

SOMERSET COUNTY VOCATIONAL BOARD OF EDUCATION

SOMERSET COUNTY VOCATIONAL & TECHNICAL SCHOOLS

14 Vogt Drive
Bridgewater, New Jersey 08807

Regular Meeting
August 26, 2024

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

Gregory Lalevee, President
Adam Beder, Vice President
Matthew Loper
Lily Wong
Roger Jinks

Also Present:

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

Adequate notice of this meeting was given in accordance with the requirement of the New Jersey Open Public Meeting Act, Ch. 231, P.L. 1975 and published in The Courier News on January 9, 2024.

Pledge of Allegiance

- III. Approval of Minutes of the Regular Meeting held on July 22, 2024.

- A. Corrections

On motion of _____, seconded by _____, the minutes of the Regular Meeting held on July 22, 2024 were approved.

IV. Correspondence

V. Presentations/Recognitions

VI. Old or Unfinished Business

A. Construction Projects

VII. Committee Reports

- Board of School Estimate – Mr. Lalevee, Mr. Beder
- NJSBA (Delegate) – Mr. Lalevee
- SCSBA (Delegate) –
- SCESC (Representative) – Ms. Wong; (Alternate) – Mr. Lalevee
- SCJIF – (Commissioner) – Ms. Sipple; (Alternate) – Mr. Beder
- SSRHIF – (Commissioner) – Mr. Beder; (Alternate) – Ms. Sipple

VIII. School Communications Report – No report

IX. Open to the Public – Action Items Only

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

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

X. Superintendent’s Report

A. Salary Adjustments - 2024-25 School Year

The Superintendent recommends that the Board of Education approve the following salary adjustments for the 2024-25 school year:

Name	2024-25 Base Salary	Masters Stipend	Add'l Assignments per Week	% Rate	Amount	2024-25 Total Salary
Christopher Miller	\$ 82,890.00	\$ 725.00	10	28.56%	\$ 23,673.38	\$ 107,288.38
Johanna Scholl	\$ 90,940.00	\$ 725.00	10	28.56%	\$ 25,972.46	\$ 117,637.46
Joseph Alfieri	\$ 93,455.00		5	14.28%	\$ 13,345.37	\$ 106,800.37
Lori Densy	\$ 98,550.00		5	14.28%	\$ 14,072.94	\$ 112,622.94
Keith Johnson	\$ 83,020.00		5	14.28%	\$ 11,855.26	\$ 94,875.26
Mark Mastrobattista	\$ 94,500.00		5	14.28%	\$ 13,494.60	\$ 107,994.60
Maura Gillooly (1st qtr. 9/5/24-11/13/24)	\$ 74,770.00	\$ 725.00	6	17.136%	\$ 12,812.59	\$ 88,307.59
Rachel Kinlan (1st qtr. 9/5/24-11/13/24)	\$ 76,030.00		6	17.136%	\$ 13,028.50	\$ 89,058.50
John O'Neill (1st qtr. 9/5/24-11/13/24)	\$ 88,915.00	\$ 725.00	6	17.136%	\$ 15,236.47	\$ 104,876.47
Matthew Poznanski (1st qtr. 9/5/24-11/13/24)	\$ 76,290.00		6	17.136%	\$ 13,073.05	\$ 89,363.05

B. Lateral Move - 2024-25 School Year

The Superintendent recommends that the Board of Education approve Ms. Deborah Gichan’s request for a lateral move from Step 17-18/A to Step 17-18/B on the salary guide in the amount of \$77,940.00, effective September 1, 2024.

C. Employment of Part-Time Personnel – Summer 2024

The Superintendent recommends that the Board of Education approve the following part-time personnel for Summer 2024:

High School

Seohyun Lee	School Nurse (5 days)	\$309.55/diem (11-000-213-100-05-0001)
Pamela Robertson	Substitute Bus Driver	\$ 29.14/hr (11-000-270-162-02-0001)
Andrew Coslit	Curriculum Updates – Mathematics (5 hrs)	\$ 36.05/hr (11-000-221-104-04-0001)
Janeen Sortor	Curriculum Updates – Mathematics (5 hrs)	\$ 36.05/hr (11-000-221-104-04-0001)

D. Employment of Part-Time Personnel – 2024-25 School Year

The Superintendent recommends that the Board of Education approve the following part-time personnel for the 2024-25 school year:

High School

John Golinski, Jr.	Substitute Bus Driver	\$ 30.09/hr (11-000-270-162-02-0001)
Pamela Robertson	Substitute Bus Driver	\$ 30.09/hr (11-000-270-162-02-0001)
Gerald Mazzetta	Substitute Bus Driver	\$ 30.09/hr (11-000-270-162-02-0001)
Sheila Sullivan	Dance Program Auditions (Incoming 2025-26 SY) (10 hrs)	\$ 73.29/hr (11-310-100-101-11-0002)
	College Admission Audition Screenings (30 hrs)	\$ 73.29/hr (11-310-100-101-11-0002)
Maureen Glennon Clayton	Repertory Dance Company Instructor (25 hrs)	\$ 58.21/hr (11-310-100-101-10-0000)
	Dance Program Auditions (Incoming 2025-26 SY) (10 hrs)	\$ 58.21/hr (11-310-100-101-11-0002)
	Little Steps Dance Program (8 hrs)	\$ 58.21/hr (11-310-100-101-10-0000)
Mary Lynne McAnally	Tap Dance Company Instructor (60 hrs)	\$ 57.04/hr (11-310-100-101-10-0000)
	Dance Program Auditions (Incoming 2025-26 SY) (10 hrs)	\$ 57.04/hr (11-310-100-101-11-0002)
David Seamon	Theatre Arts Program Auditions (Incoming 2025-26 SY) (20 hrs)	\$53.41/hr (11-310-100-101-11-0002)
Paul O'Connor	Theatre Arts Program Auditions (Incoming 2025-26 SY) (20 hrs)	\$58.12/hr (11-310-100-101-11-0002)
Alison Mingle	Theatre Arts Program Auditions (Incoming 2025-26 SY) (20 hrs)	\$63.18/hr (11-310-100-101-11-0002)

Performing Arts - Dance

Kathleen Amalfitano	Ballet I, Dance Science, Anatomy, Pilate's cert. (240 hrs)	\$ 48.89/hr (11-310-100-101-10-0000)
Christynn Morris	Accompanist (190 hrs)	\$ 43.88/hr (11-310-100-101-10-0000)
Thomas Getty	Accompanist (120 hrs)	\$ 43.88/hr (11-310-100-101-10-0000)
Bonnie Grube	Costumier (160 hrs)	\$ 36.42/hr (11-310-100-101-10-0000)
	Production Assistant (50 hrs)	\$ 25.63/hr (11-310-100-101-10-0000)
Catherine Homa-Rocchio	Costumier (220 hrs)	\$ 36.42/hr (11-310-100-101-10-0000)

Performing Arts – Theatre Arts

John Keller	Acting (100 hrs)	\$ 48.89/hr (11-310-100-101-10-0000)
Denise Mihalik	Acting – Yoga Voice (50 hrs)	\$ 48.89/hr (11-310-100-101-10-0000)

Employment of Part-Time Personnel – 2024-25 School Year (cont.)

Performing Arts – Theatre Arts

Christynn Morris	Accompanist (400 hrs)	\$ 43.88/hr <small>(11-310-100-101-10-0000)</small>
Bonnie Grube	Tech Support/Prop Mgt/Costume Maint. (175 hrs)	\$ 25.63/hr <small>(11-310-100-101-10-0000)</small>
	Costumier (200 hrs)	\$ 36.42/hr <small>(11-310-100-101-10-0000)</small>
Mary Lynne McAnally	Dance Instructor/Choreographer (45 hrs)	\$ 57.04/hr <small>(11-310-100-101-10-0000)</small>
Alison Mingle	Musical Director (40 hrs)	\$ 37.13/hr <small>(11-310-100-101-11-0002)</small>
Paul O’Connor	Comedy Showcase Director (40 hrs)	\$ 37.13/hr <small>(11-310-100-101-11-0002)</small>

NJ SkillsUSA (September 1, 2024 through August 31, 2025)

Ralph Starace	State Director	\$5,338.66/month <small>(20-335-200-100-24-0000)</small>
Sheila Rick	Assistant to State Director	\$5,096.00/month <small>(20-335-200-100-24-0000)</small>
Nzinga Basir	Financial Assistant	\$ 483.33/month <small>(20-335-200-100-24-0000)</small>
Janet Cantore-Watson	Communications Assistant	\$ 483.33/month <small>(20-335-200-100-24-0000)</small>
Amy Patryn	Grant Budget Assistant	\$ 483.33/month <small>(20-335-200-100-24-0000)</small>

E. Employment of Substitutes

The Superintendent recommends that the Board of Education approve employment of the following substitutes at a rate of \$140.00/day for the 2024-25 school year:

Giovanna Barras	Gayle Behot	Evangeline Byrd	Ryan Duffy
Colin Embry	Bonnie Grube	George Lee	Joanne May
Mildred Miller-King	Alexander Scoloveno	Douglas Watson	

F. Extra-Curricular Appointments - 2024-25 School Year

The Superintendent recommends that the Board of Education approve the following for extra-curricular activities for the 2024-25 school year as follows:

Shannon Pisani	Peer Mentor Advisor	\$2,476.00
John O’Neill	Morning Duty Monitor	\$ 16.98/day

G. School Business/Professional Development Travel

The Superintendent recommends that the Board of Education approve requests for district staff members to attend school business and professional development travel as listed below:

Date(s)	Participants	Reg. Fee	Expenses	Workshop Description	Location
11/22/2024	Andrew Coslit	\$219.00	\$19.65/mileage \$10.00/tolls	Mathematics in Action	Lincroft, NJ

Motion_____ Second_____

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	___	___
Mr. Beder	___	___
Mr. Loper	___	___
Ms. Wong	___	___
Mr. Jinks	___	___

H. Provisional Teacher Program - 2024-25 School Year

The Superintendent recommends that the Board of Education approve the following mentor (pursuant to NJAC 6A:9B-8.4) for the district’s provisional teacher for the 2024-25 school year (payment amount is determined by the NJ Department of Education and satisfied by the mentee) as follows:

<u>Provisional Teacher Candidate (Mentee)</u>	<u>Route</u>	<u>Mentoring Fees</u>	<u>Mentor</u>
David Seamon	Alternate	\$450.00 – 20 days \$550.00 – 30 weeks	Alison Mingle

Motion_____ Second_____

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	___	___
Mr. Beder	___	___
Mr. Loper	___	___
Ms. Wong	___	___
Mr. Jinks	___	___

I. Clinical Practice Experience

The Superintendent recommends that the Board of Education approve clinical practice experience as follows:

Rutgers, The State University
Graduate School of Education

Hamna Khalid
Erik Fargo – Cooperating Teacher, AgScience
Fall Semester 2024 – Phase 1 Clinical Practice (approx. 45 hrs)

Rutgers, The State University
Graduate School of Social Work

Julianne Ulmer, Clinical Intern
Christopher Lemongelli – On-site Task Supervisor
Fall Semester 2024 and Spring Semester 2025 (approx. 675 hrs)

Rutgers, The State University
Graduate School of Social Work

Morgan Johnson, Clinical Intern
Elaine Howe – On-site Task Supervisor
Christopher Lemongelli – Field Instructor
Fall Semester 2024 and Spring Semester 2025 (approx. 675 hrs)

Motion_____ Second_____

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	___	___
Mr. Beder	___	___
Mr. Loper	___	___
Ms. Wong	___	___
Mr. Jinks	___	___

J. Field Trips

The Superintendent recommends that the Board of Education approve field trips for high school students as they appear on Addendum #1.

Motion_____ Second_____

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	___	___
Mr. Beder	___	___
Mr. Loper	___	___
Ms. Wong	___	___
Mr. Jinks	___	___

K. Job Descriptions

The Superintendent recommends that the Board of Education approve the following job descriptions as they appear on Addendum #2.

NJ Skills USA State Grant Budget Assistant
NJ Skills USA State Financial Assistant

Motion_____ Second_____

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	___	___
Mr. Beder	___	___
Mr. Loper	___	___
Ms. Wong	___	___
Mr. Jinks	___	___

L. Affirmative Action Committee

The Superintendent recommends that the Board of Education appoint the Affirmative Action Committee for the 2024-25 school year as follows:

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

M. School Improvement Panel

The Superintendent recommends that the Board of Education appoint the School Improvement Panel (ScIP) for the 2024-25 school year as follows:

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

N. School Behavioral Threat Assessment Team

The Superintendent recommends that the Board of Education appoint the School Behavioral Threat Assessment Team for the 2024-25 school year as follows:

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

Motion_____ Second_____

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	___	___
Mr. Beder	___	___
Mr. Loper	___	___
Ms. Wong	___	___
Mr. Jinks	___	___

O. School Day

The Superintendent recommends that the Board of Education approve school day in session times for students for the 2024-25 school year as follows:

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

P. Textbooks

The Superintendent recommends that the Board of Education approve the textbook list as it appears on Addendum #3.

Q. Curriculum

The Superintendent recommends that the Board of Education approve the updated curriculum in the following courses:

- English 9 English 10 English 11 English 12 English 12/Composition I

Motion_____ Second_____
Discussion
Call the Roll

Table with 3 columns: Name, Yes, No. Rows include Mr. Lalevee, Mr. Beder, Mr. Loper, Ms. Wong, Mr. Jinks.

R. District Mentoring Plan

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

Motion_____ Second_____
Discussion
Call the Roll

Table with 3 columns: Name, Yes, No. Rows include Mr. Lalevee, Mr. Beder, Mr. Loper, Ms. Wong, Mr. Jinks.

S. School Business/Professional Development Travel – NJSBA Workshop – October 21-24, 2024

It is recommended that the Board of Education approve travel expenses/reimbursements for Mr. Roger Jinks during his attendance at the NJ School Boards Association Workshop in Atlantic City, NJ as follows:

Hotel - \$333.00 Meals - \$206.50 Parking - \$40.00 Tolls - \$22.00 Mileage - \$144.76

Motion_____ Second_____
Discussion
Call the Roll

Table with 3 columns: Name, Yes, No. Rows include Mr. Lalevee, Mr. Beder, Mr. Loper, Ms. Wong, Mr. Jinks.

T. Revised Board Policies and Regulations – First Reading

The Superintendent recommends that the Board of Education approve revised policies and regulations at this first reading as they appear on Addendum #5.

- 2200 – Curriculum Content
- 3160/R3160 – Physical Examination
- 4160/R4160 – Physical Examination
- R5200 – Attendance
- 5337 – Service Animals
- 5350 – Student Suicide Prevention
- 8420 – Emergency and Crisis Situations
- 8467/R8467 – Firearms and Weapons
- 9181 – Volunteer Athletic Coaches and Co-Curricular Activity Advisors/Assistants

Motion_____ Second_____

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	___	___
Mr. Beder	___	___
Mr. Loper	___	___
Ms. Wong	___	___
Mr. Jinks	___	___

U. Acceptance of Funds

The Superintendent recommends that the Board of Education adopt the following resolution: The governing body of the Somerset County Vocational and Technical Schools at its August 26, 2024 meeting authorized acceptance of funds for the following:

NJ Department of Education	IDEA – Part B (FY 2025)	\$ 92,053.00
NJ Department of Education	CTSO – SkillsUSA (September 1, 2024 – August 31, 2025)	\$158,500.00

Motion_____ Second_____

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	___	___
Mr. Beder	___	___
Mr. Loper	___	___
Ms. Wong	___	___
Mr. Jinks	___	___

V. Donation

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

<u>Item</u> 2005 Chevrolet Trailblazer LT EXT	<u>Donor</u> Vincent Kral 5 Gail Court Hillsborough, NJ 08844
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Motion_____ Second_____

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	___	___
Mr. Beder	___	___
Mr. Loper	___	___
Ms. Wong	___	___
Mr. Jinks	___	___

W. Superintendent’s Update

- HIB Report – New cases submitted for August Review – 0; HIB Cases Submitted Month Prior for Board Decision in August – 0; Total YTD Reports Submitted for Review - 0
- Student Suspension Report – No report
- Student Enrollment Report – No report
- Annual Graduation Report - The Superintendent, in accordance with N.J.S.A. 18A:7C-7 and 18A:7E-3, shall report annually to the Board of Education at a public meeting not later than September 30, and to the Commissioner of Education:
 1. The total number of students graduated: **94** (total cannot include TOPS graduates; diplomas issued by sending districts)
 2. The number of students graduated under the substitute competency test process; **42**
 3. The number of students graduated under the portfolio appeals process; **2**
 4. The number of students receiving State-endorsed high school diplomas as a result of meeting any alternative requirements for graduation as specified in their IEP’s; **0**
 5. The total number of students denied graduation from the twelfth grade class; **0** and
 6. The number of students denied graduation from the twelfth grade class solely because of failure to pass the high school end-of-course NJGPA assessments, substitute competency tests, or portfolio appeals process based on the provisions of N.J.A.C. 6A:8. **0**

X. Submission of Bills

It is recommended the Board of Education approve the bills list for August 26, 2024 which is included in the Board packet and will be attached to the regular meeting minutes.

Motion_____ Second_____

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	___	___
Mr. Beder	___	___
Mr. Loper	___	___
Ms. Wong	___	___
Mr. Jinks	___	___

XI. Report of the School Business Administrator/Board Secretary

A. Board Secretary Report/Cash Report

It is recommended the Board of Education adopt the monthly financial statement reports for the School Business Administrator/Board Secretary and the Cash Report for the month of July 2024, after review of the secretary’s monthly financial report (appropriations section), and upon consultation with the appropriate district officials, to the best of our knowledge no major fund has been overextended in violation to N.J.A.C. 6:20-2A.10(b) and that sufficient funds are available to meet the district’s financial obligations for the remainder of the fiscal year. (Addendum #6)

Motion_____ Second_____

Discussion
Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	___	___
Mr. Beder	___	___
Mr. Loper	___	___
Ms. Wong	___	___
Mr. Jinks	___	___

B. Budget Transfers – June 2024

It is recommended the Board of Education approve the June 2024 budget transfers for the 2023-2024 school year as they appear on Addendum #7.

C. Budget Transfers – July 2024

It is recommended the Board of Education approve the July 2024 budget transfers for the 2024-2025 school year as they appear on Addendum #8.

Motion_____ Second_____

Discussion
Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	___	___
Mr. Beder	___	___
Mr. Loper	___	___
Ms. Wong	___	___
Mr. Jinks	___	___

D. Rescind Professional Service Contract - 2024-25 School Year

It is recommended the Board of Education rescind the professional service contract awarded for the Recreation Coordinator (12 months) to Middle Earth in the amount of \$38,594.00 for the 2024-2025 school year.

E. Accept Professional Service Contract – September 1, 2024 – June 30, 2025

It is recommended the Board of Education accept the professional service proposal for the Athletic Trainer from JAG-ATC, LLC for September 1, 2024 through June 30, 2025.

F. Award Professional Service Contract – September 1, 2024 – June 30, 2025

It is recommended the Board of Education award the professional service contract for the Athletic Trainer (Year 1 with a possible two 1-year renewals) to JAG-ATC, LLC for September 1, 2024 through June 30, 2025 in the amount of \$43,344.00.

G. Accept Professional Service Contract – September 1, 2024 – June 30, 2025

It is recommended the Board of Education accept the professional service proposal for the Youth Development Specialist (10 months) from Delta T Group for September 1, 2024 to June 30, 2025.

H. Award Professional Service Contract – September 1, 2024 – June 30, 2025

It is recommended the Board of Education award the professional service contract for the Youth Development Specialist (10 months) to Delta T Group as per their proposal and fee of \$35.00/hour not to exceed \$50,000.00 until June 30, 2025.

Motion_____ Second_____
Discussion
Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	___	___
Mr. Beder	___	___
Mr. Loper	___	___
Ms. Wong	___	___
Mr. Jinks	___	___

I. Architectural Services – 2024-25 School Year

It is recommended the Board of Education appoint USA Architects, Planners + Interior Designers, P.A. to provide architectural services as per their proposal and fee schedule not to exceed \$50,000.00 until June 30, 2025.

J. Health and Medical Services – 2024-25 School Year

It is recommended the Board of Education appoint Jersey Irish Medical d/b/a AFC Urgent Care to provide health and medical services as per their proposal and fee schedule not to exceed \$20,000.00 until June 30, 2025.

K. Broker of Record for Employee Medical, Dental and Vision Benefit Plans

It is recommended the Board of Education appoint Fairview Insurance Agency Associates to provide health insurance brokerage services for employee medical, dental and vision benefit plans as per their proposal until June 30, 2025. Pursuant to N.J.S.A. 40A:11-5(1)(a)(ii) and N.J.A.C. 5:34-2-3(b) the award of this contract is without the receipt of formal bids as an Extraordinary Unspecifiable Service and is in compliance with law.

Motion_____ Second_____

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Lalevee	___	___
Mr. Beder	___	___
Mr. Loper	___	___
Ms. Wong	___	___
Mr. Jinks	___	___

XII. New Business –

XIII. Next Meeting

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

September 23, 2024

5:00 P.M.

Somerset County Vocational & Technical Schools

14 Vogt Drive

Bridgewater, New Jersey 08807

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

XV. Resolution

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

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

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

August 2024

FIELD TRIPS

<u>Date of Trip</u>	<u>CTE Program/Other</u>	<u>Location</u>	<u>Cost Per Student/Paid by</u>	<u>Transportation Provided/Paid by</u>
9/18/2024	Athletics	Woodbridge Community Center Woodbridge, NJ	\$0.00	District
10/4/2024	SkillsUSA	Hershey Lodge Hershey, PA	TBD/State SkillsUSA	TBD
10/18/2024	Student Ambassadors/Peer Mentors	RVCC Branchburg, NJ	\$0.00	District
11/13/2024	Student Ambassadors	SGS Middle School Somerset, NJ	\$0.00	District
11/14/2024	Student Ambassadors	Hamilton Middle School Somerset, NJ	\$0.00	District
11/27/2024	Student Ambassadors	Branchburg Middle School Branchburg, NJ	\$0.00	District

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**SOMERSET COUNTY VOCATIONAL BOARD OF EDUCATION
JOB DESCRIPTION**

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**CATEGORY: NON INSTRUCTIONAL
SUPPORT**

ADOPTED:

TITLE: NJ SKILLS USA STATE GRANT BUDGET ASSISTANT

NON CERTIFIED

QUALIFICATIONS:

1. Minimum of three years accounting experience. Governmental accounting experience, preferred.
2. Knowledge and proficient use of computer software programs.
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: NJ Skills USA State Director

SUPERVISES: No direct supervisory responsibilities.

JOB GOAL: Under the direction of the Skills USA State Director is responsible for maintaining the Skills USA Grant by classifying expenditures, generating financial reports, etc. in compliance as required by law and in preparation for the annual school district audit.

PERFORMANCE RESPONSIBILITIES:

1. Responsible for monitoring the CTSO-NJ Skills USA State grant budget expenditures.
2. Processes monthly grant reimbursement payment requests to the NJDOE.
3. Completes the financial portion of interim and final reports as it pertains to the CTSO grant.
4. Participates in the annual state conference (NJ SkillsUSA Championships) in an administrative role as a member of the state staff.
5. Performs such tasks and assumes such other responsibilities as may be assigned by the Superintendent or immediate supervisor.

TERMS OF EMPLOYMENT: Twelve-month grant funded part-time position.

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

**SOMERSET COUNTY VOCATIONAL BOARD OF EDUCATION
JOB DESCRIPTION**

Page 1 of 1

**CATEGORY: NON INSTRUCTIONAL
SUPPORT**

ADOPTED:

TITLE: NJ SKILLS USA STATE FINANCIAL ASSISTANT

NON CERTIFIED

QUALIFICATIONS:

1. Minimum of three years accounting experience. Governmental accounting experience, preferred.
2. Knowledge and proficient use of computer software programs.
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: NJ Skills USA State Director

SUPERVISES: No direct supervisory responsibilities.

JOB GOAL: Under the direction of the Skills USA State Director is responsible for processing all NJ Skills USA CTSO account deposits and disbursements in compliance as required by law and in preparation for the annual school district audit.

PERFORMANCE RESPONSIBILITIES:

1. Processes all CTSO-NJ Skills USA State Grant account deposits and disbursements.
2. Creates monthly account statements for the State Director.
3. Participates in the annual state conference (NJ SkillsUSA Championships) in an administrative role as a member of the state staff.
4. Performs such tasks and assumes such other responsibilities as may be assigned by the Superintendent or immediate supervisor.

TERMS OF EMPLOYMENT: Twelve-month grant funded part-time position.

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

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Health and Medical Science Academy

Course Title	Textbook Title	Publisher	Year
<i>English Department</i>			
English 9	How to Read Literature Like a Professor		
	They Say - I Say		
	Of Mice and Men		
	Lord of the Flies		
	Julius Caesar		
	The Adventures of Huck Finn		
	The Adventures of Huck Finn (Robotic edition)		
	Surely You're Joking Mr. Feynman		
	Dominic and Eugene (film)		
English 10	The Stranger		
	The Alchemist		
	All the Light You Cannot See		
	Atonement		
	The Kite Runner		
	Machine Man		
	Edgar Allan Poe-Short Stories		
	The Nickel Boys		
English 11/English I (RVCC)	Fields of Reading: Motives for Writing 8th ed	Bedford/St. Martins	2007
	They Say, I Say: With Readings	W.W. Norton and Co. Inc	2019
English 12/English II (RVCC)			
<i>Mathematics Department</i>			
Honors Algebra II	Beginning and Intermediate Algebra with Applications and Visualization	Pearson	2005
	Algebra for College Students 6th Ed	Pearson	2009
Honors Advanced Geometry	Geometry	Pearson	
Pre Calculus I (RVCC)			
Pre Calculus II (RVCC)			
Calculus I (RVCC)			
Calculus II (RVCC)			

<i>Science Department</i>			
Biology	Biology Concepts and Connections 5th ed./Discovery Ed.		
	Essentials of Biological Anthropology		
Anatomy & Physiology I (RVCC)	Anatomy and Physiology 6th ed.		
Anatomy & Physiology II (RVCC)			
Earth and Space Science	E-Book Subscriptions	Discovery Education	2016
General Biology Lecture & Lab I (RVCC)			
General Biology Lecture & Lab II (RVCC)			
General Chemistry Lecture & Lab I (RVCC)			
General Chemistry Lecture & Lab II (RVCC)			
General Physics Lecture & Lab I (RVCC)			
General Physics Lecture & Lab II (RVCC)			
<i>Social Studies Department</i>			
World History	World Civilizations, Vol 1 and 2 , 4th ed Adler and Pouwells	Holt McDougal	
US History I	American History Vol 1- A Survey 13th ed.	Glencoe	2008
US History II	American History Vol 2. from 1865 15th edition	McGraw-Hill Education	2014
Cultural Anthropology (RVCC)	Cultural Anthropology Ember-Ember 12ed. The Forest People	Prentice Hall	2007
Human Origins (RVCC)	Essentials of Physical Anthropology Discovering Our Origins	W.W. Norton	2010
Current Moral & Social Issues (RVCC)			
Financial Literacy	Personal Finance w/ Connect Plus 1 User 6 yr subscription	McGraw-Hill Education	2012
<i>Physical Education Department</i>			
Driver Education	NJ Driver's Ed Manual		
Family Living			
Current Health Issues	Prentice Hall Health Reading and Notetaking Guide	Prentice Hall	2007
Total Wellness Education		Prentice Hall	2007
<i>World Languages Department</i>			
Spanish I	Avancemos Level I High School Que Chevere! Level 1	McDougal Littel	2007
Spanish II	Avancemos Level 2 High School Que Chevere! Level 2	EMC Publishing	2016
Spanish III	Avancemos Level 3 High School	McDougal Littel	2007
Spanish IV			
Spanish V			

<i>Other</i>			
Medical Math	Medical Dosage Calculations	Pearson	2016
Medical Terminology	Medical Terminology For Health Professions 8th ed.	Ehrlich/Schroder	2017
	Medical Terminology for Health Professions textbook-software bundle	Cengage	2019

High School: Regular Academics

Course Title	Textbook Title	Publisher	Year
Art	Comp It Up: A sStudio Skills Foundation	Delmar Cengage Learn	2011
	Basics of Design	Delmar Cengage Learn	2005
	Graphic Communications	The Goodheart-Wilcox	2010
<i>English Department</i>			
English 9	They Say - I Say		
	How to Read Literature Like a Professor		
	Everlost		
	Dominic and Eugene (film)		
	A Raisn in the Sun		
English 10	A Monster Calls		
	The Book Thief		
	The Road		
	1984		
	Where the Crawdads Sing		
	The Merchant of Venice		
	The Glass Castle		
	The Call of the Wild		
	A Long Way Gone		
English 11	Long Way Down		
	The Great Gatsby		
	The Glass Castle		
	Oedipus		
	Julius Caesar		
	Scythe		
	How to Read Literature Like a Professor		
	They Say - I Say		
	Unwholly		

English 12	Literature---The Human Experience	Bedford/St. Martin's	2013
	Mythology	Walch Publisher	2003
	Holt Warriner's Handbook	Holt McDougal	2008
	Inherit the Wind		
	A Walk to Remember		
	The Time Machine		
	The Old Man and the Sea		
	Johnny Got His Gun		
	Death of a Salesman		
	Lovely Bones		
	Anthology of American Short Stories		
	Heart of Darkness		
	Frankenstein		
	They Say/ I Say with Readings	W.W. Norton	
	The Grapes of Wrath		
	The Fault in Our Stars		
	Anthem		
	The Picture of Dorian Gray		
<i>Mathematics Department</i>			
Algebra I	Algebra I: Common Core Digital Courseware + Math XL	Pearson	2015
Geometry	Common Core Geometry + Geomretry Digital Courseware + Math XL	Pearson	2016
Algebra 2	Algebra II: Common Cire + Digital Courseware + Math XL	Pearson	2016
Precalculus	Precalculus 11th edition with 6 year license	SAVVAS	2020
Calculus	Calculus I with Precalculus 2nd ed	Holt McDgougal	2006
<i>Photography</i>			
	Classroom in a Book The official training workbook from Adobe Systems	Adobe Press	2007
	The Adobe Photoshop CS3 Book for Digital Photographers	New Riders	2008
	The Art of Digital Photograpghy	Darling Kindesley	2006
<i>Science Department</i>			
Anatomy and Physiology	Milady Standards Cosmetology	Cengage Learning	2016
Biology	Biology/Chemistry/Physics/Earth Science E-Book Subscriptions	Discovery Education	2016
Chemistry	Biology/Chemistry/Physics/Earth Science E-Book Subscriptions	Discovery Education	2016
Physics	Biology/Chemistry/Physics/Earth Science E-Book Subscriptions	Discovery Education	2016
Forensics			
Marine Biology			
Human Biology	Human Biology 120 Textbook w/ Lab, 8th edition		2017

<i>Social Studies Department</i>			
World History	Modern WH: Patterns of Interaction	Holt McDougal	2009
U.S. History I	Pearson: United States History	Pearson	2010
U.S. History I Honors	American History Vol. 1 15th edition	McGraw-Hill Education	2019
U.S. History II	Pearson: United States History	Pearson	2010
U.S. History II Honors	American History Vol 2. from 1865 15th edition	McGraw-Hill Education	2014
	Baghdad Express: A Gulf War Memoir	Minnesota Historical Society	
	Outlaw Platoon: Heroes, Renegades, Infidels and the Brotherhood of War in Afgha	Harper Collins	
	Band of Brothers: E Company, 506th Regiment, 101st Airborne from Normandy to	Simon and Schuster	
	Hidden Figures: The American Dream and the Untold Story of the Balck Women M	Harper Collins	
	Helped With the Space Race		
Financial Literacy	Personal Finance w/ Connect Plus 1 User 6 yr subscription	McGraw-Hill Education	2012
<i>Physical Education Department</i>			
Driver Education	NJ Driver's Ed Manual		
Current Health Issues	Prentice Hall Health	Prentice Hall	2007
<i>World Languages Department</i>			
Spanish 1	Avancemos Level I High School	McDougal Littell	2007
	Que Chevere! Level 1	EMC Publishers	2016
Spanish 2	Avancemos Level 2 High School	McDougal Littell	2007
	Que Chevere! Level 2	EMC Publishers	2016
Spanish 3	Avancemos Level 3 High School		

High School: Vocational Programs

Course Title	Textbook Title	Publisher	Year
Agricultural Science	Agriscience Fundamentals and Applications 3rd, 4th and 6th ed.	Delmar Cengage Learning	2002/07/15
	Plant Soil and Science Fundamentals and Applications	Delmar Cengage Learning	2010
	Biotechnology a Laboratory Skills Course	BioRad/Walsworth Print Group	2011
	Research Methods for Science	Cambridge University Press	2011
Auto Body	Collision Repair and Refinishing	Delmar Cengage Learning	2010
	Auto Collision Repair and Refinishing	Goodheart-Wilcox Publisher	2014
Auto and Diesel Technology	CDX Global-on line, text, presentations, and assessments		2009
	All DATA online subscription		
	Automotive Service-Inspection, Maintenance, and Repair 5th ed.	Cengage Learning	2016
Business Entrepreneurship and Management	Fundamentals of Business 3rd ed.	Adapted by Stephen Skiripak and Ron Poff	2020
	Principles of Marketing	University of Minnesota	2015
Carpentry	Career Connections - One Career Many Trades	CITF Instructional Resources	2022
	Career Connections - Math For the Trades	CITF Instructional Resources	2022
	Career Connections - Project Book 1	CITF Instructional Resources	2022
	Career Connections - Project Book 2	CITF Instructional Resources	2022
	Career Connections - Project Book 3 Residential Construction	CITF Instructional Resources	2022
	Carpentry 1, 5th ed.	Pearson	2013
	Carpentry Framing and Finishing, Level II, 4th ed	Pearson	2007
	Modern Carpentry	Goodheart-Wilcox Company Inc.	2003
Cosmetology	Milady Standard Cosmetology	Cengage Learning	2016
Culinary Arts/REM	Presenting Service	People's Education	2007
	Culinary Calculations	People's Education	2008
	Culinary Arts Principles on-line assessments	American Technical Publishers	2020
	Culinary Arts Principles Textbooks	American Technical Publishers	2020
	The Culinary Professional with email	Goodheart-Willcox Publisher	
	The Culinary Professional study guide	Goodheart-Willcox Publisher	
Electrical Construction	Modern Residential Wiring Textbook/Workbook	Goodheart-Willcox Publisher	2008/11/14
	Modern Commercial Wiring Textbook/Workbook	Goodheart-Willcox Publisher	2008/11/24
	Electrical Wiring Residential	Delmar Learning	2005
	National Electric Code Book	National Fire Protection Association	2023
	AC/DC Principles Textbook/Workbook	American Technical Publishers, Inc.	2007

High School: Vocational Programs

Course Title	Textbook Title	Publisher	Year
	Transformer Principles and Applications	American Technical Publishers, Inc.	2006
	Conduit Bending and Fabrication	American Technical Publishers, Inc.	2007
	Electrical Motor Controls for Integrated Systems Textbook/Manual	American Technical Publishers, Inc.	2009
	Electrical Motors and Motor Controls 5th edition	Delmar Learning	
	Electrical Motors Controls Application Manual 5th edition	Delmar Learning	
	Electrical Motors Controls Workbook 5th edition	Delmar Learning	
	Troubleshooting Electric Motors Textbook	American Technical Publishers, Inc.	2010
	Electrical Grounding and Bonding Textbook	Cengage Delmar Learning	2008
	Photovoltaic Systems	American Technical Publishers, Inc.	2010
	Wind Power	Chelsea Green Publishing Company	2004
	Electrical Systems	American Technical Publishers, Inc.	2008
	Electrical Principles and Practices Textbook/Workbook	American Technical Publishers, Inc.	2007
	Electricity For Refrigeration, Heating and Air Conditioning, 10th ed.		2019
	The Complete HVAC LAB Manual for Smith's Electricity, 10th ed.		2019
	Electricity for Refrigeration, Heating and Air Condition Bundle, 10th ed.		2019
Graphic Communcations	Pratical Problems in Mathematics for Graphic	Delmar Publishing	1983
Commercial Art	Graphic Layout and Design	Delmar Publishing	1981
	Graphic Design Solutions	Delmar Publishing	1997
	Basics of Design: Layout and Typography for Beginners	Cengage Learning	2006
	Comp It Up: A sStudio Skills Foundation	Cengage Learning	2011
	Making Art: Form and Meaning	Amazon	2010
Graphics Communications:Printing	Graphic Communications 5th ed	Goodheart-Wilcox	2010
	Offset Lithographic Technology TB 4th ed	Goodheart-Wilcox	2010
	Offset Lithographic Technology WB 4th ed	Goodheart-Wilcox	2010
	Graphic Arts-Orientation, Composition and Paste-up	MAVCC	2000
	Graphic Arts- The Press and Finishing Process	MAVCC	2000
	Graphic Arts- Basics of Desktop Publishing 2nd edition	MAVCC	2000
Health Occupations	Nursing Assistant 10th edition	Thomson Delmar Learning	2008
	Intro. To Medical Terminology workbook	Thomson Delmar Learning	2004
	Stanfield's introduction to Health Professions	Jones and Bartlett Learning	2023
	Emergency Medical Responder:Your First Response in Emergency Care 6th ed	American Academy of Orthopaedic Surgeons	2020
	HB Nursing Assistant: A Nursing Process Approach	Cengage	2020
	HB Nursing Assistant: A Nursing Process Approach Workbook	Cengage	2020
Integrated Technology Systems	Electricity and Electronics	Goodheart-Wilcox	1999
	NCEER Core Curriculum	Pearson	2009
	NCEER Electronic Systems Techncian 1	Pearson	2010

High School: Vocational Programs

Course Title	Textbook Title	Publisher	Year
	NCEER Electronic Systems Technician 2	Pearson	2011
	NCEER Electronic Systems Technician 3	Pearson	2011
	NCEER Electronic Systems Technician 4	Pearson	2012
Law and Public Safety	Emergency Telecommunicator Course Manual, 3rd ed.	Priority Press	2012
	The Police in America	McGraw Hill	2011
	Criminalistics, 9th ed	Pearson	2007
	Military Drill	Department of Army	1986
	Administration of Justice CD Program		2009
	First Responder 4e	Jones and Bartlett	
Mechanics and Repairs	Small Engines 4th ed.	American Technical	2019
Mechatronics, Engineering and Advanced Manufacturing	Precision Machining Technology 2nd edition	Cengage Learning	2015
Performing Arts: Dance	Ballet Basics	McGraw Hill	2004
	Ballet Beyond the Basics	Waveland Press	1982
	Dance Technique and Injury Prevention	Routledge	1992
	Choreographing From Within	Human Kinetics	2010
	Nutrition For the Dancer	Dance Books LTD	2009
	Dance Composition Basics	Human Kinetics	2006
	Inside Ballet Technique	Dance Horizons	1994
	The Vision of Modern Dance	Princeton Book	1979
	Conversations with Choreographers	Heinemann	1996
	Jazz Dance	University Press of Florida	
	Pilates Anatomy of Fitness		2014
Performing Arts: Theater	Mesiner on Acting	Sanford Mesiner	
	Respect for Acting	Uta Hagen	
	Improvisation for the Theater	Viola Spolin	
	Audition	Michael Shurtleff	
	The Actor's Art and Craft	William Esper	
	The Actor's Guide to Creating a Character	William Esper	
	A Sense of Direction	William Ball	
	On Directing	Harold Clurman	
	The History of Theater	Oscar Brockett	
	The Enjoyment of Theater	Kenneth M. Cameron/Patti P. Gillespie	
	Singing with your Whole Self 2nd edition	Rowman & Littlefield Publishers	2018
	Musical Theater Song	Methuen Drama	2016

High School: Vocational Programs

Course Title	Textbook Title	Publisher	Year
	Musical Theory Through Musical Theatre	Oxford University Press	2015
	Body and Voice: Somatic Reeducation	Plural Publishing	2014
	Voice and the Alexander Technique 2nd edition	Autumn Press	2011
	The Complete Professional Audition	Back Stage Books	2010
Plumbing Technology	Modern Plumbing	Goodheart-Wilcox	2010
	2018 National Standard Plumbing Code	NJ Assoc of Plumbing-Heating Cooling Contractors.	2019
	Plumbing Design and Installation	American Technical	2012
	Modern Refrigeration and Air Conditioning	Goodheart-Wilcox	2015
	Mathematic for Plumbers		1990
Welding Technology	Welding Fundamentals 6th ed.	Goodhart-Wilcox	2021

Software

Course Title	Textbook Title	Publisher	Year
Algebra I: Common Core	Digital Courseware + Math XL		
Alegbra II	Digital Courseware + Math XL	Pearson	2016
Auto Mechanics	All DATA online subscription		2016
Cosmetology	MindTap		2020
Electrical	Electrical Motor Controls, 5th edition On-line resource	Delmar	
Geometry	Digital Courseware + Math XL	Pearson	
Language Arts	Grammarly Site License	Grammarly	
	Classcraft Teaching License	Classcraft Studios	
Medical Terminology	Medical Terminology for Health Professions	Cengage	2019
Pre-calculus	Precalculus 11th edition with 6 year license	SAVVAS	2020
Science	Discovery Ed	Pearson	2016

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2024-25

District Mentoring Plan

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Regulations/Components of District Mentoring Plan

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✓	✓	5	<u>Roles and Responsibilities for Stakeholders</u>	13
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2024-2025

✓ Section 1: District Profile

The district profile sheet reflects the mentoring data from the 2023-2024 school year.

Name of District: Somerset County Vocational & Technical Schools

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

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

Chief School Administrator: Robert Presuto

Mentoring Program Contact: Hector Montes

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

Mentoring Contact Email: hmontes@scvts.net

Type of District: 9-12

Number of novice teachers with Certificate of Eligibility: 2

Number of novice Teachers with Certificate of Eligibility with Advanced Standing 0

Number of novice special education teachers with standard license: 0

Number of Mentors: 2

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

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

DEAC Sign Off Sheet

2024-2025

Name of District: Somerset County Vocational & Technical Schools

District Code: 4810

County: Somerset **Code:** 35

Names of Professional Staff Members Appointed to Committee:

Christopher Miller Teacher June 2024

Johanna Scholl Teacher June 2024

Names of Administrators Appointed to Committee:

Pat Pelliccia Assistant Superintendent of Instruction June 2024

Hector Montes Principal June 2024

Contact Person: Pat Pelliccia

Phone: (908) 526-8900 ext. 7121

Fax: 908-704-0784

Email: ppelliccia@scvts.net

Board of Education Comment and Approval Form

Date Plan Received August 26, 2024

Date Reviewed August 26, 2024

Date Plan Accepted August 26, 2024

Date Plan Revised

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

County: Somerset **Code:** 35

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

Name

Signature

Date

✓ **Section 2: Needs Assessment**

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

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

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

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

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

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

Current Needs of District Mentoring Program

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

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

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

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

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

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

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

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

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

Section 3: Vision and Goals

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

Moir and Gless, New Teacher Center @ UCSC

Statement of Purpose

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

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

Vision

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

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

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

Goals:

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

2024-2025

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

Section 4: Mentor Selection

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

Head, Reidman, and Theis-Sprintall, 1992

Mentor Selection Process

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

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

Mentor Selection Criteria

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

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

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

most recent annual evaluation.

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

Alignment of the Mentoring Plan with:

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

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

Board of Education

- Approves Process
- Develop policy
- Provide financial support

LPDC

- SCVTEA Rep.
- Teacher Leaders
- Supervisor
- Principal

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

School Leaders

- Supervisors
- Administrators

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

Mentor

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

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

Novice Teacher

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

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

New-to District Teacher

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

- Meet regularly with Mentor
- Develop PDP
- Evaluate MIP

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

Role of the School Board

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

Role of the Chief School Administrator

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

Role of the Administrator

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

Role of the SciP

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

Professional Development Committee:

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

Role of the Mentor

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

Role of the Novice/New Teacher

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

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

Section 6: Professional Learning Components for Mentors

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

Mentor Training Components:

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

List of Professional Learning Opportunities:

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

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

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

- Mentors attend in-district and out-of-district annual, ongoing, sustained professional development workshops/seminars to assist them in providing appropriate and meaningful learning experiences for their students. (*Standards one through seven and ten*)

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

Section 7: Professional Learning Components for Novice Teachers

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

List of Professional Learning Opportunities:

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

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

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

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

These initial training workshops include the following:

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

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

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

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

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

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

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

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

Section 8: Action Plan for Implementation

Documentation:

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

Novice Teacher/Mentor Observation Schedule:

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

Components of Mentor Training:

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

Components of Novice Teacher Training:

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

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

Mentor/Induction Timeline

Mentor/Novice Teacher Activities Checklist Collection Schedule

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

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

Section 9: Resource Options Used

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

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

Section 10: Funding Resources

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

Sources: This funding includes the following:

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

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

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

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

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

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

Section 11: Program Evaluation

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

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

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

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

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

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

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

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

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

Section 12: Appendix

New Teacher Needs Assessment

To be completed before the start of the mentoring program.

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

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

Need for Assistance Level:

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

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

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

New Guidance Counselor Assessment

To be completed before the start of the mentoring program.

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

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

Need for Assistance Level:

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

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

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

Somerset County Vocational Technical High School Mentor Teacher Application

NAME: _____

YEARS IN DISTRICT: _____

SUBJECT/CONTENT AREA: _____

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

_____ Teacher's Signature Date

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

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

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

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

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

Mentor Letter of Recommendation

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

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

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

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

signature of administrator: _____ date: _____

signature of mentor applicant: _____ date: _____

New Jersey Professional Standards for Teachers

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

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

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

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

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

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

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

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

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

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

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

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

Eight Key Elements of High Quality Professional Development for Teachers

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

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

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

Mentoring Partnership Agreement

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

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

1.

2.

3.

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

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

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

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

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

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

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

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

Mentor's Signature/Date

Novice Teacher's Signature/Date

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

Mentor/Novice/New Teacher Activities Checklist

Name _____ Mentor _____

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

By Mid-September:

Date/ Initial

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

Notes/Comments:

Mentor-Novice/New Teacher Activities Checklist

Name _____ Mentor _____

September/October:

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

Notes/Comments:

Mentor-Novice/New Teacher Activities Checklist

Name _____ Mentor _____

November/December:

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

Notes/Comments:

Mentor-Novice/New Teacher Activities Checklist

Name _____ Mentor _____

January/February:

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

Notes/Comments:

Mentor-Novice/New Teacher Activities Checklist

Name _____ Mentor _____

March/April:

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

Notes/Comments:

Mentor-Novice/New Teacher Activities Checklist

Name _____ Mentor _____

May/June:

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

Somerset County Vocational & Technical Schools Induction Self-Assessment Tool

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

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

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

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

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

Year End Evaluation of Mentoring Program by Novice/New Teacher

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

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

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

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

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

Mentor Teacher

Date

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

Year End Evaluation of Mentoring Program by Mentor Teacher

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

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

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

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

New Teacher Orientation Workshop Survey

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

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

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

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

Is there anything else you would like us to know?

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[See POLICY ALERT Nos. 209 and 233]

2200 CURRICULUM CONTENT

The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the students of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy 2220 – **Adoption of Courses**.

For **the** purposes of this Policy “curriculum” means planned learning opportunities designed to assist students toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Superintendent and ~~approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A – Education, and N.J.A.C. 6 and 6A – Education, and all of the New Jersey Student Learning Standards Core Curriculum Content Standards and Cumulative Progress Indicators.~~

Districts with secondary school(s)

[and the courses required by Policy 5460 – **High School Graduation** and N.J.A.C. 6A:8-5 for high school graduation.]

The Superintendent is responsible for implementing the curriculum approved by the Board.

The Board ~~directs the~~ curriculum **shall** be consistent with the educational goals and objectives of this district **and**, the New Jersey **Student Learning Standards Core Curriculum Content Standards** and **be** responsive to identified student needs. The Superintendent shall, in consultation with ~~teaching~~ staff members, assure the effective articulation of curriculum across all grade levels



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Choose one or more of the following alternatives:

___ and among the schools of this district.

___ and among the constituent districts of the _____ Regional School District.

and among the school districts sending to the Somerset County Vocational-Technical School District.

The curriculum shall provide programs in accordance with Board policies and the New Jersey Core Curriculum Content Standards including but not limited to:

1. ~~Preparation of all students for employment or post secondary study upon graduation from high school;~~
2. ~~Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey), and World Languages;~~
3. ~~Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all students in accordance with Policy 2530;~~
4. ~~Guidance and counseling to assist in career and academic planning for all students, in accordance with Policy 2411;~~
5. ~~A continuum of educational programs and services for all children with disabilities, in accordance with Policy and Regulation 2460;~~
6. ~~Bilingual education, English as a Second Language, and English language services for students of limited English language proficiency, when the number of such students so necessitates, in accordance with Policy 2423;~~



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7. ~~Programs and services for students at risk who require remedial assistance in accordance with Policies 2414, 2415, and 5460;~~
8. ~~Equal educational opportunity for all students in accordance with Policies 2260, 5750, and 5755;~~
9. ~~Career awareness and exploration as required, and vocational education as appropriate;~~
10. ~~Educational opportunities for students with exceptional abilities, in accordance with Policy 2464;~~
11. ~~Instruction in accident and fire prevention;~~
12. ~~A substance abuse prevention program;~~
13. ~~A program for family life education; and~~
14. ~~Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.~~

N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.

N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.

New Jersey **Student Learning Standards** Core Curriculum Content Standards

Adopted:



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Physical Examination

June 24

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[See POLICY ALERT Nos. 211 and 233]

3160 PHYSICAL EXAMINATION

The Board of Education **shall** requires **any each** candidate for employment who **has received** ~~receives~~ a conditional offer of employment to undergo a physical examination(s) **pursuant to N.J.S.A. 18A:16-2.a.** to determine whether the candidate is able to perform with reasonable accommodation job-related functions pursuant to P.L. 101-336, Americans with Disabilities Act of 1990 (ADA), **pursuant to N.J.A.C. 6A:32-6.3.**

If upon completing an examination(s) it is determined a candidate for employment who received a conditional offer of employment is unable to perform with reasonable accommodation job-related functions pursuant to the provisions of the ADA, the conditional offer of employment will be rescinded either by the Superintendent of Schools, if the Board has not yet approved the appointment, or by the Board, if the Board had approved the appointment at a Board meeting.

In accordance with N.J.A.C. 6A:32-6.2(a), the Board will develop the requirements for tThe physical examination **and provide for notification to candidates for employment regarding the requirements for the physical examination which** shall include, but **not be is not** limited to, a health history to include past serious illnesses and injuries; current health problems; allergies; and a record of immunizations. The physical examination shall also include, **but not be limited to,** a health screening to include, but not **be limited to:** height and weight; blood pressure; pulse and respiratory rate; vision screening; and hearing screening.

Pursuant to N.J.S.A. 18A:16-3, the Board shall bear the cost of physical examinations required by this Policy performed by a physician or institution designated by the Board. However, the candidate shall bear the cost if the examination is performed by a physician or institution designated by the candidate with approval of the Board. In the event the Board approves the physician or institution designated by the candidate to complete an examination required by this Policy, the candidate will be provided with the detailed requirements of the examination.

Teaching staff member ~~School-employee~~ physicals, examinations, and/or annual medical updates do not require screening or disclosure of HIV status.



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Physical Examination

The Board will follow the current New Jersey Department of Health Guidance for Tuberculosis (TB) Testing in New Jersey Schools. ~~A Mantoux tuberculosis test shall be given to all student teachers, school bus drivers on contract with the district, and contractors or volunteers who have contact with students.~~

Health records of candidates for employment and current teaching staff members ~~All staff members' medical and health records~~, including computerized records, ~~shall will~~ be secured, stored, and maintained separately from other personnel files **pursuant to N.J.A.C. 6A:32-6.3(d)**. The information contained in medical records ~~shall will~~ be kept confidential. Only the **teaching** staff member, the Superintendent, and the school medical inspector shall have access to medical information regarding an individual **teaching staff member employee**. Health records **shall be the property of the Board and** may be shared only with authorized individuals in accordance with N.J.S.A. 18A:16-5 **and N.J.A.C. 6A:32-6.3(d)**.

Pursuant to N.J.A.C. 6A:32-6.3(c), an individual ~~The teaching~~ staff member may provide health-status information, including medications that may be of value to medical personnel in the event of an emergency requiring treatment. In such instances, ~~a the~~ **teaching** staff member may also choose to share with the ~~staff member's Building~~ Principal and, if desired, with the certified school nurse, information regarding current health status to assure ready access in a medical emergency.

Pursuant to N.J.S.A. 18A:16-2, the Board may require ~~Additional individual psychiatric or physical or psychiatric examinations of a teaching any~~ staff member ~~may be required by the Board~~ whenever, in the **Board's** judgment ~~of the Board~~, a **teaching** staff member shows evidence of deviation from normal physical or mental health. Any additional individual examinations will be pursuant to the requirements of N.J.A.C. 6A:32-6.3**(b)**. Additional examinations and/or certifications may be required to verify fitness in accordance with Policy 3161 – **Examination for Cause** or disability in accordance with Policies 3425 – **Work Related Disability Pay** and 3435 – **Anticipated Disability**.

~~42 U.S.C.A. 12101~~

N.J.S.A. 18A:16-2; **18A:16-3; 18A:16-5**

N.J.A.C. 6A:32-6.1; 6A:32-6.2; 6A:32-6.3

Adopted:



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Physical Examination

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[See POLICY ALERT Nos. 211 and 233]

R 3160 PHYSICAL EXAMINATION

A. Definitions

1. “Employee” or “staff member” means the holder of any full-time or part-time position of employment.
2. “Health history” means the record of a person’s past health events obtained in writing, completed by the individual or their physician.
3. “Health screening” means the use of one or more diagnostic tools to test a person for the presence or precursors of a particular disease.
4. “Physical examination” means the assessment of an individual’s health by a professional licensed to practice medicine or osteopathy, or by an advanced practice nurse or physician assistant. **Physical examination includes specific procedures required by statute as stated in N.J.A.C. 6A:16-2.2.**
5. “Physician assistant” means a health care professional licensed to practice medicine with physician supervision.

B. Physical Examinations – Candidates for Employment Who Have Received a Conditional Offer of Employment

1. Candidates for employment who have received a conditional offer of employment shall be required to undergo a physical examination. The physical examination shall include, but is not limited to, a health history and health screenings to determine whether the candidate is able to perform with reasonable accommodation job-related functions pursuant to P.L. 101-336, Americans with Disabilities Act of 1990 (ADA). The candidate for employment will be provided the Board’s requirements for the physical examination.



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- a. A health history shall include, but is not limited to, the candidate's:
 - (1) Past serious illnesses and injuries;
 - (2) Current health problems;
 - (3) Allergies; and
 - (4) A record of immunizations.

- b. A health screening shall include, but is not limited to:
 - (1) Height;
 - (2) Weight;
 - (3) Pulse and respiratory rate;
 - (4) Hearing screening;
 - (5) Blood pressure;
 - (6) Vision screening;
 - (7) _____;
 - (8) _____.

C. Medical Requirements Upon Employment

1. **The Board will follow the current New Jersey Department of Health Guidance for Tuberculosis (TB) Testing in New Jersey Schools.** ~~A Mantoux tuberculosis test shall be given upon employment of all newly hired staff members (full time and part-time), and to all student teachers, school bus drivers on contract with the district, and to contractors or volunteers who have contact with students. Tuberculosis testing is not required for volunteers working with students less than twenty hours per month.~~



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Physical Examination

- a. ~~Tuberculosis testing is not required:~~
- ~~(1) For new staff members, student teachers, and contractors of the school district with a documented negative tuberculosis test result in the last six months or a documented positive tuberculosis test, regardless of when this test was done; or~~
 - ~~(2) For a school district staff member transferring between school districts or from a non-public school within New Jersey with a documented tuberculosis test result upon his/her initial employment by a New Jersey school.~~
- b. ~~Staff members, student teachers, contractors or volunteers who have contact with students and claim a religious exemption cannot be compelled to submit to tuberculosis testing. In these instances, a symptom assessment must be done (TB-8 Form). If TB-like symptoms are reported, a physician must document that the staff member, student teacher, contractor, or volunteer does not have an active disease.~~
- ~~(1) The school district shall determine the criteria essential to document a valid religious exemption.~~
- c. ~~Procedures for the administration of the Mantoux tuberculosis test, interpretation of reactions, follow-up procedures, and reporting shall be conducted in accordance with the guidelines and requirements of the New Jersey Department of Health.~~
2. An individual teaching staff member may provide health-status information, including medications, that may be of value to medical personnel in the event of an emergency requiring treatment. In such instances, the teaching staff member may also choose to share with the Principal and, if desired, with the certified school nurse, information regarding current health status to assure ready access in a medical emergency **pursuant to N.J.A.C. 6A:32-6.3(c).**



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D. Health Records

1. ~~All H~~health records of candidates for employment who have received a conditional offer of employment and of current employees, including computerized records, shall be secured, stored, and maintained separately from other personnel files **in accordance with N.J.A.C. 6A:32-6.3(d)**.
2. Health records **shall be the property of the Board and** may be shared only with authorized individuals in accordance with N.J.S.A. 18A:16-5 **and N.J.A.C. 6A:32-6.3(d)**.

E. **Teaching Staff Member** ~~Employees'~~ Physical Examinations and Medical Updates

1. **Teaching staff member** ~~School—employee~~ physicals, examinations, and/or annual medical updates shall not require disclosure of HIV status.

F. Review of Examinations and Assessments

1. The results of ~~a the~~ physical examination **or testing** of a candidate for employment who has received a conditional offer of employment will be reviewed by the **Superintendent and the school physician and/or the Medical Review Officer**, ~~who, in consultation with the Superintendent, will to~~ determine **a** the candidate's physical and mental fitness to function with reasonable accommodation in the position for which **the candidate he/she** has made application. That determination will be made a part of the candidate's application.

G. Rescinding a Conditional Offer of Employment – Notice to Candidates for Employment Who Receive a Conditional Offer of Employment

1. All candidates for employment who receive a conditional offer of employment shall be informed by the district that:
 - a. An offer of employment by the Superintendent of Schools or designee is conditional upon completion of the Board's required physical examinations, **tests**, and assessments;



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- b. The required examinations, **tests**, and assessments will be used to determine the candidate's ability to perform with reasonable accommodations job-related functions pursuant to ADA; and
- c. If it is determined upon completing the examination(s), **tests**, or assessment(s) the candidate is unable to perform with reasonable accommodations job-related functions pursuant to the provisions of the ADA, the conditional offer of employment will be rescinded either by the Superintendent if the Board has not yet approved the appointment or by the Board, if the Board had approved the appointment at a Board meeting.

Adopted:



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[See POLICY ALERT Nos. 211 and 233]

4160 PHYSICAL EXAMINATION

The Board of Education **shall** requires **any** ~~each~~ candidate for employment who **has received** ~~receives~~ a conditional offer of employment to undergo a physical examination(s) **pursuant to N.J.S.A. 18A:16-2.a.** to determine whether the candidate is able to perform with reasonable accommodation job-related functions pursuant to P.L. 101-336, Americans with Disabilities Act of 1990 (ADA), **pursuant to N.J.A.C. 6A:32-6.3.**

If upon completing an examination(s) it is determined a candidate for employment who received a conditional offer of employment is unable to perform with reasonable accommodation job-related functions pursuant to the provisions of the ADA, the conditional offer of employment will be rescinded either by the Superintendent of Schools, if the Board has not yet approved the appointment, or by the Board, if the Board had approved the appointment at a Board meeting.

In accordance with N.J.A.C. 6A:32-6.2(a), the Board will develop the requirements for ~~t~~The physical examination **and provide for notification to candidates for employment regarding the requirements for the physical examination which** shall include, but **not be** ~~is not~~ limited to, a health history to include past serious illnesses and injuries; current health problems; allergies; and a record of immunizations. The physical examination shall also include, **but not be limited to,** a health screening to include, but not **be** limited to: height and weight; blood pressure; pulse and respiratory rate; vision screening; and hearing screening.

Pursuant to N.J.S.A. 18A:16-3, the Board shall bear the cost of physical examinations required by this Policy performed by a physician or institution designated by the Board. However, the candidate shall bear the cost if the examination is performed by a physician or institution designated by the candidate with approval of the Board. In the event the Board approves the physician or institution designated by the candidate to complete an examination required by this Policy, the candidate will be provided with the detailed requirements of the examination.

Support staff member ~~School-employee~~ physicals, examinations, and/or annual medical updates do not require screening or disclosure of HIV status.



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Physical Examination

The Board will follow the current New Jersey Department of Health Guidance for Tuberculosis (TB) Testing in New Jersey Schools. ~~A Mantoux tuberculosis test shall be given to all student teachers, school bus drivers on contract with the district, and contractors or volunteers who have contact with students.~~

Health records of candidates for employment and current support staff members ~~All staff members' medical and health records, including computerized records, shall will be secured, stored, and maintained separately from other personnel files pursuant to N.J.A.C. 6A:32-6.3(d).~~ The information contained in medical records ~~shall will be kept confidential.~~ Only the **support** staff member, the Superintendent, and the school medical inspector shall have access to medical information regarding an individual **support staff member** ~~employee.~~ Health records **shall be the property of the Board and** may be shared only with authorized individuals in accordance with N.J.S.A. 18A:16-5 **and N.J.A.C. 6A:32-6.3(d).**

Pursuant to N.J.A.C. 6A:32-6.3(c), an individual ~~The support~~ staff member may provide health-status information, including medications that may be of value to medical personnel in the event of an emergency requiring treatment. In such instances, ~~a the support~~ staff member may also choose to share with the ~~staff member's Building~~ Principal and, if desired, with the certified school nurse, information regarding current health status to assure ready access in a medical emergency.

Pursuant to N.J.S.A. 18A:16-2, the Board may require ~~Additional individual psychiatric or physical or psychiatric examinations of a support any~~ staff member ~~may be required by the Board~~ whenever, in the **Board's** judgment ~~of the Board,~~ a **support** staff member shows evidence of deviation from normal physical or mental health. Any additional individual examinations will be pursuant to the requirements of N.J.A.C. 6A:32-6.3(b). Additional examinations and/or certifications may be required to verify fitness in accordance with Policy 4161 – **Examination for Cause** or disability in accordance with Policies 4425 – **Work Related Disability Pay** and 4435 – **Anticipated Disability.**

42 U.S.C.A. 12101

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

N.J.A.C. 6A:32-6.1; 6A:32-6.2; 6A:32-6.3

Adopted:



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Physical Examination

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[See POLICY ALERT Nos. 211 and 233]

R 4160 PHYSICAL EXAMINATION

A. Definitions

1. “Employee” or “staff member” means the holder of any full-time or part-time position of employment.
2. “Health history” means the record of a person’s past health events obtained in writing, completed by the individual or their physician.
3. “Health screening” means the use of one or more diagnostic tools to test a person for the presence or precursors of a particular disease.
4. “Physical examination” means the assessment of an individual’s health by a professional licensed to practice medicine or osteopathy, or by an advanced practice nurse or physician assistant. **Physical examination includes specific procedures required by statute as stated in N.J.A.C. 6A:16-2.2.**
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B. Physical Examinations – Candidates for Employment Who Have Received a Conditional Offer of Employment

1. Candidates for employment who have received a conditional offer of employment shall be required to undergo a physical examination. The physical examination shall include, but is not limited to, a health history and health screenings to determine whether the candidate is able to perform with reasonable accommodation job-related functions pursuant to P.L. 101-336, Americans with Disabilities Act of 1990 (ADA). The candidate for employment will be provided the Board’s requirements for the physical examination.



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Physical Examination

a. A health history shall include, but is not limited to, the candidate's:

- (1) Past serious illnesses and injuries;
- (2) Current health problems;
- (3) Allergies; and
- (4) A record of immunizations.

b. A health screening shall include, but is not limited to:

- (1) Height;
- (2) Weight;
- (3) Pulse and respiratory rate;
- (4) Hearing screening;
- (5) Blood pressure;
- (6) Vision screening;
- (7) _____;
- (8) _____.

C. Medical Requirements Upon Employment

1. **The Board will follow the current New Jersey Department of Health Guidance for Tuberculosis (TB) Testing in New Jersey Schools.** ~~A Mantoux tuberculosis test shall be given upon employment of all newly hired staff members (full time and part-time), and to all student teachers, school bus drivers on contract with the district, and to contractors or volunteers who have contact with students. Tuberculosis testing is not required for volunteers working with students less than twenty hours per month.~~



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Physical Examination

- a. ~~Tuberculosis testing is not required:~~
- ~~(1) For new staff members, student teachers, and contractors of the school district with a documented negative tuberculosis test result in the last six months or a documented positive tuberculosis test, regardless of when this test was done; or~~
 - ~~(2) For a school district staff member transferring between school districts or from a non-public school within New Jersey with a documented tuberculosis test result upon his/her initial employment by a New Jersey school.~~
- b. ~~Staff members, student teachers, contractors or volunteers who have contact with students and claim a religious exemption cannot be compelled to submit to tuberculosis testing. In these instances, a symptom assessment must be done (TB-8 Form). If TB-like symptoms are reported, a physician must document that the staff member, student teacher, contractor, or volunteer does not have an active disease.~~
- ~~(1) The school district shall determine the criteria essential to document a valid religious exemption.~~
- c. ~~Procedures for the administration of the Mantoux tuberculosis test, interpretation of reactions, follow-up procedures, and reporting shall be conducted in accordance with the guidelines and requirements of the New Jersey Department of Health.~~
2. An individual support staff member may provide health-status information, including medications, that may be of value to medical personnel in the event of an emergency requiring treatment. In such instances, the support staff member may also choose to share with the Principal and, if desired, with the certified school nurse, information regarding current health status to assure ready access in a medical emergency **pursuant to N.J.A.C. 6A:32-6.3(c).**



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D. Health Records

1. ~~All H~~health records of candidates for employment who have received a conditional offer of employment and of current employees, including computerized records, shall be secured, stored, and maintained separately from other personnel files **in accordance with N.J.A.C. 6A:32-6.3(d)**.
2. Health records **shall be the property of the Board and** may be shared only with authorized individuals in accordance with N.J.S.A. 18A:16-5 and **N.J.A.C. 6A:32-6.3(d)**.

E. **Support Staff Member** Employees² Physical Examinations and Medical Updates

1. **Support staff member** ~~School-employee~~ physicals, examinations, and/or annual medical updates shall not require disclosure of HIV status.
 - (2) It must be consistent with the demonstrated necessity of conducting business; and
 - (3) It must be related to legitimate job criteria.

I. Review of Examinations and Assessments

1. The results of ~~a the~~ physical examination **or testing** of a candidate for employment who has received a conditional offer of employment will be reviewed by the **Superintendent and the school physician and/or Medical Review Officer**, ~~who, in consultation with the Superintendent, will~~ **to determine a the** candidate's physical and mental fitness to function with reasonable accommodation in the position for which **the candidate** ~~he/she~~ has made application. That determination will be made a part of the candidate's application.



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- J. Rescinding a Conditional Offer of Employment – Notice to Candidates for Employment Who Receive a Conditional Offer of Employment
1. All candidates for employment who receive a conditional offer of employment shall be informed by the district that:
 - a. An offer of employment by the Superintendent of Schools or designee is conditional upon completion of the Board's required physical examinations, **tests**, and assessments;
 - b. The required examinations, **tests**, and assessments will be used to determine the candidate's ability to perform with reasonable accommodations job-related functions pursuant to ADA; and
 - c. If it is determined upon completing the examination(s), **tests**, or assessment(s) the candidate is unable to perform with reasonable accommodations job-related functions pursuant to the provisions of the ADA, the conditional offer of employment will be rescinded either by the Superintendent if the Board has not yet approved the appointment or by the Board, if the Board had approved the appointment at a Board meeting.

Adopted:



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[See POLICY ALERT Nos. 176, 203, 205, 220, 229, and 233]

R 5200 ATTENDANCE

A. Attendance Recording

1. School Register – (N.J.A.C. 6A:32-8.1)

- a. The Board of Education shall carefully and accurately track enrollment and attendance of all students in a manual school register format or in an electronic format of the school district's choosing.
- b. The Commissioner of Education will issue and publish on the **New Jersey Department of Education's (NJDOE)** website guidance for recording student attendance in all public schools of the State operated by district Boards of Education, except adult high schools.
- c. Student attendance shall be recorded in the school register during school hours on each day in session, pursuant to N.J.A.C. 6A:32-8.3. An employee designated by the Superintendent shall keep in the school register, attendance of all students, and shall maintain the attendance records in accordance with N.J.A.C. 6A:32-8 and the guidance **issued by the Commissioner in accordance with** at N.J.A.C. 6A:32-8.1(c) and A.1.b. above.
- d. A student who has been placed on home instruction shall have their attendance status recorded on the regular register for the program in which the student is enrolled. The student shall be marked absent for the period beginning the first day the student is unable to attend school and ending the day before the first instructional day at the student's place of confinement. Absences shall not be recorded for the student while on home instruction, provided the hours of instruction are no less than required by N.J.A.C. 6A:14-4.8 and 4.9 and N.J.A.C. 6A:16-10.1 and 10.2. The number of possible days in membership for a student on home instruction shall be the same as for other students in the program in which the student is enrolled.



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- (1) “Days in membership” means the number of school days in session in which a student is enrolled **in accordance with N.J.A.C. 6A:32-2.1**. A student’s membership begins on the first possible day of attendance following enrollment during the school year, notwithstanding the actual day the student was recorded as present for the first time.
2. Day in Session – (N.J.A.C. 6A:32-8.3)
 - a. A day in session shall be a day on which the school is scheduled to provide instruction and students are under the guidance and direction of a teacher(s) engaged in the teaching process. A day on which school is closed for reasons such as holidays and teachers’ institutes, or inclement weather not under conditions set forth at N.J.A.C. 6A:32-13, shall not be considered a day in session.
 - b. A day in session shall consist of not less than four hours, exclusive of recess and lunch periods, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
3. Student Attendance – (N.J.A.C. 6A:32-8.4)
 - a. For all State attendance submissions, a student shall be recorded as present, absent, or excused for a State-excused absence, pursuant to N.J.A.C. 6A:32-8.4(e) and A.3.e. below, on every day the school is in session after the student enrolls until the date the student is transferred to another school or officially leaves the school district.
 - b. A record of attendance of all students shall be kept in accordance with N.J.A.C. 6A:32-8.1(c) and A.1.b. above. The employee designated by the Superintendent shall keep the attendance records according to N.J.A.C. 6A:32-8 and the guidance issued by the Commissioner in accordance with N.J.A.C. 6A:32-8.1(c) and A.1.b. above.



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- c. A student enrolled in a school shall be recorded in the school register as present if the student participates in instruction or instruction-related activities for at least half a day in session whether the student is physically on school grounds, at an approved off-grounds location, or in a virtual or remote instruction setting, pursuant to N.J.A.C. 6A:32-13.
- d. A student enrolled in a school who is not participating in instruction or instruction-related activities pursuant to N.J.A.C. 6A:32-8.4(c) and A.3.c. above shall be recorded in the school register as absent, unless the student is recorded as a State-excused absence, pursuant to N.J.A.C. 6A:32-8.4(e) and A.3.e. below.
- e. State-excused absences shall be as follows:
 - (1) Religious observance, pursuant to N.J.S.A. 18A:36-14, 15, and 16.
 - (a) The Commissioner, with approval of the State Board of Education, shall annually prescribe a list of religious holidays on which it shall be mandatory to excuse students for religious observance upon the written request signed by the parent or person standing in loco parentis;
 - (2) Participation in observance of Veterans Day, pursuant to N.J.S.A. 18A:36-13.2;
 - (3) Participation in district board of election membership activities, pursuant to N.J.S.A. 18A:36-33;
 - (4) Take Our Children to Work Day;
 - (5) College visit(s), up to three days per school year for students in grades eleven and twelve; ~~and~~



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- (6) Closure of a busing school district that prevents a student from having transportation to the receiving school; and-
- (7) **Attendance at a civic event, one day per school year for students in grades six through twelve, pursuant to N.J.S.A. 18A:36-33.2.**
 - (a) **“Civic event” means an event sponsored by a government entity, a community-based organization, or a nonprofit organization that incorporates elements of service learning whereby students learn and develop through organized service. A civic event shall address an issue of public concern such as community health and safety or environmental, economic, or community well-being in accordance with N.J.S.A. 18A:36-33.1.**
 - (b) **The parent of a student shall provide a signed written notice of an intended excused absence to attend a civic event at least five school days in advance of the intended excused absence and such other documentation as the Superintendent deems necessary to prove that the student meets the requirements for an excused absence pursuant to N.J.S.A. 18A:36-33.2.b.**
- f. For absences that do not meet the criteria at N.J.A.C. 6A:32-8.4(e) and A.3.e. above, the Board may adopt policies that establish locally approved or excused absences consistent with N.J.A.C. 6A:16-7.6 for the purposes of expectations and consequences regarding truancy, student conduct, promotion, retention, and the award of course credit. However, an absence designated as excused by the Board pursuant to N.J.A.C. 6A:16-7.6 shall be considered as an absence in the submission to the State for the purpose of chronic absenteeism reporting, as set forth at N.J.A.C. 6A:32-8.6.



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4. Average Daily Attendance – (N.J.A.C. 6A:32-8.5)

The average daily attendance rate in a district school or program of instruction for a school year shall be the total number of the days present of all enrolled students, divided by the number of days in membership of all enrolled students. The student average daily attendance means the total number of days that a student is present in the school divided by the total possible number of days in session.

5. Absentee and Chronic Absenteeism Rates – (N.J.A.C. 6A:32-8.6)

a. A student's absentee rate shall be determined by subtracting the student's total number of days present from the student's days in membership and dividing the result by the student's days in membership.

(1) State-excused absences shall not be included in a student's days in membership for purposes of calculating a student's absentee rate.

b. If a student's absentee rate is equal to or greater than ten percent, the student shall be identified as chronically absent.

c. Each school with ten percent or more of its enrolled students identified as chronically absent shall develop a corrective action plan to improve absenteeism rates. In accordance with N.J.S.A. 18A:38-25.1, the school will annually review and revise the corrective action plan and present the revisions to the Board, until the percentage of students who are chronically absent is less than ten percent.

B. Unexcused Absences That Count Toward Truancy/Excused Absences for Board Policy

1. Notwithstanding the requirement of reporting student absences in the school register for State and Federal reporting purposes, "excused" and "unexcused" student absences for the purpose of expectations and consequences regarding truancy, student conduct, promotion, retention, and the award of course credit is a Board decision outlined in Policy 5200 – **Attendance** and this Regulation.



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2. N.J.A.C. 6A:16-7.6(a)3 requires the Board of Education policies and procedures contain, at a minimum, a definition of unexcused absence that counts toward truancy, student conduct, promotion, retention, and the award of course credit.
- a. “An unexcused absence that counts toward truancy” is a student’s absence from school for a full or a portion of a day for any reason that is not an “excused absence” as defined in B.2.b. below.
- b. “An excused absence” is a student’s absence from school for a full day or a portion of a day for the observance of a religious holiday pursuant to N.J.S.A. 18A:36-14 through 16, or any absence for the reasons listed below:

[Select one or more options below

- The student’s illness
- supported by a written letter from the parent upon student’s return to school;
- supported by notification to the school by the student’s parent;
- The student’s required attendance in court;
- Where appropriate, when consistent with Individualized Education Programs, the Individuals with Disabilities Act, accommodation plans under 29 U.S.C. §§794 and 705(20), and individualized health care plans;
- The student’s suspension from school;
- Family illness or death
- supported by a written letter from the parent upon the student’s return to school;
- supported by notification to the school by the student’s parent;



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- College visit(s), up to 3 days per school year for students in grades eleven and twelve;
- Interviews with a prospective employer or with an admissions officer of an institution of higher education;
- Examination for a driver's license;
- Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day;
- Take Our Children to Work Day;
- Religious observance, pursuant to N.J.S.A. 18A:36-14 through 16;
- Participation in observance of Veterans Day, pursuant to N.J.S.A. 18A:36-13.2;
- Participation in district board of election membership activities, pursuant to N.J.S.A. 18A:36-33;
- Attendance at a civic event(s), pursuant to N.J.S.A. 18A:36-33.2;**
- Closure of a busing school district that prevents a student from having transportation to the receiving school;
- An absence considered excused by the Commissioner of Education and/or a ~~NJDOE New Jersey Department of Education~~ rule;
- An absence for a reason not listed above, but deemed excused by the Principal upon a written request by the student's parent stating the reason for the absence and requesting permission for the absence to be an excused absence;
- _____
- _____;
- _____.



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[Optional

3. "Unexcused tardiness" may constitute an unexcused absence that counts toward truancy in accordance with Policy 5240 – **Tardiness.**]

C. Notice to School of a Student's Absence

1. The parent or adult student shall notify the school office before the school day when the student will not be in school. **However, notice for attendance at a civic event shall be provided in accordance with the procedure set forth in N.J.S.A. 18A:36-33.2.b. and A.3.e.(7)(b) above.**
2. The parent of the student or an adult student who will attend the morning session, but will not attend the afternoon session shall provide notice to the school office before the start of the afternoon session.
3. The parent of a student or an adult student shall notify the school office of a future absence if the absence is foreseeable.
4. In accordance with N.J.S.A. 18A:36-25.6, if a student is determined to be absent from school without valid excuse, and if the reason for the student's absence is unknown to school personnel, the Principal or designee shall immediately attempt to contact the student's parent to notify the parent of the absence and determine the reason for the absence.

D. Readmission to School After an Absence

1. A student returning from an absence of 3 consecutive school days ~~any length of time~~ (may ~~X~~ will) be required to ~~must~~ provide a written statement to the Principal or designee that is dated and signed by the parent or adult student listing the reason for the absence.
2. A student who has been absent by reason of having or being suspected of having a communicable disease may be required to present to the school nurse written evidence of being free of a communicable disease.



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3. The Superintendent of Schools or designee may require a student who has been absent from school due to a suspension or other reason concerning the student's conduct to receive a medical examination by a physician regarding the student's physical and/or mental fitness to return to school.
 - a. The Superintendent or designee will notify the student's parent of the specific requirements of the medical examination prior to the student's return to school.

E. Instruction

1. Teachers will cooperate in the preparation of home assignments for students who anticipate an absence of 5 school days duration.
2. Students absent for any reason are expected to make up the work missed. The parent or student is responsible for requesting missed assignments and any assistance required. Teachers will provide make-up assignments as necessary.
3. In general, students will be allowed a reasonable amount of time as determined by the teacher to make up the work missed.
4. A student who missed a test or an exam shall be offered an opportunity to take the test, exam, or an appropriate alternate test.
5. A student who anticipates an absence due to a temporary or chronic health condition may be eligible for home instruction in accordance with Policy 2412 – **Home Instruction Due to Health Condition**. The parent must request home instruction.

F. Denial of Course Credit

1. The teacher will determine the credit to be awarded a student for make-up work. Where class participation is a factor in the learning process, the teacher may consider a student's absence in determining a final grade, except absences for the observance of a religious holiday or absence for a student's suspension from school will not adversely affect the student's grade. The teacher may record an incomplete grade for a student who has not had a full opportunity to make up missed work.



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[Optional]

2. A secondary student may be dropped from a course or denied course credit when the secondary student has been absent from 16 (number, fraction, or percentage) or more of the class sessions, whatever the reason for the absence, except that absences for the observance of a religious holiday, absences for those excused in accordance with the reporting requirements of the school register, or absences caused by a student's suspension will not count toward the total.

Options – District may select one or more of the options below if 2. above is selected.

- Exceptions to this rule may be made for students who have demonstrated to the teacher through completion of make-up assignments that they have mastered the proficiencies established for the course of study.
- A secondary student who has been dropped from a course of study may be assigned to an alternate program.
- A secondary student denied course credit after completing the course will be permitted to attend a credit completion session to regain the denied credit, provided the student has not been absent from the class more than 5 times.]

[Optional]

3. An elementary student may be retained at grade level, in accordance with Policy 5410 – **Promotion and Retention**, when the student has been absent _____ (number, fraction, or percentage) or more school days, whatever the reason for the absence, except that absences for the observance of a religious holiday, absences for those excused in accordance with the reporting requirements of the school register, and absences due to student's suspension will not count toward the total.



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Option – District may select the option below if 3. above is selected.

— Exceptions to this rule may be made for students who have demonstrated through completion of home assignments and/or home instruction that they have mastered the proficiencies established for the assigned courses of study.]

- G. School District Response To Unexcused Absences During the School Year That Count Toward Truancy – (N.J.A.C. 6A:16-7.6(a)4.)
1. For up to four cumulative unexcused absences that count toward truancy, the Principal or designee shall:
 - a. Make a reasonable attempt to notify the student's parents of each unexcused absence prior to the start of the following school day;
 - b. Make a reasonable attempt to determine the cause of the unexcused absence, including through contact with the student's parent(s);
 - c. Identify, in consultation with the student's parents, needed action designed to address patterns of unexcused absences, if any, and to have the child return to school and maintain regular attendance;
 - d. Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potential missing or abused child situation is detected; and
 - e. Cooperate with law enforcement and other authorities and agencies, as appropriate;
 2. For between five and nine cumulative unexcused absences that count toward truancy, the Principal or designee shall:
 - a. Make a reasonable attempt to notify the student's parent(s) of each unexcused absence prior to the start of the following school day;



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- b. Make a reasonable attempt to determine the cause of the unexcused absence, including through contact with the student's parent(s);
- c. Evaluate the appropriateness of action taken pursuant to N.J.A.C. 6A:16-7.6(a)4.i.(3) and G.1.c. above;
- d. Develop an action plan to establish outcomes based upon the student's patterns of unexcused absences and to specify the interventions for supporting the student's return to school and regular attendance, which may include any or all of the following:
 - (1) Refer or consult with the building's Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
 - (2) Conduct testing, assessments, or evaluations of the student's academic, behavioral, and health needs;
 - (3) Consider an alternate educational placement;
 - (4) Make a referral to or coordinate with a community-based social and health provider agency or other community resource;
 - (5) Refer to a court or court program pursuant to N.J.A.C. 6A:16-7.6(a)4.iv. and G.4. below;
 - (6) Proceed in accordance with N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potential missing or abused child situation is detected; and
 - (7) Engage the student's family.
- e. Cooperate with law enforcement and other authorities and agencies, as appropriate.



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3. For cumulative unexcused absences of ten or more that count toward truancy, a student between the ages of six and sixteen is truant, pursuant to N.J.S.A. 18A:38-25, and the Principal or designee shall:
 - a. Make a determination regarding the need for a court referral for the truancy, per N.J.A.C. 6A:16-7.6(a)4.iv. and G.4. below;
 - b. Continue to consult with the parent and the involved agencies to support the student's return to school and regular attendance;
 - c. Cooperate with law enforcement and other authorities and agencies, as appropriate; and
 - d. Proceed in accordance with N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School, and other applicable State and Federal statutes, as required; and
4. A court referral may be made as follows:
 - a. When unexcused absences that count toward truancy are determined by school officials to be violations of the compulsory education law, pursuant to N.J.S.A. 18A:38-25, and the Board's of Education's policies, in accordance with N.J.A.C. 6A:16-7.6(a), the parent may be referred to Municipal Court;
 - (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Municipal Court; or
 - b. When there is evidence of a juvenile-family crisis, pursuant to N.J.S.A. 2A:4A-22.g., the student may be referred to Superior Court, Chancery Division, Family Part;
 - (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Juvenile-Family Crisis Intervention Unit.



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5. For a student with a disability, the attendance plan and its punitive and remedial procedures shall be applied, where applicable, in accordance with the student's Individual Education Program (IEP), pursuant to 20 U.S.C. §§1400 et seq., the Individuals with Disabilities Education Act; the procedural protections set forth in N.J.A.C. 6A:14; accommodation plan under 29 U.S.C. §§794 and 705(20); and individualized healthcare plan and individualized emergency healthcare plan, pursuant to N.J.A.C. 6A:16-2.3(b)3.xii.
6. All receiving schools pursuant to N.J.A.C. 6A:14-7.1(a), shall act in accordance with N.J.A.C. 6A:16-7.6(a)4.i. and G.1. above for each student with up to four cumulative unexcused absences that count toward truancy.
 - a. For each student attending a receiving school with five or more cumulative unexcused absences that count toward truancy, the absences shall be reported to the sending school district.
 - (1) The sending school district shall proceed in accordance with the Board's of Education's policies and procedures pursuant to N.J.A.C. 6A:16-7.6(a) and the provisions of N.J.A.C. 6A:16-7.6(a)4.ii. through iv. and G.2. through G.4. above and N.J.A.C. 6A:16-7.6(b) and G.5. above, as appropriate.

H. Discipline

1. Students may be denied participation in co-curricular activities and/or athletic competition if the Board establishes attendance standards for participation.
2. No student who is absent from school for observance of a religious holiday may be deprived of any award or of eligibility for or opportunity to compete for any award because of the absence.



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I. Recording Attendance

1. Teachers must accurately record the students present, tardy, or absent each day in each session or each class. Attendance records must also record students' attendance at out-of-school curricular events such as field trips.
2. A record shall be maintained of each excused absence and each unexcused absence that counts toward truancy as defined in Policy 5200 – **Attendance** and this Regulation.
3. A student's absence for observance of a religious holiday will not be recorded as such on any transcript or application or employment form.

J. Appeal

1. Students may be subject to appropriate discipline for their school attendance record.
2. A **parent of a student or an adult student** who has been retained at grade level for excessive absences may appeal that action in accordance with Policy 5410 – **Promotion and Retention**.
3. A **parent of a student or an adult student** who has been dropped from a course and/or denied course credit for excessive absences may appeal that action in accordance with the following procedures:
 - a. ~~The student shall file~~ A written appeal **shall be filed with** the Principal or designee within five school days of receiving notice of the action. The appeal should state the reasons for each absence, any documentation that may support reducing the number of absences for the purposes of course credit, and reasons why the student should either continue to be enrolled in the course or receive course credit for a class the student completed.
 - b. The Principal or designee will respond in writing no later than seven school days after receiving the **written student's** appeal.



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- c. If the **parent or adult** student is not satisfied, the **parent or adult** student may submit a written request to the Principal for consideration by an Attendance Review Committee.
- d. **In response to** ~~On a student's~~ request for consideration by an Attendance Review Committee, the Principal shall convene an Attendance Review Committee. The Attendance Review Committee shall meet informally to hear the ~~student's~~ appeal. The student's parent, **the student**, and teacher(s) may attend the meeting.
- e. The Attendance Review Committee shall decide the appeal and inform the **parent and** student in writing within seven school days of the meeting.
- f. The **parent or adult** student may appeal an adverse decision of the Attendance Review Committee to the Superintendent, the Board of ~~Education~~, and the Commissioner of ~~Education~~ in accordance with Policy 5710 – Student Grievance and N.J.S.A. 18A. An appeal to the Attendance Review Committee shall be considered to have exhausted the first two steps of the grievance procedure outlined in Policy 5710.

K. Attendance Records

- 1. Attendance records for the school district and each school will be maintained and attendance rates will be calculated as required by the **NJDOE** ~~New Jersey Department of Education~~. The school district will comply with all attendance requirements and any improvement plans as required by the **NJDOE** ~~Department of Education~~.

Adopted:



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Service Animals
June 24

[See POLICY ALERT Nos. 207, 217, and 233]

5337 SERVICE ANIMALS

In compliance with Title II of the Americans with Disabilities Act (ADA) as amended by the ADA Amendments Act of 2008, it is the Policy of the Board of **Education** to permit use of a service animal by an individual with a disability in all areas of the district where the public is normally permitted: in district buildings; on district property; and on vehicles owned, leased, or controlled by the district **in accordance with** ~~—~~(28 CFR §35.136.)

A. Definitions

1. “Act” means the Americans with Disabilities Act (ADA) as amended by the ADA Amendments Act of 2008.
2. “Designated administrator” means Principal or person designated by the Principal to coordinate these activities.
3. “District” means this school district.
4. “Handler” means the animal’s owner who is an individual with a disability or a person, such as a trainer, assisting the owner with control of the service animal.
5. “Service animal” means a dog individually trained to do work or perform a specific job or task for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability **in accordance with** ~~—~~(28 CFR §36.104.)
 - a. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition.
 - b. The work or tasks performed by a service animal must be directly related to the individual’s disability (e.g. navigation, alerting physical support and assistance, preventing or interrupting impulsive or destructive behaviors).



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- c. Work or tasks for the purposes of this definition do not include the provision of emotional support, well-being, comfort, therapy, companionship, or crime deterrence.

B. Generally Rules

1. The district shall permit the use of a service animal by an individual with a disability unless:
 - a. The animal is out of control and the animal's handler does not take effective action to control it;
 - b. The animal is not housebroken.
2. **A student with a disability, including autism, shall be permitted access for a service animal in school buildings, including the classroom, on school buses, and on school grounds.**
32. **The service animal shall be under a handler's control at all times by use of a leash, tether, voice control, signal, or other suitable means in accordance with N.J.S.A. 18A:46-13.3 and A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g. voice control, signals, or other effective means). (28 CFR §35.136(d).)**
43. If an animal is properly excluded, the district shall give the individual with a disability the opportunity to participate in the service, program, or activity without having the service animal on the premises **in accordance with** ~~-(28 CFR §35.136(b).)~~
54. If there are places in the district where it is determined to be unsafe for a handler and service animal, reasonable accommodations will be provided to assure the individual with a disability has equal access to the activity.



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65. **A school official may inquire as to whether the service animal is required due to a disability and what task or work the service animal has been trained to perform, unless the student's disability and the work or task that the service animal will perform are readily apparent in accordance with N.J.S.A. 18A:46-13.3. ~~Unless the need for a service animal is readily apparent, the individual with a disability or his/her parent will be required to provide the district with information that:~~**

a. ~~— The service animal is required because of a disability; and~~

b. ~~— What work or task the animal has been trained to perform.~~

76. The district may not require documentation, including proof that the animal has been certified, trained, or licensed as a service animal; nor that the dog demonstrates its ability to perform the work or task **in accordance with** ~~—(28 CFR §35.136(f).)~~

87. Individuals with a disability who have service animals are not exempt from local animal control or public health requirements.

98. **A school official may require: ~~Service animals must be licensed and registered in accordance with State and local laws.~~**

a. **Certification from a veterinarian that the service animal is properly vaccinated and does not have a contagious disease that may harm students or staff; and**

b. **Documentation that any license required by the municipality in which the student resides has been obtained for the service animal.**

C. Delegation of Responsibility

1. **The school shall not be responsible or liable for the care or supervision of the service animal. ~~The district is not responsible for the care or supervision of a service animal, in accordance with 28 CFR §35.136(e).~~**



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- a. The district is not responsible to pay for or provide a handler to aid the individual with a disability in the control of the service animal.
 - b. **The school shall provide reasonable accommodations to allow the handler to provide for the care and feeding of the service animal while on school grounds or at a school function.** ~~The district is responsible to provide assistance to an individual with a disability in performing the tasks required of the individual for the care and maintenance of the service animal.~~
2. If the district normally charges individuals for damage they cause, an individual with a disability may be charged for damage caused by ~~their his or her~~ service animal. **in accordance with (28 CFR §35.136(h).)**
 3. The district will designate relief areas for the service animal which will be included in mobility training and orientation of students and animals new to the school.

D. Notification and Responsibilities

1. In the event a service animal will be introduced as part of the school community, the designated administrator will develop a comprehensive implementation plan prior to introduction of the service animal into the school to include:
 - a. Notification to parents of students who may be in contact with the service animal;
 - b. Appropriate accommodations:
 - (1) For students who are allergic to the service animal; and/or
 - (2) For students who have fears regarding the service animal.



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- c. Appropriate etiquette regarding service animals to include:
- (1) Never pet a service animal while it is working;
 - (2) Never feed a working service animal;
 - (3) Do not deliberately startle, tease, or taunt a service animal; and
 - (4) Do not hesitate to ask the handler if **they** ~~he or she~~ would like assistance regarding directions for navigating the facility.

2. The use of a service animal introduced as part of the school community will require inclusion into the student's Individualized Education Plan (IEP) or the student's Section 504 Accommodation Plan.
3. The district may request, but cannot require, the owner of a service animal introduced as part of the school community and, as included in the student's IEP or Section 504 Accommodation Plan, maintain liability insurance for the service animal. The School Business Administrator/Board Secretary will ensure the school district has appropriate insurance in the event a service animal is introduced as part of the school community.

E. Miniature Horses

1. Miniature horses, although not included in the Act under the definition of "service animal," may only be permitted if individually trained to do work or perform tasks for the benefit of the individual with a disability and if they meet the assessment factors outlined in 3. below: **in accordance with** (28 CFR §35.136(i).)
2. Ponies and full size horses are not considered miniature horses.
3. Assessment factors to determine whether the district can reasonably modify its policies, practices, and procedures to allow for the use of miniature horses on its property, facilities, or vehicles include:



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- a. Type, size, and weight of the miniature horse and whether the facility can accommodate those features;
 - b. Whether the handler has sufficient control of the miniature horse;
 - c. Whether the miniature horse is housebroken; and
 - d. Whether the miniature horse's presence compromises legitimate safety requirements necessary for safe operation.
4. All requirements for the use of service animals also apply to the use of miniature horses.

N.J.S.A. 18A:46-13.3
28 CFR §35.136
28 CFR §36.104

Adopted:



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[See **POLICY ALERT Nos. 193, 209, 215, and 233**]

5350 STUDENT SUICIDE PREVENTION

The Board of Education recognizes that depression and self-destruction are problems of increasing severity among students. Students under severe stress cannot benefit fully from the educational program and may pose a threat to themselves or others.

The Board directs all school district staff members to be alert to a student who exhibits warning signs of self-destruction or who threatens or attempts suicide. Any such warning signs or the report of such warning signs from another student or staff member shall be taken with the utmost seriousness and reported immediately to the Principal or designee.

The Principal or designee shall immediately contact the parent(s) of the student exhibiting warning signs of suicide to inform the parent(s) the student will be referred to the Child Study Team or a Suicide Intervention Team, appointed by the Superintendent or designee, for a preliminary assessment. Upon completion of the preliminary assessment, the Principal or designee shall meet with the parent(s) to review the assessment. Based on the preliminary assessment, the parent(s) may be required to obtain medical or psychiatric services for the student. In the event the parent(s) objects to the recommendation or indicates an unwillingness to cooperate in the best interests of the student, the Principal or designee will contact the New Jersey Department of Children and Families, Division of Child Protection and Permanency to request intervention on the student's behalf.

In the event the student is required to obtain medical or psychiatric services, the parent(s) will be required to submit to the Superintendent a written medical clearance from a licensed medical professional, selected by the parent(s) and approved by the Superintendent, indicating the student has received medical services, does not present a risk to themselves or others, and is cleared to return to school. The written medical clearance may be reviewed by a Board of Education healthcare professional before the student is permitted to return to school. The parent(s) shall be required to authorize their healthcare professional(s) to release relevant medical information to the school district's healthcare professional, if requested.



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In accordance with N.J.A.C. 6A:14-1.1(d), special education and related services shall be provided to students with disabilities at public expense, with no charge to the parents. A clearance by a psychiatrist or other medical professional as a requirement to return to school is considered an assessment provided at public expense. The district shall not require the parents to incur the cost of psychiatric clearance.

~~Any school district staff member, volunteer, or intern with reasonable cause to suspect or believe that a student has attempted or completed suicide, shall immediately report the information to the Principal or designee or their immediate supervisor who will immediately report it to the Superintendent or designee. The Superintendent or designee shall promptly report it online to the New Jersey Department of Children and Families, or as otherwise required by the Department of Children and Families in accordance with N.J.S.A. 30:9A-24. In accordance with N.J.S.A. 30:9A-24i, any person who reports an attempted or completed suicide shall have immunity from any civil or criminal liability on account of the report, unless the person has acted in bad faith or with malicious purpose.~~

In accordance with the provisions of N.J.S.A. 18A:6-111 and 18A:6-112, as part of the required professional development for teachers as outlined in N.J.A.C. 6A:9C-3 et seq., every teaching staff member must complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with training and experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

Not including teaching staff members subject to the requirements of N.J.S.A. 18A:6-112.a. and not including licensed mental health care professionals, a school employee or an employee of a contracted service provider who has regular and direct contact with students, as determined by the Board, shall complete a one-time training program in suicide prevention, awareness, and response identified by the New Jersey Department of Education (NJDOE) pursuant to N.J.S.A. 18A:6-112.c. A person subject to the requirements of N.J.S.A. 18A:6-112.b. shall complete the required training program not less than twelve months from the date of the identification by the NJDOE of training programs or twelve months from the person's date of hire, whichever occurs later.



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Not less than twelve months following the date of the identification by the NJDOE of the training programs or not less than twelve months from the person's date of hire, and annually thereafter, the district shall provide to their employees who are subject to the requirements of N.J.S.A. 18A:6-112.a. or b., in a hard copy paper form or in an electronic form, guidelines on the district's reporting and suicide prevention, awareness, and response protocols including, but not limited to, contact information for each school's designated staff who should be notified whenever an employee believes a student may be at risk for suicide.

Each person who is required pursuant to N.J.S.A. 18A:6-112.a. or b. to complete a suicide prevention training program shall have a duty to warn and protect when the following conditions exist:

- (1) A student has communicated to that person a clearly identifiable threat of imminent, serious physical violence against oneself and the circumstances are such that a reasonable person would believe the student intended to carry out the threat; or
- (2) The circumstances are such that a reasonable person would believe the student intended to carry out an act of imminent, serious physical violence against oneself.

A person acting in good faith and who takes reasonable steps to discharge a duty to warn and protect shall be immune from civil and criminal liability in regard to that disclosure.

Any school district staff member, volunteer, or intern with reasonable cause to suspect or believe that a student has attempted or completed suicide, shall immediately report the information to the Principal or designee or their immediate supervisor who will immediately report it to the Superintendent or designee. The Superintendent or designee shall promptly report it online to the New Jersey Department of Children and Families, or as otherwise required by the Department of Children and Families in accordance with N.J.S.A. 30:9A-24. In accordance with N.J.S.A. 30:9A-24.i., any person who reports an attempted or completed suicide shall have immunity from any civil or criminal liability on account of the report, unless the person has acted in bad faith or with malicious purpose.



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The Superintendent shall prepare and disseminate guidelines to assist school district staff members in recognizing the warning signs of a student who may be contemplating suicide, to respond to a threat or attempted suicide, and to prevent contagion when a student commits suicide.

N.J.S.A. 18A:6-111; 18A:6-112

N.J.S.A. 30:9A-23; 30:9A-24

N.J.A.C. 6A:9C-3 et seq.; **6A:14-1.1**

Adopted:



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[See POLICY ALERT Nos. 189, 191, 221, 224, 227, and 233]

8420 EMERGENCY AND CRISIS SITUATIONS

The Board of Education recognizes its responsibility to provide for the safety and security in each school building in the district. The district **shall** ~~will~~ develop and implement comprehensive ~~written~~ plans, procedures, and mechanisms **that** ~~to~~ provide for **safety and security in the district's public elementary and secondary schools. Plans and procedures, which shall be in written form, and mechanisms shall provide for, at a minimum:** the protection of the health, safety, security, and welfare of the school population; the prevention of, intervention in, response to, and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and support services for staff, students, and their families, **in accordance with N.J.A.C. 6A:16-5.1(a).**

Pursuant to N.J.S.A. 18A:41-6, "sSchool security drill" means an exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a bomb threat, non-fire evacuation, lockdown, or active shooter situation and that is similar in duration to a fire drill.

The Superintendent of Schools or designee shall consult with law enforcement agencies, health and social services provider agencies, emergency management planners, and school and **other** community resources, as appropriate, in the development of the ~~school~~ district's plans, procedures, and mechanisms for school safety and security **in accordance with N.J.A.C. 6A:16-5.1(b).** The plans, procedures, and mechanisms shall be consistent with the provisions of N.J.A.C. 6A:16-5.1 and the format and content established by the Domestic Security Preparedness Task Force, pursuant to N.J.S.A. App. A:9-64 et seq., and the Commissioner of Education. **The plans, procedures, and mechanisms** shall be reviewed annually, and updated as appropriate.

Pursuant to N.J.S.A. 18A:41-15, in developing its districtwide school safety and security plan, the district shall: demonstrate that it has considered the individual needs of each student with a disability, as enumerated in the students' individualized education programs (IEP), individualized health care plans, 504 plans, or, in the case of students with disabilities enrolled in nonpublic schools, service plans pursuant to N.J.S.A. 18A:46-2.15; and incorporate protocols into the districtwide school safety and security plan for



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communicating the individual needs of each student with a disability, when appropriate and in compliance with the “Family Educational Rights and Privacy Act of 1974,” (20 USC §1232g), to third parties including, but not limited to, first responders and emergency management agencies.

A copy of the ~~school district’s~~ school safety and security plan shall be disseminated to all ~~school district~~ employees pursuant to N.J.A.C. 6A:16-5.1(c). New employees shall receive a copy of the school district’s safety and security plan, as appropriate, within sixty days of the effective date of their employment. All employees shall be notified in writing, as appropriate, regarding updates and changes to the school safety and security plan.

The ~~school~~ district shall develop and provide an in-service training program for all ~~school district~~ employees to enable them to recognize and appropriately respond to safety and security concerns, including emergencies and crises, consistent with the ~~school~~ district’s plans, procedures, and mechanisms for school safety and security and the provisions of N.J.A.C. 6A:16-5.1. New employees shall receive ~~the this~~ in-service training, ~~as appropriate~~, within sixty days of the effective date of their employment. ~~The This~~ in-service training program for all employees shall be reviewed annually and updated, as appropriate.

The Board shall ensure individuals employed in the district in a substitute capacity are provided with information and training on the district’s practices and procedures on school safety and security including instruction on school security drills, evacuation procedures, and emergency response protocols in the district and the school building where the individuals are employed in accordance with the provisions of N.J.S.A. 18A:41-7.b. **In the event an individual is employed in a substitute capacity in the district at the time the school safety and security training is being provided to full-time employees pursuant to N.J.S.A. 18A:41-7.a., the district shall include the individual in the training.**

Any information or training provided pursuant to N.J.S.A. 18A:41-7 shall address the unique needs of students with disabilities in the event of a fire drill, school security drill, or actual emergency situation. All full-time employees and individuals employed in the district in a substitute capacity shall be made aware of any anticipated mobility, sensory, medical, social, communication, emotional, regulatory, and decision-making support needs of students in the care of the employee and any supports, modifications,



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accommodations, and services to be provided to students, as enumerated in their IEPs, individualized health care plans, 504 plans, or service plans pursuant to N.J.S.A. 18A:46-2.15.

The district shall ensure a student's unique mobility, sensory, medical, social, communication, emotional, regulatory, and decision-making needs in the event of a fire drill, school security drill, or an actual emergency situation that may occur on school grounds is maintained in the student record. The documentation maintained in the student record shall indicate whether or not the student is able to safely and fully participate in fire drills or school security drills without the use of supplementary supports, modifications, accommodations, or services, or if any accommodations are needed, including determining areas of refuge during an emergency, in accordance with N.J.S.A. 18A:46-2.15.a.

If it is determined a student requires supplementary supports, modifications, accommodations, or services in order to safely and fully participate in a fire drill or school security drill, a written plan shall be maintained in the student record, pursuant to N.J.S.A. 18A:46-2.15.b. The written plan shall: describe the anticipated mobility, sensory, medical, social, communication, emotional, regulatory, and decision-making support needs of the student during a fire drill or school security drill and during an actual emergency situation; describe the supports, modifications, accommodations, and services to be provided to the student during a fire drill or school security drill and during an actual emergency situation; and describe the role of school employees in supporting the student during a fire drill or school security drill and during an actual emergency situation, including the need for any specific training of school employees. The district shall on a regular basis, but not less than once annually, perform a review of any determinations made pursuant to N.J.S.A. 18A:46-2.15 to evaluate the school security needs of a student.

Every Principal of a school of two or more rooms, or of a school of one room; when located above the first story of a building, shall have at least one fire drill and one school security drill each month within the school hours, including any summer months during which the school is open for instructional programs, ~~and shall require all teachers of all schools,~~ **Employees of the district**, whether occupying buildings of one or more stories, ~~shall to keep all exterior doors and exits of their respective rooms and buildings unlocked during the school hours, except~~ **locked at all times except when necessary to comply with the**



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requirements set forth in the Uniform Fire Code, including applicable requirements during an emergency lockdown or an emergency lockdown drill. **All students and staff shall fully participate in each drill conducted to the greatest extent practicable and, when appropriate, utilize procedures for assisting in the rescue of persons unable to use the general means of egress to ensure that participation does not pose a safety risk.** Where school buildings have been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill. An actual fire or school security emergency that occurs at a school during the month and that includes activities which are the equivalent of a drill shall be considered a **school security** drill for the purposes of meeting the requirements of N.J.S.A. 18A:41-1.

Every school in the district shall conduct a school security drill within the first fifteen days of the beginning of the school year. **In accordance with N.J.S.A. 18A:41-7a.** Notwithstanding any other provision of law to the contrary, the school district shall ensure that a school security drill that occurs when students are present:

1. Includes clear, developmentally and age-appropriate messaging to students and staff at the conclusion of the drill that the event is a drill and that no current danger exists;
2. Does not expose students to content or imaging that is not developmentally or age-appropriate;
3. Is paired with trauma-informed approaches to address any student inquiries or concerns which may arise as a result of a school security drill;
4. Does not include the use of fake blood, real or prop firearms, or the simulations of gun shots, explosions, or other sounds or visuals that may induce panic or a traumatic response from a student or school district employee;
5. Does not require a student to role play as a victim, but may include first aid training in which students participate; and



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6. Is accessible to students with disabilities and mental health conditions, and provides all necessary accommodations for these students.

The Principal or designee shall provide written notification to the parent of a student enrolled in the school following completion of a school security drill, which notice shall be provided to the parent by no later than the end of the school day on which the school security drill is conducted.

The Principal or designee will provide local law enforcement or other emergency responders, as appropriate, with a friendly notification at least forty-eight hours prior to holding a school security drill. A law enforcement officer shall be present at a minimum of one school security drill in each school year in order to make recommendations on any improvements or changes to school security drill procedures that the officer may deem advisable in accordance with N.J.S.A. 18A:41-1. The school district may permit emergency personnel access to the buildings and grounds of its schools for school security drills that are scheduled outside of school hours and during such times as students are not present, **pursuant to N.J.S.A. 18A:41-7a.c.**

The school district shall review and update its school security drill procedures using a process that coincides with the review of the school safety and security plan developed pursuant to N.J.A.C. 6A:16-5.1 and collects input from emergency personnel; parents of students enrolled in the school district; teachers and staff employed in the district; mental health professionals; and student government representatives from multiple grade levels, **pursuant to N.J.S.A. 18A:41-7a.d.**

The school district shall annually track data on such measures and information as required by the Commissioner of Education, and shall report the data to the Commissioner, **pursuant to N.J.S.A. 18A:41-7a.e.**

Such drills and in-service training programs shall be conducted in accordance with a building security drill guide and training materials that educate school employees on proper evacuation and lockdown procedures in a variety of emergency situations on school grounds in accordance with N.J.A.C. 6A:16-5.1.



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The school district will be required to annually submit a security drill statement of assurance **attesting to the completion of monthly school security drills** to the New Jersey Department of Education/**County Office of Education** by June 30 of each school year, **in accordance with N.J.A.C. 6A:30 App.A.** Each school in the district will be required to complete **and retain** a security drill record form as required by the New Jersey Department of Education.

N.J.S.A. 2C:33-3

N.J.S.A. App.A.:9-86

N.J.S.A. 18A:41-1; 18A:41-2; 18A:41-6; 18A:41-7; 18A:41-7a.;
18A:41-15; 18A:46-2.15

N.J.A.C. 6A:16-5.1; **6A:30 App.A.**

Adopted:



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[See POLICY ALERT No. 233]

8467 FIREARMS AND WEAPONS

The Board of Education prohibits the possession, use, or exchange of any **firearm** or weapon in any school building, on school grounds, at any school-sponsored event, and on school sanctioned transportation except as the possession and use of a **firearm** or weapon is authorized by law and required in the performance of the possessor's duty.

For the purpose of this Policy, "weapon" means **items enumerated in N.J.S.A. 2C:39-1(r), except a firearm as defined by N.J.S.A. 2C:39-1(f). anything readily capable of lethal use or of inflicting serious bodily injury.** "Weapon" includes, but is not limited to, all firearms, knives, dangerous instruments intended to inflict harm, components that can be readily assembled into a weapon, explosive devices, and imitation firearms. For the purposes of this Policy, "firearm" means those items enumerated in N.J.S.A. 2C:39-1(f) and 18 U.S.C. §921.

Pursuant to N.J.A.C. 6A:16-6.3(b), whenever a school employee develops reason to believe a firearm, as defined in N.J.S.A. 2C:39-1(f) and 18 USC §921, or other deadly weapon, whether enumerated in N.J.S.A. 2C:39-1(r), except a firearm as defined in N.J.S.A. 2C:39-1(f) and 18 USC §921, has unlawfully been brought onto school grounds or a student or other person is in unlawful possession of a firearm or other deadly weapon on or off school grounds, or a student or other person has committed an offense with or while in possession of a firearm on or off school grounds or during school operating hours, the matter shall be reported as soon as possible to the Principal or designee, or in the absence of the Principal or designee, to the staff member responsible at the time of the alleged violation. Either the Principal or designee or the responsible staff member shall notify the Superintendent, who in turn shall notify as soon as possible the county prosecutor or other law enforcement official designated by the county prosecutor to receive such information. The Superintendent or designee shall provide to the county prosecutor or designee all known information concerning the matter, including the identity of the student or staff member involved.



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~~Any student or school employee who has reasonable grounds to suspect the presence of a weapon prohibited by this policy shall immediately report his/her suspicion to the _____.~~ The **Principal or designee** _____ ~~(same as previous sentence)~~ shall conduct an appropriate search in accordance with Policy No. 5770 – **Student Right of Privacy** and, **if appropriate and feasible**, confiscate any **firearm or** weapon discovered in the course of the search. **The Principal or designee** ~~He/she shall, if appropriate and feasible,~~ **may** summon the aid of law enforcement **officials** ~~officers~~ in the conduct of the search. Any school employee who confirms the presence of a **firearm or** weapon under circumstances that place persons at serious risk may confiscate the **firearm or** weapon immediately and may use such force as is reasonable and necessary to obtain possession.

Unless the **firearm or** weapon has been taken into custody by a law enforcement **official** ~~officer~~, the **Principal or designee** _____ shall immediately **secure the store** ~~any~~ confiscated **firearm or** weapon in a securely **and** locked **location** ~~box or container~~ and report the presence of the **firearm or** weapon to the Superintendent. Pursuant to N.J.A.C. 6A:16-6.3(b), ~~t~~The Superintendent shall promptly notify, ~~by telephone call and by letter,~~ **local law enforcement** ~~the Chief of Police of _____~~ ~~(the municipality; regional districts state "the municipality in which the school district is located")~~ that a **firearm or** weapon is present on school premises; ~~the notice shall~~ **and** request removal of the **firearm or** weapon by an authorized law enforcement **official** ~~officer~~. The Superintendent shall obtain and file a receipt for any **firearm or** weapon removed by a law enforcement **official** ~~officer~~.

Any student who possesses, uses, or exchanges a **firearm or** weapon in violation of this ~~P~~policy shall be subject to stringent discipline, ~~which may include expulsion.~~ Any student or school employee who suspects or knows of the presence of a **firearm or** weapon in violation of this ~~P~~policy and fails to report the same shall be subject to discipline. Pursuant to N.J.A.C. 6A:16-6.3(b), ~~a~~Any person who possesses a **firearm or** weapon on school premises or school transportation or at a school-sponsored function shall be reported to the appropriate law enforcement agency.

The Board shall immediately remove a student who is convicted or adjudicated delinquent for possession of a firearm on school grounds; convicted or adjudicated delinquent for committing a crime while in possession of a firearm on school grounds; or found knowingly in possession



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of a firearm on school grounds from the school's general education program for a period of not less than one calendar year, in accordance with N.J.A.C. 6A:16-5.5(a) and Policy and Regulation 5611 – Removal of Students for Firearms Offenses.

~~Any student who is convicted or is an adjudicated delinquent for possession of a firearm or who is found to be in possession of a firearm on school property must be immediately removed from the regular education program and provided with an alternative program, pending a hearing before the Board of Education. Students convicted or found to be delinquent for possessing a firearm on school property, on a school bus, or at a school sponsored function or committing a crime while possessing a firearm shall be immediately removed from the regular education program for a period of not less than one calendar year and placed in an alternative education school or program pending a hearing before the Board of Education to remove the student. (Chapters 127 and 128 of 1995, The Zero Tolerance for Guns Act)~~

The Board shall immediately remove a student who commits an assault, as defined under N.J.S.A. 2C:12-1a(1), with a weapon, which includes, but is not limited to, items enumerated in N.J.S.A. 2C:39-1(r), except a firearm as defined by N.J.S.A. 2C:39-1(f) and 18 USC §921, upon a teacher, administrator, other school board employee, district Board of Education member, or another student on school grounds, pursuant to N.J.S.A. 18A:37-2.2 through 2.5, from the school's general education program for a period not exceeding one calendar year, in accordance with N.J.A.C. 6A:16-5.6(a) and (b) and Policy and Regulation 5613 – Removal of Students for Assaults with Weapons Offenses. ~~Any student who commits an assault upon members of the school community with a weapon other than a firearm on school property must be immediately removed from the regular education program and provided with an alternative program, pending a hearing before the Board of Education. (Chapters 127 and 128 of 1995, The Zero Tolerance for Guns Act)~~

Students with disabilities violating the provisions of this Policy shall be **addressed** ~~dealt with~~ in accordance with **the provisions of N.J.A.C. 6A:14-2.8.**

Nothing in this Policy shall be construed to prohibit the reporting of a crime committed by a child with a disability to the appropriate law enforcement or judicial authorities, or to prevent such authorities from exercising their responsibilities with regard to the application of Federal or State law to crimes committed by a child with disabilities.



POLICY GUIDE

OPERATIONS
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Firearms and Weapons

The procedures for ~~Any student requiring~~ removal from and return to the general regular education program of a student for firearms offenses and assaults with weapons offenses for the reasons enumerated above shall be removed in accordance with Policy and Regulation No. 5611 – Removal of Students for Firearms Offenses and Policy and Regulation 5613 – Removal of Students for Assaults with Weapons Offenses.

The Superintendent, or designee, shall prepare regulations to implement this Policy for the guidance of school staff in dealing with incidents involving firearms or weapons in the school district.

The school district's reporting requirements to law enforcement officials and the handling of firearms and weapons outlined in this Policy and Regulation 8467 and in accordance with N.J.A.C. 6A:16-3 and N.J.A.C. 6A:16-4 shall be in addition to any reporting and handling requirements included in the current Memorandum of Agreement Between Education and Law Enforcement Officials.

N.J.S.A. 2C:12-1(a)1; 2C:39-1 et seq.; 2C:58-6.1; 2C:58-15

N.J.S.A. 18A:6-1; 18A:37-2.2; 18A:37-2.3; 18A:37-2.4; 18A:37-2.5

N.J.S.A. 23:4-16

N.J.A.C. 6A:14-2.8 et seq.; 6A:16-5.5; 6A:16-5.6; 6A:16-6.3; 6A:16-6.4

Chapters 127 and 128 of 1995, The Zero Tolerance for Guns Act

18 U.S.C. 921

20 U.S.C. 1415

Adopted:



REGULATION GUIDE

OPERATIONS
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Firearms and Weapons
June 24
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[See POLICY ALERT No. 233]

R 8467 FIREARMS AND WEAPONS

A. Definitions – N.J.A.C. 6A:16-1.3

1. “Weapon” means items enumerated in N.J.S.A. 2C:39-1(r), except a firearm as defined by N.J.S.A. 2C:39-1(f).
2. “Firearm” means items enumerated in N.J.S.A. 2C:39-1(f) and 18 USC §921.
3. “School grounds” means and includes land, portions of land, structures, buildings, and vehicles, when used for the provision of academic or extracurricular programs sponsored by the school district or community provider. School grounds also includes school buses, school-sponsored functions, structures that support the buildings, such as school district wastewater treatment facilities; generating facilities; and other central service facilities including, but not limited to, kitchens and maintenance shops. School grounds also includes other facilities as defined in N.J.A.C. 6A:26-1.2, playgrounds, and recreational places owned by municipalities, private entities, or other individuals during times when the school district has exclusive use of a portion of the land.

B. Reporting to Law Enforcement – N.J.A.C. 6A:16-6.3

1. Whenever a school employee develops reason to believe a firearm, as defined in N.J.S.A. 2C:39-1(f) and 18 USC §921, or other deadly weapon, whether enumerated in N.J.S.A. 2C:39-1(r), except a firearm as defined by N.J.S.A. 2C:39-1(f) and 18 USC §921, has unlawfully been brought onto school grounds or a student or other person is in unlawful possession of a firearm or other deadly weapon on or off school grounds, or a student or other person has committed an offense with or while in possession of a firearm on or off school grounds or during school operating hours, the matter shall be reported as soon as possible to the Principal or designee, or in the absence of the Principal or designee, to the staff member responsible at the time of the alleged violation.



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Firearms and Weapons

- a. Either the Principal or designee or the responsible staff member shall notify the Superintendent, who in turn shall notify as soon as possible the county prosecutor or other law enforcement official designated by the county prosecutor to receive such information.
- b. The Superintendent or designee shall provide to the county prosecutor or designee all known information concerning the matter, including the identity of the student or staff member involved.
- c. All incidents shall be reported under N.J.A.C. 6A:16-6.3 utilizing the Student Safety Data System, pursuant to N.J.A.C. 6A:16-5.3(e)1, where appropriate.

C. Handling of Firearms and Dangerous Weapons – N.J.A.C. 6A:16-6.4

1. In accordance with N.J.A.C. 6A:16-6.4(b), whenever a school employee seizes or comes upon a firearm or dangerous weapon, school officials shall:
 - a. In the case of a firearm, immediately advise the county prosecutor or appropriate law enforcement official, and secure the firearm pending the response by law enforcement to retrieve and take custody of the firearm; and
 - b. In the case of a dangerous weapon other than a firearm, immediately advise the county prosecutor or appropriate law enforcement official, and secure the dangerous weapon pending the response by law enforcement to retrieve and take custody of the dangerous weapon.
2. School employees in custody of a firearm or dangerous weapon shall take reasonable precautions, according to Board procedures, to prevent the theft, destruction, or unlawful use of the firearm or dangerous weapon by any person, pursuant to N.J.A.C. 6A:16-6.4(c).



REGULATION GUIDE

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Firearms and Weapons

- a. The Principal shall place the firearm or dangerous weapon in a secure and locked location.
 - b. In the event any person other than the Principal is permitted access to the firearm or dangerous weapon prior to its retrieval by a law enforcement official, that person shall enter their name and signature on the record along with the time and date of inspection and the reason for the access. Access to the firearm or dangerous weapon will be permitted only in the presence of the Principal.
 - c. The law enforcement official who takes custody of the firearm or dangerous weapon shall be required to sign and date the record to indicate their receipt of the firearm or dangerous weapon.
3. The Principal shall provide to the law enforcement official who takes custody of the firearm or dangerous weapon:
- a. All information concerning the manner in which the firearm or dangerous weapon was confiscated;
 - b. The identity of all persons who had custody of the firearm or dangerous weapon following its confiscation; and
 - c. The identity of any student or staff member believed to have been in possession of the firearm or dangerous weapon.
4. Any person employed or engaged in a school or educational institution may, within the scope of their employment, use and apply such amounts of force as is reasonable or necessary to obtain possession of weapons or other dangerous objects upon the person or within the control of a student, pursuant to N.J.S.A. 18A:6-1.

Adopted Issued:



POLICY GUIDE

COMMUNITY

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Volunteer Athletic Coaches and Co-Curricular
Activity Advisors/Assistants

June 24

[See POLICY ALERT Nos. 195 and 233]

9181 VOLUNTEER ATHLETIC COACHES AND CO-CURRICULAR ACTIVITY ADVISORS/ASSISTANTS

The Board of Education recognizes the services of volunteer athletic coaches and co-curricular activity advisors/assistants bring unique skills to the district, enrich the athletic and co-curricular program, assist district coaching and co-curricular staff members in the performance of their duties, and enhance the relationship between the school district and the community. Therefore, the Board authorizes a program for the utilization of volunteer athletic coaches and co-curricular activity advisors/assistants in the district.

For the purposes of this Policy, “volunteer athletic coach and co-curricular activity advisor/assistant” is a person who is not paid by the Board of Education, assisting under the direct supervision of an appropriately certified or licensed school district employee, and provides assistance for the school activity.

The **Superintendent of Schools or designee** _____ will be responsible for the recruitment and screening of volunteer athletic coaches and co-curricular activity advisors/assistants and their assignment. The district is not obligated to utilize the proffered services of a volunteer ~~whose abilities or interests do not serve the needs of the school district~~ as determined by the Superintendent.

These volunteers must be ~~persons of known character, responsibility, and integrity and must be~~ recommended by the Superintendent and approved by the Board of Education prior to assuming any responsibilities.

The **Superintendent or designee** _____ will prepare and promulgate rules of conduct for volunteer athletic coaches and volunteer co-curricular activity advisors/assistants. Each volunteer athletic coach and co-curricular activity advisor/assistant will be given a copy of this Policy.

The following guidelines shall govern the service of a volunteer athletic coach and volunteer co-curricular activity advisor/assistant:

1. Volunteer athletic coaches and volunteer co-curricular activity advisors/assistants may serve only under the direction and **direct immediate** supervision of **an appropriately certified or licensed** a head and/or assistant coach or activity advisor or assistant employed by the Board;



POLICY GUIDE

COMMUNITY

9181/page 2 of 3

Volunteer Athletic Coaches and Co-Curricular Activity Advisors/Assistants

2. Volunteer athletic coaches and volunteer co-curricular activity advisors/assistants must clearly understand their duties and responsibilities and perform no services outside those duties;
3. Volunteer athletic coaches and volunteer co-curricular activity advisors/assistants serve only in a support capacity and only head or assistant coaches or activity advisors or assistants employed by the Board are responsible for the supervision and instruction provided to students participating in athletic programs or co-curricular activities;
4. Volunteer athletic coaches and volunteer co-curricular activity advisors/assistants shall respect the individuality, dignity, and worth of each student;
5. Volunteer athletic coaches and volunteer co-curricular activity advisors/assistants are not permitted access to student records;
6. Volunteer athletic coaches and volunteer co-curricular activity advisors/assistants must **not disclose** ~~exercise discretion in disclosing~~ any confidential student matters the **volunteer athletic coach** or **volunteer activity advisor/assistant** ~~or assistant employed by the Board~~ becomes aware of as a result of their volunteer responsibilities;
7. Volunteer athletic coaches **and volunteer co-curricular activity advisors/assistants shall** ~~must~~ consult with the **Superintendent or designee** _____ regarding any matters or questions regarding their duties and responsibilities;
8. ~~Volunteer co-curricular activity advisors/assistants must consult with the _____ regarding any matters or questions regarding their duties and responsibilities;~~
89. Volunteer athletic coaches and **volunteer** co-curricular activity advisors/assistants shall receive no financial remuneration from the Board; and



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COMMUNITY

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Volunteer Athletic Coaches and Co-Curricular
Activity Advisors/Assistants

910. Volunteer athletic coaches and volunteer co-curricular activity advisors/assistants may be immediately relieved of their volunteer responsibilities, with or without cause, by the Superintendent with such action to be recommended to the Board by the Superintendent at the next Board Meeting following relief of duties.

Volunteer athletic coaches and volunteer co-curricular activity advisors/assistants will be screened for tuberculosis in accordance with the current New Jersey Department of Health Guidance for Tuberculosis (TB) Testing in New Jersey Schools.

Volunteer athletic coaches and volunteer co-curricular activity advisors/assistants will be required to participate in all mandated trainings required for their position and any other trainings as required by the Superintendent or designee.

[Optional

All school volunteer athletic coaches and co-curricular activity advisors/assistants must:

Choose one or more of the following:

- possess a New Jersey substitute teacher credential;
- obtain a criminal history record check to be reimbursed by the Board; *and*
- sign a waiver for workers' compensation if required by the school district's insurance company; *and*.
- ~~be provide documentation that a Mantoux test has been administered; and~~
- ~~oOther.~~

N.J.S.A. 18A:6-7.1; 18A:6-7.2

Adopted:

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8/6 8:05am

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
General Fund - Fund 10
Interim Balance Sheet
For 1 Month Period Ending 07/31/2024

=====

ASSETS AND RESOURCES

=====

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

101	Cash in bank		\$2,620,770.86
116	Capital Reserve Account		\$802,193.01
117	Maint. Reserve Account		\$611,685.83
	Accounts receivable:		
132	Interfund	\$148,880.83	
141	Intergovernmental - State	\$3,869.27	
143	Intergovernmental - Other	\$102,491.00	
			\$255,241.10
	Other Current Assets		\$0.00

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

302	Less Revenues	(\$1,049,835.98)	
			(\$1,049,835.98)
	Total assets and resources		\$3,240,054.82

=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
General Fund - Fund 10
Interim Balance Sheet
For 1 Month Period Ending 07/31/2024

LIABILITIES AND FUND EQUITY

--- LIABILITIES ---

421	Accounts Payable	\$80,972.34
TOTAL LIABILITIES		\$80,972.34

FUND BALANCE

--- Appropriated ---

753	Reserve for encumbrances - Current Year	\$12,225,001.80
754	Reserve for encumbrance - Prior Year	\$37,476.37
Reserved fund balance:		
761	Capital reserve account	\$4,689,393.01
307	Less: Budg w/d from Capital Rsrv Elgbl. Cost	(\$3,887,200.00)
		\$802,193.01
764	Reserve for Maintenance	\$611,685.83
		\$611,685.83
760	Reserved Fund Balance	\$748,500.00
601	Appropriations	\$16,234,491.55
602	Less : Expenditures	\$810,730.79
603	Encumbrances	\$12,262,478.17 (\$13,073,208.96)
		\$3,161,282.59
Total Appropriated		\$17,586,139.60

--- Unappropriated ---

770	Fund Balance	\$1,768,158.88
303	Budgeted Fund Balance	(\$16,195,216.00)

TOTAL FUND BALANCE	\$3,159,082.48
TOTAL LIABILITIES AND FUND EQUITY	\$3,240,054.82

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
General Fund - Fund 10
Interim Balance Sheet
For 1 Month Period Ending 07/31/2024

RECAPITULATION OF FUND BALANCE:	Budgeted	Actual	Variance
Appropriations	\$16,234,491.55	\$13,073,208.96	\$3,161,282.59
Revenues	\$0.00	(\$1,049,835.98)	\$1,049,835.98
	<u>\$16,234,491.55</u>	<u>\$12,023,372.98</u>	<u>\$4,211,118.57</u>
Change in Capital Reserve account:			
307 Less: Eligible Withdrawal (\$3,887,200.00)			
Less: Adjust for prior year encumb.	(\$39,275.55)	(\$39,275.55)	
Budgeted Fund Balance	<u>\$16,195,216.00</u>	<u>\$11,984,097.43</u>	<u>\$4,211,118.57</u>
Recapitulation of Budgeted Fund Balance by Subfund			
Fund 10 (includes 10, 11, 12, and 13)	<u>\$16,195,216.00</u>	<u>\$11,984,097.43</u>	<u>\$4,211,118.57</u>
TOTAL Budgeted Fund Balance	<u><u>\$16,195,216.00</u></u>	<u><u>\$11,984,097.43</u></u>	<u><u>\$4,211,118.57</u></u>

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 1 Month Period Ending 07/31/2024

		BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***					
1XXX	From Local Sources		\$1,049,835.98		(\$1,049,835.98)
TOTAL REVENUE/SOURCES OF FUNDS		\$0.00	\$1,049,835.98		(\$1,049,835.98)
*** EXPENDITURES ***					
		APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
--- CURRENT EXPENSE ---					
11-1XX-100-XXX	Regular Programs - Instruction	\$2,147,314.00	\$459.09	\$1,873,461.51	\$273,393.40
11-3XX-100-XXX	Voc. Programs - Local - Instruction	\$3,856,278.13	(\$72,181.12)	\$3,369,444.88	\$559,014.37
11-401-100-XXX	School-Spon. Cocurr. Acti-Instr	\$89,870.00	.00	\$60,570.00	\$29,300.00
11-402-100-XXX	School-Spons. Athletics - Instruction	\$195,784.00	\$2,989.42	\$120,844.07	\$71,950.51
--- UNDISTRIBUTED EXPENDITURES ---					
11-800-330-XXX	Community Services Programs-				
11-000-211-XXX	Attendance and Social Work Services	\$44,098.00	.00	\$34,773.00	\$9,325.00
11-000-213-XXX	Health Services (000-615)	\$182,029.74	.00	\$152,254.65	\$29,775.09
11-000-213-XXX	Health Services (617-999)	\$500.00	.00	.00	\$500.00
11-000-216-XXX	Speech, OT,PT & Related Svcs	\$3,000.00	.00	.00	\$3,000.00
11-000-218-XXX	Guidance	\$750,362.00	\$20,347.60	\$659,868.40	\$70,146.00
11-000-219-XXX	Child Study Teams	\$274,261.00	\$10,396.36	\$243,732.41	\$20,132.23
11-000-221-XXX	Improvement Of Inst./Other Support Improvement of Inst. Serv.	\$451,633.00	\$36,151.10	\$397,481.90	\$18,000.00
11-000-222-XXX	Educational Media Serv/School Library	\$55,948.00	\$976.57	\$47,326.23	\$7,645.20
11-000-223-XXX	Instructional Staff Training Services	\$71,505.00	\$3,605.00	\$62,995.00	\$4,905.00
11-000-230-XXX	Supp. Serv.-General Administration	\$767,436.71	\$71,101.65	\$523,951.59	\$172,383.47
11-000-240-XXX	Supp. Serv.-School Administration	\$719,474.28	\$57,855.72	\$639,100.33	\$22,518.23
11-000-25X-XXX	Central Serv & Admin. Inform. Tech.	\$856,691.30	\$103,836.39	\$675,280.24	\$77,574.67
11-000-261-XXX	Allowable Maint. for School Facilities	\$881,132.39	\$43,570.82	\$557,871.78	\$279,689.79
11-000-262-XXX	Custodial Services	\$1,085,997.00	\$152,613.29	\$370,831.71	\$562,552.00
11-000-263-XXX	Care and Upkeep of Grounds	\$12,500.00	.00	.00	\$12,500.00
11-000-266-XXX	Security	\$154,863.00	\$2,035.91	\$146,327.09	\$6,500.00
11-000-270-XXX	Student Transportation Services	\$108,756.00	.00	\$50,056.00	\$58,700.00
11-000-291-XXX	Allocated and Unallocated Benefits	\$3,314,220.00	\$376,972.99	\$2,276,307.38	\$660,939.63
TOTAL GENERAL CURRENT EXPENSE EXPENDITURES/USES OF FUNDS		\$16,023,653.55	\$810,730.79	\$12,262,478.17	\$2,950,444.59

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.
 GENERAL FUND - FUND 10
 INTERIM STATEMENTS COMPARING
 BUDGET REVENUE WITH ACTUAL TO DATE AND
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
 For 1 Month Period Ending 07/31/2024

*** EXPENDITURES - cont'd ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
*** CAPITAL OUTLAY ***				
12-XXX-XXX-73X Equipment	\$10,000.00	\$0.00	\$0.00	\$10,000.00
12-000-4XX-XXX Facilities acquisition & constr. serv.	\$200,838.00	.00	.00	\$200,838.00
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
TOTAL CAP OUTLAY EXPEND./USES OF FUNDS	<u>\$210,838.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$210,838.00</u>
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
TOTAL GENERAL FUND EXPENDITURES	<u>\$16,234,491.55</u>	<u>\$810,730.79</u>	<u>\$12,262,478.17</u>	<u>\$3,161,282.59</u>

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.
 GENERAL FUND - FUND 10 (including 16, 17 & 18)
 SCHEDULE OF REVENUES
 ACTUAL COMPARED WITH ESTIMATED
 For 1 Month Period Ending 07/31/2024

		ESTIMATED	ACTUAL	UNREALIZED
		<u> </u>	<u> </u>	<u> </u>
--- LOCAL SOURCES ---				
1210	Local Tax Levy		\$1,042,978.00	(\$1,042,978.00)
1XXX	Miscellaneous	\$0.00	\$6,857.98	(\$6,857.98)
	TOTAL	<u>\$0.00</u>	<u>\$1,049,835.98</u>	<u>(\$1,049,835.98)</u>
		<u> </u>	<u> </u>	<u> </u>
	TOTAL REVENUES/SOURCES OF FUNDS	<u>\$0.00</u>	<u>\$1,049,835.98</u>	<u>(\$1,049,835.98)</u>
		<u> </u>	<u> </u>	<u> </u>

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 1 Month Period Ending 07/31/2024

	Appropriations	Expenditures	Encumbrances	Available Balance
*** GENERAL CURRENT EXPENSE ***				
--- REGULAR PROGRAMS - INSTRUCTION ---				
11-140-100-101 Salaries of Teachers	\$1,865,309.00	\$0.00	\$1,800,309.00	\$65,000.00
11-140-100-106 Other Salaries for Instruction	\$54,148.00	.00	\$54,148.00	.00
11-140-100-320 Purchased Prof.-Ed. Services	\$7,750.00	.00	.00	\$7,750.00
11-140-100-500 Other Purchased Services	\$82,950.00	\$534.09	\$5,782.11	\$76,633.80
11-140-100-610 General Supplies	\$109,565.00	(\$75.00)	\$12,730.40	\$96,909.60
11-140-100-640 Textbooks	\$8,200.00	.00	.00	\$8,200.00
11-140-100-800 Other Objects	\$6,900.00	.00	.00	\$6,900.00
--- Regular programs - Home Instruction ---				
11-150-100-101 Salaries of Teachers	\$4,000.00	\$0.00	\$0.00	\$4,000.00
11-150-100-320 Purchased Prof.-Ed. Services	\$8,492.00	.00	\$492.00	\$8,000.00
TOTAL	\$2,147,314.00	\$459.09	\$1,873,461.51	\$273,393.40
--- Regular Vocational Programs - Instruction ---				
11-310-100-101 Salaries of Teachers	\$3,342,298.00	\$0.00	\$3,298,298.00	\$44,000.00
11-310-100-106 Other Salaries for Instruction	\$50,600.00	.00	\$50,600.00	.00
11-310-100-320 Purchased Prof.-Ed. Services	\$106,029.00	(\$73,249.00)	.00	\$179,278.00
11-310-100-500 Other Purchased Services	\$99,404.00	\$2,639.00	\$16,690.29	\$80,074.71
11-310-100-610 General Supplies	\$236,116.94	(\$1,571.12)	\$3,726.40	\$233,961.66
11-310-100-640 Textbooks	\$11,730.19	.00	\$130.19	\$11,600.00
11-310-100-800 Other Objects	\$10,100.00	.00	.00	\$10,100.00
Total	\$3,856,278.13	(\$72,181.12)	\$3,369,444.88	\$559,014.37
--- School spons.cocurricular activities-Instruction ---				
11-401-100-100 Salaries	\$60,000.00	.00	\$60,000.00	.00
11-401-100-500 Purchased Services	\$16,800.00	.00	.00	\$16,800.00
11-401-100-600 Supplies and Materials	\$8,070.00	.00	\$570.00	\$7,500.00
11-401-100-800 Other Objects	\$5,000.00	.00	.00	\$5,000.00
TOTAL	\$89,870.00	\$0.00	\$60,570.00	\$29,300.00
--- School sponsored athletics-Instruct. ---				
11-402-100-100 Salaries	\$93,134.00	\$2,582.46	\$90,551.54	.00
11-402-100-500 Purchased Services	\$49,050.00	.00	.00	\$49,050.00
11-402-100-600 Supplies and Materials	\$23,500.00	\$406.96	\$10,592.53	\$12,500.51
11-402-100-800 Other Objects	\$30,100.00	.00	\$19,700.00	\$10,400.00
TOTAL	\$195,784.00	\$2,989.42	\$120,844.07	\$71,950.51

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 1 Month Period Ending 07/31/2024

	Appropriations	Expenditures	Encumbrances	Available Balance
--- UNDISTRIBUTED EXPENDITURES ---				
--- Attendance and social work services ---				
11-000-211-171 Sal. of Drop-Out Prevention Officer/Coordinators	\$34,773.00	.00	\$34,773.00	.00
11-000-211-300 Purchased Prof. & Tech. Svc.	\$9,325.00	.00	.00	\$9,325.00
TOTAL	\$44,098.00	\$0.00	\$34,773.00	\$9,325.00
--- Health services ---				
11-000-213-100 Salaries	\$153,225.00	.00	\$148,225.00	\$5,000.00
11-000-213-300 Purchased Prof. & Tech. Svc.	\$18,904.74	.00	\$1,904.74	\$17,000.00
11-000-213-600 Supplies and Materials	\$9,900.00	.00	\$2,124.91	\$7,775.09
11-000-213-800 Other Objects	\$500.00	.00	.00	\$500.00
TOTAL	\$182,529.74	\$0.00	\$152,254.65	\$30,275.09
--- Speech, OT,PT & Related Svcs ---				
11-000-216-320 Purchased Prof. Ed. Services	\$3,000.00	.00	.00	\$3,000.00
TOTAL	\$3,000.00	\$0.00	\$0.00	\$3,000.00
--- Guidance ---				
11-000-218-104 Salaries Other Prof. Staff	\$420,726.00	\$6,086.36	\$407,639.64	\$7,000.00
11-000-218-105 Sal Sec. & Clerical Asst.	\$106,495.00	\$8,916.24	\$97,578.76	.00
11-000-218-110 Other Salaries	\$159,995.00	\$5,345.00	\$154,650.00	.00
11-000-218-390 Other Purch. Prof. & Tech Svc.	\$41,286.00	.00	.00	\$41,286.00
11-000-218-500 Other Purchased Services	\$14,450.00	.00	.00	\$14,450.00
11-000-218-600 Supplies and Materials	\$7,160.00	.00	.00	\$7,160.00
11-000-218-800 Other Objects	\$250.00	.00	.00	\$250.00
TOTAL	\$750,362.00	\$20,347.60	\$659,868.40	\$70,146.00
--- Child Study Teams ---				
11-000-219-104 Salaries Other Prof. Staff	\$206,426.00	\$6,086.36	\$195,339.64	\$5,000.00
11-000-219-105 Sal Sec. & Clerical Asst.	\$52,220.00	\$4,310.00	\$47,410.00	\$500.00
11-000-219-320 Purchased Prof. - Ed. Services	\$3,000.00	.00	.00	\$3,000.00
11-000-219-390 Other Purch. Prof. & Tech Svc.	\$7,163.00	.00	.00	\$7,163.00
11-000-219-500 Other Purchased Services	\$310.00	.00	.00	\$310.00
11-000-219-600 Supplies and Materials	\$4,542.00	.00	\$982.77	\$3,559.23
11-000-219-800 Other Objects	\$600.00	.00	.00	\$600.00

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 1 Month Period Ending 07/31/2024

	Appropriations	Expenditures	Encumbrances	Available Balance
TOTAL	\$274,261.00	\$10,396.36	\$243,732.41	\$20,132.23
 --- Improvement of instr.serv/other supp serv-inst staff ---				
11-000-221-102 Salaries Superv. of Instr.	\$255,511.00	\$21,302.90	\$234,208.10	.00
11-000-221-104 Salaries Other Prof. Staff	\$132,067.00	\$9,760.30	\$107,306.70	\$15,000.00
11-000-221-105 Sal Secr. & Clerical Asst.	\$61,055.00	\$5,087.90	\$55,967.10	.00
11-000-221-500 Other Purchased Services	\$2,500.00	.00	.00	\$2,500.00
11-000-221-800 Other Objects	\$500.00	.00	.00	\$500.00
TOTAL	\$451,633.00	\$36,151.10	\$397,481.90	\$18,000.00
 --- Educational media serv./sch.library ---				
11-000-222-100 Salaries	\$40,823.00	.00	\$40,223.00	\$600.00
11-000-222-300 Purchased Prof. & Tech Svc.	\$3,050.00	.00	.00	\$3,050.00
11-000-222-500 Other Purchased Services	\$6,000.00	\$976.57	\$4,882.85	\$140.58
11-000-222-600 Supplies and Materials	\$6,000.00	.00	\$2,220.38	\$3,779.62
11-000-222-800 Other Objects	\$75.00	.00	.00	\$75.00
TOTAL	\$55,948.00	\$976.57	\$47,326.23	\$7,645.20
 --- Instructional Staff Training Services ---				
11-000-223-102 Salaries Superv. of Instruction	\$64,605.00	\$3,605.00	\$61,000.00	.00
11-000-223-390 Other Purch. Prof. & Tech Svc.	\$500.00	.00	.00	\$500.00
11-000-223-500 Other Purchased Services	\$6,400.00	.00	\$1,995.00	\$4,405.00
TOTAL	\$71,505.00	\$3,605.00	\$62,995.00	\$4,905.00
 --- Support services-general administration ---				
11-000-230-100 Salaries	\$443,887.00	\$37,731.04	\$406,155.96	\$0.00
11-000-230-331 Legal Services	\$59,389.21	.00	\$19,389.21	\$40,000.00
11-000-230-332 Audit Fees	\$41,260.00	.00	.00	\$41,260.00
11-000-230-334 Architectural/Engineeering Services	\$5,000.00	.00	.00	\$5,000.00
11-000-230-339 Other Purchased Prof. Svc.	\$12,200.50	.00	\$7,200.50	\$5,000.00
11-000-230-340 Purchased Tech. Services	\$5,000.00	.00	.00	\$5,000.00
11-000-230-530 Communications/Telephone	\$98,400.00	\$6,775.53	\$78,667.67	\$12,956.80
11-000-230-585 BOE Other Purchased Prof. Svc.	\$4,000.00	.00	.00	\$4,000.00
11-000-230-590 Other Purchased Services	\$65,000.00	\$26,461.75	\$12,538.25	\$26,000.00
11-000-230-61X General Supplies	\$2,000.00	\$133.33	.00	\$1,866.67
11-000-230-890 Misc. Expenditures	\$24,000.00	.00	.00	\$24,000.00
11-000-230-895 BOE Membership Dues and Fees	\$7,300.00	.00	.00	\$7,300.00

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 1 Month Period Ending 07/31/2024

	Appropriations	Expenditures	Encumbrances	Available Balance
TOTAL	\$767,436.71	\$71,101.65	\$523,951.59	\$172,383.47
 --- Support services-school administration ---				
11-000-240-103 Salaries Princ./Asst. Princ.	\$245,243.00	\$20,446.80	\$224,796.20	.00
11-000-240-104 Salaries Other Prof. Staff	\$228,121.00	\$19,019.28	\$209,101.72	.00
11-000-240-105 Sal. Secr. & Clerical Asst.	\$220,860.00	\$18,221.64	\$201,438.36	\$1,200.00
11-000-240-500 Other Purchased Services	\$8,750.00	\$168.00	\$1,848.00	\$6,734.00
11-000-240-600 Supplies and Materials	\$10,500.28	.00	\$1,916.05	\$8,584.23
11-000-240-800 Other Objects	\$6,000.00	.00	.00	\$6,000.00
TOTAL	\$719,474.28	\$57,855.72	\$639,100.33	\$22,518.23
 --- Central Services ---				
11-000-251-100 Salaries	\$426,006.00	\$35,517.70	\$390,488.30	.00
11-000-251-330 Purchased Prof. Svcs.	\$31,000.00	\$44,465.40	\$12,474.80	(\$25,940.20)
11-000-251-340 Purchased Technical Svcs.	\$5,000.00	.00	.00	\$5,000.00
11-000-251-592 Misc Pur Serv(400-500 series)	\$7,000.00	.00	\$5,860.42	\$1,139.58
11-000-251-600 Supplies and Materials	\$5,000.00	\$133.33	\$155.36	\$4,711.31
11-000-251-89X Other Objects	\$3,750.00	.00	.00	\$3,750.00
TOTAL	\$477,756.00	\$80,116.43	\$408,978.88	(\$11,339.31)
 --- Admin. Info. Technology ---				
11-000-252-100 Salaries	\$284,640.00	\$23,719.96	\$260,920.04	.00
11-000-252-500 Other Pur Serv. (400-500 series)	\$64,125.00	.00	.00	\$64,125.00
11-000-252-600 Supplies and Materials	\$30,170.30	.00	\$5,381.32	\$24,788.98
TOTAL	\$378,935.30	\$23,719.96	\$266,301.36	\$88,913.98
 --- Allowable Maint.for School Facilities ---				
11-000-261-100 Salaries	\$534,880.00	\$42,510.48	\$467,369.52	\$25,000.00
11-000-261-420				
11-000-261-420 Cleaning, Repair & Maint. Svc.	\$252,252.39	\$927.00	\$72,166.16	\$179,159.23
11-000-261-610 General Supplies	\$81,000.00	\$133.34	\$18,336.10	\$62,530.56
11-000-261-800 Other Objects	\$13,000.00	.00	.00	\$13,000.00
TOTAL	\$881,132.39	\$43,570.82	\$557,871.78	\$279,689.79
11-000-262-420 Cleaning, Repair & Maint. Svc.	\$570,000.00	.00	\$6,600.00	\$563,400.00
11-000-262-490 Other Purchased Property Svc.	\$65,000.00	\$20,966.15	\$44,881.85	(\$848.00)
11-000-262-520 Insurance	\$185,997.00	\$106,922.00	\$79,075.00	.00
11-000-262-621 Energy (Natural Gas)	\$90,000.00	\$895.87	\$89,104.13	.00
11-000-262-622 Energy (Electricity)	\$175,000.00	\$23,829.27	\$151,170.73	.00

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 1 Month Period Ending 07/31/2024

	Appropriations	Expenditures	Encumbrances	Available Balance
TOTAL	\$1,085,997.00	\$152,613.29	\$370,831.71	\$562,552.00
--- Care and Upkeep of Grounds ---				
11-000-263-420 Cleaning, Repair, & Maintenance Serv.	\$12,500.00	.00	.00	\$12,500.00
TOTAL	\$12,500.00	\$0.00	\$0.00	\$12,500.00
--- Security ---				
11-000-266-100 Salaries	\$149,363.00	\$2,035.91	\$146,327.09	\$1,000.00
11-000-266-610 General Supplies	\$5,500.00	.00	.00	\$5,500.00
TOTAL	\$154,863.00	\$2,035.91	\$146,327.09	\$6,500.00
--- Student transportation services ---				
11-000-270-162 Sal.pupil trans (Other than Bet Home & Sch)	\$64,056.00	.00	\$50,056.00	\$14,000.00
11-000-270-420 Cleaning, Repair & Maint. Svc.	\$8,000.00	.00	.00	\$8,000.00
11-000-270-512 Contr Svc (other btw home & sch) -vendors	\$7,000.00	.00	.00	\$7,000.00
11-000-270-517 Contract Svc (reg std) - ESCs	\$29,500.00	.00	.00	\$29,500.00
11-000-270-800 Misc. Expenditures	\$200.00	.00	.00	\$200.00
TOTAL	\$108,756.00	\$0.00	\$50,056.00	\$58,700.00
--- Benefits ---				
11-XXX-XXX-210 Group Insurance	\$13,820.00	\$661.19	\$8,867.81	\$4,291.00
11-XXX-XXX-220 Social Security Contributions	\$283,200.00	\$14,807.00	\$248,363.00	\$20,030.00
11-XXX-XXX-241 Other Retirement Contrb. - PERS	\$434,100.00	\$2,606.82	\$5,379.60	\$426,113.58
11-XXX-XXX-250 Unemployment Compensation	\$33,600.00	\$10,707.32	\$21,992.68	\$900.00
11-XXX-XXX-260 Workman's Compensation	\$280,000.00	\$147,307.25	\$132,692.75	.00
11-XXX-XXX-270 Health Benefits	\$2,080,500.00	\$199,466.71	\$1,856,428.16	\$24,605.13
11-XXX-XXX-280 Tuition Reimbursement	\$80,000.00	.00	.00	\$80,000.00
11-XXX-XXX-290 Other Employee Benefits	\$59,000.00	\$1,416.70	\$2,583.38	\$54,999.92
11-XXX-XXX-299 Unused Vac. Payment to Term/Ret Staff	\$50,000.00	.00	.00	\$50,000.00
TOTAL	\$3,314,220.00	\$376,972.99	\$2,276,307.38	\$660,939.63
Total Undistributed expenditures	\$9,734,407.42	\$879,463.40	\$6,838,157.71	\$2,016,786.31
*** TOTAL CURRENT EXPENSE EXPENDITURES ***	\$16,023,653.55	\$810,730.79	\$12,262,478.17	\$2,950,444.59
*** TOTAL CURRENT EXPENSE EXPENDITURES & TRANSFERS ***	\$16,023,653.55	\$810,730.79	\$12,262,478.17	\$2,950,444.59

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 1 Month Period Ending 07/31/2024

	Appropriations	Expenditures	Encumbrances	Available Balance
*** CAPITAL OUTLAY ***				
Undistributed expenses				
12-000-252-730 Admin. Info. Tech.	\$10,000.00	.00	.00	\$10,000.00
TOTAL	\$10,000.00	\$0.00	\$0.00	\$10,000.00
--- Facilities acquisition and construction services ---				
12-000-400-800 Other objects	\$200,838.00	.00	.00	\$200,838.00
Facilitis. Acqstn. Const. Sevr. -- TOTAL --	\$200,838.00	\$0.00	\$0.00	\$200,838.00
TOTAL	\$200,838.00	\$0.00	\$0.00	\$200,838.00
TOTAL CAPITAL OUTLAY EXPENDITURES	\$210,838.00	\$0.00	\$0.00	\$210,838.00
TOTAL GENERAL FUND EXPENDITURES	\$16,234,491.55	\$810,730.79	\$12,262,478.17	\$3,161,282.59

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

For 1 Month Period Ending 07/31/2024

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

Board Secretary/Business Administrator

7/31/2024

Date

8/6 8:05am

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.
 Special Revenue Fund - Fund 20
 Interim Balance Sheet
 For 1 Month Period Ending 07/31/24

ASSETS AND RESOURCES

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

101	Cash in bank		\$188,331.33
	Accounts receivable:		
141	Intergovernmental - State	\$34,408.65	
142	Intergovernmental - Federal	\$77,817.44	
			\$112,226.09

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

301	Estimated Revenues	\$650,377.62	
			\$650,377.62
	Total assets and resources		\$950,935.04

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
Special Revenue Fund - Fund 20
Interim Balance Sheet
For 1 Month Period Ending 07/31/24

LIABILITIES AND FUND EQUITY

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

411	Intergovernmental accounts payable - State	\$146,016.34
421	Accounts Payable	\$12,193.31
481	Deferred revenues	\$96,997.92
TOTAL LIABILITIES		\$255,207.57

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	\$95,999.38
754	Reserve for encumbrances - Prior Year	\$58,860.47
601	Appropriations	\$650,377.62
602	Less: Expenditures	\$13,510.62
603	Encumbrances	\$95,999.38 (\$109,510.00)
		\$540,867.62
TOTAL FUND BALANCE		\$695,727.47
TOTAL LIABILITIES AND FUND EQUITY		\$950,935.04

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.
 Special Revenue Fund - Fund 20
 INTERIM STATEMENTS COMPARING
 BUDGET REVENUE WITH ACTUAL TO DATE AND
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
 For 1 Month Period Ending 07/31/24

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
3XXX From State Sources	\$510,727.92	.00		\$510,727.92
4XXX From Federal Sources	\$139,649.70	.00		\$139,649.70
TOTAL REVENUE/SOURCES OF FUNDS	\$650,377.62	\$0.00		\$650,377.62
*** EXPENDITURES ***				
	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
STATE PROJECTS:				
Vocational education (331-360)	\$127,207.92	.00	.00	\$127,207.92
Other State Projects (431-449)	\$383,520.00	\$13,510.62	\$95,999.38	\$274,010.00
TOTAL STATE PROJECTS	\$510,727.92	\$13,510.62	\$95,999.38	\$401,217.92
FEDERAL PROJECTS:				
ESSA Title I - Part A/D (231-239)	\$50,474.70	.00	.00	\$50,474.70
I.D.E.A. Part B (Handicapped) (250-259)	\$89,175.00	.00	.00	\$89,175.00
TOTAL FEDERAL PROJECTS	\$139,649.70	\$0.00	\$0.00	\$139,649.70
*** TOTAL EXPENDITURES ***	\$650,377.62	\$13,510.62	\$95,999.38	\$540,867.62

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.
 SPECIAL REVENUE - FUND 20
 SCHEDULE OF REVENUES
 ACTUAL COMPARED WITH ESTIMATED
 For 1 Month Period Ending 07/31/24

	ESTIMATED	ACTUAL	UNREALIZED
--- STATE SOURCES ---			
3290 Recovery High School Access Grant	\$383,520.00	.00	\$383,520.00
32XX Other Restricted Entitlements	\$127,207.92	\$0.00	\$127,207.92
Total Revenue from State Sources	\$510,727.92	\$0.00	\$510,727.92
--- FEDERAL SOURCES ---			
4411-16 Title I	\$50,474.70	.00	\$50,474.70
4420-29 I.D.E.A. Part B (Handicapped)	\$89,175.00	.00	\$89,175.00
Total Revenues from Federal Sources	\$139,649.70	\$0.00	\$139,649.70
TOTAL REVENUES/SOURCES OF FUNDS	\$650,377.62	\$0.00	\$650,377.62

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.
 Special Revenue Fund - Fund 20
 STATEMENT OF APPROPRIATIONS - RESTRICTED STATE ENTITLEMENTS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 1 Month Period Ending 07/31/24

	Appropriations	Expenditures	Encumbrances	Available Balance
Local Projects:				
State Projects:				
-- Other State Programs --				
20-331-XXX-XXX to 20-360-XXX-XXX Vocational Programs	\$127,207.92	.00	.00	\$127,207.92
20-431-XXX-XXX to 20-449-XXX-XXX Other State Projects	\$383,520.00	\$13,510.62	\$95,999.38	\$274,010.00
-- TOTAL Other State Programs --	\$510,727.92	\$13,510.62	\$95,999.38	\$401,217.92
TOTAL STATE PROJECTS	\$510,727.92	\$13,510.62	\$95,999.38	\$401,217.92
Federal Projects:				
--- CARES Act Educational Stabilization Fund ---				
--- Bridging the Digital Divide Program				
--- Coronavirus Relief Grant Program ---				
--- Other Federal Programs ---				
20-231 to 20-239-XXX-XXX ESSA Title I - Part A/D	\$50,474.70	.00	.00	\$50,474.70
20-25X-XXX-XXX I.D.E.A. Part B	\$89,175.00	.00	.00	\$89,175.00
TOTAL Other Federal Programs	\$139,649.70	\$0.00	\$0.00	\$139,649.70
TOTAL FEDERAL PROJECTS	\$139,649.70	\$0.00	\$0.00	\$139,649.70
TOTAL EXPENDITURES	\$650,377.62	\$13,510.62	\$95,999.38	\$540,867.62

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

Special Revenue Fund - Fund 20
For 1 Month Period Ending 07/31/24

Raelene Sipple

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

7/31/2024

Board Secretary/Business Administrator

Date

8/6 8:05am

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.
 Capital Projects Fund - Fund 30
 Interim Balance Sheet
 For 1 Month Period Ending 07/31/24

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

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

101	Cash in bank		\$3,875,218.72
	Accounts receivable:		
140	Intergovernmental - Accts. Recvble.	\$24,783,830.64	
			\$24,783,830.64

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

302	Less Revenues	(\$2,690,612.84)	
			(\$2,690,612.84)
	Total assets and resources		\$25,968,436.52

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

Capital Projects Fund - Fund 30
Interim Balance Sheet
For 1 Month Period Ending 07/31/24

LIABILITIES AND FUND EQUITY

--- LIABILITIES ---

402	Interfund accounts payable	\$141,880.83
	TOTAL LIABILITIES	\$141,880.83

FUND BALANCE

--- Appropriated ---

754	Reserve for encumbrances - Prior Year	\$20,382,629.39
601	Appropriations	\$23,039,931.23
602	Less : Expenditures	\$2,690,612.84
603	Encumbrances	\$20,382,629.39 (\$23,073,242.23)
		(\$33,311.00)
	Total Appropriated	\$20,349,318.39

--- Unappropriated ---

770	Fund balance	\$5,477,237.30
	TOTAL FUND BALANCE	\$25,826,555.69
	TOTAL LIABILITIES AND FUND EQUITY	\$25,968,436.52

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

Capital Projects Fund - Fund 30
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 1 Month Period Ending 07/31/24

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
Other Revenue/Source of Funds	\$0.00	\$2,690,612.84		(\$2,690,612.84)
TOTAL REVENUE/SOURCES OF FUNDS	\$0.00	\$2,690,612.84		(\$2,690,612.84)
*** EXPENDITURES ***				
	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
--- Facilities acquisition and constr. serv. ---				
30-000-4XX-390 Other purchased prof. & tech. serv.	\$732,912.00	\$85,233.84	\$680,989.16	(\$33,311.00)
30-000-4XX-450 Construction services	\$22,307,019.23	\$2,605,379.00	\$19,701,640.23	.00
Total fac.acq.and constr. serv.	\$23,039,931.23	\$2,690,612.84	\$20,382,629.39	(\$33,311.00)
TOTAL EXPENDITURES	\$23,039,931.23	\$2,690,612.84	\$20,382,629.39	(\$33,311.00)
*** TOTAL EXPENDITURES AND TRANSFERS	\$23,039,931.23	\$2,690,612.84	\$20,382,629.39	(\$33,311.00)

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

Capital Projects Fund - Fund 30
For 1 Month Period Ending 07/31/24

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

7/31/2024

Board Secretary/Business Administrator

Date

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

Board of Education

**Somerset County Vocational
All Funds
For Month Ended: July 2024**

CASH REPORT

Governmental Funds	Beginning Balance	Deposits	Disbursements	Ending Balance
General Fund (10)	\$ 2,150,727.91	\$ 1,423,336.58	\$ (953,293.63)	\$ 2,620,770.86
Capital Reserve (10-16)	\$ 802,193.01	\$ -	\$ -	\$ 802,193.01
Maintenance Reserve (10-17)	\$ 611,685.83	\$ -	\$ -	\$ 611,685.83
Special Revenue Fund (20)	\$ 134,654.06	\$ 96,159.00	\$ (42,481.73)	\$ 188,331.33
Capital Project Fund (30)	\$ 3,434,645.70	\$ 3,131,185.86	\$ (2,690,612.84)	\$ 3,875,218.72
Total Governmental Funds	\$ 7,133,906.51	\$ 4,650,681.44	\$ (3,686,388.20)	\$ 8,098,199.75
Summer Savings Acct #6028	\$ 244,579.30	\$ -	\$ (122,289.76)	\$ 122,289.54
Enterprise Fund (60) Café # 1253	\$ 39,657.25	\$ 2,282.58	\$ (11,598.33)	\$ 30,341.50
Payroll Fund (70) Acct #5868	\$ -	\$ 310,566.53	\$ (310,566.53)	\$ -
Agency Fund (90) Acct #9311	\$ -	\$ 173,617.07	\$ (173,617.07)	\$ -
Total Trust & Agency	\$ 284,236.55	\$ 486,466.18	\$ (618,071.69)	\$ 152,631.04
Grand Totals	\$ 7,418,143.06	\$ 5,137,147.62	\$ (4,304,459.89)	\$ 8,250,830.79

X *Robert Presuto*

Robert Presuto
Superintendent

8/7/24

Date

Bank Reconciliation
Operating Account #1199
July 31, 2024

Books	
Beginning Balance	\$ 7,133,906.51
Deposits	\$ 4,650,681.44
Disbursements	\$ (3,686,388.20)
Ending Balance	\$ 8,098,199.75

Bank	
Ending Balance	\$ 8,496,851.31
Outstanding Checks	(\$398,651.25)
Deposit overstated by .30 28,220.11 S/B 28,219.81	\$ (0.30)
Ending Balance	\$ 8,098,199.76

Outstanding Checks	Year	Month	Check #	Amount
Void		2023 January	78619	
Total		2023 January		\$0.00
Void		2023 February	78860	
Void		2023 February	78871	
Total		2023 February		\$0.00
Void		2023 March	78886	
Total				\$0.00
Void		2023 April	79085	\$0.00
Total April 2023				\$0.00
Void		2023 May	79124	
Void		2023 May	79136	
Total May 2023				\$0.00
		2023 June	79281	
Void		2023 June	79341	
Void		2023 June	79343	
Total June 2023				\$0.00
Void		2023 July	5383	
Total July 2023				\$0.00
Void		2023 September	79551	

Bank Reconciliation
Operating Account #1199
July 31, 2024

Void	2023 September	79590	\$0.00
Total September 2023			\$0.00
<hr/>			
Void	2023 November	79807	
Void	2023 November	79839	
Total November 2023			\$0.00
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Void	2023 December	79913	
Reinstate Void check during June	2023 December	79973	\$0.00
Total December 2023			\$0.00
<hr/>			
	2024 January	80086	\$200.00
Jan-24			\$200.00
<hr/>			
	2024 February	80161	\$79.98
Feb-24			\$79.98
<hr/>			
Void	2024 March	80320	
Mar-24			\$0.00
<hr/>			
Void	2024 April	80383	
Apr-24			\$0.00
<hr/>			
	2024 June	80594	\$215.00
	2024 June	80623	\$60.00
	2024 June	80628	\$399.00
	2024 June	80629	\$399.00
	2024 June	80688	\$63.80
	2024 June	80702	\$407.00
	2024 June	80711	\$130.00
	2024 June	80713	\$37.00
	2024 June	80716	\$23.58
	2024 June	80717	\$110.32
	2024 June	80721	\$125.31
	2024 June	80725	\$1,080.00
	2024 June	80726	\$1,075.00
	2024 June	80727	\$410.00
	2024 June	80744	\$1,360.00
	2024 June	80750	\$588.42
Jun-24			\$6,483.43
<hr/>			
	2024 July	80757	\$280,691.00
	2024 July	80771	\$3,061.15
	2024 July	80773	\$154.05
	2024 July	80777	\$31,672.84

Bank Reconciliation
Operating Account #1199
July 31, 2024

	2024 July	80782	\$17,424.00
	2024 July	80785	\$30,512.00
	2024 July	80788	\$406.96
	2024 July	80794	\$13,569.20
	2024 July	80797	\$913.20
	2024 July	80798	\$4,705.44
	2024 July	80799	\$3,582.00
	2024 July	80800	\$2,478.00
Jun-24	2024 July	80801	\$2,718.00
			\$391,887.84

Total All Outstanding Checks

\$398,651.25

Bank Reconciliation
Summer Savings Account # 6028
July 31, 2024

Books	
Beginning Balance	\$ 244,579.30
Deposits	\$ (122,289.76)
Disbursements	\$ -
Ending Balance	\$ 122,289.54

Bank	
Ending Balance	\$ 122,289.54
Outstanding Checks	\$ -
Ending Balance	\$ -

Bank Reconciliation
Cafeteria Account #1253
July 31, 2024

Books	
Beginning Balance	\$ 39,657.25
Deposits	\$ 2,282.58
Disbursements	\$ (11,598.33)
Ending Balance	\$ 30,341.50

Bank	
Ending Balance	\$ 30,534.45
Outstanding Checks	\$ (192.95)
Ending Balance	\$ 30,341.50

Outstanding Checks	Year	Month	Check #	Amount
	2024	June	1793	\$ 20.10
	2024	June	1794	\$ 10.40
	2024	June	1795	\$ 47.05
	2024	June	1797	\$ 16.40
	2024	June	1799	\$ 78.65
	2024	June	1800	\$ 13.20
	2024	June	1803	\$ 7.15
Total				\$ 192.95

Bank Reconciliation
Payroll Account #5868
July 31, 2024

Books	
Beginning Balance	\$ -
Deposits	\$ 310,566.53
Disbursements	\$ (310,566.53)
Ending Balance	\$ -

Bank	
Ending Balance	\$ -
Outstanding Checks	\$ -
Ending Balance	\$ -

Outstanding Checks	Year	Month	Check #	Amount
Total				\$ -

Bank Reconciliation
Agency Account # 9311
July 31, 2024

Books	
Beginning Balance	\$ -
Deposits	\$ 173,617.07
Disbursements	\$ (173,617.07)
Ending Balance	\$ -

Bank	
Ending Balance	\$ 1,307.00
Outstanding Checks	\$ (1,307.00)
Ending Balance	\$ -

Outstanding Checks	Month	Check #	Amount
	July	20616	1,307.00
Total			\$ 1,307.00

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Somerset County Vocational Board of Ed.

Expense Account Adjustment Analysis By Account#

ADDENDUM #7

va_exaa1.082406

06/30/2024

Current Cycle : June

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance
Current Appropriation Adjustments								
11-000-211-171-04-0000-	SALARIES-ATTENDANCE OFFI	June Transfers	0051	06/28/2024	RSIPPLE	\$32,684.00	\$498.45	\$33,182.45
11-000-213-100-05-0000-	SALARY - SCHOOL NURSE	June Transfers	0051	06/28/2024	RSIPPLE	\$160,345.51	(\$13,000.00)	\$147,345.51
11-000-213-100-05-0001-	SUBSTITUTES/O.T.	June Transfers	0051	06/28/2024	RSIPPLE	\$4,500.00	\$1,292.72	\$5,792.72
11-000-213-300-05-0000-	PHYSICIAN SVS/PHYSICALS	June Transfers	0053	06/30/2024	RSIPPLE	\$22,000.00	\$1,072.52	\$23,072.52
		June Transfers	0054	06/30/2024	RSIPPLE	\$23,072.52	\$1.00	\$23,073.52
Total For Account # 11-000-213-300-05-0000-							\$1,073.52	
11-000-213-610-05-0000-	SUPPLIES HEALTH SERVICES	June Transfers	0054	06/30/2024	RSIPPLE	\$7,000.00	(\$1.00)	\$6,999.00
11-000-218-104-05-0001-	SUMMER WORK	June Transfers	0051	06/28/2024	RSIPPLE	\$6,800.00	(\$5,000.00)	\$1,800.00
11-000-218-105-05-0000-	SAL. SECRETARIES	June Transfers	0051	06/28/2024	RSIPPLE	\$104,360.00	(\$14,000.00)	\$90,360.00
11-000-218-110-05-0000-	OTHER SALARIES - GUIDANC	June Transfers	0051	06/28/2024	RSIPPLE	\$150,952.00	(\$15,000.00)	\$135,952.00
11-000-218-390-05-0000-	PURCH. PROF. SVS	June Transfers	0051	06/28/2024	RSIPPLE	\$36,309.00	(\$7,000.00)	\$29,309.00
11-000-218-500-05-0000-	PURCH SERVICES	June Transfers	0051	06/28/2024	RSIPPLE	\$18,000.00	(\$8,000.00)	\$10,000.00
11-000-219-104-05-0000-	SAL-CHILD STUDY TEAM	June Transfers	0051	06/28/2024	RSIPPLE	\$170,026.00	\$23,971.25	\$193,997.25
11-000-219-105-05-0000-	SALARIES - SECRETARIES	June Transfers	0051	06/28/2024	RSIPPLE	\$49,885.00	\$69.80	\$49,954.80
11-000-219-500-05-0000-	CST OTHER PURCH SVS	June Transfers	0051	06/28/2024	RSIPPLE	\$310.00	\$16.64	\$326.64
11-000-221-102-07-0000-	SAL OF SUPERVISOR (TOPS)	June Transfers	0051	06/28/2024	RSIPPLE	\$118,178.00	\$964.64	\$119,142.64
11-000-221-104-04-0000-	SAL-SUPERV. LEARN & TECH	June Transfers	0051	06/28/2024	RSIPPLE	\$113,548.00	\$649.00	\$114,197.00
11-000-221-104-04-0001-	CURRICULUM WRITING	June Transfers	0051	06/28/2024	RSIPPLE	\$11,000.00	(\$4,000.00)	\$7,000.00
11-000-222-100-03-0000-	SALARIES - LIBRARIANS	June Transfers	0051	06/28/2024	RSIPPLE	\$38,908.00	\$4.40	\$38,912.40
11-000-222-500-08-0000-	COPIER LEASE	June Transfers	0051	06/28/2024	RSIPPLE	\$7,625.01	\$144.66	\$7,769.67
11-000-223-102-03-0000-	SALARIES TEACHER LEADERS	June Transfers	0051	06/28/2024	RSIPPLE	\$48,043.00	(\$20,000.00)	\$28,043.00
11-000-230-100-08-0001-	SALARY - SUP'T OFFICE	June Transfers	0051	06/28/2024	RSIPPLE	\$431,746.00	\$9,869.18	\$441,615.18
11-000-230-339-08-0000-	PURCH PROF SVCS	June Transfers	0056	06/30/2024	RSIPPLE	\$11,000.00	(\$700.00)	\$10,300.00
11-000-230-530-08-0000-	TELEPHONE - DISTRICT	June Transfers	0051	06/28/2024	RSIPPLE	\$52,904.60	(\$5,000.00)	\$47,904.60
11-000-230-530-08-0001-	ONLINE/PROVIDER SERVICES	June Transfers	0051	06/28/2024	RSIPPLE	\$35,000.00	(\$10,000.00)	\$25,000.00
11-000-230-590-08-0001-	TRAVEL - SUPERINTENDENT	June Transfers	0051	06/28/2024	RSIPPLE	\$1,656.52	\$975.91	\$2,632.43
		June Transfers	0056	06/30/2024	RSIPPLE	\$2,632.43	\$700.00	\$3,332.43
Total For Account # 11-000-230-590-08-0001-							\$1,675.91	
11-000-240-103-03-0000-	SALARIES - PRINCIPALS	June Transfers	0051	06/28/2024	RSIPPLE	\$237,295.00	\$1,935.85	\$239,230.85
11-000-240-104-03-0000-	SALARIES - SUPERVISORS	June Transfers	0051	06/28/2024	RSIPPLE	\$220,949.26	\$1,578.92	\$222,528.18
11-000-240-105-03-0000-	SALARIES - SEC/CLER.	June Transfers	0051	06/28/2024	RSIPPLE	\$202,772.00	(\$6,000.00)	\$196,772.00

Somerset County Vocational Board of Ed.

Expense Account Adjustment Analysis By Account#

va_exaa1.082406

06/30/2024

Current Cycle : June

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance	
11-000-240-500-03-0001-	DISPLAY ADS - HS	June Transfers	0051	06/28/2024	RSIPPLE	\$25,000.00	\$2,790.31	\$27,790.31	
11-000-240-500-03-0002-	OTHER PURCH SERV	June Transfers	0051	06/28/2024	RSIPPLE	\$2,317.74	\$29.02	\$2,346.76	
11-000-240-610-05-0000-	SUPPLIES - STUDENT SVS.	June Transfers	0051	06/28/2024	RSIPPLE	\$2,169.02	\$134.03	\$2,303.05	
11-000-251-100-08-0000-	SALARIES-BUSINESS OFFICE	June Transfers	0051	06/28/2024	RSIPPLE	\$413,199.00	\$625.18	\$413,824.18	
11-000-251-592-08-0000-	BUS OFFICE TRAVEL/COPIER	June Transfers	0051	06/28/2024	RSIPPLE	\$7,644.18	\$315.03	\$7,959.21	
11-000-252-100-16-0000-	SALARIES-TECHNOLOGY	June Transfers	0051	06/28/2024	RSIPPLE	\$270,750.00	(\$6,000.00)	\$264,750.00	
11-000-261-420-02-0020-	CONTIN. REPAIR - EQUIP.	June Transfers	0051	06/28/2024	RSIPPLE	\$112,399.00	(\$50,000.00)	\$62,399.00	
11-000-261-610-02-0000-	MAINT SUPPL - B&G	June Transfers	0051	06/28/2024	RSIPPLE	\$80,500.00	\$313.62	\$80,813.62	
11-000-262-490-02-0000-	PUBLIC WATER & SEWER	June Transfers	0051	06/28/2024	RSIPPLE	\$65,157.46	\$3,100.44	\$68,257.90	
11-000-262-621-02-0000-	ENERGY - NATURAL GAS	June Transfers	0051	06/28/2024	RSIPPLE	\$125,000.00	(\$12,607.23)	\$112,392.77	
11-000-266-100-02-0000-	UE S SALS OF SEC G & INV	June Transfers	0051	06/28/2024	RSIPPLE	\$143,466.00	\$1,953.32	\$145,419.32	
11-000-266-100-02-0001-	OVERTIME	June Transfers	0051	06/28/2024	RSIPPLE	\$1,000.00	\$232.62	\$1,232.62	
11-000-270-162-02-0001-	SUBSTITUTES/OT	June Transfers	0051	06/28/2024	RSIPPLE	\$12,500.00	\$1,312.88	\$13,812.88	
11-000-291-290-08-0000-	WAIVERS / OTHER	June Transfers	0051	06/28/2024	RSIPPLE	\$50,000.00	\$1,311.68	\$51,311.68	
11-000-291-299-08-0000-	UNUSED SICK PAY RETIRED	June Transfers	0051	06/28/2024	RSIPPLE	\$67,032.50	\$18,775.00	\$85,807.50	
11-000-310-930-08-0000-	UNDIST. - FOOD SERVICES	June Transfers	0051	06/28/2024	RSIPPLE	\$0.00	\$12,000.00	\$12,000.00	
11-140-100-101-03-0000-	SALARIES - REG INSTRUC	June Transfers	0051	06/28/2024	RSIPPLE	\$1,520,354.00	\$16,246.06	\$1,536,600.06	
11-140-100-101-03-0002-	EXTRA HOURS	June Transfers	0051	06/28/2024	RSIPPLE	\$81,000.00	\$21,835.10	\$102,835.10	
		June Transfers	0053	06/30/2024	RSIPPLE	\$102,835.10	\$131.84	\$102,966.94	
			Total For Account # 11-140-100-101-03-0002-					\$21,966.94	
11-140-100-101-07-0000-	SAL-ALT SCHOOL-REG	June Transfers	0051	06/28/2024	RSIPPLE	\$229,148.00	\$3,292.68	\$232,440.68	
11-140-100-106-07-0000-	AIDES - ALTERNATIVE SCH	June Transfers	0051	06/28/2024	RSIPPLE	\$52,526.00	\$636.18	\$53,162.18	
11-150-100-320-05-0000-	PURCH. PROF. SVS.- HOME	June Transfers	0051	06/28/2024	RSIPPLE	\$9,800.00	\$1,016.00	\$10,816.00	
11-310-100-101-05-0000-	SALARIES - INSTRUCTION	June Transfers	0051	06/28/2024	RSIPPLE	\$464,003.00	\$4,462.60	\$468,465.60	
11-310-100-101-05-0001-	SUBSTITUTES/OT	June Transfers	0051	06/28/2024	RSIPPLE	\$4,500.00	\$194.50	\$4,694.50	
11-310-100-101-11-0000-	VOC SAL. - TEACHERS	June Transfers	0051	06/28/2024	RSIPPLE	\$2,224,258.00	\$13,449.15	\$2,237,707.15	
11-310-100-101-11-0002-	EXTRA HOURS	June Transfers	0051	06/28/2024	RSIPPLE	\$38,935.87	\$9,359.84	\$48,295.71	
11-310-100-101-60-0000-	ACADEMY SALARIES-TEACHER	June Transfers	0051	06/28/2024	RSIPPLE	\$398,995.00	\$2,389.99	\$401,384.99	
11-310-100-320-11-0000-	PURCH PROF-ED SERVICES	June Transfers	0051	06/28/2024	RSIPPLE	\$55,487.00	\$350.00	\$55,837.00	
11-310-100-500-11-0000-	OTHER PURCHD SERVS	June Transfers	0051	06/28/2024	RSIPPLE	\$50,291.40	\$4,868.76	\$55,160.16	
		June Transfers	0053	06/30/2024	RSIPPLE	\$55,160.16	\$391.05	\$55,551.21	
			Total For Account # 11-310-100-500-11-0000-					\$5,259.81	

Somerset County Vocational Board of Ed.

Expense Account Adjustment Analysis By Account#

va_exaa1.082406

06/30/2024

Current Cycle : June

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance
Current Appropriation Adjustments								
11-310-100-610-11-0003-	SUPPLIES - CULINARY ARTS	June Transfers	0053	06/30/2024	RSIPPLE	\$41,000.00	(\$1,595.41)	\$39,404.59
11-310-100-800-11-0000-	OTHER OBJECTS - VOC	June Transfers	0057	06/30/2024	RSIPPLE	\$10,002.50	\$318.00	\$10,320.50
11-310-100-800-60-0000-	MISC EXPENSES	June Transfers	0057	06/30/2024	RSIPPLE	\$1,000.00	(\$318.00)	\$682.00
11-401-100-100-03-0000-	SAL - CO-CURRICULAR	June Transfers	0051	06/28/2024	RSIPPLE	\$56,173.00	\$5,225.56	\$61,398.56
11-401-100-500-03-0000-	PURCHASED SERVICES (300-	June Transfers	0051	06/28/2024	RSIPPLE	\$5,000.00	\$7,171.12	\$12,171.12
11-402-100-100-03-0000-	SALARIES - A.D.	June Transfers	0051	06/28/2024	RSIPPLE	\$29,970.00	\$245.14	\$30,215.14
20-335-200-580-24-7530-	VSO-TRAVEL	June Transfers	0052	06/30/2024	RSIPPLE	\$2,972.00	\$505.00	\$3,477.00
20-335-200-600-24-7730-	VSO-SUPPLIES	June Transfers	0052	06/30/2024	RSIPPLE	\$505.00	(\$505.00)	\$0.00
20-432-200-580-21-0000-	LINKAGES-TRAVEL	June Transfers	0052	06/30/2024	RSIPPLE	\$1,800.00	\$394.00	\$2,194.00
20-432-200-600-21-0000-	LINKAGES-SUPPLIES	June Transfers	0052	06/30/2024	RSIPPLE	\$43,966.00	(\$394.00)	\$43,572.00
20-487-100-300-00-0000-	ARP PURCH SERVICES	June Transfers	0056	06/30/2024	RSIPPLE	\$4,000.00	(\$496.16)	\$3,503.84
20-487-100-600-00-0000-	ARP INSTR SUPPLIES	June Transfers	0056	06/30/2024	RSIPPLE	\$19,571.00	\$9,295.23	\$28,866.23
20-487-200-300-00-0000-	ARP ESSER PROF TECH	June Transfers	0056	06/30/2024	RSIPPLE	\$115,522.72	(\$8,722.72)	\$106,800.00
20-487-400-731-00-0000-	ARP INSTR EQUIP	June Transfers	0056	06/30/2024	RSIPPLE	\$5,000.00	(\$75.00)	\$4,925.00
20-488-200-100-00-0000-	ACC LEARN SUPP SALARIES	June Transfers	0055	06/30/2024	RSIPPLE	\$32,999.00	\$98.28	\$33,097.28
20-488-200-600-00-0000-	ACC LEARN SUPP	June Transfers	0055	06/30/2024	RSIPPLE	\$2,863.30	(\$98.28)	\$2,765.02
20-489-100-600-00-0000-	SUMMER LEARN INST	June Transfers	0056	06/30/2024	RSIPPLE	\$3,460.37	(\$1.35)	\$3,459.02
Total Current Appr.							\$0.00	

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Somerset County Vocational Board of Education Budget Transfers printed on 8/20/2024

Report Includes Effective Dates from Jul 01, 2024 to Jul 31, 2024

<u>Date</u>	<u>Source Account/Title</u>	<u>Target Account/Title</u>	<u>Comments</u>	<u>Amount</u>
07/31/24	11-000-213-610-005-000 SUPPLIES HEALTH SERVICES	11-000-213-890-005-000 MEMBERSHIPS	July Transfers	8.50
07/31/24	11-000-262-420-002-000 CUSTODIAL CONTRACT	11-310-100-640-005-000 TEXTBOOKS - SPEC ED	July Transfers	700.00
07/31/24	11-000-262-420-002-000 CUSTODIAL CONTRACT	11-310-100-500-005-000 OTHER PURCHASED SERVICES	July Transfers	1,195.52
07/31/24	11-000-262-420-002-000 CUSTODIAL CONTRACT	11-140-100-610-003-004 SUPPLIES - MATH	July Transfers	127.98
07/31/24	11-000-262-420-002-000 CUSTODIAL CONTRACT	11-140-100-500-003-000 OTH PURC SVCS-TRAVEL HS	July Transfers	3,959.20
07/31/24	11-000-262-420-002-000 CUSTODIAL CONTRACT	11-000-262-490-002-000 PUBLIC WATER & SEWER	July Transfers	848.00
07/31/24	11-000-262-420-002-000 CUSTODIAL CONTRACT	11-000-240-500-003-002 OTHER PURCH SERV	July Transfers	2,016.00
07/31/24	11-000-262-420-002-000 CUSTODIAL CONTRACT	11-000-240-500-003-000 PRINTING EXPENSE - HS	July Transfers	11,000.00
The total of all transfers within fund 10 is:				19,855.20

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