
**The Somerset Hills School District
Regular Meeting Agenda - August 24
Executive Session - 6:30 P.M.
Public Input & Action - 7:30 P.M.
Bernards High School Performing Arts Center**

I. Call to Order & Welcome

Welcome to a meeting of the Board of Education of Somerset Hills. Please be advised that this and all meetings of the Board are open to the public and media, consistent with the Open Public Meetings Act: (Chapter 231 Laws of 1975), and that advance notice required therein has been provided. This is a meeting of the Board of Education of Somerset Hills at which formal action may be taken. The public will have an opportunity to be heard as shown on the Agenda.

II. Roll Call

III. Executive Session

WHEREAS the “Open Public Meetings Act:” (Chapter 231 Laws of 1975) authorizes a public body to exclude the public from that portion of a meeting at which specified topics are to be discussed under circumstances where the public consideration of such topics will clearly endanger the public, or where the personal privacy or guaranteed rights of individuals whose activities or affairs are to be discussed would be clearly in danger of unwarranted invasions, and

WHEREAS the matters about to be presented for discussion clearly meet the “circumstances” test of such Act:

RESOLVED that the Board of Education of Somerset Hills now adjourns its public session to reconvene in Executive Session for the purpose of discussing the following: Personnel, Student Matters, Contracts, Negotiations and Litigation.

And, be it further,

RESOLVED that the discussion in Executive Session be disclosed when the Board’s consideration of the subject matter has been closed, or that such matter does not adversely affect the rights of prospective, current, or past public officers, or personnel of the Board, unless such individuals have in writing requested the disclosures of such discussion at a public meeting and provided such a public disclosure will no longer clearly endanger the public interest.

IV. Pledge of Allegiance

V. Roll Call

VI. Report of the Superintendent

VII. Public Comments for Actionable Agenda Items

We very much welcome input from the public. Public comments are welcome at this time on any actionable agenda item. Towards the end of the meeting there is a second public forum on any topic. Please state your name and address. Comments are limited to three minutes, but an individual may speak a second time after all others who wish to speak on the topic have been heard. Please understand that our public forums are not structured as question and answer sessions, but are 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. In accordance with New Jersey Statute, the Board will

not discuss matters regarding specific personnel. Public Comments will be limited to 30 minutes. Thank you for your input.

VIII. Approval of Minutes*

1. Approval of Minutes

Resolved, that the Somerset Hills Board of Education approve the Public Input & Action and Executive meeting minutes for June 8, 2022, Special Meeting for July 20, 2022 and Special Meeting for August 18, 2022.

IX. FINANCE

A. Committee Report & Discussion:

B. Action Items:

1. Board Secretary & Treasurer Reports & Board Certification*

WHEREAS, the Board Secretary has received the Reports of the Secretary and Treasurer for the month of May 2022 showing the following balances:

FUND	Board Secretary Cash Balance (1)	Treasurer Cash Balance (2)
(10) General Fund	\$9,952,994.68	\$9,952,994.68
(20) Special Revenue Fund	\$55,665.63	\$55,665.63
(30) Capital Projects Fund	\$371,191.25	\$371,191.25
(40)Debt Service Fund	(\$260,301.60)	(\$260,301.60)
Total Government Funds	\$10,119,549.96	\$10,119,549.96

(1) From Secretary's Report (2) From Treasurer's Report

WHEREAS in compliance with N.J.A.C.6A: 23-2.1(c)3 the secretary has certified that, as of the date of the report(s), no budgetary line item account has encumbrances and expenditures which in total exceed the amount appropriated by the district board of education, now, therefore, be it RESOLVED, the Board of Education accepts the above referenced report and certifications and orders that they be attached to and made part of the record of this meeting, and be it FURTHER RESOLVED, in compliance with N.J.A.C.6A: 23-3.11(c) 4, the Board of Education certifies that, after review of the secretary's monthly financial reports (appropriation section) and upon consultation with the appropriate district officials, to the best of its knowledge, no major account or fund has been overexpended in violation of N.J.A.C.6A: 23-2.11(b), and that sufficient funds are available to meet the district's financial obligations for the remainder of the year.

2. Board Secretary & Treasurer Reports & Board Certification*

WHEREAS, the Board Secretary has received the Reports of the Secretary and Treasurer for the month of June 2022 showing the following balances:

FUND	Board Secretary Cash Balance (1)	Treasurer Cash Balance (2)
(10) General Fund	\$9,522,922.91	\$9,522,922.91
(20) Special Revenue Fund	(\$376,972.83)	(\$376,972.83)
(30) Capital Projects Fund	\$371,191.25	\$371,191.25
(40)Debt Service Fund	–	–
Total Government Funds	\$9,517,141.33	\$9,517,141.33

(1) From Secretary's Report (2) From Treasurer's Report

WHEREAS in compliance with N.J.A.C.6A: 23-2.1(c)3 the secretary has certified that, as of the date of the report(s), no budgetary line item account has encumbrances and expenditures which in total exceed the amount appropriated by the district board of education, now, therefore, be it RESOLVED, the Board of Education accepts the above referenced report and certifications and orders that they be attached to and made part of the record of this meeting, and be it FURTHER RESOLVED, in compliance with N.J.A.C.6A: 23-3.11(c) 4, the Board of Education certifies that, after review of the secretary's monthly financial reports (appropriation section) and upon consultation with the appropriate district officials, to the best of its knowledge, no major account or fund has been overexpended in violation of N.J.A.C.6A: 23-2.11(b), and that sufficient funds are available to meet the district's financial obligations for the remainder of the year.

3. Approve 2021-2022 Budget Transfers*

Resolved that the Somerset Hills Board of Education approves the attached list of budget transfers for May 2022 and June 2022.

4. Payment of Bills*

WHEREAS, the Board Secretary has presented attached May 2022 check registers with the recommendation that the checks be paid, and Now, therefore, be it Resolved, that the following bills be paid and an itemized list be filed with the minutes of this meeting:

FUND	
(10) General Fund	\$35,490.70
(20) Special Revenue Fund	\$1,650.00
(30) Capital Projects Fund	–
(40) Debt Service Fund	–
(60) Cafeteria Fund	–
(90) Agency Fund	–
TOTAL	\$37,140.70

5. Payment of Bills*

WHEREAS, the Board Secretary has presented attached June 2022 check registers with the recommendation that the checks be paid, and Now, therefore, be it Resolved, that the following bills be paid and an itemized list be filed with the minutes of this meeting:

FUND	
(10) General Fund	\$4,445,238.08
(20) Special Revenue Fund	\$383,000.12
(30) Capital Projects Fund	–
(40) Debt Service Fund	–
(60) Cafeteria Fund	\$88,316.80
(90) Agency Fund	\$1,086,601.58
TOTAL	\$6,003,156.58

6. Payment of Bills*

WHEREAS, the Board Secretary has presented attached July 2022 check registers with the recommendation that the checks be paid, and Now, therefore, be it Resolved, that the following bills be paid and an itemized list be filed with the minutes of this meeting:

FUND	
(10) General Fund	\$1,634,388.45

(20) Special Revenue Fund	\$30,841.67
(30) Capital Projects Fund	–
(40) Debt Service Fund	–
(60) Cafeteria Fund	–
(90) Agency Fund	\$277,503.82
TOTAL	\$1,942,733.94

7. Approve Parent Organization Fundraiser*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following parent organization fundraisers for the 2022-2023 school year:

	Organization	School	Event	Date
a	BHS HSA - Project Graduation	BHS	Tricky Tray/Raffle	Nov 5, 2022
b	BHS HSA - Project Graduation	BHS	Senior Fashion Show	April 15, 2023

8. Approve Parent Organization Fundraiser

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following parent organization fundraisers for the 2022-2023 school year:

	Organization	School	Event	Date
a	Bedwell HSA	BES	Yearbook Sale	22-23 SY
b	Bedwell HSA	BES	Box Tops	22-23SY
c	Bedwell HSA	BES	Spirit Wear	22-23 SY
d	Bedwell HSA	BES	Giving Tree	22-23 SY
e	Bedwell HSA	BES	HSA Membership	22-23 SY
f	Bedwell HSA	BES	Bedwell Family Picnic	Sept 16, 2022
g	Bedwell HSA	BES	Charleston Wrap Sale	Oct-Nov 2022
h	Bedwell HSA	BES	Book Fair	Nov 2-Nov 9, 2022
i	Bedwell HSA	BES	Gertrude Hawk Sale	Jan-Feb 2023
j	Bedwell HSA	BES	Penny Wars	Feb 6-10, 2023
k	Bedwell HSA	BES	Bedwell Art & Legacy Tile Sale	March 2023
l	Bedwell HSA	BES	Got Sneakers	April 10-28 2023
m	Bedwell HSA	BES	School Supply Kit Sale	May-June 2023

9. Approve IDEA Grant for 2022-2023*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, authorizes application and approves funds for the 2022-2023 school year for the IDEA Federal Grant Allocation as follows:

IDEA Basic Public:	\$375,695
IDEA Basic Non Public:	\$ 59,438
IDEA Preschool Public:	\$ 19,285
TOTAL	\$454,418

10. Approve 2022-2023 ESSA-ESEA Grant*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, authorizes application and approves funds for the 2022-2023 school year for the ESSA-ESEA Federal Grant Allocation for as follows:

Grant	Somerset Hills (Public)	Far Hills (Nonpublic)	St. Elizabeth's (Nonpublic)	Total
Title I, Part A	\$74,934			\$74,934
Title II, Part A	\$27,211	\$4,064	\$2,539	\$33,814
Title III	\$27,434			\$27,434
Title IV, Part A	\$8,047	\$1,202	\$751	\$10,000

11. Approve 2022-2023 Professional Support/Non-Public Services Agreement*

Resolved, that the Somerset Hills Board of Education approve the Professional Support/Non-Public Services Agreement with the Educational Services Commission of New Jersey for the 2022-2023 school year.

12. Approve RWJ Somerset Athletic Training Services Revision*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, Somerset Sports Performance Athletic Trainer trainers, Somerset, NJ to provide substitute athletic trainer services for 2022-2023 school year for an additional amount not to exceed \$2,000.

13. Approve Professional Development Program*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the contract for Living Yes, LLC for staff professional development for 2021-2022 school year. This program was funded by ESEA, Title IV federal grant.

14. Approve NoRedInk Premium Subscription*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve NoRedInk Premium Subscription for students writing curriculum for the 2022-2023 school year in the amount of \$9,000.

15. Approve iReady Partners Curriculum Associates

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve iReady Partners Curriculum Associates Services for reading assessment and PD for BES and BMS for the 2022-2023 school year in the amount of \$12,650.50.

16. Approve Big Ideas Math Program

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve Big Ideas Math program from Cengage Learning for Modeling Real Life Program for grades 6-8 and PD for BMS for the 2022-2023 school year in the amount of \$47,538.63.

17. Approve Special Education Schools*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the following schools for the 2022-2023 school year and/or ESY:

	Student ID#	Provider	Location	Tuition
a	4362084900	Shepard Prep High School - ESY	Morristown, NJ	\$9,538.20
b	4362084900	Shepard Prep High School - SY	Morristown, NJ	\$58,183.94
c	2779193661	Shepard School - SY	Kinnelon, NJ	\$57,624.87

18. Approve Parent Transportation Revised Contract*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the following Parent Transportation Revised Contract for the 2021-2022 School Year.

	Student ID#	Route #	School	Amount
a	2102757988	EP-002 - Revised	Matheny School	\$1,927.53

19. Home Instruction and Bedside Instruction*

Resolved that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following home instruction and bedside instruction for the 2022–2023 school year and/or extended school year.

	Provider	Service	Location	Cost
a	Learnwell	Bedside Instruction	Woburn, MA	\$52.25/hr
b	Rutgers University Behavioral Health	Bedside Instruction	Piscataway, NJ	\$70.00/hr

20. Special Education Providers*

Resolved that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following service providers for the 2022–2023 school year and/or extended school year.

	Provider	Service	Location	Cost
a	Community Options	Transition Services	Princeton, NJ	\$300/per class

21. Approve State Aid for Non-Public Schools*

Resolved, that the Somerset Hills Board of Education approve the following state aid for non-public schools for 2022-2023 school year:

	Far Hills Country Day	School of St. Elizabeth
Nursing Service Aid	\$27,776	\$17,360
Textbook Aid	\$16,638	\$10,230
Technology Aid	\$10,416	\$ 6,510
Security Aid	\$50,840	\$31,775

22. Approve Insurance Renewals*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the renewal of insurance policies for the 2022-2023 school year as follows:

Coverage Type	Carrier	Amount
Package	Utica	\$133,568.00
Umbrella	Utica	\$15,462.00
Worker's Compensation	NJSIG	\$216,841.00
School Board Legal Liability	NJSIG	\$71,103.00
Cyber	Coalition	\$39,294.00
Bonds	Hanover	\$1,350.00
Student Accident	Bollinger	\$48,194.00
TOTAL		\$525,812.00

23. Approve Proximity Learning Services

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve Proximity Learning Services for part time Latin instruction at BMS for the 2022-2023 school year in the amount of \$12,924.99.

24. Approve Professional Development Program*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve Emily Meixner to provide professional development for staff at Bernards High School during the 2022-2023 school year, in the amount of \$5,125.00 from ARP-ESSERIII funds.

25. Approve Joint Transportation Agreement*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the Joint Transportation Agreement with Delaware Valley Regional High School to provide transportation services for the 2022-2023 school year.

26. Approve the Somerset County Shared Service Agreement*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the Somerset County Shared Service Agreement for sharing Somerset County Department of Public Works equipment and personnel for the 2022-2023 school year.

27. Approve Co-Curricular Stipend Amounts*

Whereas at the June 8, 2022 meeting, the Board approved the co-curricular positions of High School Head Coach and Assistant Coach for Volleyball with a TBD stipend amount, the Board hereby approves the following stipends for those positions for the 2022-2023 school year:

Volleyball: Head - \$7,200

Volleyball: Assistant - \$5,400

28. Approve Shared Service Agreement for CJ PRIDE Consortium*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the Shared Service Agreement to join and become a member of the CJ PRIDE Consortium for the 2022-2023 school year. The cost of membership is not to exceed \$2,000.

X. FACILITIES & OPERATIONS

A. Committee Report & Discussion:

B. Action Items:

1. HIB

Resolved, that the Somerset Hills Board of Education reviewed the Harassment, Intimidation, and Bullying cases presented on June 8, 2022, and upheld the findings and/or consequences recommended by the Superintendent.

- BMS 2021-2022 #22 and #23

XI. CURRICULUM

A. Committee Report & Discussion:

PUBLIC HEARING REGARDING NURSING SERVICES PLAN

WHEREAS pursuant to N.J.S.A. 18A:22-13, the Board is required to conduct a public hearing for the 2022-2023 Nursing Services Plan; and

THEREFORE, be it resolved that the Board hereby opens the public hearing on the 2022-2023 Nursing Services Plan.

· Discussion

· Public Comments

· Motion to close public hearing and adopt the 2022-2023 Nursing Plan.

B. Action Items:

1. Approve The Somerset Hills School District Nursing Services Plan 2022-2023*

Resolved, that the Somerset Hills Board of Education approve the Nursing Services Plan for the 2022-2023 school year.

2. Approve Professional Development/School Business

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following professional development/school business and school business, for the 2022-2023 school year:

	School	Name	Workshop/Conference	Date(s)	Est. Cost
a	BES	Sakin, Jordan	Lindamood Phoneme Sequencing	9/12/22 - 9/16/22	\$950
b	BMS	Koellhoffer, Keith	School Safety Summer Symposiums	7/12/22	\$0

3. Approve Professional Development/School Business*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following professional development/school business, for the 2022-2023 school year:

	School	Name	Workshop/Conference	Date	Est. Cost
a	District	Bivaletz, Mia	NJASA Executive Administrative Assistant	8/4/22 & 11/2/22	\$150
b	District	Butler, Coleen	HIB: New Law, New Year	7/20/22	\$0
c	District	Catelli, Michael	NJ Social Studies Supervisors Association: SS Updates and Best Practice	9/29/22, 1/26/23, 4/27/23	\$40
d	District	Clark, Dave	Tool Box Tuesday	7/12/22	\$0
e	Bedwell	d'Anunciacao, Jessica	NJIDA Annual Fall Conference	10/14/22 & 10/15/22	\$175
f	District	Dempsey, Gretchen	LEGAL ONE: Navigating Sensitive Legal Issues in Curriculum	7/14/22	\$100
g	District	Dempsey, Gretchen	Educational Services Commission of NJ Board of Directors Meetings	9/23/22, 10/21/22, 11/18/22, 12/16/22, 1/20/23, 2/24/23, 3/24/23, 4/28/23, 6/2/23	\$0
h	District	Dempsey, Gretchen	Morris-Union Jointure Commission Meetings	7/28/22, 9/8/22, 10/6/22, 11/3/22, 12/1/22, 1/5/23, 2/2/23, 3/2/23, 4/20/23, 5/4/23, 6/1/23	\$0
i	District	Dempsey, Gretchen	Somerset County Educational Services Commission Meetings	8/3/22, 9/7/22, 10/12/22, 11/2/22, 12/7/22, 1/4/23, 2/1/23, 3/1/23, 4/5/23, 5/3/23, 6/7/23, 6/14/23	\$0
j	District	DeMarco, Jinnee	School Safety Summer Symposiums	7/13/22	\$0
k	District	Gonzalez, Didier	Tool Box Tuesday	7/12/22	\$0
l	BHS	Hoppe, Michael	Athletic Meetings	8/24/22, 9/14/22, 10/5/22, 10/7/22, 10/19/22, 11/16/22, 12/21/22, 1/6/23, 1/11/23, 1/18/23, 2/15/23, 3/22/23, 4/12/23, 4/24/23, 5/17/23, 6/2/23, 6/7/23	\$264.95

m	Bedwell	Jaeger, Jamie	NJIDA Annual Fall Conference	10/14/22 & 10/15/22	\$175
n	District	Joyce, Ian	Spring School Law Forum 2022	7/13/22	\$299
o	District	Lucas, Doug	Tool Box Tuesday	7/12/22	\$0
p	District	Vought, Rufus	Tool Box Tuesday	7/12/22	\$0
q	District	Walker, Jaime	HIB: New Law, New Year	7/20/22	\$0

4. Amend Summer Curriculum*

Resolved that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve amendments to the project descriptions and days for the following 2022 summer curriculum projects in order to update documents to meet New Jersey Standards and course requirements. As per SHEA contract, 1 day is defined as 5 hours of work at \$40/hour.

	Course Name	Project Description	Days	Writer(s)
a	BHS Madrigals	NJSLS-VPA Updates NJSLS-VPA Updates and Course Revision	1 3	LaPine
b	BHS Chorus	NJSLS-VPA Updates and Course Revision NJSLS-VPA Updates	3 1	LaPine

5. Adopt Curriculum Documents*

Resolved, that the Somerset Hills Board of Education adopt the newly revised and completed curriculum documents for the 2022-2023 school year.

6. Approve Evaluation Instruments*

Resolved, that the Somerset Hills Board of Education approve the instruments for teacher evaluation (Danielson and iObservation) and administrator evaluation (Marshall and T-Evaluation) for the 2022-2023 school year.

7. Approve 2022-2023 Professional Development and Mentoring Plan*

Resolved, that the Somerset Hills Board of Education approve the Professional Development and Mentoring Plan for the 2022-2023 school year, on file in the Curriculum Office.

8. Approve the Comprehensive Equity Plan*

Resolved, that the Somerset Hills Board of Education approve the 2019-2023 Comprehensive Equity Plan for 2022-2023, on file in the Curriculum Office.

9. Approve 2022-2023 Data Quality Team*

Resolved, that the Somerset Hills Board of Education approve the Data Quality Team for 2022-2023:

Coleen Butler
Chris Griffith

Olga Edgerton
Gretchen Dempsey
Jeremy Schwarz

10. Approve 2022-2023 Anti-Bullying Specialists*

Resolved, that the Somerset Hills Board of Education approve the following Anti-Bullying Specialists for 2022-2023:

Jaimie Walker- District Anti-Bullying Coordinator
Lauren Cava - High School Anti-Bullying Specialist
Marcy Craver & Chris Habermas- Middle School Anti-Bullying Specialist
Megan Dooley - Bedwell Elementary School Anti-Bullying Specialist

11. Approve Affirmative Action Officers*

Resolved, that the Somerset Hills Board of Education approve the following Affirmative Action Officers for 2022-2023:

Coleen Butler- District
Scott Neigel - Bernards High School
Lisa Garofalo- Bernardsville Middle School
Jazmyn Allen - Bedwell School

12. Approve 504 Coordinators*

Resolved, that the Somerset Hills Board of Education approve the following 504 Coordinators for 2022-2023:

Jaime Walker- District
Scott Neigel - Bernards High School
Lisa Garofalo- Bernardsville Middle School
Jazmyn Allen - Bedwell Elementary School

13. Approve 2022-2023 School Improvement Panels (ScIPs)*

Resolved, that the Somerset Hills Board of Education approve the following School Improvement Panels (ScIPs) for 2022-2023

Bedwell Elementary School
Jazmyn Allen – Principal
Chris Keri - Assistant Principal
Dana Fischer- Teacher

Bernardsville Middle School
Lisa Garofalo - Principal
Keith Koellhoffer - Assistant Principal
Anne O'Halloran- Teacher

Bernards High School
Scott Neigel- Principal
Mike Corbett- Assistant Principal

Joseph Young - Teacher
 Ashley Teets - Teacher
 Jaclyn Pasqua - Teacher

14. Approve 2022-2023 School Safety/School Climate Teams*

Resolved, that the Somerset Hills Board of Education approve the following School Safety Teams for 2022-2023:

Bedwell Elementary School

Jazmyn Allen – Principal
 Chris Keri - Assistant Principal
 Megan Dooley - Guidance Counselor
 Maureen Ziolkowski- Teacher
 Kate Walden- Parent

Bernardsville Middle School

Lisa Garofalo- Principal
 Keith Koellhoffer - Assistant Principal
 Marcy Craver- Guidance Counselor
 Elizabeth St. Ours - Teacher
 Sheela Lee - Parent

Bernards High School

Scott Neigel - Principal
 Lauren Cava - Substance Awareness Coordinator
 Anne Connor - School Nurse
 Matt Bale-Peña - Teacher
 Ashley Teets - Teacher
 Debbie Infusino- Parent
 Alec Johnson - Counselor

XII. PERSONNEL

A. Committee Report and Discussion.

B. Action Items:

1. Accept Resignation

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, accepts the resignation of the following employee:

	Name	School	Position	Effective
a	Palek, Timothy	BMS	Teacher	8/31/22

2. Accept Resignation*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, accepts the resignation of the following employees:

	Name	School	Position	Effective
a	Machado, Bryan	District	Technician	7/27/22
b	Rittipun, Sugunya	BHS	PT Custodian	8/11/22

c	Price, Darryl	BHS	FT Custodian	8/15/22
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3. Amend Resignation

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, amends the resignation of the following employee:

	Name	School	Position	Effective
a	Nelson, Ryan	BMS	Teacher	9/1/22 8/31/22

4. Amend Appointment Administrator

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, amend the following appointment for the 2022-2023 school year:

	Name	School	Position	Replace	Salary	Effective
a	Keri, Christopher	BES	Assistant Principal	April Friedman	\$102,000 <i>prorated</i>	9/19/22 8/1/22

5. Amend Appointment

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, amend the following appointment for the 2022-2023 school year:

	Name	School	Position	Replace	Level	Step	Salary	Effective
a	Adams, Jennifer	BES	Leave Replacement Teacher	8857 Patricia Maddaluna	MA	4-5	\$67,205	9/1/22

6. Rescind Appointment

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, rescind the following appointment for the 2022-2023 school year:

	Name	School	Position	Effective
a	Iannone, Anthony	BMS	Teacher Special Education	7/18/22

7. Approve Appointment Certificated Staff

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following non-tenured certificated staff for the 2022-2023 school year *subject to further investigation pursuant to law*:

	Name	School	Position	Replace	Level	Step	Salary	Effective
a	Cox, Brett	BMS	Teacher Special Education	Pagano	MA+30	17	\$92,855	9/23/22 <i>or sooner</i>

8. Approve Appointment Certificated Staff*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following non-tenured certificated staff for the 2022-2023 school year *subject to further investigation pursuant to law*:

	Name	School	Position	Replace	Level	Step	Salary	Effective
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a	Cava, Lauren	BHS	SAC	Drew	MA+30	11-12	\$81,030	9/1/22
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9. Approve Leave Replacement Teachers

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following Leave Replacement Teachers for the 2022-23 school year, *subject to further investigation pursuant to law*:

	Name	School	Position	Replace	Level	Step	Salary	Effective Dates
a	Dempsey, Amanda	BES	Teacher	8857	BA	1	\$60,800	9/1/22 - 11/9/22
b	Nicheporuck, Tatiana	BES	Teacher	9112	MA	1	\$65,800	9/1/22 - 6/30/22
c	Barrett, Michelle	BES	Teacher	9095	MA	1	\$65,800	9/1/22 - 12/23/22

10. Approve Appointment Non-Certified Staff*

Resolved, that the Somerset Hills Board of Education approve the appointment of the following non-certified staff for the 2022-2023 school year, *subject to further investigation pursuant to law*:

	Last Name	School	Position	Replace	Step	Salary	Effective
a	Vinyuvatn, Jayont	District	Custodian FT	Panyanouvong	11	\$41,745	8/15/22
b	Llinas Zambrano, Maria Paula	District	Custodian PT	Rittipun	6	\$18,290 (50%)	8/25/22
c	Cocozello, Eric	District	Custodian FT		10	\$40,655	8/25/22
e	DaSilva, Vincent	District	Bus Driver	new			

11. Approve Leave of Absence*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following leave of absence:

	#	Bldg	Position	Type of leave	Dated of Leave/Notes
a	8553	BHS	Teacher	Disability/Sick days FMLA Anticipated Return	11/17/22 - 1/23/23 (paid;w/benefits) 1/24/23 - 4/18/23 (unpaid;w/benefits) 4/19/23

12. Rescind Co-Curricular & Athletic Positions*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, rescind the following co-curricular and athletic positions for the 2022-2023 school year:

	Name	School	Position	Stipend
a	Murphy, Theresa	BHS	Class Advisor: Junior	\$4,000
b	Clark, Kelly	BHS	Class Advisor: Freshman	\$2,900
c	St. Ours, Elizabeth	BHS	Tennis: Women's Assistant	\$5,400

13. Approve Co-Curricular & Athletic Positions*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following co-curricular & athletic positions for the 2022-2023 school year:

	Name	School	Position	Stipend
a	Kulcsar, Christopher	BHS	Volleyball Coach: Fall Volunteer	0.00
b	Clark, Kelly	BHS	Class Advisor: Junior	\$4,000
c	St. Ours, Elizabeth	BHS	Tennis: Women's Head	\$7,200
d	Mahlik, Philip	BHS	Tennis: Women's Assistant	\$5,400

14. Approve Substitutes*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following substitutes for the 2022-2023 school year *subject to further investigation pursuant to law*:

	Last Name	Substitute Position	Certification	Effective
a	Flood, Karen	Teacher/Para	County Substitute Certificate	9/1/22
b	Galesi, Sandra	Teacher/Para	County Substitute Certificate	9/1/22
c	LaParle, Kathleen	Teacher/Para	NJ Standard Teaching Certification	9/1/22
d	Rittipun, Sugunya	Custodian	n/a	8/25/22

15. Approve Appointment of Interim Administrator

Resolved, that the Somerset Hills Board of Education approve the appointment of Lynn Sharp, interim administrator at Bernardsville Middle School at an hourly rate of \$70, effective September 1, 2022 through the end of the assignment, not to exceed 100 hours; *subject to further investigation pursuant to law* (Phelan/Friedman).

16. Approve Merit Goals*

Resolved, that the Somerset Hills Board of Education approve the Superintendent's Merit Goals for the 2022-2023 school year.

1.	Develop a master curriculum document to guide program development and coordinate resources across content areas.
2.	Analyze requirements in later grades at BMS to ensure level of rigor supports high school success.
3.	Coordinate BMS/BHS start times with public transportation.
4.	Reimagine accelerated math pathways to broaden access without compromising standards.

5.	Analyze data for 3 key subgroups (economically disadvantaged students, English language learners, and those with disabilities) across all internal and external data points to inform curricular/programming/operational recommendations.
----	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

XIII. POLICY

A. Committee Report and Discussion.

B. Action Items:

1. First Reading*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the first reading of the following bylaw, policy & regulation:

Policy / Regulation #	Title
P2415.04	Title I - District-Wide Parent and Family Engagement (M) (Revised)
P2415.50	Title I - Bedwell Elementary School Parent and Family Engagement (M) (New)
P0143.2	High School Student Representative to the Board of Education (M) (Revised)
P0163	Quorum (Revised)
P1511	Board of Education Website Accessibility (M) (Revised)
P2415	Every Student Succeeds Act (M) (Revised)
P2432 & R2432	School Sponsored Publications (Abolished-see P5722 below)
P5513 & R5513	Care of School Property (M) (Revised)
P5722	Student Journalism (M) (New)

2. Second Reading*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the second reading of the following bylaw, policy & regulation:

Policy / Regulation #	Title
P5460	High School Graduation (M) (Revised)
P3161	Examination for Cause (Revised)
P4161	Examination for Cause (Revised)
P7410	Maintenance and Repair (M) (Revised)
R7410.01	Facilities Maintenance, Repair Scheduling, and Accounting (M) (Revised)
P8420	Emergency and Crisis Situations (M) (Revised)

XIV. ORGANIZATIONAL**1. Approve District Goal***

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the Somerset Hills School District Goal for the 2022-2023 school year:

The district engaged the community in a Strategic Planning initiative during the 2021-2022 school year. Progress toward defined initiatives during the 2022-2023 school year should include the following areas of focus:

- Academics - Devise grade-appropriate K-12 opportunities to explore career choices, including access to experiences beyond the walls of the classroom. Solidify current academic pathways, considering summer programming, complementary professional development, and tiered systems of support.
- Culture & Climate/Social-Emotional Learning - Solidify the district's K-12 vision for Social-Emotional Learning, identifying additional growth opportunities for co-curricular outreach and opportunities among and across groups/buildings.
- Facilities - Reimagine the BMS Media Center, as well as both tech and mental health spaces in all buildings. Replace Olcott Field turf, and develop a budget plan to support the replacement of the track.
- Community - Devise a strategic communication process to solidify the district's favorable public image.

XV. SUPPLEMENTARY MATTERS**XVI. PUBLIC COMMENTS**

Public comments are welcome at this time on any topic. Public Comments will be limited to 3 minutes. Please state your name and address. Thank you for your input.

XVII. ADJOURNMENT

***Note: The areas of permitted voting for the Bedminster district representative of the Board of Education are: (a) Tuition to be charged the sending district by the receiving district and the bill lists or contracts for the purchase, operation or maintenance of facilities, equipment and instructional materials to be used in the education of the pupils of the sending district; (b) New capital construction to be utilized by sending district pupils; (c) Appointment, transfer or removal of teaching staff members providing services to pupils of the sending district, including any teaching staff member who is a member of the receiving district's central administrative staff; (d) Addition or deletion of curricular and extracurricular programs involving pupils of the sending district; (e) Any matter directly involving the sending district pupils or programs and services utilized by those pupils; (f) Approval of the annual receiving district budget; (g) Any collectively negotiated agreement involving employees who provide services utilized by**

sending district pupils; (h) Any individual employee contracts not covered by a collectively negotiated agreement, if those employees provide or oversee programs or services utilized by sending district pupils; and (i) Any matter concerning governance of the receiving district board of education including, but not limited to, the selection of the board president or vice-president, approval of board bylaws, and the employment of professionals or consultants such as attorneys, architects, engineers, or others who provide services to the receiving district board of education.

(cf: P.L.1996, c.103, s.1)

Somerset Hills School District

August 24, 2022

ADDENDUM

IX. FINANCE

4. Amend Payment of Bills*

WHEREAS, the Board Secretary has presented attached May 2022 check registers with the recommendation that the checks be paid, and Now, therefore, be it Resolved, that the following bills be paid and an itemized list be filed with the minutes of this meeting:

FUND	
(10) General Fund	\$616,409.23 \$35,490.70
(20) Special Revenue Fund	\$1,650.00
(30) Capital Projects Fund	–
(40) Debt Service Fund	–
(60) Cafeteria Fund	–
(90) Agency Fund	–
TOTAL	\$618,059.23 \$37,140.70

7. Approve Parent Organization Fundraiser*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following parent organization fundraisers for the 2022-2023 school year:

	Organization	School	Event	Date
c	BHS Boys/Girls Soccer	BHS	Bucket Donation for Pediatric Cancer Awareness ~ Team Campbell	Fall 2022
d	BHS Boys/Girls Soccer	BHS	Movie Night at Bernardsville Cinema	Fall 2022

29. Approve The Immigrant History Initiative*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve The Immigrant History Initiative to provide professional development for staff at Bernards High School and Bernardsville Middle School during the 2022-2023 school year, in the amount of \$6,250.00 from ESSER II funds.

30. Approve Adams Gutierrez & Lattiboudere, LLC Legal Services Revision*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve Adams Gutierrez & Lattiboudere, LLC Legal Services for 2021-2022 school year for an additional amount not to exceed \$5,960.50.

31. Approve CommonLit Agreement for BHS*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, CommonLit support package for Bernards High School during the 2022-2023 school year, in the amount of \$3,000.

32. Approve Professional Development Program

Resolved, that the Somerset Hills Board of Education approve the contract for

Somerset Hills School District

August 24, 2022

ADDENDUM

Reading Writing Project Network, LLC for Bedwell and Bernardsville Middle School in the amount of \$42,000 funded by ARP-ESSER III Grant.

33. Approve Ellevation Learning Management System*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve Ellevation Learning Management System for ESL students for the 2022-2023 school year in the amount of \$6,250.00. This program will be funded by Title III federal grant.

X. FACILITIES & OPERATIONS

2. Approve International Exchange Student*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve Seung Woo Han from South Korea to attend Bernards High School for Fall of 2022.

3. Approve the NJ Single Accountability Continuum (NJQSAC) District Performance Review - School year 2021-2022*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the NJ Single Accountability Continuum (NJQSAC) District Performance Review - School year 2021-2022, whereby the NJDOE designates SHSD as *high-performing*.

XI. CURRICULUM

15. Approve Field Trips*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following field trips:

	School	Trip	# of Students	# of Faculty	# of Chaperones
a	BHS	NJACDA HS Choir Festival - New Brunswick	24	1	1
b	BHS	Matheny - Peapack, Roxiticus - Mendham, Public Library - Bernardsville, Center for Hope Hospice - Scotch Plains	24	1	1
c	BHS	Nashville Music City Classic - Nashville, TN	100	4	6

Somerset Hills School District

August 24, 2022

ADDENDUM

XII. PERSONNEL

10. Approve and Amend Appointment Non-Certified Staff *

Resolved, that the Somerset Hills Board of Education approve and amend the appointment of the following non-certified staff for the 2022-2023 school year, *subject to further investigation pursuant to law:*

	Last Name	School	Position	Replace	Step	Salary	Effective
c	Cocozello, Eric	District	Custodian FT	D Price	10	\$40,655	8/25/22
d	DaSilva, Vincent	District	Bus Driver	new		\$32/hour	8/25/22
e	Honecker, Lisa	BHS	Regular Paraprofessional B	new	1	\$16.34/hour	9/1/22

14. Approve Substitutes*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following substitutes for the 2022-2023 school year *subject to further investigation pursuant to law:*

	Last Name	Substitute Position	Certification	Effective
e	Klocinski, Lisa	Bus aide	n/a	9/1/22
f	Stanek, Cary	Bus aide	n/a	9/1/22
g	Cohelech, Illona	Bus aide	n/a	9/1/22
h	Maqueda, Clare	Bus aide	n/a	9/1/22
i	Brozyna, Christina	Teacher/Paraprofessional	County Substitute Certificate	9/1/22 (Pending clearance)

15. Amend Appointment of Interim Administrator

Resolved, that the Somerset Hills Board of Education amend the appointment of Lynn Sharp, interim administrator at ~~Bernardsville Middle School~~ **Bedwell Elementary School** at an hourly rate of \$70, effective September 1, 2022 through the end of the assignment, not to exceed 100 hours; *subject to further investigation pursuant to law* (Phelan/Friedman).

17. Rescind Overloads*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, rescind the following overloads for the 2022-2023 school year:

Somerset Hills School District

August 24, 2022

ADDENDUM

	Course	Teacher	Term	Salary	RESCIND Overload Salary prorated
a	English	Weltler, Lynn	Extension	\$111,242	\$92.72 Per diem until completed as determined by BHS principal
b	Math	Camuto, Lisa	Semester 1	\$76,030	\$6,337.10

18. Approve Mentors*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following mentors to be paid at the rate of \$550 for the 2022-2023 school year:

	Mentor	Loction	Mentee
a	Jaime Walker	District	Lauren Cava
b	Christine Whitlock	BHS	Cassandra Mountney

19. Approve Mentors

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following mentors to be paid at the rate of \$550 for the 2022-2023 school year:

	Mentor	Loction	Mentee
a	Elizabeth St. Ours	BMS	Philip Mahlik
b	Patrick Reed	BES	Tatiana Nicheporuck
c	Michelle Gori	BMS	Kathryn Reilly
d	Mary Clare Windisch	BES	Joanna Riker (cont)
e	Darcey Brooten	BES	Michelle Barrett

20. Accept Resignation

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, accepts the resignation of the following employee:

	Name	School	Position	Effective
a	Arcelay, Christina	BES	Regular Paraprofessional	8/19/2022

21. Rescind Co-Curricular & Athletic Position

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, rescind the following co-curricular and athletic position for the 2022-2023 school year:

	Name	School	Position	Stipend
a	Griffith, Christohper	BMS	Soccer: Women's Assistant	\$2,733

Somerset Hills School District

August 24, 2022

ADDENDUM

22. Rescind Co-Curricular & Athletic Position*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, rescind the following co-curricular and athletic position for the 2022-2023 school year:

	Name	School	Position	Stipend
a	Steffani, Phil	BHS	Vocal Music Accompanist	\$4,000

23. Approve Overloads

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following overload for the 2022-2023 school year:

	Course	School	Teacher	Term	Salary	Overload Salary
a	Math - Geometry	BMS	O'Halloran, Anne	FY	\$67,340	\$11,225.58

24. Rescind Appointment

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, rescind the following appointment for the 2022-2023 school year:

	Name	School	Position	Effective
a	Dempsey, Amanda	BES	Teacher Elementary	8/22/22

25. Amend Appointment

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, amend the **appointment of the following non-tenured certificated staff** for the 2022-2023 school year:

	Name	School	Position	Replace	Level	Step	Salary	Effective
a	Adams, Jennifer	BES	Leave Replacement Teacher	8857 Patricia Maddaluna	MA	4-5	\$67,205	9/1/22

XIX. ORGANIZATIONAL

2. Approve Board Goal*

Resolved, that the Somerset Hills Board of Education, approve the Somerset Hills School Board Goal for the 2022-2023 school year:

- | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Ensure that all board members understand their roles and responsibilities through training, mentorship, and following standing operating procedures for communication.• Successfully settling contracts with SHEA and SHAA. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



State of New Jersey
 DEPARTMENT OF EDUCATION
 PO Box 500
 TRENTON, NJ 08625-0500

PHILIP D. MURPHY
 Governor

SHEILA Y. OLIVER
 Lt. Governor

ANGELICA ALLEN-McMILLAN, Ed.D.
 Acting Commissioner

August 18, 2022

Dr. Gretchen Dempsey, Superintendent
 Somerset Hills Regional School District
 25 Olcott Avenue
 Bernardsville, NJ 07924

Dear Dr. Dempsey:

Pursuant to the requirements of *N.J.A.C. 6A:30*, the Somerset Hills Regional School District (District) has undergone the New Jersey Quality Single Accountability Continuum (NJQSAC) review. The Somerset County, Executive County Superintendent and team conducted a review of the District’s self-assessment on the district performance review (DPR) to verify the District’s compliance with the five areas of NJQSAC: Instruction and Program, Fiscal Management, Governance, Operations and Personnel. Based on the review, the school district has been placed on the continuum of NJQSAC with the following placement scores for each area:

NJQSAC Areas	Initial Placement (August, 2022)
Instruction and Program	87%
Fiscal Management	100%
Governance	100%
Operations	95%
Personnel	100%

These placement results will be presented to the State Board of Education at an upcoming meeting. Please be advised that NJQSAC regulations require the District Board of Education to report these placement results at the next regularly scheduled board meeting.

I am pleased to inform you that the District has satisfied at least 80% of the weighted indicators in each of the five areas of the NJQSAC and is designated as “high performing.” The Commissioner will recommend to the State Board of Education that the District be certified as providing a thorough and efficient system of education for a period of three years or until the next NJQSAC review. Congratulations on this accomplishment.

Pursuant to *N.J.A.C. 6A:30-4.1*, if it is believed that any indicators were scored incorrectly, the District has seven days from the receipt of this letter to submit a written reconsideration request and supporting documentation. Email your request and accompanying documents to qsac@doe.nj.gov.

Sincerely,

Paula Bloom

Paula Bloom
 Acting Executive Director
 Division of Field Support and Services

PB:CS: somersethills/initial review
 Enclosures
 c: Roger Jinks, Somerset Executive County Superintendent

NJ Single Accountability Continuum (NJQSAC) District Performance Review - School Year 2021- 2022

District Information and Score Summary

District Name and CDS #	Somerset Hills Regional School District (4815)
County Name	Somerset County
District Superintendent Name	Dr. Gretchen Dempsey
District Mailing Address	25 Olcott Avenue, Bernardsville, NJ 07924
Superintendent Email Address	gdempsey@shsd.org

DPR Area	District Score	County Score
Instruction and Program	87%	87%
Fiscal Management	100%	100%
Governance	100%	100%
Operations	100%	95%
Personnel	100%	100%

Instruction and Program **Somerset Hills - 4815**

Indicator	Grade Levels	Point Value	District Score Will be supplied by County Office	County Score Enter Actual Scores	Comments
1. The school district's ELA achievement score. The score is comprised of the following: • Overall performance: The proficiency rate of all students in a school district; • Subgroup performance: The proficiency rate of all student subgroups; (Assessment data provided by NJDOE)	K - 8	10	0.0	0.0	
	K - 12	7.5	4.7	4.7	
	9 - 12	15	0.0	0.0	
2. The school district's mathematics achievement score. The score is comprised of the following: • Overall performance: The proficiency rate of all students in a school district; • Subgroup performance: The proficiency rate of all student subgroups. (Assessment data provided by NJDOE)	K - 8	10	0.0	0.0	
	K - 12	7.5	3.8	3.8	
	9 - 12	15	0.0	0.0	
3. The school district's science achievement score. The score is comprised of the following: • Overall performance: The proficiency rate of all students in a school district; • Subgroup performance: The proficiency rate of all student subgroups. (Assessment data provided by NJDOE)	K - 8	10	0.0	0.0	
	K - 12	5	3.7	3.7	
	9 - 12	0	0.0	0.0	
4. The school district's ELA academic progress. • Academic progress is calculated to include subgroup performance by averaging the mSGP of all students with the average of all subgroups' mSGPs. (Assessment data provided by NJDOE)	K - 8	10	0.0	0.0	
	K - 12	7.5	6.0	6.0	
	9 - 12	0	0.0	0.0	

Instruction and Program

Somerset Hills - 4815

Indicator	Grade Levels	Point Value	District Score Will be supplied by County Office	County Score Enter Actual Scores	Comments
5. The school district's mathematics academic progress. <ul style="list-style-type: none"> Academic progress is calculated to include subgroup performance by averaging the mSGP of all students with the average of all subgroups' mSGPs. (Assessment data provided by NJDOE) 	K - 8	10	0.0	0.0	
	K - 12	7.5	6.3	6.3	
	9 - 12	0	0.0	0.0	
6. The school district's graduation rate (average of four-year and five-year adjusted cohort graduation rates). <ul style="list-style-type: none"> Graduation rate is calculated to include subgroup performance by averaging the combined graduation rate (i.e. the average of the four-year and five-year graduation rates) of all students with the average of all subgroups' combined graduation rates. (Assessment data provided by NJDOE) 	K - 8	0	0.0	0.0	
	K - 12	15	13.5	13.5	
	9 - 12	20	0.0	0.0	
7. The school district's measure(s) for school quality and student success is calculated to account for subgroup performance by averaging the rates for all students with the average of all subgroups' rates. (Assessment data provided by NJDOE)	K - 8	10	0.0	0.0	
	K - 12	10	9.2	9.2	
	9 - 12	10	0.0	0.0	
Summary of Achievement Score Indicators	K - 8	60	0.0	0.0	
	K - 12	60	47.2	47.2	
	9 - 12	60	0.0	0.0	

Instruction and Program		Somerset Hills - 4815			
Indicator	Grade Levels	Point Value	District Score Will be supplied by County Office	County Score Enter Actual Scores	Comments
Indicator					
			District Score Yes or N/A = 1 No = 0	County Score Yes or N/A = 1 No = 0	Comments
8. The chief school administrator (CSA) reports participation and performance results of annual Statewide assessments to the district board of education within 60 days of receipt of the finalized information from the Department. The reports include aggregated and disaggregated subgroup data, as well as trend and comparative analyses and appropriate intervention strategies. (N.J.A.C. 6A:8-4.3)		6	1	1	
9. English language arts curriculum and instruction are aligned to the New Jersey Student Learning Standards (NJSLs) in accordance with the Department's curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)					
<ul style="list-style-type: none"> a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans; c. Assessments, including formative, summative, benchmark, and alternative assessments; d. List of core instructional and supplemental materials, including various levels of texts at each grade level; e. Pacing guide; f. Interdisciplinary connections; g. Integration of 21st century skills through NJSLs 9; h. Integration of technology through the NJSLs; and i. Career education. 		4	1	1	

Instruction and Program

Somerset Hills - 4815

Indicator	Grade Levels	Point Value	District Score Will be supplied by County Office	County Score Enter Actual Scores	Comments
<p>10. Mathematics curriculum and instruction are aligned to the NJSLs in accordance with the Department's curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p>					
<ul style="list-style-type: none"> a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans; c. Assessments, including formative, summative, benchmark, and alternative assessments; d. List of core instructional and supplemental materials, including various levels of texts at each grade level; e. Pacing guide; f. Interdisciplinary connections; g. Integration of 21st century skills through NJSLs 9; h. Integration of technology through the NJSLs; and i. Career education. 		4	1	1	
<p>11. Science curriculum and instruction are aligned to the NJSLs in accordance with the Department's curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p>					
<ul style="list-style-type: none"> a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans; c. Assessments, including formative, summative, benchmark, and alternative assessments; d. List of core instructional and supplemental materials, including various levels of texts at each grade level; e. Pacing guide; f. Interdisciplinary connections; g. Integration of 21st century skills through NJSLs 9; h. Integration of technology through the NJSLs; and i. Career education. 		4	1	1	

Instruction and Program		Somerset Hills - 4815			
Indicator	Grade Levels	Point Value	District Score Will be supplied by County Office	County Score Enter Actual Scores	Comments
12. Social Studies curriculum and instruction are aligned to the NJLSL in accordance with the Department's curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)	<ul style="list-style-type: none"> a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans; c. Assessments, including formative, summative, benchmark, and alternative assessments; d. List of core instructional and supplemental materials, including various levels of texts at each grade level; e. Pacing guide; f. Interdisciplinary connections; g. Integration of 21st century skills through NJLSL 9; h. Integration of technology through the NJLSL; i. Career education. j. Amistad Commission mandates* that curricula in kindergarten through grade 12 include the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to this country; and k. Holocaust Commission mandates* that curricula in kindergarten through grade 12 address issues of bias, prejudice, and bigotry, including bullying, through the teaching of the Holocaust and genocide. * <p><i>Mandates can be met in content areas other than Social Studies. Being out of compliance with either mandate results in the loss of all points for Social Studies.</i></p>	4	1	1	
13. World languages curricula and instruction are aligned to the NJLSL in accordance with the Department's curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)					

Instruction and Program		Somerset Hills - 4815			
Indicator	Grade Levels	Point Value	District Score Will be supplied by County Office	County Score Enter Actual Scores	Comments
<ul style="list-style-type: none"> a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans; c. Assessments, including formative, summative, benchmark, and alternative assessments; d. List of core instructional and supplemental materials, including various levels of texts at each grade level; e. Pacing guide; f. Interdisciplinary connections; g. Integration of 21st century skills through NJSL 9; h. Integration of technology through the NJSL; and i. Career education. 		4	1	1	

Instruction and Program **Somerset Hills - 4815**

Indicator	Grade Levels	Point Value	District Score Will be supplied by County Office	County Score Enter Actual Scores	Comments
<p>14. Comprehensive health and physical education curricula and instruction are aligned to the NJSLs in accordance with the Department's curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p>					
<p>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans; c. Assessments, including formative, summative, benchmark, and alternative assessments; d. List of core instructional and supplemental materials, including various levels of texts at each grade level; e. Pacing guide; f. Interdisciplinary connections; g. Integration of 21st century skills through NJSLs 9; h. Integration of technology through the NJSLs; and i. Career education.</p>		4	1	1	
<p>15. Visual and performing arts curricula and instruction are aligned to the NJSLs in accordance with the Department's curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)</p>					
<p>a. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans; c. Assessments, including formative, summative, benchmark, and alternative assessments; d. List of core instructional and supplemental materials, including various levels of texts at each grade level; e. Pacing guide; f. Interdisciplinary connections; g. Integration of 21st century skills through NJSLs 9; h. Integration of technology through the NJSLs; and i. Career education.</p>		4	1	1	

Instruction and Program		Somerset Hills - 4815			
Indicator	Grade Levels	Point Value	District Score Will be supplied by County Office	County Score Enter Actual Scores	Comments
<p>16. Policies and procedures exist to ensure a coordinated system for planning, delivering, measurement, and modification of intervention and referral services is implemented in each school by a multidisciplinary team to address the learning, behavioral, and health needs of all students. (N.J.A.C. 6A:16-8) This requirement may be fulfilled through implementation of the New Jersey Tiered System of Support (NJTSS) or other models such as Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS). The system includes:</p> <ul style="list-style-type: none"> a. A continuum of supports and interventions available in each school to support learning, behavior, and health needs; b. Action plans for interventions based on student data and desired outcomes; c. Professional development for multidisciplinary teams and staff who provide interventions; and d. Review and assessment of effectiveness of interventions (e.g., progress monitoring). 					
		6	1	1	
Achievement Score Total		60	47	47	
Curriculum and Policy Total		40	40	40	
Instruction and Program Total		100	87.2	87.2	

NJQSAC District Performance Review - School Year 2021-22

Fiscal Management		Somerset Hills - 4815		
Indicator	Point Value	District Score Yes or N/A = 1 No = 0	County Score Yes or N/A = 1 No = 0	Comments
1. Monthly district board of education secretary's reports are completed and reconciled without exceptions and submitted to the district board of education within 60 days of the month's end for approval, pursuant to N.J.S.A. 18A:17-9.	6	1	1	
2. A standard operating procedures (SOP) manual for business functions is maintained, updated and implemented pursuant to N.J.A.C. 6A:23A-6.6. The SOP manual includes a system of internal controls in accordance with N.J.A.C. 6A:23A-6.4 to prevent the over-expenditure of line item accounts and to safeguard assets from theft and fraud and includes a section that details purchasing procedures.	8	1	1	
3. The annual audit of its Comprehensive Annual Financial Report (CAFR) and other supporting forms and collections (Auditor's Management Report (AMR), Federal Data Collection Form, and Audit Summary) have been filed by the due date set forth in N.J.S.A. 18A:23-1.	4	1	1	

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Fiscal Management		Somerset Hills - 4815		
Indicator	Point Value	District Score Yes or N/A = 1 No = 0	County Score Yes or N/A = 1 No = 0	Comments
4. The school district:				
a. Implements a corrective action plan (CAP) that addresses all audit recommendations and is acceptable to the Department (as required):	4	1	1	
b. Reports no repeat audit findings of a substantive nature in the CAFR or AMR.	4	1	1	
c. Reports no material weaknesses or significant deficiencies in the CAFR or AMR.	4	1	1	
d. Ends the year with no deficit balances and no line item over-expenditures in the general fund, (on the budgetary basis of accounting) special revenue fund, capital projects fund, or debt service fund (other than permitted under State law and GAAP).	4	1	1	

Fiscal Management

Somerset Hills - 4815

Indicator	Point Value	District Score Yes or N/A = 1 No = 0	County Score Yes or N/A = 1 No = 0	Comments
5. Entitlement and discretionary grants are managed and overseen as required. Specifically, the school district:				
a. Submits initial applications, revisions, and final reports for all entitlement and discretionary grants by published due dates and expends Federal funds consistent with the approved indirect cost rate and grant application.	2	1	1	
b. Budgets grant funds according to the approved application and spends grant funds as budgeted. Amendments and budget modifications are completed for charges that exceed the applicable threshold of 10 percent or for modifications that require opening new budget lines.	2	1	1	
c. Shows evidence of required consultations with nonpublic schools for each required State- and federally funded program and expends nonpublic school allocations as required. If funds are not expended for nonpublic school services, the school district specifies the reason the funds were not spent and provides evidence of consulting with nonpublic schools regarding the use of unexpended funds.	2	1	1	
d. Approves salaries funded by Federal grants as documented in district board of education minutes and maintains the required time and activity reports.	2	1	1	

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Fiscal Management		Somerset Hills - 4815		
Indicator	Point Value	District Score Yes or N/A = 1 No = 0	County Score Yes or N/A = 1 No = 0	Comments
6. Proper oversight and accounting of capital projects accounted for in Fund 30 are provided. Specifically, the school district:				
a. Maintains separate accounting by project.	4	1	1	
b. Monitors the detailed accounts regularly and oversees change orders to ensure/certify funds are available.	4	1	1	
c. Spends within the authorized amount, unless proper approvals have been received to raise additional funds to augment the authorized amount.	4	1	1	
d. Conducts the proper fiscal close-out of completed projects, including proper transfer of interest earned annually to the debt service and/or general fund.	4	1	1	
7. Projects consistent with the approved long-range facilities plan are implemented, reviewed, and revised, pursuant to N.J.A.C. 6A:26-2.	2	1	1	
8. County office approval has been granted for emergent projects, pursuant to N.J.A.C. 6A:26-3.14.	2	1	1	

Fiscal Management		Somerset Hills - 4815		
Indicator	Point Value	District Score Yes or N/A = 1 No = 0	County Score Yes or N/A = 1 No = 0	Comments
9. Annual health and safety reviews:				
a. Have been conducted once per year in each building using the Annual Facilities Checklist -- Health and Safety Evaluation of School Buildings. (N.J.A.C. 6A:26-6.1, 6.2, 6.3, and 12 and 6A:19-6)	5	1	1	
b. Meet the "100% item" section in the Annual Facilities Checklist - Health and Safety Evaluation of School Buildings, which means all items are in compliance in all buildings.	5	1	1	
c. Meet the "80% item" section Annual Facilities Checklist -- Health and Safety Evaluation of School Buildings, which means at least 80 percent of items are in compliance in all buildings.	2	1	1	
10. A budget calendar that is developed and shared with the district board of education annually and that reflects all applicable legal and management requirements, pursuant to N.J.S.A. 18A:22-7, is followed. This development timeline includes input from all relevant programmatic staff for requirements and materials needed for teaching and student learning.	6	1	1	

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Fiscal Management		Somerset Hills - 4815		
Indicator	Point Value	District Score Yes or N/A = 1 No = 0	County Score Yes or N/A = 1 No = 0	Comments
11. All persons employed as a buildings and grounds supervisor, as defined in N.J.S.A. 18A:17-49, possess a valid authorization from the Department to serve as a certified educational facilities manager.	4	1	1	
12. The transfer of funds during the budget year is made in accordance with N.J.S.A. 18A:22-8.1 and 8.2 and complies with all budgetary control provisions, pursuant to N.J.A.C. 6A:23A-16.10.	4	1	1	
13. Fiscal-year cash flow management for all funds is prepared and analyzed on a regular basis to ensure payments can be made on a prompt basis.	4	1	1	
14. Reimbursement requests for Federal grant awards are submitted in a timely manner for the actual amount of incurred expenditures.	4	1	1	
15. The district board of education approves purchase orders approved by only the purchasing agent and issued in advance of goods received or services rendered and encumbered for the full contractual amount. There are no confirming orders.	4	1	1	
Fiscal Management Total	100	100	100	

Governance		Somerset Hills - 4815		
Indicator	Point Value	District Score Yes or N/A = 1 No = 0	County Score Yes or N/A = 1 No = 0	Comments
1. At least annually, and more frequently if required by changes in case law, regulation, or statute, the district board of education or the advisory board, reviews, updates, and adopts, by resolution, policies, procedures, and by-laws reflective of current statutory and regulatory authority. (N.J.S.A. 18A:11)	8	1	1	
2. The district board of education:				
a. Establishes a policy and a contract with the CSA to annually evaluate him or her based on the adoption of goals and performance measurements that reflect the highest priority is given to student achievement and attention is given to subgroup achievement and each new member has received training on CSA evaluation. N.J.S.A. 18A:17-20.3.	7	1	1	
b. Completes the CSA evaluation by July 1 in accordance with N.J.A.C. 6A:10-8.1(g).	6	1	1	
3. All new, renegotiated, amended, altered, or extended contracts for CSAs, deputy superintendents, assistant superintendents, and school business administrators are submitted to the executive county superintendent (ECS) for review and approval. The district board of education takes no formal action to approve or implement such contracts prior to ECS review and approval. (N.J.S.A. 18A:7-8 and N.J.A.C. 6A:23A-3.1)	6	1	1	

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Governance		Somerset Hills - 4815		
Indicator	Point Value	District Score Yes or N/A = 1 No = 0	County Score Yes or N/A = 1 No = 0	Comments
4. The district board of education approves appointments and transfers, and removes or renews certificated and non-certificated officers and employees, only by a roll call majority vote of the district board of education's full membership upon the CSA's recommendation. (N.J.S.A. 18A:27-4.1 and N.J.A.C. 6A:32-4.1 and 4.7)	6	1	1	
5. The district board of education-approved corrective action plans are submitted for any finding or recommendation for all compliance-related reports, consolidated monitoring reports, financial audits, special education reports, etc. The school district has no outstanding monitoring or complaint investigation findings that exceed the required timelines for correction. There is no evidence of the school district not implementing the plan.	7	1	1	
6. The budgeting process and allocation of resources, including grant funding, are aligned with instructional priorities and student needs to provide for a thorough and efficient education as demonstrated by: (N.J.S.A. 18A:7F-6 and 46 and N.J.A.C. 6A:23A-8.1)				
a. Adoption and implementation of written policies and procedures for the budget and financial planning process that are integrated and aligned with school district priorities and planning objectives based on Statewide assessments and applicable strategic plans.	8	1	1	
b. Annually align fiscal goals and budget objectives with curricula that comply with the NJLSL.	8	1	1	

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Governance		Somerset Hills - 4815		
Indicator	Point Value	District Score Yes or N/A = 1 No = 0	County Score Yes or N/A = 1 No = 0	Comments
7. The district board of education follows the budget process by: a. Conducting a public hearing on the proposed budget; b. Adopting the budget at a public meeting; c. Providing ongoing information on the budget's status and any revision(s) or emergent conditions; and d. Making the budget available for public notice and inspection. (N.J.S.A. 18A:22-7 and N.J.A.C. 6A:23A-8.1 and 8.2)	8	1	1	
8. The district board of education ensures compliance with all stakeholder engagement requirements pursuant to the Federal grant programs for which the school district receives funds, which shall include but not be limited to grant programs under the Elementary and Secondary Act, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act.	6	1	1	
9. The district board of education has established programs and services for all English language learners (ELLs), pursuant to N.J.A.C. 6A:15.	7	1	1	
10. The district board of education implements the Open Public Meetings Act and there have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.S.A. 10:4-6 et seq.)	3	1	1	

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Governance		Somerset Hills - 4815		
Indicator	Point Value	District Score Yes or N/A = 1 No = 0	County Score Yes or N/A = 1 No = 0	Comments
11. The district board of education approves the monthly district board of education secretary's and treasurer's reports within 60 days of month's end and, in its minutes, certifies that major funds (general fund, special revenue, and capital projects fund) have not been over-expanded. (N.J.A.C. 6A:23A-16.10(c))	6	1	1	
12. Minutes of all meetings, including executive sessions, reflect all district board of education actions and are publicly available within two weeks or by the next district board of education meeting. (N.J.S.A.18A:17-7)	6	1	1	
13. District board of education members and school administrators annually file a timely and properly completed financial and personal/relative disclosure statement. The district board of education annually discusses the School Ethics Act and no district board of education member or administrator has been found in violation of the School Ethics Act. (N.J.S.A. 18A:12-22 and 26)	5	1	1	
14. The district board of education ensures that all students have access to library media services that are connected to classroom studies in each school building including access to computers; school district-approved instructional software; appropriate books, including novels, anthologies, and other reference materials; and supplemental materials that motivate students to read in and out of school and to conduct research. (N.J.A.C. 6A:13-2.1(h))	3	1	1	
Governance Total	100	100	100	

Operations		Somerset Hills - 4815		
Indicator	Point Value	Yes or N/A = 1 No = 0	Yes or N/A = 1 No = 0	Comments
1. The school district's NJSMART and educator evaluation data files:				
a. Have been certified by established deadlines and provide complete data; and	2	1	1	
b. Have an error rate of less than 1.5 percent for each file –inclusive of student sync errors.	3	1	1	
2. The school district's County District School (CDS) Information System data:				
a. Have been submitted by established deadlines and no evidence of changes not approved by the Department was reported since the last NJQSAC monitoring; and	1	1	1	
b. Have accurately maintained the required school contacts throughout the year and the school district has submitted to the Department for approval any change requiring district board of education action within five business days of the action.	3	1	1	
3. The school district has a data management process that includes:				
a. Identification of a school district data coordinator, school district contacts for all Department data submission applications, and an internal communication/information dissemination procedure;	2	1	1	
b. Submission of data collection applications via the Department's website by the established deadlines.	3	1	1	
4. The school district has policies and procedures that require the use of multiple sources of data to monitor student achievement and progress and to evaluate the effectiveness of programs, initiatives, and strategies.	3	1	1	

Operations		Somerset Hills - 4815		
Indicator	Point Value	Yes or N/A = 1 No = 0	Yes or N/A = 1 No = 0	Comments
5. The district board education adopts and annually distributes to staff, parents, and students, policies and procedures to address the equitable application of a code of student conduct that establishes expectations for academic achievement, behavior, and attendance. The policy provides comprehensive tiered behavioral supports and responses to violations that include positive disciplinary practices that minimize exclusionary practices, such as suspension and expulsion; and details students' due process rights. (N.J.A.C. 6A:16-7.1)	5	1	1	
6. Twice per year, the CSA presents to the district board of education a summary of violence, vandalism, substance abuse, and harassment, intimidation and bullying (HIB) incidents submitted on the Department's incident reporting system. The CSA or designee submits the final data verification to the Department by July 15. (N.J.A.C. 6A:16-5.3)	5	1	0	COUNTY COMMENT: SSDS report late submission; not certified as of 8/18/21
7. The school district implements a process to ensure the school safety/school climate team in each school, with support from the CSA: (1) reviews and takes action to strengthen school climate policies; (2) educates the community, including students, teachers, staff, and parents, to prevent HIB; (3) provides professional development opportunities that address effective practices of successful school climate programs or approaches; and (4) completes the HIB self-assessment. The CSA submits to the Department the statement of assurance and the district board of education approval date for the HIB self-assessment for each school in the school district by September 30. (N.J.S.A. 18A:17-46 and 18A:37-14 through 18 and N.J.A.C. 6A:16-7.7)	7	1	1	
8. The Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials (MOA) has been signed within the past year. There have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.A.C. 6A:16-6.2)	6	1	1	

Operations		Somerset Hills - 4815		
Indicator	Point Value	Yes or N/A = 1 No = 0	Yes or N/A = 1 No = 0	Comments
9. The comprehensive alcohol, tobacco, and other drug abuse program includes policies and procedures for the prevention, assessment, intervention, referral for evaluation, referral for treatment, discipline for students using alcohol or other drugs, and continuity of care and supports. (N.J.S.A. 18A:40A and N.J.A.C. 6A:16-3 and 4)	6	1	1	
10. Policies and procedures are established to review and resolve transportation incidents and ensure the safety of students by meeting Motor Vehicle Commission requirements for inspections by bus drivers and evacuation drills. The CSA presents to the district board of education evidence of completion of emergency exit drills. (N.J.A.C. 6A:27-11.1, 11.2, and 12)	6	1	1	
11. Policies and procedures are established to report potentially missing, abused, or neglected children to law enforcement and child welfare authorities; to appoint a school district liaison to law enforcement authorities; and to provide training to school district employees, volunteers, and interns on policies and procedures. There have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.A.C. 6A:16-11)	6	1	1	
12. Comprehensive record of immunizations, required physical examinations and health screenings are maintained to identify the need for medical services for public and nonpublic school students. Health records are kept separately from other student records. There have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.A.C. 6A:16-2.1(a)8, 2.2, and 2.5 and 6A:32-7.4(c))	4	1	1	

Operations				
Somerset Hills - 4815				
Indicator	Point Value	Yes or N/A = 1 No = 0	Yes or N/A = 1 No = 0	Comments
13. At least one certified school nurse is employed by the school district (not through a third-party contract). For medically fragile students who require one-to-one clinical nursing services, the school district uses a provider of clinical nursing services who appears on the New Jersey Department of Human Services' directory of private-duty nursing. The district board of education annually adopts a nursing services plan for each school that addresses sufficient nursing requirements and the needs of all students, including nonpublic school students. (N.J.A.C. 6A:16-2.1(b) and 2.5(j)6)	8	1	1	

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Operations		Somerset Hills - 4815		
Indicator	Point Value	Yes or N/A = 1 No = 0	Yes or N/A = 1 No = 0	Comments
14. Students removed for disciplinary reasons (e.g., suspension or expulsion) or for chronic or temporary illness have received educational services from a certified instructor who has completed the Department's criminal history record check within five days of a student's removal for disciplinary reasons or within five days after receipt of the school physician's verification of the need for home instruction due to chronic or temporary illness (e.g., home instruction/temporary hospital setting). (N.J.S.A. 18A:6-4.13 and 7.1 and N.J.A.C. 6A:16-7.2, 7.3, and 10.1)	6	1	1	
15. Safety and security plans, procedures, and mechanisms are annually reviewed and revised in consultation with law enforcement, health, social service, and emergency management agencies and other community members, including parents. The CSA has verified in writing that the process has occurred. (N.J.A.C. 6A:16.5.1)	6	1	1	
16. A security drill statement of assurance that accurately represents the monthly security drills were conducted is submitted no later June 30 each year to the Department. (N.J.S.A. 18A:41)	4	1	1	
17. The school district has a comprehensive equity plan (CEP) designed to eliminate discrimination according to age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender, religion, disability socioeconomic status, pregnancy, or parenthood that is approved by the Department. Additionally, the school district submits to the Department the annual CEP statement of assurance. (N.J.A.C. 6A:7-1.4)	6	1	1	
18. The district board of education has adopted policies and procedures that require regular attendance of students, expectations of timely arrival, daily attendance when school is in session, and responses to unexcused absences and lateness, and attempt to determine the cause and to provide tiered supports in maintaining regular attendance for all students. (N.J.A.C. 6A:16-7.6)	8	1	1	

Operations				Somerset Hills - 4815	
Indicator	Point Value	Yes or N/A = 1 No = 0	Yes or N/A = 1 No = 0	Comments	
Operations Total	100	100	95		

Personnel		Somerset Hills - 4815		
Indicator	Point Value	Yes or N/A = 1 No = 0	Yes or N/A = 1 No = 0	Comments
1. An audit of staff personnel files and other relevant school district records demonstrates that evaluation and staff development processes have occurred in accordance with N.J.A.C. 6A:9C and 6A:10 in the following categories:				
a. Teacher evaluation processes result in complete summative scores, measures of teacher practice, and measures of student growth (SGO and mSGP) (N.J.A.C. 6A:10- 2.4, 4.1, 4.2, 4.3, and 4.4); b. School leader evaluation processes result in complete summative scores, measures of principal practice, and measures of student growth (SGO, mSGP, administrator goals) (N.J.A.C. 6A:10- 2.4, 5.1, 5.2, 5.3, and 5.4); c. Evaluations of other certificated staff according to regulations (N.J.A.C. 6A:10-2.2, 2.4, 2.5, 6.1, and 6.2);	100 percent of audited files meets indicators	8	1	1
	95 to 99 percent of audited files meets indicators	4	0	0
	Less than 95 percent of audited files meets indicators	0	0	0
	100 percent of audited files meets indicators	6	1	1
	95 to 99 percent of audited files meets indicators	3	0	0
	Less than 95 percent of audited files meets indicators	0	0	0
	100 percent of audited files meets indicators	4	1	1
	95 to 99 percent of audited files meets indicators	2	0	0
	Less than 95 percent of audited files meets indicators	0	0	0

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<p>d. Evaluation processes for all certificated staff have occurred, including evaluation training and evaluation conferences. (N.J.A.C. 6A:10-2.2)</p> <p>e. School improvement panels have been established in each school and are functioning in accordance with the TEACHNJ Act (N.J.S.A. 18A:6-120) and regulations (N.J.A.C. 6A:9C-5.3 and 6A:10-2.3, 2.5, 3.1, and 3.2); and</p> <p>f. Other evaluation structures and processes, including tenure charge proceedings conducted according to the TEACHNJ Act (N.J.S.A. 18A:6-11 and 17.3).</p>	<p align="center">4</p>	<p align="center">1</p>	<p align="center">1</p>	<p align="center">1</p>
<p>2. The school district demonstrates supportive conditions for high-quality professional learning and development for teachers, educational services staff, and administrators, aligned to the components of professional development and the New Jersey standards for professional learning and as indicated by the following (N.J.A.C. 6A:9C and 6A:13-2):</p>	<p align="center">4</p>	<p align="center">1</p>	<p align="center">1</p>	<p align="center">1</p>
<p>a. An audit of personnel files indicates that required individual professional development plans (PDPs) or corrective action plans (CAPs) are aligned to the professional standards for school leaders or teachers and have been completed for administrators and teachers and are linked to (1) school district, school, team, and/or individual goals, and (2) results from individual performance evaluations. (N.J.A.C. 6A:9C and 6A:10-2.5);</p>	<p align="center">5</p>	<p align="center">1</p>	<p align="center">1</p>	<p align="center">1</p>
<p>b. School schedules that include adequate and consistent time for teachers to work together in and across content areas and grade levels to examine student results and to collaborate on addressing student learning needs, such as through professional learning community (PLC) time (N.J.A.C. 6A:9C-3.2 and 3-3 and 6A:13-2.1).</p>	<p align="center">5</p>	<p align="center">1</p>	<p align="center">1</p>	<p align="center">1</p>
<p>c. The school district-level PDP:</p> <ul style="list-style-type: none"> • Details districtwide and school-level professional learning for active staff holding instructional teaching, educational services, and administrative certificates; • Incorporates professional learning that is sustained and job-embedded not exclusively one-time workshops; and • Addresses the NJSLS and the professional standards for teachers and school leaders (N.J.A.C. 6A:8 and 6A:9) and is based on a variety of sources and types of student, educator, and system evidence, including educator evaluation data and school-level PDPs. (N.J.A.C. 6A:9C-4.2) 	<p align="center">5</p>	<p align="center">1</p>	<p align="center">1</p>	<p align="center">1</p>

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<p>d. The school district allocates resources for educator professional learning and development (e.g., people, time, technology, money) that align to the school district's professional development needs, as stated in the PDP and mentoring plan, beyond the resources designated toward completion of State-mandated professional development topics.</p>	<p align="center">5</p>	<p align="center">1</p>	<p align="center">1</p>	
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<p>e. The district mentoring plan: (N.J.A.C. 6A:9C-5)</p> <ul style="list-style-type: none"> • Details support for all non-tenured teachers in their first year of employment through, at minimum, an introduction to school district curricula, student assessment policies, and training on the school district's evaluation rubric; • Describes the process for selecting and assigning one-to-one mentors who meet State eligibility requirements to work with provisional teachers; • Describes how mentors are trained; and • Describes the process by which the administrative office oversees mentor payments. 	3	1	1	
<p>f. Documentation that verifies staff have completed professional development on State-mandated topics required for their assignments. (N.J.S.A. 18A and N.J.A.C. 6A)</p>	2	1	1	
<p>3. The district board of education has ensured the following staffing practices are followed for all staff requiring provisional certification:</p>				
<p>a. Any administrator or educational services staff employed under a certificate of eligibility with advanced standing (CEAS) or a certificate of eligibility (CE) has been registered in the appropriate residency program for his or her endorsement and the school district has applied to the Department's certification office for a provisional certificate before the residency period began. Any teacher with a CEAS or a CE or serving as a long-term substitute (for greater than 60 days) has been registered in the provisional teacher process within 60 days of beginning employment; (N.J.A.C. 6A:9B)</p>	3	1	1	
<p>b. Provisional staff are assigned a mentor, required mentor hours and/or residency hours are tracked, and evaluation is conducted; and (N.J.A.C. 6A:9B-8.4, 6A:9C-5, and 6A:10)</p>	3	1	1	
<p>c. Provisional staff seeking the standard license for teacher of students with disabilities and/or teacher of bilingual education submit annual transcripts from their educator preparation programs (EPPs) to allow school districts to track staff progress toward completion of required coursework. (N.J.A.C.6A:9A and 6A:9B)</p>	3	1	1	
<p>d. All school district-provided information required for a professional staff member to obtain a standard certificate is submitted to the Department within 30 days of the staff member becoming eligible for a standard license. (N.J.A.C. 6A:9B)</p>	2	1	1	

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4. The district board of education has ensured the following staffing practices are followed:			
a. New employees have a successful criminal history record check prior to employment and are not disqualified for employment; (N.J.S.A. 18A:6-7.1 and 18A:39-19.1)	2	1	1
b. Candidates for employment and employees, when applicable, receive a physical examination and the resulting medical records are maintained in a secure location separate from personnel files; (N.J.S.A. 18A:16-2 and N.J.A.C. 6A:32-6.2 and 6.3)	2	1	1
c. Approved job descriptions are maintained for every certificated staff member. Certificated staff are appropriately certified for their assignment (N.J.A.C. 6A:9B); and	5	1	1
d. Accurate staff attendance records are maintained at school district and school levels. The records include the type and date of absence and an analysis of attendance patterns. Any issue(s) identified through the analysis of staff attendance has been addressed in accordance with the district board of education's staff attendance policies.	5	1	1
e. The length of service for substitute teachers is tracked and placement of substitutes is appropriate. (N.J.A.C. 6A:9B-7)	2	1	1
5. The position control roster: (N.J.A.C. 6A:23A-6.8)			
a. Contains the employee name; date of hire; a permanent position tracking number for each employee; a control number for substitute teachers; a control number for overtime; a control number for extra pay; the status of the position (filled, vacant, abolished, etc.); an indication, when available, of whether an employee is retiring in the budget year or not being renewed, including associated costs such as contractual buyouts, severance pay, paid vacation, or sick days, etc.; base salary; step; longevity; guide; stipends by type; overtime; other extra compensation; the benefits paid by the school district, net of employee reimbursements or co-pays, by type of benefit and for FICA and Medicare; the position's full-time equivalent value by location; the date the position was filled; and the date the position was originally created by the district board of education (if the date the position was originally created is not available, the date the person currently filling that position was approved by the district board of education);	6	1	1
b. Is accurate and up to date; and	5	1	1

NJQSAC District Performance Review - School Year 2021-22

c. Reconciles with the budget.	4	1	1	
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NJQSAC District Performance Review - School Year 2021-22

<p>6. Documentation and evaluation of administrator practices, as well as an audit of personnel files, including observation reports, indicates that supervision processes are occurring in accordance with N.J.A.C. 6A:10 and result in:</p> <p>a. Professional practices aligned with goal-setting procedures (N.J.A.C. 6A:10-4.2 and 5.2); and</p> <p>b. Supervisory feedback that is timely, targeted, and actionable (N.J.A.C. 6A:10-2.4, 2.5 and 4.4 and 5.4).</p>	<p align="center">5</p>	<p align="center">1</p>	<p align="center">1</p>	
<p>Personnel Total</p>	<p align="center">100</p>	<p align="center">100</p>	<p align="center">100</p>	

NJQSAC District Performance Review - School Year 2021-22

DECLARATION PAGE		Type District Name Here
Type or print the name of the individuals in the district who were members of the NJQSAC Committee and who assisted in the completion of this District Performance Review. (Use additional page if needed.)		
POSITION	NAME	SIGNATURE
Chief School Administrator	Dr. Gretchen Dempsey	
District Administrative Staff	Dr. Coleen Butler	
Teacher	Ms. Jaclyn Pasqua	
School Business Administrator	Ms. Jinnee DeMarco	
Curriculum and Instruction Representative	Mr. Michael Catelli	
Local Collective Bargaining Representative	Ms. Lynn Weltler	
District Board of Education Member	Ms. Heather Santoro	
By signing below, the Chief School Administrator and Board President are affirming the accuracy of this document.		
Chief School Administrator	Gretchen Dempsey	
Board of Education President	Heather Santoro	
Board Resolution Date: 10/20/21		

**Somerset Hills School
District
Nursing Services Plan
2022-2023**
(NJAC 6A:16-2.1 through 2.5)

District Contact Person:
Ms. Jamie Koransky

School Nurses:

Ms. Anne Connor, MA, MPA, BS, RN, CSN

Ms. Melissa Gomez, RN

Ms. Patricia Pane, BSN, RN, CSN

Ms. Suzanne Ryan, MSN, BS, RN, CSN

Ms. Laura Worstell, MSN, BS, RN

Board of Education Approved

Date: August 24, 2022

Somerset Hills School District

Nursing Services Plan

2022-2023

(NJAC 6A:16-2.1 through 2.5)

District Name: SHSD

School Year: 2022-2023

Board of Education Approval Date: August 24, 2022

I. Description of Basic Nursing Services Provided to All Students: (N.J.A.C. 6A 16-2.1 (b) 2 (i)) Basic services: NJAC and NJSA, federal law, Nurse Practice Act of New JERSEY and N.J. Sanitation Code.

The SHSD Board of Education provides nursing health-care services as outlined below:

A.	Health Records (N.J.A.C. 8:57-4.1 through 4.20)	
1.	Maintain and review student health documents	(N.J.A.C. 6A:16-2.2 (g))
a)	State of New Jersey Health History and Appraisal record i.e., A-45 cards	(N.J.A.C. 6A:16-2.2 (g))
b)	Immunization record	(N.J.A.C.:16-2.2 (a))
c)	Medical history	
d)	Conduct and record health screenings (i.e., height, weight, hearing, vision, scoliosis and blood pressure as per current NJ statues)	(N.J.A.C. 6A:16-2.2 (k))
e)	Physical examinations for:	
	(1) Athletic Preparticipation Physical Examination as part of student's health record	(NJAC 6A:16-2.2 (f) 6) and (N.J.A.C. 6A:16-2.2 (h) 1)
	(2) New or transfer student	(N.J.A.C. 6A:16-2.2 (h) 2)
	(3) Working Papers health exam	(N.J.A.C. 6A:16-2.2 (h) 3)
	(4) Comprehensive child study team evaluation	(N.J.A.C. 6A:16-2.2 (h) 4)
	(5) Evaluation of student suspected of being under the influence of alcohol or a controlled dangerous substance	(N.J.A.C. 6A:16-2.2 (h) 5)

f) Transference and request of health records i.e. A-45 and current physical exam	(N.J.A.C. 6A:16-2.4 (d))
g) Adherence to Family Education Rights and Privacy Act	FERPA- 20 U.S.C.§1232g, 34 CFR Part 99, N.J.A.C. 6A:16-2.2 (h) 5 and N.J.A.C. 6A:32-7)
2. Determine student status for admission or retention with unacceptable evidence of immunizations	N.J.A.C. 8:57-4; N.J.A.C. 8:57-4.3 and 4.4
B. Medications, health care treatments, procedures and care:	N.J.A.C. 6A:16-2.1 (a) 2
1. Administer authorized medications, health care treatments and care	N.J.A.C. 6A:16-2.1 (a) 2
2. Approval of self-administered medications	N.J.A.C. 18A:40-12.3 & 12.4 & N.J.A.C. 6A:16-2.1 (a) 2v
3. Delegation of care to ancillary nursing personnel (...the registered professional nurse may delegate selected nursing tasks in the implementation of the nursing regimen to licensed practical nurses and ancillary nursing personnel.)	N.J.A.C. 13: 37-6.2; NJ. BON- Ch. 25- 8:39-25.2
4. Designate and educate annually epinephrine, auto injector delegates	N.J.S.A. 18A:40-12.5 & 12.6
5. Designate and train annually glucagon delegates	N.J.S.A.18A:40-12.11-12.21
6. Educate annually all bus drivers who transport diabetic children, in the treatment of hypoglycemia, emergency procedures and supply parent contact information	N.J.S.A.18A:40-12.11-12.21
A. Review & create IHP/IEHP: Do Not Resuscitate (DNR) orders	N.J.A.C. 6A:16-2.1 (a) 3
B. Provide Health Care	N.J.A.C. 6A:16-2.1 (a) 4
1. Provide nursing healthcare and execute medical regimens to students as per: NJ Nurse Practice Act, District Collaborative Standing Orders, IHP, IEHP, and Medical Home Practitioner's orders.	N.J.A.C. 6A:16-2.1 (a) 4 (ii), N.J.A.C. 6A:16-1.4 (a)) and N.J.S.A. 45:11-23.- New Jersey Board of Nursing Statutes
2. Isolate, exclude and re-admit any student or employee with a communicable disease	N.J.A.C. 6A:16-1.4 (a))
3. Report "Reportable Communicable Disease" to County health officer	N.J.A.C. 8:57-1 & N.J.A.C. 6A:16-2.2 (d))
4. Arrange for transportation and supervision of students in need of emergency health care	N.J.A.C. 6A:16-2.1 (a) 4 (iii)

5.	Notify parents of need for emergency care	N.J.A.C. 6A:16-2.1 (a) 4 (iv)
6.	Administer emergency medications i.e., anaphylaxis (epinephrine), glucagon, insulin or asthma medications.	N.J.A.C. 6A:16-2.1 (a) 4 (v); N.J.S.A. 18A:40-12.11-12.21
7.	Concussion Management	NJSA 18A:40-41.3
8.	Write and update annually student individualized healthcare plans (IHP) and individualized emergency healthcare plans (IEHP) for medical needs of students.	N.J.A.C. 6A:16-2.3 (b) 5 (xiii)
9.	Establish, annually review and implement Standards of Care/Collaborative Standing Orders with the School physician for deliverance of daily and emergency health care	N.J.A.C. 6A:16-2.3 (b)xi
10.	Ensure that there is an accessible and maintained AED in the school building and there are trained AED delegates	P.L.1999, c.34 (C.2A:62A-24
C.	Administer asthma related care	N.J.A.C. 6A:16-2.1 (a) 5
1.	Obtain training for administration of medication via nebulizer	N.J.S.A.18A:40-12.8 (a) & N.J.A.C. 6A:16-2.1(a) 5(i)
2.	Maintain one nebulizer per school	N.J.A.C. 6A:16-2.1 (a) 5
3.	Require Students to have a current “Asthma Action Plan”	N.J.A.C. 6A:16-2.1 (a) 5 (iii)
D.	Health history and examinations	N.J.S.A. 18A:40-4, NJSA 18A:35-4.8, N.J.A.C. 6A:16-2.2 and N.J.A.C. 6A:16-2.1 (a) 6
1.	Provide health examination for students without medical home	N.J.A.C. 6A:16-2.2 (f) 6
2.	Maintain Athletic Preparticipation Physical Examination Form as part of student’s health record	N.J.A.C.6A:16-2.2 (f) 6
3.	Maintain A-45 health records	N.J.A.C. 6A:16- 2.2(g) http://www.state.nj.us/education/code/current/title6a/chap16.pdf
4.	http://www.state.nj.us/education/code/current/title6a/chap16.pdf Concussion management: diagnosis, treatment and follow-up records and “Return To Play” restrictions	P. L. 2010, Ch. 94 N.J.S.A. 18A: 40-41.4

E.	Establish and maintain procedures for universal precautions	N.J.A.C.6A:16-2.1 (a) 7
1.	Establish and maintain procedures for Universal Precautions	OSHA and POSH regulations: 29 CFR 1910.1030
F.	Provide nursing services to nonpublic school located in district	N.J.A.C. 6A:16-2.1 (a) 8
G.	Instruct students/ teachers/staff on mandated topics:	N.J.A.C. 6A:9-13.3, N.J.S.A. 18A:40-3; and N.J.A.C. 6A:16-2.3 (b)5 (xv)
1.	Blood Borne Pathogens communicable diseases,	OSHA and POSH regulations: 29 CFR 1910.1030
2.	Asthma Management	N.J.S.A.18A:40-12.9
3.	Anaphylaxis to Foods/Substances- allergy management	N.J.S.A. 18:40 A-3 & 15; N.J.A.C.6A16-2.3; N.J.S.A.18A40 12.3-12.6
4.	Child Abuse	Title 6A-11.1 & N.J.S.A. 9:6-8.10
5.	Diabetes Management- Glucagon Law	N.J.S.A. 18A:40-12.11-12.21
6.	Concussion Identification and Management	<u>P.L.1984, c.203 (C.45:9-37.35 et seq.)</u> N.J.S.A.18A:40-41.1
7.	Sudden Cardiac Death management- AED/CPR	P.L.2009-Chp 260; N.J.S.A. 18A:40-41
8.	Hygienic Management Plan	
9.	Nursing Service Plan	NJAC 6A:16-2.1 through 2.5
10.	Immunizations	
11.	Student Physicals/Medical Records/ Privacy FERRPA & HIPPA	Individual Educational Record Series Description and Series/ Retention and Disposal of records: # M700106-001
12.	Epinephrine Delegates	N.J.S.A. 18:40 A-3 & 15; N.J.A.C.6A16-2.3; N.J.S.A.18A40 12.3-12.6
13.	AED delegates	P.L.1999, c.34 (C.2A:62A-24; P.L. 2012, c. 51; N.J.S.A. 18A: 40-41a
14.	Medically Fragile Students	N.J.S.A.18A:40-3.2
H.	Mandate distribution of “Fact Sheets”:	

1. Meningitis Fact Sheet to parent's students entering/in 6 th gr.	N.J.S.A. 18A:40-21.2
2. HPV- Human Papilloma Virus Fact Sheet:	N.J.S.A. 18A 40-42
3. Sports-Related Concussion Fact Sheet to athletes	N.J.S.A. 18A40-41.2-3
I. Mandated professional development and evaluation projects	
1. PLC Project and Presentation for 100 hrs. Edu	<i>N.J.A.C.</i> 6A:9-15.1 et seq.
J. Provide information for:	
1. NJ Family Care Program	N.J.A.C. 6A:16-2.2 (i)
2. Pregnancy Assistance/Safe Haven	
K. Implementation of the Nurse Practice Act: The practice of nursing as a registered professional nurse is defined as diagnosing and treating human responses to actual or potential physical and emotional health problems, through such services as case-finding, health teaching, health counseling, and provision of care supportive to or restorative of life and well-being, and executing medical regimens as prescribed by a licensed or otherwise legally authorized physician or dentist. Diagnosing in the context of nursing practice means that identification of and discrimination between physical and psychosocial signs and symptoms essential to effective execution and management of the nursing regimen. Such diagnostic privilege is distinct from a medical diagnosis. Treating means selection and performance of those therapeutic measures essential to the effective management and execution of the nursing regimen. A human response means those signs, symptoms, and processes which denote the individual's health need or reaction to an actual or potential health problems.	N.J.S.A. 45:11-23.- New Jersey Board of Nursing Statutes
B. Certified School Nurse Functions as Certified School Nurse (CSN) and Registered Nurse	N.J.S.A. 45:11-23.- New Jersey Board of Nursing Statutes
1. Nursing Diagnosis /Case-finding of actual or potential physical health problems	N.J.S.A. 45:11-23
2. Provision of nursing care for actual or potential emotional health problems	N.J.S.A. 45:11
3. Health teaching in health office	N.J.S.A. 45:11
4. Health teaching in classroom	N.J.S.A. 45:11
5. Health counseling	N.J.S.A. 45:11

II. Summary of Nursing Services Required to Address Specific Health Care Needs of Individual Students (N.J.A.C. 6A:16-2.1 (b)2 (ii))

The SHSD Board of Education provides the following health care services to address student needs.

Services Required to Address Specific Health Care Needs of Individual Students with acute care needs, chronic illness, special health needs, procedures and administration of medications, procedures or treatments.	Bedwell ES	Bernards MS	Bernards HS
Daily practice- <u>multiple</u> students treated on a daily basis	daily	daily	daily
First-Aid, splinting, Ace-wrap	daily	daily	daily
Nursing Diagnosis /Case-finding of actual or potential physical health problems	daily	daily	daily
Provision of nursing care for actual or potential emotional health problems	daily	daily	daily
Health counseling	daily	daily	daily
Health teaching in health office	daily	daily	daily
Dental: tooth avulsion and braces	daily	daily	daily
Medication Administration – PRN, diabetes, asthma, allergy/anaphylaxis, pain, gastrointestinal, and topical	daily	daily	daily
Health Screenings: Ht., Wt., & BP yearly	456	472	802
Visual Acuity screening: K, 2, 4, 6, 8, 10- yearly	350	254	215
Auditory screening: K, 1, 2, 3, 7, 11- yearly	340	126	185
Scoliosis screening biennially age 10-18	0	221	388
Concussion Management	3	10	12
Diabetic Glucose testing, insulin pump management	1	1	2
Medication Administration- Scheduled daily, PRN's, OTC's	25	60	89
Epinephrine for students with allergies or history of anaphylaxis	28	29	67

Seasonal allergic students -	30	63	65
Asthma Care/ Peak flow measurements/ students	20	22	36
Seizure Disorders	2	2	2
Orthopedic Injuries and Referrals	8	62	78
Anxiety Disorders/Mental Health Issues	18	17	56
Muscular Dystrophy	0	1	0
Migraine	2	5	15
Tube feedings/ Urinary catheterization	1	0	0
Cardiac Disorders	2	0	5
Students with diagnosed ADD or ADHD	13	19	42
Referrals for vision evaluations- yearly	50	10	6
Referrals for hearing evaluations- yearly	7	0	0
Referrals for weight evaluations - yearly	15	64	19
Referrals for scoliosis evaluations- yearly	0	11	4
Referrals for Blood Pressure evaluations - yearly	0	0	1
Referrals from IEP/504/I&RS for vision & hearing evaluations, & health summary	IEP: 65 504:17 I&RS: 23	IEP: 79 504: 37 I&RS: 58	IEP: 129 504: 97 I&RS: 20
Referral for Alcohol and drug use/abuse testing or pregnancy- yearly	0	Drug use/Abuse: 0 Pregnancy: 0	Drug use/abuse: 5 Pregnancy: 0
Sport Physicals processed yearly	0	Fall 2021=146 Winter2021- 22 = 91	Fall 2021= 350 Winter 2021- 2022= 225

		Spring 2022=153	Spring 2022= 279
Health teaching in classroom yearly	0	0	0
Home Instruction cases coordinated yearly	0	5	19
Immunization Compliance Evaluation: New or existing students	New :75 Existing: 15	New: 38 Existing: 122	New: 52 Existing: 10
Students with Religious Exemptions	8	16	10
Number of positive COVID 19 cases (staff and students)	155	148	202

III. Emergency Management (N.J.A.C. 6A 16-2.1 (b) 2 (iii))

The SHSD Board of Education provides for emergency services as follows:

Acute Care Management Plan:

Creation and maintenance of an Emergency Management Kit (“Go-box”) for utilization in Crisis, Emergency Evacuations, and/or Shelter-In-Place situations

Cardiac or Respiratory Distress Action Plan

- a) AED’s (Automated External Defibrillators) deployment and delegates trained
- b) CPR trained school nurse (NJAC 6A:13.3)
- c) Universal Precautions trained staff
- d) CPR trained coaches/athletic trainers/teachers/staff
- e) Medical Emergency Response Team. Practiced drills conducted and responses evaluated.
- f) Concussion training for staff and management of current in-service certificates for coaches, PE teachers, nurses.

IEHP’s/Chronic Care Management Plans:

Epinephrine Auto-Injector Anaphylaxis Action Plan

Asthma Action Plan

Asthma Nebulizer trained nurses

Diabetic Action Plan- Glucagon

Lock-Down Health Care Action Plan

Shelter-In –Place Health Care Action Plan

District Crisis Management Plan:

Triage Action Plans are in the District Crisis Management Plan

Community Rescue Squad and Emergency Paramedic Services

No daytime local rescue squad is available in the township. Daytime emergency services and transport is contractually supplied to the township by Somerset Medical Center.

IV. Detailed Nursing Assignments Sufficient to Provide Health Services (N.J.A.C. 6A 16-2.1 (b) 2 (iv), N.J.A.C. 6A:16-2.1 (b) 3, N.J.A.C. 6A:16-2.3)

The SHSD Board of Education provides health services to the district's students as outlined below:

Schools →		Bedwell ES	Bernards MS	Bernards HS	Out of District
Grade levels		Pre-K to 4 th gr.	5 th - 8 th Grade	9-12 Grade	Multiple grades
Special Ed classes		PSD, ICR Resource replacement, MD, BD	ICR, Resource Replacement, MD class, BD	ICR, Resource, Replacement MD class	0
Enrollment number as of 6/1/2022		456	472	802	0
Number of students receiving:					
Special Services/ IEP's		65	79	129	0
504's		24	37	97	0
I&RS		32	58	24	0
IHP's		30	63	124	0
IEHP's		30	63	124	0
Nursing Assignments- number of:					
NJAC 6A:9-13.3	Registered Nurse (RN): Certified School Nurse (CSN)	1	1	1	1
	Registered Nurse- not CSN	12 hours/week	12.5 hours/week	23.5 hours/week	
	Licensed Practical Nurse (LPN)	0	0	0	0
NJAC 6A:9-13.3 (b)	CPR Certified	6	2	2	0

NJAC 6A:9-13.3 (b)	AED Certified	6	2	2	0
NJAC	Asthma Nebulizer trained	2	2	2	0
	Unlicensed Assistive Personnel Assignments				
	Nursing Assistants	0	1	0	0
	Health Aides	0	0	0	0

V. Nursing Services and Additional Medical Services provided to Nonpublic Schools

Nonpublic nursing services (NJAC 6A 6A:16-2.3 (b) through (d))

1. Services for nonpublic schools are provided through the Educational Services Commission of New Jersey.

VI. Additional District Nursing Services Information:

Nursing in-services provided to Teacher/Staff
 Management of health issues in school
 State mandated staff in-services

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Title I – District-Wide **Parent and Family Parental
Involvement Engagement**

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[See POLICY ALERT Nos. 191 and 227]

2415.04 TITLE I – DISTRICT-WIDE PARENT AND FAMILY PARENTAL INVOLVEMENT ENGAGEMENT

In support of strengthening student academic achievement, each school district that receives Title I, Part A funds must develop jointly with, agree on, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Elementary and Secondary Education Act (ESEA). This Policy establishes the school district's expectations for parent and family engagement, describes how the school district will implement a number of specific parent and family engagement activities, and is incorporated into the school district's Annual School Plan (ASP).

A. General Expectations

1. The school district agrees to implement the following statutory requirements:
 - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs, consistent with Section 1116 of the ESEA. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - b. Consistent with Section 1116 of the ESEA, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESEA.
 - c. The school district will incorporate this district-wide parent and family engagement policy into its school district's plan developed under Section 1112 of the ESEA.



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Title I – District-Wide **Parent and Family Parental Involvement Engagement**

- d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- e. If the school district’s plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan if requested by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserve goes directly to the schools.
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
 - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - (a) That parents play an integral role in assisting their child’s learning;



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Title I – District-Wide **Parent and Family Parental Involvement Engagement**

- (b) That parents are encouraged to be actively involved in their child’s education at school;
- (c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- (d) The carrying out of other activities, such as those described in Section 1116 of the ESEA.

- h. For states where a Parental Information and Resource Center is established, the school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.

B. Description of How District Will Implement Required District-Wide Parent and Family Engagement Policy Components

- 1. The school district will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan under Section 1112 of the ESEA:
 - a. Discuss at Home and School Association (HSA) meetings
 - b. Distribute information in each school and community Friday folders.
 - c. Share information at other community meetings, such as the Municipal Alliance.
- 2. The school district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:
 - a. Invite parents to participate on K-12 Curriculum Articulation Committees



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Title I – District-Wide **Parent and Family** ~~Parental~~
~~Involvement~~ **Engagement**

- b. Invite parents to participate during subject area curriculum assessments
 - c. Survey parents about curriculum and school topics as appropriate
 3. The school district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:
 - a. Provide funding for evening family programs, for example Family Math, for parents and their children
 - b. Encourage communication with teachers and administrators through telephone calls, email, meetings, newsletters, etc.
 - c. Hold Back to School Nights and parent-teacher conferences
 - d. Hire a bilingual teacher to facilitate parent and family engagement activities**
4. The school district will coordinate and integrate parent and family engagement strategies in Title I, Part A with parent and family engagement strategies under the following other programs (Such as: Head Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), by:
 - a. Offer pre-school classes for students with special needs and their non-classified peers
 - b. ~~Offer Reading Recovery~~
5. The school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation



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Title I – District-Wide **Parent and Family Parental Involvement Engagement**

will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.

- a. ~~Director of Curriculum~~ **Supervisor of ESL** will develop a computer based survey and will also make hard copies of the survey available
 - b. Parents will be informed of the availability of this survey through the school's Friday folder, classroom newsletters, and at HSA meetings
 - c. Survey results will influence changes made to the program or curriculum in an effort to improve understanding and learning for all students.
6. The school district will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - (1) The challenging State academic standards;
 - (2) The State and local academic assessments including alternate assessments;



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Title I – District-Wide **Parent and Family Parental
Involvement Engagement**

- (3) The requirements of Title I, Part A;
- (4) How to monitor their child’s progress; and
- (5) How to work with educators:
 - (a) **Provide devices aligned with the district’s 1-to-1 initiative**
 - (b) **Ensure all students have connectivity in their homes, facilitating where needed**
 - (c) **Provide interpreting services as needed**
 - (d) **Provide translated documents as needed, included district and school alerts**
- b. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parent and family engagement, by:
 - (1) offering literacy workshops for parents
 - (2) offering math workshops for parents
- c. The school district will, with the assistance of its schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - (1) encouraging communication between parents and teachers/administrators through email, telephone, and meetings
 - (2) supporting HAS endeavors



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Title I – District-Wide **Parent and Family ~~Parental~~
Involvement Engagement**

- (3) offering workshops for parents
- d. The school district will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- (1) offering opportunities for parents to participate in pre-school classes for students with special needs and their non-classified peers
 - (2) offering workshops for parents to familiarize themselves with **Reading—Recovery literacy** strategies
- e. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- (1) Send electronic Friday folders
 - (2) Provide hard copies of Friday folders upon request
 - (3) Post announcements on district’s website



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Title I – District-Wide ~~Parent and Family Parental~~
~~Involvement~~ **Engagement**

C. Discretionary District-Wide Parent and Family Engagement Policy Components

1. The District-Wide Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA:
 - a. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
 - b. Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
 - c. Paying reasonable and necessary expenses associated with parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 - d. Training parents to enhance the involvement of other parents;
 - e. In order to maximize parent and family engagement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
 - f. Adopting and implementing model approaches to improving parent and family engagement;



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Title I – District-Wide ~~Parent and Family Parental~~
~~Involvement~~ **Engagement**

- g. Establishing a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs;
- h. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities; and
- i. Providing other reasonable support for parent and family engagement activities under Section 1116 as parents may request.

D. Adoption

This Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Superintendent of Schools or designee. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of one year and will be updated as needed on an annual basis. The school district will distribute this Policy to all parents of participating Title I, Part A children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:



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Bedwell Elementary School Title I – School Parent
and Family Engagement

Apr 22

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[See POLICY ALERT No. 227]

2415.50 Bedwell Elementary School TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
 - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
 - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
 - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.



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- e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
 - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - (a) That parents play an integral role in assisting their child’s learning;
 - (b) That parents are encouraged to be actively involved in their child’s education at school;
 - (c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and



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Bedwell Elementary School Title I – School Parent
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(d) The carrying out of other activities, such as those described in section 1116 of the ESEA.

h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.

B. School Parent and Family Engagement Policy Required Components

1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:

a. Convene parent meetings as required

2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:

The annual meeting will be held at the start of the school year in the Targeted Title I school.

3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:

Flexibility is provided by providing meetings both on-site and virtually, both during the school day and in the morning/evening.



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Bedwell Elementary School Title I – School Parent
and Family Engagement

4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:
(List activities)
 - a. Provide funding for evening family programs, for example Family Math, for parents and their children
 - b. Encourage communication with teachers and administrators through telephone calls, email, meetings, newsletters, etc.
 - c. Hold Back to School Nights and parent-teacher conferences
 - d. Hire a bilingual teacher to facilitate parent and family engagement activities

5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
 - (1) The challenging, state academic standards;
 - (2) The state and local academic assessments including alternate assessments;
 - (3) The requirements of Title I, Part A;
 - (4) How to monitor their child's progress; and



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Bedwell Elementary School Title I – School Parent
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- (5) How to work with educators to improve the achievement of their children.
 - (a) Provide devices aligned with the district’s 1-to-1 initiative
 - (b) Ensure all students have connectivity in their homes, facilitating where needed
 - (c) Provide interpreting services as needed
 - (d) Provide translated documents as needed, included district and school alerts
6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
 - a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:
 - (1) Facilitating parents’ use of district-issued technology
 - (2) Provide time in Title I teacher’s schedule to facilitate parent outreach
 - b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:



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Bedwell Elementary School Title I – School Parent
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- (1) Encourage bilingual staff to coordinate and attend community events
 - c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - (1) Offer pre-school classes for students with special needs and their non-classified peers
 - d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - (1) Send electronic Friday folders
 - (2) Provide hard copies of Friday folders upon request
 - (3) Post announcements on district’s website
7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:
 - a. Offering opportunities for parents to participate in pre-school classes for students with special needs and their non-classified peers
 - b. Offering workshops for parents to familiarize themselves with literacy strategies



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Bedwell Elementary School Title I – School Parent
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8. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies:
 - a. Supervisor of ESL will develop a computer based survey and will also make hard copies of the survey available
 - b. Parents will be informed of the availability of this survey through the school's Friday folder, classroom newsletters, and at HSA meetings
 - c. Survey results will influence changes made to the program or curriculum in an effort to improve understanding and learning for all students.

9. The school will take the following actions to involve parents in the process of school review and improvement:
 - a. Invite parents to participate during subject area curriculum assessments
 - b. Survey parents about curriculum and school topics as appropriate



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Bedwell Elementary School Title I – School Parent
and Family Engagement

10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:
 - a. Submit feedback formally or informally to Supervisor of ESL and/or Assistant Superintendent

C. Shared Responsibilities for High Student Academic Achievement

1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement:
 - a. Consistent with Section 1116(d) of the ESEA

D. Discretionary School Parent and Family Engagement Policy Components

1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:
 - a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
 - b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.



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- c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
- d. Train parents to enhance the involvement of other parents.
- e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.
- f. Adopt and implement model approaches to improve parent and family engagement.
- g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- i. Provide other reasonable support for parent and family engagement activities under this section as parents may request.



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Bedwell Elementary School Title I – School Parent
and Family Engagement

E. Accessibility

1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand:
 - a. Parents can opt-in to receive district alerts in Spanish
 - b. District will board-approve interpreters, making them available to staff for communication with families
 - c. Written communication will be translated to the greatest degree practical

1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.

2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:



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High School Student Representative to the
Board of Education
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[See POLICY ALERT No. 228]

0143.2 HIGH SCHOOL STUDENT REPRESENTATIVE TO THE BOARD OF EDUCATION

The Board of Education recognizes that experience gained by and input from students in the school district is a valued source for improving the operation of the school district. To this end, and in accordance with N.J.S.A. 18A:12-1.3 and N.J.S.A. 18A:36A-11.2, the Board authorizes the appointment of a minimum of one student selected by the student body to serve as a nonvoting student representative on the Board. The student representative must be selected from one of the grades nine through twelve.

The student body may elect or appoint the student representative to the Board in a process to be determined by the Superintendent or designee. When developing the process the Superintendent or designee shall consider input provided by the student body.

The student representative shall serve for a one school year term and their duties shall include:

1. Attending all Board meetings, excluding any discussions of the Board involving subjects which are confidential;
2. Representing all high school students within the district and presenting student proposals and concerns to the Board for its consideration; and
3. Keeping high school students informed of the business of the Board by providing a monthly report to the Student Council concerning the activities of the Board.

The student representative shall rotate each school year among the high schools in the district if the district has more than one high school.



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High School Student Representative to the
Board of Education

Student representatives are expected to adhere to all bylaws, policies, and regulations of the Board in their role. The Board in no way relinquishes any of its authority, powers, prerogatives, or responsibilities, but rather adds to its membership a nonvoting student representative(s) for the mutual benefit of the Board, student body, and the school district.

N.J.S.A. 18A:12-1.3; 18A:36A-11.2

Adopted:



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[See POLICY ALERT No. 228]

0163 QUORUM

A quorum of the **Board of Education** shall consist of a **minimum of six** Board members, and no business shall be conducted in the absence of a quorum, except when the Doctrine of Necessity is invoked.

All Board meetings shall be called to commence not later than 8:00 p.m. of the designated day but, if ~~In the event~~ a quorum is not present at the time for which the meeting is called, the Board member or Board members present ~~hour of convening, the meeting may be recessed~~ recess the meeting to a time not later than 9:00 p.m. of the same day- and, if a quorum **be not present at that time, is not then present, the member or members present may adjourn the meeting to **commence not later than 8:00 p.m. of another day, but not more than seven days following the date for which the original meeting was called, but no further recess or adjournment of the meeting shall be made a later date within seven days.****

The Board of Education recognizes ~~that~~ there may be matters that come before the Board or acts required of Board members in their official capacity where the Board member may have a conflict of interest or the act **by a Board member** would be in violation of N.J.S.A. 18A:12-24. In these matters, the Board member(s) ~~shall will~~ remove **themselves** ~~himself/herself~~ from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter. The Board will consider this matter without the Board member(s) who has the conflict.

In the event a matter comes before the Board or an act is required of a Board member in ~~their his/her~~ official capacity that is a conflict or would be in violation of N.J.S.A. 18A:12-24, the Board would still be required to have a quorum to consider the matter. However, the New Jersey Department of Education and the School Ethics Commission ~~has~~ envisioned this prohibition could create a situation in which **the number of conflicted Board members would prevent so many Board members have a conflict, that the Board would be unable** to take action on a matter. Therefore, when more than a quorum of the Board members must abstain from voting on a matter **due to a conflict or the act would be in violation of N.J.S.A. 18A:12-24**, the Board will invoke the Doctrine of Necessity consistent with the New Jersey Department of Education and School Ethics Commission guidelines as follows:



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A. Board Member(s) in Conflict - Less Than a Majority of The Board

1. In the event a Board member(s) has a conflict of interest where the Board member will act in **their his/her** official capacity, the Board member must remove **themselves himself/herself** from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter.
2. In the event a Board member is unsure whether **they he/she** or any other Board member has a conflict of interest or whether the matter, if acted upon by a Board member(s) is in violation of N.J.S.A. 18A:12-24 - Prohibited Acts, the School Board Attorney will make a determination.
3. The School Board Attorney will provide the Board of Education an opinion on whether the matter is a conflict of interest or act prohibited by N.J.S.A. 18A:12-24 - Prohibited Acts.
4. If the Board member(s) believes **they he/she have has** a conflict of interest where **they he/she** will act in **their his/her** official capacity or if the School Board Attorney renders an opinion ~~that~~ the Board member has a conflict of interest where the Board member will act in **their his/her** official capacity, the Board member will remove **themselves himself/herself** from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter.

B. Board Member(s) in Conflict - A Majority of Board Members in Conflict

1. In the event:
 - a. A Board member(s) believes **they he/she have has** a conflict of interest **or if acted upon by a Board member is in violation of N.J.S.A. 18A:12-24** ~~where he/she will act in his/her official capacity;~~ or
 - b. If the School Board Attorney renders an opinion ~~that the~~ a Board member(s) has a conflict of interest **or if acted upon by a Board member is in violation of N.J.S.A. 18A:12-24** ~~where the Board member will act in his/her official capacity;~~ and



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- c. The number of Board members that have a conflict would make it so the Board would be unable to take action on the matter, then the Board may invoke the “~~Rule [or Doctrine]~~ of Necessity.” (Citing U.S. v. Will, 449 U.S. 200 (1980)).

C. ~~Rule [Or Doctrine]~~ Of Necessity

1. The Doctrine of Necessity may be invoked when more than a quorum of the Board must abstain from voting on a matter.
2. There are three prerequisites necessary for a Board to invoke the Doctrine of Necessity:
 - a. The Board must be unable to act without the members in conflict taking part;
 - b. There must be a pressing need for action, i.e. the matter cannot be laid aside until another date; and
 - c. There can be no alternative forum that can grant the same relief.

~~(Allen v. Toms River Regional Board of Education, 233 N.J. Super 651 (Law Division 1989)).~~

3. When the School Board Attorney advises the Board the Doctrine of Necessity must be invoked in order to obtain a quorum on a vote, the Board must **publicly state: announce that it is invoking the Doctrine.**
 - a. ~~That it is invoking the Doctrine of Necessity; The announcement must include the reason the Board must invoke the Doctrine of Necessity including stating the nature of each Board members conflict.~~
 - b. **The specific reason/purpose for which the Doctrine of Necessity is being invoked; and** ~~The announcement will be in writing and should be recorded in the minutes of the meeting by the Board Secretary at the point when the vote takes place.~~



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- c. **The specific nature of the conflict of interest for each Board member that has a conflict of interest: ~~It is enough for the Board to announce it is invoking the Doctrine and a Board Resolution is not required.~~**
 - (1) **The specific nature of the conflict of interest for each Board member should include the Board member's name; the name of the immediate family member or relative which is the basis for the conflict of interest, and the position that immediate family member or relative holds; or**
 - (2) **If the specific nature of the conflict of interest for a Board member is a conflict other than an immediate family member or relative, the announcement should include the conflict which is the basis for the conflict of interest.**

- 4. **When the Board invokes the Doctrine of Necessity, it will adopt a Resolution setting forth the same information as outlined in C.3. above.**

- 54. **When the Board invokes the Doctrine of Necessity, the Resolution will be:**
 - a. **Read at a regularly scheduled public meeting;**
 - b. **Posted in such places the Board posts public notices for thirty days; and**
 - c. **Provided to the School Ethics Commission ~~When the Board announces the Doctrine of Necessity is being invoked, the details, parameters and/or other pertinent facts of the matter to be voted should be revealed on an agenda for the public meeting in which the matter is to be voted upon.~~**



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65. The Board members who have a conflict in the matter are prohibited from:
- a. Participating in any discussions on the matter prior to the announcement **of the invocation of the Doctrine of Necessity at the** and public meeting; and
 - b. **Being present in an executive session when the matter is being discussed** ~~From entering an executive session in order to discuss the merits of the matter or contract;~~ and
 - c. ~~From~~ **Offering** their opinions on the matter at any time prior to the announcement **or the invocation of the Doctrine of Necessity** and public meeting.
6. ~~The Board members who have a conflict in the matter may only participate to the extent they may vote after the motion to approve and/or ratify the matter has been made and seconded and the Doctrine of Necessity has been thoroughly explained to the public.~~
7. **The** Board members **who have a** ~~in~~ conflict may only ask questions regarding the matter to be voted on in public and after the Board has invoked the Doctrine of Necessity.
8. **The** Board members **who have a** ~~in~~ conflict may explain their reasons for not voting just before the vote.

N.J.S.A. **18A:10-6**; 18A:12-24

New Jersey School Ethics Commission – Advisory Opinions A10-93(b), and A07-94, and C07-96

New Jersey School Ethics Commission – Resolution on Invoking the Doctrine of Necessity – June 25, 2018

Adopted:



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ADMINISTRATION

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Board of Education Website Accessibility

June 22

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[See POLICY ALERT Nos. 212 and 228]

1511 BOARD OF EDUCATION WEBSITE ACCESSIBILITY

It is the goal of the Board of Education that the information on the school district's **internet** websites ~~are is~~ accessible to individuals with disabilities in compliance with the requirements of **Federal law** (Section 504 of the Rehabilitation Act of 1973 and that statute's implementing regulations at 34 C.F.R. Part 104, and Title II of the Americans with Disabilities Act of 1990 and that statute's implementing regulations at 28 C.F.R. Part 35) **and New Jersey law** (N.J.S.A. 18A:36-35.1).

A. Federal Law – American with Disabilities Act (ADA)

1. For the purposes of ~~this Policy~~ **the Federal law - Section 504 of the Rehabilitation Act of 1973 and that statute's implementing regulations at 34 C.F.R. Part 104, and Title II of the Americans with Disabilities Act of 1990 and that statute's implementing regulations at 28 C.F.R. Part 35 and this Policy**, "school district website" includes, but is not limited to, the internet home page, all subordinate pages, school or school district department pages, intranet pages and sites, and includes online content and functionality, developed by, maintained by, or offered through a third-party vendor or by using open sources.
2. The accessibility of online content and functionality will be measured according to the **most up-to-date version of the** World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) ~~2.0 Level AA~~ and the Web Accessibility Initiative Accessible Rich Internet Application Suite (WAI-ARIA) 1.0 for web content (benchmarks for measuring accessibility).
3. By conforming to the benchmarks for measuring accessibility set forth above, the Board of Education will ensure that people with disabilities have an opportunity equal to that of their nondisabled peers to access the information on the district's website, ~~except where doing so would impose an undue burden or create a fundamental alteration of the district's website.~~ **When**



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Board of Education Website Accessibility

~~fundamental alteration or undue burden defenses apply, the district will make reasonable modifications/accommodations for individuals with disabilities in order to provide equally effective alternate access. In providing such access, the district will ensure that to the maximum extent possible individuals with disabilities receive the same benefits or services as their nondisabled peers. To provide equally effective alternate access, alternates are not required to produce the identical result or level of achievement for persons with and without disabilities, but must afford persons with disabilities equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement.~~

4. To ensure ~~that~~ the district's website conforms with the above benchmarks for measuring accessibility, ~~except where doing so would impose an undue burden or create a fundamental alteration of the district's website,~~ the Superintendent of Schools will designate a school staff member to act as the Website Accessibility Coordinator. The Coordinator will:
 - a1. Ensure that in-house staff and contractors responsible for webpages and webpage content development are properly trained on the Board of Education's website accessibility policy and procedures;
 - b2. Ensure that all new, newly added, and modified online content and functionality is accessible to people with disabilities as measured by conformance to the above benchmarks by, among other things:
 - (1)a. Checking the hypertext markup language (HTML) of all new webpages on the website to make sure that accessible elements are used, including "alt" tags, long descriptions, and captions, as needed;
 - (2)b. Ensuring that webpages are designed in a manner that allows them to be displayed using a visitor's own settings for color and fonts, and can be navigated with a keyboard;



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- (3)e- If images are used, including photos, graphics, scanned images, or image maps, making sure to include text equivalents for them, using "alt" tags and/or long descriptions for each and ensuring the text equivalents convey the meaningful information presented visually by the image;
- (4)d- If online forms and tables are used, making those elements accessible;
- (5)e- Ensuring that videos appearing on the website include appropriately synchronized audio description and captions;
- (6)f- Ensuring when posting new documents on the website, the documents shall be provided in HTML or another text-based format (even if they are provided in another format, such as portable document format (PDF)). If documents are provided in both formats, provide both formats at the same time so people with disabilities have the same degree of access as others;
- (7)g- Periodically enlisting people with a variety of disabilities to test the Board of Education's webpages for accessibility and ease of use and use this information to increase the Board's website accessibility;
- (8)h- Periodically coordinating the audit of existing content and functionality of the website to identify online content or functionality that is inaccessible to persons with disabilities; and
- (9)i- Developing and carrying out a corrective action plan, when necessary, for making the district's existing web content accessible.



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- c3. Ensure that alternative means are available for people with disabilities to access information, programs, and services that are normally provided on the Board's website.

B. New Jersey Law – N.J.S.A. 18A:36-35.1

1. **For the purpose of New Jersey law – N.J.S.A. 18A:36-35.1 and this Policy, “internet website or web service” includes any webpage, website, web service, online curriculum, or online third party or open educational resource product that is made available to enrolled students or the public by the school district.**
2. **Pursuant to N.J.S.A. 18A:36-35.1, no school district shall make available to the enrolled students of the district or school or to the public an Internet website or web service unless the Internet website or web service complies with the most up-to-date version of the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) if the Guidelines are approved by the Commissioner of Education, or any other applicable guidelines or requirements as may be designed or approved by the Commissioner of Education.**
3. **In accordance with N.J.S.A. 18A:36-35.1.a. and b., the school district is required to submit a statement of assurance attesting to compliance with N.J.S.A. 18A:36-35.1 as required by the Commissioner of Education.**

This Policy establishes minimum standards for the accessibility of web-based information and services considered necessary to meet the district's goals and ensure compliance with applicable **Federal and State** laws.

Section 504 of the Rehabilitation Act of 1973
Title II of the Americans with Disabilities Act of 1990
34 C.F.R. Part 104; 28 C.F.R. Part 35
N.J.S.A. 18A:36-35.1

Adopted:



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[See POLICY ALERT Nos. 198, 222, and 228]

2415 EVERY STUDENT SUCCEEDS ACT

The Every Student Succeeds Act (ESSA) is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965 that provides Federal funds to help all New Jersey's school children achieve. The purpose of the ESSA is to ensure all students have equitable access to high-quality educational resources and opportunities and to close educational achievement gaps. The Board of Education elects to augment the instructional program of students by projects supported by Federal funds allocated under the ESSA and the district will comply with the requirements of all the programs authorized by the ESSA.

The district may be eligible for several grant programs funded through the ESSA, including, but not limited to, Title I through Title VII. Many of the Titles of the ESSA have several parts and subparts that provide a funding source for specific purposes.

Application Procedure

The district will submit an annual ESSA Consolidated Formula Subgrant Application to the New Jersey Department of Education (NJDOE). The school district's application shall include all information required by the NJDOE and the ESSA for the district to be considered for funding under the ESSA.

Covered Programs

Formula grants under the ESSA are non-competitive grants that school districts are eligible for based on the make-up of their student bodies. These formula grants for each Title are committed to different purposes and may be used to support different activities and programs.

Title I

The largest Federal program supporting elementary and secondary education is Title I. The ESSA strengthens Title I requirements for the State's assessments, accountability system, and support for school improvement. The law also requires minimum qualifications for teachers and paraprofessionals in Title I programs.



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The school district must use the best available measure for identifying children from low-income families to: identify eligible school attendance areas, determine the ranking of each area, and determine allocations as identified in the Title I guidelines and regulations.

The school district will offer Title I services to eligible children enrolled in private elementary and secondary schools. The services and benefits will be equitable in comparison to services and benefits for participating public school children.

The school district will provide the New Jersey Department of Education assurances it will provide the maximum coordination between the Title I program, the regular school program, and services provided by other programs for specialized populations. The Title I program will consider the special needs of homeless children, migrant children, children with disabilities and limited English Language Learner (ELL) children. Title I funds will be reserved so that migrant children who are otherwise eligible to receive Title I services, even if they arrive during the school year, are served.

Type of Title I Program

The school district will offer a Target Assistance Title I program.

Target Assistance Program

Schools that are not eligible for (or do not choose to operate) school-wide Title I programs must use Title I funds to provide targeted services to low-achieving students. A Target Assistance program must be established in accordance with the Title I guidelines and regulations and the New Jersey Department of Education.

New Jersey Department of Education Accountability System

The district will comply with the accountability system established by the New Jersey Department of Education and outlined in the New Jersey State Plan and approved by the United States Department of Education.

Fiscal Responsibility



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The district will comply with the requirements as outlined in Policy 2415.02 Title I – Fiscal Responsibilities in accordance with the NJDOE and the ESSA.

Staff

The district will comply with the staff certification requirements of the ESSA and the NJDOE. In addition, the district will ensure all paraprofessionals meet the requirements as established by the ESSA and as outlined in Policy 4125 – Employment of Support Staff Members.

Parent and Family Engagement ~~Parental Involvement~~

The district will comply with the requirements as outlined in Policy 2415.04 – **Title I – District-Wide Parent and Family Engagement ~~Parental Involvement~~ and Policy 2415.50 – Title I – School Parent and Family Engagement as applicable** in accordance with the NJDOE and the ESSA.

Student Surveys, Analysis, and/or Evaluations

The Protection of Pupil Rights Amendment (PPRA) applies to school districts that receive Federal funding from the United States Department of Education. The district will comply with the requirements as outlined in Policy 2415.05 - Student Surveys, Analysis, and/or Evaluations in accordance with the PPRA.

Unsafe School Choice Option

In the event there is a school in the district designated as Persistently Dangerous in accordance with the Victims of Violent Criminal Offenses as outlined in the ESSA, the district will comply with the requirements of Policy 2415.06 – Unsafe School Choice Option in accordance with the NJDOE and the ESSA.

Property

Property acquired through Title I funds for use in public or private schools will be acquired in accordance with the Public School Contracts Law, will be held in title by the Board of Education, and will not be used for other purposes so long as it is required in the Title I program. Property no longer required for Title I purposes will be used for other, similarly funded projects or disposed of in accordance with State and Federal guidelines.



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Capital Expenses

The Superintendent will assure the district abides by New Jersey's Public Contracts Law; consults appropriate private school officials prior to making any decisions regarding capital expenses; ensure funds that are received to cover capital expenses provide equitable Title I services to private school students; ensure accounts for any capital funding is separately maintained; and assure lease purchase agreements are consistent with applicable statute and administrative code.

Post-Award Requirements

The school district will maintain all project records for five years following the completion of the activity for which the funds were used. The school district will prepare and submit all reports as required by the State Department of Education in a timely manner.

Supplement, Not Supplant

Grant funds provided under Federal programs, including the ESEA of 1965 as amended by the ESSA, shall supplement, not supplant the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under the ESEA of 1965 as amended by the ESSA.

Evaluation

The Superintendent or designee will evaluate the ESSA programs as required by the United States and the New Jersey Departments of Education.

Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the Every Student Succeeds Act.



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Adopted:



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[See POLICY ALERT No. 228]

5513 CARE OF SCHOOL PROPERTY

The Board of Education believes ~~that~~ the schools **district** should help students learn to respect property and ~~instill to develop~~ feelings of pride in **their school community institutions**. The Board **requires** ~~charges~~ each student ~~enrolled in the~~ **this district to responsibly** ~~with responsibility for the proper care for of~~ school property and the school supplies and equipment entrusted to **the student** ~~his/her use by the school district~~.

Students who cause damage to **or lose** school property ~~may will~~ be subject to disciplinary measures. The Board authorizes the imposition of a fine for the loss, damage, or **destruction** ~~defacement~~ of a textbook and reserves the right to withhold a report card or diploma from any student whose payment of a fine is in arrears.

A student who demonstrates chronic and/or serious disregard for property may be referred to the Child Study Team.

The Superintendent shall develop rules for the safekeeping and accounting of textbooks and prepare a schedule of fines for lost, ~~and~~ damaged, **and destroyed** textbooks.

N.J.S.A. 18A:34-2; 18A:37-3
N.J.A.C. 6A:~~23A-20.623-6.6~~

~~Cross reference: Policy Guide Nos. 2520, 7610, 8461, 9260~~

Adopted:



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[See POLICY ALERT No. 228]

R 5513 CARE OF SCHOOL PROPERTY

A. **Teaching Staff Member** ~~Teachers'~~ Responsibilities

1. ~~Teachers will exercise judgment in the entrustment of school property to students.~~
12. **Teaching staff members** ~~Teachers~~ will impress upon all students the importance of the proper care of school property and instruct students in the proper use of school facilities, equipment, instructional materials, and textbooks.
23. **Teaching staff members** ~~Teachers~~ will keep an accurate inventory of textbooks and other materials **in assigned to** ~~their classrooms.~~

B. General Rules Governing the Use of School Property

1. Students shall not deface the school building, furnishings, or equipment in any manner.
2. Students shall not use school furnishings or equipment for purposes other than those for which the furnishing or equipment was designed and intended.
3. Students will care for school textbooks in accordance with ~~paragraph~~ **D. below.**

C. Distribution and Collection of Textbooks and Materials

1. ~~Each T~~textbooks will be **identified stamped** as the property of the Board of Education ~~and marked with a number unique to that book.~~
2. A label ~~shall will~~ be affixed to ~~the front of~~ each textbook and will include:
 - a. The name of the Board of Education; **and**



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- b. The name of the school,
 - ~~e. The year in which the book was purchased, and~~
 - ~~d. The number assigned to the book.~~
3. The following information will also be entered on the label **or documented in another manner** each time the book is issued to a student:
 - a. The name of the student to whom the book is issued,
 - b. The date on which the book is issued to the student,
 - c. The condition of the book when it is issued, and
 - d. The condition of the book when it is returned.
4. Each classroom teacher will keep a permanent record of the textbooks used in **their his/her** classroom. The record will include all the information listed in ~~paragraph C.2. and paragraph C.3.~~ **above.**
5. A lost textbook must be promptly reported to the **teaching staff member teacher** who issued the book. A replacement textbook will be issued **to the student as soon as possible immediately.**
6. Textbooks will be collected and inspected before the end of the school year or marking period, as appropriate. Once inspected, a textbook will be returned to inventory until it is again distributed to a student.
7. Students must remove covers, loose papers, and markings before returning any textbook.
8. Fines ~~will~~ **may** be assessed for lost and damaged textbooks in accordance with **a schedule as approved by the Superintendent or designee paragraph E.**



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D. Care of Textbooks by Students

1. Students shall take care not to lose or misplace a textbook or expose a textbook to conditions or circumstances likely to destroy, damage, or degrade it.
2. All textbooks that will be taken home by students must be protected with an appropriate cover to be supplied by the student.
3. Students should not:
 - a. Use pens, pencils, or other implements to mark a place in a textbook;
 - b. Use a textbook to file bulky papers and notes;
 - c. Write in textbooks; or
 - d. Soil textbooks beyond normal use.

E. Fines and Penalties

1. Fines will be assessed as follows for any lost textbook or textbook damaged beyond normal wear.

<u>Loss or damage</u>	<u>Fine</u>
Lost book issued in ————— — new condition	80% of list price
Lost book issued in ————— — good condition	60% of list price
Lost book issued in ————— — fair condition	40% of list price
Lost book issued in ————— — poor condition	20% of list price
Broken bindings	\$1
Defaced cover	50 cents
Missing pages	25 cents per page
Loose or torn pages	10 cents per page
Marks not damaging to text	5 cents per page



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Marks damaging to text	25 cents per page
Dog-eared pages	10 cents per page
Soil not damaging to text	5 cents per page
Soil damaging to text	25 cents per page
Book so damaged (by water or otherwise) as to be unusable	as for lost books

2. The **teaching staff member** ~~teacher~~ will inspect each textbook returned and **may** ~~will~~ assess a fine for ~~each~~ lost or damaged books. The teacher will prepare a **report form in triplicate to be submitted to the Principal or designee** that includes:
 - a. The name and number of the textbook damaged or lost;
 - b. The name of the student **that lost or damaged a textbook**;
 - c. The loss or **extent of** damage to the textbook; and
 - d. The amount of the fine **assessed, if any**.
3. In setting fines the **teaching staff member** ~~teacher~~ may take into account verified extenuating circumstances.
4. ~~The student will take the form to the _____ and make payment of the fine assessed. The _____ will sign the form when payment is made.~~
45. **Teaching staff members** ~~Teachers~~ will not collect fines. **Textbook fines shall be submitted to the Principal or designee.**
6. ~~Copies of the form will be distributed as follows:~~
 - a. ~~The _____ (same as ¶E4) will retain one copy for office records.~~
 - b. ~~The student will be given one copy as receipt for the fine.~~
 - c. ~~The teacher will be given one copy as evidence that the fine has been paid.~~



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57. A student who finds their lost textbook, **after being assessed and paying a fine**, will be reimbursed any fine paid for the lost textbook but **may** ~~will~~ be assessed a fine for any damage done to the book.
68. **The Board of Education may withhold** ~~A student who has not paid a fine owed will not receive~~ a diploma, transcript, transfer card, or report card until the fine has been ~~duly paid and acknowledged. A high school senior who has unpaid fines may participate in the graduation ceremony but will receive a blank diploma.~~
9. ~~If fines remain unpaid, the _____ may request payment from the parent(s) or legal guardian(s), notify the student's employer, or take such other steps as may be appropriate to ensure that moneys due the district are paid and that the importance of taking responsibility for the consequence of one's acts is instilled.~~

Adopted:



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5722 STUDENT JOURNALISM

The Board of Education believes it is important to afford students the opportunity to exercise their creativity, passion, and constitutionally-protected freedom of speech. However, the Board also believes this opportunity must be balanced between ensuring students have the right to speak freely while also preserving the ability of district staff to maintain the safe and orderly operation of the school district. The Board adopts this Policy granting students the right to exercise freedom of speech and of the press in accordance with N.J.S.A. 18A:36-44 and N.J.S.A. 18A:36-45.

For the purpose of this Policy, the following terms shall mean:

“Prior restraint” means a school official informing a student journalist(s) the news, opinion, feature, and advertising content of school-sponsored media, subject to the restrictions listed in N.J.S.A. 18A:36-45.b., N.J.S.A. 18A:36-45.c., and the provisions of this Policy, cannot be published in school-sponsored media or a school official takes any action to prevent a student from doing so.

“Prior review” means a school official reviewing school sponsored media before it is published, broadcast by a student journalist at school or distributed, or generally made available to members of the student body.

“School official” means the Principal or designee or an administrative staff member designated by the Superintendent.

“School-sponsored media” means any material that is prepared, substantially written, published, or broadcast by a student journalist at school, distributed or generally made available to members of the student body, and prepared under the direction of a student media advisor. School-sponsored media does not include media intended for distribution or transmission solely in the classroom in which the media is produced.

“Student journalist” means a student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in school-sponsored media.



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“Student media advisor” means an individual employed, appointed, or designated by the district to supervise or provide instruction relating to school-sponsored media.

Student journalists have the right to exercise freedom of speech and of the press in school-sponsored media, regardless of whether the media is supported financially by the district or by use of school district facilities, or produced in conjunction with a class in which the student is enrolled. Subject to 1. through 5. below, student journalists are responsible for determining the news, opinion, feature, and advertising content of school-sponsored media. N.J.S.A. 18A:36-45.b. and this Policy shall not be construed to prevent student media advisors from teaching professional standards of English and journalism to student journalists.

This Policy does not authorize or protect expression by a student that:

1. Is libelous or slanderous;
2. Constitutes an unwarranted invasion of privacy;
3. Is profane or obscene;
4. Violates Federal or State law; or
5. So incites students as to create a clear and present danger of the commission of an unlawful act, the violation of school district policies, or the material and substantial disruption of the orderly operation of the school.

The district shall not authorize any prior restraint of any school-sponsored media except for the types of expression prohibited under N.J.S.A. 18A:36-45.c. and as listed in 1. through 5. above.

A school official may implement a procedure for prior review of school-sponsored media. Any prior review of school-sponsored media required by the school official shall be communicated to the student journalist by the school official and be conducted within three school days after submission to the

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school official by the student journalist. If the school official cannot show the school-sponsored media is prohibited under N.J.S.A. 18A:36-45.c. and 1. through 5. above, within the three school days, the student journalist may release the school-sponsored media.

When a school official determines the restraint of student expression is necessary, the school official shall simultaneously identify at least one of the five prohibitions listed in 1. through 5. above under N.J.S.A. 18A:36-45.c. and in this Policy under which the limitation of student expression is appropriate. This determination shall be provided to the student journalist in writing by the school official that made the determination.

A student journalist may appeal, to the Superintendent or designee, a determination by a school official that the restraint of student expression is necessary. An appeal must be submitted in writing to the Superintendent or designee within five school days of the written determination being communicated to the student journalist. The appeal must include a copy of the written determination and the reasons why the student journalist believes the limitation is not appropriate. The Superintendent or designee may, but is not required to, provide the student journalist an opportunity to present their written appeal in person. The Superintendent or designee will make a determination on the appeal within five school days of receiving the written appeal from the student journalist. The student journalist may appeal a decision of the Superintendent or designee to the Board of Education in writing. The Board of Education will make a decision on the appeal at the first Regular Board Meeting after receiving the written appeal or within ten school days after receiving the written appeal.

A student journalist that violates a provision of this Policy may be subject to appropriate discipline.

The school district shall not sanction a student operating as an independent journalist.

A staff member shall not be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under N.J.S.A. 18A:36-44 and N.J.S.A. 18A:36-45 and this Policy, or refusing to infringe upon conduct that is protected by this Policy, the First Amendment to the United States Constitution, or paragraph 6 of Article I of the New Jersey Constitution.

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The Superintendent or designee shall determine reasonable provisions for the time, place, and manner of student expression for the purposes of school-sponsored media.

N.J.S.A. 18A:36-44; 18A:36-45

Adopted:



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[See POLICY ALERT Nos. 186, 205, 208, 209, 211, and 226]

5460 HIGH SCHOOL GRADUATION

The Board of Education will recognize the successful completion of the secondary school instructional program by the award of a State-endorsed diploma certifying the student has met all State and local requirements for high school graduation in accordance with N.J.A.C. 6A:8-5.1 et seq. The Board will annually certify to the Executive County Superintendent each student who has been awarded a diploma and has met the requirements for graduation.

As defined in N.J.A.C. 6A:8-1.3, “credit” means the award for the equivalent of a class period of instruction, which meets for a minimum of forty minutes, one time per week during the school year or as approved through N.J.A.C. 6A:8-5.1(a)2 and A.1.b. below.

A. High School Graduation Requirements – N.J.A.C. 6A:8-5.1

1. For a State-endorsed diploma, the Board shall develop, adopt, and implement graduation requirements that prepare students for success in post-secondary degree programs, careers, and civic life in the 21st century, and that include the following:
 - a. A graduating student must have earned a minimum of no fewer than 120 credits in courses designed to meet all of the New Jersey Student Learning Standards (NJSLS), including, but not limited to, the following credits:
 - (1) At least twenty credits in English language arts aligned to grade nine through twelve standards;
 - (2) At least fifteen credits in mathematics, including Algebra I or the content equivalent; geometry or the content equivalent; and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21st century careers;



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- (3) At least fifteen credits in science, including at least five credits in laboratory biology/life science or the content equivalent; one additional laboratory/inquiry-based science course, which shall include chemistry, environmental science, or physics; and one additional laboratory/inquiry-based science course;
- (4) At least fifteen credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 18A:35-2; five credits in world history; and the integration of civics, economics, geography, and global content in all course offerings;
- (5) At least two and one-half credits in financial, economic, business, and entrepreneurial literacy;
- (6) At least three and three-quarters credits in health, safety, and physical education during each year of enrollment, distributed as one hundred fifty minutes per week, as required by N.J.S.A. 18A:35-5, 7, and 8;
- (7) At least five credits in visual and performing arts;
- (8) At least five credits in world languages or student demonstration of proficiency as set forth in N.J.A.C. 6A:8-5.1(a)2ii(2) and A.1.b.(2)(b) below;
- (9) Technological literacy, consistent with the NJSLs, integrated throughout the curriculum;
- (10) At least five credits in 21st century life and careers, or career-technical education; and
- (11) Electives as determined by the high school program sufficient to total a minimum of at least 120 credits.



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- b. The 120-credit requirement set forth in N.J.A.C. 6A:8-5.1(a)1. and in A.1.a. above may be met in whole or in part through program completion of a range of experiences that enable students to pursue a variety of individualized learning opportunities, as follows:
- (1) The district shall establish a process to approve individualized student learning opportunities that meet or exceed the NJSLS.
 - (a) Individualized student learning opportunities in all NJSLS areas include, but are not limited to, the following:
 - (i) Independent study;
 - (ii) Online learning;
 - (iii) Study abroad programs;
 - (iv) Student exchange programs; and
 - (v) Structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service learning experiences.
 - (b) Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the NJSLS shall:
 - (i) Be based on student interest and career goals as reflected in the Personalized Student Learning Plans;
 - (ii) Include demonstration of student competency;



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- (iii) Be certified for completion based on the district process adopted according to N.J.A.C. 6A:8-5.1(a)2.ii. and A.1.b.(2) below; and
 - (iv) Be on file in the school district and subject to review by the Commissioner of Education or designee.
- (c) Group programs based upon specific instructional objectives aimed at meeting or exceeding the NJSLs shall be permitted and shall be approved in the same manner as other approved courses.
- (2) The district shall establish a process for granting of credits through successful completion of assessments that verify student achievement in meeting or exceeding the NJSLs at the high school level, including standards achieved by means of the individualized student learning opportunities enumerated at N.J.A.C. 6A:8-5.1(a)2 and A.1.b. above. Such programs or assessments may occur all or in part prior to a student's high school enrollment; no such locally administered assessments shall preclude or exempt student participation in applicable Statewide assessments at grades three through twelve.
- (a) The district shall choose assessments that are aligned with or exceed the NJSLs and may include locally designed assessments.
 - (b) The district shall choose from among the following assessment options to determine if students have achieved the level of language proficiency designated as Novice-High as



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defined by the American Council on the Teaching of Foreign Languages (ACTFL) and recognized as fulfilling the world languages requirement of the NJSL:

- (i) The Standards-based Measurement of Proficiency (STAMP) online assessment;
 - (ii) The ACTFL Oral Proficiency Interview (OPI) or the Modified Oral Proficiency Interview (MOPI); or
 - (iii) New Jersey Department of Education-approved locally designed competency-based assessments.
- (3) The district shall establish a process to approve post-secondary learning opportunities that may consist of Advanced Placement (AP) courses, College-Level Examination Program (CLEP), or concurrent/dual enrollment at accredited higher education institutions.
- (a) The district shall award credit for successful completion of an approved, accredited college course that assures achievement of knowledge and skills that meets or exceeds the NJSL.
- c. Local student attendance requirements;
- d. Other requirements established by the Board of Education as indicated below:
- _____
- _____
- _____;



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- e. Any statutorily mandated requirements for earning a high school diploma;
- f. The requirement that all students demonstrate proficiency by achieving a passing score on the English Language Arts (ELA) and mathematics components of the State graduation proficiency test or through the alternative means at N.J.A.C. 6A:8-5.1(h) and A.7. below, if applicable, or for students who take the State graduation proficiency test but do not achieve a passing score through the alternative means set forth at N.J.A.C. 6A:8-5.1(g) and (i) and A.6. and A.8. below:
 - (1) Students in the graduating classes of 2019, 2020, 2021, and 2022 shall be required to demonstrate proficiency by achieving a passing score on the high school end-of-course PARCC assessments in ELA 10 and Algebra I or through alternative means set forth at N.J.A.C. 6A:8-5.1(f), (h), and (i) and A.5., A.7., and A.8. below.
- g. For students who have not demonstrated proficiency on the ELA and/or mathematics components of the State graduation proficiency test, the opportunity for the following will be provided:
 - (1) Remediation, pursuant to N.J.S.A. 18A:7C-3.; and
 - (2) One or more additional opportunities to demonstrate proficiency on the State graduation proficiency test, pursuant to N.J.S.A. 18A:7C-6; and
- h. Students graduating from an adult high school shall demonstrate proficiency in the ELA and mathematics components of the State graduation proficiency test, or through alternative means set forth at N.J.A.C. 6A:8-5.1(f) through (i) and A.5. through A.8. below.



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2. In the development of Personalized Student Learning Plans according to N.J.A.C. 6A:8-3.2(a), the district shall actively encourage all students who have otherwise met the requirements for high school graduation according to N.J.A.C. 6A:8-5.1(a)1 through 3 and A.1.a. through A.1.c. above, to include in their programs of study the following additional credits:
 - a. Five credits in mathematics during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers;
 - b. Five credits in a laboratory science during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers;
 - c. Five credits in social studies during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers; and
 - d. Five credits in world languages during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers.
3. The district shall provide to the Executive County Superintendent the district's graduation requirements each year they are evaluated through Quality Single Accountability Continuum (QSAC) and update the district's filed copy each time the graduation policy is revised.
4. The district shall provide each student entering high school and their parents with a copy of the district's requirements for a State-endorsed diploma and the programs available to assist students in attaining a State-endorsed diploma, in accordance with N.J.S.A. 18A:7C-5.
5. To ensure adequate transition to the new Statewide assessment systems, the district shall provide students in the graduating classes of 2018, 2019, 2020, 2021, and 2022 who have not demonstrated proficiency on the high school end-of-course PARCC assessments in ELA 10 and Algebra I with the opportunity to demonstrate competence through one of the alternative means set forth below:



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- a. For the graduating classes of 2018, 2019, 2020, 2021, and 2022, students who did not take the ELA 10 and the Algebra I end-of-course PARCC assessment or who take but do not achieve a passing score on both assessments, as required by N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above, may satisfy the State requirement to demonstrate proficiency in English language arts and/or mathematics in one of the following ways:
 - (1) Achieve a passing score, as determined by the Commissioner of Education, on a corresponding substitute competency test in English language arts and/or mathematics, as applicable, or substitute a passing score on another end-of-course PARCC assessment, including ELA 9, ELA 11, Geometry, or Algebra II; or
 - (2) Meet the criteria of the portfolio appeals process.
6. For students in the graduating classes of 2023, 2024, and 2025, the alternative means referenced at N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above shall be as follows:
 - a. Achieve a passing score, as determined by the Commissioner of Education and approved by the New Jersey State Board of Education, on a corresponding substitute competency test in English language arts and/or mathematics, as applicable; and/or
 - b. Demonstrate proficiency through the portfolio appeals process, pursuant to N.J.S.A. 18A:7C-3.
7. All English language learners (ELLs) shall satisfy the requirements for high school graduation, except ELLs may demonstrate they have attained State minimum levels of proficiency through passage of the portfolio appeals process in their native language, when available, and passage of a New Jersey Department of Education-approved, English fluency assessment.



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8. Students, including students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act who participate in the alternative assessment for students with disabilities, are not required to participate in repeated administrations of high school assessment components required at N.J.A.C. 6A:8-4.1(c).
9. For students in the graduating classes of 2019, 2020, 2021, and 2022, the New Jersey Department of Education (NJDOE) shall consider high school end-of-course State assessments to be equivalent to the corresponding high school end-of-course PARCC assessments.

B. High School Diplomas – N.J.A.C. 6A:8-5.2

1. The Board of Education shall award a State-endorsed high school diploma to prospective graduates who have met all of the requirements adopted in accordance with N.J.A.C. 6A:8-5.1(a), (c), or N.J.A.C. 6A:8-5.2(d) and A.1 above, C.1. below, or B.4. below.
2. The Board shall not issue a high school diploma to any student not meeting the criteria specified in the rule provisions referenced in B.1. above.
 - a. The district shall provide students exiting grade twelve without a diploma the opportunity for continued high school enrollment to age twenty or until the requirements for a State-endorsed diploma have been met, whichever comes first.
 - b. The district shall allow any out-of-school individual to age twenty who has otherwise met all State and local graduation requirements but has failed to pass the State proficiency test to demonstrate proficiency through alternative means as set forth at N.J.A.C. 6A:8-5.1(a) through N.J.A.C. 6A:8-5.1(i) and in A.1.f. through A.8. above, as applicable, pursuant to the standards applicable to the student's graduating class. Students in graduating classes prior to 2018 shall demonstrate proficiency as set



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forth for the classes of 2018 through 2022 at N.J.A.C. 6A:8-5.1(f)1 and A.5.a. above. Upon certification of passing the test applicable to the student's class in accordance with N.J.A.C. 6A:8 and this Policy, a State-endorsed diploma shall be granted by the high school of record.

3. Pursuant to N.J.A.C. 6A:20-1.4, the Commissioner of Education shall award a State-issued high school diploma based on achieving the Statewide standard score on the General Education Development test (GED) or other adult education assessments to individuals age sixteen or older who are no longer enrolled in school and have not achieved a high school credential.
4. The Commissioner of Education shall award a State-issued high school diploma to individuals age sixteen or older and no longer enrolled in high school based on official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education. Included in the thirty general education credits must be a minimum of fifteen credits with at least three credits in each of the five general education categories as follows: English; mathematics; science; social science; and the humanities.
5. The Board shall award a State-endorsed high school diploma to any currently enrolled student, regardless of grade level, who:
 - a. Has demonstrated proficiency in the State graduation proficiency test, pursuant to N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above, or as set forth at N.J.A.C. 6A:8-5.1(g) and A.6. above:
 - (1) The Board shall award a State-endorsed high school diploma to any currently enrolled student in the graduating classes of 2019, 2020, 2021, and 2022 who has demonstrated proficiency in the high school end-of-course PARCC assessments in ELA 10 and Algebra I, or as set forth in N.J.A.C. 6A:8-5.1(f) and in A.5. above;



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- b. Has presented official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education; and
 - c. Has formally requested such early award of a State-endorsed high school diploma.
 6. Pursuant to N.J.S.A. 18A:7C-7 and 18A:7E-3, the Superintendent shall report annually to the Board at a public meeting not later than September 30, and to the Commissioner of Education:
 - a. The total number of students graduated;
 - b. The number of students graduated under the substitute competency test process;
 - c. The number of students graduated under the portfolio appeals process;
 - d. The number of students receiving State-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their individualized education programs (IEP);
 - e. The total number of students denied graduation from the twelfth grade class; and
 - f. The number of students denied graduation from the twelfth grade class solely because of failure to pass the high school end-of-course PARCC assessments, the State graduation proficiency test, substitute competency tests, or portfolio appeals process based on the provisions of N.J.A.C. 6A:8.
- C. Students with Disabilities – N.J.A.C. 6A:8-5.1(c) and N.J.A.C. 6A:14-4.11
 1. Through the IEP process set forth at N.J.A.C. 6A:14-3.7 and pursuant to N.J.A.C. 6A:14-4.11, the Board may specify alternate requirements for a State-endorsed diploma for individual students with disabilities as defined at N.J.A.C. 6A:14-1.3.



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- a. The district shall specifically address any alternate requirements for graduation in a student's IEP, in accordance with N.J.A.C. 6A:14-4.11.
 - b. The district shall develop and implement procedures for assessing whether a student has met the specified alternate requirements for graduation individually determined in an IEP.
2. The IEP of a student with a disability who enters a high school program shall specifically address the graduation requirements. The student shall meet the high school graduation requirements pursuant to N.J.A.C. 6A:8-5.1 and A. above, except as specified in the student's IEP. The IEP shall specify which requirements would qualify the student with a disability for the State-endorsed diploma issued by the Board responsible for the student's education.
3. Graduation with a State-endorsed diploma is a change of placement that requires written notice pursuant to N.J.A.C. 6A:14-2.3(f) and (g).
- a. As part of the written notice, the parent shall be provided with a copy of the procedural safeguards statement published by the NJDOE.
 - b. As with any proposal to change the educational program or placement of a student with a disability, the parent may resolve a disagreement with the proposal to graduate the student by requesting mediation or a due process hearing prior to graduation.
 - c. In accordance with N.J.A.C. 6A:14-3.8(d), a reevaluation shall not be required.
 - d. When a student graduates or exceeds the age of eligibility, the student shall be provided a written summary of their academic achievement and functional performance prior to the date of the student's graduation or the conclusion of the school year in which the student exceeds the age of eligibility. The summary shall include recommendations to assist the student in meeting their postsecondary goals.



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4. If a student attends a school other than that of the school district of residence that is empowered to grant a diploma, the student shall have the choice of receiving the diploma of the school attended or the diploma of the school district of residence.
 - a. If the school the student is attending declines to issue a diploma to the student, the Board of the school district of residence shall issue the student a diploma if the student has satisfied all State and local graduation requirements, as specified in the student's IEP.
5. If the Board grants an elementary school diploma, a student with a disability who fulfills the requirements of their IEP shall qualify for and receive a diploma.
6. Students with disabilities who meet the standards for graduation according to N.J.A.C. 6A:14-4.11 and C. of this Policy shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.

[Optional]

D. State Seal of Biliteracy – N.J.A.C. 6A:8-5.3

1. The Board may award a State Seal of Biliteracy to any student who has met all requirements in N.J.A.C. 6A:8-5.2 and B. above and demonstrates proficiency in the following:
 - a. One or more world languages via an approved assessment pursuant to N.J.A.C. 6A:8-5.3(f) and D.6. below during the student's next to last or final year of high school; and
 - (1) Pursuant to N.J.S.A. 18A:7C-15, a foreign language other than English also shall include, but not be limited to, American Sign Language, Latin, and Native American languages.
 - b. English language arts as set forth in N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above.



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2. A Board that chooses to award the State Seal of Biliteracy shall incorporate the process into the developed, adopted, and implemented Policy 5460 – High School Graduation pursuant to N.J.A.C. 6A:8-5.1(a) and A.1. above, denoting participation in the voluntary program. A Board choosing to participate shall submit, in accordance with N.J.A.C. 6A:8-5.1(d) and A.3. above, a copy of Policy 5460 – High School Graduation that reflects the option for students to participate in the State Seal of Biliteracy.
3. The Board of Education shall pay the costs for related assessments and transcript insignias.
4. The Board of Education shall do the following:
 - a. Provide the NJDOE with information regarding students who qualify for the State Seal of Biliteracy pursuant to N.J.A.C. 6A:8-5.3(a) and D.1. above;
 - b. Present each student who qualifies pursuant to D.1. above with a New Jersey Department of Education-issued certificate;
 - c. Include the Commissioner of Education-developed insignia on the student’s transcript; and
 - d. Maintain appropriate records to identify students who have earned the State Seal of Biliteracy.
5. The Board shall not award a State Seal of Biliteracy to any student who does not meet the criteria in N.J.A.C. 6A:8-5.3(a) and D.1. above and shall not include the Commissioner of Education-developed insignia on the student’s transcript.
6. A list of New Jersey Department of Education-approved, nationally recognized assessments and the Statewide scores necessary for a student to satisfy requirements for the State Seal of Biliteracy shall be set by a resolution approved by the New Jersey State Board of Education.

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- a. If an approved assessment, pursuant to N.J.A.C. 6A:8-5.3(f) and D.6. above, does not exist for a particular language, the Board may administer a NJDOE-approved, locally designed proficiency-based assessment.]

N.J.S.A. 18A:7C-3; 18A:7C-5; 18A:7C-6, 18A:7C-7; 18A:7C-15; 18A:7E-3
18A:35-1; 18A:35-2; 18A:35-5; 18A:35-7; 18A:35-8
N.J.A.C. 6A:8-1.3; 6A:8-5.1 et seq.; 6A:14-1.3; 6A:14-2.3; 6A:14-3.7
6A:14-3.8; 6A:14-4.11; 6A:20-1.4

Adopted:



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TEACHING STAFF MEMBERS
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Examination for Cause
Apr 22

[See **POLICY ALERT No. 227**]

3161 EXAMINATION FOR CAUSE

The Board of Education may require the physical and/or psychiatric examination of any teaching staff member who shows evidence of deviation from normal physical or mental health in accordance with N.J.A.C. 6A:32-6.3(b).

The Superintendent shall require a physical and/or psychiatric examination on a teaching staff member whenever, in the judgment of the Superintendent, a teaching staff member shows evidence of deviation from normal physical or mental health, to determine the teaching staff member's physical and mental fitness to perform with reasonable accommodation the position the teaching staff member currently holds, or to detect any health risks to students and other employees.

A teaching staff member that is required to undergo a physical and/or psychiatric examination shall be provided a written statement of reasons for the required examination(s) and notice the teaching staff member has the right to request a hearing with the Board. The hearing shall be conducted in accordance with the provisions of N.J.S.A. 18A:25-7 and will offer the teaching staff member the opportunity to appear before the Board to refute the reasons for the required examination(s), provided any such hearing is requested by the teaching staff member in writing within five working days of the teaching staff member's receipt of the written statement of reasons. A teaching staff member shall be ordered to submit to the appropriate examination(s) by the physician or institution designated by the Board if the teaching staff member failed to timely request a hearing before the Board or failed to persuade the Board at the hearing that the teaching staff member should not be required to submit to the appropriate examination(s). The Board's determination at the conclusion of such a hearing is appealable to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:4 – Appeals pursuant to N.J.A.C. 6A:32-6.3(b)2.

The Board shall bear the cost of the examination if the examination is performed by a physician or institution designated by the Board. The examination may be performed by a physician or institution of the teaching staff member's own choosing, approved by the Board, and at the teaching staff member's own expense in accordance with N.J.S.A. 18A:16-3 and N.J.A.C. 6A:32-6.3.



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TEACHING STAFF MEMBERS 3161/page 2 of 2 Examination for Cause

If the teaching staff member submits names of physicians or institutions to the Board for consideration to complete the appropriate examination(s) the Board is not required to designate the physician or institution submitted for consideration by the teaching staff member, but shall not act unreasonably in withholding its approval of the physician or institution. The Board shall require the teaching staff member to authorize the release of the examination results to the Superintendent.

If the results of any such examination indicate mental abnormality or communicable disease, the teaching staff member shall be ineligible for further service until proof of recovery, satisfactory to the Board, is furnished, but if the teaching staff member is under contract or has tenure, they may be granted sick leave with compensation as provided by law and shall, upon satisfactory recovery, be permitted to complete the term of their contract, if they are under contract, or be reemployed with the same tenure as they possessed at the time their services were discontinued, if they have tenure, unless their absence shall exceed a period of two years in accordance with N.J.S.A. 18A:16-4.

In order to return to work, the teaching staff member must submit to an appropriate examination and submit the results of the examination to the Superintendent. The examination must be conducted by a physician or institution upon which the Board and teaching staff member confer and agree. If the physician or institution conducting the examination is conducted by the Board's choice, the cost shall be borne by the Board; if the physician or institution conducting the examination is conducted by the teaching staff member's choice, the cost shall be borne by the teaching staff member.

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

42 U.S.C.A. 12101
N.J.S.A. 18A:6-10; 18A:16-2; 18A:16-3; 18A:16-4; 18A:25-7;
18A:28-5; 18A:30-1 et seq.
N.J.A.C. 6A:32-6.2; 6A:32-6.3

Adopted:



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Apr 22

[See **POLICY ALERT No. 227**]

4161 EXAMINATION FOR CAUSE

The Board of Education may require the physical and/or psychiatric examination of any support staff member who shows evidence of deviation from normal physical or mental health in accordance with N.J.A.C. 6A:32-6.3(b).

The Superintendent shall require a physical and/or psychiatric examination on a support staff member whenever, in the judgment of the Superintendent, a support staff member shows evidence of deviation from normal physical or mental health, to determine the support staff member's physical and mental fitness to perform with reasonable accommodation the position the support staff member currently holds, or to detect any health risks to students and other employees.

A support staff member that is required to undergo a physical and/or psychiatric examination shall be provided a written statement of reasons for the required examination(s) and notice the support staff member has the right to request a hearing with the Board. The hearing shall be conducted in accordance with the provisions of N.J.S.A. 18A:25-7 and will offer the support staff member the opportunity to appear before the Board to refute the reasons for the required examination(s), provided any such hearing is requested by the support staff member in writing within five working days of the support staff member's receipt of the written statement of reasons. A support staff member shall be ordered to submit to the appropriate examination(s) by the physician or institution designated by the Board if the support staff member failed to timely request a hearing before the Board or failed to persuade the Board at the hearing that the support staff member should not be required to submit to the appropriate examination(s). The Board's determination at the conclusion of such a hearing is appealable to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:4 – Appeals pursuant to N.J.A.C. 6A:32-6.3(b)2.

The Board shall bear the cost of the examination if the examination is performed by a physician or institution designated by the Board. The examination may be performed by a physician or institution of the support staff member's own choosing, approved by the Board, and at the support staff member's own expense in accordance with N.J.S.A. 18A:16-3 and N.J.A.C. 6A:32-6.3.



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If the support staff member submits names of physicians or institutions to the Board for consideration to complete the appropriate examination(s) the Board is not required to designate the physician or institution submitted for consideration by the support staff member, but shall not act unreasonably in withholding its approval of the physician or institution. The Board shall require the support staff member to authorize the release of the examination results to the Superintendent.

If the results of any such examination indicate mental abnormality or communicable disease, the support staff member shall be ineligible for further service until proof of recovery, satisfactory to the Board, is furnished, but if the support staff member is under contract or has tenure, they may be granted sick leave with compensation as provided by law and shall, upon satisfactory recovery, be permitted to complete the term of their contract, if they are under contract, or be reemployed with the same tenure as they possessed at the time their services were discontinued, if they have tenure, unless their absence shall exceed a period of two years in accordance with N.J.S.A. 18A:16-4.

In order to return to work, the support staff member must submit to an appropriate examination and submit the results of the examination to the Superintendent. The examination must be conducted by a physician or institution upon which the Board and support staff member confer and agree. If the physician or institution conducting the examination is conducted by the Board's choice, the cost shall be borne by the Board; if the physician or institution conducting the examination is conducted by the support staff member's choice, the cost shall be borne by the support staff member.

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

42 U.S.C.A. 12101

N.J.S.A. 18A:6-10; 18A:16-2; 18A:16-3; 18A:16-4; 18A:25-7;

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

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

Adopted:



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Maintenance and Repair
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[See POLICY ALERT Nos. 182 and 227]

7410 MAINTENANCE AND REPAIR

The Board of Education recognizes the fixed assets of the school district represent a significant investment of this community and maintenance is a prime concern to the Board.

The school district is required to develop, approve, and implement a comprehensive maintenance plan in accordance with the requirements of N.J.A.C. 6A:26-20.5. A “comprehensive maintenance plan” means a school district’s multi-year maintenance plan covering required maintenance activities for each school facility in the school district adopted pursuant to N.J.A.C. 6A:26.

Required maintenance activities include those activities outlined in N.J.A.C. 6A:26-20.3. The school district shall determine the required maintenance activities to reasonably maintain each school facility in the school district, and shall report the activities in its annual comprehensive maintenance plan pursuant to N.J.A.C. 6A:26-20.5.

In accordance with N.J.A.C. 6A:26-20.4(a), expenditures for required maintenance activities set forth in N.J.A.C. 6A:26-20.3 shall qualify as investments in maintenance for purposes of calculating the required maintenance expenditure in N.J.A.C. 6A:26-20.4(d) and (e), the annual required maintenance budget amount pursuant to N.J.A.C. 6A:26-20.8, and the maintenance factor (M) in N.J.S.A. 18A:7G-9. Expenditures that qualify as required maintenance shall be in accordance with the provisions of N.J.A.C. 6A:26-20.4.

The school district’s comprehensive maintenance plan shall be submitted to the Executive County Superintendent by a Board of Education resolution every school year, pursuant N.J.A.C. 6A:26-20.5(a)1.

The required annual maintenance budget amount as reported in its comprehensive maintenance plan shall be included in the district’s annual budget certified for taxes in accordance with the provisions of N.J.A.C. 6A:26-20.8(a). The required annual maintenance budget amount shall be calculated and adjusted in accordance with the provisions of N.J.A.C. 6A:26-20.8(b). The Executive County Superintendent shall not approve the school district’s budget that does not comply with the provisions of N.J.A.C. 6A:26-20.1 et seq.



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Maintenance and Repair

Commencing September 1, 2002, no person shall be employed by the Board of Education as a buildings and grounds supervisor, as defined in N.J.S.A. 18A:17-49, unless the person is a certified educational facilities manager pursuant to N.J.S.A. 18A:17-49 and 18A:17-50.

Facilities maintenance, repair scheduling and accounting shall be in accordance with the provisions of N.J.A.C. 6A:23A-6.9 and Regulation 7410.01.]

N.J.S.A. 18A:7G-9; 18A:17-49; 18A:17-50; 18A:18A-43; 18A:21-1
N.J.A.C. 6A:23A-6.9; 6A:26-1.1 et seq.; 6A:26-20.3; 6A:26-20.4; 6A:26-20.5;
6A:26-20.6; 6A:26-20.8

Adopted:



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Facilities Maintenance, Repair Scheduling, and
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[See POLICY ALERT Nos. 182, 184, and 227]

[Required for School Districts with Three or More District Buildings]

R 7410.01 FACILITIES MAINTENANCE, REPAIR SCHEDULING, AND ACCOUNTING

A school district with three or more district buildings shall have an automated work order system ~~by July 1, 2010~~ for prioritizing, performing, and recording all maintenance and repair requests for all district buildings and grounds **in accordance with the provisions of N.J.A.C. 6A:23A-6.9.**

A. Standard Operating Procedure (SOP) For Work Order System

1. The Superintendent or designee shall establish Standard Operating Procedures (SOP) for the approval and prioritization of work order requests which take into account the health and safety of building occupants, priorities and objectives established annually to carryout the district Strategic Plan, the need for the work requested, and other factors the district deems appropriate.
2. Except in an emergency where the work is necessary to correct a situation that poses an imminent threat to the health or safety of students and/or staff, the work order system shall include the following information for a request for work before work begins:
 - a. The name of the person making the request;
 - b. The date of the request;
 - c. The appropriate approval(s) as established by SOP;
 - d. The date of approval(s);
 - e. The location of work requested;
 - f. The priority level (for example, urgent, high, average, low);



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- g. The scheduled date(s) of service;
 - h. The trade(s) needed such as general maintenance worker;; custodian;; carpenter;; plumber;; electrician;; **heating, ventilation, and air conditioning (HVAC)**;; grounds;; roofer;; masonry;; glazer;; other;
 - i. A description of the work requested;
 - j. A projection of the materials and supplies needed for the work;
 - k. The estimated **labor man** hours needed to complete task;
 - l. The name of the work order assigner; and
 - m. The name of the employee(s) working on the order.
3. The work order system shall include the following close-out information for each request for work:
- a. The actual hours worked by date for each assigned staff member;
 - b. The actual hourly rate paid, both regular and over-time, for each assigned staff member;
 - c. The aggregate cost of labor by regular, over-time, and total;
 - d. The actual materials and supplies needed to complete the work order;
 - e. Actual cost of materials and supplies; and
 - f. The name of the employee responsible for attesting that the job was completed satisfactorily.



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Facilities Maintenance, Repair Scheduling, and
Accounting

4. Except **when** ~~where~~ prohibited by a collective bargaining agreement, the SOP shall require for any work, which cannot be completed during regular working hours by the needed completion date, an assessment of the cost-benefit of outsourcing any such work in excess of the quote threshold as determined under N.J.S.A. 18A:18A-37.
5. **If** ~~Where~~, according to the assessment, the cost of outsourcing work is less than the in-house estimated cost of labor, at over-time rates, and materials for the same work, the work shall be outsourced provided the work can be contracted in accordance with N.J.S.A. 18A:18A-1 et seq., completed by the projected completion date contained in the prioritized work order system and does not violate the terms of a collective bargaining agreement for maintenance workers and/or custodians.
6. The School Business Administrator/Board Secretary, in consultation with the supervisor responsible for this work, shall conduct an analysis of the information in the work order system no later than February 1 of the prebudget year for consideration during budget preparation. The analysis should include productivity of staff as a whole and individually, significant variations between estimated labor time and materials and actual labor time and materials, unusual trends for like projects and other factors that will improve productivity and efficiency.

Adopted:



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

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 will develop and implement comprehensive written plans, procedures, and mechanisms to provide for the protection of 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.

“School 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 community resources, as appropriate, in the development of the school district’s plans, procedures, and mechanisms for school safety and security. 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 and shall be reviewed annually, and updated as appropriate.

A copy of the school district’s school safety and security plan shall be disseminated to all school district employees. 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



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shall receive this in-service training, as appropriate, within sixty days of the effective date of their employment. This in-service training program 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.

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, whether occupying buildings of one or more stories, to keep all doors and exits of their respective rooms and buildings unlocked during the school hours, except during an emergency lockdown or an emergency lockdown drill. 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 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. **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;**



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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 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**
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.**

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.

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.



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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.

The school district will be required to annually submit a security drill statement of assurance to the New Jersey Department of Education by June 30 of each school year. Each school in the district will be required to complete 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. 18A:41-1; 18A:41-2; 18A:41-6; 18A:41-7; **18A:41-7a.**

N.J.A.C. 6A:16-5.1; ~~6A:27-11.2~~

Adopted:

