference and observations) exist between the mentor and the novice teacher.			
Novice Teacher Services			
School novice teachers participate in professional development activities that are specifically tailored to meet the needs of novice teachers. (topics such as classroom management, parent communication, diversity, lesson planning)			
Novice teachers are brought together during the year for regular networking opportunities			
Novice teachers are given ample time and support to observe their mentors and other colleagues and to be observed by their mentors and other teachers.			
School Leader Services			
The administration models a range of ways to support novice teachers in their buildings.			
The administration uses a wide range of approaches to encourage all staff to support novice teachers.			
Administration uses supervision and evaluation as growth oriented experiences for novice teachers aligned with the NJ Professional Standards for Teachers.			
District Board of Education and Community			
The members of the school community are aware that there is a rigorous Mentor/Induction Program to support novice and veteran teachers for professional growth as outlined in the NJ Professional Standards for Teachers.			
The community is invited to support the school's efforts to nurture novice teachers.			
On-going Program Evaluation			
The LPDC engages in ongoing assessment of the mentor/induction plan.			

The LPDC gathers outcome/summative information on the impact of mentoring and shares it with the school community.			
--	--	--	--

Program Evaluation: To be completed at the end of the year.

Year End Evaluation of Mentoring Program by Novice/New Teacher

Directions: Please check the response for each item that closely indicates your level of satisfaction with the mentoring program at the end of the first year of mentoring.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I understood what was expected of me as a novice teacher				
My mentor provided resources and material for me				
My mentor assisted me in planning lessons				
My mentor observed lessons and provided feedback on my lessons				
I observed my mentor teaching more than once during the year				
My mentor communicated often and provided me with professional support				
My mentor assisted me with maintaining student discipline				
My teaching improved				
My ability to work with parents improved				
My classroom management improved				
I have become part of the school culture				
My mentor helped me design a long-range professional development plan				
I felt prepared to teach				
My mentor and I had ample time together				
Managing my time and work as a novice teacher was a problem				
I felt supported by my mentor as well as by the program coordinator				
I am glad that I was part of this mentoring program				
I attended the new teacher orientation				
The monthly checklist addressed pertinent issues				

The monthly checklist was useful as a conversational guide				
--	--	--	--	--

As a novice teacher, what needs (if any) did you have that were not addressed by the mentoring program?

What types of additional support should the school district provide to novice teachers?

Mentor Teacher

Date

Program Evaluation: To be completed at the end of the year.**Year End Evaluation of Mentoring Program by Mentor Teacher**

Directions: Please check the response for each item that closely indicates your level of satisfaction with the mentoring program at the end of the first year of mentoring.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I understood what was expected of me as a mentor				
I was able to provide resources and materials for my novice/new teacher				
I helped my novice/new teacher in planning lessons				
I observed lessons and provided feedback on my novice teacher's lessons				
I communicated often and provided personal support to my novice teacher				
I was able to assist my novice teacher in maintaining student discipline				
My novice teacher observed my teaching more than once during the year				
My novice teacher's teaching improved				
My novice teacher's ability to work with parents improved				
My novice teacher's classroom management improved				
I helped my novice teacher become part of the school culture				
I helped my novice teacher design a long-range professional development plan				
I felt prepared to be a mentor				
My novice teacher and I had ample time together				
Managing my time and work with the addition of a novice teacher was a problem				
My supervisor was supportive during the mentoring				
I am glad that I was part of this mentoring program				
The monthly checklist addressed pertinent issues				
The monthly checklist was useful as a conversational guide				

As a mentor, what needs (if any) did you have that were not addressed by the mentoring program?

What types of additional support should the school district provide to novice teachers?

Mentor Signature

Date

New Teacher Orientation Workshop Survey

Directions: *On a scale of 1 to 5, where 1 is the least and 5 is the best, please rate the following.*

1. How relevant was the program to your work needs?
2. Effectiveness of the presenters:
3. How useful was the presented material?
4. Did you understand the integration of the material?
5. What was the overall program rating?

Directions: *Please indicate if the orientation met your expectations in the following areas (yes or no):*

- _____ Personal introductions/interactions
- _____ Upbeat positive administrators and presenters
- _____ Relevant information
- _____ Reduced anxiety of starting a new job
- _____ Learned the expectations of the district
- _____ Useful printed information
- _____ Cooperative learning discussion
- _____ Campus Tour
- _____ Classroom management discussion
- _____ Became familiar with technology

Is there anything else you would like us to know?

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PROGRAM
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Religion in the Schools
Sep 23

[See POLICY ALERT Nos. 220 and 231]

2270 RELIGION IN THE SCHOOLS

The Board of Education recognizes that religious belief and disbelief are matters of personal conviction rather than governmental authority and the students of this district are protected by the First Amendment of the United States Constitution and by Article I, Paragraph 4 of the New Jersey State Constitution from the establishment of religion in the schools. The First Amendment requires public school officials to show neither favoritism toward nor hostility against religious expression such as prayer.

As a condition of receiving Elementary and Secondary Education Act of 1965 (ESEA) funds, the Board of Education must annually certify in writing to the New Jersey Department of Education that no Board policy prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools, as detailed in tThe United States Department of Education's Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (USDOE Guidance). The Board must provide this certification to the New Jersey Department of Education by October 1 of each year during which the Board participates in an ESEA program. The USDOE Guidance provides information on the current state of the law concerning constitutionally protected prayer and religious expression in public elementary and secondary schools.

The following activities as outlined in the USDOE Guidance will be permitted upon applying the governing constitutional principles in particular **public school** contexts related to **prayer: prayer and religious exercise** during non-instructional time; organized prayer groups and activities; teachers, administrators, and other school employees' activities; moments of silence; accommodations of ~~for~~ **prayer and religious exercise** during instructional time; ~~prayer in classroom assignments;~~ student assemblies and noncurricular events; prayer at graduation; and/or baccalaureate ceremonies.

The following activities as outlined in the USDOE Guidance will be permitted upon applying ~~the governing~~ constitutional principles **regarding religious expression other than prayer in particular public school contexts in particular** ~~contexts related to religious expression:~~ religious literature; teaching about religion; student dress codes and policies; **religious expression in class assignments and homework;** and/or ~~religious~~ **excusals for religious activities.**



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Religion in the Schools

In addition to the constitutional principles outlined in this Policy and the USDOE Guidance, public schools may also be subject to requirements under Federal and State laws relevant to prayer and religious expression. Such Federal and State laws may not; however, obviate or conflict with a public school's Federal constitutional obligations described in the USDOE Guidance. The Equal Access Act, 20 U.S.C. Section 4071, is designed to ensure that student religious activities are **accorded** ~~afforded~~ the same access to Federally funded public secondary school facilities as are student secular activities.

The United States Department of Justice has developed guidance for interpreting the Equal Access Act's requirements outlined in the USDOE Guidance in the area of general provisions, prayer service and worship exercises, means of publicized meetings, lunch-time and recess, and leadership of religious student groups.

Any issues regarding **prayer and religious expression** ~~religion~~ in the schools, **the USDOE Guidance**, and the provisions of this Policy shall be referred to the Superintendent of Schools who may consult with the Board Attorney.

U.S. Const. Amend. 1

The Equal Access Act, 20 U.S.C. Section 4071

U.S. Department of Education - Guidance on Constitutionally Protected

Prayer and Religious Expression in Public Elementary and Secondary Schools
– ~~January 16, 2020~~ **May 15, 2023**

N.J. Const. (1947) Art. 1, para. 4

N.J.S.A. 18A:35-4.6 et seq.; 18A:36-16

Adopted:



POLICY GUIDE

TEACHING STAFF MEMBERS
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Right of Privacy
Sep 23

[See POLICY ALERT Nos. 196 and 231]

3324 RIGHT OF PRIVACY

The Board of Education will provide facilities and school district-owned property to assist **teaching** staff members in their job responsibilities or for the **teaching** staff members' convenience. These facilities or district-owned property may include, but are not limited to, an office, a storage closet, a filing cabinet, a locker, and/or a desk. The Principal or designee may provide a **teaching** staff member with exclusive use and access to such facilities or school district-owned property or may require the facility or school district-owned property be shared with other staff members. The **teaching** staff member may be provided a lock or key by the school district or may secure the facility or school district-owned property using their own locking device with permission from the Principal or designee.

Teaching School staff members should be aware their expectation of privacy in these facilities and/or the school district-owned property provided by the Board of Education is reduced by virtue of actual office practices and procedures, for searches conducted pursuant to an investigation of work-related employee misconduct, or by ~~legitimate~~ school district policies or regulations. In addition, **teaching** staff members shall have a reduced expectation of privacy in these facilities and school district-owned property if there is reasonable suspicion the **teaching** staff member is violating a law or school policy. **Teaching School** staff members shall be on notice this reduced expectation of privacy may result in such facilities and/or school district-owned property being searched without a search warrant. In order to avoid exposing personal belongings to such a search, **teaching school** staff members are discouraged from storing personal papers and effects in these facilities or school district-owned property.

[Optional]

~~The Board prohibits any audio or video recording of a teaching staff member or student by any student; other school staff member; visitor; or any other person while a teaching staff member is performing their Board-assigned job responsibilities without the prior written approval of the teaching staff member's Principal or supervisor. In addition to protecting the privacy rights of all teaching staff members, such recordings may violate the privacy rights of students and teaching staff members and can be disruptive to the educational program. The teaching staff members' Principal or~~



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TEACHING STAFF MEMBERS

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Right of Privacy

supervisor's prior approval for a person to make an audio or video recording of a teaching staff member or a school-sponsored activity is not required for a school-sponsored activity that is open to parents, family members, or other members of the public to attend. Such activities include, but are not limited to: curricular activities; co-curricular activities; athletic events; student programs; or any other school-sponsored activity.

A person requesting prior approval to audio or video record a teaching staff member or student that is not permitted in accordance with the provisions of this Policy, must submit a written request to the Principal. The Principal will review the written request and provide the requester with a written decision. If a written approval is not provided by the Principal to the person submitting the request prior to the requested recording date or event, the request shall be deemed denied and the audio or video recording shall not be permitted.

Any person making an audio or video recording in violation of the provisions of this Policy shall be required to immediately cease making the recording to avoid violating the privacy rights of others. Any teaching staff member found to have violated the provisions of this Policy may be subject to discipline.]

Adopted:



POLICY GUIDE

SUPPORT STAFF MEMBERS

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Right of Privacy

Sep 23

[See POLICY ALERT Nos. 196 and 231]

4324 RIGHT OF PRIVACY

The Board of Education will provide facilities and school district-owned property to assist **support** staff members in their job responsibilities or for the **support** staff members' convenience. These facilities or district-owned property may include, but are not limited to, an office, a storage closet, a filing cabinet, a locker, and/or a desk. The Principal or designee may provide a **support** staff member with exclusive use and access to such facilities or school district-owned property or may require the facility or school district-owned property be shared with other staff members. The **support** staff member may be provided a lock or key by the school district or may secure the facility or school district-owned property using their own locking device with permission from the Principal or designee, or immediate supervisor.

Support School staff members should be aware their expectation of privacy in these facilities and/or the school district-owned property provided by the Board of Education is reduced by virtue of actual office practices and procedures, for searches conducted pursuant to an investigation of work-related employee misconduct, or by ~~legitimate~~ school district policies or regulations. In addition, **support** staff members shall have a reduced expectation of privacy in these facilities and school district-owned property if there is reasonable suspicion the support staff member is violating a law or school policy. **Support School** staff members shall be on notice this reduced expectation of privacy may result in such facilities and/or school district-owned property being searched without a search warrant. In order to avoid exposing personal belongings to such a search, **support school** staff members are discouraged from storing personal papers and effects in these facilities or school district-owned property.

[Optional

~~The Board prohibits any audio or video recording of a support staff member or student by any student; other school staff member; visitor; or any other person while a support staff member is performing their Board-assigned job responsibilities without the prior approval of the support staff member's supervisor. In addition to protecting the privacy rights of all support staff members, such recordings may violate the privacy rights of students and~~



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TEACHING STAFF MEMBERS

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Right of Privacy

support staff members and can be disruptive to the educational program. The support staff members' supervisor's prior approval for a person to make a video or audio recording of a support staff member or a school-sponsored activity is not required for a school-sponsored activity that is open to parents, family members, or other members of the public to attend. Such activities include, but are not limited to: curricular activities; co-curricular activities; athletic events; student programs; or any other school-sponsored activity.

A person requesting prior approval to an audio or video record a support staff member or student that is not permitted in accordance with the provisions of this Policy, must submit a written request to the support staff member's supervisor. The supervisor will review the written request and provide the requester with a written decision. If a written approval is not provided by the supervisor to the person submitting the request prior to the requested recording date or event, the request shall be deemed denied and audio or video recording shall not be permitted.

Any person making an audio or video recording in violation of the provisions of this Policy shall be required to immediately cease making the recording to avoid violating the privacy rights of others. Any support staff member found to have violated the provisions of this Policy may be subject to discipline.]

Adopted:



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TEACHING STAFF MEMBERS

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Examination for Cause

Sep 23

[See POLICY ALERT Nos. 227 and 231]

3161 EXAMINATION FOR CAUSE

- A. Pursuant to N.J.S.A. 18A:16-2 and N.J.A.C. 6A:32-6.3, the Board of Education may require physical or psychiatric examinations of a teaching staff member whenever, in the judgment of the Board, a teaching staff member shows evidence of deviation from normal physical or mental health, to determine the teaching staff member's physical and mental fitness to perform, with reasonable accommodation, the position the teaching staff member currently holds, or to detect any health risk(s) to students and other employees. When the Board requires a teaching staff member to undergo a physical or psychiatric examination:
1. The Board shall provide the teaching staff member with a written statement of the reasons for the required examination; and
 2. The Board shall provide the teaching staff member with a hearing, if requested.
 - a. Notice of the teaching staff member's right to a hearing shall be provided with the statement of reasons for the required examination;
 - b. The teaching staff member must request the Board hearing, in writing, within five working days of the teaching staff member's receipt of the written statement of reasons:
 - (1) The teaching staff member shall be ordered to submit to the appropriate examination(s) by the physician or institution designated by the Board if the teaching staff member failed to timely request a hearing before the Board;
 - c. The Board hearing shall be conducted in accordance with the provisions of N.J.S.A. 18A:25-7 and will offer the teaching staff member the opportunity to appear before the Board to refute the reason(s) for the required examination(s);



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TEACHING STAFF MEMBERS

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Examination for Cause

- d. The teaching staff member shall be ordered to submit to the appropriate examination(s) by the physician or institution designated by the Board if the teaching staff member failed to persuade the Board at the hearing that the teaching staff member should not be required to submit to the appropriate examination(s); and
 - e. The determination of such a hearing shall be appealable to the Commissioner pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:4 – Appeals.
3. The teaching staff member may refuse, without reprisal, to waive their right to protect the confidentiality of medical information, in accordance with P.L. 104-191, Health Insurance Portability and Accountability Act of 1996.
- B. Pursuant to N.J.S.A. 18A:16-3, the Board shall bear the cost of examinations made by a physician or institution designated by the Board. However, the teaching staff member shall bear the cost if the examination is performed by a physician or institution designated by the teaching staff member with approval of the Board.
1. If the teaching staff member submits names of physicians or institutions to the Board for consideration to complete the appropriate examination(s), the Board is not required to designate the physician or institution submitted for consideration by the teaching staff member, but shall not act unreasonably in withholding its approval of the physician or institution.
 2. The teaching staff member shall authorize the physician or institution performing the examination to immediately release the examination results to the Superintendent.
 3. All records and reports relating to any such examination shall be the property of the Board, in accordance with N.J.S.A. 18A:16-5.
 - a. Health records of teaching staff members, including computerized records, shall be secured, stored, and maintained separately from other personnel files; and



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TEACHING STAFF MEMBERS

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Examination for Cause

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

42 U.S.C.A. 12101

N.J.S.A. 18A:6-10; 18A:16-2; 18A:16-3; 18A:16-4; 18A:16-5

18A:25-7; 18A:28-5; 18A:30-1 et seq.

N.J.A.C. 6A:32-6.2; 6A:32-6.3

Adopted:



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TEACHING STAFF MEMBERS

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Attendance

Sep 23

M

[See POLICY ALERT Nos. 205 and 231]

3212 ATTENDANCE

The regular and prompt attendance of teaching staff members is an essential element in the efficient operation of the school district and the ~~effective conduct~~ of the educational program. **Teaching staff** Staff member absenteeism disrupts the educational program and the Board of Education considers attendance an important component of a **teaching** staff member's job performance.

Teaching staff members shall provide notice for the use of sick time as required in N.J.S.A. 18A:30-4 and Policy and Regulation 1642.01 in accordance with the district's procedure for teaching staff members to report the use of sick leave and other absences. A teaching staff member who fails to give prompt notice of an absence, misuses sick leave, fails to verify an absence in accordance with **statute, administrative code, or Board policy**; falsifies the reason for an absence; is absent without authorization; is repeatedly tardy; or accumulates an excessive number of absences may be subject to appropriate consequences, which may include, **but not be limited to**, the withholding of a salary increment, ~~termination dismissal~~, **nonrenewal**, and/or certification of tenure charges.

Sick leave is defined in accordance with N.J.S.A. 18A:30-1 and Policy and Regulation 1642.01. ~~In accordance with N.J.S.A. 18A:30-1, sick leave is defined to mean the absence from work because of a personal disability due to injury or illness or because the staff member has been excluded from school by the school medical authorities on account of contagious disease or of being quarantined for such a disease in the staff member's immediate household. No teaching staff member will be discouraged from the prudent, necessary use of sick leave and any other leave provided for by statute; administrative code; in the collective bargaining agreement; negotiated with the member's majority representative, in an individual employment contract; or provided in the policies of the Board. In accordance with N.J.S.A. 18A:30-4, T~~he Superintendent or Board of Education may require **verification** a ~~physician's certificate~~ to be filed with the Secretary of the Board in order to obtain sick leave **in accordance with the provisions of N.J.S.A. 18A:30-4 and Policy and Regulation 1642.01.**



POLICY GUIDE

TEACHING STAFF MEMBERS

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Attendance

The Superintendent, in consultation with administrative staff members, will review the rate of absence among **teaching** the staff members. The review will include the collection and analysis of attendance **patterns data**, the training of teaching staff members in their attendance responsibilities, and the counseling of teaching staff members for whom regular and prompt attendance is a problem.

N.J.S.A. 18A:27-4; 18A:28-5; 18A:30-1 et seq.; **18A:30-2; 18A:30-4**

Adopted:



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TEACHING STAFF MEMBERS

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Attendance

**Professional Staff Attendance Review
and Improvement Plan**

Sep 23

M

[See POLICY ALERT No. 231]

R 3212 ATTENDANCE
PROFESSIONAL STAFF ATTENDANCE REVIEW
AND IMPROVEMENT PLAN

A. Review of Attendance Data

1. A record shall be kept of the attendance of each teaching staff member, including teachers; educational services personnel; administrators; and other certificated staff members. Any absence, for part or all of a school day, shall be recorded along with the reason for the absence. The record will distinguish sick leave, professional days, unpaid leaves of absence, personal leave, bereavement leave, and any other leaves of absences taken by the teaching staff member. The teaching staff member's attendance record will include notation of verification of an absence where such verification is required by the Superintendent or by Policy and Regulation 1642.01. The teaching staff member's rate of absence shall be calculated at least once per school year and entered on the teaching staff member's attendance record. A teaching staff member's attendance record shall be part of the teaching staff member's personnel file.
2. A cumulative attendance record shall be assembled for each school in the school district and also for the school district as required by the New Jersey Department of Education.
3. An attendance summary shall be prepared from the cumulative attendance record. The attendance summary shall show the rate of absence for each school in the district and also for the school district.

B. Attendance Reporting and Improvement Plan

1. Planning



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TEACHING STAFF MEMBERS

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Attendance

~~Professional Staff Attendance Review and Improvement Plan~~

- a. Each absence of a teaching staff member shall be reported by the teaching staff member in accordance with the school district's procedure.
- b. The absence of a teaching staff member shall be provided to the teaching staff member's Principal or supervisor designated by the Superintendent, as appropriate, who shall determine if a substitute or replacement is required for the period of the absence.
- c. A report of such absences shall also be provided to the Superintendent or designee.
- d. The Principal or supervisor designated by the Superintendent shall determine if an absence requires further verification. Reasons for further verification may include, but are not limited to, the following:
 - (1) A pattern of absences on the same day(s) of the week;
 - (2) A pattern of absences before or after nonworking days;
 - (3) The habitual exhaustion of personal leave.
- e. The Superintendent or designee will meet with Principals and supervisors to discuss attendance records of teaching staff members. The attendance records shall be analyzed for patterns of absences, such as excessive absenteeism in a given department, school, or work place in the school district, among certain groups of teaching staff members, for certain specific causes, or on certain days of the week, month, or year. Specific strategies for reducing the rate of absences shall be developed.

2. Implementation



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TEACHING STAFF MEMBERS

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Attendance

**Professional Staff Attendance Review
and Improvement Plan**

- a. The Superintendent or designee or the teaching staff member's Principal or supervisor designated by the Superintendent shall be responsible for implementing a plan for the improvement of teaching staff member attendance.
 - b. The teaching staff member's Principal or supervisor designated by the Superintendent shall encourage the regular attendance of teaching staff members in their workplace, school, or department. The teaching staff member's Principal or supervisor designated by the Superintendent shall maintain contact with absent employees and may confer with teaching staff members who return from an absence of any duration.
 - c. The Superintendent shall direct Principals and supervisors designated by the Superintendent to incorporate a teaching staff member's attendance record in the teaching staff member's evaluation.
 - d. The teaching staff member's Principal or supervisor designated by the Superintendent shall report to the Superintendent or designee any teaching staff member whom the Principal or supervisor designated by the Superintendent suspects of misusing sick leave or falsifying the reasons for an absence.
3. Counseling
- a. The Superintendent, Principal, or supervisor designated by the Superintendent may schedule a conference with a teaching staff member where the number and/or pattern of the teaching staff member's absences or the reasons offered for the teaching staff member's absences may indicate a concern.



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TEACHING STAFF MEMBERS

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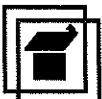
Attendance

~~Professional Staff Attendance Review
and Improvement Plan~~

- b. Prior to the giving of any admonition, reprimand, or imposition of discipline of any kind, the Superintendent, Principal, or supervisor designated by the Superintendent shall determine the nature of the absences and consider any extenuating circumstances.
- c. A written report of any attendance conference shall be prepared and retained with the teaching staff member's evaluations. The teaching staff member shall be permitted to examine the report and affix their comments, if any, to evaluation reports.

C. Record of Attendance

1. A record shall be kept of the attendance of all teaching staff members, including supervisors. Any absence, for part or all of a school day, shall be recorded with the reason for the absence. A teaching staff member's attendance record shall be part of the teaching staff member's personnel file.
2. The record will distinguish sick leave; professional days; unpaid leaves of absences; personal leave; bereavement leave; and any other leaves taken by the teaching staff member. The teaching staff member's attendance record will include notation of verification of an absence where such verification is required by the Superintendent, Policy 1642.01, or any other law or Board policy.
3. A teaching staff member's rate of absence shall be calculated at least once per school year and entered on the teaching staff member's attendance record.
4. At the end of each school year, the Superintendent of Schools, Principals, and teaching staff members' supervisors designated by the Superintendent will review attendance records for teaching staff members.



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~~Professional Staff Attendance Review
and Improvement Plan~~

D. Attendance Improvement Plan

1. The attendance record prepared for teaching staff members shall be analyzed for patterns of absence, such as excessive absenteeism in a given school or work place, among certain groups of employees, for certain specific causes, or on certain days of the week, month, or year.
2. Specific strategies for reducing the rate of absences shall be developed.
3. The Superintendent shall designate an administrator or supervisor to be responsible for implementing the approved plan for the improvement of teaching staff member attendance in the school district and in schools in the district.
4. The record of a conference(s) dealing with excessive absenteeism may serve as an element in the evaluation of any teaching staff member's performance.

E. In-Service Training

1. The teaching staff member's Principal or supervisor designated by the Superintendent shall meet with teaching staff members at the beginning of each school year to:
 - a. Inform teaching staff members of Board policy and district regulations on attendance;
 - b. Familiarize employees with the procedures to be used in requesting, reporting, and verifying absences; and
 - c. Acquaint teaching staff members with the degree to which attendance will affect evaluation reports.

Issued:



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[See POLICY ALERT Nos. 227 and 231]

4161 EXAMINATION FOR CAUSE

- A. Pursuant to N.J.S.A. 18A:16-2 and N.J.A.C. 6A:32-6.3, the Board of Education may require physical or psychiatric examinations of a support staff member whenever, in the judgment of the Board, a support staff member shows evidence of deviation from normal physical or mental health, to determine the support staff member's physical and mental fitness to perform, with reasonable accommodation, the position the support staff member currently holds, or to detect any health risk(s) to students and other employees. When the Board requires a support staff member to undergo a physical or psychiatric examination:
1. The Board shall provide the support staff member with a written statement of the reasons for the required examination; and
 2. The Board shall provide the support staff member with a hearing, if requested.
 - a. Notice of the support staff member's right to a hearing shall be provided with the statement of reasons for the required examination;
 - b. The support staff member must request the Board hearing, in writing, within five working days of the support staff member's receipt of the written statement of reasons:
 - (1) The support staff member shall be ordered to submit to the appropriate examination(s) by the physician or institution designated by the Board if the support staff member failed to timely request a hearing before the Board;
 - c. The Board hearing shall be conducted in accordance with the provisions of N.J.S.A. 18A:25-7 and will offer the support staff member the opportunity to appear before the Board to refute the reason(s) for the required examination(s);



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- d. The support staff member shall be ordered to submit to the appropriate examination(s) by the physician or institution designated by the Board if the support staff member failed to persuade the Board at the hearing that the support staff member should not be required to submit to the appropriate examination(s); and
 - e. The determination of such a hearing shall be appealable to the Commissioner pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:4 - Appeals.
3. The support staff member may, without reprisal, refuse to waive their right to protect the confidentiality of medical information, in accordance with P.L. 104-191, Health Insurance Portability and Accountability Act of 1996.
- B. Pursuant to N.J.S.A. 18A:16-3, the Board shall bear the cost of examinations made by a physician or institution designated by the Board. However, the support staff member shall bear the cost if the examination is performed by a physician or institution designated by the support staff member with approval of the Board.
1. If the support staff member submits names of physicians or institutions to the Board for consideration to complete the appropriate examination(s), the Board is not required to designate the physician or institution submitted for consideration by the support staff member, but shall not act unreasonably in withholding its approval of the physician or institution.
 2. The support staff member shall authorize the physician or institution performing the examination to immediately release the examination results to the Superintendent.
 3. All records and reports relating to any such examination shall be the property of the Board, in accordance with N.J.S.A. 18A:16-5.
 - a. Health records of support staff members, including computerized records, shall be secured, stored, and maintained separately from other personnel files; and



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

42 U.S.C.A. 12101

N.J.S.A. 18A:6-10; 18A:16-2; 18A:16-3; 18A:16-4; 18A:16-5

18A:25-7; 18A:28-5; 18A:30-1 et seq.

N.J.A.C. 6A:32-6.2; 6A:32-6.3

Adopted:



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Sep 23

M

[See POLICY ALERT Nos. 205 and 231]

4212 ATTENDANCE

The regular and prompt attendance of support staff members is an essential element in the efficient operation of the school district and the effective conduct of the educational program. **Support sStaff** member absenteeism disrupts the educational program and the Board of Education considers attendance an important component of a **support** staff member's job performance.

Support staff members shall provide notice for the use of sick time as required in N.J.S.A. 18A:30-4 and Policy and Regulation 1642.01 in accordance with the district's procedure for support staff members to report the use of sick leave and other absences. A support staff member who fails to give prompt notice of an absence, misuses sick leave, fails to verify an absence in accordance with **statute, administrative code, or Board policy**; falsifies the reason for an absence; is absent without authorization; is repeatedly tardy; or accumulates an excessive number of absences may be subject to appropriate consequences, which may include, **but not be limited to**, the withholding of a salary increment, **termination dismissal, nonrenewal**, and/or certification of tenure charges.

Sick leave is defined in accordance with N.J.S.A. 18A:30-1 and Policy and Regulation 1642.01. ~~In accordance with N.J.S.A. 18A:30-1, sick leave is defined to mean the absence from work because of a personal disability due to injury or illness or because the support staff member has been excluded from school by the school medical authorities on account of contagious disease or of being quarantined for such a disease in the staff member's immediate household. No support staff member will be discouraged from the prudent, necessary use of sick leave and any other leave provided for by statute; administrative code; in the collective bargaining agreement; negotiated with the member's majority representative, in an individual employment contract; or the policies of the Board. In accordance with N.J.S.A. 18A:30-4, Tthe Superintendent or Board of Education may require verification a physician's certificate to be filed with the Secretary of the Board in order to obtain sick leave in accordance with the provisions of N.J.S.A. 18A:30-4 and Policy and Regulation 1642.01.~~



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The Superintendent, in consultation with administrative staff members, will review the rate of absence among **support** the staff members. The review will include the collection and analysis of attendance **patterns data**, the training of support staff members in their attendance responsibilities, and the counseling of support staff members for whom regular and prompt attendance is a problem.

N.J.S.A. 18A:30-1 ~~et seq.~~; **18A:30-2; 18A:30-4**

Adopted:



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[See POLICY ALERT Nos. 205 and 231]

R 4212 ATTENDANCE

A. Review of Attendance Data

1. A record shall be kept of the attendance of each support staff member, including secretarial staff; maintenance and custodial staff; ~~food service staff~~; other support staff members, and staff members that supervise support staff members. Any absence, for part or all of a school day, shall be recorded along with the reason for the absence. The record will distinguish sick leave, professional days, unpaid leaves of absence, personal leave, bereavement leave, and any other leaves of absences taken by the support staff member. The support staff member's attendance record will include notation of verification of an absence where such verification is required by the Superintendent or by Policy and Regulation 1642.01. The support staff member's rate of absence shall be calculated at least once per school year and entered on the support staff member's attendance record. A support staff member's attendance record shall be part of the support staff member's personnel file.
2. A cumulative attendance record shall be assembled for each department or classification of employees in the school district.
3. An attendance report shall be prepared from the cumulative attendance record. The attendance summary shall show the rate of absence for a department and/or classification of employee.

B. Attendance Reporting and Improvement Plan

1. Planning
 - a. Each absence of a support staff member shall be reported by the support staff member in accordance with the school district's procedure.



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- b. The absence of a support staff member shall be provided to the support staff member's Principal or supervisor designated by the Superintendent, as appropriate, who shall determine if a substitute or replacement is required for the period of the absence.
- c. A report of such absences shall also be provided to the Superintendent or designee.
- d. The supervisor designated by the Superintendent shall determine if an absence requires further verification. Reasons for further verification may include, but are not limited to, the following:
 - (1) A pattern of absences on the same day(s) of the week;
 - (2) A pattern of absences before or after nonworking days;
 - (3) The habitual exhaustion of personal leave.
- e. The Superintendent or designee will meet with the support staff member supervisors to discuss attendance records of support staff members. The attendance records shall be analyzed for patterns of absences, such as excessive absenteeism in a given department, school, or work place in the school district, among certain groups of support staff members, for certain specific causes, or on certain days of the week, month, or year. Specific strategies for reducing the rate of absences shall be developed.

2. Implementation

- a. The Superintendent or designee or the support staff member's supervisor designated by the Superintendent, shall be responsible for implementing a plan for the improvement of support staff member attendance.



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- b. The support staff member's supervisor designated by the Superintendent shall encourage the regular attendance of the support staff members in their workplace, school, or department. The support staff member's supervisor designated by the Superintendent shall maintain contact with absent employees and may confer with support staff members who return from an absence of any duration.
- c. The Superintendent shall direct support staff member supervisors to incorporate a support staff member's attendance record in the support staff member's evaluation.
- d. The support staff member's supervisor designated by the Superintendent shall report to the Superintendent or designee any support staff member whom the supervisor suspects of misusing sick leave or falsifying the reasons for an absence.

3. Counseling

- a. The Superintendent or supervisor designated by the Superintendent may schedule a conference with a support staff member where the number and/or pattern of the support staff member's absences or the reasons offered for the support staff member's absences may indicate a concern.
- b. Prior to the giving of any admonition, reprimand, or imposition of discipline of any kind, the Superintendent or supervisor designated by the Superintendent shall determine the nature of the absences and consider any extenuating circumstances.
- c. A written report of any attendance conference shall be prepared and retained with the support staff member's evaluations. The support staff member shall be permitted to examine the report and affix their comments, if any, to evaluation reports.



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C. Record of Attendance

1. A record shall be kept of the attendance of all support staff members, including supervisors. Any absence, for part or all of a school day, shall be recorded with the reason for the absence. A support staff member's attendance record shall be part of the employee's personnel file.
2. The record will distinguish sick leave; professional days; unpaid leaves of absences; personal leave; bereavement leave; and any other leaves taken by the support staff member. The support staff member's attendance record will include notation of verification of an absence where such verification is required by the Superintendent, Policy 1642.01, or any other law or Board policy.
3. A support staff member's rate of absence shall be calculated at least once per school year and entered on the support staff member's attendance record.
4. At the end of each school year, the Superintendent, School Business Administrator/Board Secretary, and support staff members' supervisors will review attendance records for support staff members.

D. Attendance Improvement Plan

1. The attendance record prepared for support staff members shall be analyzed for patterns of absence, such as excessive absenteeism in a given school or work place, among certain groups of employees, for certain specific causes, or on certain days of the week, month, or year.
2. Specific strategies for reducing the rate of absences shall be developed.
3. The Superintendent shall designate an administrator or supervisor to be responsible for implementing the approved plan for the improvement of support staff member attendance in the school district.



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4. The record of a conference(s) dealing with excessive absenteeism may serve as an element in the evaluation of any support staff member's performance.

E. In-Service Training

1. The School Business Administrator/Board Secretary or supervisor designated by the Superintendent shall meet with support staff members at the beginning of each school year to:
 - a. Inform support staff members of Board policy and district regulations on attendance;
 - b. Familiarize employees with the procedures to be used in requesting, reporting, and verifying absences;
 - c. Acquaint support staff members with the degree to which attendance will affect evaluation reports.

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[See POLICY ALERT No. 231]

8500 FOOD SERVICES

The Board of Education shall make school lunch available to all students enrolled in a school in the district unless less than five percent of enrolled students in the school are Federally eligible for a free or reduced price lunch in accordance with N.J.S.A. 18A:33-4. School lunches made available pursuant to N.J.S.A. 18A:33-4 and this Policy shall meet minimum nutritional standards, established by the Department of Education.

Free or reduced price breakfast and lunch, as required, shall be offered, under a school lunch program, school breakfast program, or a breakfast after the bell program, to all enrolled students who are determined to be Federally eligible for free or reduced price meals. As provided by N.J.S.A. 18A:33-4.a.(3) and N.J.S.A. 18A:33-14a.a.(2), any student who is eligible for a reduced price lunch and breakfast, pursuant to Federal income eligibility standards and criteria, shall not be required to pay for such lunch or breakfast. Free lunch or breakfast shall also be offered to each enrolled student who is Federally ineligible for free or reduced price meals, but who has an annual household income that is not less than one hundred and eighty-six percent, and not more than one hundred ninety-nine percent, of the Federal poverty level, as determined pursuant to N.J.S.A. 18A:33-21b1.

- A. Breakfast Program – N.J.S.A. 18A:33-10; 18A:33-10.1; 18A:33-11; 18A:33-11.1; 18A:33-11.3; 18A:33-14a.

If twenty percent or more of the students enrolled in a school in the district on October 1 of the preceding school year were Federally eligible for free or reduced price meals under the National School Lunch Program or the Federal School Breakfast Program, the district shall establish a school breakfast program in the school in accordance with the provisions of N.J.S.A. 18A:33-10.

Notwithstanding the provisions of N.J.S.A. 18A:33-10 to the contrary, if ten percent or more of the students enrolled in a school in the district on October 1 of the preceding school year were Federally eligible for free or reduced price meals under the National School Lunch Program or the Federal School Breakfast Program the district shall establish a breakfast program in accordance with the provisions of N.J.S.A. 18A:33-10.1.



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If seventy percent or more of the students enrolled in a school in the district on or before the last school day before October 16 of the preceding school year were Federally eligible for free or reduced price meals under the National School Lunch Program or the Federal School Breakfast Program, the district shall establish a breakfast after the bell program pursuant to N.J.S.A. 18A:33-11.3.

In accordance with N.J.S.A. 18A:33-11, in implementing a school lunch program, pursuant to 18A:33-4 et seq., a school breakfast program, pursuant N.J.S.A. 18A:33-9 et seq., or N.J.S.A. 18A:33-10.1, or a breakfast after the bell program, pursuant to N.J.S.A. 18A:33-11.1 or N.J.S.A. 18A:33-11.3, the district shall:

1. Publicize, to parents and students, the availability of the respective school meals program, as well as the various ways in which a student may qualify to receive free or reduced price meals under the program, as provided by N.J.S.A. 18A:33-4 and N.J.S.A. 18A:33-14a;
2. Make every effort to ensure that subsidized students are not recognized as program participants, by the student body, faculty, or staff, in a manner that is different from the manner in which unsubsidized students are recognized as program participants. Such efforts shall include, but need not be limited to, the establishment of a neutral meal plan or voucher system that does not make a distinction between subsidized and unsubsidized students; and
3. Make every effort to:
 - a. Facilitate the prompt and accurate identification of categorically eligible students who may be certified to participate in the program, on a subsidized basis, without first submitting an application therefore, and, whenever an application is required to establish eligibility for subsidized meals, encourage students and their families to submit a subsidized school meals application for that purpose;



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- b. Facilitate and expedite, to the greatest extent practicable, the subsidized school meals application and income-eligibility determination processes that are used, by the district, to certify a student for free or reduced price school meals on the basis of income, and assist parents in completing the school meals application; and
- c. Encourage students who are neither categorically eligible nor income-eligible for free or reduced price school meals to nonetheless participate, on a paid and unsubsidized basis, in the program.

If the district participates in the Federal School Breakfast Program, the district is encouraged to increase the number of students participating in the program by establishing a breakfast after the bell program that incorporates school breakfast into the first-period classroom or the first few minutes of the school day pursuant to N.J.S.A. 18A:33-11.1.

Pursuant to N.J.S.A. 18A:33-14a., school breakfasts made available to students under a school breakfast program or a breakfast after the bell program shall meet minimum nutritional standards, established by the New Jersey Department of Education.

The State of New Jersey shall provide funding to each school in the district if the school operates a School Breakfast Program or a breakfast after the bell program, as may be necessary to reimburse the costs associated with the school's provision of free breakfasts, pursuant to N.J.S.A. 18A:33-14a.b., to students who are Federally ineligible for free or reduced price meals.

- B. Summer Food Service Program – N.J.S.A. 18A:33-23; 18A:33-24; 18A:33-25; 18A:33-26

In accordance with N.J.S.A. 18A:33-24, if fifty percent or more of the students enrolled in the school district on or before the last school day before October 16 of the preceding school year were Federally eligible for free or reduced price meals under the National School Lunch Program or the Federal School Breakfast Program, the district shall become a sponsor or site under the Federal Summer Food Service Program or apply for a waiver pursuant to N.J.S.A. 18A:33-26.



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In accordance with N.J.S.A. 18A:33-23, the district shall notify each student enrolled and the student's parent of the availability of, and criteria of eligibility for, the summer meals program and the locations in the district where the summer meals are available. The district shall provide this notification by distributing flyers provided by the New Jersey Department of Agriculture pursuant to subsection N.J.S.A. 18A:33-23.c. The district may also provide electronic notice of the information through the usual means by which the district communicates with parents and students electronically.

Pursuant to N.J.S.A. 18A:33-26.a., the New Jersey Department of Agriculture may grant a waiver of the requirements of N.J.S.A. 18A:33-24 et seq. To be granted a waiver, the district must show that it lacks the staff, facilities, or equipment to sponsor the Federal Summer Food Service Program, or the means to finance the hiring or acquisition of such staff, facilities, or equipment. The New Jersey Department of Agriculture also may grant a waiver for one year to the district if a different sponsor currently runs the Federal Summer Food Service Program within the district's community.

Pursuant to N.J.S.A. 18A:33-26.b., the district shall report to the New Jersey Department of Agriculture, in the manner prescribed by the New Jersey Department of Agriculture, its reasons for requesting a waiver of the requirements of N.J.S.A. 18A:33-24 et seq. The report shall include, but need not be limited to, a description of the specific impediments to implementing the program and actions that could be taken to remove those impediments or, where applicable, the identification of the sponsor that currently runs the program within the same community.

C. Information Provided to Parents Regarding the National School Lunch Program and the Federal School Breakfast Program – N.J.S.A. 18A:33-21b1

1. At the beginning of each school year, or upon initial enrollment, in the case of a student who enrolls during the school year, the school shall provide each student's parent with:
 - a. Information on the National School Lunch Program and the Federal School Breakfast Program, including, but not limited to, information on the availability of free or reduced price meals for eligible students, information on the



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application and determination processes that are used to certify eligible students for subsidized school meals, and information on the rights that are available to students and their families under N.J.S.A. 18A:33-21b1 and N.J.S.A.18A:33-21; and

- b. A school meals application form, as well as instructions for completing the application, and, as necessary, assistance in completing the application.
2. The school meals information and application provided to parents, pursuant to N.J.S.A. 18A:33-21b1.a. shall:
 - a. Be communicated in a language that the parent understands;
 - b. Specify the limited purposes for which collected personal data may be used, as provided by N.J.S.A. 18A:33-21b1.c.; and
 - c. Be submitted to the parent either in writing or electronically. In the latter case, the school district shall use the usual means by which it communicates with parents electronically.
 3. A school meals application that is completed by a parent shall be confidential, and shall not be used or shared by the student's school or school district, except as may be necessary to:
 - a. Determine whether a student identified in the application is eligible for free or reduced price school meals;
 - b. Determine whether the school or school district is required, by N.J.S.A. 18A:33-11.3 or by N.J.S.A. 18A:33-24, to establish a breakfast after the bell program, or to participate as a sponsor or site in the Federal Summer Meals Service Program;



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- c. Ensure that the school receives appropriate reimbursement, from the State and Federal governments, for meals provided to eligible students, free of charge, through a school lunch program, a school breakfast program, a breakfast after the bell program, a summer meals program, or an emergency meals distribution program; and
- d. Facilitate school aid determinations under the "School Funding Reform Act of 2008," N.J.S.A. 18A:7F-43 et seq.

D. Free or Reduced Price Meals' Application Process – 7 CFR 245

School meals applications shall be reviewed in a timely manner. An eligibility determination will be made, the family will be notified of its status, and the status will be implemented as soon as possible within ten operating days of receipt of the completed application pursuant to 7 CFR 245.6(c)(6). Any student found eligible shall be offered free or reduced price meals or free milk immediately upon the establishment of their eligibility and shall continue to receive such meals during the pendency of any inquiry regarding their eligibility in accordance with the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture. Carry-over of previous year's eligibility for students shall be in accordance with the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.

In accordance with 7 CFR 245.6(c)(1) and (2), eligibility for free or reduced price meals, as determined through an approved application or by direct certification, must remain in effect for the entire school year and for up to thirty operating days in the subsequent school year. Prior to the processing of an application or the completion of direct certification procedures for the current school year, children from households with approved applications or documentation of direct certification on file from the preceding year, shall be offered reimbursable free and reduced price meals, as appropriate.

In accordance with 7 CFR 245.6(c)(6)(iii), children from households that notify the local educational agency that they do not want free or reduced price benefits must have their benefits discontinued as soon as possible.



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Pursuant to 7 CFR 245.6(c)(7), if the district receives an incomplete school meals application or a school meals application that does not meet the eligibility criteria for free or reduced priced benefits, the school meals application must be denied. The district shall document and retain the denied school meals application and reasons for ineligibility for three years in accordance with 7 CFR 245.6(e).

In accordance with 7 CFR 245.6(c)(7), parents of students who are denied benefits must receive prompt, written notification of their denial. The notification may be provided by mail or e-mail to the individual who signed the school meals application. Posting the denial on the "notification" page of an online system does not meet this requirement. Likewise, informing the parent of denial via telephone does not meet this requirement. If the district uses an automated telephone information system to notify parents of denied benefits, the district must also provide the parents with written notification of the denial. The notification must provide the: reason for denial of benefits; right to appeal; instructions on how to appeal; and ability to reapply for free and reduced price benefits at any time during the school year.

In accordance with 7 CFR 245.6(e), the district shall record the eligibility determination and notification in an easily referenced format. The record shall include the: denial date; reason for denial; date the denial notice was sent; and signature or initials of the determining official (may be electronic, where applicable).

Any parents of students who have benefits that are to be reduced or terminated must be given ten calendar days' written notice of the change prior to the date the change will go into effect pursuant to 7 CFR 245.6a(j). The first day of the advance notice period shall be the day the notice is sent. The notice of adverse action may be sent via mail or to the e-mail address of the parent. The district shall notify the household of adverse action by phone only.

Pursuant to 7 CFR 245.6a(j), the notice of adverse action must advise the parents of: change in benefits; reasons for the change; an appeal must be filed within the ten calendar days advance notice period to ensure continued benefits while awaiting a hearing and decision; instructions on how to appeal; and the parents may reapply for benefits at any time during the school year.



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If the district participates in any National School Lunch Program, School Breakfast Program, or provides free milk under the Special Milk Program, the district shall submit to the New Jersey Department of Agriculture a free and reduced price policy statement pursuant to 7 CFR 245.10.

In accordance with 7 CFR 245.1(b), the district shall avoid any policy or practice leading to the overt identification of students receiving free or reduced price meal benefits. Overt identification is any action that may result in a child being recognized as potentially eligible for or certified for free or reduced price school meals. Unauthorized disclosure or overt identification of students receiving free and reduced price meal benefits is prohibited. The district shall ensure that a child's eligibility status is not disclosed at any point in the process of providing free and reduced price meals, including: notification of the availability of free and reduced price benefits; certification and notification of eligibility; provision of meals in the cafeteria; and the point of service. In addition, the district shall ensure students who receive free and reduced price benefits are not overtly identified when they are provided additional services under programs or activities available to low-income students based on their eligibility for free and reduced price meals.

Pursuant to 7 CFR 245.2, disclosure means revealing or using individual student's program eligibility information obtained through the free and reduced price meal or free milk eligibility process for a purpose other than the purpose for which the information was obtained. Disclosure includes, but is not limited to, access, release, or transfer of personal data about students by means of print, tape, microfilm, microfiche, electronic communication, or any other means. It includes eligibility information obtained through the school meals application or through direct certification.

If the district accepts both cash and electronic payments, the district shall ensure students are not overtly identified through the method of payment pursuant to 7 CFR 245.8(b). To the maximum extent practicable, the district must ensure the sale of non-program foods and the method of payment for non-program foods do not inadvertently result in students being identified by their peers as receiving free and reduced price benefits.

The School Business Administrator/Board Secretary or designee will verify applications of those eligible for free or reduced price meals in accordance with the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.



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E. Meal Charge Program – N.J.S.A. 18A:33-21

Option – Select One Option Below

[Option 1

— The Board of Education does not permit a student in the school district to charge for breakfast or lunch.]

[Option 2

✓ The Board of Education provides a meal charge program to permit unsubsidized students in the district to charge for breakfast or lunch. Collection of any payment for a meal charge program account that is in arrears shall be addressed in accordance with provisions of this Policy.

“Unsubsidized student” means a student who is neither categorically eligible nor income-eligible for free or reduced price school meals, and who is, consequently, required to pay for any such meals that are served to the student under the National School Lunch Program or the Federal School Breakfast Program.

The Board of Education recognizes a student may not have breakfast or lunch (meal), as applicable, or money to purchase a meal at school on a school day causing the student’s meal charge account to fall into arrears. The district shall contact the student’s parent to provide notice of the arrearage and shall provide the parent with a period of ten school days to pay the amount due. If the student’s parent has not made full payment by the end of the designated ten school day period, then the district shall again contact the student’s parent to provide notice of any action to be taken by the school district in response to the arrearage.

A parent who has received a second notice their child’s meal bill is in arrears and who has not made payment in full within one week from the date of the second notice may be requested to meet with the Principal or designee to discuss and resolve the matter.

A parent’s refusal to meet with the Principal or designee or take other steps to resolve the matter may be indicative of more serious issues in the family or household. However, when a parent’s routine failure to provide breakfast or lunch is reasonably suspected to be indicative of child neglect,



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the Principal or designee shall immediately report such suspicion to the Department of Children and Families, Division of Child Protection and Permanency as required in N.J.S.A. 9:6-8.10. Such reporting shall not be delayed to accommodate a parent's meeting with the Principal or designee.

A school district shall report at least biannually to the New Jersey Department of Agriculture the number of students who are denied school breakfast or school lunch in accordance with N.J.S.A. 18A:33-21.a.(2) and this Policy.

Nothing in N.J.S.A. 18A:33-21 or this Policy shall be construed to require the district to deny or restrict the ability of an unsubsidized student to access school breakfast or school lunch when the student's school breakfast or school lunch bill is in arrears.

The school or school district shall not:

1. Publicly identify or stigmatize an unsubsidized student who cannot pay for a school breakfast or a school lunch or whose school breakfast or school lunch bill is in arrears. (For example, by requiring the student to sit at a separate table or by requiring that the student wear a wristband, hand stamp, or identifying mark, or by serving the student an alternative meal);
2. Require an unsubsidized student, who cannot pay for a school breakfast or a school lunch or whose school breakfast or school lunch bill is in arrears to do chores or other work to pay for the school breakfast or school lunch;
3. Require an unsubsidized student to discard a school breakfast or school lunch after it has been served because of the student's inability to pay for a school breakfast or school lunch or because money is owed for previously provided meals;



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Food Services

4. Prohibit an unsubsidized student, or sibling of such a student, from attending or participating in non-fee-based extracurricular activities, field trips, or school events, from receiving grades, official transcripts, or report cards, or from graduating or attending graduation events, solely because of the student's unresolved meal debt; or
5. Require the parent of an unsubsidized student to pay fees or costs in excess of the actual amounts owed for meals previously served to the student.

If an unsubsidized student owes money for the equivalent of five or more school meals, the Principal or designee shall:

1. Determine whether the student is categorically eligible or income-eligible for free or reduced price meals, by conducting a review of all available records related to the student, and by making at least two attempts, not including the initial attempt made pursuant to N.J.S.A. 18A:33-21.c.(2), to contact the student's parent and have the parent fill out a school meals application; and
2. Contact the parent of the unsubsidized student to offer assistance with respect to the completion of the school meals application; and to determine if there are other issues in the household that have caused the student to have insufficient funds to purchase a school breakfast or school lunch; and to offer any other appropriate assistance.

The school district shall direct communications about a student's school breakfast or school lunch bill being in arrears to the parent and not to the student. Nothing in N.J.S.A. 18A:33-21 shall prohibit the school district from sending a student home with a letter addressed to a parent.

Notwithstanding the provisions of N.J.S.A. 18A:33-21 and the provisions of any other law, rule, or regulation to the contrary, an unsubsidized student shall not be denied access to a school meal, regardless of the student's ability to pay or the status of the student's meal arrearages, during any period of time in which the school is making a determination, pursuant to N.J.S.A. 18A:33-21.c., as to whether the student is eligible for, and can be certified to receive, free or reduced price meals.



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Food Services

If the student's meal bill is in arrears, but the student has the money to purchase a meal on a subsequent school day, the student will be provided a meal with payment and the food service program will not use the student's payment to repay previously unpaid charges if the student intended to use the money to purchase that school day's meal.

Students receiving free meals will not be denied a meal even if they accrued a negative balance from other purchases in the cafeteria.

The school district may post this Policy on the school district's website provided there is a method in place to ensure this Policy reaches all households without access to a computer or the Internet.]

F. Provision of Meals to Homeless Children – N.J.S.A. 18A:33-21c.

The district's liaison for the education of homeless children shall coordinate with district personnel to ensure that a homeless student receives free school meals and is monitored according to district policies pursuant to N.J.S.A. 18A:33-21c.

G. Provision of School Meals During Period of School Closure – N.J.S.A. 18A:33-27.2

In the event the Board is provided a written directive, by either the New Jersey Department of Health or the health officer of the jurisdiction, to institute a public health-related closure due to the COVID-19 epidemic, the district shall implement a program, during the period of the school closure, to provide school meals, at meal distribution sites designated pursuant to N.J.S.A. 18A:33-27.2.b., to all students enrolled in the district who are either categorically eligible or income-eligible for free or reduced price school meals.

In the event of an emergency closure, as described in N.J.S.A. 18A:33-27.2.a., the district shall identify one or more school meal distribution sites that are walkable and easily accessible to students in the district. The district shall collaborate with county and municipal government officials in identifying appropriate sites. A school meals distribution site may include, but need not be limited to: faith-based locations; community centers, such as YMCAs; and locations in the



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Food Services

district where meals are made available through a summer meals program. In a district that includes high density housing, the district shall make every effort to identify a school meal distribution site in that housing area.

The district shall identify students enrolled in the district who are categorically eligible or income-eligible for free or reduced price meals, and for whom a school meal distribution site, identified pursuant to N.J.S.A. 18A:33-27.2.b., is not within walking distance. In the case of these students, the district shall distribute the school meals to the student's residence or to the student's bus stop along an established bus route, provided that the student or the student's parent is present at the bus stop for the distribution. Food distributed pursuant to N.J.S.A. 18A:33-27.2.c. may include up to a total of three school days' worth of food per delivery.

The district may use school buses owned and operated by the district to distribute school meals pursuant to N.J.S.A. 18A:33-27.2. If the district does not own and operate its own buses, the district may contract for the distribution of school meals, and these contracts shall not be subject to the public bidding requirements established pursuant to the "Public School Contracts Law," N.J.S.A. 18A:18A-1 et seq.

The district shall collaborate, as feasible, with other districts and with local government units to implement the emergency meals distribution program, as required by N.J.S.A. 18A:33-27.2, in order to promote administrative and operational efficiencies and cost savings.

School lunches and breakfasts that are made available, through an emergency meals distribution program operating pursuant to N.J.S.A. 18A:33-27.2, shall be provided to eligible students, free of charge, in accordance with the provisions of N.J.S.A. 18A:33-4.a. and N.J.S.A. 18A:33-14a.



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H. Statement of Compliance

All food service programs shall be operated pursuant to 7 CFR 245, as appropriate, and this Policy.

N.J.S.A. 18A:18A-42.1; 18A:33-4; 18A:33-5; 18A:33-10;
18A:33-10.1; 18A:33-11; 18A:33-11.1; 18A:33-11.2;
18A:33-11.3; 18A:33-14a.; 18A:33-21; 18A:33-21a.;
18A:33-21b1; 18A:33-21c.; 18A:33-23; 18A:33-24;
18A:33-25; 18A:33-26; 18A:33-27.2; 18A:58-7.1;
18A:58-7.2

N.J.A.C. 2:36

N.J.A.C. 6A:23-2.6 et seq.

N.J.A.C. 8:24-2.1 through 7.5

7 C.F.R. 210.1 et seq.

Adopted:



10/2 12:46pm

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.
 General Fund - Fund 10
 Interim Balance Sheet
 For 3 Month Period Ending 09/30/2023

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ASSETS AND RESOURCES

=====

--- A S S E T S ---

101	Cash in bank		\$1,276,318.96
116	Capital Reserve Account		\$802,193.01
117	Maint. Reserve Account		\$611,685.83
121	Tax levy receivable		\$10,400,846.00
	Accounts receivable:		
132	Interfund	\$148,880.83	
141	Intergovernmental - State	\$1,311,050.55	
143	Intergovernmental - Other	\$94,761.67	
			\$1,554,693.05

--- R E S O U R C E S ---

301	Estimated Revenues		\$15,278,982.00
302	Less Revenues	(\$13,854,437.69)	
			\$1,424,544.31

Total assets and resources \$16,070,281.16

=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
General Fund - Fund 10
Interim Balance Sheet
For 3 Month Period Ending 09/30/2023

=====

LIABILITIES AND FUND EQUITY

=====

--- L I A B I L I T I E S ---

421	Accounts Payable	\$40,959.85
TOTAL LIABILITIES		\$40,959.85
		=====

F U N D B A L A N C E

--- A p p r o p r i a t e d ---

753	Reserve for encumbrances - Current Year		\$11,015,194.75
754	Reserve for encumbrance - Prior Year		\$27,358.00
	Reserved fund balance:		
761	Capital reserve account	\$4,689,393.01	
307	Less: Budg w/d from Capital Rsrv Elgbl. Cost	(\$3,887,200.00)	
			\$802,193.01
764	Reserve for Maintenance	\$611,685.83	
			\$611,685.83
760	Reserved Fund Balance		\$748,500.00
601	Appropriations	\$19,615,865.05	
602	Less : Expenditures	\$6,292,459.95	
603	Encumbrances	\$11,042,552.75 (\$17,335,012.70)	
			\$2,280,852.35
	Total Appropriated		\$15,485,783.94

--- U n a p p r o p r i a t e d ---

770	Fund Balance		\$954,037.37
303	Budgeted Fund Balance		(\$410,500.00)
	TOTAL FUND BALANCE		\$16,029,321.31
	TOTAL LIABILITIES AND FUND EQUITY		\$16,070,281.16
			=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
General Fund - Fund 10
Interim Balance Sheet
For 3 Month Period Ending 09/30/2023

RECAPITULATION OF FUND BALANCE:	Budgeted	Actual	Variance
Appropriations	\$19,615,865.05	\$17,335,012.70	\$2,280,852.35
Revenues	(\$15,278,982.00)	(\$13,854,437.69)	(\$1,424,544.31)
	\$4,336,883.05	\$3,480,575.01	\$856,308.04
Change in Capital Reserve account:			
307 Less: Eligible Withdrawal (\$3,887,200.00)			
Less: Adjust for prior year encumb.	(\$39,183.05)	(\$39,183.05)	
Budgeted Fund Balance	\$4,297,700.00	\$3,441,391.96	\$856,308.04
	=====	=====	=====
Recapitulation of Budgeted Fund Balance by Subfund			
Fund 10 (includes 10, 11, 12, and 13)	\$4,297,700.00	\$3,441,391.96	\$856,308.04
TOTAL Budgeted Fund Balance	\$4,297,700.00	\$3,441,391.96	\$856,308.04
	=====	=====	=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 3 Month Period Ending 09/30/2023

		BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***					
1XXX	From Local Sources	\$13,850,420.00	\$12,425,875.69		\$1,424,544.31
3XXX	From State Sources	\$1,428,562.00	\$1,428,562.00		.00
TOTAL REVENUE/SOURCES OF FUNDS		\$15,278,982.00	\$13,854,437.69		\$1,424,544.31
		=====	=====	=====	=====
					AVAILABLE
*** EXPENDITURES ***					
		APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	BALANCE
--- CURRENT EXPENSE ---					
11-1XX-100-XXX	Regular Programs - Instruction	\$2,089,953.15	\$207,554.16	\$1,749,540.40	\$132,858.59
11-3XX-100-XXX	Voc. Programs - Local - Instruction	\$3,797,205.50	\$63,466.81	\$3,118,661.37	\$615,077.32
11-401-100-XXX	School-Spon. Cocurr. Acti-Instr	\$72,373.00	\$4.88	\$58,278.00	\$14,090.12
11-402-100-XXX	School-Spons. Athletics - Instruction	\$176,631.25	\$24,549.96	\$149,629.37	\$2,451.92
--- UNDISTRIBUTED EXPENDITURES ---					
11-800-330-XXX	Community Services Programs-				
11-000-211-XXX	Attendance and Social Work Services	\$41,626.75	\$16,856.51	\$24,770.24	.00
11-000-213-XXX	Health Services	\$210,041.74	\$23,439.84	\$167,022.41	\$19,579.49
11-000-216-XXX	Speech, OT,PT & Related Svcs	\$5,775.00	.00	.00	\$5,775.00
11-000-218-XXX	Guidance	\$754,222.51	\$121,815.88	\$593,089.15	\$39,317.48
11-000-219-XXX	Child Study Teams	\$232,514.23	\$48,149.29	\$181,599.12	\$2,765.82
11-000-221-XXX	Improvement Of Inst./Other Support Improvement of Inst. Serv.	\$440,206.00	\$111,881.52	\$328,324.48	.00
11-000-222-XXX	Educational Media Serv/School Library	\$52,418.42	\$7,347.42	\$42,648.66	\$2,422.34
11-000-223-XXX	Instructional Staff Training Services	\$52,293.00	\$8,652.98	\$39,534.02	\$4,106.00
11-000-230-XXX	Supp. Serv.-General Administration	\$837,440.36	\$260,584.33	\$489,844.96	\$87,011.07
11-000-240-XXX	Supp. Serv.-School Administration	\$740,131.07	\$186,393.62	\$517,042.66	\$36,694.79
11-000-25X-XXX	Central Serv & Admin. Inform. Tech.	\$885,029.61	\$235,786.72	\$394,507.42	\$254,735.47
11-000-261-XXX	Allowable Maint. for School Facilities	\$867,948.96	\$166,597.77	\$555,644.83	\$145,706.36
11-000-262-XXX	Custodial Services	\$1,039,603.00	\$282,578.37	\$747,007.86	\$10,016.77
11-000-263-XXX	Care and Upkeep of Grounds	\$12,500.00	.00	.00	\$12,500.00
11-000-266-XXX	Security	\$147,966.00	\$18,040.91	\$126,425.09	\$3,500.00
11-000-270-XXX	Student Transportation Services	\$102,133.00	\$5,094.45	\$54,888.55	\$42,150.00
11-000-291-XXX	Allocated and Unallocated Benefits	\$3,140,264.50	\$798,739.53	\$1,700,831.87	\$640,693.10
TOTAL GENERAL CURRENT EXPENSE					
EXPENDITURES/USES OF FUNDS		\$15,698,277.05	\$2,587,534.95	\$11,039,290.46	\$2,071,451.64
		=====	=====	=====	=====

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.
 GENERAL FUND - FUND 10
 INTERIM STATEMENTS COMPARING
 BUDGET REVENUE WITH ACTUAL TO DATE AND
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
 For 3 Month Period Ending 09/30/2023

*** EXPENDITURES - cont'd ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
	-----	-----	-----	-----
*** CAPITAL OUTLAY ***				
12-XXX-XXX-73X Equipment	\$10,000.00	\$4,925.00	\$3,262.29	\$1,812.71
12-000-4XX-XXX Facilities acquisition & constr. serv.	\$3,907,588.00	\$3,700,000.00	.00	\$207,588.00
	-----	-----	-----	-----
TOTAL CAP OUTLAY EXPEND./USES OF FUNDS	\$3,917,588.00	\$3,704,925.00	\$3,262.29	\$209,400.71
	=====	=====	=====	=====
TOTAL GENERAL FUND EXPENDITURES	\$19,615,865.05	\$6,292,459.95	\$11,042,552.75	\$2,280,852.35
	=====	=====	=====	=====

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.
 GENERAL FUND - FUND 10 (including 16, 17 & 18)
 SCHEDULE OF REVENUES
 ACTUAL COMPARED WITH ESTIMATED
 For 3 Month Period Ending 09/30/2023

		ESTIMATED	ACTUAL	UNREALIZED
		-----	-----	-----
--- LOCAL SOURCES ---				
1210	Local Tax Levy	\$12,404,110.00	\$12,404,110.00	.00
1310	Tuition- From LEA's	\$560,800.00	.00	\$560,800.00
1XXX	Miscellaneous	\$885,510.00	\$21,765.69	\$863,744.31
TOTAL		\$13,850,420.00	\$12,425,875.69	\$1,424,544.31
		=====	=====	=====
--- STATE SOURCES ---				
3132	Categorical Special Education Aid	\$389,105.00	\$389,105.00	.00
3176	Equalization	\$175,460.00	\$175,460.00	.00
3177	Categorical Security	\$64,725.00	\$64,725.00	.00
3140	Vocational Expansion Stabilization Aid	\$799,272.00	\$799,272.00	.00
TOTAL		\$1,428,562.00	\$1,428,562.00	\$0.00
		=====	=====	=====
TOTAL REVENUES/SOURCES OF FUNDS		\$15,278,982.00	\$13,854,437.69	\$1,424,544.31
		=====	=====	=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 3 Month Period Ending 09/30/2023

	Appropriations	Expenditures	Encumbrances	Available Balance
*** GENERAL CURRENT EXPENSE ***				
--- REGULAR PROGRAMS - INSTRUCTION ---				
11-140-100-101 Salaries of Teachers	\$1,814,502.00	\$173,625.32	\$1,629,876.68	\$11,000.00
11-140-100-106 Other Salaries for Instruction	\$52,526.00	\$5,087.24	\$47,438.76	.00
11-140-100-320 Purchased Prof.-Ed. Services	\$10,250.00	.00	.00	\$10,250.00
11-140-100-500 Other Purchased Services	\$50,521.20	\$16,409.74	\$7,862.38	\$26,249.08
11-140-100-610 General Supplies	\$122,234.95	\$5,439.86	\$57,278.08	\$59,517.01
11-140-100-640 Textbooks	\$20,500.00	\$6,992.00	\$1,584.50	\$11,923.50
11-140-100-800 Other Objects	\$6,419.00	.00	\$500.00	\$5,919.00
--- Regular programs - Home Instruction ---				
11-150-100-101 Salaries of Teachers	\$5,000.00	\$0.00	\$5,000.00	\$0.00
11-150-100-320 Purchased Prof.-Ed. Services	\$8,000.00	.00	.00	\$8,000.00
TOTAL	\$2,089,953.15	\$207,554.16	\$1,749,540.40	\$132,858.59
--- Regular Vocational Programs - Instruction ---				
11-310-100-101 Salaries of Teachers	\$3,281,256.00	\$309,865.50	\$2,948,140.50	\$23,250.00
11-310-100-106 Other Salaries for Instruction	\$53,139.00	\$1,979.40	\$51,159.60	.00
11-310-100-320 Purchased Prof.-Ed. Services	\$143,489.00	(\$284,309.50)	\$27,893.50	\$399,905.00
11-310-100-500 Other Purchased Services	\$78,271.00	\$9,259.69	\$39,578.56	\$29,432.75
11-310-100-610 General Supplies	\$218,918.00	\$23,030.41	\$37,334.44	\$158,553.15
11-310-100-640 Textbooks	\$10,900.00	\$3,445.48	\$4,448.10	\$3,006.42
11-310-100-800 Other Objects	\$11,232.50	\$195.83	\$10,106.67	\$930.00
Total	\$3,797,205.50	\$63,466.81	\$3,118,661.37	\$615,077.32
--- School spons.cocurricular activities-Instruction ---				
11-401-100-100 Salaries	\$56,173.00	.00	\$56,173.00	.00
11-401-100-500 Purchased Services	\$5,000.00	.00	\$210.00	\$4,790.00
11-401-100-600 Supplies and Materials	\$6,200.00	\$4.88	\$1,395.00	\$4,800.12
11-401-100-800 Other Objects	\$5,000.00	.00	\$500.00	\$4,500.00
TOTAL	\$72,373.00	\$4.88	\$58,278.00	\$14,090.12
--- School sponsored athletics-Instruct. ---				
11-402-100-100 Salaries	\$91,770.00	\$7,492.62	\$84,277.38	.00
11-402-100-500 Purchased Services	\$43,235.00	\$8,550.00	\$34,757.00	(\$72.00)
11-402-100-600 Supplies and Materials	\$14,000.00	\$6,136.09	\$5,339.99	\$2,523.92
11-402-100-800 Other Objects	\$27,626.25	\$2,371.25	\$25,255.00	.00
TOTAL	\$176,631.25	\$24,549.96	\$149,629.37	\$2,451.92

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 3 Month Period Ending 09/30/2023

	Appropriations	Expenditures	Encumbrances	Available Balance
--- UNDISTRIBUTED EXPENDITURES ---				
--- Attendance and social work services ---				
11-000-211-171 Sal. of Drop-Out Prevention Officer/Coordinators	\$32,684.00	\$7,913.76	\$24,770.24	.00
11-000-211-300 Purchased Prof. & Tech. Svc.	\$8,942.75	\$8,942.75	.00	.00
TOTAL	\$41,626.75	\$16,856.51	\$24,770.24	\$0.00
--- Health services ---				
11-000-213-100 Salaries	\$182,046.00	\$20,235.15	\$161,810.85	.00
11-000-213-300 Purchased Prof. & Tech. Svc.	\$20,495.74	\$1,349.63	\$3,146.11	\$16,000.00
11-000-213-600 Supplies and Materials	\$7,000.00	\$1,745.06	\$2,065.45	\$3,189.49
11-000-213-800 Other Objects	\$500.00	\$110.00	.00	\$390.00
TOTAL	\$210,041.74	\$23,439.84	\$167,022.41	\$19,579.49
--- Speech, OT,PT & Related Svcs ---				
11-000-216-320 Purchased Prof. Ed. Services	\$5,775.00	.00	.00	\$5,775.00
TOTAL	\$5,775.00	\$0.00	\$0.00	\$5,775.00
--- Guidance ---				
11-000-218-104 Salaries Other Prof. Staff	\$412,517.00	\$50,034.22	\$362,482.78	.00
11-000-218-105 Sal Secr. & Clerical Asst.	\$114,360.00	\$27,689.94	\$86,670.06	.00
11-000-218-110 Other Salaries	\$150,952.00	\$24,294.46	\$126,657.54	.00
11-000-218-199 Unused Vac. Payment to Term/Ret Staff	\$584.51	\$224.81	.00	\$359.70
11-000-218-390 Other Purch. Prof. & Tech Svc.	\$36,309.00	\$9,613.07	\$15,028.97	\$11,666.96
11-000-218-500 Other Purchased Services	\$33,000.00	\$7,900.00	\$1,195.00	\$23,905.00
11-000-218-600 Supplies and Materials	\$6,500.00	\$2,059.38	\$1,054.80	\$3,385.82
TOTAL	\$754,222.51	\$121,815.88	\$593,089.15	\$39,317.48
--- Child Study Teams ---				
11-000-219-104 Salaries Other Prof. Staff	\$170,026.00	\$26,800.66	\$143,225.34	.00
11-000-219-105 Sal Secr. & Clerical Asst.	\$50,385.00	\$12,078.72	\$38,306.28	.00
11-000-219-320 Purchased Prof. - Ed. Services	\$2,500.00	.00	.00	\$2,500.00
11-000-219-390 Other Purch. Prof. & Tech Svc.	\$7,693.23	\$7,693.23	.00	.00
11-000-219-500 Other Purchased Services	\$310.00	.00	\$67.50	\$242.50
11-000-219-600 Supplies and Materials	\$1,100.00	\$1,146.68	.00	(\$46.68)
11-000-219-800 Other Objects	\$500.00	\$430.00	.00	\$70.00

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 3 Month Period Ending 09/30/2023

	Appropriations	Expenditures	Encumbrances	Available Balance
TOTAL	\$232,514.23	\$48,149.29	\$181,599.12	\$2,765.82
--- Improvement of instr.serv/other supp serv-inst staff ---				
11-000-221-102 Salaries Superv. of Instr.	\$247,542.00	\$61,807.20	\$185,734.80	.00
11-000-221-104 Salaries Other Prof. Staff	\$128,548.00	\$32,693.08	\$95,854.92	.00
11-000-221-105 Sal Secr. & Clerical Asst.	\$61,666.00	\$14,931.24	\$46,734.76	.00
11-000-221-500 Other Purchased Services	\$2,450.00	\$2,450.00	.00	.00
TOTAL	\$440,206.00	\$111,881.52	\$328,324.48	\$0.00
--- Educational media serv./sch.library ---				
11-000-222-100 Salaries	\$39,508.00	\$3,768.24	\$35,739.76	.00
11-000-222-300 Purchased Prof. & Tech Svc.	\$2,500.00	.00	.00	\$2,500.00
11-000-222-500 Other Purchased Services	\$5,859.42	.00	\$5,999.79	(\$140.37)
11-000-222-600 Supplies and Materials	\$4,501.00	\$3,579.18	\$909.11	\$12.71
11-000-222-800 Other Objects	\$50.00	.00	.00	\$50.00
TOTAL	\$52,418.42	\$7,347.42	\$42,648.66	\$2,422.34
--- Instructional Staff Training Services ---				
11-000-223-102 Salaries Superv. of Instruction	\$48,043.00	\$8,652.98	\$39,390.02	.00
11-000-223-390 Other Purch. Prof. & Tech Svc.	\$500.00	.00	\$144.00	\$356.00
11-000-223-500 Other Purchased Services	\$3,750.00	.00	.00	\$3,750.00
TOTAL	\$52,293.00	\$8,652.98	\$39,534.02	\$4,106.00
--- Support services-general administration ---				
11-000-230-100 Salaries	\$431,746.00	\$109,946.34	\$321,799.66	\$0.00
11-000-230-331 Legal Services	\$69,771.81	\$6,869.92	\$22,901.89	\$40,000.00
11-000-230-332 Audit Fees	\$40,450.00	.00	\$40,450.00	.00
11-000-230-334 Architectural/Engineering Services	\$3,000.00	.00	.00	\$3,000.00
11-000-230-339 Other Purchased Prof. Svc.	\$14,320.50	\$2,010.50	\$1,310.00	\$11,000.00
11-000-230-340 Purchased Tech. Services	\$5,000.00	\$4,965.00	.00	\$35.00
11-000-230-530 Communications/Telephone	\$96,328.60	\$17,071.79	\$66,030.81	\$13,226.00
11-000-230-585 BOE Other Purchased Prof. Svc.	\$3,605.00	\$1,605.00	\$2,000.00	.00
11-000-230-590 Other Purchased Services	\$141,156.52	\$90,572.52	\$35,200.00	\$15,384.00
11-000-230-61X General Supplies	\$2,000.00	\$625.33	\$152.60	\$1,222.07
11-000-230-890 Misc. Expenditures	\$22,827.00	\$19,683.00	.00	\$3,144.00
11-000-230-895 BOE Membership Dues and Fees	\$7,234.93	\$7,234.93	.00	.00

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 3 Month Period Ending 09/30/2023

	Appropriations	Expenditures	Encumbrances	Available Balance
TOTAL	\$837,440.36	\$260,584.33	\$489,844.96	\$87,011.07
--- Support services-school administration ---				
11-000-240-103 Salaries Princ./Asst. Princ.	\$237,295.00	\$59,323.44	\$177,971.56	.00
11-000-240-104 Salaries Other Prof. Staff	\$241,048.87	\$55,181.58	\$165,545.56	\$20,321.73
11-000-240-105 Sal Secr. & Clerical Asst.	\$213,972.00	\$51,456.18	\$162,515.82	.00
11-000-240-199 Unused Vac. Payment to Term/Ret Staff	\$5,149.20	\$5,149.20	.00	.00
11-000-240-500 Other Purchased Services	\$22,516.00	\$8,428.98	\$10,449.59	\$3,637.43
11-000-240-600 Supplies and Materials	\$14,150.00	\$1,455.24	\$560.13	\$12,134.63
11-000-240-800 Other Objects	\$6,000.00	\$5,399.00	.00	\$601.00
TOTAL	\$740,131.07	\$186,393.62	\$517,042.66	\$36,694.79
--- Central Services ---				
11-000-251-100 Salaries	\$413,199.00	\$103,049.46	\$310,149.54	.00
11-000-251-330 Purchased Prof. Svcs.	\$7,311.16	\$1,968.31	\$5,342.85	.00
11-000-251-340 Purchased Technical Svcs.	\$29,722.00	\$14,241.80	\$15,480.20	.00
11-000-251-592 Misc Pur Serv(400-500 series)	\$5,859.42	\$2,929.71	\$3,109.68	(\$179.97)
11-000-251-600 Supplies and Materials	\$3,500.00	\$272.65	.00	\$3,227.35
11-000-251-89X Other Objects	\$3,100.00	\$2,600.00	\$280.00	\$220.00
TOTAL	\$462,691.58	\$125,061.93	\$334,362.27	\$3,267.38
--- Admin. Info. Technology ---				
11-000-252-100 Salaries	\$275,750.00	\$61,491.58	.00	\$214,258.42
11-000-252-199 Unused Vac. Payment to Term/Ret Staff	\$12,028.63	\$12,028.63	.00	.00
11-000-252-500 Other Pur Serv. (400-500 series)	\$101,059.40	\$37,109.40	\$60,145.15	\$3,804.85
11-000-252-600 Supplies and Materials	\$33,500.00	\$95.18	.00	\$33,404.82
TOTAL	\$422,338.03	\$110,724.79	\$60,145.15	\$251,468.09
--- Allowable Maint.for School Facilities ---				
11-000-261-100 Salaries	\$526,406.00	\$120,311.64	\$398,565.50	\$7,528.86
11-000-261-420				
11-000-261-420 Cleaning, Repair & Maint. Svc.	\$248,542.96	\$26,406.49	\$133,092.39	\$89,044.08
11-000-261-610 General Supplies	\$80,000.00	\$10,140.46	\$23,986.94	\$45,872.60
11-000-261-800 Other Objects	\$13,000.00	\$9,739.18	.00	\$3,260.82
TOTAL	\$867,948.96	\$166,597.77	\$555,644.83	\$145,706.36
11-000-262-420 Cleaning, Repair & Maint. Svc.	\$553,789.00	\$135,947.07	\$407,841.16	\$10,000.77
11-000-262-490 Other Purchased Property Svc.	\$65,000.00	\$23,794.70	\$41,189.30	\$16.00
11-000-262-520 Insurance	\$155,814.00	\$69,349.75	\$86,464.25	.00
11-000-262-621 Energy (Natural Gas)	\$90,000.00	\$2,909.49	\$87,090.51	.00

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 3 Month Period Ending 09/30/2023

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-262-622 Energy (Electricity)	\$175,000.00	\$50,577.36	\$124,422.64	.00
TOTAL	\$1,039,603.00	\$282,578.37	\$747,007.86	\$10,016.77
--- Care and Upkeep of Grounds ---				
11-000-263-420 Cleaning, Repair, & Maintenance Serv.	\$12,500.00	.00	.00	\$12,500.00
TOTAL	\$12,500.00	\$0.00	\$0.00	\$12,500.00
--- Security ---				
11-000-266-100 Salaries	\$144,466.00	\$18,040.91	\$126,425.09	.00
11-000-266-3XX Purchased Prof. & Technical Services	\$500.00	.00	.00	\$500.00
11-000-266-610 General Supplies	\$3,000.00	.00	.00	\$3,000.00
TOTAL	\$147,966.00	\$18,040.91	\$126,425.09	\$3,500.00
--- Student transportation services ---				
11-000-270-162 Sal.pupil trans(Other than Bet Home & Sch)	\$59,983.00	\$5,094.45	\$54,888.55	.00
11-000-270-420 Cleaning, Repair & Maint. Svc.	\$4,000.00	.00	.00	\$4,000.00
11-000-270-512 Contr Svc(other btw home & sch)-vendors	\$7,000.00	.00	.00	\$7,000.00
11-000-270-517 Contract Svc (reg std) - ESCs	\$29,000.00	.00	.00	\$29,000.00
11-000-270-593 Misc. Purchased Svc.- Transp.	\$1,500.00	.00	.00	\$1,500.00
11-000-270-610 General Supplies	\$500.00	.00	.00	\$500.00
11-000-270-800 Misc. Expenditures	\$150.00	.00	.00	\$150.00
TOTAL	\$102,133.00	\$5,094.45	\$54,888.55	\$42,150.00
--- Benefits ---				
11-XXX-XXX-210 Group Insurance	\$13,820.00	\$2,330.29	\$8,206.71	\$3,283.00
11-XXX-XXX-220 Social Security Contributions	\$282,200.00	\$47,282.21	\$212,717.79	\$22,200.00
11-XXX-XXX-241 Other Retirement Contrb. - PERS	\$423,370.00	\$153.74	\$5,346.26	\$417,870.00
11-XXX-XXX-250 Unemployment Compensation	\$33,600.00	\$11,211.68	\$21,288.32	\$1,100.00
11-XXX-XXX-260 Workman's Compensation	\$217,125.00	\$108,562.25	\$108,562.25	\$0.50
11-XXX-XXX-270 Health Benefits	\$1,976,217.00	\$566,905.46	\$1,342,310.54	\$67,001.00
11-XXX-XXX-280 Tuition Reimbursement	\$80,000.00	.00	.00	\$80,000.00
11-XXX-XXX-290 Other Employee Benefits	\$59,000.00	\$7,361.40	\$2,400.00	\$49,238.60
11-XXX-XXX-299 Unused Vac. Payment to Term/Ret Staff	\$54,932.50	\$54,932.50	.00	.00
TOTAL	\$3,140,264.50	\$798,739.53	\$1,700,831.87	\$640,693.10
Total Undistributed expenditures	\$9,562,114.15	\$2,291,959.14	\$5,963,181.32	\$1,306,973.69
*** TOTAL CURRENT EXPENSE EXPENDITURES ***	\$15,698,277.05	\$2,587,534.95	\$11,039,290.46	\$2,071,451.64

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 3 Month Period Ending 09/30/2023

	Appropriations	Expenditures	Encumbrances	Available Balance
*** TOTAL CURRENT EXPENSE EXPENDITURES & TRANSFERS ***	\$15,698,277.05	\$2,587,534.95	\$11,039,290.46	\$2,071,451.64
	=====	=====	=====	=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 3 Month Period Ending 09/30/2023

	Appropriations	Expenditures	Encumbrances	Available Balance
	-----	-----	-----	-----
*** C A P I T A L O U T L A Y ***				
Special education - instruction				
12-310-100-730 Regular Voc.programs			\$3,262.29	(\$3,262.29)
Undistributed expenses				
12-000-100-730 Instruction	\$4,925.00	\$4,925.00	.00	.00
12-000-252-730 Admin. Info. Tech.	\$5,075.00	.00	.00	\$5,075.00
Undistributed exp. - student transportation				
12-XXX-X00-730 Special schools (all programs)	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL	\$10,000.00	\$4,925.00	\$3,262.29	\$1,812.71
--- Facilities acquisition and construction services ---				
12-000-400-800 Other objects	\$207,588.00	.00	.00	\$207,588.00
Facilits. Acqstn. Const. Sevr. -- TOTAL --	\$207,588.00	\$0.00	\$0.00	\$207,588.00
12-000-400-931 Capital Reserve -Transfer to Capital Projects	\$3,700,000.00	\$3,700,000.00	.00	.00
TOTAL	\$3,907,588.00	\$3,700,000.00	\$0.00	\$207,588.00
TOTAL CAPITAL OUTLAY EXPENDITURES	\$3,917,588.00	\$3,704,925.00	\$3,262.29	\$209,400.71
TOTAL GENERAL FUND EXPENDITURES	\$19,615,865.05	\$6,292,459.95	\$11,042,552.75	\$2,280,852.35

REPORT OF THE SECRETARY CERTIFICATION PAGE
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.

For 3 Month Period Ending 09/30/2023

Raelene Sipple
I, _____, Board Secretary
certify that no line item account has encumbrances and expenditures,
which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.

Board Secretary/Business Administrator

9/30/23

Date

Accounts that are not included in Details of the REPORT OF THE SECRETARY

ACCOUNT NUMBER	DESCRIPTION	APPROPRIATION	EXPENDITURE	ENCUMBERANCES	AVAILABLE BALANCE
11-999-999-999- - -	PAYROLL NET PAY ADJ	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00

10/2 12:46pm

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.
 Special Revenue Fund - Fund 20
 Interim Balance Sheet
 For 3 Month Period Ending 09/30/23

=====
 ASSETS AND RESOURCES
 =====

--- A S S E T S ---

101	Cash in bank		\$13,650.58
	Accounts receivable:		
141	Intergovernmental - State	\$30,648.74	
142	Intergovernmental - Federal	\$116,988.44	
			\$147,637.18
	Other Current Assets		\$0.00

--- R E S O U R C E S ---

301	Estimated Revenues	\$1,309,043.23	
302	Less Revenues	(\$155,997.00)	
			\$1,153,046.23
	Total assets and resources		\$1,314,333.99
			=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
Special Revenue Fund - Fund 20
Interim Balance Sheet
For 3 Month Period Ending 09/30/23

=====

LIABILITIES AND FUND EQUITY

=====

--- L I A B I L I T I E S ---

411	Intergovernmental accounts payable - State	\$121,516.16
421	Accounts Payable	\$32,704.02
		\$154,220.18
	TOTAL LIABILITIES	\$154,220.18
		=====

F U N D B A L A N C E

--- A p p r o p r i a t e d ---

753	Reserve for encumbrances - Current Year	\$511,718.71
601	Appropriations	\$1,309,043.23
602	Less: Expenditures	\$148,929.42
603	Encumbrances	\$511,718.71 (\$660,648.13)
		\$648,395.10
	TOTAL FUND BALANCE	\$1,160,113.81
	TOTAL LIABILITIES AND FUND EQUITY	\$1,314,333.99
		=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
Special Revenue Fund - Fund 20
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 3 Month Period Ending 09/30/23

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
	-----	-----	-----	-----
*** REVENUES/SOURCES OF FUNDS ***				
3XXX From State Sources	\$347,736.00	.00		\$347,736.00
4XXX From Federal Sources	\$961,307.23	\$155,997.00		\$805,310.23
	-----	-----	-----	-----
TOTAL REVENUE/SOURCES OF FUNDS	\$1,309,043.23	\$155,997.00		\$1,153,046.23
	=====	=====	=====	=====
				AVAILABLE BALANCE
*** EXPENDITURES ***				
	-----	-----	-----	-----
STATE PROJECTS:				
Vocational education (331-360)	\$1,259.00	\$12,581.18	.00	(\$11,322.18)
Other State Projects (431-449)	\$346,477.00	\$54,274.33	\$144,694.66	\$147,508.01
	-----	-----	-----	-----
TOTAL STATE PROJECTS	\$347,736.00	\$66,855.51	\$144,694.66	\$136,185.83
	-----	-----	-----	-----
FEDERAL PROJECTS:				
ESSA Title I - Part A/D (231-239)	\$43,223.00	\$16,606.21	.00	\$26,616.79
I.D.E.A. Part B (Handicapped) (250-259)	\$91,879.00	\$8,209.50	.00	\$83,669.50
ESSA Title II - Part A/D (270-279)	\$8,685.00	\$5,078.00	\$2,465.00	\$1,142.00
ESSA Title IV (280-289)	\$20,000.00	\$4,500.00	\$10,000.00	\$5,500.00
Vocational Education (361-389)	\$281,555.00	\$11,298.50	\$737.64	\$269,518.86
CRRSA Act-Mental Health Grant Program (485)	\$45,000.00	.00	\$40,500.00	\$4,500.00
ARP - ESSER Grant Program (487)	\$338,503.54	\$20,654.78	\$263,871.00	\$53,977.76
ARP - ESSER Accelerated Learning Coaching (488)	\$43,758.30	\$700.00	\$4,450.41	\$38,607.89
ARP - ESSER Evidence-Based Summer Learning (489)	\$16,774.02	\$74.30	.00	\$16,699.72
ARP - ESSER Evidence-Based Comprehensive (490)	\$26,929.37	\$14,952.62	.00	\$11,976.75
ARP - ESSER NJ Tiered System of Supports (491)	\$45,000.00	.00	\$45,000.00	.00
	-----	-----	-----	-----
TOTAL FEDERAL PROJECTS	\$961,307.23	\$82,073.91	\$367,024.05	\$512,209.27
	-----	-----	-----	-----
*** TOTAL EXPENDITURES ***	\$1,309,043.23	\$148,929.42	\$511,718.71	\$648,395.10
	=====	=====	=====	=====

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.
 SPECIAL REVENUE - FUND 20
 SCHEDULE OF REVENUES
 ACTUAL COMPARED WITH ESTIMATED
 For 3 Month Period Ending 09/30/23

	ESTIMATED	ACTUAL	UNREALIZED	
	-----	-----	-----	
--- STATE SOURCES ---				
3290	Recovery High School Access Grant	\$346,477.00	.00	\$346,477.00
32XX	Other Restricted Entitlements	\$1,259.00	\$0.00	\$1,259.00
		-----	-----	-----
	Total Revenue from State Sources	\$347,736.00	\$0.00	\$347,736.00
		=====	=====	=====
--- FEDERAL SOURCES ---				
4411-16	Title I	\$43,223.00	.00	\$43,223.00
4451-55	Title II	\$8,685.00	.00	\$8,685.00
4471-74	Title IV	\$20,000.00	.00	\$20,000.00
4420-29	I.D.E.A. Part B (Handicapped)	\$91,879.00	.00	\$91,879.00
4430	Vocational Education	\$281,555.00	.00	\$281,555.00
4536	CRRSA Act - Mental Health Grant	\$45,000.00	\$45,000.00	.00
4540	ARP-ESSER Grant Program	\$338,503.54	\$91,989.00	\$246,514.54
4541	ARP-ESSER Accelerated Learning Coaching	\$43,758.30	\$1,114.00	\$42,644.30
4542	ARP-ESSER Evidence-Based Summer Learning	\$16,774.02	\$2,632.00	\$14,142.02
4543	ARP-ESSER Evidence-Based Comprehensive Beyond the School Day	\$26,929.37	\$15,262.00	\$11,667.37
4544	ARP-ESSER NJ NTiered System of Supports	\$45,000.00	.00	\$45,000.00
		-----	-----	-----
	Total Revenues from Federal Sources	\$961,307.23	\$155,997.00	\$805,310.23
		=====	=====	=====
	TOTAL REVENUES/SOURCES OF FUNDS	\$1,309,043.23	\$155,997.00	\$1,153,046.23
		=====	=====	=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
Special Revenue Fund - Fund 20
STATEMENT OF APPROPRIATIONS - RESTRICTED STATE ENTITLEMENTS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 3 Month Period Ending 09/30/23

	Appropriations	Expenditures	Encumbrances	Available Balance
Local Projects:				
State Projects:				
-- Other State Programs --				
20-331-XXX-XXX to 20-360-XXX-XXX Vocational Programs	\$1,259.00	\$12,581.18	.00	(\$11,322.18)
20-431-XXX-XXX to 20-449-XXX-XXX Other State Projects	\$346,477.00	\$54,274.33	\$144,694.66	\$147,508.01
-- TOTAL Other State Programs --	\$347,736.00	\$66,855.51	\$144,694.66	\$136,185.83
TOTAL STATE PROJECTS	\$347,736.00	\$66,855.51	\$144,694.66	\$136,185.83
Federal Projects:				
--- CARES Act Educational Stabilization Fund ---				
--- Bridging the Digital Divide Program				
--- Coronavirus Relief Grant Program ---				
--- Other Federal Programs ---				
20-231 to 20-239-XXX-XXX ESSA Title I - Part A/D	\$43,223.00	\$16,606.21	.00	\$26,616.79
20-25X-XXX-XXX I.D.E.A. Part B	\$91,879.00	\$8,209.50	.00	\$83,669.50
20-27X-XXX-XXX ESSA Title II - Part A/D	\$8,685.00	\$5,078.00	\$2,465.00	\$1,142.00
20-28X-XXX-XXX ESSA Title IV	\$20,000.00	\$4,500.00	\$10,000.00	\$5,500.00
20-361 to 20-389-XXX-XXX Vocational Education	\$281,555.00	\$11,298.50	\$737.64	\$269,518.86
20-485-XXX-XXX CRRSA Act-Mental Health Grant Program	\$45,000.00	.00	\$40,500.00	\$4,500.00
20-487-XXX-XXX ARP-ESSER Grant Program	\$338,503.54	\$20,654.78	\$263,871.00	\$53,977.76
20-488-XXX-XXX ARP-ESSER Accelerated Learning Coaching	\$43,758.30	\$700.00	\$4,450.41	\$38,607.89
20-489-XXX-XXX ARP-ESSER Evidence-Based Summer Learning	\$16,774.02	\$74.30	.00	\$16,699.72
20-490-XXX-XXX ARP-ESSER Evidence-Based Comprehensive	\$26,929.37	\$14,952.62	.00	\$11,976.75
20-491-XXX-XXX ARP-ESSER NJ Tiered System of Supports	\$45,000.00	.00	\$45,000.00	.00
TOTAL Other Federal Programs	\$961,307.23	\$82,073.91	\$367,024.05	\$512,209.27
TOTAL FEDERAL PROJECTS	\$961,307.23	\$82,073.91	\$367,024.05	\$512,209.27
20-XXX-XXX-XXX All Other State/Fed/Loc Projects	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL EXPENDITURES	\$1,309,043.23	\$148,929.42	\$511,718.71	\$648,395.10

REPORT OF THE SECRETARY CERTIFICATION PAGE
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.

Special Revenue Fund - Fund 20
For 3 Month Period Ending 09/30/23

I, Raelene Sipple, Board Secretary/Business Administrator
certify that no line item account has encumbrances and expenditures,
which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.

Board Secretary/Business Administrator

9/30/23

Date

All Accounts in the Expense Account File appear to be included in the details of THE REPORT OF THE SECRETARY

10/2 12:47pm

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.
 Capital Projects Fund - Fund 30
 Interim Balance Sheet
 For 3 Month Period Ending 09/30/23

=====

ASSETS AND RESOURCES

=====

--- A S S E T S ---

101	Cash in bank		\$3,665,234.22
	Accounts receivable:		
140	Intergovernmental - Accts. Recvble.	\$24,783,830.64	
			\$24,783,830.64

--- R E S O U R C E S ---

301	Estimated Revenues	\$28,538,839.20	
302	Less Revenues	(\$3,940,053.50)	
			\$24,598,785.70
	 Total assets and resources		 \$53,047,850.56
			=====

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.

Capital Projects Fund - Fund 30
 Interim Balance Sheet
 For 3 Month Period Ending 09/30/23

=====
 LIABILITIES AND FUND EQUITY
 =====

--- L I A B I L I T I E S ---

402	Interfund accounts payable	\$141,880.83
		<hr/>
	TOTAL LIABILITIES	\$141,880.83
		=====

F U N D B A L A N C E

--- A p p r o p r i a t e d ---

754	Reserve for encumbrances - Prior Year	\$1,008,810.46
601	Appropriations	\$28,500,772.23
602	Less : Expenditures	\$352,946.72
603	Encumbrances	\$1,008,810.46 (\$1,361,757.18)
		<hr/>
	Total Appropriated	\$27,139,015.05
		<hr/>
	Total Appropriated	\$28,147,825.51

--- U n a p p r o p r i a t e d ---

770	Fund balance	\$23,395,125.07
303	Budgeted Fund Balance	\$1,363,019.15
		<hr/>

TOTAL FUND BALANCE \$52,905,969.73

TOTAL LIABILITIES AND FUND EQUITY \$53,047,850.56

=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.

Capital Projects Fund - Fund 30
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 3 Month Period Ending 09/30/23

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
	-----	-----	-----	-----
*** REVENUES/SOURCES OF FUNDS ***				
Other Revenue/Source of Funds	\$28,538,839.20	\$3,940,053.50		\$24,598,785.70
	-----	-----	-----	-----
TOTAL REVENUE/SOURCES OF FUNDS	\$28,538,839.20	\$3,940,053.50		\$24,598,785.70
	=====	=====	=====	=====
	-----	-----	-----	-----
*** EXPENDITURES ***				
	-----	-----	-----	-----
--- Facilities acquisition and constr. serv. ---				
30-000-4XX-390 Other purchased prof. & tech. serv.	\$2,187,802.18	\$316,141.72	\$1,008,810.46	\$862,850.00
30-000-4XX-450 Construction services	\$26,312,970.05	\$36,805.00	.00	\$26,276,165.05
	-----	-----	-----	-----
Total fac.acq.and constr. serv.	\$28,500,772.23	\$352,946.72	\$1,008,810.46	\$27,139,015.05
	=====	=====	=====	=====
TOTAL EXPENDITURES	\$28,500,772.23	\$352,946.72	\$1,008,810.46	\$27,139,015.05
	=====	=====	=====	=====
*** TOTAL EXPENDITURES AND TRANSFERS	\$28,500,772.23	\$352,946.72	\$1,008,810.46	\$27,139,015.05
	=====	=====	=====	=====

REPORT OF THE SECRETARY CERTIFICATION PAGE
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.

Capital Projects Fund - Fund 30
For 3 Month Period Ending 09/30/23

I, Raelene Sipple, Board Secretary/Business Administrator
certify that no line item account has encumbrances and expenditures,
which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.

Board Secretary/Business Administrator

9/30/23

Date

All Accounts in the Expense Account File appear to be included in the details of THE REPORT OF THE SECRETARY

Board of Education

Somerset County Vocational All Funds For Month Ended: September 2023

CASH REPORT

Governmental Funds	Beginning Balance	Deposits	Disbursements	Ending Balance
General Fund (10)	\$ 2,400,857.36	\$ 254,675.44	\$ (1,379,213.84)	\$ 1,276,318.96
Capital Reserve (10-16)	\$ 802,124.39	\$ 68.62	\$ -	\$ 802,193.01
Maintenance Reserve (10-17)	\$ 611,685.83	\$ -	\$ -	\$ 611,685.83
Special Revenue Fund (20)	\$ (86,735.84)	\$ 162,607.00	\$ (62,220.58)	\$ 13,650.58
Capital Project Fund (30)	\$ 3,501,268.94	\$ 240,053.50	\$ (76,088.22)	\$ 3,665,234.22
Total Governmental Funds	\$ 7,229,200.68	\$ 657,404.56	\$ (1,517,522.64)	\$ 6,369,082.60
Summer Savings Acct #6028	\$ -	\$ 23,645.72	\$ -	\$ 23,645.72
Enterprise Fund (60) Café # 1253	\$ 12,506.57	\$ 8,171.22	\$ (36.55)	\$ 20,641.24
Payroll Fund (70) Acct #5868	\$ -	\$ 515,547.97	\$ (515,547.97)	\$ -
Agency Fund (90) Acct #9311	\$ -	\$ 419,765.83	\$ (419,765.83)	\$ -
Total Trust & Agency	\$ 12,506.57	\$ 967,130.74	\$ (935,350.35)	\$ 44,286.96
Grand Totals	\$ 7,241,707.25	\$ 1,624,535.30	\$ (2,452,872.99)	\$ 6,413,369.56

X

Robert Presuto

Robert Presuto
Superintendent

10/31/23

Date

Bank Reconciliation
Operating Account #1199
September 30, 2023

Books

Beginning Balance	\$ 7,229,200.68
Deposits	\$ 657,404.56
Disbursements	\$ (1,517,522.64)
Ending Balance	\$ 6,369,082.60

Bank

Ending Balance	\$ 6,743,570.92
Outstanding Checks	(\$373,835.02)
TRF to Cafeteria 10-02-23	(\$653.00)
Deposit overstated by .30 28,220.11 S/B 28,219.81	\$ (0.30)
Ending Balance	\$ 6,369,082.60

Outstanding Checks	Year	Month	Check #	Amount
		2023 January	78619	\$30.00
Total		2023 January		\$30.00
		2023 February	78860	\$75.98
		2023 February	78871	\$379.80
Total		2023 February		\$455.78
		2023 March	78886	\$120.00
Total				\$120.00
		2023 April	79085	\$200.00
Total April 2023				\$200.00
		2023 May	79124	\$84.00
		2023 May	79136	\$90.00
		2023 May	79141	\$5.36
		2023 May	79142	\$27.82
Total May 2023				\$207.18
		2023 June	79235	\$98.80
		2023 June	79243	\$545.25
		2023 June	79281	\$50.00
		2023 June	79341	\$35.00
		2023 June	79343	\$35.00
		2023 June	79354	\$340.61
		2023 June	79355	\$97.00

Bank Reconciliation
Operating Account #1199
September 30, 2023

Total June 2023			\$1,201.66
<hr/>			
	2023 July	5383	\$36,805.00
Total July 2023			\$36,805.00
<hr/>			
	2023 August	79448	\$17,885.50
	2023 August	79458	\$600.00
	2023 August	79469	\$6,992.00
	2023 September	79470	\$600.00
	2023 August	79478	\$760.00
Total August 2023			\$26,837.50
<hr/>			
	2023 September	79530	\$4,561.00
	2023 September	79531	\$1,595.00
	2023 September	79532	\$487.08
	2023 September	79533	\$4,349.25
	2023 September	79534	\$469.12
	2023 September	79535	\$4,186.94
	2023 September	79536	\$288.71
	2023 September	79537	\$1,095.27
	2023 September	79538	\$8,215.15
	2023 September	79539	\$992.88
	2023 September	79540	\$568.32
	2023 September	79541	\$4,500.00
	2023 September	79542	\$175.00
	2023 September	79543	\$250.00
	2023 September	79544	\$113.82
	2023 September	79545	\$292.88
	2023 September	79546	\$284.28
	2023 September	79547	\$501.21
	2023 September	79548	\$775.00
	2023 September	79549	\$178.62
	2023 September	79550	\$2,709.53
	2023 September	79551	\$1,932.97
	2023 September	79552	\$1,430.00
	2023 September	79553	\$629.20
	2023 September	79554	\$8,000.00
	2023 September	79555	\$81.20
	2023 September	79556	\$109.00
	2023 September	79557	\$42.80
	2023 September	79558	\$47.00
	2023 September	79560	\$798.44
	2023 September	79561	\$75.88
	2023 September	79562	\$279.50
	2023 September	79563	\$5,239.00

Bank Reconciliation
Operating Account #1199
September 30, 2023

2023 September	79564	\$3,696.00
2023 September	79565	\$580.00
2023 September	79566	\$171.28
2023 September	79567	\$967.98
2023 September	79569	\$2,226.00
2023 September	79570	\$234.79
2023 September	79571	\$28.71
2023 September	79572	\$792.17
2023 September	79573	\$94.57
2023 September	79574	\$200.00
2023 September	79575	\$1,470.03
2023 September	79576	\$419.35
2023 September	79578	\$826.16
2023 September	79579	\$295.50
2023 September	79580	\$33.05
2023 September	79581	\$1,106.40
2023 September	79582	\$219.40
2023 September	79583	\$625.88
2023 September	79584	\$4,949.97
2023 September	79585	\$49.56
2023 September	79586	\$1,196.00
2023 September	79587	\$85.00
2023 September	79588	\$30,702.05
2023 September	79589	\$261.79
2023 September	79590	\$1,254.10
2023 September	79591	\$384.20
2023 September	79592	\$31.44
2023 September	79593	\$149.45
2023 September	79594	\$374.08
2023 September	79595	\$8,924.12
2023 September	79596	\$2,276.92
2023 September	79597	\$5,541.66
2023 September	79598	\$4,275.00
2023 September	79599	\$290.40
2023 September	79600	\$3,216.24
2023 September	79601	\$614.98
2023 September	79602	\$45,315.69
2023 September	79604	\$400.00
2023 September	79605	\$2,507.49
2023 September	79606	\$100.00
2023 September	79607	\$100.00
2023 September	79608	\$100.00
2023 September	79609	\$100.00
2023 September	79610	\$250.00
2023 September	79611	\$3,631.39

Bank Reconciliation
Operating Account #1199
September 30, 2023

2023 September	79615	\$5,159.50
2023 September	79616	\$3,576.00
2023 September	79617	\$3,270.00
2023 September	79618	\$6,550.38
2023 September	79620	\$6,720.00
2023 September	79623	\$642.83
2023 September	79624	\$76,088.22
2023 September	79625	\$2,091.60
2023 September	79626	\$282.42
2023 September	79627	\$10,218.37
2023 September	79628	\$118.49
2023 September	79629	\$18.63
2023 September	79630	\$22.48
2023 September	79631	\$160.63
2023 September	79632	\$5,044.52
2023 September	79633	\$746.53
2023 September	79634	\$169.39
2023 September	79637	\$55.06
2023 September	79638	\$720.00
Total September 2023		\$307,977.90
<hr/>		
Total All Outstanding Checks		\$373,835.02

Bank Reconciliation
Summer Savings Account # 6028
September 30, 2023

Books		
Beginning Balance	\$	-
Deposits	\$	23,645.72
Disbursements	\$	-
Ending Balance	\$	23,645.72

Bank		
Ending Balance	\$	23,645.72
Outstanding Checks	\$	-
Ending Balance	\$	-

Bank Reconciliation
Cafeteria Account #1253
September 30, 2023

Books	
Beginning Balance	\$ 12,506.57
Deposits	\$ 8,171.22
Disbursements	\$ (36.55)
Ending Balance	\$ 20,641.24

Bank	
Ending Balance	\$ 20,677.79
Outstanding Checks	\$ (36.55)
Ending Balance	\$ 20,641.24

Outstanding Checks	Year	Month	Check #	Amount
	2023	Sept	1777	\$ (36.55)
Total				\$ (36.55)

Bank Reconciliation
Payroll Account #5868
September 30, 2023

Books	
Beginning Balance	\$ -
Deposits	\$ 515,547.97
Disbursements	\$ (515,547.97)
Ending Balance	\$ -

Bank	
Ending Balance	\$ 189.76
Outstanding Checks	\$ (189.76)
Ending Balance	\$ -

Outstanding Checks	Month	Check #	Amount
	Sep-23	24277	\$ 189.76
Total			\$ 189.76

Bank Reconciliation
Agency Account # 9311
September 30, 2023

Books	
Beginning Balance	\$ -
Deposits	\$ 419,765.83
Disbursements	\$ (419,765.83)
Ending Balance	\$ -

Bank	
Ending Balance	\$ 76,338.84
Outstanding Checks	\$ (76,338.84)
Ending Balance	\$ -

Outstanding Checks	Month	Check #	Amount
	September	20584	1,269.50
	September	20585	1,227.56
	September	909152305	16,036.40
	September	909292301	56,215.51
	September	909292308	1,619.91
Total			\$ 76,368.88

Somerset County Vocational Board of Ed.

Expense Account Adjustment Analysis By Account#

ADDENDUM #7

va_exaa1.082406

09/30/2023

Current Cycle : September

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance
<i>Current Appropriation Adjustments</i>								
11-000-219-610-05-0000-	SUPPLIES - CST	September Transfers	0028	09/30/2023	RSIPPLE	\$1,100.00	\$50.00	\$1,150.00
11-000-222-500-08-0000-	COPIER LEASE	September Transfers	0028	09/30/2023	RSIPPLE	\$5,859.42	\$150.00	\$6,009.42
11-000-230-530-08-0003-	POSTAGE	September Transfers	0028	09/30/2023	RSIPPLE	\$8,424.00	\$800.00	\$9,224.00
11-000-240-500-03-0002-	OTHER PURCH SERV	September Transfers	0028	09/30/2023	RSIPPLE	\$2,016.00	\$16.00	\$2,032.00
11-000-251-592-08-0000-	BUS OFFICE TRAVEL/COPIER	September Transfers	0028	09/30/2023	RSIPPLE	\$5,859.42	\$180.00	\$6,039.42
11-000-251-890-08-0000-	MEMBERSHIPS	September Transfers	0028	09/30/2023	RSIPPLE	\$2,600.00	\$250.00	\$2,850.00
11-000-252-500-16-0000-	OTHER PURCH SCVS	September Transfers	0028	09/30/2023	RSIPPLE	\$96,859.40	\$400.00	\$97,259.40
11-140-100-610-03-0006-	SUPPLIES - ENGLISH	September Transfers	0028	09/30/2023	RSIPPLE	\$700.00	\$80.00	\$780.00
11-140-100-610-16-0000-	HIGH SCH TECH SUPPLIES	September Transfers	0028	09/30/2023	RSIPPLE	\$86,000.00	(\$6,128.00)	\$79,872.00
11-310-100-610-09-0000-	SUPPLIES - THEATER	September Transfers	0028	09/30/2023	RSIPPLE	\$1,000.00	\$60.00	\$1,060.00
11-310-100-640-11-0000-	TEXTBOOKS - VOCATIONAL	September Transfers	0028	09/30/2023	RSIPPLE	\$7,400.00	\$500.00	\$7,900.00
11-310-100-800-11-0000-	OTHER OBJECTS - VOC	September Transfers	0028	09/30/2023	RSIPPLE	\$9,732.50	\$270.00	\$10,002.50
11-402-100-500-03-0000-	ATH. TRAINER SVS	September Transfers	0028	09/30/2023	RSIPPLE	\$43,235.00	\$72.00	\$43,307.00
12-310-100-730-11-0000-	VOCATIONAL PROGRAM EQUIP	September Transfers	0028	09/30/2023	RSIPPLE	\$0.00	\$3,300.00	\$3,300.00
<i>Total Current Appr.</i>								<i>\$0.00</i>

Somerset County Vocational & Technical Schools

Somerset/4810

Comprehensive Maintenance Plan

Report

Actual FY 23-- Budgeted FY 24-- Projected FY 25

<u>School Name</u>	<u>22-23 Actual</u>	<u>23-24 Budgeted</u>	<u>24-25 Projected</u>
Somerset County Vo-Tech			
	Localized repairs, pointing, water proofing	Localized repairs, pointing, water proofing	Localized repairs, pointing, water proofing.
	Repair, replace frames, sash, caulk, etc	Repair, replace frames, sash, caulk, etc	Repair, replace frames, sash, caulk, etc.
	Prepare and paint walls, patch plaster.	Prepare and paint walls, patch plaster.	Prepare and paint walls, patch plaster.
	Replace carpet and tile.	Replace carpet and tile.	Replace carpet and tile.
	Inspect, repair, service valves, seals, etc	Inspect, repair, service valves, seals, etc	Inspect, repair, service valves, seals, etc.
	Repair piping or insulation,	Repair piping or insulation,	Repair piping or insulation,
	Chemical water treatment,	Chemical water treatment,	Chemical water treatment,
	Annual service and inspection of all sys.	Annual service and inspection of all sys.	Annual service and inspection of all sys.
Total	\$946,320	\$885,805	\$946,320

