

SOMERSET COUNTY VOCATIONAL BOARD OF EDUCATION

SOMERSET COUNTY VOCATIONAL & TECHNICAL SCHOOLS

14 Vogt Drive
Bridgewater, New Jersey 08807

Regular Meeting
August 24, 2020

I. Call to Order

II. Roll Call of Members

William Hyncik, Jr., President
Gregory Lalevee, Vice President
Richard St. Pierre
Nadine Wilkins
Roger Jinks

Also Present:

Dr. Chrys Harttraft, Superintendent of Schools
Raelene Sipple, School Business Administrator/Board Secretary
Hector Montes, High School Principal
Lisa Fittipaldi, Board Attorney
Melonie Marano, Somerset County Freeholder Liaison
Members of the Press: The Courier News, The Star Ledger and the Messenger Gazette
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 4, 2020.

Pledge of Allegiance

III. Approval of Minutes of the Regular Meeting and Executive Session held on July 27, 2020.

A. Corrections

On motion of _____, seconded by _____, the minutes of the Regular Meeting and Executive Session held on July 27, 2020 were approved.

IV. Release of Executive Session Minutes

On motion of _____, seconded by _____, the executive session minutes are approved and to be released as listed:

February 24, 2020, January 27, 2020, December 16, 2019, November 25, 2019, November 1, 2019, October 28, 2019, September 23, 2019, June 24, 2019, May 20, 2019, April 15, 2019, February 25, 2019, October 16, 2017 and May 23, 2016.

V. Correspondence

A.

VI. Presentations/Recognitions

A. Presentation of Student of the Month –

VII. Old or Unfinished Business

A. Construction Projects

VIII. Report of the Attorney

IX. Committee Reports

- Board of School Estimate –
- Curriculum/Grants –
- NJSBA (Delegate) –
- SCSBA (Delegate) –
- SCESC (Representative) – Dr. Harttraft
- SCJIF – (Commissioner) – Ms. Sipple
- SSRHIF – (Chair) – Mr. Hyncik

X. School Communications Report

SUPPLEMENT

Employment of Full-Time Personnel - 2020-21 School Year

The Superintendent recommends that the Board of Education appoint Ms. Lititia Lumzy to the position of Cosmetology Instructor (UPC# TCH-HS-COSM-FL-01), at a salary of \$64,895.00, Step 13-14/A, effective September 1, 2020. (11-310-100-1010-11-0000)

Motion_____ Second_____

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Hyncik	___	___
Mr. Lalevee	___	___
Mr. St. Pierre	___	___
Ms. Wilkins	___	___
Mr. Jinks	___	___

XI. Superintendent's Report

A. Employment of Full-Time Personnel – 2020-21 School Year

The Superintendent recommends that the Board of Education appoint Mr. Mark Queen to the position of Security Officer (10-month) (UPC# GUA-BO-SECG-NA-03), at a salary of \$39,000.00, effective September 1, 2020. (11-000-266-100-02-0000)

B. Employment of Part-Time Hourly Personnel - Summer 2020

The Superintendent recommends that the Board of Education approve employment of the following part-time personnel for Summer 2020:

High School

Kristen Mc Nerney	Extended School Year (10 hrs)	\$ 35.00/hr (20-231-100-101-23-0000)*
Matthew Dolegiewitz	Extended School Year (10 hrs)	\$ 35.00/hr (20-231-100-101-23-0000)*
Peggy Prezioso	COVID Health Planning (10 hrs)	\$ 35.00/hr (20-231-100-101-23-0000)*
Joseph Alfieri	School Signage Project (20 hrs)	\$ 35.00/hr (20-477-100101-00-0000)*
Laurie Reader	Social Distancing Preparation Auditorium/Stage/Studios, etc. (10 hrs)	\$ 35.00/hr (20-477-100101-00-0000)*

* CARES-Act (ESSERF [Elementary and Secondary School Emergency Relief Fund])

C. Employment of Part-Time Personnel - 2020-21 School Year

The Superintendent recommends that the Board of Education approve employment of the following part-time personnel for the 2020-21 school year:

High School

Kathleen Caola	Aide – Health Occupations (20 hrs/week)	\$ 31.13/hr (11-310-100-106-11-0000)
Joanne May	Aide – Cosmetology (20 hrs/week)	\$ 31.13/hr (11-310-100-106-11-0000)
Anthony Pucci, Jr.	Substitute Bus Driver	\$ 26.65/hr (11-000-270-162-02-0001)
Alejandro Ripalda	Substitute Bus Driver	\$ 26.65/hr (11-000-270-162-02-0001)

Performing Arts

Dance Performance/Dance Education

Kathleen Amalfitano	Ballet I, Dance Science, Anatomy, Pilate's cert. (290 hrs)	\$ 43.31/hr (11-310-100-101-10-0000)
Nora Cotter	Ballet III (250 hrs)	\$ 43.31/hr (11-310-100-101-10-0000)
Svetlana Volf	Accompanist (230 hrs)	\$ 32.02/hr (11-310-100-101-10-0000)

Employment of Part-Time Personnel – 2020-21m School Year (con’t)

Dance Performance/Dance Education

Neil Mitchell	Accompanist (170 hrs)	\$ 32.02/hr <small>(11-310-100-101-10-0000)</small>
Bonnie Grube	Costumier (240 hrs)	\$ 32.26/hr <small>(11-310-100-101-10-0000)</small>
	Production Assistant (120 hrs)	\$ 22.70/hr <small>(11-310-100-101-10-0000)</small>
 <u>Creative Arts</u>		
Sheila Sullivan	Adult Dance Evening Instructor (72 hrs)	\$ 52.92/hr <small>(11-310-100-101-10-0000)</small>

D. Salary Adjustments – 2020-21 School Year

The Superintendent recommends that the Board of Education approve the following salary adjustments for the 2020-21 school year:

Name	2020-21 Base Salary	Masters Stipend	Add'l Assignments per Week	% Rate	Amount	2020-21 Total Salary
Christopher Miller	\$ 73,405.00	\$ 725.00	10	28.56%	\$ 20,964.47	\$ 95,094.47
Johanna Scholl	\$ 80,005.00	\$ 725.00	10	28.56%	\$ 22,849.43	\$ 103,579.43
Meghan O'Reilly	\$ 62,410.00	\$ 725.00	5	14.28%	\$ 8,912.15	\$ 72,047.15
Joseph Alfieri	\$ 82,470.00	N/A	5*	14.28%	\$ 11,776.72	\$ 94,246.72
Jonathon Ostroff	\$ 85,565.00	N/A	5*	14.28%	\$ 12,218.68	\$ 97,783.68
*Contingent upon in person student learning						

E. Extra-Curricular Appointments – 2020-21 School Year

The Superintendent recommends that the Board of Education approve the following for extra-curricular activities for the 2020-21 school year as follows:

Patricia Morales Morning Duty Monitor Substitute \$ 16.00/day

Suspension of any activity is at the discretion of the Board of Education. In the event that there is a cancellation or an extended period of time when athletics, clubs or activities are not permitted any stipends for that impacted period of time shall not be paid and/or prorated accordingly.

F. Provisional Teacher Program – 2020-21 School Year

The Superintendent recommends that the Board of Education approve the following mentor (pursuant to NJAC 6A:9B-8.4) for the district’s provisional teacher for the 2020-21 school year (payment amount is determined by the NJ Department of Education and satisfied by the mentee) as follows:

<u>Provisional Teacher Candidate (Mentee)</u>	<u>Route</u>	<u>Mentoring Fees</u>	<u>Mentor</u>
Alyssa Egner	Traditional	\$275.00 – 15 weeks	Meghan O’Reilly

G. School Improvement Panel (ScIP)

The Superintendent recommends that the Board of Education appoint the School Improvement Panel (ScIP) for the 2020-21 school year as follows:

- Patrick Pelliccia, Assistant Superintendent for Instruction
- Hector Montes, Principal
- Christopher Miller, Academic Instructor/Staff Development Leader
- Johanna Scholl, Academic Instructor/Staff Development Leader

Motion_____ Second_____

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Hyncik	___	___
Mr. Lalevee	___	___
Mr. St. Pierre	___	___
Ms. Wilkins	___	___
Mr. Jinks	___	___

H. Textbook Approval

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

Contemporary Business, Houghton Mifflin, 18th Edition \$112.00/ea X 13 (shipping \$117.32)=\$1,573.32

I. Comprehensive Equity Plan Statement of Assurances

The Superintendent recommends that the Board of Education submit the district’s Comprehensive Equity Plan Statement of Assurances for the 2020-21 school year to the Executive County Superintendent of Schools as required by law.

J. School District Mentoring Plan

The Superintendent recommends that the Board of Education approve the School District Mentoring Plan as it appears on Addendum #1.

Motion_____ Second_____

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Hyncik	___	___
Mr. Lalevee	___	___
Mr. St. Pierre	___	___
Ms. Wilkins	___	___
Mr. Jinks	___	___

K. Donation

The Superintendent recommends that the Board of Education accept the following donation:

<u>Item</u>	<u>Donor</u>
Crealty 3D Printer	Ms. Donna Strano 828 Old York Road Branchburg, NJ 08876

Motion_____ Second_____

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Hyncik	___	___
Mr. Lalevee	___	___
Mr. St. Pierre	___	___
Ms. Wilkins	___	___
Mr. Jinks	___	___

L. Revised Board Policies and Regulations – Second Reading

The Superintendent recommends that the Board of Education approve and adopt the following revised policies and regulations at this second reading.

- 2270 – Religion in Schools
- 2431.3 – Heat Participation Policy for Student-Athlete Safety
- 2622 – Student Assessment
- 5200/R5200 – Attendance
- 5320/R5320 – Immunization
- 5330.04/R5330.04 - Administering an Opioid Antidote
- 5610 – Suspension
- R5610 – Suspension Procedures
- 5620 – Expulsion
- 8320/R8320 – Personnel Records

M. Board Policies – Second Reading

The Superintendent recommends that the Board of Education approve and adopt the following policies at this second reading.

- 1648 – Restart and Recovery Plan
(As revised - Appendices G, N, Q [see Addendum #2])
- 1649 – Federal Families First Coronavirus (COVID-19) Response Act

Motion_____ Second_____
Discussion
Call the Roll

Table with 3 columns: Roll Call, Yes, No. Rows include Mr. Hyncik, Mr. Lalevee, Mr. St. Pierre, Ms. Wilkins, Mr. Jinks.

N. Application for 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 24, 2020 meeting authorized application for funds for the following:

NJ Department of Education CTSO – SkillsUSA \$146,500.00
(Year 4/4) (October 1, 2020-August 31, 2021)

Motion_____ Second_____
Discussion
Call the Roll

Table with 3 columns: Roll Call, Yes, No. Rows include Mr. Hyncik, Mr. Lalevee, Mr. St. Pierre, Ms. Wilkins, Mr. Jinks.

O. Superintendent’s Update

- 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: 80
2. The number of students graduated under the substitute competency test process; 20
3. The number of students graduated under the portfolio appeals (Governor’s Waiver) process; 4
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; 3
5. The total number of students denied graduation from the twelfth grade class; and 0
6. The number of students denied graduation from the twelfth grade class solely because of failure to pass the high school end-of-course PARCC assessments, substitute competency tests, or portfolio appeals process based on the provisions of N.J.A.C. 6A:8. 0
• School Reopening
• Collaboration agreement between NJCCVTS and NJCCC
• Reduction in Force (RIF)/Layoffs

P. Submission of Bills

It is recommended the Board of Education approve the bills list for August 2020 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. Hyncik	___	___
Mr. Lalevee	___	___
Mr. St. Pierre	___	___
Ms. Wilkins	___	___
Mr. Jinks	___	___

XII. Report of the School Business Administrator/Board Secretary

A. Reports A148 and A149

It is recommended the Board of Education adopt the monthly financial statement reports for the School Business Administrator/Board Secretary for the month of July 2020 and the Treasurer of School Monies for the month of July 2020, 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 #3)

Motion_____ Second_____

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Hyncik	___	___
Mr. Lalevee	___	___
Mr. St. Pierre	___	___
Ms. Wilkins	___	___
Mr. Jinks	___	___

B. Budget Transfers – July 2020

It is recommended the Board of Education approve the budget transfers for the 2020-21 school year as they appear on Addendum #4.

Motion_____ Second_____

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Hyncik	___	___
Mr. Lalevee	___	___
Mr. St. Pierre	___	___
Ms. Wilkins	___	___
Mr. Jinks	___	___

C. Professional Services Contract – 2020-21 School Year

It is recommended the Board of Education reappoint William Paterson University to provide professional development school network services as per their proposal and fee of \$20,00.00 (year 3 of 4 years) for the 2020-21 school year.

D. Contract Award – Athletic Trainer

It is recommended the Board of Education award the contract for the 2020-21 School Year Athletic Trainer to RWJUH-Somerset of Somerville, NJ in the amount of \$31,896.00.

Motion_____ Second_____
Discussion
Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Hyncik	___	___
Mr. Lalevee	___	___
Mr. St. Pierre	___	___
Ms. Wilkins	___	___
Mr. Jinks	___	___

E. Revised Cafeteria Price List – 2020-21 School Year

It is recommended the Board of Education approve the revised cafeteria price list for the 2020-21 school year as it appears on Addendum #5.

Motion_____ Second_____
Discussion
Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Hyncik	___	___
Mr. Lalevee	___	___
Mr. St. Pierre	___	___
Ms. Wilkins	___	___
Mr. Jinks	___	___

F. Long-Range Facility Plan Major Amendment

It is recommended the Board of Education approve the following Long-Range Facility Plan Major Amendment:

WHEREAS, The Somerset County Vocational and Technical School District, in the County of Somerset, New Jersey, (the “Board”), is required to update its Long-Range Facility Plan in accordance with the New Jersey Department of Education Guidelines; and

WHEREAS, In accordance with P.L. 2007, c. 137, each school district must amend its Long-Range Facilities Plan (LRFP) at least once every five years, which is referred to as a “Major Amendment.” The amendment includes updates on the web based LRFP reporting system and the submission of supporting documents, (including a Board Resolution), to the Office of School Facilities Planning (OSF); and

WHEREAS, The Board now seeks to take steps in order to proceed with the submission of the Major Amendment; and

WHEREAS, The New Jersey Department of Education reviews and approves Long-Range Facility Plans.

NOW THEREFORE, BE IT RESOLVED That the Somerset County Vocational and Technical School District Board of Education does hereby authorize and direct the architectural firm of USA Architects, Planners + Interior Designers and the School Business Administrator, as applicable, to prepare the Long-Range Facility Plan Major Amendment and submit the application for approval to the Department of Education.

That the Architect, School Business Administrator, and Board Attorney as applicable, are hereby authorized to undertake all related actions necessary in connection with the Major Amendment.

This resolution shall become effective immediately.

Motion_____ Second_____

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Hyncik	___	___
Mr. Lalevee	___	___
Mr. St. Pierre	___	___
Ms. Wilkins	___	___
Mr. Jinks	___	___

G. Receipt of Bids – Engineering Lab Equipment

It is recommended the Board of Education receive the following bids for the Engineering Lab Equipment bid.

<u>Contractor</u>	<u>Base Bid Amount</u>
Educational Solutions Enterprises	\$59,531.00

H. Contract Award – Engineering Lab Equipment

It is recommended the Board of Education award the Engineering Lab Equipment bid to Educational Solutions Enterprises of Effort, Pennsylvania in the amount of \$59,531.00.

Motion_____ Second_____
Discussion
Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Hyncik	___	___
Mr. Lalevee	___	___
Mr. St. Pierre	___	___
Ms. Wilkins	___	___
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 29, 2020
5:00 P.M.
Somerset County Vocational & Technical Schools
14 Vogt Drive
Bridgewater, New Jersey 08807

XV. Remarks from the Public - 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 Superintendent's Evaluation. 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.

2020-21

District Mentoring Plan

Table of Contents

Regulations/Components of District Mentoring Plan

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

✓ Section 1: District Profile

The district profile sheet reflects the mentoring data from the 2020-2021 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: Dr. Chrys Harttraft

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: _____

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) _____

DEAC Sign Off Sheet

2020-2021

Name of District: Somerset County Vocational & Technical Schools

District Code: 4810

County: Somerset **Code:** 35

Names of Professional Staff Members Appointed to Committee:

Chris Miller Teacher June 2020

Johanna Scholl Teacher June 2020

Names of Administrators Appointed to Committee:

Pat Pelliccia Assistant Superintendent of Instruction June 2020

Hector Montes Principal June 2020

Contact Person: Pat Pelliccia

Phone: (908) 526-8900 ext. 7121

Fax:

Email: ppelliccia@scvts.net

Board of Education Comment and Approval Form

Date Plan Received August 24, 2020

Date Reviewed August 24, 2020

Date Plan Accepted August 24, 2020

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 his/her 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 he/she 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 are:

- continuing with the New Teacher PLC
 - adding stronger/more formal PD component to the New Teacher PLC
 - planning for increased observation of experienced teachers
- ****NOVICE NEEDS ASSESSMENT RESULTS HERE**

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 Experienced Teachers New to the District are:

- continuing with the New Teacher PLC
 - adding stronger/more formal PD component to the New Teacher PLC
 - planning for increased observation of experienced teachers
- ****EXPERIENCED NEEDS ASSESSMENT RESULTS HERE**

The needs assessment shows the need for the district to provide **

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:

- training for mentor teachers
- communication of mentor plan to all stakeholders

As experience in the program is gained, additional improvements within the mentor training program can be made. 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 are denied 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, notably those taught by novice educators.

Goals:

- To enhance teacher knowledge of and strategies related to the Core Content Curriculum 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 he/she acquires 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 to the Building Principal.
- [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.
- The mentoring 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 week of his or her start date.
- The mentor teacher is committed to the goals of the local mentor plan including the confidential nature of the relationship.
- Wherever possible, the mentor teacher should be certified in the same areas as the novice teacher and classrooms are in close proximity.
- The mentor teacher is knowledgeable about the resources and opportunities in the Somerset County Vocational Technical High School.
- The mentor teacher is knowledgeable about the social and workplace norms of the district Board of Education and the community Somerset County Vocational Technical High School serves.
- The mentor teacher agrees to participate in a mentor-training program.
- In the event matches do not work, a new match for the novice teacher will be made as soon as possible and there are no negative repercussions for either party from any district stakeholders.

Alignment of the Mentoring Plan with:

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

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

Board of Education

- Approves Process
- Develop policy
- Provide financial support

LPDC

- SCVTEA Rep.
- Teacher Leaders
- Supervisor
- Principal

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

School Leaders

- Supervisors
- Administrators

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

Mentor

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

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

Novice Teacher

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

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

New-to District Teacher

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

- Meet regularly with Mentor
- Develop PDP
- Evaluate MIP

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

Role of the School Board

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

Role of the 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 own 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 either a copy of Charlotte Danielson's Enhancing Professional Practice or the Stronge Teacher Evaluation System (special education teachers) 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 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.
- 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 and NCLB Elements](#) 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. *(Standard one through seven and ten, NCLB Elements one, three and five)*
- 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. *(Standard two through seven and ten, and NCLB Elements one and three)*
- 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. *(Standard one and five, and NCLB Elements one, two, four and seven)*
- Mentors are encouraged to be lifelong learners of their craft through ongoing self-reflection and professional development. *(Standard one through seven; nine through eleven, and NCLB Elements four and seven)*
- Mentors are required to create a supportive, respectful, and safe learning environment for their students. *(Standard two through four; six, seven, nine through eleven, and NCLB Element one)*
- Mentors demonstrate their verbal and written communication skills with opportunities to prepare and teach educational workshops in their designated specialties to their colleagues. *(Standard one, three, five, six through eleven, and NCLB Elements one, four, five and six)*
- 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. *(Standard two, six, through eleven, and NCLB Elements one and five)*
- 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. *(Standard two through four, seven, eight, eleven, and NCLB Elements one and five)*

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.
- 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, NCLB elements, and the novice teacher training components are depicted. A copy of the [NJ Professional Standards for Teachers](#) and NCLB elements 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, eight through eleven*)
- A presentation and discussion of the district's vision for education. (*Standards two, four through eleven, and NCLB Elements one and five*)

- 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, six through eleven, and NCLB Elements one and eight*)
- 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, and NCLB Elements one, three, four, five, six, and eight*)
- A concentrated session on cooperative learning. (*Standards one through ten, and NCLB Elements one, three, and five*)
- 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, and NCLB Elements one, three, and five*)
- 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, and NCLB Elements five and eight*)
- A review of the technology aspects currently used and available within the district. (*Standards four, five, seven through eleven, and NCLB Elements two and seven*)
- 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, and NCLB Element five*)

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

- A 30-week mentorship program (*All standards and NCLB elements are addressed during this 30-week period*)

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

- After school workshops are encouraged.

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 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 29	
Activities Checklist: “September/October”	October 31	
Activities Checklist: “November/December”	December 22	
Activities Checklist: “January/February”	February 28	
Activities Checklist: “March/April”	April 30	
Mentor Teacher Applications	May 15	
Activities Checklist: “May/June”	June 5	
Evaluation of Mentor Program by Mentee & Mentor	June 5	
Copy of complete Activities Checklist	June 5	

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: http://www.state.nj.us/education/profdev/mentor/starting_a_program.shtml
- 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 just before the beginning of each school year uses the following assessment tool to rate participants' reactions.

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 at <http://www.nj.gov/njded/profdev/profstand/standards.pdf>

___ 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 Core Curriculum Content Standards (CCCS), 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

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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, and
- 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.

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.
- _____/_____ 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 fail 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.
- _____/_____ 7. Discuss SCVTHS Open House.

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.
- ____/____ 6. Assist the novice teacher with final grading.
- ____/____ 7. Ensure that novice teacher is prepared for check-out with Supervisor.

Somerset County Vocational & Technical Schools Induction Self-Assessment Tool

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

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

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

The LPDC engages in ongoing assessment of the mentor/induction plan.			
The LPDC gathers outcome/summative information on the impact of mentoring and shares it with the school community.			

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

Year End Evaluation of Mentoring Program by Novice/New Teacher

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

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

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

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

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

Mentor Teacher

Date

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

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

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

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

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

Mentor Signature

Date

New Teacher Orientation Workshop Survey

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

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

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

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

Is there anything else you would like us to know?

RESTART & RECOVERY PLAN

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

Facilities Cleaning Procedures to Reduce the Spread of Contagion

The building principal in consultation with the maintenance supervisor shall develop a procedure for increased, routine cleaning and disinfection. The procedure shall include cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used, and shall address:

Routinely cleaning and disinfecting surfaces and objects that are frequently touched as follows:

- Sanitizing bathrooms;
- Classroom desks and chairs;
- Lunchroom tables and chairs;
- Door handles and push plates;
- Handrails;
- Kitchens and bathrooms;
- Light switches;
- Handles on equipment (e.g. athletic equipment);
- Buttons on vending machines and elevators;
- Shared telephones;
- Shared desktops;
- Shared computer keyboards and mice;
- Drinking fountains;
- School bus seats and windows

Using all cleaning products in accordance with directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. Whenever possible the list of products that are EPA-approved for use against the virus that causes COVID-19 (available on the EPA's website) shall be used. The manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.) shall be used.

Sanitizing bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA). In addition:

- Limiting the number of students who can enter at once in order to avoid crowds;
 - Designating staff members to enforce limited capacity and avoid overcrowding;
-

RESTART & RECOVERY PLAN

- Installing no-touch foot pedal trash cans, if possible;
- Propping doors open to avoid touching handles; and
- Including appropriate signage about the benefits of handwashing.

Cleaning and sanitizing drinking fountains and encouraging staff and students to bring their own water to minimize the use and touching of water fountains;

Making hand sanitizer available at the school bus entrance for each student to use when boarding. Similarly, students must be required to wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained;

Maintaining hand-sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):

- In each classroom;
 - Entrances and exits of buildings;
 - Near lunchrooms and toilets.
- For classrooms with existing handwashing facilities, preparing stations with soap, water and alcohol-based hand sanitizers (at least 60% alcohol);
 - Reminding bus drivers to take certain personal hygiene actions (e.g., frequent hand washing) and affording them the opportunity to do so (such as having sufficient time between routes);
 - Cleaning and sanitizing district vehicles including seats, rails and any highly touched surfaces before each run.
 - Requiring contracted transportation providers to clean and sanitize seats, rails and highly touched surfaces touched before each run. The district shall collaborate with the contracted service provider to develop these procedures and ensure that they are consistently followed; a checklist may be developed to ensure compliance. The contracted service provider shall collaborate with the district in establishing cleaning/sanitation protocols that are consistent with social distancing practices. The contracted service provider shall ensure that employees are fully trained in the implementation of the established protocols:

All personnel responsible for cleaning school buses shall document the cleaning/sanitizing measures taken. Personnel are required to:

- Demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus; and
- Provide a certification that, before the route commenced, the required was process completed as required.

RESTART & RECOVERY PLAN

- The procedures will identify sanitizing agents that may be used and will be limited to products included on the U.S. Environmental Protection Agency's list of products that have shown to be effective against COVID-19.
- These procedures will likely include two stages: cleaning, which removes dirt and germs from surfaces, and disinfecting, which kills germs on surfaces that remain after cleaning.

Routinely cleaning and disinfecting furniture, recognizing the varying materials used in furniture in each school building;

Providing EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use;

On a regular basis, ordering and stocking adequate supplies to support cleaning and disinfection practices.

Ensuring that cleaning and disinfection supplies are used and stored correctly and safely. This includes storing products securely away from children, while ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.

Placing physical barriers, such as plastic flexible screens, in high traffic areas where social distancing cannot be maintained.

Cleaning and disinfecting a school building after a person has been identified as COVID-19 positive:

The district may need to implement short-term closure procedures in a school regardless of community spread if an infected person has been in a school building. If this happens, the CDC-recommended procedures shall be followed:

- Close off areas used by a sick person and do not use before cleaning and disinfection;
- Wait 4 to 24 hours before cleaning and disinfecting;
- Open outside doors and windows to increase air circulation in the area; and
- Cleaning staff will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.

Additional training shall be provided to the personnel responsible for cleaning and sanitizing school buses and facilities as necessary. Topics may include proper use of cleaning and disinfecting agents, the cleaning schedule for various surfaces, and safety

RESTART & RECOVERY PLAN

precautions that need to be taken (e.g., ensuring adequate ventilation while cleaning and sanitizing).

RESTART & RECOVERY PLAN

Appendix N

Scheduling of Students

Plans to assess and update student enrollment and attendance policies are being made based on DOE guidance. At the close of the previous year, attendance policies were relaxed so that students would not be penalized given the various circumstances existing for device acquisition and internet inaccessibility.

This year it is expected that all students will have equal access to devices and the internet. Although timing of access will differ among families, SCVTS expects that its attendance procedures will be flexible enough to accommodate such variations during remote instructional days.

Using the guidance of the NJDOE, teachers will take attendance during assigned teaching periods:

- Daily attendance will be generated during the student's first period class of the day.
- Daily attendance, for the share time students who attend in the afternoon session, will be generated during period 7.
- Teachers will take attendance during each period of in-person instruction.
- During virtual instruction, teachers will record student attendance the next in-person teaching day when students provide the teacher with the work assigned while in remote instruction.

Parent communications:

- Periodic parent surveys have been generated and sent to parents to solicit feedback for returning to school

Student schedules:

- Master teaching schedules are being created with the following in mind:
 - Student and faculty arrival/dismissal schedules,
 - bus schedules,
 - lunch schedules for staff and students, and;

RESTART & RECOVERY PLAN

- bell schedules with social distancing guidelines and facility access control in mind.

SCVTHS will generate an A-Day/B-Day schedule.

- A-Days (M & W)
- B-Days (T & Th)
- Alternating A-Day/B-Days (F)
- No changes in arrival/dismissal schedules to date.
- Staggered arrival/dismissal times are in discussion depending on teacher availability

The goal is to have 50% of the student population in each classroom to accommodate social distancing practices.

- Academic classrooms have been measured and it has been determined that 11-15 students will comfortably fit in each classroom.
- Classrooms with desks can accommodate up to 15 students.
- Classrooms with tables can accommodate up to 11 students.

SCVTHS will move to a 1:1 chromebook system:

- Full time students will be issued a chromebook during their English classes.
- The “Appropriate Use of Technology Form” will be updated to reflect the 1:1 chromebook system.
- Chromebooks will be updated and appropriate software will be uploaded to each for safety measures.
- Classroom chromebook carts will be modified to accommodate at least 5 chromebooks in the event students forget to bring their school issued chromebook to school
- Sanitizing protocols will be in effect if the classroom chromebooks are used.

Student & Teacher Handbooks:

- Updates will include NJDOE & CDC guidance for social distancing and mask protocol.
- Training of new teachers and substitutes will be provided prior to the start of the new school year.

RESTART & RECOVERY PLAN

Appendix Q

Full Time Remote Learning Option for Families 2020-2021

On July 24, 2020, the New Jersey Department of Education issued guidance regarding parent's unconditional opportunity to opt out of in-person instruction so that their child(ren) could be placed in a totally virtual instructional program.

1- Unconditional Eligibility for Full time Remote Learning:

All students are eligible for full time remote learning; eligibility is not conditioned on a family/guardian demonstrating a risk of illness or other selective criteria.

2- Procedures for Submitting Full time Remote Learning Requests:

SCVTS provides this option via an opt-out form. This form is to be completed and submitted by August 10, 2020 for the first quarter of the 2020/21 School Year. Requests will be reviewed promptly by the Pupil Services Department and notification of the student's remote schedule will be provided by September 1st. For students with disabilities, SCVTS will need to determine if an IEP meeting or an amendment to a student's IEP is needed for full time remote learning.

Opportunities to change to an in-person or hybrid learning program will be available no sooner than the following quarter. Transition discussions should take place with the student's school counselor or case manager, if applicable.

3- Scope and Expectations of Full time Remote Learning:

A student participating in the Board of Education's full time remote learning option will be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs (e.g. students participating in a hybrid model). This includes, for example, access to standards-based instruction of the same quality and rigor as that afforded all other students of the district. The district will make its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible. It should be noted that career and technical remote education will not include hours relative to hands-on industry credentialing. Similar to in-person and hybrid programs, full time remote learning adheres to length of school day requirements pursuant N.J.A.C. 6A:32-8.3, local attendance policies, and any other local policies governing delivery of services to, and district expectations of, students

RESTART & RECOVERY PLAN

participating in remote programs and their families. For families/guardians requesting that a service transition from in-person or hybrid delivery to full time remote delivery, the district will endeavor to provide any additional services, procedures, or expectations that will occur during the transition period, as well as supports and resources to assist families/guardians, with meeting the expectations of the district's remote learning option. Therefore, the scope and expectations of full time remote learning will be consistent with those electing the in-person and/or Hybrid model, whichever is in place.

4- Procedures to Transition from Full time Remote Learning to In-Person Services:

Students will be eligible to transition to in-person or remote learning whichever is in place no sooner than the next quarter. Prior to the end of each quarter parents will be contacted regarding the continuation of remote learning for the following quarter, at which time families can opt to engage in the Hybrid or in-person program whichever is in place using an Opt-in form.

5- Reporting:

To evaluate full time remote learning, and to continue providing meaningful guidance for districts, it will be important for SCVTS to report data to the NJDOE to understand the extent and nature of demand for full time remote learning around the State. Therefore, SCVTS will report to the NJDOE data regarding participation in full time remote learning, including but limited to, the number of students participating in full time remote learning by demographically categorized subgroups.

6- Procedures for Communicating with Families:

Frequent communication with families/guardians will be included in the process to help ensure that the remote option is successful. Teachers, counselors and staff will be encouraged to check in with students to assess the level of engagement and the student's acclimation to the remote environment. Mental health and wellness professionals will be utilized to support students' social/emotional needs via virtual means. If a student is disengaged for two weeks or more and virtual attempts to communicate with the student or family has failed, the school resource officers will assist in determining the root causes for the disengagement.

8/10 11:13am

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 07/31/2020

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

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

101	Cash in bank		\$5,290,745.05
121	Tax levy receivable		\$10,025,807.00
	Accounts receivable:		
132	Interfund	\$140,705.35	
141	Intergovernmental - State	\$1,413,099.58	
143	Intergovernmental - Other	\$148,364.17	
			\$1,702,169.10

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

301	Estimated Revenues	\$14,966,430.00	
302	Less Revenues	(\$13,368,912.75)	
			\$1,597,517.25
			<hr/>
	Total assets and resources		\$18,616,238.40
			=====

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 07/31/2020

=====

LIABILITIES AND FUND EQUITY

=====

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

421	Accounts Payable	\$137,443.18
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TOTAL LIABILITIES

\$137,443.18

=====

F U N D B A L A N C E

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

753	Reserve for Encumbrances - Current Year	\$11,134,292.44
-----	---	-----------------

754	Reserve for Encumbrance - Prior Year	\$60,403.89
-----	--------------------------------------	-------------

Reserved fund balance:

760	Reserved Fund Balance	\$2,687,265.21
-----	-----------------------	----------------

601	Appropriations	\$15,911,772.98
-----	----------------	-----------------

602	Less : Expenditures	\$784,921.77
-----	---------------------	--------------

603	Encumbrances	\$11,194,696.33 (\$11,979,618.10)
-----	--------------	-----------------------------------

\$3,932,154.88

Total Appropriated

\$17,814,116.42

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

770	Unreserved Fund Balance -	\$1,522,128.80
-----	---------------------------	----------------

303	Budgeted Fund Balance	(\$857,450.00)
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TOTAL FUND BALANCE

\$18,478,795.22

TOTAL LIABILITIES AND FUND EQUITY

\$18,616,238.40

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Somerset County Vocational Board of Ed.
 General Fund - Fund 10
 Interim Balance Sheet
 For 1 Month Period Ending 07/31/2020

RECAPITULATION OF FUND BALANCE:	Budgeted	Actual	Variance
Appropriations	\$15,911,772.98	\$11,979,618.10	\$3,932,154.88
Revenues	(\$14,966,430.00)	(\$13,368,912.75)	(\$1,597,517.25)
	\$945,342.98	(\$1,389,294.65)	\$2,334,637.63
Less: Adjust for prior year encumb.	(\$87,892.98)	(\$87,892.98)	
Budgeted Fund Balance	\$857,450.00	(\$1,477,187.63)	\$2,334,637.63
	=====	=====	=====
Recapitulation of Budgeted Fund Balance by Subfund			
Fund 10 (includes 10, 11, 12, and 13)	\$857,450.00	(\$1,477,187.63)	\$2,334,637.63
Fund 18 (Restricted ED JOBS)	\$0.00	\$0.00	\$0.00
Fund 19 (Restricted FEMA Block Grants)	\$0.00	\$0.00	\$0.00
TOTAL Budgeted Fund Balance	\$857,450.00	(\$1,477,187.63)	\$2,334,637.63
	=====	=====	=====

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 07/31/2020

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
1XXX From Local Sources	\$13,537,868.00	\$11,940,350.75		\$1,597,517.25
3XXX From State Sources	\$1,428,562.00	\$1,428,562.00		.00
TOTAL REVENUE/SOURCES OF FUNDS	\$14,966,430.00	\$13,368,912.75		\$1,597,517.25
	=====	=====	=====	=====
*** EXPENDITURES ***				
	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
--- CURRENT EXPENSE ---				
11-1XX-100-XXX Regular Programs - Instruction	\$2,022,715.00	\$0.00	\$1,668,396.88	\$354,318.12
11-3XX-100-XXX Voc. Programs - Local - Instruction	\$3,751,900.00	\$1,882.91	\$2,768,344.40	\$981,672.69
11-401-100-XXX School-Spon. Cocurr. Acti-Instr	\$86,645.00	\$0.00	\$0.00	\$86,645.00
11-402-100-XXX School-Spons. Athletics - Instruction	\$153,960.10	\$6,561.66	\$38,291.26	\$109,107.18
--- UNDISTRIBUTED EXPENDITURES ---				
11-000-211-XXX Attendance and Social Work Services	\$37,695.00	\$2,412.10	\$7,948.75	\$27,334.15
11-000-213-XXX Health Services	\$212,172.74	\$9,145.64	\$178,553.63	\$24,473.47
11-000-216-XXX Speech, OT,PT & Related Svcs	\$6,000.00	\$0.00	\$494.00	\$5,506.00
11-000-218-XXX Guidance	\$955,423.00	\$36,157.37	\$684,380.95	\$234,884.68
11-000-219-XXX Child Study Teams	\$214,549.00	\$14,833.78	\$188,376.63	\$11,338.59
11-000-221-XXX Improv of Inst. - Instruc Staff	\$410,260.00	\$33,173.08	\$357,973.88	\$19,113.04
11-000-222-XXX Educational Media Serv/School Library	\$49,634.00	\$0.00	\$35,938.61	\$13,695.39
11-000-223-XXX Instructional Staff Training Services	\$63,017.00	\$2,100.00	\$429.00	\$60,488.00
11-000-230-XXX Supp. Serv.-General Administration	\$813,673.39	\$130,416.56	\$534,780.89	\$148,475.94
11-000-240-XXX Supp. Serv.-School Administration	\$704,854.48	\$68,174.58	\$687,356.77	(\$50,676.87)
11-000-25X-XXX Central Serv & Admin. Inform. Tech.	\$962,970.00	\$91,092.34	\$802,584.67	\$69,292.99
11-000-261-XXX Require Maint. for School Facilities	\$1,028,087.27	\$99,882.03	\$539,420.26	\$388,784.98
11-000-262-XXX Custodial Services	\$1,004,074.00	(\$28,861.73)	\$775,822.49	\$257,113.24
11-000-263-XXX Care and Upkeep of Grounds	\$18,000.00	\$0.00	\$0.00	\$18,000.00
11-000-266-XXX Security	\$136,555.00	\$2,633.90	\$0.00	\$133,921.10
11-000-270-XXX Student Transportation Services	\$114,234.00	\$0.00	\$43,803.00	\$70,431.00
11-XXX-XXX-2XX Allocated and Unallocated Benefits	\$2,870,516.00	\$315,317.55	\$1,881,800.26	\$673,398.19
TOTAL GENERAL CURRENT EXPENSE				
EXPENDITURES/USES OF FUNDS	\$15,616,934.98	\$784,921.77	\$11,194,696.33	\$3,637,316.88
	=====	=====	=====	=====

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 07/31/2020

*** EXPENDITURES - cont'd ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
*** CAPITAL OUTLAY ***				
12-XXX-XXX-73X Equipment	\$67,000.00	\$0.00	\$0.00	\$67,000.00
12-000-4XX-XXX Facilities acquisition & constr. serv.	\$227,838.00	.00	.00	\$227,838.00
	-----	-----	-----	-----
TOTAL CAP OUTLAY EXPEND./USES OF FUNDS	\$294,838.00	\$0.00	\$0.00	\$294,838.00
	=====	=====	=====	=====
TOTAL GENERAL FUND EXPENDITURES	\$15,911,772.98	\$784,921.77	\$11,194,696.33	\$3,932,154.88
	=====	=====	=====	=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10
SCHEDULE OF REVENUES
ACTUAL COMPARED WITH ESTIMATED
For 1 Month Period Ending 07/31/2020

		ESTIMATED	ACTUAL	UNREALIZED
		-----	-----	-----
--- LOCAL SOURCES ---				
1210	Local Tax Levy	\$11,922,443.00	\$11,922,443.00	.00
1310	Tuition from Individuals	\$1,545,425.00	.00	\$1,545,425.00
1XXX	Miscellaneous	\$70,000.00	\$17,907.75	\$52,092.25
	TOTAL	\$13,537,868.00	\$11,940,350.75	\$1,597,517.25
		=====	=====	=====
--- STATE SOURCES ---				
3132	Categorical Special Education Aid	\$389,105.00	\$389,105.00	.00
3140	Vocational Expansion Stabilization Aid	\$301,771.00	\$301,771.00	.00
3176	Equalization	\$580,221.00	\$580,221.00	.00
3177	Categorical Security	\$64,725.00	\$64,725.00	.00
3178	Adjustment Aid	\$92,740.00	\$92,740.00	.00
	TOTAL	\$1,428,562.00	\$1,428,562.00	\$0.00
		=====	=====	=====
	TOTAL REVENUES/SOURCES OF FUNDS	\$14,966,430.00	\$13,368,912.75	\$1,597,517.25
		=====	=====	=====

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 07/31/2020

	Appropriations	Expenditures	Encumbrances	Available Balance
*** GENERAL CURRENT EXPENSE ***				
--- Regular Programs - Instruction ---				
11-140-100-101 Grades 9-12 - Salaries of Teachers	\$1,833,911.00	.00	\$1,629,256.20	\$204,654.80
11-140-100-500 Other Purch. Serv. (400-500 series)	\$36,650.00	.00	\$16,332.33	\$20,317.67
--- Regular Programs - Home Instruction ---				
11-150-100-101 Salaries of Teachers	\$5,000.00	\$0.00	\$0.00	\$5,000.00
11-150-100-320 Purchased Prof.-Ed. Services	\$8,000.00	.00	.00	\$8,000.00
11-150-100-500 Other Purch. Serv. (400-500 series)	\$150.00	.00	.00	\$150.00
--- Regular Programs - Undistr. Instruction ---				
TOTAL	\$1,883,711.00	\$0.00	\$1,645,588.53	\$238,122.47
--- SPECIAL EDUCATION - INSTRUCTION ---				
--- Vocational Programs-Local-Instruction ---				
11-3XX-100-101 Salaries of Teachers	\$3,051,152.00	\$17,668.26	\$2,708,374.46	\$325,109.28
11-3XX-100-106 Other Sal. For Instruction	\$68,000.00	\$0.00	\$0.00	\$68,000.00
11-3XX-100-320 Purchased Prof.-Ed. Services	\$276,415.00	(\$15,527.00)	\$0.00	\$291,942.00
11-3XX-100-500 Other Purchased Serv.(400-500 series)	\$68,062.00	\$147.15	\$10,521.33	\$57,393.52
11-3XX-100-610 General Supplies	\$256,173.00	\$0.00	\$39,406.57	\$216,766.43
11-3XX-100-640 Textbooks	\$16,798.00	\$0.00	\$8,042.04	\$8,755.96
11-3XX-100-800 Other Objects	\$15,300.00	(\$405.50)	\$2,000.00	\$13,705.50
TOTAL	\$3,751,900.00	\$1,882.91	\$2,768,344.40	\$981,672.69
--- School spons.cocurricular activities-Instruction ---				
11-401-100-100 Salaries	\$52,820.00	.00	.00	\$52,820.00
11-401-100-500 Purchased Services (300-500 series)	\$12,725.00	.00	.00	\$12,725.00
11-401-100-600 Supplies and Materials	\$14,500.00	.00	.00	\$14,500.00
11-401-100-800 Other Objects	\$6,600.00	.00	.00	\$6,600.00
TOTAL	\$86,645.00	\$0.00	\$0.00	\$86,645.00
--- School sponsored athletics-Instruct. ---				
11-402-100-100 Salaries	\$84,696.00	\$2,089.56	\$22,985.16	\$59,621.28
11-402-100-500 Purchased Services (300-500 series)	\$39,104.10	\$1,972.10	.00	\$37,132.00
11-402-100-600 Supplies and Materials	\$14,310.00	.00	\$806.10	\$13,503.90
11-402-100-800 Other Objects	\$15,850.00	\$2,500.00	\$14,500.00	(\$1,150.00)
TOTAL	\$153,960.10	\$6,561.66	\$38,291.26	\$109,107.18
--- UNDISTRIBUTED EXPENDITURES ---				
--- Attendance and social work services ---				
11-000-211-171 Sal. of Drop-Out Prev. Officer/Coordinators	\$28,945.00	\$2,412.10	.00	\$26,532.90
11-000-211-300 Purchased Prof. & Tech. Svc.	\$8,000.00	.00	\$7,948.75	\$51.25
11-000-211-500 Other Purchd. Serv.(400-500 series)	\$250.00	.00	.00	\$250.00
11-000-211-600 Supplies and Materials	\$250.00	.00	.00	\$250.00
11-000-211-800 Other Objects	\$250.00	.00	.00	\$250.00
TOTAL	\$37,695.00	\$2,412.10	\$7,948.75	\$27,334.15
--- Health services ---				
11-000-213-100 Salaries	\$186,508.00	\$9,145.64	\$174,862.04	\$2,500.32

Somerset County Vocational Board of Ed.
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 1 Month Period Ending 07/31/2020

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-213-300 Purchased Prof. & Tech. Svc.	\$15,904.74	.00	\$1,904.74	\$14,000.00
11-000-213-500 Other Purchd. Serv.(400-500 series)	\$260.00	.00	.00	\$260.00
11-000-213-600 Supplies and Materials	\$9,000.00	.00	\$1,786.85	\$7,213.15
11-000-213-800 Other Objects	\$500.00	.00	.00	\$500.00
TOTAL	\$212,172.74	\$9,145.64	\$178,553.63	\$24,473.47
--- Speech, OT,PT & Related Svcs ---				
11-000-216-320 Purchased Prof. Ed. Services	\$6,000.00	.00	\$494.00	\$5,506.00
TOTAL	\$6,000.00	\$0.00	\$494.00	\$5,506.00
--- Guidance ---				
11-000-218-104 Salaries Other Prof. Staff	\$462,243.00	\$17,232.39	\$438,926.24	\$6,084.37
11-000-218-105 Sal Secr. & Clerical Asst.	\$122,400.00	\$9,933.32	\$109,266.52	\$3,200.16
11-000-218-11X Other Salaries	\$296,480.00	\$8,991.66	\$98,908.26	\$188,580.08
11-000-218-390 Other Purch. Prof. & Tech Svc.	\$38,050.00	.00	\$15,098.75	\$22,951.25
11-000-218-500 Other Purchased Services (400-500 series)	\$26,650.00	.00	\$21,700.00	\$4,950.00
11-000-218-600 Supplies and Materials	\$9,600.00	.00	\$481.18	\$9,118.82
TOTAL	\$955,423.00	\$36,157.37	\$684,380.95	\$234,884.68
--- Child Study Teams ---				
11-000-219-104 Salaries Other Prof. Staff	\$154,214.00	\$5,391.96	\$145,601.56	\$3,220.48
11-000-219-105 Sal Secr. & Clerical Asst.	\$46,530.00	\$3,785.82	\$41,644.02	\$1,100.16
11-000-219-320 Purchased Prof. - Ed. Services	\$1,000.00	.00	.00	\$1,000.00
11-000-219-390 Other Purch. Prof. & Tech Svc.	\$5,700.00	\$5,656.00	.00	\$44.00
11-000-219-592 Misc Purch Ser(400-500 O/than Resid costs)	\$3,205.00	\$0.00	\$405.00	\$2,800.00
11-000-219-600 Supplies and Materials	\$3,100.00	.00	\$506.05	\$2,593.95
11-000-219-800 Other Objects	\$800.00	.00	\$220.00	\$580.00
TOTAL	\$214,549.00	\$14,833.78	\$188,376.63	\$11,338.59
--- Improv. of instr. Serv. ---				
11-000-221-102 Salaries Superv. of Instr.	\$232,274.00	\$18,862.88	\$207,491.68	\$5,919.44
11-000-221-104 Salaries Other Prof. Staff	\$115,761.00	\$9,276.74	\$95,114.14	\$11,370.12
11-000-221-105 Sal Secr. & Clerical Asst.	\$58,525.00	\$4,877.08	\$53,647.88	\$0.04
11-000-221-500 Other Purchased Services (400-500 series)	\$2,800.00	\$156.38	\$1,720.18	\$923.44
11-000-221-600 Supplies and Materials	\$500.00	.00	.00	\$500.00
11-000-221-800 Other Objects	\$400.00	.00	.00	\$400.00
TOTAL	\$410,260.00	\$33,173.08	\$357,973.88	\$19,113.04
--- Educational media serv./sch.library ---				
11-000-222-100 Salaries	\$35,740.00	.00	\$35,480.00	\$260.00
11-000-222-300 Purchased Prof. & Tech Svc.	\$1,100.00	.00	.00	\$1,100.00
11-000-222-500 Other Purchased Services (400-500 series)	\$4,380.00	.00	.00	\$4,380.00
11-000-222-600 Supplies and Materials	\$8,364.00	.00	\$458.61	\$7,905.39
11-000-222-800 Other Objects	\$50.00	.00	.00	\$50.00
TOTAL	\$49,634.00	\$0.00	\$35,938.61	\$13,695.39
--- Instructional Staff Training Services ---				
11-000-223-102 Salaries Superv. of Instruction	\$48,992.00	\$2,100.00	.00	\$46,892.00

Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 1 Month Period Ending 07/31/2020

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-223-390 Other Purch. Prof. & Tech Svc.	\$1,000.00	.00	.00	\$1,000.00
11-000-223-500 Other Purchased Services (400-500 series)	\$12,525.00	.00	\$429.00	\$12,096.00
11-000-223-600 Supplies and Materials	\$500.00	.00	.00	\$500.00
TOTAL	\$63,017.00	\$2,100.00	\$429.00	\$60,488.00
--- Support services-general administration ---				
11-000-230-100 Salaries	\$406,451.00	\$34,125.00	\$365,586.38	\$6,739.62
11-000-230-331 Legal Services	\$90,226.89	.00	\$40,226.89	\$50,000.00
11-000-230-332 Audit Fees	\$38,939.00	.00	.00	\$38,939.00
11-000-230-334 Architectural/Engineering Services	\$4,750.00	\$2,362.50	\$1,750.00	\$637.50
11-000-230-339 Other Purchased Prof. Svc.	\$19,866.50	\$292.50	\$8,574.00	\$11,000.00
11-000-230-340 Purchased Tech. Services	\$5,700.00	\$4,735.00	.00	\$965.00
11-000-230-530 Communications/Telephone	\$65,500.00	(\$13,060.39)	\$53,391.19	\$25,169.20
11-000-230-585 BOE Other Purchased Prof. Svc.	\$3,500.00	.00	.00	\$3,500.00
11-000-230-590 Other Purchased Services	\$147,500.00	\$80,106.50	\$62,842.50	\$4,551.00
11-000-230-610 General Supplies	\$4,000.00	.00	\$278.63	\$3,721.37
11-000-230-630 BOE In-House Training/Meeting Supplies	\$250.00	.00	.00	\$250.00
11-000-230-890 Misc. Expenditures	\$19,990.00	\$15,105.70	\$2,131.30	\$2,753.00
11-000-230-895 BOE Membership Dues and Fees	\$7,000.00	\$6,749.75	.00	\$250.25
TOTAL	\$813,673.39	\$130,416.56	\$534,780.89	\$148,475.94
--- Support services-school administration ---				
11-000-240-103 Salaries Princ./Asst. Princ.	\$138,668.00	\$17,519.24	\$192,711.64	(\$71,562.88)
11-000-240-104 Salaries Other Prof. Staff	\$313,961.00	\$26,296.20	\$289,258.20	(\$1,593.40)
11-000-240-105 Sal Sec. & Clerical Asst.	\$197,630.00	\$16,344.14	\$179,785.54	\$1,500.32
11-000-240-500 Other Purchased Services	\$24,500.00	.00	\$13,000.00	\$11,500.00
11-000-240-600 Supplies and Materials	\$24,095.48	\$2,100.00	\$12,601.39	\$9,394.09
11-000-240-800 Other Objects	\$6,000.00	\$5,915.00	.00	\$85.00
TOTAL	\$704,854.48	\$68,174.58	\$687,356.77	(\$50,676.87)
--- Central Services ---				
11-000-251-100 Salaries	\$377,588.00	\$31,454.48	\$345,999.28	\$134.24
11-000-251-330 Purchased Prof. Services	\$7,600.00	\$335.40	\$4,989.40	\$2,275.20
11-000-251-340 Purchased Technical Services	\$27,000.00	\$12,256.00	\$14,594.00	\$150.00
11-000-251-592 Misc Pur Serv (400-500 series)	\$3,000.00	.00	.00	\$3,000.00
11-000-251-600 Supplies and Materials	\$6,000.00	.00	\$941.71	\$5,058.29
11-000-251-89X Other Objects	\$4,100.00	.00	.00	\$4,100.00
TOTAL	\$425,288.00	\$44,045.88	\$366,524.39	\$14,717.73
--- Admin. Info. Technology ---				
11-000-252-100 Salaries	\$435,230.00	\$36,269.06	\$398,959.66	\$1.28
11-000-252-500 Other Pur Serv. (400-500 series)	\$56,952.00	\$10,777.40	\$18,827.22	\$27,347.38
11-000-252-600 Supplies and Materials	\$45,500.00	.00	\$18,273.40	\$27,226.60
TOTAL	\$537,682.00	\$47,046.46	\$436,060.28	\$54,575.26
TOTAL Cent. Svcs. & Admin IT	\$962,970.00	\$91,092.34	\$802,584.67	\$69,292.99
--- Required Maint.for School Facilities ---				
11-000-261-100 Salaries	\$534,375.00	\$38,823.68	\$427,060.48	\$68,490.84

Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 1 Month Period Ending 07/31/2020

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-261-420 Cleaning, Repair & Maint. Svc	\$418,264.08	\$54,108.12	\$104,463.92	\$259,692.04
11-000-261-610 General Supplies	\$62,448.19	\$84.49	\$7,770.86	\$54,592.84
11-000-261-800 Other Objects	\$13,000.00	\$6,865.74	\$125.00	\$6,009.26
TOTAL	\$1,028,087.27	\$99,882.03	\$539,420.26	\$388,784.98
11-000-262-420 Cleaning, Repair & Maint. Svc.	\$488,074.00	.00	\$488,073.45	\$0.55
11-000-262-490 Other Purchased Property Svc.	\$65,000.00	\$2,975.81	\$31,824.19	\$30,200.00
11-000-262-520 Insurance	\$91,000.00	\$51,174.00	\$39,826.00	.00
11-000-262-621 Energy (Natural Gas)	\$90,000.00	(\$43,013.25)	\$89,210.34	\$43,802.91
11-000-262-622 Energy (Electricity)	\$270,000.00	(\$39,998.29)	\$126,888.51	\$183,109.78
TOTAL	\$1,004,074.00	(\$28,861.73)	\$775,822.49	\$257,113.24
--- Care and Upkeep of Grounds ---				
11-000-263-420 Cleaning, Repair, & Maintenance Serv.	\$17,000.00	.00	.00	\$17,000.00
11-000-263-610 General Supplies	\$1,000.00	.00	.00	\$1,000.00
TOTAL	\$18,000.00	\$0.00	\$0.00	\$18,000.00
--- Security ---				
11-000-266-100 Salaries	\$127,555.00	\$2,633.90	.00	\$124,921.10
11-000-266-300 Purchased Prof. & Tech. Svc.	\$5,000.00	.00	.00	\$5,000.00
11-000-266-610 General Supplies	\$4,000.00	.00	.00	\$4,000.00
TOTAL	\$136,555.00	\$2,633.90	\$0.00	\$133,921.10
TOTAL Oper & Maint of Plant Services	\$2,186,716.27	\$73,654.20	\$1,315,242.75	\$797,819.32
--- Student transportation services ---				
11-000-270-162 Sal Pupil Trans.Other than Bet Home & Sch	\$52,734.00	.00	\$43,803.00	\$8,931.00
11-000-270-420 Cleaning, Repair & Maint. Svc.	\$2,000.00	.00	.00	\$2,000.00
11-000-270-512 Contract Svc (other btw home & sch)-vndrs	\$9,000.00	.00	.00	\$9,000.00
11-000-270-517 Contract Svc (reg std) - ESCs	\$45,000.00	.00	.00	\$45,000.00
11-000-270-593 Misc. Purchased Svc.- Transp.	\$2,000.00	.00	.00	\$2,000.00
11-000-270-610 General Supplies	\$3,000.00	.00	.00	\$3,000.00
11-000-270-800 Misc. Expenditures	\$500.00	.00	.00	\$500.00
TOTAL	\$114,234.00	\$0.00	\$43,803.00	\$70,431.00
--- Personal Services-Employee Benefits---				
11-XXX-XXX-210 Group Insurance	\$13,820.00	\$766.03	\$9,917.25	\$3,136.72
11-XXX-XXX-220 Social Security Contributions	\$282,200.00	\$14,478.03	\$244,021.97	\$23,700.00
11-XXX-XXX-241 Other Retirement Contrb. - PERS	\$327,405.00	\$28.82	\$4,576.18	\$322,800.00
11-XXX-XXX-250 Unemployment Compensation	\$33,591.00	\$7,304.70	\$26,195.30	\$91.00
11-XXX-XXX-260 Workman's Compensation	\$212,000.00	\$106,000.00	\$106,000.00	.00
11-XXX-XXX-270 Health Benefits	\$1,849,500.00	\$185,073.27	\$1,484,756.10	\$179,670.63
11-XXX-XXX-280 Tuition Reimbursement	\$80,000.00	.00	.00	\$80,000.00
11-XXX-XXX-290 Other Employee Benefits	\$67,000.00	\$1,666.70	\$6,333.46	\$58,999.84
11-XXX-XXX-299 Unused Sick Payment to Term/Ret Staff	\$5,000.00	.00	.00	\$5,000.00
TOTAL	\$2,870,516.00	\$315,317.55	\$1,881,800.26	\$673,398.19

Somerset County Vocational Board of Ed.
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 1 Month Period Ending 07/31/2020

	<u>Appropriations</u>	<u>Expenditures</u>	<u>Encumbrances</u>	<u>Available Balance</u>
Total Undistributed Expenditures	\$9,601,714.88	\$776,477.20	\$6,719,663.79	\$2,105,573.89
*** TOTAL CURRENT EXPENSE EXPENDITURES ***	\$15,477,930.98	\$784,921.77	\$11,171,887.98	\$3,521,121.23
*** TOTAL CURRENT EXPENSE EXPENDITURES & TRANSFERS ***	\$15,477,930.98	\$784,921.77	\$11,171,887.98	\$3,521,121.23

Somerset County Vocational Board of Ed.
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 1 Month Period Ending 07/31/2020

	Appropriations	Expenditures	Encumbrances	Available Balance
*** CAPITAL OUTLAY ***				
--- EQUIPMENT ---				
Undistributed expenses				
12-000-100-730 Instruction	\$17,000.00	.00	.00	\$17,000.00
12-000-252-730 Admin. Info. Tech.	\$50,000.00	.00	.00	\$50,000.00
Undist. Exp. - Non-instructional Services				
TOTAL	\$67,000.00	\$0.00	\$0.00	\$67,000.00
--- Facilities acquisition and construction services ---				
12-000-400-800 Other objects	\$227,838.00	.00	.00	\$227,838.00
Sub Total	\$227,838.00	\$0.00	\$0.00	\$227,838.00
TOTAL	\$227,838.00	\$0.00	\$0.00	\$227,838.00
TOTAL CAPITAL OUTLAY EXPENDITURES	\$294,838.00	\$0.00	\$0.00	\$294,838.00

Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 1 Month Period Ending 07/31/2020

	Appropriations	Expenditures	Encumbrances	Available Balance
	_____	_____	_____	_____
*** EDUCATION JOBS FUND **				
*** FEMA COMMUNITY DEVELOPMENT BLOCK GRANT ***				
TOTAL GENERAL FUND EXPENDITURES	\$15,772,768.98	\$784,921.77	\$11,171,887.98	\$3,815,959.23

REPORT OF THE SECRETARY CERTIFICATION PAGE
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
General Fund - Fund 10

For 1 Month Period Ending 07/31/2020

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

July 31, 2020

Date

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

ACCOUNT NUMBER	DESCRIPTION	APPROPRIATION	EXPENDITURE	ENCUMBERANCES	AVAILABLE BALANCE
11-140-100-320-03-0000-	PURCHASED PROF ED SE	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
11-140-100-320-16-0000-	PURCHASED SERVICES	\$ 12,500.00	\$ 0.00	\$ 0.00	\$ 12,500.00
11-140-100-610-03-0000-	SUPPLIES - HS	\$ 20,000.00	\$ 0.00	\$ 0.00	\$ 20,000.00
11-140-100-610-03-0001-	SUPPLIES - PHYSICAL	\$ 5,450.00	\$ 0.00	\$ 5,214.78	\$ 235.22
11-140-100-610-03-0002-	SUPPLIES - SOC. STUD	\$ 1,000.00	\$ 0.00	\$ 589.11	\$ 410.89
11-140-100-610-03-0003-	SUPPLIES - SCIENCE	\$ 11,660.00	\$ 0.00	\$ 7,539.37	\$ 4,120.63
11-140-100-610-03-0004-	SUPPLIES - MATH	\$ 950.00	\$ 0.00	\$ 368.94	\$ 581.06
11-140-100-610-03-0005-	SUPPLIES - WORLD LAN	\$ 750.00	\$ 0.00	\$ 499.85	\$ 250.15
11-140-100-610-03-0006-	SUPPLIES - ENGLISH	\$ 850.00	\$ 0.00	\$ 1,391.21	\$ -541.21
11-140-100-610-03-0007-	SUPPLIES - HEALTH /	\$ 525.00	\$ 0.00	\$ 0.00	\$ 525.00
11-140-100-610-03-0008-	SUPPLIES - PHOTOGRAP	\$ 5,000.00	\$ 0.00	\$ 369.11	\$ 4,630.89
11-140-100-610-03-0009-	SUPPLIES - ART	\$ 3,000.00	\$ 0.00	\$ 2,999.07	\$ 0.93
11-140-100-610-07-0000-	SUPPLIES - ALT. SCHO	\$ 3,300.00	\$ 0.00	\$ 1,232.41	\$ 2,067.59
11-140-100-610-16-0000-	HIGH SCH TECH SUPPLI	\$ 49,500.00	\$ 0.00	\$ 0.00	\$ 49,500.00
11-140-100-640-03-0000-	TEXTBOOKS - REG INST	\$ 12,750.00	\$ 0.00	\$ 1,844.50	\$ 10,905.50
11-140-100-640-07-0000-	TEXTBOOKS - ALT. SCH	\$ 500.00	\$ 0.00	\$ 0.00	\$ 500.00
11-140-100-800-03-0000-	OTHER OBJECTS	\$ 3,419.00	\$ 0.00	\$ 760.00	\$ 2,659.00
11-140-100-800-07-0000-	OTHER OBJECTS	\$ 7,850.00	\$ 0.00	\$ 0.00	\$ 7,850.00
11-999-999-999- - -	PAYROLL NET PAY ADJ	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00

8/10 11:13am

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 07/31/20

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

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

101	Cash in bank		(\$56,540.02)
	Accounts receivable:		
141	Intergovernmental - State	\$33,380.83	
142	Intergovernmental - Federal	\$61,774.21	
			\$95,155.04
	Other Current Assets		\$0.00

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

301	Estimated Revenues	\$589,492.00	
			\$589,492.00
	Total assets and resources		\$628,107.02
			=====

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 07/31/20

=====

LIABILITIES AND FUND EQUITY

=====

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

411	Intergovernmental accounts payable - State	\$6,586.65
421	Accounts Payable	\$19,195.09
481	Deferred revenues	\$809.66
	Other current liabilities	\$127.15
		\$26,718.55
	TOTAL LIABILITIES	\$26,718.55
		=====

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	\$469,061.61
754	Reserve for encumbrances - Prior Year	\$30,837.44
601	Appropriations	\$589,492.00
602	Less: Expenditures	\$18,940.97
603	Encumbrances	\$469,061.61 (\$488,002.58)
		\$101,489.42
	TOTAL FUND BALANCE	\$601,388.47
	TOTAL LIABILITIES AND FUND EQUITY	\$628,107.02
		=====

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 07/31/20

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
	-----	-----	-----	-----
*** REVENUES/SOURCES OF FUNDS ***				
3XXX From State Sources	\$347,876.00	.00		\$347,876.00
4XXX From Federal Sources	\$241,616.00	.00		\$241,616.00
	-----	-----	-----	-----
TOTAL REVENUE/SOURCES OF FUNDS	\$589,492.00	\$0.00		\$589,492.00
	=====	=====	=====	=====
				AVAILABLE
*** EXPENDITURES ***				
	-----	-----	-----	-----
STATE PROJECTS:				
Vocational education	\$1,399.00	.00	\$121,916.80	(\$120,517.80)
Other State Projects	\$346,477.00	\$18,940.97	\$256,151.75	\$71,384.28
	-----	-----	-----	-----
TOTAL STATE PROJECTS	\$347,876.00	\$18,940.97	\$378,068.55	(\$49,133.52)
FEDERAL PROJECTS:				
NCLB Title I - Part A/D	\$8,716.00	.00	\$799.50	\$7,916.50
I.D.E.A. Part B (Handicapped)	\$83,936.00	.00	\$77,690.00	\$6,246.00
NCLB Title II - Part A/D	\$3,298.00	.00	\$4,149.00	(\$851.00)
Vocational Education	\$100,000.00	.00	.00	\$100,000.00
CARES Act Education Stabilization Fund	\$45,666.00	.00	\$8,354.56	\$37,311.44
	-----	-----	-----	-----
TOTAL FEDERAL PROJECTS	\$241,616.00	\$0.00	\$90,993.06	\$150,622.94
	=====	=====	=====	=====
*** TOTAL EXPENDITURES ***	\$589,492.00	\$18,940.97	\$469,061.61	\$101,489.42
	=====	=====	=====	=====

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 07/31/20

	ESTIMATED	ACTUAL	UNREALIZED
	-----	-----	-----
--- LOCAL SOURCES ---			
--- STATE SOURCES ---			
3290 Recovery High School Access Grant	\$346,477.00	.00	\$346,477.00
32XX Other Restricted Entitlements	\$1,399.00	\$0.00	\$1,399.00
	-----	-----	-----
Total Revenue from State Sources	\$347,876.00	\$0.00	\$347,876.00
	=====	=====	=====
--- FEDERAL SOURCES ---			
4411-16 Title I	\$8,716.00	.00	\$8,716.00
4451-55 Title II	\$3,298.00	.00	\$3,298.00
4420-29 I.D.E.A. Part B (Handicapped)	\$83,936.00	.00	\$83,936.00
4430-39 Vocational Education	\$100,000.00	.00	\$100,000.00
4530			
4530 CARES Act Education Stabilization Fund	\$45,666.00	.00	\$45,666.00
	-----	-----	-----
Total Revenues from Federal Sources	\$241,616.00	\$0.00	\$241,616.00
	=====	=====	=====
TOTAL REVENUES/SOURCES OF FUNDS	\$589,492.00	\$0.00	\$589,492.00
	=====	=====	=====

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 07/31/20

	Appropriations	Expenditures	Encumbrances	Available Balance
State Projects:				
PRESCHOOL EDUCATION AID				
Other State Projects:				
PRESCHOOL EXPANSION GRANT				
Federal Projects:				
-- Instruction --				
20-477-100-101 Salaries of Teachers	\$2,200.00	.00	.00	\$2,200.00
20-477-100-300 Purchased Services	\$6,300.00	.00	.00	\$6,300.00
TOTAL Instruction	\$8,500.00	\$0.00	\$0.00	\$8,500.00
--- Support Services ---				
20-477-200-100 Salaries	\$23,600.00	.00	.00	\$23,600.00
20-477-200-200 Benefits	\$1,974.00	.00	.00	\$1,974.00
20-477-200-500 Other Purchased Services	\$1,000.00	.00	.00	\$1,000.00
20-477-200-600 Supplies and Materials	\$10,592.00	.00	\$8,354.56	\$2,237.44
TOTAL Support Services	\$37,166.00	\$0.00	\$8,354.56	\$28,811.44
TOTAL CARES Act Education Stabilization Fund	\$45,666.00	\$0.00	\$8,354.56	\$37,311.44
	=====	=====	=====	=====
TOTAL OTHER FEDERAL PROJECTS	\$45,666.00	\$0.00	\$8,354.56	\$37,311.44
20-XXX-XXX-XXX All Other State/Fed/Loc Projects	\$543,826.00	\$18,940.97	\$460,707.05	\$64,177.98
T O T A L E X P E N D I T U R E	\$589,492.00	\$18,940.97	\$469,061.61	\$101,489.42
	=====	=====	=====	=====

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 07/31/20

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

July 31, 2020

Date

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

8/10 11:13am

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 07/31/20

=====

ASSETS AND RESOURCES

=====

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

101	Cash in bank		(\$558,433.01)
	Accounts receivable:		
140	Intergovernmental - Accts. Recvble.	\$3,444,435.85	
			\$3,444,435.85

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

301	Estimated Revenues	\$2,003,682.57	
302	Less Revenues	(\$19,076.00)	
			\$1,984,606.57

			\$4,870,609.41
Total assets and resources			\$4,870,609.41
			=====

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 07/31/20

=====

LIABILITIES AND FUND EQUITY

=====

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

402	Interfund accounts payable	\$133,578.20
		\$133,578.20
	TOTAL LIABILITIES	\$133,578.20

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	\$1,554,183.46
601	Appropriations	\$3,883,481.60
602	Less : Expenditures	\$518,728.50
603	Encumbrances	\$1,554,183.46 (\$2,072,911.96)
		\$1,810,569.64
	Total Appropriated	\$3,364,753.10

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

770	Fund balance	\$1,179,165.18
303	Budgeted Fund Balance	\$193,112.93
		\$1,372,278.11

TOTAL FUND BALANCE \$4,737,031.21

TOTAL LIABILITIES AND FUND EQUITY \$4,870,609.41

=====

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 07/31/20

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
	_____	_____	_____	_____
*** REVENUES/SOURCES OF FUNDS ***				
Other Revenue/Source of Funds	\$2,003,682.57	\$19,076.00		\$1,984,606.57
	_____	_____	_____	_____
TOTAL REVENUE/SOURCES OF FUNDS	\$2,003,682.57	\$19,076.00		\$1,984,606.57
	=====	=====	=====	=====
	_____	_____	_____	_____
*** EXPENDITURES ***				
	_____	_____	_____	_____
--- Facilities acquisition and constr. serv. ---				
30-000-4XX-390 Other purchased prof. & tech. serv.	\$184,188.00	\$5,716.00	\$46,288.00	\$132,184.00
30-000-4XX-450 Construction services	\$3,699,293.60	\$513,012.50	\$1,507,895.46	\$1,678,385.64
	_____	_____	_____	_____
Total fac.acq.and constr. serv.	\$3,883,481.60	\$518,728.50	\$1,554,183.46	\$1,810,569.64
	=====	=====	=====	=====
TOTAL EXPENDITURES	\$3,883,481.60	\$518,728.50	\$1,554,183.46	\$1,810,569.64
*** TOTAL EXPENDITURES AND TRANSFERS	\$3,883,481.60	\$518,728.50	\$1,554,183.46	\$1,810,569.64
	=====	=====	=====	=====

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 07/31/20

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

July 31, 2020

Date

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

**Report of the Treasurer
to the Board of Education**

**Somerset County Vocational
All Funds
For Month Ended: July 31, 2020**

CASH REPORT

Governmental Funds	Beginning Balance	Deposits	Disbursements	Ending Balance
General Fund (10)	\$3,965,936.57	\$2,352,636.29	-\$1,027,827.81	\$5,290,745.05
Special Revenue Fund (20)	-\$46,647.75	\$21,869.00	-\$31,761.27	-\$56,540.02
Capital Project Fund (30)	-\$58,780.51	\$19,076.00	-\$518,728.50	-\$558,433.01
Total Governmental Funds	<u>\$3,860,508.31</u>	<u>\$2,393,581.29</u>	<u>-\$1,578,317.58</u>	<u>\$4,675,772.02</u>
Summer Savings	\$179,379.28	\$0.00	-\$89,689.66	\$89,689.62
Enterprise Fund (60) Café	\$13,937.76	\$0.00	-\$405.50	\$13,532.26
Payroll Fund (70)	\$0.00	\$288,778.98	-\$288,778.98	\$0.00
Agency Fund (90)	\$0.00	\$173,082.32	-\$173,082.32	\$0.00
Total Trust & Agency	<u>\$193,317.04</u>	<u>\$461,861.30</u>	<u>-\$551,956.46</u>	<u>\$103,221.88</u>
Grand Total for all Funds	<u>\$4,053,825.35</u>	<u>\$2,855,442.59</u>	<u>-\$2,130,274.04</u>	<u>\$4,778,993.90</u> <u>\$4,778,993.90</u>

Prepared and submitted by:

Michelle Fresco, Treasurer of School Monies

8/12/2020

Date

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Somerset County Vocational Board of Ed.

Expense Account Adjustment Analysis By Account#

ADDENDUM #4

va_exaa1.082406

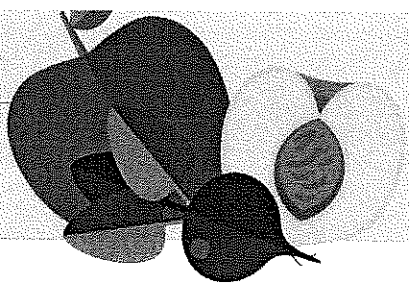
07/31/2020

Current Cycle : July

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance
Current Appropriation Adjustments								
11-000-218-104-05-0000-	SAL - GUID. COUNSELORS	July Transfers	0017	07/31/2020	RSIPPLE	\$452,243.00	\$316.08	\$452,559.08
11-000-218-110-05-0000-	OTHER SALARIES - GUIDANC	JULY TRANSFERS	0014	07/31/2020	RSIPPLE	\$246,470.00	(\$71,941.60)	\$174,528.40
		July Transfers	0017	07/31/2020	RSIPPLE	\$174,528.40	(\$24,419.41)	\$150,108.99
Total For Account # 11-000-218-110-05-0000-							(\$96,361.01)	
11-000-219-104-05-0000-	SAL-CHILD STUDY TEAM	July Transfers	0017	07/31/2020	RSIPPLE	\$149,214.00	\$19,515.52	\$168,729.52
11-000-222-100-03-0000-	SALARIES - LIBRARIANS	July Transfers	0018	07/31/2020	RSIPPLE	\$34,590.00	\$890.00	\$35,480.00
11-000-240-103-03-0000-	SALARIES - PRINCIPALS	JULY TRANSFERS	0014	07/31/2020	RSIPPLE	\$138,668.00	\$71,562.88	\$210,230.88
11-000-240-104-03-0000-	SALARIES - SUPERVISORS	July Transfers	0018	07/31/2020	RSIPPLE	\$313,961.00	\$1,593.00	\$315,554.00
		July Transfers	0020	07/31/2020	RSIPPLE	\$315,554.00	\$0.40	\$315,554.40
Total For Account # 11-000-240-104-03-0000-							\$1,593.40	
11-000-240-610-03-0000-	OFFICE SUPPLIES - HS	July Transfers	0020	07/31/2020	RSIPPLE	\$15,000.00	(\$0.40)	\$14,999.60
11-000-262-622-02-0000-	ENERGY - ELECTRICITY	July Transfers	0018	07/31/2020	RSIPPLE	\$270,000.00	(\$8,633.00)	\$261,367.00
11-000-270-162-02-0000-	SALARY FOR PUPILS TRANS.	July Transfers	0017	07/31/2020	RSIPPLE	\$42,734.00	\$1,069.00	\$43,803.00
11-000-270-420-02-0000-	CLEANING, REPAIR & MAINT	July Transfers	0017	07/31/2020	RSIPPLE	\$2,000.00	(\$1,069.00)	\$931.00
11-140-100-106-03-0000-	SALARIES - AIDES	July Transfers	0017	07/31/2020	RSIPPLE	\$43,490.00	\$77.00	\$43,567.00
11-140-100-610-03-0000-	SUPPLIES - HS	JULY TRANSFERS	0013	07/31/2020	RSIPPLE	\$20,000.00	(\$541.20)	\$19,458.80
11-140-100-610-03-0006-	SUPPLIES - ENGLISH	JULY TRANSFERS	0013	07/31/2020	RSIPPLE	\$850.00	\$541.20	\$1,391.20
		July Transfers	0017	07/31/2020	RSIPPLE	\$1,391.20	\$0.01	\$1,391.21
Total For Account # 11-140-100-610-03-0006-							\$541.21	
11-310-100-101-05-0000-	SALARIES - INSTRUCTION	July Transfers	0017	07/31/2020	RSIPPLE	\$413,445.00	\$4,510.20	\$417,955.20
11-310-100-101-60-0000-	ACADEMY SALARIES-TEACHER	July Transfers	0017	07/31/2020	RSIPPLE	\$354,202.00	\$0.60	\$354,202.60
11-310-100-610-11-0000-	CAREER TECHNICAL ED	JULY TRANSFERS	0013	07/31/2020	RSIPPLE	\$20,000.00	(\$4,200.00)	\$15,800.00
11-310-100-610-11-0010-	SUPPLIES - SMALL ENGINES	JULY TRANSFERS	0013	07/31/2020	RSIPPLE	\$0.00	\$3,000.00	\$3,000.00
11-310-100-610-11-0021-	SUPPLIES-MEAM	JULY TRANSFERS	0013	07/31/2020	RSIPPLE	\$4,000.00	\$1,200.00	\$5,200.00
11-402-100-100-03-0000-	SALARIES - A.D.	JULY TRANSFERS	0014	07/31/2020	RSIPPLE	\$24,696.00	\$378.72	\$25,074.72
11-402-100-800-03-0000-	MEMBERSHIP DUES	July Transfers	0018	07/31/2020	RSIPPLE	\$15,850.00	\$6,150.00	\$22,000.00
Total Current Appr.							\$0.00	

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2020 - 2021

HEALTHY
MEALS

Somerset Vo Tech High School

Breakfast

Student Breakfast	\$2.20	Adult Breakfast	\$2.60
Reduced Breakfast	\$0.00		

Lunch

Student Lunch	\$3.35	Adult Lunch	\$3.85
Student Entrée Only	\$2.75	Reduced Lunch	\$0.00
Extra Entrée with Lunch	\$1.75	Pizza Slice	\$1.75

Beverages

Milk	\$0.55	100% Juice 4 oz.	\$0.55
Bottled Water 16 oz.	\$1.00	Coffee	\$1.20
Drinks 16 oz.	\$1.60	Drinks 12 oz.	\$1.30

A-la-Carte Snacks

Fresh or Chilled Fruit	\$0.60	Bagel with Butter	\$1.60
Fresh Fruit in a clamshell	\$0.60	Bagel with Cream Cheese	\$2.00
Vegetable Side	\$0.55	Bagel with Cream Cheese	\$2.00
Small Side Salad	\$1.50	Soft Pretzel	\$1.00
Savory Soup	\$1.60	Fresh Baked Cookie	\$0.40-\$1.00
Baked Chips	\$0.75	Ice Cream	\$1.00-\$2.50
Yogurt 4oz.	\$1.00	Rice Krispie Treat	\$1.00
Yogurt Parfait	\$1.75	Pop Tart	\$1.00

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QUESTIONS OR COMMENTS?

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healthy kids!