

SOMERSET COUNTY VOCATIONAL BOARD OF EDUCATION

SOMERSET COUNTY VOCATIONAL & TECHNICAL SCHOOLS

14 Vogt Drive
Bridgewater, New Jersey 08807

Regular Meeting
August 28, 2023

- I. Call to Order
- II. Roll Call of Members

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

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
Others:

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

- III. Approval of Minutes of the Regular Meeting and Executive Session held on July 24, 2023.
 - A. Corrections

On motion of _____, seconded by _____, the minutes of the Regular Meeting and Executive Session held on July 24, 2023 were approved.

- IV. Correspondence
- V. Presentations/Recognitions
- VI. Old or Unfinished Business
 - A. Construction Projects
- VII. Report of the Attorney
- VIII. Committee Reports
 - Board of School Estimate – Mr. Lalevee, Dr. Taylor
 - NJSBA (Delegate) – Ms. Wilkins
 - 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
- IX. School Communications Report – No report
- X. 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.

XI. Superintendent’s Report

A. Resignations

The Superintendent recommends that the Board of Education accept the resignation of Mr. Charles Mathews, effective July 25, 2023.

The Superintendent recommends that the Board of Education accept the resignation of Mr. Robert Setlock, for the purpose of retirement, effective December 31, 2023.

B. Full-Time Employment – 2023-24 School Year

The Superintendent recommends that the Board of Education appoint Mr. James Strickhart to the position of Business Management Instructor (UPC #TCH-HS-BUSED-01), at a salary of \$71,470.00*, Step 9-10/D, effective September 1, 2023. (11-310-100-101-11-0000)

*Based upon 2022-23 salary guide and subject to change upon negotiated agreement

C. Salary Adjustments – 2023-24 School Year

The Superintendent recommends that the Board of Education approve 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
Christopher Miller	\$ 77,810.00	\$ 725.00	10	28.56%	\$ 22,222.54	\$ 100,757.54
Johanna Scholl	\$ 85,110.00	\$ 725.00	10	28.56%	\$ 24,307.42	\$ 110,142.42
Joseph Alfieri	\$ 87,625.00		5	14.28%	\$ 12,512.85	\$ 100,137.85
Jaclene Santone	\$ 69,690.00		5	14.28%	\$ 9,951.73	\$ 79,641.73
Keith Johnson	\$ 77,940.00		5	14.28%	\$ 11,129.83	\$ 89,069.83
Mark Mastrobattista	\$ 88,670.00		5	14.28%	\$ 12,662.08	\$ 101,332.08
Joseph Tiritto	\$ 67,910.00		2	5.712%	\$ 3,879.02	\$ 71,789.02
Maura Gillooly (1st qtr. 9/7/23-11/10/23)	\$ 69,690.00	\$ 725.00	11	31.416%	\$ 21,893.81	\$ 92,308.81
Rachel Kinlan (1st qtr. 9/7/23-11/10/23)	\$ 70,950.00		5	14.28%	\$ 10,131.66	\$ 81,081.66
John O'Neill (1st qtr. 9/7/23-11/10/23)	\$ 83,110.00	\$ 725.00	1	2.856%	\$ 2,373.62	\$ 86,208.62
Matthew Poznanski (1st qtr. 9/7/23-11/10/23)	\$ 71,210.00		6	17.136%	\$ 12,202.55	\$ 83,412.55
*Based upon 2022-23 salary guide						

D. Employment of Part-Time Personnel – Summer 2023

The Superintendent recommends that the Board of Education approve the following part-time personnel for summer 2023:

High School

Kristen Mc Nerney	IEP Review (7 hrs)	\$35.00/hr (20-490-100-100-00-0000)
Janeen Sortor	IEP Review (7 hrs)	\$35.00/hr (20-490-100-100-00-0000)
Mary Kreiss-Papalski	IEP Review (7 hrs)	\$35.00/hr (20-490-100-100-00-0000)
Joseph Tirrito	IEP Review (7 hrs)	\$35.00/hr (20-490-100-100-00-0000)
Charles Schade	IEP Review (7 hrs)	\$35.00/hr (20-490-100-100-00-0000)
Marlene Perchinske	IEP Review (7 hrs)	\$35.00/hr (20-490-100-100-00-0000)

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

The Superintendent recommends that the Board of Education approve the following part-time personnel for the 2023-24 school year:

High School

Maureen Glennon Clayton	Repertory Dance Company Instructor (25 hrs)	\$ 54.59/hr (11-310-100-101-10-0000)
Mary Lynne McAnally	Tap Dance Company Instructor (60 hrs)	\$ 53.41/hr (11-310-100-101-10-0000)
John Golinski, Jr.	Substitute Bus Driver	\$ 28.25/hr (11-000-270-162-02-0001)
Pamela Robertson	Substitute Bus Driver	\$ 28.25/hr (11-000-270-162-02-0001)
Gerald Mazzetta	Substitute Bus Driver	\$ 28.25/hr (11-000-270-162-02-0001)

SkillsUSA

Michelle Fresco	Chaperone – Alexandria, VA Conference (*4 nights)	\$1,000.00 (20-363-200-100-29-0000)
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*Departing September 23 and returning September 27

Performing Arts - Dance

Kathleen Amalfitano	Ballet I, Dance Science, Anatomy, Pilate’s cert. (240 hrs)	\$ 45.90/hr (11-310-100-101-10-0000)
Nora Cotter	Ballet III (180 hrs)	\$ 45.90/hr (11-310-100-101-10-0000)
Christynn Morris	Accompanist (190 hrs)	\$ 41.20/hr (11-310-100-101-10-0000)
Thomas Getty	Accompanist (160 hrs)	\$ 41.20/hr (11-310-100-101-10-0000)
Bonnie Grube	Costumier (150 hrs)	\$ 34.19/hr (11-310-100-101-10-0000)
	Production Assistant (40 hrs)	\$ 24.06/hr (11-310-100-101-10-0000)

Employment of Part-Time Personnel 2023-24 School Year (cont.)Performing Arts – Theatre Arts

John Keller	Acting (490 hrs)	\$ 45.90/hr (11-310-100-101-10-0000)
Denise Mihalik	Acting – Yoga Voice (50 hrs)	\$ 45.90/hr (11-310-100-101-10-0000)
Christynn Morris	Accompanist (380 hrs)	\$ 41.20/hr (11-310-100-101-10-0000)
Bonnie Grube	Tech Support/Prop Mgt/Costume Maintenance (125 hrs)	\$ 24.06/hr (11-310-100-101-10-0000)
	Costumier (100 hrs)	\$ 34.19/hr (11-310-100-101-10-0000)

NJ SkillsUSA (September 1, 2023 through August 31, 2024 [contingent upon final grant approval])

Ralph Starace	State Director	\$4,561.67/month (20-335-200-100-24-0000)
Courtney Nemerofsky	Assistant to State Director*	\$3,563.99/month (20-335-200-100-24-0000)
Sheila Rick	Assistant to State Director*	\$1,669.24/month (20-335-200-100-24-0000)
Nzinga Basir	Program Assistant	\$ 509.09/month (20-335-200-100-24-0000)
Janet Cantore-Watson	Communications Assistant	\$ 509.09/month (20-335-200-100-24-0000)
Amy Patryn	Financial Assistant	\$ 509.09/month (20-335-200-100-24-0000)

*shared position

F. Employment of Substitutes

The Superintendent recommends that the Board of Education approve employment of the following substitutes at a rate of \$120.00/day for the 2023-24 school year:

Colin Embry	Alexander Scoloveno	Sarah Sconda
Thomas Driscoll	Gitl Bornstein	George Lee
Gayle Behot	Evangeline Byrd	Mildred Miller-King
Joanne May		

G. Extra-Curricular Appointments – 2023-24 School Year

The Superintendent recommends that the Board of Education approve the following for extra-curricular activities for the 2023-24 school year as follows: (Stipends to be determined upon completion of negotiated agreement.)

James Strickhart	Future Business Leaders of America	\$2,611.00
	Morning Duty Monitor Substitute	\$ 16.00/day
Mary Kreiss-Papalski	Morning Duty Monitor	\$ 16.00/day

H. School Business/Professional Development Travel

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

Motion_____ Second_____

Discussion

Call the Roll

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

I. Field Trips

The Superintendent recommends that the Board of Education approve field trips for high school students as they appear on Addendum #2.

Motion_____ Second_____

Discussion

Call the Roll

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

J. Revised Calendar – 2023-24 School Year

The Superintendent recommends that the Board of Education revise the 2023-24 school year calendar as follows:

FROM:

February 15, 2024 – Staff In-Service – Teachers Present
June 19, 2024 – Last Day of School/Graduation

TO:

February 15-19, 2024 – Mid-Winter Recess
February 20, 2024 - Staff In-Service – Teachers Present/Closed for Students
June 20, 2024 – Last Day of School/Graduation

Motion_____ Second_____
Discussion
Call the Roll

Table with 3 columns: Roll Call, Yes, No. Rows include Mr. Lalevee, Ms. Wilkins, Dr. Taylor, Mr. Beder, Mr. Jinks.

K. School Improvement Panel

The Superintendent recommends that the Board of Education appoint the School Improvement Panel (SciP) for the 2023-24 school year as follows:

- Hector Montes, Principal
Christopher Miller, Academic Instructor/Staff Development Leader
Johanna Scholl, Academic Instructor/Staff Development Leader

L. School Threat Assessment Team

The Superintendent recommends that the Board of Education appoint the School Threat Assessment Team for the 2023-24 school year as follows:

- Hector Montes, Principal
Melissa Norrbom, School Psychologist
Virginia Fanelli, School Safety Specialist
School Resource Officer Representative(s)
Donna Lenox, School Based Program Counselor
Elaine Howe, School Based Program Director
Jaime Morales, Director of Athletics/Student Discipline
Christopher Lemongelli, Supervisor Alternative Education
Patrick Pelliccia, Assistant Superintendent for Instruction
Robert Presuto, Superintendent

M. Affirmative Action Committee

The Superintendent recommends that the Board of Education appoint an Affirmative Action Committee for the 2023-24 school year as follows (as required pursuant to N.J.A.C. 6A:7-1.5):

- Patrick Pelliccia, Chair
Mark Mastrobattista
M. Cristina Perrone
Duane Wallace
Donna Lenox

N. Harassment, Intimidation and Bullying Specialists

The Superintendent recommends that the Board of Education appoint the following staff members as Harassment, Intimidation and Bullying Specialists for the 2023-24 school year:

Karen Winfield
Maria Santiago

Motion_____ Second_____

Discussion

Call the Roll

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

O. District Emergency Virtual or Remote Instruction Plan

The Superintendent recommends that the Board of Education approve the district’s Emergency Virtual or Remote Instruction Plan for the 2023-24 school year as it appears on Addendum #3.

Motion_____ Second_____

Discussion

Call the Roll

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

P. District Mentoring Plan

The Superintendent recommends that the Board of Education approve the District Mentoring Plan as it appears on Addendum #4.

Motion_____ Second_____

Discussion

Call the Roll

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

Q. School Day

The Superintendent recommends that the Board of Education approve school day in session times for students for the 2023-24 school year as follows:

Regular School Day	7:50 a.m. – 2:15 p.m.
Delayed Opening School Day	10:00 a.m. – 2:15 p.m. (no A-session)
Early Dismissal School Day	7:50 a.m. – 12:00 p.m. (no C-session)

Motion_____ Second_____

Discussion

Call the Roll

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

R. Textbook Approval

The Superintendent recommends that the Board of Education approve the following textbook:

Stanfield’s Introduction to Health Professions, Jones & Bartlett, 8th Edition \$74.9624/each X 25 = \$1,874.06

Motion_____ Second_____

Discussion

Call the Roll

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

S. Abolish Board Policies and Regulations

The Superintendent recommends that the Board of Education abolish the following policies and regulations:

3432/R3432 – Sick Leave

4432/R4432 – Sick Leave

T. Suspend Bylaw 0131 – Adopt Policy and Regulation 1642.01 and Policy and Regulation 2419

The Superintendent recommends that the Board of Education suspend Bylaw 0131 that requires two readings to adopt a Bylaw or Policy and adopt Policy and Regulation 1642.01 and Policy and Regulation 2419 with one reading to be in compliance with recently approved sick leave legislation and recent NJDOE guidance regarding School Threat Assessment Teams. (Addendum #5)

R1642.01/1642.01 – Sick Leave

R2419/2419 – School Threat Assessment Teams

Motion_____ Second_____

Discussion

Call the Roll

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

U. Acceptance of Funds

The Superintendent recommends that the Board of Education adopt the following resolution: The governing body of the Somerset County Vocational and Technical Schools at its August 28, 2023 meeting authorized acceptance of funds for the following:

NJ Department of Education	IDEA – Part B (FY 2024)	\$ 91,879.00
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Motion_____ Second_____

Discussion

Call the Roll

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

V. Superintendent’s Update

- HIB Report - New cases submitted for August Review – 0; HIB Cases Submitted Month Prior for Board Decision in August – 0; Total YTD Reports Submitted for Review - 0
- Student Suspension Report - No report
- Student Enrollment Report – No report
- Annual Graduation Report - The Superintendent, in accordance with N.J.S.A. 18A:7C-7 and 18A:7E-3, shall report annually to the Board of Education at a public meeting not later than September 30, and to the Commissioner of Education:
 1. The total number of students graduated: **84** (total cannot include TOPS graduates; diplomas issued by sending districts)
 2. The number of students graduated under the substitute competency test process; **0**
 3. The number of students graduated under the portfolio appeals (Governor’s Waiver) process; **0**
 4. The number of students receiving State-endorsed high school diplomas as a result of meeting any alternative requirements for graduation as specified in their IEP’s; **0**
 5. The total number of students denied graduation from the twelfth grade class; **0** and
 6. The number of students denied graduation from the twelfth grade class solely because of failure to pass the high school end-of-course NJGPA assessments, substitute competency tests, or portfolio appeals process based on the provisions of N.J.A.C. 6A:8. **0**
- NJGPA (NJ Graduation Proficiency Assessment) Results Spring 2023- P. Pelliccia

W. Submission of Bills

It is recommended the Board of Education approve the bills list for August 2023 which is included in the Board packet and will be attached to the regular meeting minutes.

Motion_____ Second_____

Discussion

Call the Roll

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

XII. Report of the School Business Administrator/Board Secretary

A. Board Secretary Report/Cash Report

It is recommended the Board of Education adopt the monthly financial statement reports for the School Business Administrator/Board Secretary and the Cash Report for the month of July 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)

Motion_____ Second_____

Discussion

Call the Roll

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

B. Budget Transfers – June 2023

It is recommended the Board of Education approve budget transfers for the 2022-23 school year as they appear on Addendum #7.

C. Budget Transfers – July 2023

It is recommended the Board of Education approve budget transfers for the 2023-24 school year as they appear on Addendum #8.

Motion_____ Second_____
Discussion
Call the Roll

Table with 3 columns: Name, Yes, No. Rows include Mr. Lalevee, Ms. Wilkins, Dr. Taylor, Mr. Beder, Mr. Jinks.

D. Release of Executive Session Minutes

It is recommended the Board of Education release the executive session minutes for November 1, 2022.

Motion_____ Second_____
Discussion
Call the Roll

Table with 3 columns: Name, Yes, No. Rows include Mr. Lalevee, Ms. Wilkins, Dr. Taylor, Mr. Beder, Mr. Jinks.

E. Professional Services Contract – 2023-24 School Year

It is recommended the Board of Education renew its agreement with William Paterson University to provide professional development school network services at a fee of \$24,000.00 for the 2023-24 school year.

F. Professional Services Contract – 2023-24 School Year

It is recommended the Board of Education approve Rutgers Biomedical and Health Sciences-University Behavioral Health Care to provide the following professional services:

Advanced Level Clinician - 37.5 hours/week
Board Certified Child Psychiatrist - 3 hours/month
August 1, 2023 to June 30, 2024
\$161,500.00

Board Certified Child and Adolescent Psychiatrist - 3 hours/week
September 1, 2023 to June 30, 2024
\$40,800.00

Motion_____ Second_____
Discussion
Call the Roll

Table with 3 columns: Name, Yes, No. Rows include Mr. Lalevee, Ms. Wilkins, Dr. Taylor, Mr. Beder, Mr. Jinks.

G. Coordinated Transportation Services – 2023-24 School Year

It is recommended the Board of Education approve the Joint Transportation Agreement for participation in coordinated transportation services with Delaware Valley Regional High School for the 2023-24 school year.

Motion_____ Second_____
Discussion
Call the Roll

Table with 3 columns: Name, Yes, No. Rows include Mr. Lalevee, Ms. Wilkins, Dr. Taylor, Mr. Beder, Mr. Jinks.

XIII. New Business –

XIV. Next Meeting

It is recommended the next regular meeting of the Somerset County Vocational Board of Education be held:

Tuesday, September 26, 2023
5:00 P.M.
Somerset County Vocational & Technical Schools
14 Vogt Drive
Bridgewater, New Jersey 08807

XV. 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.

XVI. Resolution

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 and Litigation. 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.

XVII. On motion of _____, seconded by _____ and passed, the meeting adjourned at _____ P.M.

DATE(S)	PARTICIPANTS	REG. FEE	EXPENSES	WORKSHOP DESCRIPTION	LOCATION
Online	Maria Santiago	\$500.00	\$0	Anti-Bullying Specialist Certificate	Online
9/23/23-9/27/23	Courtney Nemerofsky (NJ SkillsUSA State Office)	\$500.00	\$855.08/hotel \$355.50/meals	Washington Leadership Training Institute	Alexandria, VA
10/17/23	Denise Gotti Wenny Susana Pratima Patil	\$185.00/each	\$0 \$0 \$0	New Jersey Science Convention	Princeton, NJ
10/18/23	Shannon Melick Johanna Scholl Ushma Mehta	\$185.00/each	\$0 \$16.45/mileage \$0	New Jersey Science Convention	Princeton, NJ

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August 2023

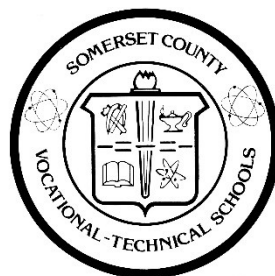
FIELD TRIPS

<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>
9/23/2023	SkillsUSA	Washington DC Alexandra, VA	\$1,355.08/SA SkillsUSA	NJ State Skills
9/29/2023	Health Occupations	Bridgewater Senior Wellness Center Bridgewater, NJ	\$0.00	District
10/6/2023	TOPS	Bridgewater Sports Complex Branchburg, NJ	\$25.00/TOPS	District

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SOMERSET COUNTY VOCATIONAL & TECHNICAL SCHOOLS

Emergency Virtual/Remote Instruction Programs for 2023-2024



County: Somerset

Name of District: Somerset County Vocational and Technical School

Chief School Administrator: Robert Presuto

Phone Number: 908-526-8900, ext. 7212

Equitable Access and Opportunity to Instruction

The Superintendent shall develop, maintain, and supervise a remote educational program consistent with N.J.A.C. 6A:16-10.1. The remote educational program shall provide an opportunity for students to participate in an educational program delivered by the District in a location outside of a school. The remote educational program shall align its curriculum with the NJ State Learning Standards and Board policies.

In the event that the school district has to close, the district will follow Policy 8220 - School Day, and Regulation 8220 - School Closings.

The district will enact the following Home Instruction Due to Health Conditions Policy 2412 to ensure that the educational process is not disrupted for ill students:

1. The District has administered a technology accessibility survey so we have (and if need be, will again) determine home Wi-Fi/Internet access and digital device availability. We also will provide instructions on how publicly available hotspots (e.g.: Optimum) can be accessed.
2. All full-time students receive a district-issued Chromebook at the start of the school year. The district also has a database of the various technologies that share-time students are supplied with by their home district which was developed during the COVID-19 pandemic. If said technologies change, we will update/modify our database to ensure a seamless use of other district's provided device(s). Fortunately all Somerset county sending high schools are using Chromebooks which makes this process significantly easier.
3. Somerset County Vocational and Technical School will review making modifications to the school schedule depending on length of remote learning in order to help teachers and students with the delivery of virtual instruction.
4. The district will make preparations through digital applications such as Google Classroom and/or learning packets and various online learning resources. Instructors may provide instructional video, post assessments and initiate discussions on Google Classrooms.
5. Synchronous instruction will be provided through the use of the Zoom platform which SCVTS has an educational license for.
6. When a student is not participating in online instruction and/or submitting assignments, teachers will communicate their concerns to their counselors /CST members by email, phone call or in-person meeting with the student and parent via Zoom. Supervisors call home on an as-needed basis. In addition, counselors/case managers and Director of Special Services will reach out to sending district counterparts for added support.
7. SCVTS will measure student growth and learning when placed in a virtual or remote environment via online tasks, assessments or synchronous student work delivered via Zoom or

Google Classroom.

Addressing Special Education Needs

Somerset County Vocational and Technical School uses in-class resource teachers to meet the needs of students with disabilities. These teachers are responsible for modifying lesson assignments consistent with in school instruction. The school will switch to an A/B schedule if needed to prevent students from being overwhelmed with assignments. The administrative staff checks in with teachers regularly to identify struggling students. These students will then receive follow up emails or calls from the school's child study team and/or pupil services department to determine the best course of action. CST Members will also reach out to parents by email, phone-call or in-person meeting with the student and parent via Zoom. In addition counselors/case managers and Director of Special Services will reach out to sending district counterparts for added support.

Following a No Harm Policy, the school district will extend marking periods so that students can better meet assigned deadlines. Students cannot get a score lower than what they achieved prior to remote instruction. The school will consider a Pass/Fail system and/or extended time for the students to hand in work, if needed. The school will continue to rely on the Linkages mental health program for students needing additional mental health or related support.

The special education teachers use breakout sessions to meet with students to discuss subject area difficulties. When administering tests and quizzes, the teachers invite the students into small Zoom group meetings. In addition teachers call home and take oral instead of written tests. Teachers will modify assignments to align with “quality over quantity” methodologies.

Modifications are added to the teacher lesson plans in order to track progress and implementation. The special education teachers track services via Google Classroom, Zoom meetings, email communications and telephone calls. Similarly, case managers/school counselors are following up with students. Student progress is monitored by the teachers who will make adjustments to assignments on an as needed basis.

The case managers will host virtual annual reviews. Parents have been very receptive to the process in the past. The CST secretary makes initial contact with the parents and ensures e-signatures of parents are collected and maintained. Parents receive a copy of the updated document in their parent portal.

IEP meetings, evaluation or related functions will be conducted via Zoom meetings.

Addressing English Language Learners (ELL) Plan Needs

Somerset County Vocational and Technical School has instructors who are trained in teaching ELL students. These teachers will either push into the classroom or work with the instructional teacher on providing additional support after school. ELL teachers will modify instruction as necessary. This includes getting handouts previous to class and making modifications so it is easier for the ELL students to follow along with their non-ELL peers. When possible ELL teachers will review vocabulary terms prior to class starting so the students have an easier time following along.

We have staff members who are able to assist with native Spanish speaking families and who are able to help translate documents into their native language. We also rely on Google Translate to

help translate documents. Publishing as much material online in native HTML (versus static PDF documents) will allow ELL families to be able to translate school related information “on the fly” on their device’s browser.

The school has made a major initiative over the last couple of years to make SEL part of our regular teaching procedures. We currently have a PLC dedicated to this topic which is attended by our ELL teacher(s). We have conducted training at various times throughout the past two school years. The school has also made an effort to be culturally responsive. We have conducted training on this topic over the last couple of years along with a training during the last school year about cultural awareness and Cultural Competency. We are in the process of seeking training for trauma-informed teaching from a qualified provider (e.g.: ASCD) for all staff to better understand the hardships and related challenges that displaced students and their families experience in order to better provide for them both academically and socially-emotionally.

Attendance Plan

Somerset County Vocational and Technical School uses the Genesis Information System to track attendance. All students are marked as present in the system and the teachers will need to go in and switch them to absent if the students fail to show up to class.

When a student is not participating in online instruction and/or submitting assignments, teachers will communicate their concerns to the counselors/CST members by email, phone call or in-person meeting with the student and parent via Zoom.

Letters for attendance are automatically generated through Genesis when set numbers of absences are met and sent out to parents. When a student reaches six absences an attendance officer will contact parents and arrange for a meeting to come up with a plan to make sure the student is attending school. Supervisors are required to have a meeting with a parent and student when the student reaches 10 absences. At this meeting a formal action plan is created for the student.

Attendance will continue to be a factor in student promotion, retention and graduation as the school follows state policy. Allowances may be made for the social and emotional health of the students. This will be determined on a case by case basis as parents are contacted by school staff. Extended school day or school year programs may be used for students who need it.

Safe Delivery of Meals Plan

Due to the unique nature of a vocational high school district (e.g.: having both full and share-time students) our meal delivery plan will be dependent on the type of emergency.

If only SVTHS is compromised due to an emergency situation and our students cannot physically come to our campus (or we have no power), we will coordinate with each student’s home district for them to pick up meals at that location. This was also the mode of meal acquisition for us during 100% remote instruction during the COVID pandemic.

If the emergency event is akin to when we and surrounding districts were all on a hybrid schedule (i.e.: students coming to school in-person on certain days of the week, remote learning on others), we will provide meals for our full time students and will again coordinate with sending districts to provide meals for our share-time students.

Facilities Plan

Depending on the nature of the closing the school will remain open to a limited number of people. All people who enter the school will need to have the appropriate approval of their supervisor. The Building and Grounds staff will report to school to maintain the cleaning and maintenance of the school buildings. The B&G staff will follow the cleaning procedures that are laid out by the NJ Department of Health and the CDC.

In the event of the facility(ies) having no power, we do have an on-site generator which will supply power to certain facets of building and network operations deemed mission-critical. It cannot however power the entire campus.

Other Considerations

a. Accelerated learning opportunities

SCVTHS has invested in training over the last couple of years into making SEL part of our standard teaching practices. When we first came back from COVID, we brought willing students in over the summer prior to the regular school year so they could get acclimated. We also conducted professional development training for parents over the summer in order to help them with their children. Students identified as needing extra support were given the opportunity to come in over the summer for extra classes. These are the same strategies we will implement again should the need arise.

b. Social and emotional health of staff and students

Staff members have received professional development training on best practices for Social and Emotional Learning. The school currently has a Professional Learning Community dedicated to sharing SEL practices. During the pandemic the school also held zoom meetings dedicated to the staff who felt isolated and vulnerable so they could share their feelings and experiences.

When a student is not participating in online instruction and/or submitting assignments, teachers will communicate their concerns to their counselors /CST members by email, phone call or in-person meeting with the student and parent via Zoom in order to check on the student. Supervisors call home on an as-needed basis. In addition, counselors/case managers and Director of Special Services will reach out to sending district counterparts for added support. The school will continue to rely on the Linkages mental health program for students needing additional mental health or related support.

If the school is going to be out for an extended period of time, changes to the school schedule and grading system will be adjusted to help promote the social and emotional health of the students.

c. Title I Extended Learning Programs

The school uses Title I funds to provide the students with extra tutoring after school and during the summer. These programs can be provided remotely through the Zoom learning platform.

d. 21st Century Community Learning Center Programs

N/A

e. Credit recovery

The school uses Educere which is an online learning platform for credit recovery. The classes that the students are able to register for are originally approved by administration. The counselors and child study team members make sure that the students sign up for the correct class.

f. Other extended student learning opportunities

Depending upon the duration of the virtualized learning period and/or the availability of additional funds (e.g.: CARES), SCVTS would provide remote learning opportunities beyond the school day as we did during the pandemic.

g. Transportation

As a county vocational school transportation is provided by the sending districts. We are able to provide transportation for athletic events.

h. Extra-curricular programs

The school is a member of the New Jersey Interscholastic Athletic Association and the Greater Middlesex Conference and will follow the guidance that they provide in relation to athletic activities. Any other extra-curricular programs that are able to will be switched to Zoom.

i. Childcare

SCVTS does not offer any childcare services as a county vocational high school district.

j. Community programming

SCVTS does not offer community programs in our district at this time.

Essential Employees

In the event that the school needs to switch to remote learning the Superintendent will identify the essential employees and make that list available to the county office.

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2023-24

District
Mentoring
Plan

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Regulations/Components of District Mentoring Plan

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✓	✓	5	<u>Roles and Responsibilities for Stakeholders</u>	13
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✓ 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

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 _____

Date Plan Accepted _____

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

School Leaders

- Supervisors
- Administrators

Mentor

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

Novice Teacher

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

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

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

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

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

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

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*)

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: Subject Matter Knowledge

Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Student Learning Standards (NJSLS), and design developmentally appropriate learning experiences, making the subject matter accessible and meaningful to all students.

___ Standard Two: Human Growth and Development

Teachers shall understand how children and adolescents develop and learn in a variety of school, family, and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

___ Standard Three: Diverse Learners

Teachers shall understand the practice of culturally responsive teaching.

___ Standard Four: Instructional Planning and Strategies

Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving, and performance skills of all learners.

___ Standard Five: Assessment

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

___ Standard Six: Learning Environment

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

___ Standard Seven: Special Needs

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

___ Standard Eight: Communication

Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration, and supportive interactions.

___ Standard Nine: Collaboration and Partnership

Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well being.

___ Standard Ten: Professional Development

Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process.

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 state 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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Sick Leave

Aug 23

[See POLICY ALERT No. 231]

1642.01 SICK LEAVE

The Board of Education shall grant sick leave in accordance with N.J.S.A. 18A:30-2. All persons holding any office, position, or employment in the school district, who are steadily employed by the Board or who are protected by tenure in their office, position, or employment under the provisions of this or any other law, except persons in the classified service of the civil service under Title 11, Civil Service, of the Revised Statutes shall be allowed sick leave in accordance with N.J.S.A. 18A:30-2.

Pursuant to N.J.S.A. 18A:30-1.a., sick leave is defined as the absence from an employee's post of duty, for any of the following reasons:

1. The employee is personally ill or injured;
2. For diagnosis, care, or treatment of, or recovery from, an employee's mental or physical illness, injury or other adverse health condition, or for preventive medical care for the employee;
3. For the employee to aid or care for a family member of the employee during diagnosis, care, or treatment of, or recovery from, the family member's mental or physical illness, injury or other adverse health condition, or during preventive medical care for the family member;
4. Absence necessary due to circumstances resulting from the employee, or a family member of the employee, being a victim of domestic or sexual violence, if the leave is to allow the employee to obtain for the employee or the family member:
 - a. Medical attention needed to recover from physical or psychological injury or disability caused by domestic or sexual violence;
 - b. Services from a designated domestic violence agency or other victim services organization;



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Sick Leave

- c. Psychological or other counseling;
 - d. Relocation; or
 - e. Legal services, including obtaining a restraining order or preparing for, or participating in, any civil or criminal legal proceeding related to the domestic or sexual violence;
5. The death of a family member for up to seven days;
 6. To attend a child's school-related conference, meeting, function or other event requested or required by a school administrator, teacher, or other professional staff member responsible for the child's education, or to attend a meeting regarding care provided to the child in connection with the child's health conditions or disability;
 7. The school or place of care of a child of the employee is closed by order of a public official or because of a state of emergency declared by the Governor due to an epidemic or other public health emergency;
 8. The employee has been exposed to a contagious disease or is quarantined for the disease in the employee's immediate household.

N.J.S.A. 18A:30-1, this Policy, and Regulation 1642.01 shall not supersede any law providing collective bargaining rights for school district employees, and shall not reduce, diminish, or adversely affect an employee's collective bargaining rights pursuant to N.J.S.A. 18A:30-1.b.

The Board reserves the right to require of any employee who claims sick leave sufficient proof in accordance with N.J.S.A. 18A:30-4 and Section C. of Regulation 1642.01.



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Sick Leave

The Superintendent or designee will prepare rules for the administration of N.J.S.A. 18A:30-1, N.J.S.A. 18A:30-4, this Policy, and Regulation 1642.01, which shall be binding on all employees.

The Superintendent or designee will submit to the Board the names of those employees absent for non-compensable cause or whose claim for sick leave pay cannot be justified. The willful misuse of sick leave may be subject to discipline.

29 U.S.C. 2601 et seq.
N.J.S.A. 18A:30-1; 18A:30-2; 18A:30-4

Adopted:



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Aug 23

[See POLICY ALERT No. 231]

R 1642.01 SICK LEAVE

- A. Definitions – N.J.S.A. 18A:30-1.c. and 18A:30-4.i.
1. “Certified Domestic Violence Specialist” means a person who has fulfilled the requirements of certification as a Domestic Violence Specialist established by the New Jersey Association of Domestic Violence Professionals.
 2. “Child” means a biological, adopted or foster child, stepchild or legal ward of an employee, child of a domestic partner or civil union partner of the employee.
 3. “Designated domestic violence agency” means a county-wide organization whose primary purpose is to provide services to victims of domestic violence and which provides services that conform to the core domestic violence services profile as defined by the Division of Child Protection and Permanency in the Department of Children and Families and is under contract with the division for the express purpose of providing the services.
 4. “Domestic or sexual violence” means stalking, any sexually violent offense, as defined in N.J.S.A. 30:4-27.26, or domestic violence as defined in N.J.S.A. 2C:25-19 and N.J.S.A. 17:29B-16.
 5. “Family member” means a child, grandchild, sibling, spouse, domestic partner, civil union partner, parent, or grandparent of an employee, or a spouse, domestic partner, or civil union partner of a parent or grandparent of the employee, or a sibling of a spouse, domestic partner, or civil union partner of the employee, or any other individual related by blood to the employee or whose close association with the employee is the equivalent of a family relationship.
 6. “Health care professional” means any person licensed under Federal, State, or local law or the laws of a foreign nation, to provide health care services, or any other person who has been authorized to provide health care by a licensed health care professional including, but not limited to, doctors, nurses, and emergency room personnel.



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7. "Supervisor" means the building or district administrative staff member designated by the Superintendent who is responsible for supervising the employee.

B. Eligibility for Sick Leave – N.J.S.A. 18A:30-1

1. Sick leave is defined as the absence from an employee's post of duty, for any of the following reasons:
 - a. The employee is personally ill or injured;
 - b. For diagnosis, care, or treatment of, or recovery from, an employee's mental or physical illness, injury or other adverse health condition, or for preventive medical care for the employee;
 - c. For the employee to aid or care for a family member of the employee during diagnosis, care, or treatment of, or recovery from, the family member's mental or physical illness, injury or other adverse health condition, or during preventive medical care for the family member;
 - d. Absence necessary due to circumstances resulting from the employee, or a family member of the employee, being a victim of domestic or sexual violence, if the leave is to allow the employee to obtain for the employee or the family member:
 - (1) Medical attention needed to recover from physical or psychological injury or disability caused by domestic or sexual violence;
 - (2) Services from a designated domestic violence agency or other victim services organization;
 - (3) Psychological or other counseling;
 - (4) Relocation; or



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- (5) Legal services, including obtaining a restraining order or preparing for, or participating in, any civil or criminal legal proceeding related to the domestic or sexual violence;
 - e. The death of a family member for up to seven days;
 - f. To attend a child's school-related conference, meeting, function or other event requested or required by a school administrator, teacher, or other professional staff member responsible for the child's education, or to attend a meeting regarding care provided to the child in connection with the child's health conditions or disability;
 - g. The school or place of care of a child of the employee is closed by order of a public official or because of a state of emergency declared by the Governor, due to an epidemic or other public health emergency; or
 - h. The employee has been exposed to a contagious disease or is quarantined for the disease in the employee's immediate household.
 2. N.J.S.A. 18A:30-1, Policy 1642.01, and this Regulation shall not supersede any law providing collective bargaining rights for school district employees and shall not reduce, diminish, or adversely affect an employee's collective bargaining rights.
- C. Physician's Certificate Required for Sick Leave – N.J.S.A. 18A:30-4
1. In case of sick leave claimed due to personal illness or injury, the Board of Education may require a physician's certificate to be filed with the Secretary of the Board in order to obtain sick leave.



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Option – Must Select One Option Below

2. _____ [Option 1 - If an employee's need to use sick leave as defined pursuant to N.J.S.A. 18A:30-1 and B. above is foreseeable, the Board may require advance notice, not to exceed seven calendar days prior to the date the leave is to begin, of the intention to use the leave and its expected duration, and the employee shall make a reasonable effort to schedule the use of sick leave in a manner that does not unduly disrupt the operations of the Board.]

OR

2. [Option 2 - If an employee's need to use sick leave as defined pursuant to N.J.S.A. 18A:30-1 and B. above is foreseeable, the Board requires advance notice, not to exceed seven calendar days, as determined by the Superintendent, prior to the date the leave is to begin, of the intention to use the leave and its expected duration, and the employee shall make a reasonable effort to schedule the use of sick leave in a manner that does not unduly disrupt the operations of the Board.]

OR

2. _____ [Option 3 - If an employee's need to use sick leave as defined pursuant to N.J.S.A. 18A:30-1 and B. above is foreseeable, the Board requires advance notice of _____ calendar days, (not to exceed seven calendar days) prior to the date the leave is to begin, of the intention to use the leave and its expected duration, and the employee shall make a reasonable effort to schedule the use of sick leave in a manner that does not unduly disrupt the operations of the Board.]

Option – Must Select One Option Below

3. _____ [Option 1 - If the reason for the leave is not foreseeable, the Board of Education may require an employee to give notice of the intention as soon as practicable, provided the Board of Education has notified the employee of this requirement.]

OR



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3. [Option 2 - If the reason for the leave is not foreseeable, the Board of Education requires an employee to give notice of the intention as soon as practicable, provided the Board of Education has notified the employee of this requirement.]
4. The Board may prohibit an employee from using foreseeable sick leave on certain dates, and require reasonable documentation if sick leave that is not foreseeable is used during those dates.
5. In case of sick leave claimed for three or more consecutive days, the Board may require reasonable documentation that the leave is being taken for a purpose permitted pursuant to N.J.S.A. 18A:30-1.a. and B.1. above.
6. If the leave is permitted under N.J.S.A. 18A:30-1.a.(2) or (3) and B.1.b. or c. above, documentation signed by a health care professional who is treating the employee or the family member of the employee indicating the need for the leave and, if possible, the number of days of leave, shall be considered reasonable documentation.
7. If the leave is permitted under N.J.S.A. 18A:30-1.a.(4) and B.1.d. above because of domestic or sexual violence, any of the following shall be considered reasonable documentation of the domestic or sexual violence:
 - a. Medical documentation;
 - b. A law enforcement agency record or report;
 - c. A court order;
 - d. Documentation that the perpetrator of the domestic or sexual violence has been convicted of a domestic or sexual violence offense;
 - e. Certification from a certified Domestic Violence Specialist or a representative of a designated domestic violence agency or other victim services organization; or



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- f. Other documentation or certification provided by a social worker, counselor, member of the clergy, shelter worker, health care professional, attorney, or other professional who has assisted the employee or family member in dealing with the domestic or sexual violence.
8. If the leave is permitted under N.J.S.A. 18A:30-1.a.(7) and B.1.g. above, a copy of the order of the public official or the determination by the health authority shall be considered reasonable documentation.

D. Sick Leave Charges

1. An employee who is absent for 5/ percent of their work day shall be charged a full sick day if the employee's reason for absence is covered by N.J.S.A. 18A:30-1.
2. A sick leave day once commenced may be reinstated as a working day only with the approval of the Superintendent or designee.
3. An employee absent on sick leave on a day when the school is closed early for emergency reasons will be charged with a full sick leave day.
4. An employee scheduled for a sick leave absence on a day on which the schools do not open because of an emergency will not be charged with a sick leave day.

E. Readmission After Disability

1. An employee absent on sick leave, covered under N.J.S.A. 18A:30-1.a.(1); (2); and (8) and B.1.a.; b.; and h., for more than five consecutive working days who wishes to return to work shall submit the signed statement of their physician or institution indicating the employee's fitness to perform their duties.
2. The Board may, at its discretion, require the employee submit to an examination by a physician or institution designated by the Board to confirm the information submitted by the employee's physician or institution.



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a. The Board shall bear the cost of the examination if the examination is performed by a physician or institution designated by the Board.

3. If the results of the examination conducted pursuant to paragraph E.2. above are inconsistent with the statement of the employee's physician in E.1. above, the employee and the Board shall agree to a third physician or institution to conduct the examination. The Board shall bear the cost of this third examination.

F. Accumulation of Sick Leave

1. If any employee requires in any school year less than the specified number of days of sick leave with pay allowed, all days of such minimum sick leave not utilized that year shall be accumulative to be used for additional sick leave as needed in subsequent years in accordance with N.J.S.A. 18A:30-3.

G. Exhaustion of Sick Leave

1. The Superintendent or designee shall monitor employee accumulated sick leave and charge an employee's accumulated sick leave.

a. Sick leave will be charged, first, to the sick leave newly available in the employee's current contract year and, when that sick leave entitlement is exhausted, to the employee's accumulated sick leave.

H. Records

1. The personnel file of each person employed by this district will include an accurate record of the employee's use and accumulation of sick leave days.



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- a. The Superintendent or designee will maintain the employees record of accumulated sick leave in accordance with Policy 1642.01 and this Regulation.
2. Each employee's attendance record will record the reason for any absence.

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[See POLICY ALERT No. 231]

2419 SCHOOL THREAT ASSESSMENT TEAMS

The Board of Education shall establish a threat assessment team at each school in the district pursuant to N.J.S.A. 18A:17-43.4. The purpose of a threat assessment team shall be to provide school teachers, administrators, and other staff with assistance in identifying students of concern, assessing those students' risk for engaging in violence or other harmful activities, and delivering intervention strategies to manage the risk of harm for students who pose a potential safety risk, to prevent targeted violence in the school, and ensure a safe and secure school environment that enhances the learning experience for all members of the school community.

Threat assessment teams established pursuant to N.J.S.A. 18A:17-43.4.a., ~~and this Policy,~~ **and Regulation 2419** must be multidisciplinary in membership and, to the extent possible, **shall must** include the following individuals:

1. A school psychologist, school counselor, school social worker, or other school employee with expertise in student counseling;
2. A teaching staff member;
3. A school Principal or other senior school administrator;
4. A safe schools resource officer or school employee who serves as a school liaison to law enforcement; and
5. The school safety specialist designated pursuant to N.J.S.A. 18A:17-43.3. and Policy 7440, in the event that the school safety specialist is not already a school administrator or school employee required to be a part of the threat assessment team pursuant to N.J.S.A. 18A:17-43.4.b.(5).

Additional school employees may serve as regular members of the threat assessment team or may be consulted during the threat assessment process, as determined to be appropriate by the team.



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Nothing contained in N.J.S.A. 18A:17-43.4 shall be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the effective date pursuant to N.J.S.A. **18A:17-43.3** ~~18A:14-43.4~~ (August 1, 2022).

This Policy and Regulation 2419, pursuant to N.J.S.A. **18A:17-43.5**, are required pursuant to N.J.S.A. ~~18A:17-43.4~~, shall be aligned with the **Guidance on the Establishment of Behavioral Threat Assessment and Management Teams (BTAM) 2023 (Guidance)** guidelines developed by the New Jersey Department of Education (NJDOE) pursuant to N.J.S.A. 18A:17-43.6. and shall include, but need not be limited to:

1. ~~Guidance for students, teaching staff members, and all school staff members regarding the recognition of threatening or aberrant behavior in a student that may represent a threat to the school community;~~
2. ~~The designation of members of the school community to whom threatening behavior shall be reported;~~
3. ~~The development and implementation of policies concerning the assessment and intervention of students whose behavior poses a threat to the safety of the school community, and appropriate actions to be taken, including available social, developmental, and law enforcement resources, for students whose behavior is identified as posing a threat to the safety of the school community;~~
4. ~~Coordination and consultation with the school safety specialist designated pursuant to N.J.S.A. 18A:17-43.3. and Policy 7440; and~~
5. ~~The threat assessment team shall not disclose or disseminate any information obtained during their assessment beyond the purpose for which the information was provided to the threat assessment team, except that the threat assessment team is authorized to disclose the information to applicable agencies to pursue appropriate action pursuant to N.J.S.A. 18A:17-43.5.a.(3) for any student whose behavior is identified as posing a threat to the safety of the school community.~~



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The school district shall structure the threat assessment teams to best meet the needs and resources available, which may include school-based teams and/or district-level teams.

The Superintendent or designee will build a behavioral threat assessment and management program that will: establish a multi-disciplinary team; define prohibited and concerning behaviors; create a central reporting mechanism; define a threshold for law enforcement intervention; establish threat assessment procedures; develop risk management options; create and promote safe school climates; and conduct training for all stakeholders.

The threat assessment and management process will include: the threat assessment team's actions when first learning of a new report or threat; screening the case; gathering information; organizing and analyzing information; making the assessment; developing and implementing a case management/intervention plan; re-assessing and case monitoring; and documenting and closing the case.

When assessing a student whose behavior may pose a threat to the safety of the school community, in the case of a student with an Individualized Education Program (IEP) or 504 Plan, the threat assessment team shall consult with the IEP team or 504 team to determine whether the aberrant behavior is a threat to school safety and is being properly addressed in a manner that is required by N.J.A.C. 6A:14 and all Federal and State special education laws.

Each member of the threat assessment team **must attend** ~~shall participate in~~ training **in accordance with** ~~provided by the school safety specialist designated pursuant to N.J.S.A. 18A:17-43.43,~~ **this and Policy, and Regulation 7440** that is consistent with the **Guidance** guidelines developed by the NJDOE pursuant to N.J.S.A. 18A:17-43.6. **Training must be coordinated with the New Jersey Department of Education, Office of School Preparedness and Emergency Planning (OSPEP).** The training shall ensure the threat assessment team is able to accurately assess student behavior and to ensure that threat assessment teams do not have a disparate impact on students based on their race, ethnicity, homelessness status, religious belief, gender, gender identity, sexual orientation, or socioeconomic status. The training shall, at a minimum, include training on adverse childhood experiences, childhood trauma, cultural competency, and implicit bias.



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~~The NJDOE, in consultation with State law enforcement agencies and the New Jersey Office of Homeland Security and Preparedness, shall develop guidelines for school districts regarding the establishment and training of threat assessment teams pursuant to N.J.S.A. 18A:17-43.4 et seq. The NJDOE shall provide training through the New Jersey School Safety Specialist Academy established pursuant to N.J.S.A. 18A:17-43.2. The school safety specialist designated pursuant to N.J.S.A. 18A:17-43.3, and Policy 7440 shall provide training to school staff consistent with the training and guidelines provided by the NJDOE.~~

Should a threat assessment team become aware of an allegation of HIB when considering or conducting assessments, they must follow Policy 5512 – Harassment, Intimidation, or Bullying for addressing allegations of HIB in alignment with the Anti-Bullying Bill of Rights Act.

Should a threat assessment team become aware of a bias-related act, the team should implement Policy and Regulation 8465 – Bias Crimes and Bias-Related Acts on reporting bias-related acts to law enforcement in accordance with the Memorandum of Agreement Between Education and Law Enforcement Officials and Policy and Regulation 9320 – Cooperation With Law Enforcement Agencies.

Questions and concerns about Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) protections often arise as part of the threat assessment planning process. The threat assessment teams must understand how to balance the safety of the school with the privacy of individual students. These laws should not be an impediment to threat assessment and management.

N.J.S.A. 18A:17-43.3; 18A:17-43.4; 18A:17-43.5; 18A:17-43.6
Guidance on the Establishment of Behavioral Threat Assessment and Management Teams (BTAM) 2023

Adopted:



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[See POLICY ALERT No. 231]

R 2419 SCHOOL THREAT ASSESSMENT TEAMS

A. Definitions

1. “Aberrant behavior” means behavior atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior for an individual involves actions, statements, communications, or responses that are unusual for the person or situation; or actions which could lead to violence toward self or others; or are reasonably perceived as threatening or causing concern for the well-being of the person.
2. “Behavioral Threat Assessment and Management (BTAM)” means a proactive approach to identify, assess, and provide appropriate interventions and resources for individuals who display a behavior that elicits concern for the safety of themselves or others. (U.S. Secret Service National Threat Assessment Center.)
3. “Concerning behavior” means an observable behavior that elicits concerns in bystanders regarding the safety of an individual or those around them. Behaviors that may elicit concern can include unusual interests in violent topics, conflicts between classmates, increased anger, increased substance use, or other noteworthy changes in behavior (e.g., depression or withdrawal from social activities). Some concerning behaviors may be defined as prohibited behaviors and should trigger an immediate response. Prohibited behaviors can include threats, weapons violations, and other aggressive or violent behavior. Concerning behavior does not necessarily imply or predict that an individual or group will become violent. Instead, it serves as an indicator that the student may be in need of intervention or increased supports. Proactive intervention and de-escalation are key and should be part of any approach to violence prevention.



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4. “Concerning communication” means unusual, bizarre, threatening, or violent communication made by an individual or a group that elicit concerns for the safety or wellbeing of the individual or others. Concerning communication may allude to violent intentions, violence as a means to solve a problem, justifying violent acts, unusual interest in weapons, personal grievances, or other inappropriate interests. Concerning communications may also allude to hopelessness or suicide. Concerning communications may be made in the form of written or oral statements, gestures, or visual/electronic media. Communications may be considered concerning regardless of whether a direct verbal threat is expressed. Concerning communication does not necessarily imply or predict that an individual or group will become violent. Instead, it serves as an indicator that the student may be in need of intervention or increased supports. Proactive intervention and de-escalation are key and should be part of any approach to violence prevention.
5. “Multidisciplinary Threat Assessment Team” means a team composed of highly trained school personnel with diverse positions, backgrounds, and experience. The team will receive reports about a concerning person and situations, gather additional information, assess the risk posed to the community, and develop intervention and management strategies to mitigate any risk of harm.
6. “Targeted violence” means a premeditated act of violence directed at a specific individual, group, or location regardless of motivation and generally unrelated to other criminal activity.

B. Multidisciplinary Threat Assessment Team

1. Threat Assessment Team Members

- a. In accordance with N.J.S.A. 18A:17-43.4, the threat assessment team established by the Board of Education shall be multidisciplinary in membership and, to the extent possible, must include the following individuals:

- (1) A Principal or other senior school administrator;



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- (2) A school psychologist, school counselor, school social worker, or other school employee with expertise in student counseling;
 - (3) A safe-schools resource officer or school employee who serves as a school liaison to law enforcement;
 - (4) The school safety specialist (designated pursuant to N.J.S.A. 18A:17-43.3); and
 - (5) A teaching staff member.
- b. Additional school employees may serve as regular members of the threat assessment team or may be consulted during the threat assessment process, as determined to be appropriate by the team. If a student has an Individualized Education Program (IEP), 504 plan, and/or functional behavioral assessment (FBA) plan, the threat assessment team must consult with the appropriate staff or team to determine whether the reported behavior is already part of known baseline behavior or is already being managed under the student's IEP, 504 plan, or FBA plan and addressed in a manner that is required by N.J.A.C. 6A:14 and all other Federal and State special education laws.
- c. The district may choose to name the threat assessment team in a manner that suits the school community needs.

2. Threat Assessment Team Structure

- a. The district can structure the threat assessment teams to best meet the needs and resources available. This may include:
- (1) **School-Based Teams:** The district may opt to develop teams for each school comprised of those members fulfilling the assigned roles identified in the law in each of its schools.



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- (2) District-Level Team: The district may choose to develop one central team designated to serve each school in cases where staffing at individual schools is not sufficient to meet the membership requirements of the law. In such cases, the district may choose to operate smaller teams trained in the threat assessment process in each school, which can screen cases to determine which situations to refer to the District-Level Team. If the district uses this model, the district must ensure representation of those staff members from the involved school as identified by the law to the fullest extent possible when conducting an assessment.
- (3) District-Level Team and School-Based Teams: The district may have one central team that provides oversight, consistency, and accountability for all threat assessment processes including threats impacting the entire district. School-Based Teams address cases in each school building, while ensuring all information is shared with the District-Level Team.

C. Building a K-12 Behavioral Threat Assessment and Management Program

The district shall implement the following steps in developing a Behavioral Threat Assessment and Management Program.

1. Step 1: Establish a Multidisciplinary Team
 - a. Identify team membership pursuant to N.J.S.A. 18A:17-3.4.
 - b. Designate a team leader.
 - c. Establish team procedures and protocols.
 - d. Meet on a regular basis and as needed.



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2. Step 2: Define Prohibited and Concerning Behaviors
 - a. Establish policy defining prohibited behaviors
 - (1) These definitions should be included in the code of student conduct policy and shared with staff, parents, and students.
 - b. Identify other behaviors for screening or intervention.
 - c. Define threshold for intervention.
 - (1) The threshold should be relatively low so that teams can identify individuals in distress before the behavior escalates into a violent behavior.
3. Step 3: Create a Central Reporting Mechanism
 - a. Establish one or more anonymous reporting mechanisms.
 - (1) Examples include a mobile application, a dedicated email address or phone number, or on the district website.
 - b. Provide training and guidance to encourage reporting.
 - (1) Students, teachers, staff, school resource officers, and parents should be provided awareness training and guidance on recognizing behaviors of concern, their roles and responsibilities in reporting the behavior, and how to report the information.
 - c. Ensure availability to respond.
 - d. Utilize an Initial Report to collect the threat, concerning behavior, etc.
4. Step 4: Define Threshold for Law Enforcement Intervention
 - a. Most reports can be handled by the School-Based Team.



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- b. Establish which behaviors should be referred for law enforcement intervention (e.g., physical violence, threats of violence, etc.).
5. Step 5: Establish Threat Assessment Procedures
 - a. Decide how to document cases.
 - b. Create procedures to screen reports, gather information, make assessments, and decide on interventions.
 - c. Develop/adapt threat assessment forms to organize information around the 11 Investigative Questions referenced in D.4. below.
 6. Step 6: Develop Risk Management Options
 - a. Identify all available resources for creating individualized management plans.
 - (1) The resources and supports the student needs will differ depending on the information gathered during the assessment.
 - (2) Resources to assist the student could take the form of peer support programs or therapeutic counseling to enhance social learning or emotional competency, life skills classes, tutoring in specific academic subjects, or mental health care. Most programs and supports will be available within the school, but the team may need to also access community resources to assist with the managing the student. Identify resources to assist targets/victims.
 - (3) Make efforts to address the safety of any potential targets by altering or improving security procedures for schools or individuals and providing guidance on how to avoid the concerning person.



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- b. Establish points of contact for all resources.
7. Step 7: Create and Promote Safe School Climates
- a. Assess current school climate.
 - (1) Anti-Bullying Bill of Rights Act (N.J.S.A. 18A:37-21) requires the school safety team in each school in the district "...to develop, foster, and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues..." and to "review and strengthen school climate and the policies of the school.
 - b. Enhance current school climate.
 - c. Strengthen students' connectedness.
 - (1) Encourage teachers and staff to build positive, trusting relationships with students by actively listening to students and taking an interest in what students say.
 - d. Break down "codes of silence" and help students feel empowered to come forward and share concerns and problems with a trusted adult.
 - e. Identify clubs or teams at school students can join or encourage students to start their own special interest group.
8. Step 8: Conduct Training for all Stakeholders
- a. The training is for new threat assessment team members, refresher training, and professional development. This includes training on the screening and threat assessment forms and procedures.



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- b. Training must be coordinated with the New Jersey Department of Education (NJDOE), Office of School Preparedness and Emergency Planning (OSPEP) to ensure that the threat assessment team is able to accurately assess student behavior and to ensure that threat assessment teams do not have a disparate impact on students based on their race, ethnicity, homelessness status, religious belief, gender, gender identity, sexual orientation, or socioeconomic status. This training includes training on adverse childhood experiences, childhood trauma, cultural competency, and implicit bias.
- c. Awareness training for students, teaching staff members, and all school staff members regarding the recognition of concerning or aberrant behavior in an individual that may represent a threat to the school community.
 - (1) Requests for awareness training can be coordinated by the district's School Safety Specialists through the OSPEP.
- d. Training for parents and other community stakeholders to anonymously report dangerous, violent, or unlawful activity to the district or school.

D. Threat Assessment and Management Process

The district shall implement the following steps in the threat assessment and management process.

1. Step 1: Receive a Report of Concern

- a. When the threat assessment team first learns of a new report of a threat or aberrant or concerning behavior, the team (or one member of the team) should collect initial intake information about the behavior, the concerning person (i.e., the person who engaged in the threatening behavior; the person to be assessed), and other information that is readily available.



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2. Step 2: Screen the Case

- a. Screen for imminency (of the threat or concerning behavior) and whether there is a need for a full threat assessment.
 - (1) If the threat assessment team believes the report does present an imminent danger or safety concern, immediately notify law enforcement. Once the emergency has been contained, the team should complete a full threat assessment and make all necessary notifications (i.e., anyone that is or may be directly impacted).
- b. If the team does not believe the report presents an imminent danger or safety concern, determine if there is a need for full threat assessment. If not, document the initial report and screening.
- c. If there is a need for a threat assessment, the team shall proceed with a full threat assessment using the steps outlined in D.3. through 8. below.
- d. The district's Title IX Coordinator must be notified immediately if a report involves sexual harassment, sexual assault, dating violence, stalking, or a domestic violence assault, or if engagement in these actions is uncovered when gathering additional information during the threat assessment process. Notifying the district's Title IX Coordinator is completed parallel to the threat assessment process and does not stop a team from moving forward with gathering information and initiating risk management strategies.

3. Step 3: Gather Information from Multiple Sources

- a. Gather information about the person displaying the concerning behavior and situation from various sources. These sources can include, but are not limited to, teachers, coaches, parents, and peers.



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4. Step 4: Organize and Analyze
 - a. Organize and analyze information using the 11 Investigative Questions detailed in the U.S. Secret Service and U.S. Department of Education threat assessment guide. The form is comprised of 11 investigative questions adapted from the U.S. Secret Services and U.S. Department of Education Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates and can be found at www.secretservice.gov/nod/2559.
5. Step 5: Make the Assessment
 - a. Make an assessment about whether the individual of concern poses a threat of violence or self-harm, or if they are otherwise in need of intervention.
6. Step 6: Develop and Implement a Case Management/Intervention Plan
 - a. Develop and implement a case management plan to reduce risk.
 - b. As needed, refer individual of concern to the local mental health authority or healthcare provider for evaluation and/or treatment.
 - c. As needed, refer individual of concern for a full and individual evaluation (FIE) for special education services.
7. Step 7: Re-Assess (Case Monitoring)
 - a. Monitor, re-evaluate, and modify plan as needed to ensure that the identified intervention(s) is effective, and the individual of concern no longer poses a threat of violence or self-harm.
 - b. Re-assessing the person of concern, going through the assessment questions again.



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School Threat Assessment Teams

- c. If there are still concerns, the team shall continue to monitor, adjust plan, and re-assess as needed until there is no longer a concern of harm to self and/or others, and the individual is on a better path.

8. Step 8: Document and Close the Case

- a. When the team's assessment is that the concerning person no longer poses a threat of violence or self-harm, the team can close the case or place it on the in-active status.
- b. The threat assessment team should be sure to document the case, including scheduling any future dates to check-in or follow-up, as needed.
- c. The documentation should be stored in a confidential file, with only authorized personnel having access.

E. Training

- 1. Each member of the threat assessment team must attend training in accordance with N.J.S.A. 18A:17-43.4. The district may also choose to provide awareness training to school community members on the threat assessment process. The awareness training is also outlined as part of one of the steps of the Building a K-12 Behavior Threat Assessment and Management Program.
- 2. Threat assessment team membership:
 - a. In accordance with N.J.S.A. 18A:17-43.4, the NJDOE shall provide training through the New Jersey School Safety Specialist Academy. All threat assessment team members must receive training consistent with the training and guidelines provided by the NJDOE. The school safety specialist, is a member of the threat assessment team and will assist in ensuring this training is provided to school staff in coordination with OSPEP.



REGULATION GUIDE

PROGRAM
R 2419/page 12 of 15
School Threat Assessment Teams

- b. Each new threat assessment team member must complete training by the OSPEP, which shall include training sessions as instructed by *Ontic/SIGMA as part of the Bureau of Justice Assistance (BJA) STOP School Violence Grant Program*.
 - c. The district shall determine membership on the threat assessment team in accordance with N.J.S.A. 18A:17-43.4, including adding and ensuring the training of new members, as needed. The district must ensure all threat assessment team members attend the required initial training and refresher training provided by OSPEP to advance their competency in conducting assessments.
 - (1) These trainings will be offered through the OSPEP for both in person and online platforms.
 - (2) Refresher training will be developed and facilitated by the OSPEP and will be made available through in-person and online platforms, as necessary.
3. Awareness Training for Other School Community Stakeholders
- a. Request for awareness training for school staff members should be directed to the OSPEP email at school.security@doe.nj.gov, which will provide training or coordinate sessions with approved instructors from the U.S. Department of Homeland Security National Threat Evaluation and Reporting Office's Certified Master Training Program.

F. Other Considerations

1. Individualized Education Program (IEP) or 504 Plans
 - a. The district is required by law to meet the needs of students with special needs, who are afforded disciplinary protections not provided to the general education population, to reduce exclusionary practices for special



REGULATION GUIDE

PROGRAM
R 2419/page 13 of 15
School Threat Assessment Teams

education students. When assessing a student whose behavior may pose a threat to the safety of the school community, in the case of a student with an IEP or 504 plan, the threat assessment team shall consult with the IEP team or 504 team to determine whether the aberrant or concerning behavior is a threat to school safety and is being properly addressed in a manner that is required by N.J.A.C. 6A:14 and all Federal and State special education laws. Working with the IEP team or 504 team, the threat assessment team shall determine if the behavior is part of known baseline behavior, or is already being managed under the student's IEP, 504 plan, or FBA plan. If the behavior is not consistent with baseline behaviors or is not able to be effectively managed through current programming, then a threat assessment would need to be conducted. A special education representative must be part of the team and shall engage throughout the process.

2. Allegations of Harassment, Intimidation, & Bullying (HIB) or Bias-Related Acts
 - a. Should the threat assessment team become aware of an allegation of HIB when considering or conducting assessments, they must follow Policy 5512 for addressing allegations of HIB in alignment with the Anti-Bullying Bill of Rights Act. Additionally, during the threat assessment process, it is important to recognize that the student may need remedial services (e.g., counseling) to address behavior that may have prompted the need for the threat assessment and to ensure their well-being.
 - b. Should a threat assessment team become aware of a bias-related act, they should implement Policy and Regulation 8465 on reporting bias-related acts to law enforcement in accordance with the Memorandum of Agreement Between Education and Law Enforcement Officials and Policy and Regulation 9320.



REGULATION GUIDE

PROGRAM
R 2419/page 14 of 15
School Threat Assessment Teams

3. Information Sharing
 - a. The Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) are two Federal laws protecting the privacy of an individual's personal records. FERPA refers specifically to educational records while HIPAA refers to medical records. Questions and concerns about FERPA and/or the HIPAA protections often arise as part of the threat assessment planning process. It is critical that threat assessment teams understand how to balance the safety of the school with the privacy of individual students. These laws should not be an impediment to threat assessment and management.
 - b. Threat assessment teams should consult with the Board Attorney on these elements as needed.
4. Family Education Rights & Privacy Act (FERPA) – Educational Records
 - a. FERPA is a Federal law that protects the privacy of student education records. FERPA does, however, authorize school officials to disclose information without consent in emergency situations where the health and/or safety of students is at risk. Relevant information can be released to law enforcement, public health, and medical officials, as well as other schools in the event a student transfers or matriculates. The U.S. Department of Education would not find a school in violation of FERPA for disclosing FERPA-protected information under the health or safety exception as long as the school had a rational basis, based on the information available at the time, for making its determination that there was an articulable and significant threat to the health or safety of the student or other individuals.
5. Health Insurance Portability and Accountability Act (HIPAA) – Medical and Mental Health Records



REGULATION GUIDE

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School Threat Assessment Teams

- a. HIPAA protects the confidentiality of information in health records. Confidentiality is held by the patient, not the mental health provider. In cases where HIPAA applies, the following strategies below may assist threat assessment teams in eliminating potential barriers to critical data collection:
 - (1) Ask permission from the student and parent to disclose medical records;
 - (2) Provide information to health and mental professionals; and
 - (3) Ask about duty to warn or duty to protect.
- b. Additionally, medical and mental health providers may disclose protected health information when disclosure:
 - (1) Is necessary to prevent or lessen a serious and imminent threat to health or safety of patient or others and is to someone reasonably able to prevent or lessen the threat; and
 - (2) May include disclosure to law enforcement, or others who can mitigate the threat and disclosure must be consistent with applicable law and standards of ethical conduct.

6. Record Keeping

All documentation from the threat assessment process must be maintained in a confidential and secure location. Maintaining records and preserving evidence throughout the process, assists in the establishment of a legal and behavioral justification for the intervention. Records may be electronic or paper and must be maintained in accordance with record retention rules established by the Department of Treasury.

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Adopted:



8/10 7:54am

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
General Fund - Fund 10
Interim Balance Sheet
For 1 Month Period Ending 07/31/2023

=====

ASSETS AND RESOURCES

=====

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

101	Cash in bank		\$1,881,420.17
116	Capital Reserve Account		\$802,124.39
117	Maint. Reserve Account		\$611,685.83
121	Tax levy receivable		\$11,402,478.00
	Accounts receivable:		
132	Interfund	\$148,880.83	
141	Intergovernmental - State	\$1,432,181.12	
143	Intergovernmental - Other	\$124,144.72	
			\$1,705,206.67

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

301	Estimated Revenues	\$15,278,982.00	
302	Less Revenues	(\$13,840,220.15)	
			\$1,438,761.85

	Total assets and resources		\$17,841,676.91
			=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
General Fund - Fund 10
Interim Balance Sheet
For 1 Month Period Ending 07/31/2023

=====

LIABILITIES AND FUND EQUITY

=====

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

421	Accounts Payable	\$107,346.74
TOTAL LIABILITIES		\$107,346.74
		=====

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	\$12,802,153.79
754	Reserve for encumbrance - Prior Year	\$34,003.05
	Reserved fund balance:	
761	Capital reserve account	\$4,689,324.39
307	Less: Budg w/d from Capital Rsrv Elgbl. Cost	(\$3,887,200.00)
		\$802,124.39
764	Reserve for Maintenance	\$611,685.83
		\$611,685.83
760	Reserved Fund Balance	\$6,730,104.39
601	Appropriations	\$19,615,865.05
602	Less : Expenditures	\$4,589,706.80
603	Encumbrances	\$12,836,156.84 (\$17,425,863.64)
		\$2,190,001.41
	Total Appropriated	\$23,170,072.86

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

770	Fund Balance	(\$5,025,242.69)
303	Budgeted Fund Balance	(\$410,500.00)
	TOTAL FUND BALANCE	\$17,734,330.17
	TOTAL LIABILITIES AND FUND EQUITY	\$17,841,676.91
		=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
General Fund - Fund 10
Interim Balance Sheet
For 1 Month Period Ending 07/31/2023

RECAPITULATION OF FUND BALANCE:	Budgeted	Actual	Variance
Appropriations	\$19,615,865.05	\$17,425,863.64	\$2,190,001.41
Revenues	(\$15,278,982.00)	(\$13,840,220.15)	(\$1,438,761.85)
	<u>\$4,336,883.05</u>	<u>\$3,585,643.49</u>	<u>\$751,239.56</u>
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)	
	<u>\$4,297,700.00</u>	<u>\$3,546,460.44</u>	<u>\$751,239.56</u>
Budgeted Fund Balance	<u>\$4,297,700.00</u>	<u>\$3,546,460.44</u>	<u>\$751,239.56</u>
	=====	=====	=====
Recapitulation of Budgeted Fund Balance by Subfund			
Fund 10 (includes 10, 11, 12, and 13)	\$4,297,700.00	\$3,546,460.44	\$751,239.56
	<u>\$4,297,700.00</u>	<u>\$3,546,460.44</u>	<u>\$751,239.56</u>
TOTAL Budgeted Fund Balance	<u>\$4,297,700.00</u>	<u>\$3,546,460.44</u>	<u>\$751,239.56</u>
	=====	=====	=====

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 1 Month Period Ending 07/31/2023

		BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***					
1XXX	From Local Sources	\$13,850,420.00	\$12,411,658.15		\$1,438,761.85
3XXX	From State Sources	\$1,428,562.00	\$1,428,562.00		.00
		-----	-----	-----	-----
	TOTAL REVENUE/SOURCES OF FUNDS	\$15,278,982.00	\$13,840,220.15	=====	\$1,438,761.85
		=====	=====	=====	=====
*** EXPENDITURES ***					
		APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
--- CURRENT EXPENSE ---					
11-1XX-100-XXX	Regular Programs - Instruction	\$2,089,953.15	\$460.10	\$1,906,858.49	\$182,634.56
11-3XX-100-XXX	Voc. Programs - Local - Instruction	\$3,795,633.00	\$3,421.00	\$3,431,696.02	\$360,515.98
11-401-100-XXX	School-Spon. Cocurr. Acti-Instr	\$72,373.00	.00	\$57,939.00	\$14,434.00
11-402-100-XXX	School-Spons. Athletics - Instruction	\$174,376.25	\$3,753.79	\$167,099.70	\$3,522.76
--- UNDISTRIBUTED EXPENDITURES ---					
11-800-330-XXX	Community Services Programs-				
11-000-211-XXX	Attendance and Social Work Services	\$41,626.75	\$2,637.92	\$38,988.83	.00
11-000-213-XXX	Health Services	\$210,041.74	\$110.00	\$189,065.45	\$20,866.29
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	\$20,976.55	\$692,502.78	\$40,743.18
11-000-219-XXX	Child Study Teams	\$232,514.23	\$10,439.37	\$218,979.48	\$3,095.38
11-000-221-XXX	Improvement Of Inst./Other Support Improvement of Inst. Serv.	\$440,206.00	\$35,018.84	\$405,187.16	.00
11-000-222-XXX	Educational Media Serv/School Library	\$52,418.42	.00	\$47,010.50	\$5,407.92
11-000-223-XXX	Instructional Staff Training Services	\$52,293.00	.00	\$48,187.00	\$4,106.00
11-000-230-XXX	Supp. Serv.-General Administration	\$837,205.43	\$142,638.61	\$599,785.75	\$94,781.07
11-000-240-XXX	Supp. Serv.-School Administration	\$746,352.90	\$66,197.60	\$620,405.10	\$59,750.20
11-000-25X-XXX	Central Serv & Admin. Inform. Tech.	\$882,870.21	\$86,864.70	\$492,048.49	\$303,957.02
11-000-261-XXX	Allowable Maint. for School Facilities	\$867,948.96	\$40,995.22	\$626,327.94	\$200,625.80
11-000-262-XXX	Custodial Services	\$1,039,603.00	\$71,715.70	\$957,870.53	\$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	\$2,880.06	\$141,585.94	\$3,500.00
11-000-270-XXX	Student Transportation Services	\$102,133.00	.00	\$59,983.00	\$42,150.00
11-000-291-XXX	Allocated and Unallocated Benefits	\$3,140,264.50	\$401,597.34	\$2,129,710.68	\$608,956.48
		-----	-----	-----	-----
	TOTAL GENERAL CURRENT EXPENSE EXPENDITURES/USES OF FUNDS	\$15,698,277.05	\$889,706.80	\$12,831,231.84	\$1,977,338.41
		=====	=====	=====	=====

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 1 Month Period Ending 07/31/2023

*** EXPENDITURES - cont'd ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
	-----	-----	-----	-----
*** CAPITAL OUTLAY ***				
12-XXX-XXX-73X Equipment	\$10,000.00	\$0.00	\$4,925.00	\$5,075.00
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	\$3,700,000.00	\$4,925.00	\$212,663.00
	=====	=====	=====	=====
TOTAL GENERAL FUND EXPENDITURES	\$19,615,865.05	\$4,589,706.80	\$12,836,156.84	\$2,190,001.41
	=====	=====	=====	=====

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 1 Month Period Ending 07/31/2023

	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	\$7,548.15	\$877,961.85
	TOTAL	\$13,850,420.00	\$12,411,658.15	\$1,438,761.85
		=====	=====	=====
--- 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	\$13,840,220.15	\$1,438,761.85
		=====	=====	=====

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 1 Month Period Ending 07/31/2023

	Appropriations	Expenditures	Encumbrances	Available Balance
*** GENERAL CURRENT EXPENSE ***				
--- REGULAR PROGRAMS - INSTRUCTION ---				
11-140-100-101 Salaries of Teachers	\$1,814,502.00	\$0.00	\$1,803,502.00	\$11,000.00
11-140-100-106 Other Salaries for Instruction	\$52,526.00	.00	\$52,526.00	.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	\$510.10	\$20,970.54	\$29,040.56
11-140-100-610 General Supplies	\$122,234.95	(\$50.00)	\$17,867.95	\$104,417.00
11-140-100-640 Textbooks	\$20,500.00	.00	\$6,992.00	\$13,508.00
11-140-100-800 Other Objects	\$6,419.00	.00	.00	\$6,419.00
--- 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	\$460.10	\$1,906,858.49	\$182,634.56
--- Regular Vocational Programs - Instruction ---				
11-310-100-101 Salaries of Teachers	\$3,281,256.00	\$0.00	\$3,258,006.00	\$23,250.00
11-310-100-106 Other Salaries for Instruction	\$53,139.00	.00	\$53,139.00	.00
11-310-100-320 Purchased Prof.-Ed. Services	\$143,489.00	.00	\$55,388.00	\$88,101.00
11-310-100-500 Other Purchased Services	\$78,271.00	\$2,399.00	\$15,763.24	\$60,108.76
11-310-100-610 General Supplies	\$218,918.00	\$1,022.00	\$35,780.24	\$182,115.76
11-310-100-640 Textbooks	\$10,900.00	.00	\$5,319.54	\$5,580.46
11-310-100-800 Other Objects	\$9,660.00	.00	\$8,300.00	\$1,360.00
Total	\$3,795,633.00	\$3,421.00	\$3,431,696.02	\$360,515.98
--- 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	.00	\$5,000.00
11-401-100-600 Supplies and Materials	\$6,200.00	.00	\$1,266.00	\$4,934.00
11-401-100-800 Other Objects	\$5,000.00	.00	\$500.00	\$4,500.00
TOTAL	\$72,373.00	\$0.00	\$57,939.00	\$14,434.00
--- School sponsored athletics-Instruct. ---				
11-402-100-100 Salaries	\$91,770.00	\$2,497.54	\$89,272.46	.00
11-402-100-500 Purchased Services	\$43,235.00	.00	\$43,235.00	.00
11-402-100-600 Supplies and Materials	\$14,000.00	.00	\$10,477.24	\$3,522.76
11-402-100-800 Other Objects	\$25,371.25	\$1,256.25	\$24,115.00	.00
TOTAL	\$174,376.25	\$3,753.79	\$167,099.70	\$3,522.76

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 1 Month Period Ending 07/31/2023

	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	\$2,637.92	\$30,046.08	.00
11-000-211-300 Purchased Prof. & Tech. Svc.	\$8,942.75	.00	\$8,942.75	.00
TOTAL	\$41,626.75	\$2,637.92	\$38,988.83	\$0.00
--- Health services ---				
11-000-213-100 Salaries	\$182,046.00	.00	\$182,046.00	.00
11-000-213-300 Purchased Prof. & Tech. Svc.	\$20,495.74	.00	\$4,495.74	\$16,000.00
11-000-213-600 Supplies and Materials	\$7,000.00	.00	\$2,523.71	\$4,476.29
11-000-213-800 Other Objects	\$500.00	\$110.00	.00	\$390.00
TOTAL	\$210,041.74	\$110.00	\$189,065.45	\$20,866.29
--- 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	\$5,886.24	\$406,630.76	.00
11-000-218-105 Sal Secr. & Clerical Asst.	\$114,360.00	\$9,229.98	\$105,130.02	.00
11-000-218-110 Other Salaries	\$150,952.00	\$5,275.82	\$145,676.18	.00
11-000-218-199 Unused Vac. Payment to Term/Ret Staff	\$584.51	\$584.51	.00	.00
11-000-218-390 Other Purch. Prof. & Tech Svc.	\$36,309.00	.00	\$24,243.04	\$12,065.96
11-000-218-500 Other Purchased Services	\$33,000.00	.00	\$8,900.00	\$24,100.00
11-000-218-600 Supplies and Materials	\$6,500.00	.00	\$1,922.78	\$4,577.22
TOTAL	\$754,222.51	\$20,976.55	\$692,502.78	\$40,743.18
--- Child Study Teams ---				
11-000-219-104 Salaries Other Prof. Staff	\$170,026.00	\$5,886.22	\$164,139.78	.00
11-000-219-105 Sal Secr. & Clerical Asst.	\$50,385.00	\$4,026.24	\$46,358.76	.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	.00	\$7,693.23	.00
11-000-219-500 Other Purchased Services	\$310.00	.00	.00	\$310.00
11-000-219-600 Supplies and Materials	\$1,100.00	\$296.91	\$787.71	\$15.38
11-000-219-800 Other Objects	\$500.00	\$230.00	.00	\$270.00

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 1 Month Period Ending 07/31/2023

	Appropriations	Expenditures	Encumbrances	Available Balance
TOTAL	\$232,514.23	\$10,439.37	\$218,979.48	\$3,095.38
--- Improvement of instr.serv/other supp serv-inst staff ---				
11-000-221-102 Salaries Superv. of Instr.	\$247,542.00	\$20,602.40	\$226,939.60	.00
11-000-221-104 Salaries Other Prof. Staff	\$128,548.00	\$9,439.36	\$119,108.64	.00
11-000-221-105 Sal Secr. & Clerical Asst.	\$61,666.00	\$4,977.08	\$56,688.92	.00
11-000-221-500 Other Purchased Services	\$2,450.00	.00	\$2,450.00	.00
TOTAL	\$440,206.00	\$35,018.84	\$405,187.16	\$0.00
--- Educational media serv./sch.library ---				
11-000-222-100 Salaries	\$39,508.00	.00	\$39,508.00	.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	\$5,859.42	.00
11-000-222-600 Supplies and Materials	\$4,501.00	.00	\$1,643.08	\$2,857.92
11-000-222-800 Other Objects	\$50.00	.00	.00	\$50.00
TOTAL	\$52,418.42	\$0.00	\$47,010.50	\$5,407.92
--- Instructional Staff Training Services ---				
11-000-223-102 Salaries Superv. of Instruction	\$48,043.00	.00	\$48,043.00	.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	\$0.00	\$48,187.00	\$4,106.00
--- Support services-general administration ---				
11-000-230-100 Salaries	\$431,746.00	\$36,648.78	\$395,097.22	\$0.00
11-000-230-331 Legal Services	\$69,771.81	\$2,086.50	\$27,685.31	\$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	\$1,269.50	\$2,051.00	\$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	(\$6,982.50)	\$89,365.10	\$13,946.00
11-000-230-585 BOE Other Purchased Prof. Svc.	\$3,605.00	.00	\$3,605.00	.00
11-000-230-590 Other Purchased Services	\$141,156.52	\$89,637.00	\$36,156.52	\$15,363.00
11-000-230-61X General Supplies	\$2,000.00	\$625.33	\$81.60	\$1,293.07
11-000-230-890 Misc. Expenditures	\$22,827.00	\$14,389.00	\$5,294.00	\$3,144.00
11-000-230-895 BOE Membership Dues and Fees	\$7,000.00	.00	.00	\$7,000.00

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 1 Month Period Ending 07/31/2023

	Appropriations	Expenditures	Encumbrances	Available Balance
TOTAL	\$837,205.43	\$142,638.61	\$599,785.75	\$94,781.07
--- Support services-school administration ---				
11-000-240-103 Salaries Princ./Asst. Princ.	\$237,295.00	\$19,774.48	\$217,520.52	.00
11-000-240-104 Salaries Other Prof. Staff	\$247,270.70	\$18,393.86	\$202,333.28	\$26,543.56
11-000-240-105 Sal Secr. & Clerical Asst.	\$213,972.00	\$17,152.06	\$196,819.94	.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	\$168.00	\$2,162.10	\$20,185.90
11-000-240-600 Supplies and Materials	\$14,150.00	\$400.00	\$1,330.26	\$12,419.74
11-000-240-800 Other Objects	\$6,000.00	\$5,160.00	\$239.00	\$601.00
TOTAL	\$746,352.90	\$66,197.60	\$620,405.10	\$59,750.20
--- Central Services ---				
11-000-251-100 Salaries	\$413,199.00	\$34,349.82	\$378,849.18	.00
11-000-251-330 Purchased Prof. Svcs.	\$7,311.16	\$373.75	\$6,937.41	.00
11-000-251-340 Purchased Technical Svcs.	\$29,722.00	\$13,071.80	\$16,650.20	.00
11-000-251-592 Misc Pur Serv(400-500 series)	\$5,859.42	\$976.57	\$4,882.85	.00
11-000-251-600 Supplies and Materials	\$3,500.00	\$133.33	\$114.97	\$3,251.70
11-000-251-89X Other Objects	\$2,800.00	\$2,000.00	.00	\$800.00
TOTAL	\$462,391.58	\$50,905.27	\$407,434.61	\$4,051.70
--- Admin. Info. Technology ---				
11-000-252-100 Salaries	\$275,750.00	\$22,255.80	.00	\$253,494.20
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)	\$99,200.00	\$1,675.00	\$84,613.88	\$12,911.12
11-000-252-600 Supplies and Materials	\$33,500.00	.00	.00	\$33,500.00
TOTAL	\$420,478.63	\$35,959.43	\$84,613.88	\$299,905.32
--- Allowable Maint.for School Facilities ---				
11-000-261-100 Salaries	\$526,406.00	\$39,084.88	\$479,792.26	\$7,528.86
11-000-261-420				
11-000-261-420 Cleaning, Repair & Maint. Svc.	\$248,542.96	\$1,777.00	\$133,422.60	\$113,343.36
11-000-261-610 General Supplies	\$80,000.00	\$133.34	\$8,350.90	\$71,515.76
11-000-261-800 Other Objects	\$13,000.00	.00	\$4,762.18	\$8,237.82
TOTAL	\$867,948.96	\$40,995.22	\$626,327.94	\$200,625.80
11-000-262-420 Cleaning, Repair & Maint. Svc.	\$553,789.00	.00	\$543,788.23	\$10,000.77
11-000-262-490 Other Purchased Property Svc.	\$65,000.00	\$2,365.95	\$62,618.05	\$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	.00	\$90,000.00	.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 1 Month Period Ending 07/31/2023

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-262-622 Energy (Electricity)	\$175,000.00	.00	\$175,000.00	.00
TOTAL	\$1,039,603.00	\$71,715.70	\$957,870.53	\$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	\$2,880.06	\$141,585.94	.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	\$2,880.06	\$141,585.94	\$3,500.00
--- Student transportation services ---				
11-000-270-162 Sal.pupil trans(Other than Bet Home & Sch)	\$59,983.00	.00	\$59,983.00	.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	\$0.00	\$59,983.00	\$42,150.00
--- Benefits ---				
11-XXX-XXX-210 Group Insurance	\$13,820.00	\$807.68	\$9,729.32	\$3,283.00
11-XXX-XXX-220 Social Security Contributions	\$282,200.00	\$15,144.91	\$244,855.09	\$22,200.00
11-XXX-XXX-241 Other Retirement Contrb. - PERS	\$423,370.00	\$111.18	\$5,388.82	\$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	\$209,827.12	\$1,736,886.82	\$29,503.06
11-XXX-XXX-280 Tuition Reimbursement	\$80,000.00	.00	.00	\$80,000.00
11-XXX-XXX-290 Other Employee Benefits	\$59,000.00	\$1,000.02	\$3,000.06	\$54,999.92
11-XXX-XXX-299 Unused Vac. Payment to Term/Ret Staff	\$54,932.50	\$54,932.50	.00	.00
TOTAL	\$3,140,264.50	\$401,597.34	\$2,129,710.68	\$608,956.48
Total Undistributed expenditures	\$9,565,941.65	\$882,071.91	\$7,267,638.63	\$1,416,231.11
*** TOTAL CURRENT EXPENSE EXPENDITURES ***	\$15,698,277.05	\$889,706.80	\$12,831,231.84	\$1,977,338.41

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 1 Month Period Ending 07/31/2023

	Appropriations	Expenditures	Encumbrances	Available Balance
	-----	-----	-----	-----
*** TOTAL CURRENT EXPENSE EXPENDITURES & TRANSFERS ***	\$15,698,277.05	\$889,706.80	\$12,831,231.84	\$1,977,338.41
	=====	=====	=====	=====

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 1 Month Period Ending 07/31/2023

	Appropriations	Expenditures	Encumbrances	Available Balance
*** C A P I T A L O U T L A Y ***				
Undistributed expenses				
12-000-100-730 Instruction	\$4,925.00	.00	\$4,925.00	.00
12-000-252-730 Admin. Info. Tech.	\$5,075.00	.00	.00	\$5,075.00
TOTAL	\$10,000.00	\$0.00	\$4,925.00	\$5,075.00
--- Facilities acquisition and construction services ---				
12-000-400-800 Other objects	\$207,588.00	.00	.00	\$207,588.00
Facilitis. 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	\$3,700,000.00	\$4,925.00	\$212,663.00
TOTAL GENERAL FUND EXPENDITURES	\$19,615,865.05	\$4,589,706.80	\$12,836,156.84	\$2,190,001.41

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

For 1 Month Period Ending 07/31/2023

I, Raelene Sipple, 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.

7/31/2023

Board Secretary/Business Administrator

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

8/10 7:54am

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
Special Revenue Fund - Fund 20
Interim Balance Sheet
For 1 Month Period Ending 07/31/23

=====

ASSETS AND RESOURCES

=====

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

101	Cash in bank		(\$93,191.68)
	Accounts receivable:		
141	Intergovernmental - State	\$24,332.12	
142	Intergovernmental - Federal	\$212,932.03	
			\$237,264.15

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

301	Estimated Revenues	\$1,299,043.23	
			\$1,299,043.23

Total assets and resources

\$1,443,115.70

=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
Special Revenue Fund - Fund 20
Interim Balance Sheet
For 1 Month Period Ending 07/31/23

=====

LIABILITIES AND FUND EQUITY

=====

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

411	Intergovernmental accounts payable - State	\$114,815.26
421	Accounts Payable	\$45,614.62
481	Deferred revenues	\$6,078.55
		\$166,508.43
	TOTAL LIABILITIES	\$166,508.43

=====

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	\$151,480.77
601	Appropriations	\$1,299,043.23
602	Less: Expenditures	\$22,435.96
603	Encumbrances	\$151,480.77 (\$173,916.73)
		\$1,125,126.50
	TOTAL FUND BALANCE	\$1,276,607.27
	TOTAL LIABILITIES AND FUND EQUITY	\$1,443,115.70

=====

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 1 Month Period Ending 07/31/23

	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	\$951,307.23	.00		\$951,307.23
TOTAL REVENUE/SOURCES OF FUNDS	\$1,299,043.23	\$0.00		\$1,299,043.23
=====				
				AVAILABLE
*** EXPENDITURES ***				
	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	BALANCE
STATE PROJECTS:				
Vocational education (331-360)	\$1,259.00	.00	.00	\$1,259.00
Other State Projects (431-449)	\$346,477.00	\$18,935.96	\$122,228.47	\$205,312.57
TOTAL STATE PROJECTS	\$347,736.00	\$18,935.96	\$122,228.47	\$206,571.57
FEDERAL PROJECTS:				
ESSA Title I - Part A/D (231-239)	\$43,223.00	.00	\$14,000.00	\$29,223.00
I.D.E.A. Part B (Handicapped) (250-259)	\$91,879.00	.00	.00	\$91,879.00
ESSA Title II - Part A/D (270-279)	\$8,685.00	.00	\$5,178.00	\$3,507.00
ESSA Title IV (280-289)	\$10,000.00	.00	.00	\$10,000.00
Vocational Education (361-389)	\$281,555.00	.00	\$10,000.00	\$271,555.00
CRRSA Act-Mental Health Grant Program (485)	\$45,000.00	.00	.00	\$45,000.00
ARP - ESSER Grant Program (487)	\$338,503.54	\$3,500.00	.00	\$335,003.54
ARP - ESSER Accelerated Learning Coaching (488)	\$43,758.30	.00	.00	\$43,758.30
ARP - ESSER Evidence-Based Summer Learning (489)	\$16,774.02	.00	\$74.30	\$16,699.72
ARP - ESSER Evidence-Based Comprehensive (490)	\$26,929.37	.00	.00	\$26,929.37
ARP - ESSER NJ Tiered System of Supports (491)	\$45,000.00	.00	.00	\$45,000.00
TOTAL FEDERAL PROJECTS	\$951,307.23	\$3,500.00	\$29,252.30	\$918,554.93
*** TOTAL EXPENDITURES ***	\$1,299,043.23	\$22,435.96	\$151,480.77	\$1,125,126.50
=====				

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 1 Month Period Ending 07/31/23

		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	\$10,000.00	.00	\$10,000.00
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	.00	\$45,000.00
4540	ARP-ESSER Grant Program	\$338,503.54	.00	\$338,503.54
4541	ARP-ESSER Accelerated Learning Coaching	\$43,758.30	.00	\$43,758.30
4542	ARP-ESSER Evidence-Based Summer Learning	\$16,774.02	.00	\$16,774.02
4543	ARP-ESSER Evidence-Based Comprehensive Beyond the School Day	\$26,929.37	.00	\$26,929.37
4544	ARP-ESSER NJ NTiered System of Supports	\$45,000.00	.00	\$45,000.00
		-----	-----	-----
	Total Revenues from Federal Sources	\$951,307.23	\$0.00	\$951,307.23
		=====	=====	=====
	TOTAL REVENUES/SOURCES OF FUNDS	\$1,299,043.23	\$0.00	\$1,299,043.23
		=====	=====	=====

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 1 Month Period Ending 07/31/23

	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	.00	.00	\$1,259.00
20-431-XXX-XXX to 20-449-XXX-XXX Other State Projects	\$346,477.00	\$18,935.96	\$122,228.47	\$205,312.57
-- TOTAL Other State Programs --	\$347,736.00	\$18,935.96	\$122,228.47	\$206,571.57
TOTAL STATE PROJECTS	\$347,736.00	\$18,935.96	\$122,228.47	\$206,571.57
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	.00	\$14,000.00	\$29,223.00
20-25X-XXX-XXX I.D.E.A. Part B	\$91,879.00	.00	.00	\$91,879.00
20-27X-XXX-XXX ESSA Title II - Part A/D	\$8,685.00	.00	\$5,178.00	\$3,507.00
20-28X-XXX-XXX ESSA Title IV	\$10,000.00	.00	.00	\$10,000.00
20-361 to 20-389-XXX-XXX Vocational Education	\$281,555.00	.00	\$10,000.00	\$271,555.00
20-485-XXX-XXX CRRSA Act-Mental Health Grant Program	\$45,000.00	.00	.00	\$45,000.00
20-487-XXX-XXX ARP-ESSER Grant Program	\$338,503.54	\$3,500.00	.00	\$335,003.54
20-488-XXX-XXX ARP-ESSER Accelerated Learning Coaching	\$43,758.30	.00	.00	\$43,758.30
20-489-XXX-XXX ARP-ESSER Evidence-Based Summer Learning	\$16,774.02	.00	\$74.30	\$16,699.72
20-490-XXX-XXX ARP-ESSER Evidence-Based Comprehensive	\$26,929.37	.00	.00	\$26,929.37
20-491-XXX-XXX ARP-ESSER NJ Tiered System of Supports	\$45,000.00	.00	.00	\$45,000.00
TOTAL Other Federal Programs	\$951,307.23	\$3,500.00	\$29,252.30	\$918,554.93
TOTAL FEDERAL PROJECTS	\$951,307.23	\$3,500.00	\$29,252.30	\$918,554.93
20-XXX-XXX-XXX All Other State/Fed/Loc Projects	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL EXPENDITURES	\$1,299,043.23	\$22,435.96	\$151,480.77	\$1,125,126.50

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

Special Revenue Fund - Fund 20
For 1 Month Period Ending 07/31/23

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

7/31/2023

Date

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

8/10 7:54am

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.
 Capital Projects Fund - Fund 30
 Interim Balance Sheet
 For 1 Month Period Ending 07/31/23

=====

ASSETS AND RESOURCES

=====

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

101	Cash in bank		\$3,640,992.90
	Accounts receivable:		
140	Intergovernmental - Accts. Recvble.	\$2,021,333.46	
			\$2,021,333.46

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

301	Estimated Revenues	\$28,538,839.20	
302	Less Revenues	(\$3,700,000.00)	
			\$24,838,839.20
	 Total assets and resources		 \$30,501,165.56
			=====

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

Capital Projects Fund - Fund 30
 Interim Balance Sheet
 For 1 Month Period Ending 07/31/23

=====
 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		\$1,224,622.64
601	Appropriations	\$28,500,772.23	
602	Less : Expenditures	\$137,134.54	
603	Encumbrances	\$1,224,622.64	(\$1,361,757.18)
		<hr/>	<hr/>
	Total Appropriated		\$27,139,015.05
			<hr/>
	Total Appropriated		\$28,363,637.69

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

770	Fund balance		\$632,627.89
303	Budgeted Fund Balance		\$1,363,019.15
			<hr/>

TOTAL FUND BALANCE \$30,359,284.73

TOTAL LIABILITIES AND FUND EQUITY \$30,501,165.56

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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 1 Month Period Ending 07/31/23

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
	-----	-----	-----	-----
*** REVENUES/SOURCES OF FUNDS ***				
Other Revenue/Source of Funds	\$28,538,839.20	\$3,700,000.00		\$24,838,839.20
	-----	-----	-----	-----
TOTAL REVENUE/SOURCES OF FUNDS	\$28,538,839.20	\$3,700,000.00		\$24,838,839.20
	=====	=====	=====	=====
*** EXPENDITURES ***				
	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
	-----	-----	-----	-----
--- Facilities acquisition and constr. serv. ---				
30-000-4XX-390 Other purchased prof. & tech. serv.	\$2,187,802.18	\$100,329.54	\$1,224,622.64	\$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	\$137,134.54	\$1,224,622.64	\$27,139,015.05
	=====	=====	=====	=====
TOTAL EXPENDITURES	\$28,500,772.23	\$137,134.54	\$1,224,622.64	\$27,139,015.05
	=====	=====	=====	=====
*** TOTAL EXPENDITURES AND TRANSFERS	\$28,500,772.23	\$137,134.54	\$1,224,622.64	\$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 1 Month Period Ending 07/31/23

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.

7/31/2023

Board Secretary/Business Administrator

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: July 2023

CASH REPORT

Governmental Funds	Beginning Balance	Deposits	Disbursements	Ending Balance
General Fund (10)	\$ 1,297,540.72	\$ 1,332,203.59	\$ (748,324.14)	\$ 1,881,420.17
Capital Reserve (10-16)	\$ 4,689,324.39	\$ -	\$ (3,887,200.00)	\$ 802,124.39
Maintenance Reserve (10-17)	\$ 611,685.83	\$ -	\$ -	\$ 611,685.83
Special Revenue Fund (20)	\$ (121,403.14)	\$ 69,808.00	\$ (41,596.54)	\$ (93,191.68)
Capital Project Fund (30)	\$ 78,127.44	\$ 3,700,000.00	\$ (137,134.54)	\$ 3,640,992.90
Total Governmental Funds	\$ 6,555,275.24	\$ 5,102,011.59	\$ (4,814,255.22)	\$ 6,843,031.61
Summer Savings Acct #6028	\$ 223,893.69		\$ (111,946.86)	\$ 111,946.83
Enterprise Fund (60) Café # 1253	\$ 16,876.72	\$ 1,918.12	\$ (6,297.28)	\$ 12,497.56
Payroll Fund (70) Acct #5868	\$ -	\$ 296,096.09	\$ (296,096.09)	\$ -
Agency Fund (90) Acct #9311	\$ -	\$ 218,031.68	\$ (218,031.68)	\$ -
Total Trust & Agency	\$ 240,770.41	\$ 516,045.89	\$ (632,371.91)	\$ 124,444.39
Grand Totals	\$ 6,796,045.65	\$ 5,618,057.48	\$ (5,446,627.13)	\$ 6,967,476.00

X

Robert Presuto

Robert Presuto
Superintendent

8/10/23

Date

Bank Reconciliation
Cafeteria Account #1253
July 31, 2023

Books

Beginning Balance	\$	16,876.72
Deposits	\$	1,918.12
Disbursements	\$	(6,297.28)
Ending Balance	\$	12,497.56

Bank

Ending Balance	\$	12,485.61
DIT Banking Error Cashed Another Company's Check	\$	65.00
Outstanding Checks	\$	(53.05)
Ending Balance	\$	12,497.56

Outstanding Checks	Year	Month	Check #	Amount
	2023		1775	\$ 53.05
Total				\$ 53.05

Bank Reconciliation
Agency Account # 9311
July 31, 2023

Books	
Beginning Balance	\$ -
Deposits	\$ 218,031.68
Disbursements	\$ (218,031.68)
Ending Balance	\$ -

Bank	
Ending Balance	\$ 1,269.50
Outstanding Checks	\$ (1,269.50)
Ending Balance	\$ -

Outstanding Checks	Month	Check #	Amount
	July	200578	\$ 1,269.50
Total			\$ 1,269.50

Bank Reconciliation
Payroll Account #5868
July 31, 2023

Books	
Beginning Balance	\$ -
Deposits	\$ 296,096.09
Disbursements	\$ (296,096.09)
Ending Balance	\$ -

Bank	
Ending Balance	\$ 2,455.25
Outstanding Checks	\$ (2,455.25)
Ending Balance	\$ -

Outstanding Checks	Month	Check #	Amount
	July	24268	\$ 2,455.25
Total			\$ 2,455.25

Bank Reconciliation
Summer Savings Account # 6028
July 31, 2023

Books	
Beginning Balance	\$ 223,893.69
Deposits	\$ (111,946.86)
Disbursements	\$ -
Ending Balance	\$ 111,946.83

Bank	
Ending Balance	\$ 111,946.83
Outstanding Checks	\$ -
Ending Balance	\$ -

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Somerset County Vocational Board of Ed.

Expense Account Adjustment Analysis By Account#

ADDENDUM #7

va_exaa1.082406

06/30/2023

Current Cycle : June

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance	
Current Appropriation Adjustments									
11-000-211-171-04-0000-	SALARIES-ATTENDANCE OFFI	June Transfers	0047	06/30/2023	RSIPPLE	\$31,655.00	\$0.04	\$31,655.04	
11-000-213-100-05-0001-	SUBSTITUTES/O.T.	June Transfers	0047	06/30/2023	RSIPPLE	\$4,271.80	\$584.88	\$4,856.68	
11-000-216-320-05-0000-	SPEECH/OT/PT/RELATED SVC	June Transfers	0047	06/30/2023	RSIPPLE	\$6,000.00	(\$6,000.00)	\$0.00	
11-000-218-105-05-0000-	SAL. SECRETARIES	June Transfers	0047	06/30/2023	RSIPPLE	\$110,760.00	(\$6,000.00)	\$104,760.00	
11-000-222-100-03-0001-	SUBSTITUTES/O.T.	June Transfers	0047	06/30/2023	RSIPPLE	\$4,209.00	\$524.00	\$4,733.00	
11-000-223-580-05-0000-	SE TEACH OOD TRAIING	June Transfers	0047	06/30/2023	RSIPPLE	\$0.00	\$530.98	\$530.98	
11-000-230-530-08-0003-	POSTAGE	June Transfers	0047	06/30/2023	RSIPPLE	\$8,000.00	\$200.00	\$8,200.00	
11-000-230-590-08-0001-	TRAVEL - SUPERINTENDENT	June Transfers	0047	06/30/2023	RSIPPLE	\$3,257.25	\$267.34	\$3,524.59	
11-000-240-104-03-0000-	SALARIES - SUPERVISORS	June Transfers	0047	06/30/2023	RSIPPLE	\$327,296.00	\$870.22	\$328,166.22	
11-000-240-105-03-0001-	SUBSTITUTES/O.T.	June Transfers	0047	06/30/2023	RSIPPLE	\$2,112.17	\$363.25	\$2,475.42	
11-000-240-500-03-0001-	DISPLAY ADS - HS	June Transfers	0047	06/30/2023	RSIPPLE	\$15,000.00	\$3,301.03	\$18,301.03	
11-000-251-100-08-0000-	SALARIES-BUSINESS OFFICE	June Transfers	0047	06/30/2023	RSIPPLE	\$400,843.00	\$1,038.85	\$401,881.85	
11-000-251-330-08-0000-	PURCH. PROF. SVS. - OTHE	June Transfers	0047	06/30/2023	RSIPPLE	\$17,515.60	(\$8,000.00)	\$9,515.60	
11-000-251-592-08-0000-	TRAVEL-BUSINESS OFFICE	June Transfers	0047	06/30/2023	RSIPPLE	\$2,000.00	\$418.17	\$2,418.17	
11-000-252-500-16-0000-	OTHER PURCH SCVS	June Transfers	0047	06/30/2023	RSIPPLE	\$49,190.00	(\$22,000.00)	\$27,190.00	
11-000-261-100-02-0000-	SALARIES - MAINTENANCE	June Transfers	0047	06/30/2023	RSIPPLE	\$461,596.47	(\$5,000.00)	\$456,596.47	
11-000-261-100-02-0001-	SALARY - MAINT. O/T/	June Transfers	0047	06/30/2023	RSIPPLE	\$15,000.00	(\$2,075.47)	\$12,924.53	
11-000-261-199-02-0000-	SALARIES	June Transfers	0047	06/30/2023	RSIPPLE	\$0.00	\$1,344.31	\$1,344.31	
11-000-261-610-02-0000-	MAINT SUPPL - B&G	June Transfers	0047	06/30/2023	RSIPPLE	\$76,741.05	\$15.97	\$76,757.02	
11-000-261-800-02-0000-	MEMBERSHIPS	June Transfers	0047	06/30/2023	RSIPPLE	\$16,601.53	\$99.20	\$16,700.73	
11-000-266-100-02-0001-	OVERTIME	June Transfers	0047	06/30/2023	RSIPPLE	\$2,659.99	\$799.26	\$3,459.25	
11-000-270-162-02-0001-	SUBSTITUTES/OT	June Transfers	0047	06/30/2023	RSIPPLE	\$11,393.47	\$1,951.29	\$13,344.76	
11-000-270-420-02-0000-	CLEANING, REPAIR & MAINT	June Transfers	0047	06/30/2023	RSIPPLE	\$7,200.00	\$1,515.81	\$8,715.81	
11-000-270-517-03-0000-	CONTRACT. SERV.(REG. STU	June Transfers	0047	06/30/2023	RSIPPLE	\$8,000.00	\$38.25	\$8,038.25	
11-000-291-220-08-0000-	SOCIAL SECURITY	June Transfers	0049	06/30/2023	VHART	\$267,200.00	\$12,000.00	\$279,200.00	
		June Transfers	0050	06/30/2023	VHART	\$279,200.00	\$3,964.00	\$283,164.00	
			Total For Account # 11-000-291-220-08-0000-					\$15,964.00	
11-000-291-270-08-0000-	MEDICAL PREMIUM	June Transfers	0049	06/30/2023	VHART	\$1,771,717.00	(\$12,000.00)	\$1,759,717.00	
11-000-291-270-08-0001-	FSA-BENEFITS	June Transfers	0050	06/30/2023	VHART	\$5,700.00	(\$3,964.00)	\$1,736.00	
11-000-291-290-08-0000-	WAIVERS / OTHER	June Transfers	0047	06/30/2023	RSIPPLE	\$51,379.04	\$733.36	\$52,112.40	
11-140-100-101-03-0001-	SUBSTITUTES	June Transfers	0047	06/30/2023	RSIPPLE	\$15,000.00	\$1,320.00	\$16,320.00	

Somerset County Vocational Board of Ed.

Expense Account Adjustment Analysis By Account#

va_exaa1.082406

06/30/2023

Current Cycle : June

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance	
11-140-100-101-03-0002-	EXTRA HOURS	June Transfers	0047	06/30/2023	RSIPPLE	\$58,087.71	\$16,638.32	\$74,726.03	
11-140-100-106-07-0000-	AIDES - ALTERNATIVE SCH	June Transfers	0047	06/30/2023	RSIPPLE	\$50,873.00	\$462.74	\$51,335.74	
11-310-100-101-10-0000-	PERF ARTS P-T SALARY	June Transfers	0047	06/30/2023	RSIPPLE	\$145,381.75	\$74.71	\$145,456.46	
11-310-100-101-11-0001-	VOC. SAL - SUBSTITUTES	June Transfers	0051	06/30/2023	RSIPPLE	\$15,512.09	(\$384.00)	\$15,128.09	
11-310-100-101-11-0002-	EXTRA HOURS	June Transfers	0047	06/30/2023	RSIPPLE	\$31,657.37	\$8,000.09	\$39,657.46	
		June Transfers	0051	06/30/2023	RSIPPLE	\$39,657.46	\$384.00	\$40,041.46	
Total For Account # 11-310-100-101-11-0002-								\$8,384.09	
11-310-100-101-60-0000-	ACADEMY SALARIES-TEACHER	June Transfers	0047	06/30/2023	RSIPPLE	\$491,408.20	\$1,972.47	\$493,380.67	
11-310-100-320-11-0000-	PURCH PROF-ED SERVICES	June Transfers	0047	06/30/2023	RSIPPLE	\$51,095.00	\$353.00	\$51,448.00	
11-310-100-500-11-0000-	OTHER PURCHD SERV S	June Transfers	0047	06/30/2023	RSIPPLE	\$36,927.00	\$945.18	\$37,872.18	
11-310-100-800-11-0000-	OTHER OBJECTS - VOC	June Transfers	0047	06/30/2023	RSIPPLE	\$6,492.00	\$1,476.34	\$7,968.34	
11-401-100-610-03-0000-	SUPPLIES - HS	June Transfers	0047	06/30/2023	RSIPPLE	\$7,629.20	\$100.07	\$7,729.27	
11-402-100-100-03-0000-	SALARIES - A.D.	June Transfers	0047	06/30/2023	RSIPPLE	\$29,176.00	\$159.13	\$29,335.13	
11-402-100-100-03-0001-	STIPENDS - COACHES	June Transfers	0047	06/30/2023	RSIPPLE	\$60,000.00	\$2,160.00	\$62,160.00	
12-000-213-730-05-0000-	UNDIST.EXPEND.-SUPPORT S	June Transfers	0047	06/30/2023	RSIPPLE	\$11,000.00	\$817.21	\$11,817.21	
60-910-310-300-00-0000-	PURCH. PROF. SERVICES	June Transfers	0048	06/30/2023	RSIPPLE	\$132,750.24	\$6,131.03	\$138,881.27	
Total Current Appr.								\$6,131.03	

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Somerset County Vocational Board of Ed.

Expense Account Adjustment Analysis By Account#

ADDENDUM #8

va_exaa1.082406

07/31/2023

Current Cycle : July

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance
Current Appropriation Adjustments								
11-000-211-300-05-0000-	PURCHASED PROFESSIONAL A	July Transfers	0010	07/31/2023	RSIPPLE	\$8,230.00	\$712.75	\$8,942.75
11-000-218-199-07-0000-	UNUSED VAC. PAYMENT TO T	July Transfers	0007	07/31/2023	RSIPPLE	\$0.00	\$584.51	\$584.51
11-000-219-390-05-0000-	CST OTHER PROF SVS	July Transfers	0010	07/31/2023	RSIPPLE	\$6,726.00	\$967.23	\$7,693.23
11-000-221-500-08-0000-	MISC PURCH SVC	July Transfers	0010	07/31/2023	RSIPPLE	\$2,000.00	\$450.00	\$2,450.00
11-000-222-500-08-0000-	COPIER LEASE	July Transfers	0006	07/31/2023	RSIPPLE	\$0.00	\$5,859.42	\$5,859.42
11-000-222-610-03-0000-	AVA MATERIALS - HS	July Transfers	0005	07/31/2023	RSIPPLE	\$5,000.00	(\$499.00)	\$4,501.00
11-000-230-530-08-0000-	TELEPHONE - DISTRICT	July Transfers	0010	07/31/2023	RSIPPLE	\$21,950.00	\$30,954.60	\$52,904.60
11-000-230-530-08-0001-	ONLINE/PROVIDER SERVICES	July Transfers	0010	07/31/2023	RSIPPLE	\$55,000.00	(\$20,000.00)	\$35,000.00
11-000-230-530-08-0003-	POSTAGE	July Transfers	0010	07/31/2023	RSIPPLE	\$8,000.00	\$424.00	\$8,424.00
11-000-230-585-08-0000-	BOE - TRAVEL	July Transfers	0010	07/31/2023	RSIPPLE	\$2,000.00	\$1,605.00	\$3,605.00
11-000-230-590-08-0001-	TRAVEL - SUPERINTENDENT	July Transfers	0010	07/31/2023	RSIPPLE	\$1,000.00	\$156.52	\$1,156.52
11-000-230-890-08-0001-	MEMBERSHIPS - SUPT.	July Transfers	0010	07/31/2023	RSIPPLE	\$17,000.00	\$1,827.00	\$18,827.00
11-000-240-104-03-0000-	SALARIES - SUPERVISORS	July Transfers	0007	07/31/2023	RSIPPLE	\$334,481.00	(\$60,694.84)	\$273,786.16
		July Transfers	0010	07/31/2023	RSIPPLE	\$273,786.16	(\$26,030.46)	\$247,755.70
		July Transfers	0019	07/31/2023	RSIPPLE	\$247,755.70	(\$485.00)	\$247,270.70
Total For Account # 11-000-240-104-03-0000-							(\$87,210.30)	
11-000-240-199-03-0000-	UNUSED VAC. PAYMENT TO T	July Transfers	0007	07/31/2023	RSIPPLE	\$0.00	\$5,149.20	\$5,149.20
11-000-240-500-03-0002-	OTHER PURCH SERV	July Transfers	0008	07/31/2023	RSIPPLE	\$0.00	\$2,016.00	\$2,016.00
11-000-251-330-08-0000-	PURCH. PROF. SVS. - OTHE	July Transfers	0010	07/31/2023	RSIPPLE	\$7,250.00	\$61.16	\$7,311.16
11-000-251-340-08-0000-	PURCHASED TECHNICAL SERV	July Transfers	0010	07/31/2023	RSIPPLE	\$5,500.00	\$222.00	\$5,722.00
11-000-251-592-08-0000-	BUS OFFICE TRAVEL/COPIER	July Transfers	0006	07/31/2023	RSIPPLE	\$2,000.00	\$3,859.42	\$5,859.42
11-000-252-199-16-0000-	UNUSED VAC PAYMENT	July Transfers	0007	07/31/2023	RSIPPLE	\$0.00	\$12,028.63	\$12,028.63
11-000-261-420-02-0000-	COPIER - LEASE	July Transfers	0006	07/31/2023	RSIPPLE	\$19,000.00	(\$15,840.04)	\$3,159.96
		July Transfers	0008	07/31/2023	RSIPPLE	\$3,159.96	(\$2,016.00)	\$1,143.96
Total For Account # 11-000-261-420-02-0000-							(\$17,856.04)	
11-000-291-299-08-0000-	UNUSED SICK PAY RETIRED	July Transfers	0007	07/31/2023	RSIPPLE	\$12,000.00	\$42,932.50	\$54,932.50
11-140-100-500-03-0000-	OTH PURC SVCS-TRAVEL HS	July Transfers	0006	07/31/2023	RSIPPLE	\$3,200.00	\$6,121.20	\$9,321.20
		July Transfers	0010	07/31/2023	RSIPPLE	\$9,321.20	\$3,200.00	\$12,521.20
Total For Account # 11-140-100-500-03-0000-							\$9,321.20	
11-140-100-610-07-0000-	SUPPLIES - ALT. SCHOOL	July Transfers	0010	07/31/2023	RSIPPLE	\$700.00	\$484.95	\$1,184.95
11-310-100-320-11-0000-	PURCH PROF-ED SERVICES	July Transfers	0010	07/31/2023	RSIPPLE	\$50,895.00	\$4,094.00	\$54,989.00
		July Transfers	0011	07/31/2023	RSIPPLE	\$54,989.00	\$399.00	\$55,388.00

Somerset County Vocational Board of Ed.

Expense Account Adjustment Analysis By Account#

va_exaa1.082406

07/31/2023

Current Cycle : July

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance
Total For Account # 11-310-100-320-11-0000-							\$4,493.00	
11-310-100-320-60-0000-	PAYMENT - RVCC	July Transfers	0010	07/31/2023	RSIPPLE	\$90,000.00	(\$4,000.00)	\$86,000.00
		July Transfers	0011	07/31/2023	RSIPPLE	\$86,000.00	(\$399.00)	\$85,601.00
Total For Account # 11-310-100-320-60-0000-							(\$4,399.00)	
11-310-100-500-05-0000-	OTHER PURCHASED SERVICES	July Transfers	0005	07/31/2023	RSIPPLE	\$1,600.00	\$499.00	\$2,099.00
11-310-100-610-07-0000-	GENERAL SUPPLIES	July Transfers	0010	07/31/2023	RSIPPLE	\$2,000.00	(\$500.00)	\$1,500.00
11-402-100-500-03-0000-	ATH. TRAINER SVS	July Transfers	0019	07/31/2023	RSIPPLE	\$42,750.00	\$485.00	\$43,235.00
11-402-100-800-03-0000-	MEMBERSHIP DUES	July Transfers	0010	07/31/2023	RSIPPLE	\$20,000.00	\$5,371.25	\$25,371.25
12-000-100-730-16-0000-	TECH EQUIPMENT FOR INSTR	July Transfers	0009	07/31/2023	RSIPPLE	\$0.00	\$4,925.00	\$4,925.00
12-000-252-730-16-0000-	IT EQUIPMENT	July Transfers	0009	07/31/2023	RSIPPLE	\$10,000.00	(\$4,925.00)	\$5,075.00
Total Current Appr.								\$0.00

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