SOMERSET COUNTY VOCATIONAL BOARD OF EDUCATION

SOMERSET COUNTY VOCATIONAL & TECHNICAL SCHOOLS
14 Vogt Drive
Bridgewater, New Jersey 08807

Regular Meeting
June 25, 2012

I. Call to Order

II. Roll Call of Members

William Hyncik, Jr., President
William Dudeck, Vice President
Dr. Alan P. Braun
Theodore Smith
Dr. Kathleen Serafino

Also Present:

Dr. Chrys Harttraft, Superintendent of Schools
Diane Strober, Assistant Superintendent for Business/Board Secretary
Diane Ziegler, High School Principal
Lisa Fittipaldi, Board Attorney
Mark Caliguire, Somerset County Freeholder Liaison
Members of the Press: The Courier News, The Star Ledger and the Messenger Gazette
Others:

Adequate notice of this meeting has been provided specifying time and place.

Pledge of Allegiance

III. Approval of Minutes of the Regular Meeting and Executive Session held on May 21, 2012.

A. Corrections

On motion of _____, seconded by _____, the minutes of the Regular Meeting and Executive Session held on May 21, 2012 were approved.

IV. Correspondence

V. Old or Unfinished Business

A. Presentation of Student of the Month – Silvia Granados – Graphic Arts, Grade 12

B. Construction Projects – Update

C. Change Order HVAC Upgrades (USA Architects)

It is recommended the Board of Education approve the following change orders as they appear below:

Change Order No. 1, Add $3,500.00, MPA will provide expedited delivery of units for Building A and provide emergency repair work to underground distribution system.

Change Order No. 3, Deduct $6,200.00, MPA will provide credit for deletion of emergency repair work from this contract.

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

VI. Report of the Attorney

VII. Committee Reports

- Board of School Estimate – Dr. Braun, Mr. Dudeck
- Curriculum/Grants – Mr. Smith
- NJSBA (Delegate, State Convention Legislative Committee) – Mr. Dudeck
- SCSBA (Delegate) – Mr. Dudeck
- SCESC (Representative) – Mr. Smith
- SCJIF – Dr. Braun
- Foundation – Mr. Hyncik

VIII. Superintendent's Report

A. Resignation

The Superintendent recommends that the Board of Education accept the resignation of Ms. Antoinette Finley, Guidance Counselor, for the purpose of retirement, effective July 1, 2012.

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

B. Partial Reduction in Force – 2012-13 School Year

The Superintendent recommends that the Board of Education approve a partial reduction in force, CISCO Instructor, Mr. Jesse Wang from 100% to 50% effective for the 2012-13 school year.

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

C. Employment of Part-Time Personnel – 2011-12 School Year

The Superintendent recommends that the Board of Education approve employment of the following part-time personnel for the 2011-12 school year:

Student Employment - $7.25/hr (maximum 15 hrs/week)
Culinary Arts
Ava Schrum

SUPPLEMENT

Employment of Full-Time Personnel – 2012-13 School Year

The Superintendent recommends that the Board of Education appoint Ms. Elaine Howe to the position of Director of School Based Programs (UPC# SUP-HS-SBYS-FL-01) at a salary of $62,000.00 (prorated), effective at a mutually agreed upon date.

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

D. Employment of Part-Time Personnel – Summer 2012

The Superintendent recommends that the Board of Education approve employment of the following part-time personnel for Summer 2012:

<u>High School</u>		
Irene Ives	Guidance (10 days)	$323.95/diem
Maureen Lawler	Guidance (10 days)	$380.57/diem
Karen Winfield	Guidance (10 days)	$324.20/diem
<u>Performing Arts - Camp</u>		
Christynn Cardino	Musical Instructor/Accompanist (20 hours)	$ 28.47/hr
Laurie Reader	Technical Lighting/Design/Production (40 hours)	$ 44.66/hr
<u>Performing Arts – Dance Intensive</u>		
Danielle Ramon	Repertory/Modern Instructor (25 hours)	$ 30.00/hr
Shana Bonetti	Repertory/Jazz Instructor (25 hours)	$ 30.00/hr
Laurie Reader	Technical Lighting/Design/Production (15 hours)	$ 44.66/hr
<u>Creative Arts</u>		
Sheila Buttermore	Adult Dance Evening Instructor (13.5 hours)	$ 46.69/hr
<u>Twilight (95 hours unless otherwise noted)</u>		
Valerie Hart	Accountant	$680.00/stipend
Moysey Averbukh	Bus Driver (133 hours)	$ 17.00/hr
Erick Bowers	Bus Monitor (38 hours)	$ 21.00/hr
Christopher Miller	Bus Monitor (38 hours)	$ 21.00/hr
	Basic Skills Instructor	$ 32.00/hr
Jaime Morales	Substitute Bus Monitor	$ 21.00/hr
	Lead Teacher	$ 32.00/hr
Janet Coleman	Cosmetology Instructor	$ 32.00/hr
Raymond Esler	Auto Body Instructor	$ 32.00/hr
James Fealey	Auto Mechanics Instructor	$ 32.00/hr
Deborah Gichan	Commercial Photography Instructor	$ 32.00/hr
John O'Neill	Basic Skills Instructor	$ 32.00/hr
Janeen Sortor	Basic Skills Instructor	$ 32.00/hr
Julie Strober	Cosmetology Instructor	$ 32.00/hr

Employment of Part-Time Personnel – Summer 2012 (con't)
Twilight (95 hours unless otherwise noted) (con't)

James Strickhart	Bus Monitor (38 hours)	$ 21.00/hr
John Vingara	Culinary Arts Instructor	$ 32.00/hr
Stanley Bobrowski	Substitute	$ 32.00/hr
Andrew Coslit	Substitute	$ 32.00/hr
Geneva Hall	Substitute	$ 32.00/hr
Peggy Prezioso	Substitute School Nurse	$ 32.00/hr
Angel Villanueva	Student Assistant Commercial Photography	$ 7.25/hr
Najiyah Taylor	Student Assistant Cosmetology	$ 7.25/hr
Ajah Daniels	Student Assistant Cosmetology	$ 7.25/hr
Zoe Petitt	Student Assistant Culinary Arts	$ 7.25/hr

School Based Program

Moysey Averbukh	Bus Driver (30 hours)	$ 17.00/hr
Roberta Snead	Substitute Bus Driver (6 hours)	$ 17.00/hr
Jeanine Colaluca	Substitute Bus Driver (3 hours)	$ 17.00/hr
Angela Maggs	Recruiter/Outreach Worker (241 hours)	$ 20.00/hr

E. Employment of Part-Time Personnel – 2012-13 School Year

The Superintendent recommends that the Board of Education approve employment of the following part-time personnel for the 2012-13 school year:

Twilight

Diane Ziegler	Program Director	$672.83/month

F. Extra-Curricular Appointments – 2012-13 School Year

The Superintendent recommends that the Board of Education approve the following for extra-curricular activities for the 2012-13 school year as follows (stipends to be determined upon completion of negotiated agreement):

Matthew Poznanski	9th Grade Class Advisor	$2,476.00
	10th Grade Class Advisor	$2,476.00
	Early Morning Duty Monitor	$ 16.00/day
Sarah Morelli-Stutz	11th Grade Class Advisor	$2,722.00
Julie Strober	12th Grade Class Advisor	$2,722.00
John O'Neill	Athletic Advisor	$2,848.00
	Varsity Girls Soccer Coach	$4,619.00
	Varsity Softball Coach	$4,619.00
	Early Morning Duty Monitor	$ 16.00/day

Extra-Curricular Appointments – 2012-13 School Year (con't)

Nzinga Basir	Cheerleading Coach	$1,651.00
Sheila Buttermore	Drama Co-Advisor	$1,649.00
Joe Mancuso	Drama Co-Advisor	$1,649.00
Eric Fargo	FFA Advisor (Future Farmers of America)	$2,611.00
Kim Vasaturo	HOSA Advisor (Health Occ. Students of America)	$2,476.00
John Heinbach	Junior Varsity Baseball Coach	$2,971.00
	Varsity Boys Soccer Coach	$4,619.00
Erik Bowers	Junior Varsity Boys Basketball Coach	$2,971.00
James Strickhart	Junior Varsity Boys Soccer Coach	$2,971.00
	Varsity Baseball Coach	$4,619.00
Karen Winfield	Junior Varsity Girls Soccer Coach	$2,971.00
Kristen McNerney	Junior Varsity Softball Coach	$2,971.00
Catherine Fortunato	National Honor Society Advisor	$1,485.00
Christopher Miller	National Technical Honor Society Advisor	$1,485.00
Anabela Bentzinger	Rotary Interact Club Advisor	$1,485.00
	After Hours Detention Monitor	$ 37.00/hr
Benjamin Pokrywa	Safety Committee Chairperson	$1,456.00
Michelle Fresco	SkillsUSA Co-Advisor	$2,290.00
Ushma Mehta	SkillsUSA Co-Advisor	$2,290.00
Pratima Patil	SkillsUSA Co-Advisor	$2,290.00
Michele Sartori	SkillsUSA Advisor Assistant	$1,785.00
Ahmed Mackey	Varsity Boys Basketball Coach	$4,619.00
Peggy Prezioso	Yearbook Co-Advisor	$1,813.00
Rachel Kinlan	Yearbook Co-Advisor	$1,813.00
Amy Patryn	Yearbook Co-Advisor	$1,813.00
Patricia Morales	Early Morning Duty Monitor	$ 16.00/day
Jaime Morales	Early Morning Duty Monitor	$ 16.00/day
	After Hours Detention Monitor (Saturday's)	$ 37.00/hr
Helen Bolha	After Hours Detention Monitor	$ 37.00/hr
Daysi Lakhlif	After Hours Detention Monitor	$ 37.00/hr
Gladys Pokrywa	After Hours Detention Monitor	$ 37.00/hr
Virginia Fanelli	After Hours Detention Monitor (Saturday's)	$ 37.00/hr

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

G. Field Trips

The Superintendent recommends that the Board of Education approve field trips for high school students as follows:

Date of Trip	CTE Program	Location	Approx. Cost Per Student	Transportation
9/28/2012	US History II	Ellis Island Jersey City, NJ	$19.00 each/student paid	Student paid

H. Professional Seminars/Workshops

The Superintendent recommends that the Board of Education approve requests for district staff and Board of Education members to attend professional seminars, workshops, etc. as they appear on Addendum #1.

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

I. Home Instruction

The Superintendent recommends that the Board of Education provide home instruction for a 9th grade student. Instruction will be provided from May 23, 2012 through June 15, 2012 for ten (10) hours per week.

Ms. Janeen Sortor and Ms. Kristen McNerney will be the instructors at a rate of $37.00/hr.

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

J. Job Description

The Superintendent recommends that the Board of Education approve job description – Data Analyst as it appears on Addendum #2.

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

K. 2012-13 Local Professional Development Plan

The Superintendent recommends that the Board of Education approve the district's 2012-13 Local Professional Development Plan as it appears on Addendum #3 . (The Somerset County Professional Development Board has reviewed and accepted the plan.)

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

L. Somerset County Educational Services Commission Alternate Representative Assembly

It is recommended that the Board of Education appoint Dr. Chrys Harttraft as an alternate member of the Somerset County Educational Services Commission Representative Assembly.

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

M. 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 June 25, 2012 meeting authorized application for funds for the following:

Greater Raritan Workforce Investment Board	WIA Youth Funding Community Outreach Services (PY 2011, PY 2012)	$189,262.00

N. Acceptance of Funds

The Superintendent recommends that the Board of Education adopt the following resolution: The governing body of the Somerset County Vocational and Technical Schools at its June 25, 2012 meeting authorized acceptance of funds for the following:

NJ Department of Education	Anti-Bullying Bill of Rights Act (2011-12 SY)	$ 1,797.00
Greater Raritan Workforce Investment Board	WIA Youth Funding Community Outreach Services (PY 2011, PY 2012)	$189,262.00

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

O. Board Policies – Second Reading

The Superintendent recommends that the Board of Education approve the following Board policies at this second reading:

1631 – Residency Requirement for Person Holding School District Office, Employment or Position
3324 – Right of Privacy – Teaching Staff Members
4324 – Right of Privacy – Support Staff Members

P. Revised Board Policies and Regulations – Second Reading

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

2431 – Athletic Competition
5600 – Pupil Discipline/Code of Conduct
7510/R7510 – Use of School Facilities
9270 – Home Schooling and Equivalent Education Outside the Schools

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

Q. SCVTS/RVCC Memorandum of Understanding

The Superintendent recommends that the Board of Education approve the Memorandum of Understanding between SCVTS and RVCC as it appears on Addendum #4.

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

R. Superintendent's Update
- Harassment/Intimidation/Bullying Report
- RVCC Update
- Teacher Evaluation Update
- Graduation

IX. Submission of Bills

It is recommended the Board of Education approve the bills list for June 2012 which is included in the Board packet and will be attached to the regular meeting minutes.

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

X. New Business

XI. Report of the Assistant Superintendent for Business/Board Secretary

A. Reports A148 and A149

It is recommended the Board of Education adopt the monthly financial statement reports for the Assistant Superintendent for Business/Board Secretary for the month of May 2012 and the Treasurer of School Monies for the month of May 2012, 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 #5)

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

B. Budget Transfers – 2011-12 School Year

It is recommended the Board of Education approve budget transfers for the 2011-12 school year as they appear on Addendum # 6.

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

C. Facility Use Schedule – 2012-13 School Year

It is recommended the Board of Education approve the 2012-13 school year facility use fee schedule as it appears on Addendum #7.

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

D. Purchase of Goods and Services/Qualified Purchasing Agent – 2012-13 School Year

It is recommended the Board of Education adopt Resolution 2011-12/6-A as it appears on Addendum #8.

E. Public Agency Compliance Officer (PACO) – 2012-13 School Year

It is recommended the Board of Education appoint the Assistant Superintendent for Business/Board Secretary (Ms. Diane Strober) as the Public Agency Compliance Officer (PACO) for the 2012-13 school year (as required annually by law).

F. Open Public Records Act (OPRA) Officer – 2012-13 School Year

It is recommended the Board of Education appoint the Assistant Superintendent for Business/Board Secretary (Ms. Diane Strober) as the primary custodian of records and Superintendent (Dr. Chrys Harttraft) as the secondary custodian or records for the 2012-13 school year.

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

G. Contract Award – Custodial Cleaning Services Contract – 2012-13 SY

It is recommended the Board of Education award the contract for custodial cleaning services to All Clean Building Services of Lawrenceville, NJ in the amount of $347,000 for two (2) one year extensions as per the terms and conditions included in the specifications (Alt. Bid 1 w/out a Coordinator) (as reviewed by the Board attorney; contract to be prepared by Board attorney).

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

H. Cooperative Pricing Agreement – Middlesex Regional Educational Services Commission

It is recommended the Board of Education enter into year four (4) of a five (5) year Agreement for Cooperative Pricing System with the Middlesex Regional Services Commission.

I. Cooperative Pricing Agreement – Hunterdon County Educational Services Commission

It is recommended the Board of Education enter into year three (3) of a five (5) year Cooperative Pricing Agreement with the Hunterdon County Educational Services Commission.

J. Cooperative Purchasing Agreement – Somerset County Educational Services Commission

It is recommended the Board of Education enter into a one (1) year Cooperative Purchasing Agreement with the Somerset County Educational Services Commission.

K. Cooperative Purchasing Agreement – Monmouth Ocean Educational Services Commission

It is recommended the Board of Education enter into a one (1) year Cooperative Purchasing Agreement with the Monmouth Ocean Educational Services Commission.

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

L. Vision Service Plan – 2012-13 School Year (Year 2 of 2 Year Contract)

It is recommended the Board of Education approve VSP (Vision Service Plan) to provide coverage from July 1, 2012 through June 30, 2013 at a rate of $19.29 per employee/month. (No increase in premium from previous year.)

M. Delta Dental of New Jersey – 2012-13 School Year

It is recommended the Board of Education approve Delta Dental of New Jersey, Inc. to provide dental coverage from July 1, 2012 through June 30, 2013 as listed below: (5.5% increase in premium from previous year.)

Coverage	01(Active Employee)
Composite	$92.47/month

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

N. Authorization Petty Cash Accounts

It is recommended the Board of Education grant approval to authorize the establishment of petty cash accounts in the amount of $400.00 each for the district office and high school.

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

O. Maintenance Contract Agreements – 2012-13 School Year

It is recommended the Board of Education approve the following maintenance contract agreements for the 2012-13 school year effective July 1, 2012 through June 30, 2013 as they appear on Addendum #9.

P. Software Contract Agreements – 2012-13 School Year

It is recommended the Board of Education approve the following software contract agreements for the 2012-13 school year effective July 1, 2012 through June 30, 2013 as they appear on Addendum #10.

Q. E-Rate Contract – 2012-13 School Year

It is recommended the Board of Education enter into year one (1) of a two (2) year agreement with E-Rate Exchange Services for e-rate services for the 2012-13 school year at a rate of $3,292.00 per year.

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

R. Award Purchases in Excess of Build Threshold in Compliance with NJSA 18A:18A-5

It is recommended the Board of Education award the following:

MOESC	Cooperative Purchasing Agreement	$10,905.00

Motion_____ Second_____
Discussion
Call the Roll

Roll Call	Yes	No
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

XII. July Meeting

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

July 23, 2012
5:00 p.m.
Somerset County Vocational & Technical Schools
14 Vogt Drive
Bridgewater, New Jersey 08807

XIII. Remarks from the Public

XIV. 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 if discussing matters within the provisions of 7A(11)c231.
B. The general nature of matters to be discussed relates to exempt staff salaries, SCVTEA and PSA negotiations.
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.

XV. On motion of _____, seconded by _____and passed, the meeting adjourned at _____ P.M.

ADDENDUM #1

PROFESSIONAL DEVELOPMENT REQUESTS
June 2012 BOARD MEETING

	DATE(S)	PARTICIPANTS	REG. FEE	EXPENSES	WORKSHOP DESCRIPTION	LOCATION
1	08/13/12 to 08/24/12	Mary Lynne McAnally	$1746.00	$400/mileage & tolls	Pilates Training Course	New York, NY
2	06/29/12	Chrys Harttraft Diane Strober William Hyncik	$75.00/pp		Fifth Friday Friars Public Policy Seminar	Bedminster, NJ

***in workshop column indicates funding through grant monies**

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ADDENDUM #2

SOMERSET COUNTY VOCATIONAL BOARD OF EDUCATION
JOB DESCRIPTION

CATEGORY: INFORMATION TECHNOLOGY **ADOPTED:**

TITLE: DATA ANALYST **NON CERTIFIED**

QUALIFICATIONS:
1. A Bachelor's Degree in Information Management, Computing, Mathematics, Statistics, or related fields.
2. At least two years data analyst experience in education or human service field.
3. Possess technical expertise regarding data models and database design development, i.e. NJSMART or similar data base.
4. Proficient in MS Word, Excel, Access and PowerPoint.
5. Experience in data mining techniques and procedures and knowing when their use is appropriate.
6. Ability to present complex information in an understandable and compelling manner.
7. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Superintendent or designee

SUPERVISES: No direct supervisory responsibilities.

JOB GOAL: To extrapolate data patterns from multiple data sources and convey trends in easily understandable reports. Verify accuracy and compile useful data to improve teaching and learning, as well as school climate.

PERFORMANCE RESPONSIBILITIES:
1. Analyzes and problem solves issues with current and planned systems as they relate to the integration and management of student data.
2. Identifies, analyzes and interprets trends or patterns in complex data set such as NJSMART, achievement data, discipline, attendance and/or vocational education data (VEDS).
3. Collaborates with staff to develop and maintain databases and data systems necessary for projects and department functions.
4. Acquires and abstracts primary or secondary data from existing internal or external data sources.
5. Collaborates with staff to develop and implement data collection systems and other strategies that optimize statistical efficiency and data quality.
6. Performs data entry, develops graphs, reports and presentations of results.
7. Performs basic statistical analyses for projects and reports.
8. Performs such other tasks and assumes such other responsibilities as may be assigned by the Superintendent or immediate supervisor.

TERMS OF EMPLOYMENT: Twelve-month year. Salary, calendar and benefits to be established by the Board of Education.

EVALUATION: Job performance will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Classified Personnel.

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TEMPLATE FOR
SCHOOL PROFESSIONAL DEVELOPMENT PLAN
2010 -2012

Please write all of your responses for the school professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

To begin typing in each section, place the cursor at the end of the last question in the section and hit enter/return key.

SECTION 2 BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:
A. Reflection

Provide a narrative that reflects the committee's thinking on the following questions:

1. What were the positive aspects of previous professional development opportunities in the district or school that should be retained and replicated?
2. How did those opportunities address the needs of staff and enhance student learning?
3. Through previous evaluations of the professional development program, has the school been able to document how professional development is improving teacher practices and student learning? If yes, describe how the task has been accomplished.
4. How has previous professional learning been aligned to the district and school priorities and key initiatives and programs?
5. What challenges has the district or school faced in the past in providing professional development?
6. How will these challenges be addressed in this School Professional Development Plan?

1. Positive aspects of previous professional opportunities in the district that should be retained are the following:

    - The school has made professional development opportunities available through Moodle, the school's on-line learning system. Currently the school's Moodle system has training available on topics such as Affirmative Action, Suicide Prevention, Substance Abuse Awareness, and Health Office Trainings. This system can be accessed from the convenience of the teacher's home. The PD committee has plans to increase the amount of training information that can be found here for the teachers to access.

    - The Professional Development Committee has been able to use faculty meetings in order to train the staff on important topics such as Plagiarism and Harassment, Intimidation and Bullying. The Committee would like to be able to spend more time at these meetings working on enhancing student learning.

    - The school has offered after school professional development opportunities to teachers who are interested. Topics for these meetings were based on current district initiatives and teacher interests. Some of the training that has been conducted at these meetings includes the use of our MMS Data System for the reporting of student's

grades onto the school's parent portal and the creation of teacher webpages on our school website.

- The school makes resources available to teachers who want to attend workshops and seminars that take place outside of school. As long as these resources are available then the school will continue to encourage teachers to attend outside workshops. Some of the workshops that our teachers have attended this past year include topics pertaining to the implementation of the common core standards in math and language arts, suicide prevention, and implementation of the new HIB regulations.

- The school reform committee has started to meet again in the 2nd half of the school year. The committee is made up of representatives of the different stakeholders within the school. This committee is able to come together to identify areas of weakness in the school that the Professional Development Committee can help to address.

- Tuition reimbursement is available to staff members who want to take college courses. There are currently members of the school who are working on acquiring master and doctorate degrees.

- The Professional Development Committee conducts formal and informal surveys of the staff to determine the needs and interests of different staff members. This is something that we will continue to do again this June before the end of the school year.

- The Professional Development Committee established a calendar for its monthly meetings over the previous summer and shared this information with the teachers. Teacher involvement at these meetings was encouraged. This is something that will continue going forward.

2. Previous PD opportunities addressed the needs of the staff and enhanced student learning by:

    - The use of the Moodle on-line learning system is in its first year of implementation but it has already yielded positive results. By putting professional development trainings on the Moodle system we have been able to free up time at our faculty meetings. The time has allowed us to conduct training that is more relevant to enhancing student learning such as covering the topic of Plagiarism. Starting next year we will be adding more training to the Moodle system that will hopefully give teachers more methods to be effective classroom teachers. The use of the Moodle learning system has also freed up time during our in-service days which allowed supervisors to conduct department meetings. This will allow for more teacher collaboration and thus enhance student learning.

    - As mentioned above, more time is being spent at the faculty meetings discussing ways to enhance student learning. This has been made possible do to the use of the Moodle learning system. Going forward we are going to be able to spend more of the faculty meetings having group discussions or in department meetings.

- The after school meetings that the Professional Development Committee has run have been based on the interests on the teachers. The topics that have been covered this year have focused in on establishing better lines of communication with the students and their parents. This has allowed parents to be more informed about the progress of their students in school and has allowed them to make sure that assignments are being handed in. It has also created an opportunity for the parents to be more proactive in reaching out to teachers to discuss their individual child's grades and what can be done to help enhance their learning.

- The outside workshops that the teachers attend are based on weaknesses that have either been identified by the teacher themselves or by their supervisors through the use of formal evaluations or informal walkthroughs. These workshops allow for targeted assistance in areas of need that will help the teachers become more effective in the classroom.

3. The school's ability to document how professional development is improving teacher practices and student learning has been limited. We do have systems in place that have allowed for data to be collected but these systems are not where we want them to be and this is something that will be an area of focus going forward. With that said, some of the ways that the school has been able to document how teacher practices and student learning has improved has been through the following means:

    - Formal evaluations and informal walkthroughs have allowed for supervisors to monitor teacher improvement in areas that have been identified as weaknesses.

    - The review of lesson plans allows supervisors to see how the teachers are making use of topics that were discussed at faculty meetings or at outside workshops that a teacher attended.

    - The PD Committee is always soliciting input from the different members of the school in order to get their perspective on how effective previous professional development has or has not been in enhancing teaching practices and student learning.

    - Grades are recorded into our MMS data system which allows us to run reports to track student progress in their classes and to determine which courses students are having a difficult time in.

4. Previous professional learning has been aligned to school priorities, initiatives, and programs by:

    - There has been an increased effort by the school to use technology in order to better communicate with parents and keep them informed of the daily progress of their children. The committee has conducted professional development training on the MMS grade book and teacher web pages with this in mind.

- The school is committed to creating more time when the teachers can get together and work collaboratively. In order to make this happen the school has begun to use the Moodle learning system for the state mandated trainings. This has freed up time during the faculty meetings for more teacher collaboration.

- The school continues to support professional development training at outside workshops and seminars that align with school goals.

5. Many of the challenges that the district faced in the past continue to be a problem. These problems include:

    - Scheduling--- It has been difficult to schedule teachers in groups together throughout the school day so they can discuss their curriculum and develop lesson plans.

    - Time--- The school only has two assigned Professional Development Days and both on them are at the start of the school year. It is difficult to conduct sustained PD throughout the school year without having any dedicated time for it.

    - Gaps in communication--- There have been problems in the past with everyone in the school being on the same page. Some committees in the school do not know what other committees are working on and sometimes teachers feel like they are being left out.

    - Data Collection and follow up--- This is a problem that has been identified by different committees as being a problem in the school. In some cases we are not gathering enough valid, relevant data and in other cases we are not making use of the data that we have.

    - Our Professional Learning Communities have not progressed the way that was planned. The PD committee and administrative staff has tried previously to get effective PLCs running in the school but unfortunately there has not been the teacher commitment to the PLCs.

6. These challenges will be addressed in the Schools Professional Development Plan by:

    - The school is going to make a commitment to the establishment of effective Professional Learning Communities within the school. We believe that we can use PLCs to help address some of the other needs of the school including the gaps in communication and the data collection and follow up. In order to effectively make use of PLCs more time is going to be made available at faculty meetings and during the two dedicated in-service days. Also, key stakeholders will be brought into the process at the beginning in order to get them to be advocates of the PLCs.

    - The use of the Moodle on–line learning system to deliver professional development has freed up time at the monthly faculty meetings. This system is also going to allow us to have more time available during the two in-service days. The PD Committee would like to start to use this time for the creation and maintenance of the

Professional Learning Communities. The PD committee will also try to make more training available on the system going forward.

- The PD Committee is going to try and send key stakeholders to professional development workshops and seminars that pertain to the creation of effective PLCS. Again, we feel that through the effective use of PLCs we can solve many of the issues that we have experienced in the past

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SECTION 2 BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

B. Needs Assessment

Provide the definition for question (1) and then describe the answers to (2) and (3) in narrative form:

1. What is the school's definition of student achievement? Please consider the following questions to guide your discussion: Is it high test scores on standardized tests? Is it improvement on local assessments? Or should the definition include other positive student outcomes such as confidence in academic and social situations, student responsibility for learning, or the ability to apply new skills to real life situations? What changes in student behavior are we trying to create? What will student success look like in our school? This definition should be developed with input from the entire faculty.
2. Include both the school-based performance data as well as other information identified as evidence of professional learning needs of staff. These might include formal and informal surveys of teachers, focus groups with teacher teams, team documentation of goals and outcomes, or other identified needs from other key stakeholders, including staff, students, parents and community members.
3. Provide a brief narrative of how the school committee is using school-based performance and other data to drive the professional development needs in the school. Be specific.

1. Because of the different stakeholders that are involved with Somerset County Vocational and Technical Schools, we measure student achievement through a wide range of means. Our definition of student achievement includes the following:
    - How well are the students performing on standardized state assessments, industry assessments and on internal assessments. The focus is just not on the grade of the student but whether or not there is a marked improvement from year to year. We are looking to see that we are making a difference with each and every individual student that walks through our doors.
    - While a lot harder to assess the school also measures achievement through social interaction. Students attend vocational school in order to learn employment skills as well as academic knowledge. Part of those skills include if a student will know how to interact with clients, peers, and bosses. We want to produce students who are not only academically successful but are also well rounded.
    - We also measure student achievement on how well the student is prepared to move on after graduation. Are they prepared for two year or four year colleges, trade school or an occupation? Have we given them the means to succeed?

2. In order to connect our professional development goals with our school needs, Somerset County Vocational and Technical Schools has started to track our student's performance in their individual subjects. One subject that we are focusing on is Algebra I. There are several reasons for this:
    - We wanted to make sure that we were preparing our students to take the HSPA and End of Course Algebra test.
    - We wanted to be able to offer our students more academically challenging math classes as seniors so that they would be better prepared for life outside of SCVTHS. In order to do this we needed to make sure that they had a strong foundation.
    - Many of the CTE courses require a strong background in math.

As mention before in the reflection, based on a review of last year's Professional Development Plan and comments made on the County Professional Development Board Feedback Sheet it has been decided that the Professional Development Committee should broaden its goals from improving the Algebra Scores within the school to instead improving the academic rigor of all courses through the use of Professional Learning Communities.

There were several methods that the Professional Development Committee used in order to determine the learning needs of the staff. These methods include:

- A survey of the faculty which determined that they felt that the academic standards that were set forth in our school were not measuring up to other schools in the district.
- Formal and informal interviews/surveys conducted with parents during Open House and throughout the course of the year revealed that many parents viewed Somerset County Vocational and Technical Schools as having a lower academic standard then other districts in the county. This appears to be a prevalent reputation of the school and the PD Committee wants to work hard to change this.
- Standardized state test scores were reviewed that showed that there was room for improvement. HSPA scores and End of Course Algebra scores are listed on the next page.
- Date from our own system (MMS) was collected for the past couple of years that showed that many of our students are not performing as well as we would like. Some of this data for Algebra I, Language Arts and Social Studies has been collected and included on the following pages for review.
- Members of the school's Advisory Boards have also expressed a desire to have the students within our school perform at a higher academic level.
- A review of the Curriculum shows that the school is currently not offering AP or Honors levels classes to the students. The PD Committee would like to see the school offer these classes in the future.

We used several different means to track our student's performance in their math class:

- We surveyed the staff to get their impressions on how students were doing in math.
- We surveyed the parents and students to determine how they felt about the math program in the school.
- We tracked the math results for our students taking Algebra I and the math section on the HSPA.
- The PD Committee working in conjunction with mathematics supervisor and instructors is planning to more systematically track and analyze student data on the End Of Course Algebra I test as well as other standardized tests.

Survey results from the staff indicated that they felt that our students were not achieving all that they could. Teachers felt that the school expectations for the students needed to be raised in math. Teachers felt a more academically challenging math program needs to be developed in the school.

Survey results of the parents indicated that there was a lack of communication between the school and parents on how their children were doing. Parents felt that more needed to be done by the school in order to keep parents in touch.

Below is the chart that tracks our student's performance in Algebra 1 over the last few years. These grades represent student's final averages. Students who withdrew from the class were not counted towards these numbers.

Algebra I Results

Year	Number of Students	% of students with a A- or better	% of students with a B- or better	% of students with a C- or better	% of students with a D	% of students with a F
2010-2011	**51**	**23.53**	**27.45**	**31.38**	**7.84**	**9.80**
2009-2010	51	17.65	37.25	25.49	7.84	11.76
2008-2009	46	19.56	30.43	36.96	6.52	6.52
2007-2008	45	8.89	35.56	24.44	17.78	13.33

Algebra I Marking Period Grades for 2009-2010 School Year

Marking Period	Number of Students	% of students with a A- or better	% of students with a B- or better	% of students with a C- or better	% of students with a D	% of students with a F
1st MP	53	22.64	54.72	18.86	1.89	1.89
2nd MP	50	16	30	22	14	18
3rd MP	51	21.57	17.65	25.49	15.69	19.61

Algebra I Marking Period Grades for 2011-2012 School Year

Marking Period	**Number of Students**	**% of students with a A- or better**	**% of students with a B- or better**	**% of students with a C- or better**	**% of students with a D**	**% of students with a F**
1	**44**	**22.73**	**40.91**	**25**	**9.09**	**2.27**
2	**45**	**17.78**	**33.33**	**20**	**13.33**	**15.56**

HSPA Results (Mathematics) for First Time 11th Graders

Year	Students	% Partially Proficient	% Proficient	% Advanced Proficient
2011	**72**	**22.22**	**41.67**	**36.11**
2010	76	22.4	52.6	25
2009 *	59	18.6	45.8	35.6
2008	35	23.5	67.6	8.8
2007	51	41.2	56.9	2

*Results based on internal analysis. State scoring unavailable due to coding error.

End of Course Algebra I Results

Year	Students	% Below Basic	% Basic	% Proficient	% Advanced
2010	77	45.46	11.69	25.97	16.88

Pre-Calculus Enrollment

Year	Students
2011	**13**
2010	17
2009	10

Language Arts Results

English 9	# of students	A-	B-	C-	D	F
2008-2009	35	28.57	40	20	8.57	2.86
2009-2010	58	29.3	39.7	29.3	1.7	
2010-2011	**51**	**25.49**	**27.45**	**39.22**	**5.88**	**1.96**
English 10	# of students	A-	B-	C-	D	F
						4.35
2008-2009	57	14.05	43.86	35.09	7	
2009-2010	51	31.37	39.21	21.57	1.97	5.88
2010-2011	**69**	**33.33**	**26.09**	**28.99**	**7.24**	
English 11	# of students	A-	B-	C-	D	F
2008-2009	55	30.9	58.19	7.28	3.63	
2009-2010	69	36.23	31.88	28.99	2.9	
2010-2011	**56**	**28.57**	**26.79**	**28.57**	**12.5**	**3.57**
English 12	# of students	A-	B-	C-	D	F
2008-2009	56	30.36	28.57	19.64	21.43	
2009-2010	50	26	38	34	2	
2010-2011	**63**	**25.4**	**23.81**	**38.1**	**12.69**	

Social Studies Results

World History	# of students	A-	B-	C-	D	F
2008-2009	29	20.69	24.14	51.72	3.45	
2009-2010	53	9.43	28.3	37.74	24.53	
2010-2011	**62**	**17.74**	**51.61**	**22.58**	**6.45**	**1.62**
US History I	# of students	A-	B-	C-	D	F
2008-2009	53	43.4	43.4	11.32	1.88	
2009-2010	48	16.67	45.83	25	6.25	6.25
2010-2011	**65**	**10.77**	**26.15**	**35.38**	**18.46**	**9.24**
US History II	# of students	A-	B-	C-	D	F
2008-2009	55	12.72	54.55	25.46	7.27	
2009-2010	68	35.29	22.05	35.29	7.37	
2010-2011	**55**	**32.73**	**30.92**	**29.09**	**5.45**	**1.81**

The current Professional Development Plan was reviewed by the Committee and current data was added to the existing charts. A review of the data charts above show that we are still not progressing in the ways that we would like to see. Because of this the overall goal to increase the academic success of our students continues to be an important need. In addition to the date collection from above, informal surveys and voluntary focus group meetings were conducted with the staff to gather their impressions. From these conversations the PD Committee was able to gather the following information:

- **There is a general concern from the staff that they are not prepared to implement the new NJCCCS and Common Core Standards in the fall and that in order to help the students succeed they will need better training.**
- **There is a lack of accurate data that we have out our disposal and that we need to continue to make a push for the better use of formative assessments in order to enhance student learning.**
- **Teachers would like to have more time to meet to discuss curriculum and work on improving the formative assessments for their classes. They would also like to have more time to discuss teaching strategies with their colleagues.**
- **Teachers have expressed a desire to also be trained on the new teacher evaluation system that is going to take place.**

3. The school committee is using school based performance data and surveys to drive the professional development needs of the school by developing action plans that addresses the concerns of the teachers, parents and students. The PD Committee over the course of the last year has made a concentrated effort to do the following:

- Survey and interview the staff in order to determine their needs, wants and concerns.
- Survey the parents in order to determine the strengths and weaknesses of the school.
- Analyze test data that we have at our disposal through the use of state assessment results and our MMS system. Some of this data has been included above for review.
- We are looking into strengthening our board of advisors that we use with our CTE programs in order to gather more input from the community.
- Upon review, all of the above items continue to be used as means to drive the professional development needs of the school.
- In addition to the above items, the PD Committee would like to see the school make better use of benchmark and formative assessments to track the student's progress.
- The school is also working on coming up with better ways to track the students after they leave here. The objective being that we as a school want to make sure that the students needs have been met and that they are fully prepared to enter and succeed in college or the workforce depending on what they chose.

All of the above continues to be used by the Professional Development Committee to drive the professional development needs of the staff.

School Level Professional Development Planning Template

SECTION 2 BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

C. Professional Development Goals for the School

1. List the school's established student learning goals and other learning needs. These should:
   - be based on school district goals;
   - be aligned to school improvement plans;
   - be based on an analysis of the Needs Assessment Data;
   - support enhanced student learning; and
   - be measurable and attainable.
2. List your school's professional development goals. These should be specific,measurable, achievable, relevant, and time-bound.
   a. Specific: Be specific about what is to be accomplished
   b. Measurable: Identify how the goal will be measured
   c. Attainable: Ensure the capacity exists to accomplish the goal
   d. Results Based: Identify the benchmarks and outcomes for the goal
   e. Time-bound: Set a specific timeframe for completing the goal
3. Provide an explanation of how your professional development goals align with your school goals.

1. Based on the Algebra I Grades, End of Course Algebra I Tests and HSPA charts on Page 6 of this document the Professional Development Committee would like to see the following:
   - Within two years there will be an increase in the amount of students who are receiving A-'s or above in Algebra I to 30%.
   - Within two years, over 75% of students will receive a B- or above in Algebra I.
   - The number of 11th graders taking the HSPA for the first time will see a 5% increase in students testing as Advanced Proficient and a 5% increase in students testing as Proficient.
   - The number of students who are enrolling into Pre-calculus and College Prep courses will increase by 50% over the next three years.
   - Within two years the number of students who scored Below Basic on the EOC Algebra I test will be reduced by 50%.

In addition to above the learning goals for the students include the following:

- Students will see be able to work individually and collaboratively in order to achieve the objectives that have been set for them by their teachers. This should lead to a raise in the overall academic performance of the students which will be measured using standardized test scores, benchmark assessments, and our MMS data system. Within two years we would like to see 75% of our students achieving a B- or better in all academic subjects.
- Students will show progress from year to year within their courses. Again, individual progress of students can be measured using standardized test scores, benchmark assessments, and our MMS data system. The PD Committee would like to see a 5-10% increase in student grades, standardized test scores and benchmark assessments from year to year.

- Students will be improving their critical thinking skills and setting a higher standard of learning for themselves. This will be measured by determining the number of our students who are taking Honors and AP classes that the school would like to offer. The school would also like to track to see if there is an increase in the number of students who are taking the SATs and entering 4 year colleges.

The overall student learning goals continue to be the same as above. The school would like to increase the academic rigor of all of its courses and would like to see student achievement increase throughout the subjects.

2. a. The school's professional development goals which we feel will help us meet the student learning goals above are as follows:
    - Work on improving the school's Professional Learning Communities by establishing common planning time for the math teachers.
    - Improve academic expectations and standards through the improvement of the school's curriculum maps including those in math. Along with this, better use of the formative assessments and benchmarks that should be embedded in all math subjects.
    - Improve communication between the parents and the math teachers through the use of MMS grade book, parent portal and teacher web pages.
    - Creation on more collaborative lesson plans either through the use of technology and/or common planning times. Also assisting teachers how to plan and collaborate virtually rather than relying on face to face time.
    - Allowing more time for professional development through the use of creative scheduling.

    b. The goals will be measured by determining if the students have achieved the desired outcomes as stated above in Part 1 of this section.

    The support for these goals includes the following:

    - The schedule that we are able to establish for the teachers will determine if we were able to create more shared planning time in the school.
    - Teacher input into the curriculum maps and revisions will allow us to see that improvements are being made. Also, better results on the formative assessments and benchmarks will allow us to see if the students are meeting the standards that we are setting for them.
    - The PD committee wants to have all teachers trained on the MMS grade book by the end of this year and on the parent portal and making use of the school's website by the beginning of next year. Sign in sheets will allow us to track the training and monitoring of the systems by supervisors will allow us to see if teachers are making use of the systems. All teachers were trained on the use of MMS last year and based on the needs assessment follow up training will be conducted in September of 2011. The committee would like to see ALL teachers making use of the MMS parent portal and the teacher pages after the follow up training in September.
    - Teacher interviews will allow us to determine if they are making use of the training resources.

- Offering more PD through the course of the school year will be measured by how many faculty meeting are devoted to professional development and how many after school meetings we are able to hold. Sign in sheets will help us determine teacher participation.
- Our PD follow up form will allow us to track teacher involvement in outside seminars and workshops.
- Make greater use of technology resources by adding more resources to the "On the Fly" training and district folder.
- Offer more time during the course of the school year for professional development.
- Continue to offer teachers the opportunities to pursue professional development opportunities outside the school.
- MMS Parent Portal and the Teacher pages on the school website will be monitored by supervisors to see that teachers are making use of available technology in order to communicate with the students and parents.
- Teacher collaboration and interdisciplinary planning on lesson plans will allow the PD Committee to see if teachers are working together in raising the academic standards of the school.

c. The PD committee feels that all goals set above are realistic and based on resources that we have available to us.

d. The outcomes of the goals are as follows:

- With increased shared planning time teachers will be able to work closely on improving the curriculum for their courses including benchmarks and formative assessments. Teachers will also be able to share teaching strategies and hopefully develop better ones. The academic expectations of the students will be raised through this process. Success will be determined by increased student achievement and better lesson plans being developed.
- Increased teacher use of MMS grade book, the parent portal and the school website will allow for increased communication with the parents. Parents will be able to keep a close eye on the progress that students are making in their class. Greater cooperation between the teachers and parents will allow them to push the students further. In addition, if teachers have to spend less time trying to contact parents than they can concentrate more on improving the teaching and learning process. Success can be measure by monitoring the systems to make sure teachers are using them and by an increase in student grades.
- By offering more PD opportunities through the use of "On the Fly", district folder, faculty meetings and afterschool meetings, the PD committee hopes to establish a collaborative atmosphere in the school where ideas are exchanged freely and new and innovative means of teaching are tried. Hopefully those teachers who are hard to motivate will want to keep up with those teachers who are eager to try new things. Through the use of sign-in sheets, lesson plans and teacher evaluation we will be able to determine if new ideas are being tried in the classroom.
- With increased planning time and more access to technology teacher's lesson plans should reflect cross disciplinary planning and integration.

e. Time lines for these goals are:

- Shared planning time should be established when the final schedules are formalized over the summer.
- Improvement in curriculum maps, formative assessment and benchmarks will be ongoing though out next year.
- All teachers should be trained on MMS grade book by the end of this year and on parent portal and teacher web pages by the 1st marking period of next year. More in depth training will be conducted at the start of the next school year to help teachers who are wary of using this technology.
- Increasing the information offered "On the Fly" and on the district pages will be a continuing process throughout the future.
- Establishing more time at faculty meeting for PD and at after school meetings will be a continuing process throughout the school year.
- Allowing teachers to attend outside PD events will also be ongoing throughout the school year.

In addition to above the school's Professional Development Goals are:

- Working on establishing common planning times for teachers in order to strengthen teacher collaboration and cross disciplinary planning and integration.
    - The goal of the common planning times is to have teachers working together to improve their teaching strategies and to strengthen the overall curriculum of the school by interconnecting the curriculum.
    - This can be measured by reviewing lesson plans to see if teachers have created plans that are interdisciplinary and set a higher academic standard for the students than had previously been set. Walkthroughs of the classrooms can also be used to determine if this is happening.
    - The schedule is currently being worked on and the opportunity for interdisciplinary planning times is being kept in mind.
    - The results of the common panning time it to have students going beyond the basics in the classroom and achieving more. We should see a rise in the academic achievement of the students that can be measured in benchmark assessments and standardized test scores. We should also be able to measure if students are setting higher standards for themselves by taking the SAT's and enrolling in higher level classes that the school wants to offer.
    - Teachers taking advantage of the common planning times can be measured by the first marking period. The effect that this has on the students will be measured at the end of this year by comparing the above mentioned data from previous years.

- Training staff on how to use technology that will allow for greater collaboration on lesson planning and curriculum.
    - The goals for the use of technology is the same as above which is to have teachers working together to improve their teaching strategies and to strengthen the overall curriculum of the school by interconnecting the curriculum.
    - This can also be measured by reviewing lesson plans to see if teachers have created plans that are interdisciplinary and set a higher academic standard for the students than had previously been set.

    - Teacher training for this will take place at the start of the school year when the teachers report for their in-service day.
    - The overall results are again to have students going beyond the basics in the classroom and achieving more. We should see a rise in the academic achievement of the students that can be measured in benchmark assessments and standardized test scores.
    - Teacher use of technology to collaborate will be measured throughout the year by reviewing lesson plans. The effect this has on the students will be reviewed at the end of this year by comparing the above mentioned data from previous years.

- The Professional Development Committee would like to increase the number of in-service days that the teachers have and make the faculty meetings more focused on enhancing student learning instead of on "housekeeping items".
    - The PD Committee wants to establish more time for teacher training through the course of the regular work day. A review of topics for these meetings is currently under discussion. Some of the topics being discussed include Blooms Taxonomy, Problem Based and Project Based Lesson Planning.
    - This goal can be measured by determining if the teacher training is taking place and being put into practice.
    - The goal is to have teachers and students working together as a true Professional Learning Community. It is hoped that by having teachers trained in the use of Problem Based and Project Based Lesson plans that it will result in the students becoming more engaged in the learning process. Students who are better engaged in the learning process should achieve more in class and on standardized test scores. They should also be inspired to set higher goals from themselves going forward.
    - This goal can be measured at the end of the next school year to see if the training took place and that innovative lesson planning has occurred.

- Training teachers on how to develop formative and benchmark assessments that the school can use to track student learning and progress.
    - The Professional Development Committee, working with the office of Curriculum and Instruction, would like to have the teachers develop effective formative assessments that can be used to monitor their teaching and effective benchmark assessments that can be used to monitor the overall progress of students in the school.
    - This goal can be measured by seeing that the formative and benchmark assessments have been developed and are being put into use. If successful, the committee should be able to collect data using these assessments.
    - The outcome of this goal is that the Committee will have a better means to track student learning. If we are better able to track student learning then we can recognize areas of strengths and weaknesses in our teaching methods and curriculum. With this being done we can work on ways to improve our areas of weakness and turn them into strengths.
    - Training teachers on creating formative assessments and benchmark assessments will be worked into the in-service days in September and October. The committee will be able to determine if teachers are using

these assessments by conducting interviews and surveying the teachers. The success will also be determined by seeing the data that is accumulated at the end of the school year.

- Teachers and students are both going to undergo training on the topic of Plagiarism during the start of the next school year.
    - The school would like to have teachers better trained on how to recognize plagiarism and would also like to have the teachers train the students on the topic. The goal is to have students writing better original work in their classes.
    - The success of this will be measured by interviewing the teachers to see if they have encountered fewer problems with plagiarism then they have in the past.
    - The outcome of this goal is to have students writing better original work and relying less on trying to reword work that they have found on the internet. If successful students overall ability to write should improve and this can be measured on benchmark assessments and standardized tests.
    - The training for this will occur at the start of the school year so that results can be seen right away.

- As mentioned in the reflection, the PD Committee would like members of the staff that received Max Training to conduct turnkey training for the rest of the staff.
    - The goal is to provide teachers with more strategies that they can use to increase the reading and comprehension levels of the students. Reading and comprehension is an integral part of all subjects and by increasing the student's literacy levels their overall academic performance should improve.
    - This goal will be measured in several ways for teachers and students. The PD Committee will be able to measure the goal by reviewing teacher lesson plans, analyzing data collected on benchmark assessments, conducting classroom walkthroughs and soliciting feedback from the teachers. Students overall progress in their classes and on standardized tests will also be reviewed.
    - The outcome of this goal is to have students who will be able to perform at a higher academic level because their reading and comprehension skills have increased. This should lead to an increase in the overall academic performance of the students. Students who are better readers will be able to take classes that are more academically challenging.
    - The PD Committee would like to have the training for the staff take place in October during the in-service day. Substitutes will be used so that teachers can go and visit other classrooms throughout the year to see effective teaching strategies modeled.

- Many of our teachers have undergone STEM training and the PD Committee would like to see this successfully implemented into the teacher's lesson plans.
    - The goal is to have teachers providing students with a more rigorous curriculum that will allow them to succeed beyond high school.

- This goal can be measured by viewing the teacher lesson plans to see if STEM is being infused into their lesson plans. A review of students science and math scores will allow us to see if there has been a positive impact on student learning.
- The outcome of this goal is to have students performing at a higher academic level and be able to use mathematical concepts in all subject areas.
- The training on STEM has already taken place so the infusion of STEM concepts into the classroom should be able to take place at the start of the school year.

Many of the professional development goals of the previous plans continue to be important to the Professional Development Committee. In order to be more effective the Professional Development Committee is going to try and focus the school's professional development goals into a couple of key areas:

- **The creation of effective Professional Learning Communities.**
  - **The goal is to have teachers working together collaboratively in order to improve the teaching and learning process. The PLCs would be tasked with the review of curriculum, creation of formative assessments and the exchange of effective teaching strategies and ideas.**
  - **The goal can be measured by monitoring how much time the PLCs are meeting and working together and the results that they are producing.**
  - **The creation of PLCs continues to be a hard goal to accomplish but we believe that by getting the right stakeholders involved that this is something that can be done.**
  - **The results that the committee would expect to see would be revisions made to the curriculum, the creation of effective formative assessments that could be used by the teachers to improve student learning and collaboration in lesson planning.**
  - **The creation of the PLCs would be at the start of the school year but their actual tasks would be on going.**

- **Training teachers on the new Curriculum Content Standards.**
  - **The goal is to have teachers prepared to teach their classes according to the new approved standards.**
  - **The goal can be measured by making sure that the teacher's lesson plans match the curriculum maps that contain the new standards. Also, formal teacher evaluations and informal walkthroughs can be used to measure effectiveness.**
  - **Some teachers and supervisors have already started to be trained on the new standards so this goal should be attainable.**
  - **The outcome of this goal is to have the teachers instructing the students in such a manner that meets state standards.**
  - **Some of this has already started and would be continued to be worked on throughout the next school year.**

- **Training teachers, supervisors and administrators on the new teacher evaluation system.**
    - **The goal is to make all members of the school aware of the changes that are going to occur and train them accordingly. This includes making sure that we have the right data collection processes in place to determine how this is affecting student learning. This goal ties into the goal above of having PLCs in place that will help create formative assessments.**
    - **This can be measured in a couple of different ways. First we can review the training that has taken place. Second, we can do some of the evaluations and review how they worked. Lastly, if we have the formative assessments and data collection processes in place then we can see how this is affecting student learning.**
    - **There is a high degree of interest among the staff in this area so there should be no difficulty in conducting the training.**
    - **The results will be to have data showing how the new teacher evaluation system is leading to an improvement in student learning.**
    - **The training will start at the beginning of the next school year and continue throughout.**

3. The Professional Development committee believes that if it can succeed in its professional development goals than the by product would be greater student achievement in all subjects including Algebra I and on the HSPA. The committee's goals seek to create a school in which:
    - Teachers and parents will become more involved in the teaching and learning process thereby increasing student scores.
    - Teachers will become more aware of different teachers strategies through communication with fellow staff members and by attending PD opportunities. This will allow for better teaching strategies to be used in the classroom.

   The overall goal of the school is to raise the academic performance of the students throughout all curriculum areas and on the New Jersey's standardized test scores. By engaging students in more challenging and interesting lessons it is believed that this objective can be achieved. This includes having lesson that are much more school wide and interdisciplinary in nature.

   The creation of PLCs that would be tasked with the review of curriculum, creation of formative assessments and the exchange of effective teaching strategies and ideas all tie directly into enhancing student learning and raising the academic level of all courses. We believe that if teachers are working closely together in PLCs on curriculum development and discussing teaching strategies then it would positively affect the students. The data that we would get from the formative assessments would allow us to identify areas of weakness and make the necessary changes.

   Training teachers on the new standards will allow them to be comfortable teaching the material to the students. The better prepared the teachers are the more positive the results will be in raising the academic rigor of the courses.

The new teacher evaluation system is being put into place with the idea that it will positively affect student learning. The committee believes that the more training that can be done in this area the better prepared we will be.

SECTION 2 BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

D. School Professional Development Opportunities

1. Describe the professional development structures and designs in the school. For instance, will professional development be offered for team based learning, online learning, workshops or other venues? Will partnerships be developed with universities, county colleges, and other educational organizations to support adult learning in the schools? Will schools partner grade levels or departments? How will teams look at student work or create common assessments together? How will teams be supported in observing the practices of other team members? How will learning opportunities for teachers address the needs of all student populations (ELL, Bilingual, Special Needs, G and T, etc.)? In this section describe the varieties of contexts in which professional development will be offered rather than a listing of trainings or a catalog of events.
2. What are some of the key NJ Core Curriculum Content Standard areas on which the school will focus their professional development?
3. Indicate the connection between student learning goals and the professional development within the school.
4. How will the school communicate the professional development plan to all staff members?

1. There have been several different professional development structures and designs put in place at Somerset County Vocational and Technical Schools. They include but are not limited to:
    - District in-service programs which include our two in-service professional development days, faculty meetings and monthly after school professional development workshops in math.
    - Professional Learning Communities which meets twice a month to discuss important teaching issues including brainstorming effective teaching strategies for math classes. This is something that was not successful this school year due to scheduling difficulties but will be reinstated next school year.
    - Encouragement of attending out of district math programs which includes seminars, workshops, webinars and graduate courses.
    - Development of the school's use of its technology resources which includes it's "On the Fly" training program, district folder, and email system (Office Outlook) for the communication of math teaching strategies.
    - Professional Visitations for staff to visit other districts in order to study successful math instructional programs and practices. This includes working on curriculum articulation agreements with Raritan Valley Community College in which staff visit and interact with their counterparts at RVCC and visitations to other county schools and vocational/technical schools.
    - Use of county resources such as the NING math group in order to stay current with educational issues.
    - The school is trying to put into place common planning times for subject level departments including math where the following items can be discussed: curriculum revisions, establishing benchmarks and formative assessments, and use of teaching strategies.
    - Somerset County Vocational and Technical Schools is working hard on addressing issues from the previous school years. Because of this the PD Committee is doing the following:

- The Committee this past year has gotten creative in scheduling student assemblies so teachers can get together and work collaboratively on enhancing student learning. The committee would like to have teachers working on sharing effective teaching strategies, developing lesson plans, curriculum maps and effective benchmark assessments.
- The PD Committee has used round robins during the schools in-service days for training. The round robins allow for better small group discussions and again for more teacher collaboration. Also the use of round robins allows the committee to offer a variety of topics so teachers can have a choice in the discussions and training that they take part in. Teachers who are proficient in an area do not have to attend the training. This is especially useful in training teachers how to use technology. Teachers who are more advanced in the usage of technology are able to skip the training sessions that are meant for the teachers who are at a more basic level.
- The Committee is going to use more turnkey training to avoid the problem of bringing in expensive outside presenters. This allows teachers to use their own expertise in training one another.
- The PD Committee has solicited the help of the school's supervisors in providing substitutes for teachers so they can have time to observe each other's classes and discuss effective teaching strategies. The PD Committee has found this to be an effective motivational tool since teachers are seeing effective teaching strategies put into practice and not just hearing about them.
- The school is in the process of purchasing Moodlerooms which is an on line learning system. This will allow the teachers access to Professional Development Topics that they can view at their leisure. Anyone in the school will be able to develop topics for training using this system so it is not limited to just a couple of people.
- The school is looking into computer software that will allow for greater teacher input into the curriculum maps as well as allowing teachers to share lesson plans with each other. A few of our teachers have been trained on the use of Google docs so they can view and collaborate more on how to help the students.

All of the above structures continue to be in place for the school and will continue to be used in the future. To highlight some of the important structures of the past that will be used for this year's plan, Somerset County Vocational and Technical School is going to do the following:

- **Create Professional Learning Communities based on departments so the teachers can work collaboratively on curriculum revisions, the creation of formative assessments and exchanging of ideas pertaining to the teaching and learning process. The PLCs will need to meet continually in order to make sure that the formative assessments that they are creating are accurate.**

- **The Moodle on-line learning system was put into place this year and the amount of training that will appear on the system will be increased each following year. For this first year, most of the training was centered on state**

mandated topics but going forward the committee will be able to add any topic that the stakeholders of the school consider important.

- **Sending teachers and supervisors out to attend training sessions on the new evaluation system and implementing the new curriculum standards is going to be very important this year. The teachers who attend these training sessions are going to need to come back to the school and turnkey the training to everyone else.**

2. The Professional Development Committee in conjunction with the curriculum office and school administration has developed a three year plan for the revision of the school's curriculum maps. The key NJ Core Curriculum Content Standards that the Professional Development Committee will focus on for the 2010-2011 school year is: Algebra I and II, and Geometry. The committee is also working on infusing cross content math skills in the other academic subjects including Language Arts and the CTE programs. The school is in the second year of its three year plan to revise the curriculum maps. This year the focus will be on subjects such as: Health, Biology, Chemistry, Spanish, Automotive Technology, Building Trades, Diesel Mechanics, and Electrical Construction. The committee is working on training teachers on how to develop better benchmark assessments for all subject areas which should lead to an improvement in all areas.

   The Professional Development Committee along with the curriculum department needs to make sure that teachers are aware of the new NJCCCS and Common Core Standards that will be in effect by next September. The Committee, through the use of PLCs, will be making sure that all of the teachers are comfortable with the new curriculum maps and standards. A focus will be on the Common Core standards of Math and LAL so that we know that we are preparing students for the state assessments.

3. There is a direct connection between the student learning goals and the professional development within in the school. Professional development is established with the idea of improving the teaching and learning process which means meeting the student learning goals. The PD committee has made an effort to establish a system that allows for any professional development opportunities that is offered to the staff to be seen as relevant to meeting the goals of the school. This system includes:
   - Establishment of student learning goals through data analysis, faculty survey's and interviews, state mandates, parent and advisory board input, and Board of Education input.
   - Professional development meetings and communication with key staff members in which professional development goals are established and action plans are created to meet the above goals.
   - Communication with the staff via faculty meetings, memos and email in which they are informed of the student learning goals and the Professional Development Committee's plans on how to meet the goals.
   - Enactment of the action plan by the Professional Development Committee.

- Analysis of feedback to see if the professional development was successful and the student learning goals were met. This can include data analysis, faculty surveys and interviews and parent and advisory board surveys.

4. The professional development plan will be communicated to the staff members through the use of faculty meetings, memos, emails, and the district folder. The PD committee sends out communications to the staff informing them of goals that the PD committee is working on and upcoming PD opportunities. Also, all PD committee minutes are posted on the district folder for the staff to read, review and comment on. When the professional development plan is finalized and approved, it will also be posted on the district folder for review. In addition to this, all staff members are invited to attend and participate in the Professional Development Committee meetings.

SECTION 2 BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

E. Professional Development Resources

1. Include a description of time allocation and supporting resources needed to meet the professional development goals. Collaborative school teams can indicate how time for professional learning is created. For instance, is time provided for professional learning in interdisciplinary, grade level, or content area collaborative teams and staff meetings? Do teachers use planning time for collaborative professional learning? What resource materials and consultant expertise are provided for professional learning?
2. Identify the resources and structures in place in the school that demonstrate that the school community values and nurtures quality professional development for adult learners. These might include dedicated professional learning days or summer or after school opportunities.

1. In order to meet the schools professional development goals the following methods of time allocation and supporting resources have been put in place:
    - Twice a month the school's Professional Learning Community meets to discuss issues concerning the school's professional learning goals. This will be strengthened in the upcoming school year.
    - The school has worked on establishing common prep times for subject area teachers so they can meet and collaborate on how to improve their teaching.
    - The Professional Development Committee is working on strengthening its mentoring plan so that experienced and new teachers can work together.
    - The school administration encourages teachers to visit each other's classrooms to observe good teaching strategies. Administrators have offered to help substitute for a class in order to make this happen.
    - The Professional Development Committee has tried to establish time for teachers to get together and work collaboratively during the schools two professional development days.
    - The PD committee has discussed dedicating more time at the school's faculty meetings for teacher meetings.
    - Important professional development research is made available to the faculty through the use of the faculty meetings, district folders, and email.

Both internal and external resources are made available to teachers in order to meet the professional development goals.

Internal Resources include:

- Two professional development days that have been scheduled for the teachers in which training can occur. As mentioned early, the PD Committee has used round robins at these meetings so teachers can meet and talk collaboratively in small groups. The use of round robins on the in-service days allows the committee to offer a variety of topics so teachers can have some choice in the training that they take part in.
- Professional Learning Community meetings that take place within the school day which again allows for teachers to work together to discuss effective teaching strategies.

- Substitute teachers are going to be provided for teachers so they will be able to visit each other classrooms to observe effective teaching practices in action.
- The PD Committee has conducted teacher training at faculty meetings. In order to allow for more sustained training at these meeting the committee has gotten creative in scheduling student assemblies.
- Teachers have been sent out to outside workshops for training and will turnkey the training to other teachers in the school during faulty meetings and in-service days.
- Computer software resources will be made available to teachers that will allow them to access professional development resources made available by the PD Committee. The computer resources will also allow for greater collaboration among the teachers for the purposes of lesson planning and curriculum mapping.
- Monthly after school Professional Development meetings have been made available to the teachers. Like the PLC meetings during the school day, these meetings allow teachers to be trained on effective teaching strategies and to work together in the development of lesson plans and curriculum maps.

External Resources include:

- Providing all teachers with the opportunity to attend outside seminars that they would find useful. Some examples are:
    - How to Prepare Students for the Algebra End-Of-Course Assessment While Improving Algebra Assessment
    - Successful Co-Teaching Strategies
    - What's NEW in Young Adult Literature and How To Use It In Your Program
- Providing administrators and teachers with the opportunities to attend workshops at the county office. Staff members have attended workshops on developing an effective mentoring plan, implementing the new NJCCCS, and digital media resources.
- Encouraging teachers to take graduate courses by helping with tuition reimbursement and sharing the information that they have learned by the use of the internal resources mentioned above.
- Outside presenters have been brought into the school to present topics to the teachers. This year teachers have heard presentations about how to effectively implement Problem Based Learning, Project Based Learning, and STEM into the school curriculum.

All of the above professional development resources remain available to the teachers. For the upcoming school year the committee would like to make better use of Professional Learning Communities as a means to improve the teaching and learning process. Also the committee would like to expand its use of the Moodle on-line learning system as a means to deliver professional development.

2. The resources and structures that are in place that demonstrates that the school community values and nurtures quality professional development for adult learners includes:
    - Two in-service professional development days that is built into the school calendar.
    - Monthly after school professional development presentations run by members of the school. Past presentations have been given by faculty members, administrators and the school nurse. The PD Committee is looking to expand and strengthen this in the upcoming school year.
    - Common preparation time for teachers to work together to discuss teaching strategies and lesson plans.
    - "On the Fly" training website and district folder where professional development material can be placed for the staff to reference.
    - Data about the school has been gathered by outside specialists in the 2009-2010 school year. Analysis of this information in the upcoming school year will allow for development of quality professional development.
    - Technology resources that allow for teachers to collaborate with each other and to research effective teaching strategies.
    - Select members of the school attended a two day retreat in April that was a follow up to the retreat that took place last April. The goal of this retreat was to create a model of distributive leadership within the school and to identify areas of weakness in the school.

The following resources and structures continue to remain in place except for the two day retreat that took place in April of last year.

SECTION 2 BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

F. Ongoing Assessment and Evaluation of the School Professional Development Plan

1. What knowledge, skills or behaviors will educators learn as a result of the School Professional Development Plan and what evidence will you have to indicate staff has learned new skills?
2. What student data will be used to determine how these knowledge, skills or behaviors impacted student learning?
3. What additional data is needed to support the program evaluation process?
4. How will the School Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?
5. What data are needed to answer the evaluation questions? School teams should also use existing data from the school district such as student achievement results on standardized tests, but should also think about how to gain input about its relevance to teachers and whether it impacted their practice. For instance, the School Professional Development Committee might consider the following questions:
   - How might you consider holding focus groups to get teacher input on needed professional learning?
   - How might you conduct surveys of staff and stakeholders to get input on opportunities to offer?
   - How will you examine and tabulate individual evaluation forms from specific events or team meetings to determine usefulness of professional learning offered in the past that you might repeat for other staff?

1. As a result of the School's Professional Development Plan the faculty will learn the following knowledge, skills and behaviors:
   - Educators will learn how to work together to create a Professional Learning Community within the school that will focus on improving the teaching and learning process and thereby student achievement. This includes raising academic expectations.
   - Educators will be able to work on improving the curriculum maps, benchmarks and formative assessments for the subjects that they teach.
   - Educators will be able to use the technology resources that we have at our disposal to improve communication among themselves and with students and parents.
   - Educators will spend more of their prep time engaged in strategies that will help improve their teaching.
   - Educators will work on creating interdisciplinary collaborative lessons that will help students see how everything is connected.
   - Educators will learn teaching strategies that have our students reading at a higher level.
   - Educators will learn how to teach students proper ways to write and what is considered plagiarism. Teachers will also be able to recognize plagiarism when they come across it in student writing.

Educators will continue to learn all of the above knowledge, skills and behaviors in this plan. The focus in this year's plan will be to have the teachers learn how to come together in Professional Learning Communities in order to improve their teaching. The Professional Development Plan is focused on having teachers come together in PLC's to update/revise their curriculum according to the new standards, create formative assessments, and exchange effective teaching strategies. Educators will also learn what is expected of them under the new state teacher evaluation system.

The evidence that the faculty has learned the new skills includes:

- Attendance at during school and after school meetings where teachers are gathering to discuss teaching strategies
- Improvements being made by the faculty to the curriculum maps, benchmarks, and formative assessments.
- Monitoring of the MMS systems and the school website will allow administrators to see if the faculty is making use of them.
- Administrative walkthroughs will determine if new teaching strategies are being employed including the increased use of technology in the classroom.
- Teacher lesson plans will reflect raised academic expectations.
- Teacher lesson plans will reflect interdisciplinary collaborative planning.
- All teachers will include more elements of reading and writing into their daily lesson plans.

The above evidence will continue to be used to determine if the new skills are being learned by the teachers. Probably the most important evidence that the new skills have been learned will be the implementation of the new curriculum into the classrooms and the collection of reliable data from the formative assessments.

2. The student data that will be used to determine the impact on student learning will be:
    - Scores that students receive in their classes, specifically Algebra I.
    - Scores that the students receive on the End of the Course Algebra test.
    - Scores that the students receive on the HSPA.
    - The increase in the number of students who are registering for college prep courses and higher level math class (pre calc) as seniors.
    - Since the Professional Development Plan has expanded the data used to determine the impact on student learning has increased:
        - Student grades within their courses will still be used to determine how students are progressing in class from year to year and from marking period to marking period. This will now be expanded to all courses instead of just Algebra.
        - Standardized tests given by the state will also still be used to measure students progress in Math and will also be expanded to Language Arts and Science. The scores that students received on the NJASK will be measured against their scores on the Biology Competency Test and HSPA.
        - Student progress will be measured through the use of formative and benchmark assessments that are being developed. These assessments will give the school another set of data points.
        - Students have taken the Scholastic test for reading in several of their CTE classes in order to measure their reading ability. This is going to be expanded and the data collected from these tests can be used to measure student progress.
        - Data will be collected on how many of our students are taking higher level classes including college and AP level. Once we have more students taking the AP exam then this data can be reviewed from year to year.

- Students in our CTE classes are required to take year end tests. The committee is looking into gathering this information in order to measure student progress.
- Data will be collected on how students are performing on college admission tests. The school will try to track if students are being forced to take remedial math and English classes as they enter college.

The committee believes that all of the above continues to be important student data that can be used to measure the effectiveness of the plan. The most important data will come from the following:

- **The progression that the students make on the formative assessments. Through the use of the formative assessments, teachers and supervisors will be able to track the performance of the students and if they are learning the new curriculum. Teachers will then be able to adjust their teaching styles in order to meet the needs of the students. Further testing will determine if any of the changes that the teachers have made were effective or not.**

3. Additional data that is needed to evaluate the program is:
    - Surveys of the different stakeholders of the school to determine the effectiveness of the professional development plan.
    - Interviews conducted with staff members and students to determine the effectiveness of the school's plan.
    - Analysis of Professional Development follow-up forms.
    - Analysis of MMS Parent Portal and teacher web pages.
    - Analysis of how much time is made for teacher training and collaboration throughout the course of the year.
    - Analysis of the school's curriculum maps and teacher lesson plans to see if teacher collaboration is taking place.
    - Review of teacher attendance at the voluntary Professional Development meetings to see if teachers are taking advantage of all the opportunities that are open to them.

All of the above will continue to be important for this year's plan.

4. The professional development plan encourages job embedded collaboration by:
    - Establishing common planning time for teachers.
    - Encouraging teacher visitation of each other's classrooms.
    - Strengthening the school's mentoring program.
    - Increasing time dedicated to professional development at in-service days, faculty meetings, and during and after school meetings.
    - Creating ways that teachers can use technology to effectively communicate with each other.

The whole focus of this year's Professional Development Plan is centered on teacher collaboration through the use of Professional Learning Communities. The plan encourages teachers to work together to bring the new state curriculum into the classroom in an

effective manner. The committee is going to work hard on making time available so teachers can get together and work on the items that were previously discussed.

The evidence to support this includes:

- Observation by administrators to see that faculty members are working together through the course of the school day.
- Lesson plans that show teacher collaboration.
- The use of substitute teachers that will free up teachers to visit each other's classroom.
- Attendance at after school meetings.
- Time scheduled at professional development in-service days, faculty meetings, and professional learning community meeting for collaboration.
- Review of technology resources to see if teachers are communicating with each other.
- Conducting an end of year teacher survey to see if teachers have been working together.

All of the above will continue to provide evidence of teacher collaboration along with:

- **Revisions being made to the curriculum and the formative assessments by the Professional Learning Communities.**
- **Meeting dates and times when the PLC's are getting together and minutes that outline what was discussed at the meetings.**

5. The data that is needed to answer the evaluation questions includes:
    - Surveys of the different stakeholders of the school to determine the effectiveness of the professional development plan. Currently year end surveys of the staff are conducted using survey monkey. Surveys for parents and students were conducted during this school year and will need to be conducted again in the future to establish patterns and trends.
    - Formal and informal interviews conducted with staff members and students will help provide information that will determine the effectiveness of the school's plan.
    - Teachers are required to submit professional development follow-up forms after attending workshops and seminars. This will need to be expanded to include in-service days. A process for evaluating these forms including a rubric or likert scale needs to be developed.
    - Teacher representatives will be invited to speak to the Professional Development Committee to talk about the effectiveness of the training and to offer insights into what the faculty sees as strengths and weaknesses.
    - As mentioned above, there needs to be a review of student's grades within their courses, on standardized tests, and on formative and benchmark assessments to see the impact that the training is having on the students.
    - Lesson plans and classroom walkthroughs will be used to see if the Professional Development training has made an impact on how classes are being taught. Supervisors will be able to see if the effective teaching strategies that have been discussed are actually being put into practice.

All of the above will continue to be important in this Professional Development Plan. The Committee would like to make more effective use of the following:

- **Data from the formative assessments in order to better track student performance and to help us become compliant with the new teacher evaluation system.**
- **Feedback from the teachers on how they feel the plan is progressing and if there are positive changes that are occurring. Unlike the past, the committee will seek more formal input from key personnel in the school.**

School Level Professional Development Planning Template

SECTION 3 SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

Each school is asked to complete a one page summary of key elements of their plan for inclusion in the district plan. Please provide a short narrative description for each of the sections of the plan:

1. Reflection: Identify key elements of previous professional development you will leverage in the new plan..
2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.
3. Professional Development Goals: Identify the professional development goals connected to the student learning goals for the school/district.
4. Professional Development Opportunities: Identify the processes and structures the school will use to provide professional learning opportunities.
5. Professional Development Resources: Identify the resources that will ensure professional learning is ongoing.
6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

1. Key elements of previous professional development opportunities that we will continue to use are during and after school professional development seminars, "On the Fly" training and district folders, tuition reimbursement, financial resources for attending outside conference and seminars, bringing in outside presenters, and the establishment of a system for data collection and analysis. The committee is going to strengthen its commitment to creating common planning times and professional development opportunities through the course of the regular school day.

2. As previously stated in Section 2B because of the different stakeholders that are involved with Somerset County Vocational and Technical Schools, we measure student achievement through a wide range of means. Our definition of student achievement includes the following:
   - How well are the students performing on standardized state assessments, industry assessments and on internal assessments such as benchmarks. The focus is just not on the grade of the student but whether or not there is a marked improvement from year to year. We are looking to see that we are making a difference with each and every individual student that walks through our doors.
   - While a lot harder to assess the school also measures achievement through social interaction. Students attend vocational school in order to learn employment skills as well as academic knowledge. Part of those skills include if a student will know how to interact with clients, peers, and bosses. We want to produce students who are not only academically successful but are also well rounded.
   - We also measure student achievement on how well the student is prepared to move on after graduation. Are they prepared for two year or four year colleges, trade school or an occupation? Have we given them the means to succeed?

   Key finding from our needs assessments show that the students are not achieving all that they could. Survey results from the staff indicated that they felt that students were underachieving and that the school's expectations for the students need to be higher, starting with math. Findings also indicated that parents felt that there was a lack of

communication between the school and parents. The committee has expanded its goal of increasing the Algebra Scores to increasing the academic rigor of all courses through the use of Professional Learning Communities.

3. The professional development goals that are connected to the student learning goals include improving communication amongst staff members through the use of professional learning communities, shared planning times, and increasing the use of the school's technology resources. SCVTHS plans to increase the amount of professional development opportunities that are presented to the staff both in and outside of school. Also, the school would like to raise the academic expectations of the students and improve communication with the parents through the use of the parent portal and teacher web pages. The Committee would also like to offer the faculty specific training in plagiarism, teaching literacy, and how to create and monitor benchmark and formative assessments.

4. The structures and processes that the school will use to provide professional learning opportunities includes seminars and workshops that take place in and out of district including professional development days and faculty meetings, Professional Learning Communities, use of school's technology resources such as "On the Fly" and district folders, county resources such as NING, and strengthening the schools mentoring plan. The school has used round robins during in-service days to allow more topics to be covered with the teachers and has worked hard on establishing common planning times for teachers to meet and discuss teaching strategies. In addition, substitutes are being made available to allow teachers to visit each other classrooms and to allow for teachers to conduct turnkey training.

5. The resources that the school has that will ensure professional learning is ongoing include attendance at the following: monthly faculty meetings, the two in-service professional development days, the Professional Learning Community meetings and the after school monthly meetings. SCVTHS has been able to add resources for teachers to review on its district folder which it will continue to do in the future. Also this year two outside presenters were brought in and we hope to be able continue to afford to do this. If possible, common planning time built into the schedule will allow for greater teacher collaboration. In addition to the above the Committee is making substitutes available to teachers so they can visit each other's classes and/or to conduct training on seminars that they have been to.

6. The Professional Development Committee plans to evaluate its goals by conducting surveys, formal and informal interviews of the staff, parents and students to see if its initiatives are making a difference. Attendance at the above meetings will allow the committee to check on teacher participation and the PD follow up form will offer a chance for teachers to offer their input. Walkthroughs and lesson plan reviews will offer insights into changes that are or are not taking place in the classrooms. Also, administrator reviews of the parent portal and teacher pages will let the PD committee know if the teachers are making use of these systems.

   In order to check on the impact that the professional development has had on student learning, the committee will compare the scores that students received in their Algebra I class from next year to previous years and on the End of Course Algebra I test from next year to this year's.

The PD committee is expanding how it is going to view the impact that the professional development plan has had on student learning. The Committee will monitor and track the scores that students receive in all of their courses. Also the committee will review scores on standardized tests, benchmark and formative assessments, CTE year end tests, and Scholastic tests.

1. **Reflection---Many of the key elements of the previous Professional Development Plan continues to be used in the school. These include the use of during and after school professional development seminars, tuition reimbursement, and financial resources for attending outside conferences and workshops. The committee is also making use of Moodle which is the schools on-line learning system.**

2. **Needs Assessment---The school's definition of student achievement remains the same as in previous year's plans. Key findings from the needs assessment still include the need to raise the overall achievement of the students in all academic areas. There is an increased need to have time for the teachers to work together collaboratively on the creation of formative assessments which can be used to guide their teaching practices and help the students achieve. Also, there is an identified need to have teachers trained on the new curriculum that they will be implementing during the new school year.**

3. **Many of the professional development goals from the previous plans continue to be important in order to help address the identified needs of the school. The focus for this upcoming school year will be the development of Professional Learning Communities that can work on addressing the issues of reviewing and implementing the new curriculum, creation of effective formative assessments, and the exchange of effective teaching strategies. The committee would like to make sure that all teachers are effectively trained on the new curriculum content standards and are made aware of changes that are occurring with teacher evaluations.**

4. **All of the structures that were in place in the previous plans will continue to be used by the committee. The focus for this upcoming year is going to be the improvement of the school's PLCs as a means to create positive and continual change in the school. In addition to this the committee plans to expand the use of its on-line learning system as a means to provide professional learning opportunities.**

5. **The internal resources that are available to make sure that professional learning is occurring include: Professional Development Days, PLCs, training at faculty meetings, after school professional development meetings, and the schools on-line learning system. External resources include providing teachers with the opportunity to attend outside seminars and workshops, encouraging teachers to take graduate courses and visit other schools.**

6. **Our goals for evaluation of our Professional Development Plan include monitoring the work that the PLCs are doing including their implementation of**

the new curriculum and the development of formative assessments. The committee will record the data that is collected from the formative assessments to see if the assessments are impacting teaching and student learning.

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ADDENDUM #4

MEMORANDUM OF UNDERSTANDING
RARITAN VALLEY COMMUNITY COLLEGE
AND THE
SOMERSET COUNTY VOCATIONAL/TECHNICAL SCHOOL DISTRICT

AGREEMENT

AGREEMENT, made this ____day of June 2012, by and between Raritan Valley Community College, 118 Lamington Road, North Branchburg, NJ 08876 (hereinafter referred to as "College") and the Somerset County Vocational and Technical Schools District (hereinafter referred to as "SCVTS"), 14 Vogt Drive, Bridgewater NJ 08807.

The above named parties have agreed to the following terms and conditions:

1. Scope and Term of Program

The College will be the sole provider of all of the adult education programs for Somerset County effective July 1, 2010. These programs include many previously offered by SCVTS. In order to accomplish this objective the College will have to share a number of services that will be provided by SCVTS as outlined in other sections of this agreement and as part of a separate lease agreement for the current SCVTS Technical Institute building (building "B"). The parties agree that the College began occupancy of Building B on July 1, 2010. The parties agree that this initial agreement will remain in effect until June 30, 2013. The parties further agree that it is their intention that the College conduct the adult post secondary courses at SCVTS beyond June 30, 2013 but they will meet to determine if any of the provisions of this agreement need to be modified. They further agree to keep each other informed of problems on a monthly basis so as to enable adjustments, if any, to be made where possible. The parties desire to continue this agreement from July 1, 2012-June 30, 2013.

2. Required Prior Actions

In order to properly transfer the responsibility and accountability of the educational programs from SCVTS to the College, SCVTS will officially terminate or close the Technical Institute (TI) Program as of June 30, 2010, except for the LPN program which will terminate on December 31, 2010. SCVTS has the obligation to notify all of the appropriate governing bodies and other affected entities of its action(s) including the New Jersey State Department of Education, the United States Department of Education, the Somerset County Board of Chosen Freeholders and the relevant employee bargaining units.

3. Management & Use of Building B

In order to efficiently utilize the available space, SCVTS will provide the College with their classroom needs prior to the College scheduling Building B for which (RVCC) they will be solely responsible. Both parties will make every effort to ensure that each of their respective programs are unimpeded by the other. It is the intent of all parties that adult and college-level and secondary courses be offered throughout the day.

4. Ownership of Equipment and Furnishings

SCVTS will transfer title to all movable equipment and furniture located in building B except for those items related to the central technology services department and other items that are listed on Exhibit B. This action will enable the College to take full responsibility for the maintenance and replacement of these items as they are utilized in providing post-secondary education programs and providing administration thereof. Most computer software products are only licensed to owners of equipment. The College will make no additional payments as these items had been purchased with funds provided by Somerset County, the Federal Perkins Equipment program or specific New Jersey state grants.

The College will solely bear the cost of any new furniture or equipment it chooses to install within the building. With respect to technology equipment, the College will coordinate with the appropriate SCVTS department to insure that installation will not negatively impact SCVTS operations.

5. Calculating the Cost of Shared Services and Materials

A. Total Square Footage of All Buildings in Service on SCVTS Campus

SCVTS will identify at the date of this contract all buildings that are currently in use and their measured square footage. These buildings would be those covered by centrally billed utility providers — e.g. electricity, gas, water and sewer. The initial measured space is 212,836 square feet.

B. Square Footage of B Building

The total building is measured at 32,959 square feet. After deducting dedicated space for SCVTS' technology department and the High School Science Academy classrooms and the pro rata usage of space required for other programs, the College will be responsible for 27,275 square feet, which represents 12.8% of the total campus square feet. Exhibit A attached hereto and incorporated herein shows the designation of space utilized by RVCC.

C. Instructional Supplies

The College will likely use shops and laboratories in other SCVTS buildings. It is more cost effective for SCVTS to continue ordering instructional supplies for the entire campus and then

bill the College for the approximate quantity used. SCVTS will calculate each semester the cost of supplies for each shop or laboratory department as well as the number of its student contact hours in these facilities.

6. Compensation for Shared Services and Materials

The College will pay $9.00 per square foot to SCVTS which covers the use of facilities and the following services in paragraphs A-F. The total cost for the year is $245,475.00. The parties agree however that for the first year the College will only pay SCVTS the sum of $125,000.00 in two equal installments of $64,500.00 on September 1, 2012 and January 2, 2013 .

A. Electricity

B. Gas

C. Water and Sewer

D. Housekeeping

E. Building Maintenance

F. General Security

While SCVTS will provide security, the College intends to provide additional security personnel at its own cost within the building during its hours of operation.

G. Instructional Materials

The College will pay SCVTS a price per contact hour calculated per 5.C above for each particular shop or laboratory that its students use in other buildings, most frequently building A. The initial base period for the determination of this cost will be SCVTS' fiscal year ended June 30, 2009. The numerator will be the cost of instructional supplies for a particular shop or laboratory; the denominator will be the total number of SCVTS students recorded in these rooms at the expiration of the semester beginning with the Fall, 2012 semester. For subsequent years, the denominator will be increased for the number of College reported students. SCVTS will bill the College for the number of high school students using instructional materials at the expiration of the add/drop date for the College. SCVTS will bill the College on October 1, 2012 and February 1, 2013 for these costs. The College will remit payment by November 15, 2012 and March 15, 2013 for these costs. The parties will review methodology for calculation of payment annually shortly after the completion of the SCVTS audit report.

H. Telecommunication Services

SCVTS will allow the College to use a portion of its internet gateway currently provided by Verizon through the NJ Edge consortium. Technical managers from both institutions will determine how much bandwidth will be required for direct College operations. The College will pay SCVTS a proportionate share of its monthly cost for this service upon rebilling by SCVTS within 30 days of receipt of invoice from SCVTS.

SCVTS will be solely responsible for the ongoing maintenance of existing network connections within the B building. Should the College require any additional services or connections, both parties will determine the best course of action to achieve the objective and the method to fairly reimburse SCVTS for any incremental costs.

It may be determined that several of the computer supported classrooms in the building will have scheduled joint use with SCVTS programs. If the dominant user of a particular space will be SCVTS, the network connection will be the SCVTS portion. When the College uses the same space and needs to use the computers for its instructional purposes SCVTS will allow the College access to its network at no cost.

7. Repairs & Maintenance—Movable Equipment & Furnishings

The College will be responsible for the maintenance, repair and replacement of all its equipment located in the building including those items referred to in paragraph 4 above.

8. Other Equipment

The College will be permitted to use all equipment in the specialty workshops in building A after 3:30 p.m. at times made available by SCVTS. If any equipment is damaged or becomes nonfunctioning during use by the college it will contribute one half cost of repair. The supplies consumed will be reimbursed to SCVTS per paragraph 6(G) above.

9. Repairs & Maintenance—Building

SCVTS is responsible for the maintenance and repair of building B's exterior, major mechanical systems and adjacent parking lots without assessing any additional pro rata charges.

However, should the College wish to renovate or reconfigure any interior spaces or place new signage on the building or at the parking lot entranceways, any such changes will be at the sole cost of the College with the consent of SCVTS, which consent shall not be unreasonably withheld. The College will coordinate with SCVTS prior to planning any alterations. The College agrees that the only alterations are to be cosmetic not structural. If requested by SCVTS, the College will restore the premises to its original condition in the event the College no longer occupies the space.

10. Usage of Other Buildings

The College may wish to use other SCVTS facilities in buildings other than A and B after the normal high school schedule. The parties will in a separate Memorandum of Understanding agree to a fair pricing schedule that reimburses SCVTS for its incremental costs. It is agreed that the College will use any other building after 3:30 p.m.

11. Custody of Student Records

RVCC will take custody of all adult education transcript records as of July 1, 2010, except for the LPN program, which will be January 1, 2011. SCVTS will provide a hard copy of these records as well as in a digital format to be specified by RVCC. RVCC will use its best efforts to respond to any student inquiries regarding these records. However, should RVCC be unable to answer any questions, SCVTS will assist in resolving any open student issues.

12. Indemnification

The College and SCVTS hereby indemnify and hold each other harmless against all losses, claims, or liabilities of any kind (including reasonable attorneys' fees and costs) for personal injury or property damage that were caused by the negligence or omission of their employees, officers, directors, agents or representatives.

13. Insurance

During the term of this Agreement, the College will keep in force, at its own expense, (a) comprehensive general liability insurance, including contractual liability, with carriers authorized to do business in New Jersey, with minimum limits of $1,000,000 per occurrence and $3,000,000 aggregate per year; (b) worker's compensation and employer's liability insurance at statutory limits for its employees located at SCVTS; and (c) property damage insurance for loss or damage of $500,000.

The College will provide SCVTS a certificate of insurance evidencing the above coverages and naming it an additional insured.

14. Authorization

The governing boards of both institutions have approved the broad scope and substance of this agreement. In addition, the Somerset County Board of Chosen Freeholders has endorsed the actions taken by both institutions.

15. No Assignments

One party without the written consent of the other party may not assign this Agreement.

16. Notices

All notices, statements or other documents required by this Agreement shall be hand-delivered or mailed to the following addressees:

For the College:

John Trojan
Vice President Finance & Facilities
118 Lamington Road
Branchburg NJ 08876

For SCVTS:

Diane Strober
Assistant Superintendent for Business
14 Vogt Drive
Bridgewater NJ 08807

17. Operational Management

The College recognizes the primary responsibility of the SCVTS Superintendent to maintain an appropriate learning environment within the rules and procedures of its organization. Whenever necessary the College site manager will endeavor to resolve all contractual issues directly with the Superintendent or his designate. The current personnel occupying these positions are: for the College — Ms. Janet Perantoni, Dean of Corporate & Continuing Education; for SCVTS —Dr. Chrys Harttraft, Superintendent.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the day and year first written above:

For Raritan Valley Community College

By:_____ By:_____

Dr. Kathleen Crabill, President Board President

For Somerset County Vocational and Technical Schools District

By:_____ By:_____

Dr. Chrys Harttraft, Superintendent William G. Hyncik, Jr.Board President

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6/18 3:42pm

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
General Fund - Fund 10 (including 16, 17 & 18)
Interim Balance Sheet
For 11 Month Period Ending 05/31/2012

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

--- A S S E T S ---			
101	Cash in bank		$1,673,159.08
121	Tax levy receivable		($1,026,214.00)
	Accounts receivable:		
141	Intergovernmental - State	$49,967.64	
143	Intergovernmental - Other	$6,565.93	
			$56,533.57
	Other Current Assets		$0.00
--- R E S O U R C E S ---			
301	Estimated Revenues	$14,088,011.00	
302	Less Revenues	($12,370,792.92)	
			$1,717,218.08
	Total assets and resources		$2,420,696.73

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
General Fund - Fund 10 (including 16, 17 & 18)
Interim Balance Sheet
For 11 Month Period Ending 05/31/2012

LIABILITIES AND FUND EQUITY

--- L I A B I L I T I E S ---					
	Other current liabilities				($20.00)
	TOTAL LIABILITIES				($20.00)
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			$1,097,079.04	
	Reserved fund balance:				
760	Reserved Fund Balance			$207,216.00	
601	Appropriations		$14,351,511.00		
602	Less : Expenditures	$12,202,501.02			
603	Encumbrances	$1,097,079.04	($13,299,580.06)		
				$1,051,930.94	
	Total Appropriated			$2,356,225.98	
--- U n a p p r o p r i a t e d ---					
770	Fund Balance			$264,490.75	
303	Budgeted Fund Balance			($200,000.00)	
	TOTAL FUND BALANCE				$2,420,716.73
	TOTAL LIABILITIES AND FUND EQUITY				$2,420,696.73

RECAPITULATION OF FUND BALANCE:	Budgeted	Actual	Variance
Appropriations	$14,351,511.00	$13,299,580.06	$1,051,930.94
Revenues	($14,088,011.00)	($12,370,792.92)	($1,717,218.08)
	$263,500.00	$928,787.14	($665,287.14)
Less: Adjust for prior year encumb.	($63,500.00)	($63,500.00)	
Budgeted Fund Balance	$200,000.00	$865,287.14	($665,287.14)

Recapitulation of Budgeted Fund Balance by Subfund			
Fund 10 (includes 10, 11, 12, and 13)	$200,000.00	$865,287.14	($665,287.14)
Fund 16 (Restricted ARRA-ESF)	$0.00	$0.00	$0.00
Fund 17 (Restricted ARRA-GSF)	$0.00	$0.00	$0.00
Fund 18 (Restricted ED JOBS)	$0.00	$0.00	$0.00
TOTAL Budgeted Fund Balance	$200,000.00	$865,287.14	($665,287.14)

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10 (including 16, 17 & 18)
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 11 Month Period Ending 05/31/2012

		BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***					
1XXX	From Local Sources	$12,862,206.00	$10,997,429.12		$1,864,776.88
3XXX	From State Sources	$1,225,805.00	$1,373,363.80		($147,558.80)
	TOTAL REVENUE/SOURCES OF FUNDS	$14,088,011.00	$12,370,792.92		$1,717,218.08

*** EXPENDITURES ***		APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
--- CURRENT EXPENSE ---					
11-1XX-100-XXX	Regular Programs - Instruction	$1,245,173.35	$1,094,719.79	$69,460.54	$80,993.02
11-230-X00-XXX	Basic Skills - Remedial Instruction	$94,000.00	$82,347.95	$9,214.22	$2,437.83
11-240-X00-XXX	Bilingual Education - Instruction	$59,500.00	$53,509.50	$5,945.50	$45.00
11-3XX-100-XXX	Voc. Programs - Local - Instruction	$3,446,141.05	$2,747,435.20	$318,711.48	$379,994.37
11-401-100-XXX	School-Spon. Cocurr. Acti-Instr	$54,590.52	$39,135.73	$4,127.86	$11,326.93
11-402-100-XXX	School-Spons. Athletics - Instruction	$60,141.68	$40,005.17	$13,733.33	$6,403.18
--- UNDISTRIBUTED EXPENDITURES ---					
11-800-330-XXX	Community Services Programs-				
11-000-213-XXX	Health Services	$168,900.00	$148,766.28	$14,184.40	$5,949.32
11-000-218-XXX	Guidance	$498,972.42	$457,937.55	$31,251.68	$9,783.19
11-000-219-XXX	Child Study Teams	$182,143.95	$163,730.85	$11,800.00	$6,613.10
11-000-221-XXX	Improvement Of Inst./Other Support Improvement of Inst. Serv.	$384,967.14	$334,607.58	$33,262.57	$17,096.99
11-000-222-XXX	Educational Media Serv/School Library	$215,050.00	$192,317.85	$17,402.13	$5,330.02
11-000-223-XXX	Instructional Staff Training Services	$15,212.24	$11,319.04	$3,630.00	$263.20
11-000-230-XXX	Supp. Serv.-General Administration	$517,937.28	$467,470.69	$27,286.28	$23,180.31
11-000-240-XXX	Supp. Serv.-School Administration	$583,886.97	$525,186.81	$40,335.89	$18,364.27
11-000-25X-XXX	Central Serv & Admin. Inform. Tech.	$685,086.40	$620,239.89	$33,695.91	$31,150.60
11-000-261-XXX	Allowable Maint. for School Facilities	$973,049.56	$890,020.56	$45,618.99	$37,410.01
11-000-262-XXX	Custodial Services	$1,337,343.23	$1,208,097.47	$93,547.11	$35,698.65
11-000-263-XXX	Care and Upkeep of Grounds	$14,776.50	$12,695.50	$2,081.00	.00
11-000-266-XXX	Security	$116,176.06	$107,050.82	$1,949.18	$7,176.06
11-000-270-XXX	Student Transportation Services	$103,099.65	$65,171.75	$27,942.00	$9,985.90
11-000-291-XXX	Allocated and Unallocated Benefits	$3,114,955.00	$2,562,913.29	$212,430.92	$339,610.79
	TOTAL GENERAL CURRENT EXPENSE EXPENDITURES/USES OF FUNDS	$13,871,103.00	$11,824,679.27	$1,017,610.99	$1,028,812.74

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10 (including 16, 17 & 18)
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 11 Month Period Ending 05/31/2012

*** EXPENDITURES - cont'd ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
*** CAPITAL OUTLAY ***				
12-000-4XX-XXX Facilities acquisition & constr. serv.	$413,408.00	$310,821.75	$79,468.05	$23,118.20
TOTAL CAP OUTLAY EXPEND./USES OF FUNDS	$413,408.00	$310,821.75	$79,468.05	$23,118.20
*** SPECIAL SCHOOLS ***				
13-422-100-XXX Summer school -instruction	$67,000.00	$67,000.00	.00	.00
TOTAL SPECIAL SCHOOLS EXPENDITURES/USES OF FUNDS	$67,000.00	$67,000.00	$0.00	$0.00
TOTAL GENERAL FUND EXPENDITURES	$14,351,511.00	$12,202,501.02	$1,097,079.04	$1,051,930.94

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10 (including 16, 17 & 18)
SCHEDULE OF REVENUES
ACTUAL COMPARED WITH ESTIMATED
For 11 Month Period Ending 05/31/2012

		ESTIMATED	ACTUAL	UNREALIZED
--- LOCAL SOURCES ---				
1210	Local Tax Levy	$11,526,740.00	$10,475,780.00	$1,050,960.00
1310	Tuition- From LEA's	$805,476.00	$278,595.80	$526,880.20
1XXX	Miscellaneous	$529,990.00	$243,053.32	$286,936.68
	TOTAL	$12,862,206.00	$10,997,429.12	$1,864,776.88
--- STATE SOURCES ---				
3132	Categorical Special Education Aid	$266,810.00	$266,810.00	.00
3176	Equalization	$603,031.00	$603,031.00	.00
3177	Categorical Security	$63,317.00	$63,317.00	.00
3178	Adjustment Aid	$292,647.00	$440,205.80	($147,558.80)
	TOTAL	$1,225,805.00	$1,373,363.80	($147,558.80)
	TOTAL REVENUES/SOURCES OF FUNDS	$14,088,011.00	$12,370,792.92	$1,717,218.08

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10 (including 16, 17 & 18)
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 11 Month Period Ending 05/31/2012

	Appropriations	Expenditures	Encumbrances	Available Balance
*** G E N E R A L C U R R E N T E X P E N S E ***				
--- REGULAR PROGRAMS - INSTRUCTION ---				
11-140-100-101 Salaries of Teachers	$1,174,083.85	$1,040,985.11	$63,248.31	$69,850.43
11-140-100-106 Other Salaries for Instruction	$6,262.50	$4,950.00	.00	$1,312.50
11-140-100-500 Other Purchased Services	$5,500.00	$3,872.37	$421.32	$1,206.31
11-140-100-610 General Supplies	$48,327.00	$36,456.22	$5,722.91	$6,147.87
11-140-100-640 Textbooks	$7,000.00	$7,000.00	.00	.00
11-140-100-800 Other Objects	$2,000.00	$1,456.09	$68.00	$475.91
--- Regular programs - Home Instruction ---				
11-150-100-101 Salaries of Teachers	$2,000.00	$0.00	$0.00	$2,000.00
TOTAL	$1,245,173.35	$1,094,719.79	$69,460.54	$80,993.02
--- Basic skills/remedial-Instruction ---				
11-230-100-101 Salaries of Teachers	$90,000.00	$80,941.50	$8,993.50	$65.00
11-230-100-610 General Supplies	$4,000.00	$1,406.45	$220.72	$2,372.83
TOTAL	$94,000.00	$82,347.95	$9,214.22	$2,437.83
--- Bilingual education-Instruction ---				
11-240-100-101 Salaries of Teachers	$59,500.00	$53,509.50	$5,945.50	$45.00
TOTAL	$59,500.00	$53,509.50	$5,945.50	$45.00
--- Regular Vocational Programs - Instruction ---				
11-310-100-101 Salaries of Teachers	$2,659,141.05	$2,213,809.16	$264,356.73	$180,975.16
11-310-100-320 Purchased Prof.-Ed. Services	$200,000.00	$31,030.00	$5,720.00	$163,250.00
11-310-100-500 Other Purchased Services	$25,000.00	$23,534.68	$957.24	$508.08
11-310-100-610 General Supplies	$275,000.00	$225,889.75	$29,645.23	$19,465.02
11-310-100-640 Textbooks	$9,000.00	$9,000.00	.00	.00
11-310-100-800 Other Objects	$7,000.00	$6,322.05	.00	$677.95
Total	$3,175,141.05	$2,509,585.64	$300,679.20	$364,876.21
--- Special Vocational Programs - Instruction ---				
11-320-100-101 Salaries of Teachers	$217,000.00	$194,622.50	$12,649.50	$9,728.00
11-320-100-500 Other Purchased Services	$2,000.00	$2,000.00	.00	.00
11-320-100-610 General Supplies	$45,000.00	$34,227.06	$5,382.78	$5,390.16
11-320-100-640 Textbooks	$7,000.00	$7,000.00	.00	.00

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10 (including 16, 17 & 18)
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 11 Month Period Ending 05/31/2012

	Appropriations	Expenditures	Encumbrances	Available Balance
Total	$271,000.00	$237,849.56	$18,032.28	$15,118.16
--- School spons.cocurricular activities-Instruction ---				
11-401-100-100 Salaries	$42,916.07	$30,488.05	$1,270.00	$11,158.02
11-401-100-600 Supplies and Materials	$11,674.45	$8,647.68	$2,857.86	$168.91
TOTAL	$54,590.52	$39,135.73	$4,127.86	$11,326.93
--- School sponsored athletics-Instruct. ---				
11-402-100-100 Salaries	$44,181.68	$26,319.66	$11,680.34	$6,181.68
11-402-100-500 Purchased Services	$10,600.00	$8,415.50	$1,963.00	$221.50
11-402-100-600 Supplies and Materials	$5,360.00	$5,270.01	$89.99	.00
TOTAL	$60,141.68	$40,005.17	$13,733.33	$6,403.18
--- UNDISTRIBUTED EXPENDITURES ---				
--- Health services ---				
11-000-213-100 Salaries	$148,000.00	$132,819.20	$13,100.20	$2,080.60
11-000-213-300 Purchased Prof. & Tech. Svc.	$14,500.00	$11,499.86	.00	$3,000.14
11-000-213-600 Supplies and Materials	$6,000.00	$4,099.43	$1,084.20	$816.37
11-000-213-800 Other Objects	$400.00	$347.79	.00	$52.21
TOTAL	$168,900.00	$148,766.28	$14,184.40	$5,949.32
--- Guidance ---				
11-000-218-104 Salaries Other Prof. Staff	$397,972.42	$366,324.34	$22,955.78	$8,692.30
11-000-218-105 Sal Secr. & Clerical Asst.	$100,000.00	$91,254.90	$8,295.90	$449.20
11-000-218-600 Supplies and Materials	$1,000.00	$358.31	.00	$641.69
TOTAL	$498,972.42	$457,937.55	$31,251.68	$9,783.19
--- Child Study Teams ---				
11-000-219-104 Salaries Other Prof. Staff	$77,279.15	$71,223.39	$3,776.61	$2,279.15
11-000-219-105 Sal Secr. & Clerical Asst.	$93,364.80	$85,834.40	$7,165.60	$364.80
11-000-219-390 Other Purch. Prof. & Tech Svc.	$5,000.00	$3,584.26	.00	$1,415.74
11-000-219-500 Other Purchased Services	$1,000.00	$1,000.00	.00	.00
11-000-219-600 Supplies and Materials	$2,000.00	$224.40	$748.79	$1,026.81
11-000-219-800 Other Objects	$3,500.00	$1,864.40	$109.00	$1,526.60

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10 (including 16, 17 & 18)
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 11 Month Period Ending 05/31/2012

	Appropriations	Expenditures	Encumbrances	Available Balance
TOTAL	$182,143.95	$163,730.85	$11,800.00	$6,613.10
--- Improvement of instr.serv/other supp serv-inst staff ---				
11-000-221-102 Salaries Superv. of Instr.	$164,000.00	$136,300.15	$27,699.85	.00
11-000-221-104 Salaries Other Prof. Staff	$159,749.76	$146,437.28	$5,562.72	$7,749.76
11-000-221-105 Sal Secr. & Clerical Asst.	$50,717.38	$43,194.82	.00	$7,522.56
11-000-221-500 Other Purchased Services	$5,000.00	$5,000.00	.00	.00
11-000-221-600 Supplies and Materials	$2,500.00	$2,488.52	.00	$11.48
11-000-221-800 Other Objects	$3,000.00	$1,186.81	.00	$1,813.19
TOTAL	$384,967.14	$334,607.58	$33,262.57	$17,096.99
--- Educational media serv./sch.library ---				
11-000-222-100 Salaries	$101,050.00	$89,460.00	$9,940.00	$1,650.00
11-000-222-177 Salaries of Technology Coordinators	$85,000.00	$74,708.26	$6,791.66	$3,500.08
11-000-222-500 Other Purchased Services	$4,000.00	$3,999.09	.00	$0.91
11-000-222-600 Supplies and Materials	$21,000.00	$20,900.58	.00	$99.42
11-000-222-800 Other Objects	$4,000.00	$3,249.92	$670.47	$79.61
TOTAL	$215,050.00	$192,317.85	$17,402.13	$5,330.02
--- Instructional Staff Training Services ---				
11-000-223-500 Other Purchased Services	$13,212.24	$9,319.04	$3,630.00	$263.20
11-000-223-600 Supplies and Materials	$2,000.00	$2,000.00	.00	.00
TOTAL	$15,212.24	$11,319.04	$3,630.00	$263.20
--- Support services-general administration ---				
11-000-230-100 Salaries	$265,823.34	$243,392.82	$11,607.10	$10,823.42
11-000-230-331 Legal Services	$71,645.20	$48,188.64	$11,210.30	$12,246.26
11-000-230-332 Audit Fees	$33,500.00	$33,500.00	.00	.00
11-000-230-339 Other Purchased Prof. Svc.	$3,000.00	$2,999.00	.00	$1.00
11-000-230-530 Communications/Telephone	$88,060.98	$83,615.47	$4,445.51	.00
11-000-230-590 Other Purchased Services	$3,000.00	$3,000.00	$0.00	$0.00
11-000-230-61X General Supplies	$11,000.00	$11,000.00	.00	.00
11-000-230-630 BOE In-House Training/Meeting Supplies	$3,500.00	$3,476.63	$23.37	.00
11-000-230-890 Misc. Expenditures	$31,549.38	$31,548.38	.00	$1.00
11-000-230-895 BOE Membership Dues and Fees	$6,858.38	$6,749.75	.00	$108.63
TOTAL	$517,937.28	$467,470.69	$27,286.28	$23,180.31

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10 (including 16, 17 & 18)
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 11 Month Period Ending 05/31/2012

	Appropriations	Expenditures	Encumbrances	Available Balance
--- Support services-school administration ---				
11-000-240-103 Salaries Princ./Asst. Princ.	$397,472.38	$368,617.95	$28,780.66	$73.77
11-000-240-105 Sal Secr. & Clerical Asst.	$137,604.39	$124,214.35	$4,785.65	$8,604.39
11-000-240-11X Other Salaries	$20,000.00	$9,302.23	$1,078.48	$9,619.29
11-000-240-500 Other Purchased Services	$17,810.20	$13,144.50	$4,665.70	.00
11-000-240-600 Supplies and Materials	$8,000.00	$6,929.18	$1,025.40	$45.42
11-000-240-800 Other Objects	$3,000.00	$2,978.60	.00	$21.40
TOTAL	$583,886.97	$525,186.81	$40,335.89	$18,364.27
--- Central Services ---				
11-000-251-100 Salaries	$390,000.00	$344,457.82	$30,696.31	$14,845.87
11-000-251-330 Purchased Prof. Srvs.	$28,000.00	$27,276.00	$724.00	.00
11-000-251-340 Purchased Technical Srvs.	$16,000.00	$16,000.00	.00	.00
11-000-251-600 Supplies and Materials	$7,000.00	$7,000.00	.00	.00
11-000-251-890 Other Objects	$6,000.00	$5,600.67	$147.96	$251.37
TOTAL	$447,000.00	$400,334.49	$31,568.27	$15,097.24
--- Admin. Info. Technology ---				
11-000-252-100 Salaries	$191,086.40	$175,162.54	.00	$15,923.86
11-000-252-500 Other Pur Serv. (400-500 seriess)	$31,000.00	$29,192.83	$1,800.00	$7.17
11-000-252-600 Supplies and Materials	$16,000.00	$15,550.03	$327.64	$122.33
TOTAL	$238,086.40	$219,905.40	$2,127.64	$16,053.36
--- Allowable Maint.for School Facilities ---				
11-000-261-100 Salaries	$602,117.89	$553,631.02	$14,298.67	$34,188.20
11-000-261-420 Cleaning, Repair & Maint. Svc.	$326,786.92	$300,462.33	$23,102.78	$3,221.81
11-000-261-610 General Supplies	$33,601.28	$25,927.21	$7,674.07	.00
11-000-261-800 Other Objects	$10,543.47	$10,000.00	$543.47	.00
TOTAL	$973,049.56	$890,020.56	$45,618.99	$37,410.01
11-000-262-420 Cleaning, Repair & Maint. Svc.	$334,237.73	$305,733.92	$28,503.81	.00
11-000-262-490 Other Purchased Property Svc.	$67,000.00	$56,647.15	$3,807.29	$6,545.56
11-000-262-520 Insurance	$177,417.00	$151,062.50	.00	$26,354.50
11-000-262-621 Energy (Natural Gas)	$170,000.00	$123,571.57	$46,428.43	.00
11-000-262-622 Energy (Electricity)	$588,688.50	$571,082.33	$14,807.58	$2,798.59
TOTAL	$1,337,343.23	$1,208,097.47	$93,547.11	$35,698.65
--- Care and Upkeep of Grounds ---				
11-000-263-420 Cleaning, Repair, & Maintenance Serv.	$14,776.50	$12,695.50	$2,081.00	.00

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10 (including 16, 17 & 18)
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 11 Month Period Ending 05/31/2012

	Appropriations	Expenditures	Encumbrances	Available Balance
TOTAL	$14,776.50	$12,695.50	$2,081.00	$0.00
--- Security ---				
11-000-266-100 Salaries	$116,176.06	$107,050.82	$1,949.18	$7,176.06
TOTAL	$116,176.06	$107,050.82	$1,949.18	$7,176.06
--- Student transportation services ---				
11-000-270-162 Sal.pupil trans(Other than Bet Home & Sch)	$39,472.39	$35,727.54	.00	$3,744.85
11-000-270-420 Cleaning, Repair & Maint. Svc.	$3,000.00	$1,880.28	.00	$1,119.72
11-000-270-512 Contr Svc(other btw home & sch)-vendors	$19,000.00	$16,899.00	$2,101.00	.00
11-000-270-514 Contract Svc (spec.ed.)-vendors	$3,000.00	.00	$2,710.75	$289.25
11-000-270-517 Contract Svc (reg std) - ESCs	$25,127.26	$2,791.25	$20,611.25	$1,724.76
11-000-270-593 Misc. Purchased Svc.- Transp.	$8,500.00	$6,250.00	.00	$2,250.00
11-000-270-610 General Supplies	$2,152.68	$1,623.68	$529.00	.00
11-000-270-800 Misc. Expenditures	$2,847.32	.00	$1,990.00	$857.32
TOTAL	$103,099.65	$65,171.75	$27,942.00	$9,985.90
--- Benefits ---				
11-XXX-XXX-220 Social Security Contributions	$208,143.38	$178,583.92	$29,559.46	.00
11-XXX-XXX-241 Other Retirement Contrb. - PERS	$417,455.14	$417,437.79	$17.35	.00
11-XXX-XXX-250 Unemployment Compensation	$61,500.00	$21,573.70	$10,697.07	$29,229.23
11-XXX-XXX-260 Workman's Compensation	$178,000.00	$178,000.00	.00	.00
11-XXX-XXX-270 Health Benefits	$2,061,998.79	$1,594,232.69	$157,384.54	$310,381.56
11-XXX-XXX-280 Tuition Reimbursement	$44,772.50	$30,000.00	$14,772.50	.00
11-XXX-XXX-290 Other Employee Benefits	$143,085.19	$143,085.19	.00	.00
TOTAL	$3,114,955.00	$2,562,913.29	$212,430.92	$339,610.79
Total Undistributed expenditures	$8,911,556.40	$7,767,525.93	$596,418.06	$547,612.41
*** TOTAL CURRENT EXPENSE EXPENDITURES ***	$13,871,103.00	$11,824,679.27	$1,017,610.99	$1,028,812.74
*** TOTAL CURRENT EXPENSE EXPENDITURES & TRANSFERS ***	$13,871,103.00	$11,824,679.27	$1,017,610.99	$1,028,812.74

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10 (including 16, 17 & 18)
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 11 Month Period Ending 05/31/2012

	Appropriations	Expenditures	Encumbrances	Available Balance
*** C A P I T A L O U T L A Y ***				
--- Facilities acquisition and construction services ---				
12-000-400-334 Architectural/Engineering Services	$35,000.00	$35,000.00	.00	.00
12-000-400-450 Construction services	$378,408.00	$275,821.75	$79,468.05	$23,118.20
Facilits. Acqstn. Const. Sevr. -- TOTAL --	$413,408.00	$310,821.75	$79,468.05	$23,118.20
TOTAL	$413,408.00	$310,821.75	$79,468.05	$23,118.20
TOTAL CAPITAL OUTLAY EXPENDITURES	$413,408.00	$310,821.75	$79,468.05	$23,118.20
*** S P E C I A L S C H O O L S ***				
--- Summer school - Instruction ---				
13-422-100-101 Salaries of Teachers	$62,000.00	$62,000.00	$0.00	$0.00
13-422-100-610 General supplies	$5,000.00	$5,000.00	.00	.00
TOTAL	$5,000.00	$5,000.00	$0.00	$0.00
TOTAL SUMMER SCHOOL	$67,000.00	$67,000.00	$0.00	$0.00
TOTAL SPECIAL SCHOOLS EXPENDITURES	$67,000.00	$67,000.00	$0.00	$0.00
*** EDUCATION STABILIZATION FUND **				
*** GOVERNMENT SERVICES FUND **				
*** EDUCATION JOBS FUND **				
TOTAL GENERAL FUND EXPENDITURES	$14,351,511.00	$12,202,501.02	$1,097,079.04	$1,051,930.94

REPORT OF THE SECRETARY CERTIFICATION PAGE

TO THE BOARD OF EDUCATION

Somerset County Vocational Board of Ed.

For 11 Month Period Ending 05/31/2012

I, Diane Strober **, 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.

May 31, 2012

Board Secretary/Business Administrator **Date**

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

ACCOUNT NUMBER	DESCRIPTION	APPROPRIATION	EXPENDITURE	ENCUMBERANCES	AVAILABLE BALANCE
11-000-262-620	ENERGY-GAS/ELECTRIC-	$ 0.00	$ 0.00	$ 0.00	$ 0.00

6/18 3:42pm

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
Special Revenue Fund - Fund 20
Interim Balance Sheet
For 11 Month Period Ending 05/31/12

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

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

101	Cash in bank		($58,949.66)
	Accounts receivable:		
141	Intergovernmental - State	$51,237.83	
			$51,237.83
	Other Current Assets		($70,487.83)

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

301	Estimated Revenues	$995,882.61	
302	Less Revenues	($854,082.50)	
			$141,800.11
	Total assets and resources		$63,600.45

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
Special Revenue Fund - Fund 20
Interim Balance Sheet
For 11 Month Period Ending 05/31/12

LIABILITIES AND FUND EQUITY

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

421	Accounts Payable				($2,789.23)
481	Deferred revenues				($19,250.00)
	Other current liabilities				$2,789.23
	TOTAL LIABILITIES				($19,250.00)

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			$68,614.67	
601	Appropriations		$995,882.61		
602	Less: Expenditures	$913,032.16			
603	Encumbrances	$68,614.67	($981,646.83)		
				$14,235.78	
	TOTAL FUND BALANCE				$82,850.45
	TOTAL LIABILITIES AND FUND EQUITY				$63,600.45

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 11 Month Period Ending 05/31/12

		BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***					
1XXX	From Local Sources	$164,130.00	$164,132.50		($2.50)
3XXX	From State Sources	$382,819.61	$356,477.00		$26,342.61
4XXX	From Federal Sources	$448,933.00	$333,473.00		$115,460.00
	TOTAL REVENUE/SOURCES OF FUNDS	$995,882.61	$854,082.50		$141,800.11

*** EXPENDITURES ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
LOCAL PROJECTS:	$164,130.00	$151,001.96	$3,929.41	$9,198.63
STATE PROJECTS:				
Other special projects	$382,819.61	$335,173.30	$42,889.28	$4,757.03
TOTAL STATE PROJECTS	$382,819.61	$335,173.30	$42,889.28	$4,757.03
FEDERAL PROJECTS:				
NCLB Title I	$44,057.00	$34,962.77	$9,094.23	.00
NCLB Title II - Part A/D	$10,812.00	$8,407.76	$2,404.24	.00
I.D.E.A. Part B (Handicapped)	$109,274.00	$98,696.37	$10,297.51	$280.12
Vocational Education	$284,790.00	$284,790.00	.00	.00
TOTAL FEDERAL PROJECTS	$448,933.00	$426,856.90	$21,795.98	$280.12
*** TOTAL EXPENDITURES ***	$995,882.61	$913,032.16	$68,614.67	$14,235.78

REPORT OF THE SECRETARY CERTIFICATION PAGE

TO THE BOARD OF EDUCATION

Somerset County Vocational Board of Ed.

For 11 Month Period Ending 05/31/12

I, Diane Strober **, 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.

May 31, 2012

Board Secretary/Business Administrator **Date**

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

6/18 3:42pm

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
Capital Projects Fund - Fund 30
Interim Balance Sheet
For 11 Month Period Ending 05/31/12

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

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

101	Cash in bank		$24,921.16
	Accounts receivable:		
140	Intergovernmental - Accts. Recvble.	$1,553,467.85	
			$1,553,467.85

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

301	Estimated Revenues	$1,000,000.00	
302	Less Revenues	($2,073,474.89)	
			($1,073,474.89)
	Total assets and resources		$504,914.12

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
Capital Projects Fund - Fund 30
Interim Balance Sheet
For 11 Month Period Ending 05/31/12

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

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			$337,665.73	
601	Appropriations		$2,658,722.37		
602	Less : Expenditures	$2,153,808.25			
603	Encumbrances	$337,665.73	($2,491,473.98)		
				$167,248.39	
	Total Appropriated			$504,914.12	

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

770	Fund balance	$616,975.92	
303	Budgeted Fund Balance	($616,975.92)	
	TOTAL FUND BALANCE		$504,914.12
	TOTAL LIABILITIES AND FUND EQUITY		$504,914.12

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 11 Month Period Ending 05/31/12

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
Other	$1,000,000.00	$2,073,474.89		($1,073,474.89)
TOTAL REVENUE/SOURCES OF FUNDS	$1,000,000.00	$2,073,474.89		($1,073,474.89)

*** EXPENDITURES ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
--- Facilities acquisition and constr. serv. ---				
30-000-4XX-450 Construction services	$2,658,722.37	$2,153,808.25	$337,665.73	$167,248.39
Total fac.acq.and constr. serv.	$2,658,722.37	$2,153,808.25	$337,665.73	$167,248.39
TOTAL EXPENDITURES	$2,658,722.37	$2,153,808.25	$337,665.73	$167,248.39
*** TOTAL EXPENDITURES AND TRANSFERS	$2,658,722.37	$2,153,808.25	$337,665.73	$167,248.39

REPORT OF THE SECRETARY CERTIFICATION PAGE

TO THE BOARD OF EDUCATION

Somerset County Vocational Board of Ed.

For 11 Month Period Ending 05/31/12

I, Diane Strober **, 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.

May 31, 2012

Board Secretary/Business Administrator **Date**

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

Report of the Treasurer
to the Board of Education

District of Somerset County Voctaional
All Funds
For Month Ended: May 31, 2012

CASH REPORT

FUNDS Governmental Funds	(1) Adjusted Beginning Balance	(2) Deposits	(3) Disbursements	(4) Ending Balance
General Fund (10)	$763,560.42	$2,046,640.68	-$1,137,042.02	$1,673,159.08
ARRA-ESF Fund (16)	$0.00	$0.00	$0.00	$0.00
ARRA-GSF Fund (17)	$0.00	$0.00	$0.00	$0.00
Fund (18)	$0.00	$0.00	$0.00	$0.00
Special Revenue Fund (20)	-$35,210.53	$40,299.00	-$64,038.13	-$58,949.66
Capital Project Fund (30)	$6,722.73	$489,658.25	-$471,459.82	$24,921.16
Debt Services Fund (40)	$0.00	$0.00	$0.00	$0.00
Enterprise Fund (61)	$78,813.49	$0.00	$0.00	$78,813.49
Total Governmental Funds	$813,886.11	$2,576,597.93	-$1,672,539.97	$1,717,944.07
Summer Savings	$70,949.69	$8,841.45	$0.00	$79,791.14
Enterprise Fund (60) Cafeteria	$64,493.38	$13,682.90	-$10,076.63	$68,099.65
Payroll Fund (70)	$0.00	$456,556.94	-$456,556.94	$0.00
Agency Fund (90)	$0.00	$296,956.67	-$296,956.67	$0.00
Total Trust & Agency	$135,443.07	$776,037.96	-$763,590.24	$147,890.79
Grand Total for all Funds	$949,329.18	$3,352,635.89	-$2,436,130.21	$1,865,834.86
				$1,865,834.86

Prepared and submitted by:

Michelle Fresco

Michelle Fresco, Treasurer of School Moneys

6/7/2012
Date

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05/31/2012

Somerset County Vocational Board of Ed.
Monthly Transfer Report

Budget Category	Accounts	Original Budget	Revenues Allowed + Pr Yr Reserve	Orig + Rvnues Allowed + Pr Yr Reserve	Maximum Transfer Out Allowed	YTD Net Transfers	% change of Transfers	Remaining Transfers Out Allowed	Account Balance
Regular Programs	11-1XX-100-XXX 12-1XX-100-XXX 13-1XX-100-XXX 15-1XX-100-XXX 18-1XX-100-XXX	1,245,173.00	0.00	1,245,173.00	124,517.30	0.35	0.00	124,517.65	80,993.02
Special Education, Basic Skills/Remedial and Bilingual Instruction and Speech/OT/PT and Extraordinary Services	1X-2XX-100-XXX 1X-000-216-XXX 1X-000-217-XXX	153,500.00	0.00	153,500.00	15,350.00	0.00	0.00	15,350.00	2,482.83
Vocational Programs-Local	1X-3XX-100-XXX	3,474,000.00	0.00	3,474,000.00	347,400.00	(27,858.95)	-0.80	319,541.05	379,994.37
School-Spon. Co/Extra-Curr. Activities, School Sponsored Athletics, and Other Instructional Programs	11-4XX-100-XXX 11-4XX-200-XXX 12-4XX-100-XXX	104,360.00	0.00	104,360.00	10,436.00	10,372.20	9.94	20,808.20	17,730.11
Community Services Programs/Operations	1X-800-330-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
UNDISTRIBUTED EXPENDITURES		**4,977,033.00**	**0.00**	**4,977,033.00**					**481,200.33**
Tuition	11-000-100-XXX 16-000-100-XXX 17-000-100-XXX 18-000-100-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Attendance and Social Work, Health, Guidance, Child Study Teams, Education Media Services/School Library	1X-000-211-XXX 1X-000-213-XXX 1X-000-218-XXX 1X-000-219-XXX 1X-000-222-XXX	1,053,450.00	0.00	1,053,450.00	105,345.00	11,616.37	1.10	116,961.37	27,675.63
Improvement of Instruction Services and Instructional Staff Training Services	1X-000-221-XXX 1X-000-223-XXX	379,500.00	0.00	379,500.00	37,950.00	20,679.38	5.45	58,629.38	17,360.19
General Administration	1X-000-230-XXX	497,620.00	0.00	497,620.00	49,762.00	20,317.28	4.08	70,079.28	23,180.31
School Administration	1X-000-240-XXX	636,500.00	0.00	636,500.00	63,650.00	(52,613.03)	-8.27	11,036.97	18,364.27
Central Svcs & Admin Info Technology	1X-000-25X-XXX	665,000.00	0.00	665,000.00	66,500.00	20,086.40	3.02	86,586.40	31,150.60
Operation and Maintenance of Plant Services	1X-000-26X-XXX	2,387,400.00	0.00	2,387,400.00	238,740.00	53,945.35	2.26	292,685.35	80,284.72
Student Transportation Services	1X-000-270-XXX	107,100.00	0.00	107,100.00	10,710.00	(4,000.35)	-3.74	6,709.65	9,985.90
Personal Services-Employee Benefits	1X-XXX-XXX-2XX	3,167,500.00	0.00	3,167,500.00	316,750.00	(52,545.00)	-1.66	264,205.00	339,610.79
Transfer Property Sale Proceedes to Debt Service Reserve	11-000-520-934	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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05/31/2012

Somerset County Vocational Board of Ed.
Monthly Transfer Report

Budget Category	Accounts	Original Budget	Revenues Allowed + Pr Yr Reserve	Orig + Rvnues Allowed + Pr Yr Reserve	Maximum Transfer Out Allowed	YTD Net Transfers	% change of Transfers	Remaining Transfers Out Allowed	Account Balance
Food Services	11-000-310-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL GENERAL CURRENT EXPENSE		**8,894,070.00**	**0.00**	**8,894,070.00**					**547,612.41**
Equipment	1X-XXX-XXX-73X	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities Acquisition and Construction Services	1X-000-4XX-XXX	349,908.00	63,500.00	413,408.00	0.00	0.00	0.00	0.00	23,118.20
Capital Reserve-Transfer to Capital Expend. Fund	12-000-4XX-931	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Reserve-Transfer to Repayment of Debt	12-000-4XX-933	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL CAPITAL EXPENDITURES		**349,908.00**	**63,500.00**	**413,408.00**					**23,118.20**
TOTAL SPECIAL SCHOOLS	11-XXX-XXX-XXX 12-XXX-XXX-XXX 13-XXX-XXX-XXX 15-XXX-XXX-XXX 16-XXX-XXX-XXX 17-XXX-XXX-XXX 18-XXX-XXX-XXX	67,000.00	0.00	67,000.00	6,700.00	0.00	0.00	6,700.00	0.00
Transfer of Funds to Charter Schools	10-000-100-56X	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
General Fund Contribution to School Based Budgets	10-000-520-930	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OPERATING BUDGET GRAND TOTAL		**14,288,011.00**	**63,500.00**	**14,351,511.00**					**1,051,930.94**

School Business Administrator Signature

6/15/12
Date

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05/31/2012

Somerset County Vocational Board of Ed.
Expense Account Adjustment Analysis By Account#

Current Cycle : May

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance
		Current Appropriation Adjustments						
11-000-218-104-03-0116	SAL - GUIDANCE	2011-12 YE transfers	0062	05/31/2012	DSTROBER	$389,000.00	$8,972.42	$397,972.42
11-000-219-104-00-0117	SAL-STUDENT SERV SP ED	2011-12 YE transfers	0062	05/31/2012	DSTROBER	$75,000.00	$2,279.15	$77,279.15
11-000-219-105-00-0000	SALARIES OF SECRETARIAL	2011-12 YE transfers	0062	05/31/2012	DSTROBER	$93,000.00	$364.80	$93,364.80
11-000-221-104-00-0000	SAL OF OTHER PROFESSIONA	2011-12 YE transfers	0062	05/31/2012	DSTROBER	$152,000.00	$7,749.76	$159,749.76
11-000-221-105-00-0119	SALARIES - CLERICAL	2011-12 YE transfers	0062	05/31/2012	DSTROBER	$36,356.00	$12,717.38	$49,073.38
11-000-223-500-03-0208	OTHER PURCHASED SRVC-HS	2011-12 YE transfers	0065	05/31/2012	DSTROBER	$7,913.49	$212.24	$8,125.73
11-000-230-100-01-0122	SALARY - SUP'T OFFICE	2011-12 YE transfers	0062	05/31/2012	DSTROBER	$250,000.00	$10,823.34	$260,823.34
11-000-230-331-01-0502	LEGAL SERVICES	2011-12 YE transfers	0068	05/31/2012	DSTROBER	$75,000.00	($3,354.80)	$71,645.20
11-000-230-530-01-0211	COMMUNICATIONS/TELEPHONE	2011-12 YE transfers	0062	05/31/2012	DSTROBER	$50,000.00	$2,354.18	$52,354.18
		2011-12 YE transfers	0068	05/31/2012	DSTROBER	$52,354.18	$3,354.80	$55,708.98
			Total For Account # 11-000-230-530-01-0211				**$5,708.98**	
11-000-230-530-16-0000	ONLINE/PROVIDER SERVICES	2011-12 YE transfers	0062	05/31/2012	DSTROBER	$25,000.00	$7,352.00	$32,352.00
11-000-230-890-01-0704	MISC. EXP.-BOARD OF ED.	2011-12 YE transfers	0065	05/31/2012	DSTROBER	$16,000.00	$549.38	$16,549.38
11-000-230-895-00-0000	NJSBA DUES	2011-12 YE transfers	0065	05/31/2012	DSTROBER	$7,620.00	($761.62)	$6,858.38
11-000-240-103-00-0124	SALARIES - PRINCIPALS	2011-12 YE transfers	0062	05/31/2012	DSTROBER	$460,000.00	($62,527.62)	$397,472.38
11-000-240-105-00-0125	SALARIES - SEC/CLER.	2011-12 YE transfers	0062	05/31/2012	DSTROBER	$129,000.00	$8,604.39	$137,604.39
11-000-240-500-08-0215	PRINTING EXPENSE - HS	2011-12 YE transfers	0062	05/31/2012	DSTROBER	$10,000.00	$1,310.20	$11,310.20
11-000-252-100-16-0000	SALARIES-TECHNOLOGY	2011-12 YE transfers	0067	05/31/2012	DSTROBER	$171,000.00	$20,086.40	$191,086.40
11-000-261-100-02-0128	SALARY - MAINT. STAFF	2011-12 YE transfers	0067	05/31/2012	DSTROBER	$483,631.86	$0.35	$483,632.21
11-000-261-420-01-0224	MAINT CONT - CENTRAL OFF	2011-12 YE transfers	0069	05/31/2012	DSTROBER	$67,900.00	$1,400.00	$69,300.00
11-000-270-162-00-0000	SALARY FOR PUPILS TRANS.	2011-12 YE transfers	0067	05/31/2012	DSTROBER	$35,000.00	$4,472.39	$39,472.39
11-000-270-517-07-0000	CONTRACT. SERV.(REG. STU	2011-12 YE transfers	0067	05/31/2012	DSTROBER	$6,600.00	($4,472.74)	$2,127.26
11-000-270-610-03-0351	SUPPLIES & MATERIALS	2011-12 YE transfers	0067	05/31/2012	DSTROBER	$2,000.00	$152.68	$2,152.68
11-000-270-800-00-0000	MISCELLANEOUS EXP.	2011-12 YE transfers	0067	05/31/2012	DSTROBER	$3,000.00	($152.68)	$2,847.32
11-000-291-220-00-0601	EMPL BEN - SOC SEC	2011-12 YE transfers	0067	05/31/2012	DSTROBER	$190,000.00	$18,143.38	$208,143.38
11-000-291-241-00-0602	OTHER RETIRE CONT-OTHER	2011-12 YE transfers	0067	05/31/2012	DSTROBER	$417,455.00	$0.14	$417,455.14
11-000-291-270-00-0606	DENTAL INSURANCE	2011-12 YE transfers	0067	05/31/2012	DSTROBER	$150,000.00	($36,001.21)	$113,998.79
11-000-291-280-00-0608	TUITION REIMBURSEMENT	2011-12 YE transfers	0067	05/31/2012	DSTROBER	$30,000.00	$14,772.50	$44,772.50
11-000-291-290-00-0610	EMPLOYEE BENEFITS	2011-12 YE transfers	0067	05/31/2012	DSTROBER	$140,000.00	$3,085.19	$143,085.19

Somerset County Vocational Board of Ed.
Expense Account Adjustment Analysis By Account#
Current Cycle : May

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance
11-140-100-101-07-0103	SAL-ALT SCHOOL-REG	2011-12 YE transfers	0067	05/31/2012	DSTROBER	$278,790.44	($4,612.15)	$274,178.29
11-140-100-106-07-0000	OTHER SAL-ALT SCHOOL	2011-12 YE transfers	0067	05/31/2012	DSTROBER	$1,650.00	$4,612.15	$6,262.15
		2011-12 YE transfers	0068	05/31/2012	DSTROBER	$6,262.15	$0.35	$6,262.50
			Total For Account # 11-140-100-106-07-0000				$4,612.50	
11-310-100-101-03-0109	SAL - SUBS/MISC. - HS	2011-12 YE transfers	0067	05/31/2012	DSTROBER	$103,500.00	($20,086.40)	$83,413.60
		2011-12 YE transfers	0068	05/31/2012	DSTROBER	$83,413.60	($11,471.50)	$71,942.10
			Total For Account # 11-310-100-101-03-0109				($31,557.90)	
11-401-100-100-03-0114	SAL - CO-CURRICULAR	2011-12 YE transfers	0068	05/31/2012	DSTROBER	$38,301.05	$4,615.02	$42,916.07
11-401-100-600-03-0335	SUPPLIES - CO-CURRICULAR	2011-12 YE transfers	0068	05/31/2012	DSTROBER	$0.00	$674.45	$674.45
11-402-100-100-03-0000	SAL- ATHLETICS	2011-12 YE transfers	0068	05/31/2012	DSTROBER	$38,000.00	$6,181.68	$44,181.68
11-402-100-500-00-0000	PURCHASED SERVICES (300-	2011-12 YE transfers	0069	05/31/2012	DSTROBER	$12,000.00	($1,400.00)	$10,600.00
					Total Current Appr.			***$0.00***

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ADDENDUM #7

Somerset County Vocational Technical Schools
Calculation for Facility Use Charges
2012-13

			PER SF (8 hr day)	MINIMUM	PER HR
1. overhead costs	**ROOMS***	**SQ FT**			
				(4 HOURS)	(1 HOUR)
**	auditorium/studio/lobby	18100	$0.13	$1,176.50	$294.13
***	restaurant/new kitchen/cafeteria/kitchen	19200	$0.10	$960.00	$240.00
	cafeteria/kitchen (not including new kitchen /restaurant)	17400	$0.07	$609.00	$152.25
	technology center/amphitheater	14000	$0.07	$490.00	$122.50
	gymnasium	16400	$0.07	$574.00	$143.50
	vocational shops	1500	N/A	$234.00	$58.50
	classroom	750	N/A	$234.00	$58.50
	athletic field	N/A	N/A	$234.00	$58.50
				(8 HOURS)	(1 HOUR)
	building B-total	32959	$0.07	$2,307.13	$288.39
	building B-RVCC*	27275	$0.07	$1,909.25	$238.66

* building B annual fee calculated per MOU with RVCC (8 hrs rate of $1909.25 x 180 days)	$343,665.00
* building B annual fee calculated per MOU with RVCC (27,275/212,836 or 13% x $2,696,672.43 subtotal cost)	$350,567.42

	2010-11 AUDIT	
	total support services - central services	$474,143.09
	total operations and maintenance of plant	$2,222,529.34
	subtotal cost	$2,696,672.43
	divided by total SF (212,836)	212,836
	daily cost per sq ft (180)	$0.07
**	theater expenditures	$362,861.50
	add'l cost per 18100 sq ft (365-18 holidays=347)	$0.06
***	culinary expenditures	$204,687.77
	add'l cost per 19200 sq ft (365-18 holidays=347)	$0.03

		(6 HOURS)	(1 HOUR)
2. labor costs*	technical sound and lighting rates (a)	$240.00	$40.00
	culinary arts personnel rates (b)	$300.00	$50.00
	maintenance overtime rates (c)		
3. other costs	late fees (d)	TBD	TBD

(a) Technical sound and lighting staff is required for equipment use; technical fees will be charged accordingly.
(b) Culinary Arts program personnel is required for restaurant/kitchen facility use; personnel fees will be charged accordingly.
(c) Maintenance personnel is required during non operating hours for facility use; maintenance fees will be charged accordingly.
(d) Any additional time beyond the approved hours will be billed in one hour increments (not prorated).
Note: Refundable security deposit of $250.00 is due after approval with required documents.
*Labor costs include an additional two hours (one hour before requested time and one hour after requested time).

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2012-13 Purchase of Goods and Services/Qualified Purchasing Agent
Resolution 2011-12/6-A

Recommend the Board approve the following resolution:
WHEREAS, NJSA 18A:18A-2 provides that a board of education shall assign the authority, responsibility and accountability for the purchasing activity of the Board of Education to a person or persons who shall have the power to prepare advertisements, to advertise for and receive bids and to award contracts as permitted by this chapter; and
WHEREAS, NJSA 18A:18A-3 provides that contracts, awarded by the qualified purchasing agent that do not exceed in the aggregate in a contract year the bid threshold of $36,000 may be awarded by the purchasing agent without advertising for bids when so authorized by board resolution; and
WHEREAS, NJSA 18A:18A-37.c. provides that all contracts that are in the aggregate less than 15% of the bid threshold of $5,400 may be awarded by the qualified purchasing agent without soliciting competitive quotations if so authorized by board resolution, and
WHEREAS, NJSA 18A:18A-10 provides that a board of education may purchase without advertising for vendors pursuant to the Federal Supply Schedules of the General Services Administration as permitted by the "Federal Acquisition Streamlining Act of 1994" and federal regulations adopted thereunder; and
NOW, THEREFORE, BE IT RESOLVED that the Somerset County Vocational Board of Education pursuant to the statutes cited above hereby appoints the School Business Administrator as its duly authorized purchasing agent and is duly assigned the authority of the Somerset County Vocational Board of Education; and
BE IT FURTHER RESOLVED, that the School Business Administrator is hereby authorized to seek competitive quotations, when applicable and practicable, before awarding contracts when contracts in the aggregate exceed 15% of the bid threshold of $5,400 but less than the bid threshold of $36,000; and
BE IT FURTHER RESOLVED, that pursuant to NJSA 18A:18A-10 that the School Business Administrator is authorized to purchase goods and services pursuant to the following: a contract or contracts for such goods or services entered into on behalf of the State by the New Jersey Division of Purchase and Property, and the Federal Supply Schedules of the General Services Administration, as permitted by the "Federal Acquisition Streamlining Act of 1994" and federal regulations adopted thereunder, as promulgated by the Director of the Division of Purchasing and Property in the Department of Treasury.

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Somerset County Vocational Technical Schools
Maintenance Contracts (2012-2013 SY)

Contracted Vendor	Services Provided	Contract Amount
Alarm & Communication Techno, Inc	Preventive Maintenance & Inspections on Fire Alarm systems	$8,725.00
ATC Services Inc	Maintenance & Service on Pneumatic Control Systems	$16,800.00
Birdsall Services Group	Asbestos Management Services	$2,500.00
C-K Air Conditioning	Inspection and Maintenance on York Centrifugal Chillers	$5,480.00
County of Somerset Treasurer	Gas, Fuel, and repairs of Vehicles	$19,500.00
Federal Fire Protection	Service of Portable Extinguishers, Kitchen Fire Suppression and Sprinklers systems	$3,500.00
Hutchins HVAC	Maintenance Program for HVAC in the Admin. And Gym Buildings	$4,500.00
Ingersoll Rand	Preventive Maintenance & Inspections for the Compressed Air Systems	$5,000.00
Jersey Elevator	Service & Maintenance of Elevators	$5,844.00
Miller & Chitty Co. Inc	Cleaning & Inspection on two Cleaver Brooks Boilers	$5,616.00
Raritan Valley Disposal	Trash Removal	$18,500.00
Safety Kleen Corp.	Maintenance of fluid cleaning systems in A Shops	$4,527.00
Sonitrol Security Systems	Monitoring of Security Alarm Systems	$992.00
Strategic Environmental Services Inc	Right to Know/PEOSHA Compliance Services	$6,300.00
T & R Landscaping	Lawn Maintenance	$16,000.00
Vent-Tech	Degreasing of Cafeteria Exhaust Systems	$3,635.00
Warshshauer Generator	Preventive Maintenance Program for Emergency Generator	$1,250.00
Water Management	Water Treatment for Closed Water Systems	$1,610.00
Western Pest Services	Pest Control Service	$1,122.00

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Software Contract Agreements - 2012 -2013

Vendor	Amount	Description of Services
Aesop	$2,400.00	Substitute Calling
Computer Resourses, Inc.	$4,526.00	HS Student Database - MMS
Edline	$2,625.00	SCVTHS.org Website
Edline	$666.00	Teacher Sites
Ednet Technologies	$2,048.00	IEP Planner Software - Special Ed.
E-Rate Exchange	$3,272.00	E-Rate Funding Services
Extreme Networks	$4,790.00	Network Switches
FileMaker	$456.00	Maintenance-Job Descriptions
Food Services Solutions	$1,290.00	Point of Sale for Cafeteria
Glencom Systems, Inc.	$6,218.00	Checkpoint Firewall and Support
Glencom Systems, Inc.	$11,924.00	McAfee Anti-Virus Endpoint ADV
Glencom Systems, Inc.	$450.00	Citrix XenApp Advanced Renewal
Glencom Systems, Inc.	$2,876.00	VMWare vSphere 5 Ent
Honeywell, Rapid Alert Notification	$2,500.00	Emergency Communication
Moodle	$3,000.00	Moodle Rooms
NACR Technologies	$11,374.85	Phone System Definity G3
Naviance	$8,000.00	Student College and Career Readiness
NJEDge	$30,504.00	Internet Service Provider
Nuance	$2,199.00	Speech Attendant for Phone System
PC Mallgov	$2,832.91	Annual Site License for MS Office 2010
Pitney Bowes	$9,336.00	Postage and Mailing
School Dude	$2,140.00	Work Order Request System
Strauss Esmay Associates, LLP	$4,370.00	Board Policy Updates
Systems 3000	$15,640.00	Financial / Accounting Software
Veritime	$1,925.00	Veritime Attendance
Virtual School Courses, New Jersey	$60,000.00	Virtual School Course
Visix	$400.00	Visual Communication System

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