

SOMERSET COUNTY VOCATIONAL BOARD OF EDUCATION

SOMERSET COUNTY VOCATIONAL & TECHNICAL SCHOOLS

14 Vogt Drive  
Bridgewater, New Jersey 08807

Regular Meeting  
July 25, 2011

I. Call to Order

II. Roll Call of Members

William Hyncik, Jr., President  
William Dudeck, Vice President  
Dr. Alan P. Braun

Theodore Smith  
Dr. Kathleen Serafino

Also Present:

Michael A. Maddaluna, Superintendent of Schools  
Diane Strober, Assistant Superintendent for Business/Board Secretary  
Diane Ziegler, High School Principal  
Lisa Fittipaldi, Board Attorney  
Jack Ciattarelli, Somerset County Freeholder Liaison  
Members of the Press: The Courier News, The Star Ledger and the  
Messenger Gazette  
Others:

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

Pledge of Allegiance

III. Approval of Minutes of the Regular Meeting held on June 27, 2011 and the Special Meeting held on July 14, 2011.

A. Corrections

On motion of \_\_\_\_\_, seconded by \_\_\_\_\_, the minutes of the Regular Meeting held on June 27, 2011 and the Special Meeting held on July 14, 2011 were approved.

## IV. Correspondence

1. Note from Camille Bowman thanking the Board for the beautiful retirement gift.
2. Letter from the State of NJ Equal Opportunity Compliance Division stating a public agency review was conducted and the district is in compliance with law.

## V. Old or Unfinished Business

1. Presentation - Asthma Friendly School Award by The Pediatric/Adult Asthma Coalition of New Jersey sponsored by the American Lung Association of New Jersey
2. Construction Projects Update - Auditorium Ceiling (SSP)

## VI. Report of the Attorney

## VII. Committee Reports

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

## VIII. Superintendent's Report

## A. Employment of Full-Time Personnel - 2011-12 School Year

The Superintendent recommends that the Board of Education appoint Nzinga Basir to the position of Administrative Secretary (TOPS), (UPC# SEC-HS-SCHS-FL-10) at a salary of \$38,555.00, Step 3/C, effective August 1, 2011.

The Superintendent recommends that the Board of Education appoint Matthew Dolegiewitz to the position of Mathematics Instructor, (UPC# TCH-HS-MATH-FL-02) at a salary of \$50,690.00, Step 4-5/A, effective September 1, 2011.

The Superintendent recommends that the Board of Education appoint Matthew Poznanski to the position of Physical Education Instructor (UPC# TCH-HS-PHED-FL-04) at a salary of \$50,440.00, Step 2-3/A, effective September 1, 2011.

The Superintendent recommends that the Board of Education appoint Karen Gleeson to the position of Administrative Secretary - Superintendent's Office, at a salary of \$44,316.00, effective on or about August 1, 2011.

## B. Employment of Part-Time Hourly Personnel - 2010-11 School Year

TOPS

Patricia Loughney	Drivers Education	\$38.00/hr
	(7 hours)	

## C. Employment of Part-Time Hourly Personnel - Summer 2011

The Superintendent recommends that the Board of Education approve employment of the following part-time hourly personnel for Summer 2011:

Performing Arts

Sheila Buttermore	Adult Dance Instructor	\$44.81/hr
	(13.5 hours)	

School Based/Linkages Program

Angela Maggs	Recruiter/Outreach Worker	\$20.00/hr
	(241 hours)	

Twilight Student Teacher Assistants - \$7.25/hr (95 hrs/student)

Jeanne Brydon/Culinary Arts

## D. Employment of Part-Time Personnel - 2011-12 School Year

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

Twilight

Diane Ziegler	Program Director	\$672.83/month
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## E. Employment of Substitutes - 2011-12 School Year

The Superintendent recommends that the Board of Education approve employment of the following substitutes at a rate of \$100.00/day for the 2011-2012 school year:

Augustine Pekanyande	Edward Smith	Lori Rinaldi
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## F. Extra-Curricular Appointments - 2011-2012 School Year

The Superintendent recommends that the Board of Education approve the following for extra-curricular activities for the 2011-12 school year as follows:

Matthew Poznanski	9 <sup>th</sup> Grade Class Advisor	\$2476.00
	JV Boys Basketball Coach	\$2971.00
Denise Gotti	10 <sup>th</sup> Grade Class Advisor	\$2476.00
Linda Weber-Smith	11 <sup>th</sup> Grade Class Advisor	\$2722.00
	Yearbook Co-Advisor	\$2719.50
Julie Strober	12 <sup>th</sup> Grade Class Advisor	\$2722.00
	Cheerleading Coach	\$1651.00
Deborah Gichan	Yearbook Co-Advisor	\$2719.50
John O'Neill	Athletic Advisor	\$2848.00
	Varsity Girls Soccer Coach	\$4619.00
	Varsity Girls Softball Coach	\$4619.00
	Early Morning Duty Monitor	\$ 16.00/day
Erik Fargo	FFA Club Advisor	\$2611.00
Kim Vasaturo	HOSA Club Advisor	\$2476.00
John Heinbach	JV Boys Baseball Coach	\$2971.00
	Varsity Boys Soccer Coach	\$4619.00
James Strickhart	JV Boys Soccer Coach	\$2971.00
	Varsity Boys Baseball Coach	\$4619.00
Karen Long	JV Girls Soccer Coach	\$2971.00
	JV Girls Softball Coach	\$2971.00
Christopher Miller	National Vocational Technical	\$1485.00
	Honor Society Advisor	
Catherine Fortunato	National Honor Society Advisor	\$1485.00
Anabela Bentzinger	Rotary Interact Club Advisor	\$1485.00

Extra-Curricular Appointments - 2011-2012 School Year (Con't)

Ahmed Mackey	Varsity Boys Basketball Coach	\$4619.00
Louise Tokarsky-Unda	SkillsUSA Co-Advisor	\$1717.50
Pratima Patil	SkillsUSA Co-Advisor	\$1717.50
Ushma Mehta	SkillsUSA Advisor Assistant	\$1785.00
Sarah Morelli-Stutz	SkillsUSA Co-Advisor	\$1717.50
Maureen Lawler	SkillsUSA Co-Advisor	\$1717.50
Benjamin Pokrywa	Safety Committee Chairperson	\$1456.00
Sheila Buttermore	Drama Co-Advisor	\$1649.00
Joseph Mancuso	Drama Co-Advisor	\$1649.00
Jaime Morales	Early Morning Duty Monitor	\$ 16.00/day
Patricia Morales	Early Morning Duty Monitor	\$ 16.00/day
John Vingara	Early Morning Duty Monitor	\$ 16.00/day

## G. Emergency Certificate

The Superintendent recommends that the Board of Education authorize the Secretary to file form BTEAC-5a for the renewal of an Emergency Certificate for Sarah Morelli-Stutz, School Psychologist.

Motion\_\_\_\_\_ Second\_\_\_\_\_

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

## H. Field Trips

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

July 26, 2011	Health Occupations Summer Twilight	Bodies Exhibit Museum New York, NY	\$16.00/student Transportation (Twilight funds)
July 27, 2011	Health Occupations Summer Twilight	Women's Health & Counseling Ctr Somerville, NJ	\$00.00/student Transportation (Twilight funds)
July 26, 2011	Academy Enrichment Seniors	Rutgers University/Physics Lab New Brunswick, NJ	\$00.00/student Transportation provided by RVCC

## I. Revised Job Description

The Superintendent recommends that the Board of Education approve revised job description - Twilight Program Director (Part-Time) as it appears on Addendum #1.

## J. Professional Seminars/Workshops

The Superintendent recommends that the Board of Education approve requests for district staff and Board of Education members to attend professional seminars, workshops, etc. as they appear on Addendum #2.

## K. Board Policies and Regulations - First Reading

The Superintendent recommends that the Board of Education approve the following Board policies and regulations at this first reading as they appear on Addendum #3.

3125.2 - Employment of Substitute Teachers  
R5512 - Harassment, Intimidation and Bullying

## L. Revised Board Policies and Regulations - First Reading

The Superintendent recommends that the Board of Education approve the following revised Board policies and regulations at this first reading as they appear on Addendum #4.

0144 - Board Member Orientation and Training  
2440/R2440 - Summer Session  
2415.04 - Title I District-Wide Parental Involvement  
2423/R2423 - Bilingual and ESL Education  
5350 - Pupil Suicide Prevention  
5512 - Harassment, Intimidation and Bullying  
5600 - Pupil Discipline/Code of Conduct  
8461/R8461 Reporting Violence, Vandalism, Harassment, Intimidation,  
Bullying, Alcohol and Other Drug Abuse

Motion\_\_\_\_\_ Second\_\_\_\_\_

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

## M. Application for Funds

The Superintendent recommends that the Board of Education adopt the following resolution: The governing body of the Somerset County Vocational and Technical Schools at its July 25, 2011 meeting authorized application for funds for the following:

NJ Department of Education	Carl Perkins Grant	\$255,082.00
	(Secondary - FY 2012)	

## N. Acceptance of Funds

The Superintendent recommends that the Board of Education adopt the following resolution: The governing body of the Somerset County Vocational and Technical Schools at its July 25, 2011 meeting authorized acceptance of funds for the following:

United Way of Central Jersey	Twilight	\$ 5,250.00
	(2011-12 SY)	

Motion\_\_\_\_\_ Second\_\_\_\_\_

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
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Mr. Smith	___	___
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Dr. Braun	___	___
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Mr. Dudeck	___	___
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Mr. Hyncik	___	___
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Dr. Serafino	___	___
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## O. Superintendent's Update

## IX. Submission of Bills

It is recommended the Board of Education approve the bills for July 2011 which is included in the board packet and will be attached to the regular meeting minutes.

Motion\_\_\_\_\_ Second\_\_\_\_\_

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___

## X. New Business

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

## A. Reports A148 and A149

It is recommended the Board of Education adopt the monthly financial statement reports for the Assistant Superintendent for Business/Board Secretary for the month of June 2011 and the Treasurer of School Monies for the month of June 2011, after review of the secretary's monthly financial report (appropriations section), and upon consultation with the appropriate district officials, to the best of our knowledge no major fund has been overextended in violation to N.J.A.C. 6:20-2A.10(b) and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year. (Addendum #5)

Motion\_\_\_\_\_ Second\_\_\_\_\_

Discussion

Call the Roll

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	___	___
Dr. Braun	___	___
Mr. Dudeck	___	___
Mr. Hyncik	___	___
Dr. Serafino	___	___



## XII. August Meeting

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

August 22, 2011

5:00 p.m.

Somerset County Vocational & Technical Schools

14 Vogt Drive

Bridgewater, New Jersey 08807

## XIII. Remarks from the Public

## XIV. Resolution

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

- A. This Board will go into closed session with the Board Counsel for the purpose of discussing matters within the provisions of 7A(11)c231.
- B. The general nature of matters to be discussed relates to 2011-12 Budget.
- C. Under the provisions of the above stated laws, the public shall be excluded from attendance at the portion of the meeting relating to the above matters.
- D. It is anticipated that the items discussed will be made public when the matters discussed are resolved.

- XV. On motion of \_\_\_\_\_, seconded by \_\_\_\_\_ and passed, the meeting adjourned at \_\_\_\_\_ P.M.

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

Page 1 of 1

**CATEGORY: ADMINISTRATION**

**ADOPTED: January 23, 1989; Revised:**

**TITLE: TWILIGHT PROGRAM DIRECTOR (part-time)**

**CERTIFIED**

**QUALIFICATIONS:**

1. Possess a New Jersey Teaching Certificate.
2. Possess a New Jersey Supervisor's Certificate.
3. Demonstrated ability in dealing with disadvantaged and handicapped secondary school age students.
4. Demonstrated ability in dealing with local and state social agencies.
5. Demonstrated ability in dealing with educational systems.
6. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

**REPORTS TO:** Superintendent of Schools

**SUPERVISES:** Twilight Program Staff

**JOB GOAL:** To provide management and leadership essential to operate an alternative education program.

**PERFORMANCE RESPONSIBILITIES:**

1. Establish and implement administrative procedures to direct the daily routine work of the twilight staff.
2. Establish a system of records on financial activities, attendance, health and other appropriate areas.
3. Supervise the requisition, distribution and inventory of instructional materials.
4. Determine staffing needs and make recommendations to the Superintendent.
5. Develop funding proposals on a regular basis to manage a proper budget.
6. Submit all reports required by funding sources in a timely manner.
7. Perform such other tasks and assures such other responsibilities as may be assigned by the Superintendent

**TERMS OF EMPLOYMENT:** Twelve-month year. In accordance with the negotiated agreement.

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

PROFESSIONAL DEVELOPMENT REQUESTS  
July 2011 BOARD MEETING

	DATE(S)	PARTICIPANTS	REG. FEE	EXPENSES	WORKSHOP DESCRIPTION	LOCATION
1	August 9, 2011	Karen Long Irene Ives	\$60.00 ea*	Mileage/\$32.50 Mileage/\$30.70	NJ Assoc. for College Admission Counseling Workshop	Mt. Laurel, NJ
2.	August 9, 2011	Maria Johnson Teresa Morelli Duane Wallace	\$799.00 ea*	Mileage/\$39.06	iPad Workshop for School Leaders (provided by NJ Association of School Administrators NJASA)	Monroe Township, NJ
3	August 16, 2011	Antoinette Finley	\$60.00*	N/A	NJ Assoc. for College Admission Counseling Workshop	Wayne, NJ
4	August 18, 2011	Mike Herrera Pat Pelliccia Diane Ziegler	\$1370.00* (total)	N/A	2011-2012 Harassment, Intimidation, and Bullying Prevention Training Program	Manville, NJ
5	September 15, 2011	Patty Morales	\$86.00*	Mileage/\$7.44	Seminar for Nurses: Conquering Pain	Allentown, PA
6	October 26, 2011	Patty Morales Peggy Prezioso	\$190.00 ea*	Mileage/\$30.07 Mileage/\$22.94	20 <sup>th</sup> Annual AAP/NJ School Health Conference: Back to Basics: Challenges for the Next Decade	Somerset, NJ
7						
8						
9						

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

# POLICY GUIDE

TEACHING STAFF MEMBERS  
3125.2/page 1 of 2  
Employment of Substitute Teachers  
May 11

[See POLICY ALERT No. 193]

## 3125.2 EMPLOYMENT OF SUBSTITUTE TEACHERS

The Board of Education will employ substitutes in order to ensure continuity in the instructional program and will approve a list of substitutes on an annual basis and additional approved substitutes will be added to the approved list throughout the school year. Substitute teachers will be employed from the substitute list recommended by the Superintendent and approved by the Board. The Board shall also approve the substitute rate of pay.

All substitute teachers must possess a substitute credential issued by the New Jersey State Board of Examiners in accordance with the provisions of N.J.A.C. 6A:9-6.5. All substitute teachers are required to undergo a criminal history record check in accordance with the provisions of N.J.S.A. 18A:6-7.1 et seq. and New Jersey Department of Education regulations and procedures for criminal history record checks. In accordance with the provisions of N.J.S.A. 18A-6-7.1b., a substitute teacher who is rehired annually by the Board shall only be required to undergo a criminal history record check as required by N.J.S.A. 18A:6-7.1 et. seq. upon initial employment, provided the substitute continues in the employ of at least one of the districts at which the substitute was employed within one year of the approval of the criminal history record check.

A substitute teacher shall follow the daily lesson plan provided by the regular teacher and, when that plan is exhausted or unavailable, the instructions of the Principal. A substitute teacher may not plan or direct an instructional program except as expressly permitted by the Superintendent.

In accordance with the provisions of N.J.S.A. 18A:16-1.1b., a vacant teaching position shall not be filled in any school year by one or more individuals employed as substitute teachers and holding a certificate of eligibility or a certificate of eligibility with advanced standing issued by the New Jersey State Board of Examiners and working in an area authorized by their credentials for a total amount of time exceeding sixty school days. The Executive County Superintendent of Schools may grant an extension upon written application from the school district demonstrating the district's inability to hire an appropriately certified teacher for the vacant position within the original sixty-day time limit. In the event that one individual employed pursuant to this provision is employed in the same position for more than sixty days, the substitute shall be compensated by the school district on a pro-rata basis consistent with the salary provided to a teacher with similar credentials in the school district.

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# POLICY GUIDE

## TEACHING STAFF MEMBERS

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### Employment of Substitute Teachers

In accordance with the provisions of N.J.S.A. 18A16-1.1c., a vacant teaching position shall not be filled in any school year by one or more individuals employed as substitute teachers and holding a certificate of eligibility or a certificate of eligibility with advanced standing issued by the New Jersey State Board of Examiners and working in an area not authorized by their credentials for a total amount of time exceeding twenty school days. The Executive County Superintendent of Schools may grant an extension of up to an additional twenty days upon written application from the school district demonstrating the district's inability to hire an appropriately certified teacher for the vacant position within the original twenty-day time limit.

In accordance with the provisions of N.J.S.A. 18A:16-1.1d., a vacant teaching position shall not be filled in any school year by one or more individuals employed as substitute teachers and holding a standard instructional certificate issued by the New Jersey State Board of Examiners and working in an area not authorized by their credentials for a total amount of time exceeding forty school days.

In accordance with the provisions of N.J.S.A. 18A:16-1.1a., a vacant teaching position shall not be filled in any school year by one or more individuals holding a substitute credential issued by the New Jersey State Board of Education pursuant to the provisions of N.J.S.A. 18A:6-38 for a total amount of time exceeding twenty school days. The Commissioner of Education may grant an extension of up to an additional twenty school days upon written application from the school district demonstrating the district's inability to hire an appropriately certified teacher for the vacant position within the original twenty-day time limit.

N.J.S.A. 18A:6-7.1 et seq.; 18A:16-1.1a.; 18A:16-1.1b.;  
18A:16-1.1c.; 18A:16-1.1d.



Adopted:



# REGULATION GUIDE

PUPILS

R 5512/page 1 of 3

Harassment, Intimidation, or Bullying  
Investigation Procedure

Mar 87

May 11

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[See POLICY ALERT No. 151, 162, 163, 183 and 193]

## R 5512 HARASSMENT, INTIMIDATION, OR BULLYING INVESTIGATION PROCEDURE

The Board of Education authorizes a prompt investigation of reports and violations and complaints of harassment, intimidation and bullying in accordance with the provisions of N.J.S.A. 18A:37-15(b)6.

The following investigation procedure shall be used for all allegations of harassment, intimidation, or bullying:

1. An investigation shall be initiated by the Principal or the Principal's designee within one school day of the report of the incident and shall be conducted by a school's Anti-Bullying Specialist.
  - a. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist in the investigation.
2. The investigation shall be completed as soon as possible, but not later than ten school days from the date of the written report of the incident of harassment, intimidation, or bullying.
  - a. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the ten-day period, the school Anti-Bullying Specialist may amend the original report of the results of the investigation to reflect the information.
3. The results of the investigation shall be reported to the Superintendent of Schools within two school days of the completion of the investigation, and in accordance with regulations promulgated by the State Board of Education pursuant to the "Administrative Procedure Act," P.L.1968, c.410 (C.52:14B-1 et seq.).



# REGULATION GUIDE

PUPILS

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Harassment, Intimidation, or Bullying  
Investigation Procedure

4. The Superintendent of Schools may decide to provide intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action.
5. The results of each investigation shall be reported to the Board of Education no later than the date of the next Board of Education Meeting following the completion of the investigation, along with information on any services provided, training established, discipline imposed, or other action taken or recommended by the Superintendent.
6. Parents or legal guardians of the pupils who are parties to the investigation shall be entitled to receive information about the investigation, in accordance with Federal and State law and regulation, including the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether discipline was imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.
7. A parent or legal guardian may request a hearing before the Board of Education after receiving the information.
  - a. This hearing shall be held within ten days of the request;
  - b. The Board shall meet in executive session for the hearing to protect the confidentiality of the pupils; and
  - c. At the hearing the Board may hear from the school Anti-Bullying Specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.



# REGULATION GUIDE

PUPILS

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Harassment, Intimidation, or Bullying  
Investigation Procedure

8. At the next Board of Education meeting following its receipt of the report, the Board of Education shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with the procedures set forth in law and regulation, no later than ninety days after the issuance of the Board's decision.
9. A parent, pupil, legal guardian, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).

Issued:





# BYLAW GUIDE

BYLAWS

0144/page 2 of 2

## Board Member Orientation and Training

The training program shall include information regarding the school district monitoring system established pursuant to P.L. 2005, c. 235, the New Jersey Quality Single Accountability Continuum, and the five key components of school district effectiveness on which school districts are evaluated under the monitoring system: instruction and program; personnel; fiscal management; operations; and governance.

The Board member shall complete a training program on school district governance in each of the subsequent two years of the Board member's first term.

Within one year after each re-election or re-appointment to the Board of Education, the Board member shall complete an advanced training program to be prepared and offered by the New Jersey School Boards Association. This advanced training program shall include information on relevant changes to New Jersey school law and other information deemed appropriate to enable the Board member to serve more effectively.

The New Jersey School Boards Association shall examine options for providing training programs to Board members through alternative methods such as on-line or other distance learning media or through regional-based training.

**Within one year after being newly elected or appointed or being re-elected or re-appointed to the Board of Education, a Board member shall complete a training program on harassment, intimidation, and bullying in schools, including a school district's responsibilities under P.L. 2002, c.83 (C.18A:37-13 et seq.). A Board member shall be required to complete the program only once. Training on harassment, intimidation, and bullying in schools shall be provided by the New Jersey School Boards Association, in consultation with recognized experts in school bullying from a cross section of academia, child advocacy organizations, nonprofit organizations, professional associations, and government agencies.**

N.J.S.A. 18A:12-33; 18A:37-13 et seq.

Adopted:



# BYLAW GUIDE

BYLAWS  
0144/page 1 of 2  
Board Member Orientation **and Training**  
Mar 87  
May 11

[See **POLICY ALERT** Nos. 113, 181 and 193]

## 0144 BOARD MEMBER ORIENTATION AND TRAINING

The preparation of each member for the performance of Board of Education duties is essential to the proper functioning of the Board. The Board encourages each new Board member in the acquisition of information about school district governance, the separate functions of the Board and the Superintendent, the operations of the district, and Board procedures.

The Board directs that each new member receive

### **Choose one or more of the following:**

- ☐ access to and/or a copy of the Board of Education Bylaw and Policy Manual,
- ☐ the manual of administrative regulations,
- ☐ each negotiated agreement,
- ☐ the current budget statement and audit report,
- ☐ the most recent long range facilities plan,
- ☒ and such other materials as deemed appropriate by the Superintendent.

Each new Board member will be invited and is encouraged to meet and discuss the responsibilities and authority of a Board member, Board functions, and Board policies and procedures with the Board President (if available), the Superintendent, and the **School Business Administrator**/Board Secretary.

Each newly elected or appointed Board member shall complete during the first year of the member's first term a training program to be prepared and offered by the New Jersey School Boards Association, in consultation with the New Jersey Association of School Administrators, the New Jersey Principals and Supervisors Association, and the Department of Education, regarding the skills and knowledge necessary to serve as a Board member.



# POLICY GUIDE

*EXTRA*  
PROGRAM

2440/page 1 of 2

Summer Session

Mar 90

May 11

[See POLICY ALERT Nos. 102, 110, 192 and 193]

## 2440 SUMMER SESSION

The Board of Education may conduct a summer session. A summer session must be approved by the Board of Education and the Executive County Superintendent of Schools and may include:

1. Remedial courses for pupils who wish to retake a course or subject previously taken and for which credits or placement may be awarded upon successful completion;
2. Advanced courses for pupils who wish to take a course or subject not previously taken in an approved school district program and for which additional credits or advanced placement may be awarded upon successful completion of the course; and
3. Enrichment courses for pupils who wish to take a course or subject of a vocational interest and for which no credits are to be awarded.  
*or academic*

The Superintendent of Schools will develop a summer session program and submit the proposed program to the Board for approval. The proposed program shall include the details of the summer session including, but not limited to, a list of the courses or programs offered, the hours of operation, the school(s) where the summer session(s) will be operating, any tuition fees to be charged in accordance with the provisions of N.J.A.C. 6A:32-10.3, and projected cost of operation.

A pupil will be enrolled in a remedial course only on the written recommendation of the Principal of the school the pupil regularly attends. The recommendation shall state the name of the subject(s) which the pupil may take and the purpose for which each subject is taken. A pupil previously retained at grade level may be promoted on successful completion of a required remedial course, but no pupil shall be required to attend the summer session.

*DZ*



# POLICY GUIDE

PROGRAM  
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Summer Session

In accordance with the provisions of N.J.A.C. 6A:32-10.3, tuition may be charged to nonresident pupils enrolled in a summer session course and to resident pupils enrolled in enrichment courses which carry no credit and are determined by the Executive County Superintendent to have no direct relationship to the curriculum. Tuition ~~may shall not~~ be charged to pupils domiciled within the district for enrollment in remedial or advanced courses **in accordance with the provisions of N.J.S.A. 18A:11-15.**

The Superintendent shall develop regulations for the summer session that include provisions for appropriate planning, proper staffing, pupil assignments, pupil evaluation, pupil records, award of credit, grade placement, and the utilization of facilities. Such regulations for the operation of the summer session shall be consistent with rules of the State Board of Education and Board policies. The operation of the summer session shall not conflict in any way with the administration of the regular school sessions of this district.

N.J.S.A. **18A:11-15**; 18A:54B-1 et seq.

N.J.A.C. 6A:32-10.1; 6A:32-10.2; 6A:32-10.3; 6A:32-10.4; 6A:32-10.5

Adopted:

# REGULATION GUIDE

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Summer Session  
Mar 89  
May 11

[See POLICY ALERT Nos. 192 and 193]

## R 2440 SUMMER SESSION

### A. Definitions

1. "Summer session" means the instructional program operated by this school district during the summer months.
2. "Remedial course" means any course or subject that is a review of a course or subject the pupil has previously taken and for which credits or placement may be awarded upon successful completion of the course.
3. "Advancement course" means any course or subject the pupil has not previously taken in an approved school district program and for which additional credits or advanced placement may be awarded upon successful completion of the course.
4. "Enrichment course" means any course or subject of a vocational *or academic* nature for which no credits are to be awarded.

### B. Instructional Program

1. Summer session will be staffed in accordance with the provisions of N.J.A.C. 6A:32-10.4.
2. Remedial, advancement, and enrichment courses may be offered by the school district during the summer session to meet pupil needs.
3. Summer session classes will meet the following standards:
  - a. To receive advanced credit for a subject not previously taken, the pupil shall receive class instruction in the summer session under standards equal to those during the regular term:
    - (1) 3600 minutes for two and one-half high school credits, or
    - (2) 7200 minutes for five high school credits.



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b. Full-year subjects which are given for review, remediation, or for other purposes not including advanced credit shall be conducted for sixty hours of instruction under standards equal to those during the regular term or through an established number of curricular activities as determined by the Board of Education and approved by the Executive County Superintendent.

4. Time spent on homework and in a study hall shall not be included in the minimum class times set forth in paragraph B.3.a. and b.

## C. Staffing

1. Summer session positions will be filled in accordance with district practice and/or the negotiated contract.
2. In each school, a member of the administrative, supervisory, or teaching staff who is certified as an administrator shall be assigned the responsibilities of administration and supervision of the summer session.
3. All summer session teaching staff members shall possess valid certificates for subjects taught.
4. Curriculum enrichment may involve resource persons serving for specific periods of time under the supervision of a certified administrator, supervisor, or teacher.

## D. Operations

1. The staff member responsible for the administration and supervision of the summer session shall submit a calendar of the summer session instruction to the Superintendent for approval.
2. The calendar will include the daily hours of the summer session.



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3. The Board of Education shall approve the district's summer session. Upon Board approval, the Superintendent of Schools shall obtain approval for the summer session from the Executive County Superintendent of Schools.
4. Summer session teachers will be bound by all Board policies applicable to instruction and teacher responsibility.

## E. Eligibility of Pupils

1. Teaching staff members in the regular school program will be alert to those pupils who would benefit from attendance at remedial or advancement courses in the summer session and will report such pupils to the Principal who will recommend summer session enrollment to the pupil.
2. Pupils may be enrolled in a remedial course only with the recommendation of the Principal of the school in which the pupil regularly attends.
3. The Principal's recommendation shall state in writing the name of the subject(s) which the pupil may take and the purpose for which the subject is taken.
4. Pupils may be enrolled in advancement courses only on the recommendation of a teacher and with the recommendation of the Principal of the school in which the pupil regularly attends. A pupil may be enrolled in no more than the equivalent of one year's work in a subject in an advancement course.
5. Enrichment courses in the summer session are open to all resident pupils and may be open, upon Board approval, to nonresident pupils as space permits. A pupil may be enrolled in no more than the equivalent of one year's work in a subject in an enrichment course.
6. No pupil will be required to attend the summer session as a condition of promotion or for any other reason.



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## F. Pupil Conduct

1. Summer session pupils will be governed by the rules of conduct established for pupils in the regular school session. Rules regarding substance abuse, smoking, and aggressive, assaultive, insulting, and insubordinate behavior, among others, will be in full force and effect.
2. Pupils who violate the rules of conduct or disobey persons in authority will be subject to discipline, which may include expulsion from the summer session. A pupil recommended for expulsion from the summer session will be given an administrative hearing in which the pupil will be given an opportunity to explain his/her conduct. Summer session is not a part of the thorough and efficient system of free education to which the pupil is entitled by law, and expulsion from the summer session does not involve the deprivation of a right.
3. The school dress code policy will be applicable for the summer session; however, the Superintendent of Schools may adjust the dress code policy to take into account warmer temperatures.

## G. Attendance

1. Although the compulsory attendance statutes do not apply to summer session, summer session pupils are expected to attend regularly and promptly.
2. In general, no pupil will receive credit for a remedial or advancement course if he/she has missed more than one classes in the subject. The pupil's parent(s) or legal guardian(s) will be notified after the first absence. Three instances of tardiness will constitute one absence for this purpose.

## H. Grading and Credit

1. Work in remedial and advancement courses will be evaluated and graded, in accordance with Policy No. 2624 for grading in the regular program.



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2. A narrative report of each pupil's attitude, strengths, and weaknesses will be given to the pupil's parent(s) or legal guardian(s) at the end of the summer session.
3. Credit will be given for successful completion of approved remedial and advancement courses that have met the standards of instruction set forth in rules of the State Board of Education and at paragraph B.3. of this regulation.
4. Credit for work taken in an approved elementary or secondary school summer session will be transferable in the same manner as work taken in any approved elementary or secondary school in accordance with Board of Education policy.
5. The Principal of the school which the pupil regularly attends shall give prior approval for work to be taken at other educational institutions or environments. These shall include, but not be limited to, other public and private schools, institutions of higher education, and on-line courses.

## I. Tuition

1. ~~No Tuition may will~~ be charged for the enrollment of a resident pupil in a remedial or advancement course taken for credit **in accordance with the provisions of N.J.S.A. 18A:11-15**. Tuition may be charged to a resident pupil enrolled in an enrichment(s) course which carry no credit and are determined by the Executive County Superintendent of Schools to have no direct relationship to the curriculum.
2. The Board of Education, upon the recommendation of the Superintendent of Schools, shall approve the tuition to be charged for the enrollment of any pupil, resident or nonresident, in an enrichment course.
3. The Board of Education, upon the recommendation of the Superintendent of Schools, shall approve the tuition to be charged for the enrollment of a nonresident pupil in a remedial or advancement course.



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4. Payment of tuition must be made in full to the *Curriculum & Instruction Office* before the first day of the summer session.

5. Tuition will be refunded if the request for refund is received by the staff member responsible for the administration and supervision of the summer session ~~within~~ *prior to or on* ~~days~~ before the first day of the summer session.

## J. Records

1. The permanent/cumulative record of each pupil who completes a program of study in the summer session will include:
  - a. The amount of time the pupil spent in receiving class instruction in the summer session; and
  - b. An evaluation and a description of work completed in the summer session, including the pupil's grade and the credit earned, if any.
2. The amount of time which a pupil has spent in receiving class instruction shall become part of the pupil's permanent/cumulative record and shall be included whenever the record is transferred to another school.

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[See POLICY ALERT Nos. 167, 173 and 191]

## 2415.04 TITLE I – DISTRICT-WIDE PARENTAL INVOLVEMENT

### GENERAL EXPECTATIONS

The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with Section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA.

The school district will incorporate this District-Wide Parental Involvement Policy into its school district's plan developed under Section 1112 of the ESEA.

In carrying out the Title I, Part A parental involvement 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, including alternative formats upon request, and to the extent practicable, in a language parents understand.

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 when the school district submits the plan to the New Jersey Department of Education.

In the event the school district is required to reserve and spend at least one percent of the district's Title I, Part A allocation, the school district will involve the parents of children served in Title I, Part A schools in decisions about how these funds will be spent and will ensure that not less than ninety-five percent of the one percent reserved goes directly to the schools.

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### Title I – District-Wide Parental Involvement

The school district will be governed by the following statutory definition of parental involvement, and expects Title I schools in the district will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving pupil academic learning and other school activities, including ensuring-

1. That parents play an integral role in assisting their child's learning;
2. That parents are encouraged to be actively involved in their child's education at school;
3. 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
4. The carrying out of other activities, such as those described in Section 1118 of the ESEA.

In the event the State of New Jersey or the New Jersey Department of Education has a Parental Information and Resource Center, the school district will inform parents and parental organizations of its purpose and existence.

#### DESCRIPTION OF HOW THE SCHOOL DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

Below is a description of how the district will implement or accomplish each of the following components outlined below (Section 1118(a)(2), ESEA):

1. The district will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under Section 1112 of the ESEA:
  - a. Convene an annual meeting
  - b. information posted on website
  - c. home mailings



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2. The district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:

- a. Same as #1
- b. ↓
- c. \_\_\_\_\_

3. The district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve pupil academic achievement and school performance:

- a. meeting arrangements
- b. communications to parents
- c. staffing resources

4. The school district will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: (Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), by:

- a. Improving Academic Achievement of the Disadvantaged
- b. Improving Basic Programs Operated by Local Educational Agencies
- c. Comprehensive School Reform



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Title I – District-Wide Parental Involvement

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 Parental Involvement Policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement 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 Parental Involvement Policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play):

- a. Student and Parent Survey
- b. Student Identification & Analysis by Supervisor of Curriculum & Inst.
- c. Parent/Teacher/Student Conferences

The school district will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve pupil academic achievement, through the following activities specifically described below:

1. 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 below:
  - New Jersey's academic content standards;
  - New Jersey's pupil academic achievement standards;



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- The New Jersey and local academic assessments including alternate assessments;
- The requirements of Part A;
- How to monitor their child's progress; and
- How to work with educators.

(List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- a. Parent meetings
- b. Parent training workshops
- c. \_\_\_\_\_

2. 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 parental involvement, by:

- a. Conducting on site parent training sessions
- b. Post information on web site
- c. \_\_\_\_\_

3. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, Principals 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:

- a. staff meeting
- b. staff training workshops
- c. \_\_\_\_\_



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4. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even 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 fully participating in the education of their children, by:
  - a. assisting with transportation
  - b. offering use of facilities
  - c. \_\_\_\_\_
5. 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:
  - a. letters mailed home
  - b. information posted on website
  - c. letters sent home with students

**[Optional – to be included if the district provides any discretionary activities-  
select the applicable activities below**

## DISCRETIONARY DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY ACTIVITIES

The additional information outlined below lists and describes discretionary activities the school district, in consultation with its parents, may undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement:





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- Involving parents in the development of training for teachers, Principals, and other educators to improve the effectiveness of that training;
- 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;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement 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;
- Adopting and implementing model approaches to improving parental involvement;
- Establishing a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under Section 1118 as parents may request.

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Title I – District-Wide Parental Involvement

## ADOPTION

This District-Wide Parental Involvement Policy has been developed jointly, and agreed on with parents of children participating in Title I, Part A programs. This Policy will be distributed to all parents of participating Title I, Part A children in an understandable and uniform format and, to the extent practicable, in a language the parents understand, at the beginning of each school year or when the child is determined eligible and begins participating in Title I, Part A programs.

United States Department of Education Non-Regulatory Guidance – Appendix D-  
District-Wide Parental Involvement Policy

Adopted:



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[See POLICY ALERT Nos. 94, 102, 110, 120, 137,  
141, 145, 187 and 191]

## 2423 BILINGUAL AND ESL EDUCATION

The Board of Education will provide programs of bilingual education, English as a second language (ESL), and English language services for pupils of Limited English Proficiency (LEP) as required by law and rules of the State Board of Education. Pupils of LEP are those pupils whose native language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in the classrooms where the language of instruction is English.

### Identification of LEP Pupils

The Board will conduct a screening process to determine the native language of each pupil at the time of enrollment in the school district. A census shall be maintained of all pupils whose native language is other than English. The English language proficiency of each pupil whose native language is not English shall be determined by a screening process that includes the administration of a New Jersey Department of Education approved English language proficiency test, an assessment of the pupil's level of reading in English, a review of the pupil's previous academic performance, results of standardized tests in English, and a review of the input of teaching staff members responsible for the educational program of the limited English proficient pupils.

### Program Implementation

The district shall provide the following programs:

1. An English language services program whenever there are one or more, but fewer than ten LEP pupils enrolled within the schools of the district. English language services shall be in addition to the regular school program;

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2. An ESL program whenever there are ten or more LEP pupils enrolled within the schools of the district; and
3. A bilingual program whenever there are twenty or more LEP pupils in any one-language classification. Where the age range, grade span, and/or geographical location of eligible pupils makes a full-time bilingual program impractical, the Board may offer an instructional program alternative, provided that program has been approved or a waiver for the alternative program has been requested and approval has been granted by the Department of Education. The Board may establish a program in bilingual education for any language classification with fewer than twenty pupils.

All teachers in these programs shall be appropriately certified in accordance with the requirements as outlined in N.J.A.C. 6A:15-1.9. Every pupil participating in a bilingual, ESL, or English language services program shall be entitled to continue such participation for a period of three years.

Bilingual, ESL, and English Language Services Program Enrollment, Assessment, Exit, and Re-entry

Pupils enrolled in a bilingual, ESL, or English language services program shall be assessed annually with a New Jersey Department of Education approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program. LEP pupils enrolled in a bilingual, ESL, or English language services program shall be placed in a monolingual English Program when they have demonstrated readiness to function successfully in the English-only program. This process shall be initiated by the pupil's level of English proficiency as measured by a New Jersey Department of Education established standard on an English language proficiency test, and the readiness of the pupil shall be further assessed on the basis of multiple indicators which shall, at a minimum, include classroom performance, the pupil's reading level in English, the judgment of the teaching staff member or members responsible for the education program of the pupil, and performance on achievement tests in English.



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In accordance with provisions of N.J.S.A. 18A:35-22.1, a parent(s) or legal guardian(s) may remove a pupil who is enrolled in a bilingual education program at any time; except that during the first three years of a pupil's participation in a bilingual education program, parent(s) or legal guardian(s) may only remove the pupil at the end of each school year. If during the first three years of a pupil's participation in a bilingual education program, a parent(s) or legal guardian(s) wishes to remove the pupil prior to the end of each school year, the removal must be approved by the Executive County Superintendent of Schools. The parent(s) or legal guardian(s) may appeal the Executive County Superintendent's decision to the Commissioner of Education.

Newly exited pupils who are not progressing in the mainstream English program may be considered for re-entry to bilingual and ESL programs in accordance with the provisions of N.J.A.C. 6A:15-1.10(e)1 through (e)5.

When the exit review process is completed, the pupil's parent(s) or legal guardian(s) shall be informed by mail of the placement determination. A parent(s) or legal guardian(s), or teaching staff member who disagrees with the proposed placement may appeal the decision in writing to the Principal, who will provide a written explanation for the decision within 5 working days. The complainant may appeal this decision in writing to the Board. The Board will review the appeal and respond in writing within forty-five calendar days. A complainant not satisfied with the Board's explanation may appeal to the Commissioner of Education.

## Parental Involvement

The parent(s) or legal guardian(s) of a pupil of limited English proficiency will be notified in accordance with the provisions of N.J.A.C. 6A:15-1.13 that their child has been identified as eligible for enrollment in a bilingual, ESL or English language services program. Notice shall be in writing, in the language of which the child of the parents so notified possesses a primary speaking ability, and in English. The notice must also include the information that the parents have the option of declining enrollment if they so chose.



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**The district will notify the parent(s) or legal guardian(s) of the LEP pupil by mail no later than thirty days after the beginning of the school year that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services program. If the pupil has not been identified as LEP prior to the beginning of the school year, then the parent(s) or legal guardian(s) must be notified within two weeks of the pupil's placement in a bilingual, ESL, or English language services program.**

Parent(s) or legal guardian(s) shall receive progress reports in the same manner and frequency as those sent to parents or legal guardians of other pupils.

Parent(s) or legal guardian(s) of pupils of limited English proficiency will be offered opportunities for involvement in the development and review of program objectives. An advisory committee on bilingual education shall be formed with the majority being parent(s) or legal guardian(s) of pupils of limited English proficiency.

## Graduation

Pupils of limited English proficiency will qualify for graduation from high school in accordance with N.J.A.C. 6A:8-5.1(a) and Policy No. 5460.

## Program Plan

The Superintendent shall prepare and submit a plan for a bilingual, ESL, or English language services program every three years to the Board and the New Jersey Department of Education for approval in accordance with the provisions of N.J.A.C. 6A:15-1.6.

N.J.S.A. 18A:35-15 through 18A:35-25  
N.J.A.C. 6A:15-1.1 et seq.

Adopted:



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[See POLICY ALERT Nos. 137, 141, 145, 187 and 191]

## R 2423 BILINGUAL AND ESL EDUCATION

### A. Definitions

1. "Bilingual education program" means a full-time program of instruction in all those courses or subjects which a child is required by law or rule to receive, given in the native language of the limited English proficient pupils enrolled in the program and also in English; in the aural comprehension, speaking, reading, and writing of the native language of the limited English proficient pupils enrolled in the programs, in the aural comprehension, speaking, reading, and writing of English; and in the history and culture of the country, territory, or geographic area which is the native land of the parents of limited English proficient pupils enrolled in the program, and in the history and culture of the United States. All pupils in bilingual education programs receive English as a second language instruction.
2. "Bilingual part-time component" means a program alternative in which pupils are assigned to mainstream English program classes, but are scheduled daily for their developmental reading and mathematics instruction with a certified bilingual teacher.
3. "Bilingual resource program" means a program alternative in which pupils receive daily instruction from a certified bilingual teacher in identified subjects and with specific assignments on an individual pupil basis.
4. "Bilingual tutorial program" means a program alternative in which pupils are provided one period of instruction from a certified bilingual teacher in a content area required for graduation and a second period of tutoring in other required content areas.



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5. "Dual language bilingual education program" means a full-time program of instruction in elementary and secondary schools which provide structured English language instruction and instruction in a second language in all content areas for LEP pupils and for native English speaking pupils enrolled in the program.
6. "Educational needs" means the particular educational requirements of pupils of limited English proficiency, the fulfillment of which will provide them with equal educational opportunities.
7. "English as a second language (ESL) program" means a daily developmental second language program of up to two periods of instruction based on pupil language proficiency which teaches aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the pupil's experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects.
8. "English language fluency" means the ability to speak the language with sufficient structural accuracy; use vocabulary to participate effectively in most formal and informal conversations on practical, social, and school topics; read material for information; and complete forms and write essays and reports on familiar topics. Language fluency is not the same as language proficiency, which is the full command of language skills.
9. "English language proficiency test" means a test which measures English language skills in the areas of aural comprehension, speaking, reading, and writing.
10. "English language services" means services designed to improve the English language skills of pupils of limited English proficiency. These services, provided in school districts with less than ten pupils of limited English proficiency, are in addition to the regular school program and have as their goal the development of aural comprehension, speaking, reading, and writing skills in English.





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11. "ESL standards for Pre-Kindergarten through grade twelve pupils" means the WIDA English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade Twelve, 2007 edition, developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. These are the standards and language competencies limited English proficient pupils in Pre-Kindergarten programs and elementary and secondary schools need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic subjects.
12. "Exit criteria" means the criteria which must be applied before a pupil may be exited from a bilingual, ESL, or English language services education program.
13. "High-intensity ESL program" means a program alternative in which pupils receive two or more class periods a day of ESL instruction. One period is the standard ESL class and the other period is a tutorial or ESL reading class.
14. "Instructional program alternative" means a part-time program of instruction that may be established by a Board of Education in consultation with and approval of the New Jersey Department of Education. All pupils in an instructional program alternative receive English as a second language.
15. "Limited English proficient (LEP) pupils" means pupils from Pre-Kindergarten through grade twelve whose native language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in the classrooms where the language of instruction is English. This term means the same as limited English speaking ability, the term used in N.J.S.A. 18A:35-15 to 26.
16. "Native language" means the language first acquired by the pupil, the language most often spoken by the pupil, or the language most often spoken in the pupil's home, regardless of the language spoken by the pupil.



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17. "Parent(s)" means the natural parent(s) or the legal guardian(s), foster parent(s), surrogate parent(s), or person acting in the place of a parent with whom the pupil legally resides. Where parents are separated or divorced, parent means the person(s) who has legal custody of the pupil, provided such parental rights have not been terminated by a court of appropriate jurisdiction.
18. "Review process" is the process established by the Board of Education to assess limited English proficient pupils for exit from a bilingual, ESL, or English language services program.
19. "Sheltered English instruction" is an instructional approach used to make academic instruction in English understandable to LEP pupils. Sheltered English classes are taught by regular classroom teachers who have received training on strategies to make subject area content comprehensible for LEP pupils.

## B. Identification of Eligible Limited English Proficient (LEP) Pupils

1. The Director of Student Services will determine the native language of each LEP pupil at the time of enrollment of the pupil in the school district. The same will:
  - a. Maintain a census indicating all pupils identified whose native language is other than English; and
  - b. Report annually to the New Jersey Department of Education as part of the Fall LEP Enrollment Summary, the number of all LEP pupils whose native language is other than English and, of that group, the number who are LEP pupils.
2. The Board approved screening process, initiated by a home language survey, shall determine which pupils in Kindergarten to grade twelve, of those whose native language is other than English, must be tested to determine English language proficiency. The screening shall be conducted by a bilingual/ESL or other certified teacher and shall be designed to distinguish those pupils that are proficient English speakers and need no further testing.



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3. The district shall determine the English language proficiency of all Kindergarten to grade twelve pupils, who are not screened out, whose native language is other than English by the administration of a Department of Education approved English language proficiency test assessing the level of reading in English, reviewing the previous academic performance of pupils as well as standardized tests in English and reviewing the input of teaching staff members responsible for the educational program for the limited English proficient pupils. Pupils who do not meet the New Jersey Department of Education standard on a Department-approved language proficiency test and who have at least one other indicator, are pupils of limited English proficiency. The district shall also use age-appropriate assessment methodologies to identify limited English proficient preschool pupils in order to determine their individual language development needs.

## C. Bilingual Programs for Limited English Proficient Pupils

1. All Kindergarten through twelfth grade LEP pupils enrolled in the district will receive required courses and support services outlined in a. through g. below to prepare LEP pupils to meet the Core Curriculum Content Standards for high school graduation. This may include tutoring, after-school programs, summer programs, and remedial services as needed by LEP pupils. The district shall also provide appropriate instructional programs to eligible preschool LEP pupils based on need according to the New Jersey Preschool Teaching and Learning Expectations: Standards of Quality (2004). These standards are guidelines for good practice and are intended for districts that provide preschool programs.
  - a. English language services designed to improve English language proficiency of LEP pupils whenever there are one or more, but fewer than ten LEP pupils enrolled within the schools of the district. English language services shall be in addition to the regular school program.
  - b. An ESL program that provides up to two periods of ESL instruction based on pupil language proficiency whenever there are ten or more LEP pupils enrolled within the schools of the district.



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- (1) The ESL curriculum that addresses the WIDA English Language Proficiency Standards as amended and supplemented shall be developed and adopted by the Board to address the instructional needs of LEP pupils.
  - (2) The ESL curriculum will be cross-referenced to the district's bilingual education and content area curricula to ensure that ESL instruction is correlated to all the content areas being taught.
- c. A bilingual education program will be established whenever there are twenty or more limited English proficient pupils in any one-language classification enrolled in the district pursuant to N.J.S.A. 18A:35-18. The bilingual education program shall:
- (1) Be designed to prepare LEP pupils to acquire sufficient English skills and content knowledge to meet the Core Curriculum Content Standards. All LEP pupils participating in the bilingual program will also receive ESL instruction;
  - (2) Include a bilingual program curriculum that addresses the Core Curriculum Content Standards, the WIDA English Language Proficiency Standards, and the use of two languages. The bilingual education curriculum shall be adopted by the Board; and
  - (3) Include a full range of required courses and activities offered on the same basis and under the same rules that apply to all pupils within the district.
- d. LEP pupils will be provided equitable instructional opportunities to participate in all non-academic courses necessary to meet the Core Curriculum Standards, including comprehensive health and physical education, the visual and performing arts and career awareness programs. These instructional opportunities shall be designed to assist LEP pupils to fully comprehend all subject matter and demonstrate their mastery of the content matter.



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- e. The district shall offer sufficient courses and other relevant supplemental instructional opportunities in grades nine through twelve to enable LEP pupils to meet the Core Curriculum Content Standards for graduation. When sufficient numbers of pupils are not available to form a bilingual class in a subject area, plans shall be developed in consultation with and approved by the New Jersey Department of Education to meet the needs of the pupils.
  - f. Additional programs and services shall be designed to meet the special needs of eligible LEP pupils and will include, but not be limited to: remedial instruction through Title I programs; special education; school-to-work programs; computer training; and gifted and talented education services.
  - g. The Board may establish dual language bilingual education programs in the schools and may make provisions for the coordination of instruction and services with the district's World Languages program. This program, if established by the Board, shall also enroll pupils whose primary language is English and shall be designed to help pupils achieve proficiency in English and in a second language while mastering subject matter skills. Instruction shall, to the extent necessary, be in all courses or subjects of study allowing pupils to meet all grade promotion and graduation standards. Where possible, these classes will be comprised of approximately equal numbers of pupils of limited English proficiency and of pupils whose native language is English.
2. The Board may establish a program in bilingual education for any language classification with fewer than twenty pupils.
- D. Waiver Process
- The school district may request a waiver from establishing a bilingual education program, pursuant to N.J.S.A. 18A:35-18, to establish an instructional program alternative on an annual basis with the approval of the Department of Education when there are twenty or more pupils eligible for the bilingual education program in Kindergarten through grade twelve, and the district is able to demonstrate that due to age range, grade span, and/or geographic location of eligible pupils, it would be impractical to provide a full-time bilingual program.



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1. Any instructional program alternatives shall be developed in consultation with and approved annually by the Department of Education after review of pupil enrollment and achievement data. All bilingual instructional program alternatives shall be designed to assist LEP pupils to develop sufficient English skills and subject matter skills to meet the Core Curriculum Content Standards.
  2. The instructional program alternatives to be established shall include, but are not limited to: bilingual part-time component, bilingual resource program, bilingual tutorial program, sheltered English instruction program, and high-intensity ESL program.
  3. In the event the district implements program alternatives, the district shall annually submit pupil enrollment and achievement data that demonstrate the continued need for these programs.
- E. Department of Education Approval of Bilingual, ESL, or English Language Services Programs
1. The school district's bilingual, ESL, or English language services program plans shall be submitted to the New Jersey Department of Education every three years for approval. The plans will include the following information:
    - a. Identification of pupils;
    - b. Program description;
    - c. Number of certified staff hired for the program;
    - d. Bilingual and ESL curriculum development;
    - e. Evaluation design;
    - f. Review process for exit; and
    - g. A budget for bilingual and ESL programs and/or English language services programs. The budget must indicate how the bilingual categorical aid funds are directly related to the bilingual/ESL program instructional services and materials.



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2. The district shall annually submit data on the number of LEP pupils served, exit data for the LEP pupils enrolled in the district, and data on the number of immigrant pupils enrolled in the district.
3. The district's bilingual/ESL programs will be monitored and evaluated by the New Jersey Department of Education.
4. **A school that fails to make progress in meeting the New Jersey Department of Education's annual measurable achievement objectives, must separately inform the parent(s) or legal guardian(s) of an LEP pupil of the school's failure no later than thirty days after the failure occurs.**

## F. Supportive Services

Pupils enrolled in bilingual, ESL, or English language services programs shall have full access to educational services available to other pupils in the district. To the extent that it is administratively feasible, supportive services to LEP pupils, such as counseling, tutoring, and career guidance, should be provided by bilingual personnel who are familiar with and knowledgeable of the unique needs and background of LEP pupils and their parents.

## G. In-service Training

1. In-service training will be provided for bilingual, ESL, and mainstream teachers based on their needs and to include instructional strategies to help LEP pupils meet the Core Curriculum Content Standards and the WIDA English Language Proficiency Standards. All ESL and bilingual teachers will receive training in the use of the ESL curriculum.
2. The Professional Development Plan of the district shall include the needs of bilingual and ESL teachers that shall be addressed through in-service training.

## H. Certification of Staff

All teachers in these programs will hold the following certifications:

1. **Bilingual Classes - a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or content area, as well as an endorsement in bilingual education.**



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2. ESL Classes - a valid New Jersey instructional certificate in English as a second language.
  3. English Language Services - a valid New Jersey instructional certificate.
- I. Bilingual, ESL, and English Language Services Program Enrollment, Assessment, Exit and Re-entry
1. All LEP pupils from Kindergarten through twelfth grade shall be enrolled in the bilingual, ESL, or English language services program.
  2. Pupils enrolled in a bilingual, ESL, or English language services program shall be assessed annually with a Department of Education approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program.
  3. LEP pupils enrolled in one of these programs shall be placed in a monolingual English program when they have demonstrated readiness to function successfully in an English only program. This process shall be initiated by the pupil's level of English proficiency as measured by a Department of Education established standard on an English language proficiency test, and the readiness of the pupil shall be further assessed on the basis of multiple indicators which shall, at a minimum, include classroom performance, the pupil's reading level in English, the judgment of the teaching staff member or members responsible for the educational program of the pupil, and performance on achievement tests in English according to P.L. 1991, c.12.
  4. A parent(s) or legal guardian(s) may remove a pupil who is enrolled in a bilingual education program pursuant to provisions in N.J.S.A. 18A:35-22.1.
  5. Pupils enrolled in a bilingual, ESL, or English language services program shall be assessed annually to determine their progress in achieving English language proficiency goals and readiness for exiting the program.





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6. Newly exited pupils who are not progressing in the mainstream English program may be considered for reentry to bilingual and ESL programs as follows:
  - a. After a minimum of one-half of an academic year and within two years of exit, the mainstream English classroom teacher, with the approval of the Building Principal, may recommend retesting.
  - b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon request of the Superintendent if the pupil is experiencing extreme difficulty in adjusting to the mainstream program.
  - c. The recommendation for retesting will be based on the teacher's judgment that the pupil is experiencing difficulties due to problems in using English as evidenced by the pupil's inability to: communicate effectively with peers and adults; understand directions given by the teacher; and/or comprehend basic verbal and written materials.
  - d. The pupil shall be tested using a different form of the test or a different language proficiency test than the one used to exit the pupils.
  - e. If the pupil scores below the State established standard on the language proficiency test, the pupil shall be re-enrolled into the bilingual or ESL program.
7. When the review process for exiting a pupil from a bilingual, ESL, or English language services program has been completed, the pupil's parent(s) or legal guardian(s) shall be informed by mail of the determination of placement. If the parent(s), legal guardian(s) or teaching staff member disagrees with the placement, he/she may appeal the decision in writing to the Principal who will provide a written explanation for the decision within 5 working days. The complainant may appeal this decision in writing to the Board. The Board will review the appeal and respond in writing within forty-five calendar days. Upon exhausting an appeal to the Board, the complainant may appeal to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3.



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J. Graduation Requirements for Limited English Proficient Pupils

All LEP pupils must satisfy requirements for high school graduation according to N.J.A.C. 6A:8-5.1(a).

K. Location of Programs

All bilingual, ESL, and English language services programs shall be conducted within classrooms approved by the Executive County Superintendent of Schools within the regular school buildings of the district per N.J.S.A. 18A:35-20.

L. Notification to Parents/Legal Guardians

1. The district will notify the parent(s) or legal guardian(s) of the LEP pupil by mail **no later than thirty days after the beginning of the school year** that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services program. **The parent(s) or legal guardian(s) must be notified within two weeks of the pupil's placement in a bilingual, ESL, or English language services program, if the pupil has not been identified as a LEP pupil prior to the beginning of the school year.**
  - a. The notice shall inform the parent(s) or legal guardian(s) why the pupil was identified as LEP and why the pupil needs to be placed in a bilingual, ESL, or English language services program;
  - b. The notice will include the pupil's level of English proficiency, how such level was assessed, and the pupil's academic level;
  - c. The notice will include the method of instruction that will be used to serve the pupil, including a description of other methods of instruction available and how those methods differ in content, instructional goals, and the use of English and a native language, if applicable;
  - d. The notice will inform the parent(s) or legal guardian(s) how the program will meet the specific needs of the pupil in attaining English and meeting State standards;

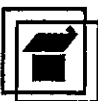


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- e. The notice will include the exit requirements, the expected rate of transition into a classroom not tailored for LEP pupils, and in the case of high school pupils, the expected rate of graduation;
  - f. The notice will inform the parent(s) or legal guardian(s) how the instructional program will meet the objectives of an individual education program of a pupil with a disability;
  - g. The notice will include written guidance on the rights that parents have to remove their child from a bilingual, ESL, or English language services program upon their request, in accordance with N.J.A.C. 6A:15-1.13, or to chose another program or method of instruction, if available, and how the parent(s) or legal guardian(s) will be provided assistance in selecting the best program to serve their child;
  - ha. The notice will inform the parent(s) or legal guardian(s) they have the option of declining enrollment if they choose by providing notice to the district no later than ten days after receiving the eligibility notice-;
  - ib. The notice shall be in writing and in the language of which the child of the parent(s) or legal guardian(s) so notified possesses a primary speaking ability, and in English-; and
  - je. Whenever the district determines, on the basis of a pupil's level of English proficiency, that a pupil should exit from a program of bilingual education, the district shall notify the parent(s) or legal guardian(s) of the pupil by mail.
2. The parent(s) or legal guardian(s) of pupils enrolled in a bilingual, ESL, or English language services program shall receive progress reports in the same manner and frequency as progress reports are sent to parent(s) and legal guardian(s) of other pupils enrolled in the school district.



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3. Progress reports shall be written in English and in the native language of the parent(s) or legal guardian(s) of pupils enrolled in the bilingual or ESL program unless it can be demonstrated and documented in the three-year plan that this requirement would place an unreasonable burden on the district.
4. The district shall notify the parent(s) or legal guardian(s) when pupils meet the exit criteria and are placed in a monolingual English program. The notice shall be in English and in the language in which the parent(s) or legal guardian(s) possesses a primary speaking ability.

## M. Joint Programs

The school district may join with any other school districts, with the approval of the Executive County Superintendent of Schools, on a case-by-case basis to provide bilingual, ESL, or English language services programs.

## N. Parental Involvement

1. The <sup>Pupil</sup> ~~Dir. Student~~ Services will provide for maximum practicable involvement of parent(s) or legal guardian(s) of LEP pupils in the development and review of program objectives and dissemination of information to and from the Boards of Education and communities served by the bilingual, ESL, or English language services education program.
2. A parent(s) or legal guardian(s) will be informed on how they can become involved in the education of their child and how they can actively participate in helping their child learn English, achieve at high levels in the core academic subjects, and meet State standards.
32. A district that implements a bilingual education program shall establish a parent advisory committee on bilingual education on which the majority will be parents or legal guardians of pupils of limited English proficiency.

Issued:



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Pupil Suicide Prevention  
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May 11

[See POLICY ALERT Nos. 81 and 193]

## 5350 PUPIL SUICIDE PREVENTION

The Board of Education recognizes that depression and self-destruction are problems of increasing severity among children and adolescents. A pupil under severe stress cannot benefit fully from the educational program and may pose a threat to himself or herself or others.

The Board directs all school personnel to be alert to the pupil who exhibits **behavioral warning** signs of potential self-destruction or who threatens or attempts suicide. Any such signs or the report of such signs from another pupil or staff member should be taken with the utmost seriousness and reported immediately to the Building Principal, who shall notify the pupil's parent(s) or legal guardian(s) and other professional staff members in accordance with administrative regulations.

A potentially suicidal pupil shall be referred to the Child Study Team for appropriate evaluation and/or recommendation for independent medical or psychiatric services. In the event that the parent(s) or legal guardian(s) objects to the recommended evaluation or indicates an unwillingness to cooperate in the best interests of the pupil, the Child Study Team may contact the New Jersey Division of Youth and Family Services to request that agency's intervention on the pupil's behalf.

### Optional

~~[The Superintendent shall, in consultation with appropriate teaching staff members and mental health organizations, develop and implement a stress reduction program for pupils in grades \_\_\_\_\_ through \_\_\_\_\_ to address the problem of depression, help pupils toward alternative ways of resolving stressful situations, and encourage pupils to help one another.]~~

**In accordance with the provisions of N.J.S.A. 18A:6-111 and 18A:6-112, as part of the required professional development for teachers as outlined in N.J.A.C. 6A:9-15.1 et seq., every teaching staff member must complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with experience in mental health issues, in each professional development period. The instruction in suicide prevention**



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Pupil Suicide Prevention

**shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying and information on reducing the risk of suicide in pupils who are members of communities identified as having members at high risk of suicide.**

The Superintendent shall prepare and disseminate regulations for the guidance of staff members in recognizing the pupil who contemplates suicide, in responding to threatened or attempted suicide, and in preventing contagion when a pupil commits suicide.

**N.J.S.A. 18A:6-111; 18A:6-112  
N.J.A.C. 6A:9-15.1 et seq.**

Adopted:



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M

[See POLICY ALERT Nos. 163, 179, 180, 181, 182, 183, 188, and 193]

## 5512-04 HARASSMENT, INTIMIDATION, AND BULLYING

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Harassment, Intimidation, and Bullying

## A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a pupil. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe and disciplined environment. Since pupils learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a pupil. Where parents are separated or divorced, "parent" means the person or agency which has legal custody of the pupil, as well as the natural or adoptive parent(s) of the pupil, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

## B. Harassment, Intimidation, and Bullying Definition

"Harassment, intimidation, or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that takes place on school property, at any school-sponsored function or on a school bus and that:

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or
2. By any other distinguishing characteristic; and that
3. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that





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- 3.4. A reasonable person should know, under the circumstances, that the act(s) will have the effect of **physically or emotionally** harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of **physical or emotional** harm to his/her person or damage to his/her property; or
- 4.5. Has the effect of insulting or demeaning any pupil or group of pupils; ~~or in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.~~
6. **Creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.**

"Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or pager.

~~Acts of harassment, intimidation, or bullying may also be a pupil exercising power and control over another pupil, either in isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).~~

~~This policy may impose consequences for acts of harassment, intimidation, or bullying that occur off school grounds, such as cyber-bullying (e.g., the use of electronic or wireless devices to harass, intimidate, or bully), to the extent this policy complies with the provisions of N.J.A.C. 6A:16-7.6, Conduct Away from School Grounds, and the district's code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1. In all instances of harassment, intimidation, or bullying behavior occurring off school grounds, the consequences only may be exercised when it is reasonably necessary for the pupil's physical or emotional safety and well-being or for reasons relating to the safety and well-being of other pupils, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of a proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. All acts of harassment, intimidation, or bullying that include the use of school property (e.g., school computers, other electronic or wireless communication devices) apply to the provisions of N.J.S.A. 18A:37-15 and N.J.A.C. 6A:16-7.9, harassment, intimidation, and bullying, whether the subject or recipient of the bullying is on or off school property.~~



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## C. ~~Expected Behavior~~ **Pupil Expectations**

The Board expects pupils to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other pupils and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the ~~e~~Code of ~~p~~Pupil ~~e~~Conduct.

The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parents~~(s)~~ ~~or legal guardians(s)~~, ~~staff school employees, school administrators, school volunteers,~~ and community ~~representatives members~~, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff, and community members.

**Pupils are expected to behave in a way that creates a supportive learning environment.** The Board believes the best discipline is self-imposed, and it is the responsibility of ~~school district~~ staff to use instances of violations of the ~~e~~Code of ~~p~~Pupil ~~e~~Conduct as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply best practices designed to prevent pupil conduct problems and foster pupils' abilities to grow in self-discipline.

**The Board expects that pupils will act in accordance with the pupil behavioral expectations and standards regarding harassment, intimidation, and bullying, including:**

1. **Pupil responsibilities (e.g., requirements for pupils to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);**
2. **Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;**
3. **Pupil rights; and**
4. **Sanctions and due process for violations of the Code of Pupil Conduct.**



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Harassment, Intimidation, and Bullying

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district General guidelines for pupil conduct will be developed by the ~~\_\_\_\_\_ [Superintendent or Chief School Administrator]~~, has involved a broad-base of school and community members, including parents, pupils, instructional staff, pupil support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. ~~in conjunction with school staff, and approved by the Board.~~ These guidelines will be developed ~~B~~based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for pupil conduct pursuant to N.J.A.C. 6A:16-7.1. ~~from a broad community involvement with input from parent(s) or legal guardian(s) and other community representatives, school employees, volunteers, pupils and administrators.~~ These guidelines for pupil conduct will take into consideration ~~be suited to the developmental ages of pupils, the severity of the offenses and pupils' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district.~~ This ~~p~~Policy requires all pupils in the district to adhere to ~~the these~~ rules established by the school district and guidelines and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules and guidelines.

Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide to pupils and their parents or guardians the rules of the district regarding pupil conduct. Provisions shall be made for informing parents or guardians whose primary language is other than English.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Pupils are encouraged to support other pupils who:

1. ~~W~~walk away from these acts of harassment, intimidation, and bullying when they see them;;
2. ~~C~~onstructively attempt to stop ~~them,~~ acts of harassment, intimidation, or bullying;;



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Harassment, Intimidation, and Bullying

3. **Provide support to pupils who have been subjected to harassment, intimidation, or bullying; and**
4. **Rreport these acts of harassment, intimidation, and bullying to the Building Principal or designee designated school staff member.**

~~Pupils are required to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority; and respond to school district teaching, support and administrative staff. Each Building Principal will develop and provide a school based program for appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success.~~

## D. Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils who commit one or more acts of harassment, intimidation, or bullying, consistent with the eCode of pPupil eConduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), and consider the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors, per the eCode of pPupil eConduct and N.J.A.C. 6A:16-7.

### Factors for Determining Consequences

1. Age, developmental and maturity levels of the parties involved **and their relationship to the school district;**
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.



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## Factors for Determining Remedial Measures

### Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Traits;
6. Interests;
7. Hobbies;
8. Extra-curricular activities;
9. Classroom participation; and
10. Academic performance; and
11. **Relationship to pupils and the school district.**

### Environmental

1. School culture;
2. School climate;
3. Pupil-staff relationships and staff behavior toward the pupil;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Consequences and appropriate remedial action for a **pupils or staff member** who commits **one or more** acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of **pupils**, as set forth in the Board's adopted **approved Code of Pupil Conduct** ~~Pupil Discipline/Code of Conduct~~ pursuant to N.J.A.C. 6A:16-7.1. Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance,



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and must be consistent with the district's **Board's approved eCode of Pupil eConduct and N.J.A.C. 6A:16-7, Student Conduct**. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, **or and** bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

## Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or the weekend;
7. After-school programs;
8. Out-of-school suspension (short-term or long-term);
9. **Reports to law enforcement or other legal action; and**
10. Expulsion; **and**
11. **Bans from providing services, participating in school-district-sponsored programs, or being in school buildings or on school grounds.**

## Examples of Remedial Measures - Personal

1. Restitution and restoration;
2. ~~Mediation;~~
32. Peer support group;
43. Recommendations of a pupil behavior or ethics council;
54. Corrective instruction or other relevant learning or service experience;
65. Supportive pupil interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
76. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
87. Behavioral management plan, with benchmarks that are closely monitored;



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- 98. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
- ~~109.~~ Involvement of school disciplinarian;
- ~~110.~~ Pupil counseling;
- ~~1211.~~ Parent conferences;
- 12. Alternative placements (e.g., alternative education programs);**
- 13. Pupil treatment; or
- 14. Pupil therapy.

Examples of Remedial Measures – Environmental (Classroom, School Building or School District)

- 1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
- 2. School culture change;
- 3. School climate improvement;
- 4. Adoption of research-based, systemic bullying prevention programs;
- 5. School policy and procedures revisions;
- 6. Modifications of schedules;
- 7. Adjustments in hallway traffic;
- 8. Modifications in pupil routes or patterns traveling to and from school;
- 9. Supervision of pupil before and after school, including school transportation;**
- 910. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);**
- 11. Teacher aides;**
- ~~1012.~~ Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- ~~1113.~~ General professional development programs for certificated and non-certificated staff;
- ~~1214.~~ Professional development plans for involved staff;
- ~~1315.~~ Disciplinary action for school staff who contributed to the problem;
- ~~1416.~~ Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;



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- ~~15~~17. Parent conferences;
- ~~16~~18. Family counseling;
- ~~17~~19. Involvement of parent-teacher organizations;
- ~~18~~20. Involvement of community-based organizations;
- ~~19~~21. Development of a general bullying response plan;
- ~~20~~22. Recommendations of a pupil behavior or ethics council;
- ~~21~~23. Peer support groups;
- 24. Alternative placements (e.g., alternative education programs);**
- ~~22~~25. School transfers; and
- ~~23~~26. Law enforcement (e.g., **safe schools school** resource officer, juvenile officer) involvement **or other legal action.**

N.J.A.C. 6A:16-7.9(a)2.vi requires appropriate consequences and remedial actions for any staff member who commits an act of harassment, intimidation, or bullying **of a pupil**. The consequences may include, but not be limited to, verbal or written reprimand, increment withholding, legal action, disciplinary action, and/or termination. Remedial measures may include, but not be limited to, in or out-of-school counseling, professional development programs, and work environment modifications.

## **E. Harassment, Intimidation, and Bullying Off School Grounds**

**This Policy and the Code of Pupil Conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation, or bullying occurring off school grounds when:**

- 1. The alleged harassment, intimidation, or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils; and either**
- 2. A reasonable person should know, under the circumstances, that the alleged behavior will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or**
- 3. The alleged behavior has the effect of insulting or demeaning any pupil or group of pupils; or**





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4. The alleged behavior creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

## F. Harassment, Intimidation, and Bullying Reporting Procedure

~~Complaints alleging violations of this policy shall be reported to the Principal or designee. The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with pupils are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with pupils, also shall submit a report in writing to the Principal within two school days of the verbal report. The Principal will inform the parents of all pupils involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation. as well as all other members of the school community including~~

~~Ppupils, parent(s), or legal guardian(s), volunteers, and visitors are required encouraged to report alleged violations of this pPolicy to the Principal or designee on the same day when the individual witnessed or received reliable information regarding any such incident. Pupils, parents, and visitors may report an act of harassment, intimidation, or bullying While submission of an Incident Report Form to the Principal or designee is not required, the reporting party is encouraged to use the Incident Report Form available from the Building Principal or available at the school district's administrative offices or the reporting party may use a district's web-based reporting system. Oral reports shall also be considered official reports. Reports may be made anonymously, but fFormal disciplinary action for violations of the Code of Pupil Conduct may not be taken based solely on the basis of an anonymous report.~~



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A **Board member** or school employee who promptly reports an incident of harassment, intimidation, or bullying ~~in accordance with this policy,~~ and who makes this report in compliance with the procedures set forth in this ~~p~~**Policy**, is immune from a cause of action for damages arising from any failure to remedy the reported incident, ~~as set forth in N.J.S.A. 18A:37-16.e.~~

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

A school administrator who receives a report of harassment, intimidation, and bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

**G. Anti-Bullying Coordinator, Anti-Bullying Specialist and School Safety Team(s)**

1. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of pupils;



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- b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of pupils in the district;
  - c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of pupils;
  - d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
  - e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
2. The Principal in each school shall appoint a school Anti-Bullying Specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the Principal shall appoint that individual to be the school Anti-Bullying Specialist. If no individual meeting this criteria is currently employed in the school, the Principal shall appoint a school Anti-Bullying Specialist from currently employed school personnel.

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety Team as provided in N.J.S.A. 18A:37-21;
- b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
- c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.



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3. **A School Safety Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school, and to address school climate issues such as harassment, intimidation, or bullying. Each School Safety Team shall meet at least two times per school year. The School Safety Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a pupil in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety Team.**

**The School Safety Team shall:**

- a. **Receive any complaints of harassment, intimidation, or bullying of pupils that have been reported to the Principal;**
- b. **Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;**
- c. **Identify and address patterns of harassment, intimidation, or bullying of pupils in the school;**
- d. **Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of pupils;**
- e. **Educate the community, including pupils, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of pupils;**
- f. **Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request;**



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- g. Collaborate with the district Anti-Bullying Coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of pupils; and
- h. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

The members of a School Safety Team shall be provided professional development opportunities that address effective practices of successful school climate programs or approaches. Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a pupil.

## **H. Harassment, Intimidation, and Bullying Investigation**

~~The Principal or designee is responsible for determining whether an alleged act constitutes a violation of this policy. The Principal or designee shall conduct a prompt, thorough and complete investigation of the alleged incident. The Principal or designee will maintain a record of each investigation regarding allegations of harassment, intimidation, or bullying.~~

The Board requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, or bullying. The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist the school Anti-Bullying Specialist in the investigation.



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The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the alleged incident of harassment, intimidation, or bullying. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist or the Principal shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Pupil Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Pupil Conduct has been implemented and provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, or take or recommend other appropriate action, as necessary.

The Superintendent shall report the results of each investigation to the Board of Education no later than the date of the regularly scheduled Board of Education meeting following the completion of the investigation. The Superintendent's report also shall include information on any consequences imposed under the Code of Pupil Conduct, intervention services provided, counseling ordered, training established or other action taken or recommended by the Superintendent.

Parents of the pupils who are parties to the investigation shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents or guardians shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.



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A parent or guardian may request a hearing before the Board of Education after receiving the information. When a request for a hearing is granted, the hearing shall be held within ten school days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the pupils. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the alleged incident, the findings from the investigation of the alleged incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination.

At the regularly scheduled Board of Education meeting following its receipt of the report or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

A parent, pupil, legal guardian, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).

## **I. Range of Responses to an Incident of Harassment, Intimidation, or Bullying**

The Board authorizes the Principal of each school, in conjunction with the Anti-Bullying Specialist, to define the range of ways in which school staff will respond once an incident of harassment, intimidation, or bullying is confirmed, and the Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. ~~An appropriate response will be provided to the individual who commits any incident of harassment, intimidation, or bullying.~~ The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring



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the school **officials** respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that **they** require a response either at the classroom, school building or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for a pupils who commits an act of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.

In considering whether a response beyond the individual level is appropriate, **school officials** ~~the administrator~~ shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. ~~The school district's~~ **Institutional (i.e., classroom, school building, school district)** responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based **harassment, intimidation or bullying** prevention program models, to training for certificated and non-certificated staff, ~~The district's responses may also include to~~ participation of parent(s) or legal guardian(s) and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's ~~district's~~ response to the actions, in the context of ~~the~~ acceptable pupil and staff member behavior and the consequences of such actions, and ~~to the involvement of law enforcement officers, including safe schools resource officers.~~

**For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The Board is encouraged to set the parameters for the range of responses to be established by the Principal and for the Superintendent to follow. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:**





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1. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion, law enforcement report, or other legal action).
2. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, parent programs, and information disseminated to pupils and parents or guardians, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected pupil behavior.
4. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs, coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement officials, faith-based organizations), and disseminating information on the core ethical values adopted by the district Board of Education's Code of Pupil Conduct, per N.J.A.C. 6A:16-7.1(a)2.

The district will also make identify a range of strategies and resources, which could include, but not be limited to, the following actions for individual victims: counseling; teacher aides; hallway and playground monitors; schedule changes; before and after school supervision; school transportation supervision; school transfers; and therapy available to individual victims of harassment, intimidation, and bullying, including, but not limited to, school counseling services and environmental modifications.



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## J. Reprisal or Retaliation Prohibited

The Board prohibits a **Board member, school employee, contracted service provider who has contact with pupils, school volunteer, or pupil from engaging in** reprisal, or retaliation, or false accusation against a victim, witness, one with reliable information, or any other person who has reliable information about an act of harassment, intimidation, or bullying or any person who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the **administrator Principal or designee** after consideration of the nature, severity and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures.

**All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances.** ~~The consequences and appropriate remedial action for pupils will range from positive behavior interventions up to and including suspension or expulsion. The consequences and appropriate remedial action for employees will range from an admonishment to termination of employment. The consequences and appropriate remedial action for a volunteer will range from an admonishment to dismissal from the volunteer position. The consequences for visitors will range from an admonishment to loss of visitation privileges.~~ Examples of consequences and remedial measures are listed in the Consequences and Appropriate Remedial Actions section of this policy.

## K. Consequences and Appropriate Remedial Action for False Accusation

The Board prohibits any person from falsely accusing another as a means of harassment, intimidation, or bullying.

1. **Pupils** - Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means of harassment, intimidation, or bullying **or as a means of retaliation** may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.



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2. **School Employees** - Consequences and appropriate remedial action for a school employee **or contracted service provider who has contact with pupils** found to have falsely accused another as a means of harassment, intimidation, or bullying **or as a means of retaliation could entail discipline** shall be in accordance with district policies, procedures, and agreements **which may include, but not be limited to, reprimand, suspension, increment withholding, or termination.**
3. **Visitors or Volunteers** - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying **or as a means of retaliation could** shall be determined by the **school administrator** ~~Principal or designee~~, after consideration of the nature, severity, and circumstances of the act, **including law enforcement reports which may include a report or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with pupils or the provision of pupil services to appropriate law enforcement officials.**

## L. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

This ~~p~~**Policy** will be disseminated annually **by the Superintendent** to all school ~~staff~~ **employees, contracted service providers who have contact with pupils, school volunteers, pupils, and parent(s) or legal guardian(s) who have children enrolled in a school in the district**, along with a statement explaining the ~~p~~**Policy** applies to all ~~applicable~~ acts of harassment, intimidation, or bullying, **pursuant to N.J.S.A. 18A:37-14** that occur on school property, at school-sponsored functions, or on a school bus **and, as appropriate, acts that occur off school grounds.**

The Superintendent shall ensure **that** notice of this ~~p~~**Policy** appears in **the pupil handbook and all other** any publications of the school district that sets forth the comprehensive rules, procedures, and standards for schools within the **school district**, ~~and in any pupil handbook that includes the pupil code of conduct.~~



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~~This~~ The Superintendent shall post ~~notice shall also indicate a link to~~ the district's Harassment, Intimidation, and Bullying Policy ~~that is prominently displayed available on the homepage of the school district's website.~~ The district will notify pupils and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website.

The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website.

**M. Harassment, Intimidation, and Bullying Training and Prevention Programs**

The Superintendent and Principal(s) shall provide training on the school Pursuant to N.J.S.A. 18A:37-17.5(c) and N.J.A.C. 6A:16-7.9(d)1.i, information regarding the district's Harassment, Intimidation, and Bullying Policy to ~~shall be incorporated into a school's employees, contracted service providers, and volunteers who have significant contact with pupils training program.~~ The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying. The school district's employee training program shall include information regarding the school district's Policy against harassment, intimidation, or bullying, which shall be provided to full-time and part-time staff members, contracted service providers, and school volunteers who have significant contact with pupils.

Each public school teacher shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention in each professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d.



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**The required two hours of suicide prevention instruction for teaching staff members shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, or bullying in accordance with the provisions of N.J.S.A. 18A:6-112.**

**Board members shall be required to complete a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.**

**The school district shall annually observe a "Week of Respect" beginning with the first Monday in October. In order to recognize the importance of character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29.**

**The school district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, pupils, administrators, volunteers, parents or guardians, law enforcement, and community members in accordance with the provisions of N.J.S.A. 18A:37-17 et seq.**

~~Pursuant to N.J.A.C. 6A:16-7.9(d)3, the district is required to annually review the extent and characteristics of harassment, intimidation, and bullying behavior in the schools of the district and implement locally determined programmatic or other responses, if determined appropriate by the district Board of Education.~~

~~Pursuant to N.J.A.C. 6A:16-7.9(d)1, the school district is required to annually review the training needs of district staff for the effective implementation of the Harassment, Intimidation, and Bullying Policy, procedures, programs, and initiatives of the district Board of Education and implement locally determined staff training programs consistent with the annual review of training needs and the findings of the annual review and update of the code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1(a)3, as determined appropriate by the district Board of Education.~~



# POLICY GUIDE

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Harassment, Intimidation, and Bullying

**N. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review**

**The Superintendent shall develop and implement** Pursuant to N.J.A.C. 6A:16-7.9(d)2, ~~the school district is required to develop~~ a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with pupils.

**The Superintendent and the Principal(s) shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, with input from the schools' Anti-Bullying Specialists, and recommend revisions and additions to the Policy as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment and review.**

**O. Reports to Board of Education and New Jersey Department of Education**

**The Superintendent shall report two times each school year at a public hearing all acts of harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46. The information reported shall be used to grade each school and each district in accordance with the provisions of N.J.S.A. 18A:17-46. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.**

**P. Reports to Law Enforcement**

**Some acts of harassment, intimidation, and bullying may be bias-related acts and potentially bias crimes and school officials must report to law enforcement officials either serious acts or those which may be part of a larger pattern in accordance with the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.**



# POLICY GUIDE

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Harassment, Intimidation, and Bullying

## **Q. Collective Bargaining Agreements and Individual Contracts**

**Nothing in N.J.S.A. 18A:37-13.1 et seq. may be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the Anti-Bullying Bill of Rights Act's effective date (January 5, 2011). N.J.S.A. 18A:37-30.**

## **R. Pupils with Disabilities**

**Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a pupil with a disability with regard to disciplinary actions or to general or special education services and supports. N.J.S.A. 18A:37-32.**

**The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the appropriate Pursuant to N.J.S.A. 18A:37-15.1, this policy shall be transmitted to the Executive County Superintendent of Schools within thirty days of Board adoption.**

~~Pursuant to N.J.S.A. 18A:37-19, the school district may apply to the Commissioner of Education for additional costs due to the implementation of the provisions of N.J.S.A. 18A:37-13 through N.J.S.A. 18A:37-18.~~

N.J.S.A. 18A:37-13 through 18A:37-19.32

N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq.

**Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011**

Adopted:



# POLICY GUIDE

OPERATIONS

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Reporting Violence, Vandalism, **Harassment,**  
**Intimidation, Bullying,** Alcohol,  
and Other Drug Abuse  
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[See **POLICY ALERT** Nos. 179, 180, 188 and 193]

## 8461 REPORTING VIOLENCE, VANDALISM, HARASSMENT, INTIMIDATION, BULLYING, ALCOHOL, AND OTHER DRUG ABUSE

The Board of Education shall observe "School Violence Awareness Week" during the week beginning with the third Monday in October of each year by organizing activities to prevent school violence. Activities shall include, but are not limited to, age-appropriate opportunities for pupil discussion on conflict resolution, issues of pupil diversity, and tolerance. The Board shall invite law enforcement personnel to join members of the teaching staff in the discussions and provide programs for school employees that are designed to help them recognize warning signs of school violence and to instruct them on recommended conduct during an incident of school violence.

Any school employee who observes or has direct knowledge from a participant or victim of an act of violence or the possession and/or distribution of alcohol or other drugs on school grounds, and any school employee who reports a pupil for being under the influence of alcohol or other drugs, according to the requirements of N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3, shall file a report describing the incident to the school Principal, in accordance with N.J.S.A. 18A:17-46. The report shall be on a form adopted by the Board to include all of the incident detail and offender and victim information that are reported on the Electronic Violence and Vandalism Reporting System (EVVRS).

**A report alleging an incident of harassment, intimidation, or bullying shall be made in accordance with the provisions of N.J.S.A. 18A:37-13.1 and Policy 5512.**

The Building Principal, for each incident report of violence, vandalism, **harassment, intimidation, bullying,** alcohol, or other drug abuse, shall review the incident report for accuracy; forward a copy of the incident report to the Superintendent; and notify the Superintendent of the action taken regarding the incident. The Board shall not discharge or subject to any manner of discrimination any school employee who files a report pursuant to N.J.A.C. 6A:16-5.3.





# POLICY GUIDE

## OPERATIONS


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### Reporting Violence, Vandalism, Harassment, Intimidation, Bullying, Alcohol, and Other Drug Abuse

The majority representative of the school employees' bargaining units shall have access monthly access to the number and disposition of all reported acts of school violence, and vandalism, harassment, intimidation, or bullying pursuant to N.J.S.A. 18A:17-46. Personally identifying information may be provided to the majority representative of the school employees' bargaining units only in instances when school administrators have reason to believe that the safety of a school staff member is at risk.

~~The Superintendent annually shall submit a report to the Commissioner of Education of each incident of violence, vandalism and alcohol and other drug abuse in the school district utilizing the EVVRS in accordance with the requirements of N.J.A.C. 6A:16-5.3(e)1 through (e)3.~~

Two times each school year, between September 1 and January 1 and between January 1 and June 30, at a ~~At an annual~~ public hearing held pursuant to N.J.S.A. 18A:17-46, the Superintendent shall report to the Board all acts of violence, and vandalism, harassment, intimidation, bullying, and incidents of alcohol and other drug abuse that occurred during the previous reporting period school year, according to in accordance with the provisions of N.J.S.A. 18A:17-46 and N.J.A.C. 6A:16-5.3. The report shall include the number of reports of harassment, intimidation, or bullying, the status of all investigations, the nature of the bullying based on one of the protected categories identified in section 2 of P.L.2002, c.83 (C.18A:37-14), the names of the investigators, the type and nature of any discipline imposed on any pupil engaged in harassment, intimidation, or bullying, and any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation, or bullying. The information shall also be reported once during each reporting period to the Department of Education. The report must include data broken down by the enumerated categories as listed in section 2 of P.L.2002, c.83 (C.18A:37-14), and data broken down by each school in the district, in addition to district-wide data. It shall be a violation to improperly release any confidential information not authorized by Federal or State law for public release.

 The report shall be used to grade each school for the purpose of assessing its effort to implement policies and programs consistent with the provisions of P.L. 2002, c.83 (C.18A:37-13 et seq.). The district shall receive a grade determined by averaging the grades of all the schools in the district. The



# POLICY GUIDE

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Reporting Violence, Vandalism, **Harassment,**  
**Intimidation, Bullying,** Alcohol,  
and Other Drug Abuse

**Commissioner shall promulgate guidelines for a program to grade schools for the purposes of N.J.S.A. 18A:17-46. The grade received by a school and the district shall be posted on the homepage of the school's website. The grade for the district and each school of the district shall be posted on the homepage of the district's website. A link to the report shall be available on the district's website. The information shall be posted on the websites within ten days of the receipt of a grade by the school and district.**

Whenever it is alleged a school employee has knowingly falsified the annual report on violence, and vandalism, **harassment, intimidation, or bullying** required under N.J.S.A. 18A:17-46, the Board shall make a determination regarding whether the employee committed the act. The Board shall provide written notice of the allegations to the employee and the employee shall be entitled to a hearing before the Board in accordance with the provisions of N.J.A.C. 6A:16-5.3(g)2. Upon a determination by the Board that an employee has knowingly falsified the ~~annual violence and vandalism~~ report, the Board may take appropriate action as outlined in N.J.A.C. 6A:16-5.3(g)3. Any action taken by the Board shall be based on its consideration of the nature of the conduct, the circumstances under which it occurred, and the employee's prior employment record. Any employee having been found responsible for the falsification of the annual report by the Board shall have the right to file a grievance under their respective bargaining agreements, appeal the Board's determination to the Commissioner of Education and subsequently to the State Board of Education, or appeal the decision to the Superior Court of New Jersey. The availability of appeal options shall be based upon the action taken by the Board.

A Board of Education shall submit and implement corrective action plans for high incidences of violence, vandalism, or alcohol or other drug abuse upon notification by the Commissioner of Education.

**The Board shall provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements of N.J.S.A. 18A:17-46.**

N.J.S.A. 18A:17-46; 18A:36-5.1

N.J.A.C. 6A:16-5.2; 6A:16-5.3

Adopted:

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# REGULATION GUIDE

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Reporting Violence, Vandalism, **Harassment,**  
**Intimidation, Bullying,** Alcohol,  
and Other Drug Abuse

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[See **POLICY ALERT** Nos. 179, 180 and 193]

R 8461 REPORTING VIOLENCE, VANDALISM, HARASSMENT,  
INTIMIDATION, BULLYING, ALCOHOL,  
AND OTHER DRUG ABUSE

Any school employee who observes or has direct knowledge from a participant or victim of an act of violence or the possession or distribution of alcohol or other drugs on school grounds, and any school employee who reports a pupil for being under the influence of alcohol or other drugs, according to the requirements of N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3, shall file a report describing the incident to the school Principal, in accordance with N.J.S.A. 18A:17-46. The report shall be on a form to include all of the incident detail and offender and victim information that are reported on the Electronic Violence and Vandalism Reporting System (EVVRS). **A report alleging an incident of harassment, intimidation, or bullying shall be made in accordance with the provisions of N.J.S.A. 18A:37-13.1 and Policy 5512.**

A. Reporting Violence, Vandalism, Alcohol or Other Drug Use

1. For each incident report of violence, vandalism, or alcohol or other drug abuse, the Principal shall:
  - a. Review the incident report for accuracy in indicating the incident type, offender information, victim information, pupil demographics, and incident location;
  - b. Forward a copy of the incident report to the Superintendent; and
  - c. Notify the Superintendent of the action taken regarding the incident.
2. The Board shall not discharge or subject to any manner of discrimination any school employee who files a report pursuant to N.J.A.C. 6A:16-5.3.



# REGULATION GUIDE

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Reporting Violence, Vandalism, **Harassment,**  
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3. The majority representative of the school employees' bargaining units shall have access monthly to the number and disposition of all reported acts of school violence, ~~and~~ vandalism, **harassment, intimidation, or bullying** pursuant to N.J.S.A. 18A:17-46.
  - a. Personally identifying information may be provided to the majority representative of the school employees' bargaining units only in instances when school administrators have reason to believe that the safety of a school staff member is at risk.

## B. ~~Annual~~ Reporting Requirements

1. The Superintendent ~~annually~~ shall:
  - a. Submit a report to the ~~Department Commissioner~~ of Education **in accordance with the provisions of N.J.S.A. 18A:17-46** of each incident of violence, vandalism and alcohol and other drug abuse in the school district utilizing the EVVRS;
    - (1) Prior to submission, the Superintendent shall review the report to verify that it is an accurate and final report of all incidences of violence and vandalism in all of the schools in the school district;
    - (2) Verify that the data entered onto the EVVRS are correct and in accordance with N.J.A.C. 6A:16-7.1(a)6; and
    - (3) Provide for the annual training of staff to prepare them to fulfill the reporting requirements set forth in N.J.A.C. 6A:16-5.3.



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Reporting Violence, Vandalism, **Harassment,**  
**Intimidation, Bullying,** Alcohol,  
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C. ~~Annual~~ Hearing Requirements

~~At an annual hearing held pursuant to N.J.S.A. 18A:17-46, T~~he Superintendent shall report to the Board all acts of violence, vandalism, **harassment, intimidation, bullying,** and incidents of alcohol and other drug abuse that occurred during the previous **reporting period school** year, ~~according to~~ **in accordance with** the provisions of N.J.S.A. 18A:17-46.

D. Knowingly Falsifying The Annual Violence and Vandalism Report Required Under N.J.S.A. 18A:17-46

1. Whenever it is alleged that a school employee has knowingly falsified the ~~annual~~ report, the Board shall make a determination regarding whether the employee committed the act.
2. Any employee alleged to have knowingly falsified the ~~annual~~ report shall be notified in writing of such allegation and shall be entitled to a hearing before the Board.
  - a. The hearing shall take place within thirty business days of the date on which the employee is notified of the allegation;
  - b. The employee shall be entitled to be represented by a person of his or her choosing and to present witnesses on his or her behalf; and
  - c. The Board shall notify the employee of its determination in writing within five school days of the hearing.
3. Upon determination by the Board that an employee has knowingly falsified the ~~annual~~ report, it shall take one or more of the following actions:
  - a. Impose minor discipline on a tenured or non-tenured employee notwithstanding any other law to the contrary and if negotiated with the majority representative of the employees in the appropriate collective bargaining unit;



# REGULATION GUIDE

## OPERATIONS

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Reporting Violence, Vandalism, **Harassment,**  
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- b. Withhold a tenured or nontenured employee's increment for predominantly disciplinary reasons, which shall be subject to the grievance procedures established pursuant to law and shall be subject to the grievance procedures of section 8 of N.J.S.A. 34:13A-29;
- c. File tenure charges with the Secretary of the Board in writing and with a written statement of evidence under oath to support such charges;
- d. Terminate employment for an employee:
  - (1) For tenured employees, the termination shall be in accordance with the outcome of the proceedings in D.3.c. above; or
  - (2) Impose such other disciplinary sanctions as may be authorized by law.
- 4. Any action taken by the Board pursuant to D.3. above shall be based on its consideration of the nature of the conduct, the circumstances under which it occurred, and the employee's prior employment record.
- 5. Any employee having been found responsible for the falsification of the ~~annual~~ report by the Board shall have the right to:
  - a. File a grievance under their respective bargaining agreements;
  - b. Appeal the Board's determination to the Commissioner of Education in accordance with N.J.A.C. 6A:3-1.3 through 1.17 and subsequently to the State Board of Education; or
  - c. Appeal the decision to the Superior Court of New Jersey.
- 6. The availability of appeal options shall be based upon the action taken by the Board.



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Reporting Violence, Vandalism, **Harassment,**  
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A Board of Education shall submit and implement corrective action plans for high incidences of violence, vandalism, or alcohol or other drug abuse upon notification by the Commissioner of Education.

Issued:

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# POLICY ALERT

2440 – Summer Session (Revised)  
3125.2 – Employment of Substitute Teachers (New)  
Update – 2461 – Special Education/Receiving Schools

**Harassment, Intimidation, and Bullying Related Policies and Regulations:**

0144 – Board Member Orientation and Training (Revised)  
5350 – Pupil Suicide Prevention (Revised)  
5512 – Harassment, Intimidation, and Bullying (Revised Policy/New Regulation)  
5600 – Pupil Discipline/Code of Conduct (Revised)  
8461 – Reporting Violence, Vandalism, Harassment, Intimidation, Bullying, Alcohol and Other Drug Abuse (Revised)

This POLICY ALERT replaces and/or adds Policy and/or Regulation Guides in the following sections: 0000, 2000, 3000, 5000 and 8000.

Please note the comments below are organized as follows:

**0000 NAME OF POLICY**

This paragraph describes a development at the State or Federal level.

This paragraph describes the effect of the development on local Board policy. Local policy is **MANDATED** by law or monitoring standards, (these policies will be designated with a small **M** in the upper right hand corner), **RECOMMENDED** by sound management practices, or merely **SUGGESTED** as may be appropriate to meet your district needs.

These policy and regulation guides should be used to update the Policy and Regulation Manuals of the school district. If your district manual(s) contain any of the policies or regulations contained in this Policy Alert, they must be updated for your district manual(s) to remain current and in compliance with law. It does not matter whether or not the policy or regulation is **MANDATED**, all policies and regulations in district manuals contained in this alert should be updated.





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Subscribers to Strauss Esmay's Policy Alert & Support System (PASS) receive new and/or revised policies and regulations in paper copy and electronically either through email or download from Strauss Esmay's website, [www.straussesmay.com](http://www.straussesmay.com). For your convenience, the revised policies and regulations have changes indicated by ~~strike-throughs~~ to denote required text deletions and **bolded text** to indicate new material. The **Policy Alerts** tab on our website contains two different folders: one titled "Alert in one Word document" with ~~strike-throughs~~ and **bolded text**; and the second titled "Alert in one Word document - NO BOLDS OR STRIKETHROUGHS" with ~~strike-throughs~~ and **bolded text** removed for a clean document. The File Maker Pro download requires File Maker Pro software installed on your computer and will run on IBM, Apple Macintosh, or compatibles. On the electronic download versions, the text should be changed to regular print in 12 font Courier, Courier (WL), or Times New Roman for DistrictOnline clients and ~~strike-throughs~~ should be deleted when the policy or regulation is prepared for your print manual. Policy and regulation guides enclosed in this mailing are double sided as a cost containment and paper conservation measure.

#### **2440 – Summer Session (Revised)**

Policy and Regulation Guides 2440 were revised and included in Policy Alert 192. These Guides were based on recently updated New Jersey Administrative Code N.J.A.C. 6A:32-10.1 et seq. Alert 192 Policy and Regulation Guides indicated a school district cannot charge resident pupils tuition for summer session remedial or advanced courses. However, the Governor recently signed legislation, P.L. 2010, c.73 that permits a district to charge resident pupils tuition for remedial or advanced summer session courses. The amount that may be charged is based on household income as outlined in N.J.S.A. 18A:11-15. The new legislation has not yet been incorporated into current administrative code. However, Strauss Esmay Associates wanted to provide an updated Policy and Regulation Guide as school districts finalize summer session plans. Strauss Esmay posted this update on [www.straussesmay.com](http://www.straussesmay.com), sent out an E-LERT, and provided a copy of these updated Guides via download through ELANOnline during the first week in March. These Guides have been revised to indicate a school district may charge resident pupils tuition for remedial or advanced summer session courses. School districts that do not operate a summer session program do not need this policy or regulation.

Policy Guide 2440 is **RECOMMENDED**  
Regulation Guide 2440 is **RECOMMENDED**



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**3125.2 – Employment of Substitute Teachers (New)**

P.L. 2011, Chapter 100 was recently approved adding new statutes regarding the use and compensation of substitute teachers. N.J.S.A. 18A:16-1.1a. through N.J.S.A. 18A:16-1.1d. establish time limits a substitute teacher (with and without a certificate of eligibility (CE or a CE with advanced standing) may work in a vacant teaching position. N.J.S.A. 18A:16-1.1b. requires a district to compensate a substitute teacher with a CE or CE with advanced standing working in an area authorized by their credentials for more than sixty days in the same position the pro-rated salary consistent with the salary provided to a teacher with similar credentials in the district. New Policy Guide 3125.2, incorporating the requirements of these new statutes, has been developed to provide guidance in the area of substitute teacher employment.

Policy Guide 3125.2 is **RECOMMENDED**

**Update - Policy and Regulation Guides 2461 – Special Education/Receiving Schools**

Strauss Esmay was informed school districts that have submitted Policy and Regulation Guides 2461 to the County Office of Education for approval, as recommended in Policy Alert 192, have been told these Guides are not required for every public school district that receives special education pupils on a tuition basis. The guides were provided in Policy Alert 192 were based on a February 4, 2011 Memorandum and Model Policies from the Department of Education. It has been Strauss Esmay's understanding this Policy and corresponding Regulation Guides were required to be adopted by *all* public school districts that receive special education pupils on a tuition basis. The New Jersey Department of Education provided clarification on this issue in an April 11, 2011 Memorandum indicating these Policy and Regulation Guides are only required to be adopted by educational services commissions, jointure commissions, regional day schools, and county special services school districts. These districts should adopt the new Policy Guide 2461 and corresponding 2461 Regulation Guides and submit the Assurance Statement provided with the February 4, 2011 Memorandum to the Executive County Superintendent. All other districts do not need to adopt Policy 2461 and the corresponding Regulations and may abolish this Policy and corresponding Regulations.



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**HARASSMENT, INTIMIDATION, AND BULLYING RELATED POLICIES AND REGULATIONS:**

On January 5, 2011 the Governor signed into law the “Anti-Bullying Bill of Rights Act.” This new law required significant revisions to the Harassment, Intimidation, and Bullying (HIB) Policy and Regulation Guide. The requirements of the Act take effect for the 2011-2012 school year. The Act required the Commissioner of Education to adopt amendments to its model policy guidance and the New Jersey Department of Education (DOE) released an initial version of a Model Policy and Guidance on March 22, 2011 and an updated version on April 11, 2011. Strauss Esmay Associates has updated the current HIB Policy and Regulation Guides to incorporate the new provisions and requirements of the new law consistent with the April 11, 2011 Guidance. Additional related Policy and/or Regulation Guides have been revised to reflect the new requirements of the Anti-Bullying Bill of Rights Act.

**0144 – Board Member Orientation And Training (Revised)**

A section of the Anti-Bullying Bill of Rights Act revises N.J.S.A. 18A:12-33 regarding training program requirements for Board members. Bylaw 0144 – Board Member Orientation has been revised to reflect the new requirement that all Board members complete a training program on harassment, intimidation, and bullying, including the school district’s responsibilities under the harassment, intimidation, and bullying prevention statutes. In addition, the title of this Bylaw has been revised from Board Member Orientation to Board Member Orientation and Training.

Bylaw Guide 0144 is **RECOMMENDED**

**5350 – Pupil Suicide Prevention (Revised)**

A section of the Anti-Bullying Bill of Rights Act revises N.J.S.A. 18A:6-112 regarding the required two-hour instruction in suicide prevention for teachers under the professional development requirements of N.J.A.C. 6A:9-15.1 et seq. The revised statute requires this suicide prevention training to include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying and information on reducing the risk of suicide in pupils who are members of communities identified as having members at high risk of suicide. Policy Guide 5350 has been updated to include this requirement.

Policy Guide 5350 is **RECOMMENDED**



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**5512 - Harassment, Intimidation, and Bullying (Revised Policy/New Regulation)**

The Anti-Bullying Bill of Rights Act and the April 11, 2011 Model Policy and Guidance prepared by the New Jersey Department of Education requires significant revisions in the existing HIB Policy and Regulation Guides. The revisions are so significant, a copy of the existing Policy Guide with ~~strikeouts~~ for words to come out and words in **bold** print to be added is enclosed along with a copy of the Policy Guide without ~~strikeouts~~ and **bold** print. Due to the updated expanded definition of HIB acts, Strauss Esmay recommends school districts abolish existing Policy Guides 5512 – Hazing and 5512.02 – Cyber-Bullying. Strauss Esmay developed these Guides before the State passed any HIB laws and hazing and cyber-bullying conduct is adequately addressed in the Anti-Bullying Bill of Rights Act and in the April 11, 2011 Model Policy and Guidance. The current Harassment, Intimidation, and Bullying Policy has been renumbered from 5512.01 to 5512.

The revisions and new requirements are significant and are based on the April 11, 2011 Model Policy and Guidance. The Model Policy and Guidance includes ten specific sections and each section provides statutory requirements, minimum model policy language and issues for a district Board of Education to consider in the development of their locally determined HIB policies and procedures. The revised Policy Guide 5512 in this Policy Alert includes all the language provided under the “Minimum Model Policy Language” for each of the ten specific sections of the April 11, 2011 Model Policy and Guidance. In addition, the revised Policy Guide 5512 also includes some language provided under the “Issues for Considerations in Local Policy Development” for several sections of the April 11, 2011 Model Policy and Guidance. This additional language does not place any additional responsibilities on a school district and was added to provide clarification to the minimum model policy language included in the Model Policy and Guidance. Also, in light of the anticipated scrutiny the issue of harassment, intimidation, and bullying is expected to receive, a comprehensive policy that includes language beyond the minimum model policy language that provides a better understanding of the issues, will help ensure compliance with the requirements of the Act.

Regulation Guide 5512 has been revised to include a new investigation and Board hearing procedure that is in compliance with the Act. Typically, detailed investigation procedures are not included in our Policy Guides, however, the Model Policy and Guidance requires these procedures in the HIB Policy. Therefore, we have included this information in Section H. of the Policy Guide. This Regulation Guide also includes the minimum mandatory requirements of an investigation procedure. A district may want to revise this new Regulation Guide to include additional details of an investigation procedure, however, any revisions should not replace or revise any language that is required by the law and the Model Policy and Guidance. This new Regulation Guide should replace the existing Regulation Guide 5512.



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The Act, the Model Policy and Guidance, and Section C of the Policy Guide require the school district to involve a broad-base of school and community members in the development of the district's harassment, intimidation, and bullying policy. Therefore, it is recommended school districts develop a plan to involve school and community members in reviewing and advising the school district on the HIB Policy prior to Board adoption as required by the Act and as recommended in the Model Policy and Guidance. A school district may, but is not required to, adopt a Harassment, Intimidation, and Bullying Policy that includes components that are more stringent than the components set forth in the Act. School districts need to be sure any proposed changes or revisions in this Policy Guide are not inconsistent with the requirements of the Act and the Model Policy and Guidance.

The April 11, 2011 Model Policy and Guidance is based on new and revised statutes included in the Anti-Bullying Bill of Rights Act. Based on a comprehensive review of the Act and the Model Policy and Guidance, new administrative code or additional guidance will likely be developed by the New Jersey Department of Education as school districts begin implementing the new law. Boards of Education should be informed harassment, intimidation, and bullying related Policy and Regulation Guides will be revised by Strauss Esmay Associates as additional guidance is made available.

According to the Act, each school district is required to revise the district's HIB Policy and transmit a copy to the appropriate Executive County Superintendent of Schools by September 1, 2011, which is the effective date for the requirements in the Act. Additionally, any subsequent revisions to the HIB Policy must be submitted to the Executive County Superintendent of Schools within thirty days of adoption. It is suggested a school district submit this revised HIB Policy to the Executive County Superintendent prior to Board approval in the event there are revisions to the Department of Education's April 11, 2011 Model Policy and Guidance impacting this Policy before September 1, 2011.

Policy Guide 5512 is **MANDATED**  
Regulation Guide 5512 is **MANDATED**



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**5600 – Pupil Discipline/Code of Conduct (Revised)**

N.J.S.A. 18A:37-15.b.(4) and Section 4 of the April 11, 2011 Model Policy and Guidance concerns consequences for a pupil who commits an act of harassment, intimidation, or bullying. The Model Policy and Guidance includes a lengthy list of factors for determining consequences and remedial measures that have been included in Policy Guide 5512 – Harassment, Intimidation, and Bullying. The Model Policy and Guidance's minimum model policy language states:

*The district Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils who commit one or more acts of harassment, intimidation, or bullying, consistent with the code of student conduct and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors, per the code of student conduct and N.J.A.C. 6A:16-7.*

The Model Policy and Guidance includes a lengthy list of examples of consequences and remedial measures that have been included in Policy Guide 5512 – Harassment, Intimidation, and Bullying.

The Model Policy and Guidance minimum policy language further states:

*Consequences and appropriate remedial action for a pupil or staff member who commits one or more acts of HIB may range from positive behavioral interventions up to and including suspension or expulsion of pupils, as set forth in the Board of Education's approved code of student conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a pupil who commits an act of HIB shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and must be consistent with the district Board of Education's approved code of student conduct and N.J.A.C. 6A:16-7, Student Conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation, or bullying.*



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In summary, the Model Policy and Guidance language indicates consequences and remedial measures in response to a confirmed act of harassment, intimidation, or bullying shall be varied and graded upon consideration of many factors as there is no “one size fits all” consequence or remedial measure in response to a confirmed act of harassment, intimidation, or bullying. The language above has been included in Policy Guide 5600. Policy Guide 5600 also references the lengthy list of factors for determining consequences and remedial measures and examples of consequences and remedial measures by reference to Policy Guide 5512 – Harassment, Intimidation, and Bullying. School districts should carefully review the lists of the examples of consequences and remedial measures to be sure the lists in Policy Guide 5512 are the consequences and remedial measures the district may want to implement in response to a confirmed act of harassment, intimidation, or bullying. Regulation Guide 5600 has been revised adding a new Section E regarding Consequences and Remedial Measures for Acts of Harassment, Intimidation, and Bullying. This section includes a list of examples of consequences a district may impose for acts of harassment, intimidation, and bullying. Districts may expand or reduce this list depending if these consequences are consequences the district wants to impose in response to a confirmed act of harassment, intimidation, or bullying. The list of consequences in Regulation Guide 5600 should be consistent with the list of consequences in Section D. of the Guide 5512.

Policy Guide 5600 is **MANDATED**  
Regulation Guide 5600 is **MANDATED**

**8461 – Reporting Violence, Vandalism, Harassment, Intimidation, Bullying, Alcohol and Other Drug Abuse (Revised)**

A section of the Anti-Bullying Bill of Rights Act revises N.J.S.A.18A:17-46 regarding reporting of certain acts of violence and vandalism by school employees and now includes certain reporting to include acts of harassment, intimidation, and bullying. The revision to this statute requires a revision to Policy and Regulation Guides 8461. There is a new requirement for the Superintendent to report acts of violence, vandalism and harassment, intimidation, or bullying to the Board at a public hearing and to the New Jersey Department of Education two times per year. In addition, each school in the district and each district will be graded by the Department of Education in its efforts to implement policies and programs consistent with the provisions of the harassment, intimidation, and bullying prevention statutes. The Superintendent’s report and grades must be posted on the district and school websites.

The Anti-Bullying Bill of Rights Act revised N.J.S.A. 18A:17-46. However, N.J.S.A. 18A:17-46 has a detailed corresponding administrative code, N.J.A.C. 6A:16-5.3, that is the legal authority for the details contained in Policy and Regulation Guides 8461. It is likely this administrative code will be revised which may require additional revisions to these Guides in the future.

Policy Guide 8461 is **MANDATED**  
Regulation Guide 8461 is **MANDATED**

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**2423 Bilingual and ESL Education (Revised)**

The New Jersey Department of Education recently provided an August 9, 2010 Memorandum to all school districts regarding Title I, Part A Parent Involvement Policies. The Memorandum indicates districts are required to complete the Required Parent Notification and Documentation table in an Electronic Web-Enabled Grant System (EWEG) with either the dates the Board adopted parent involvement policies and/or the dates of distribution of required documentation. Below please find the table included in the Memorandum with Strauss Esmay's corresponding policy or regulation number.

<b>Required Parent Notification and Documentation for Title I</b>	<b>Dates</b>
1. The LEA and school(s) have written parent involvement policies, developed in collaboration with parents of participating Title I students. (Insert date of Board adoption)	P2415.04
2. The parent involvement policy is distributed to parents of participating Title I children, in an understandable and uniform format and, to the extent practicable, in a language the parents understand. (Insert date of distribution)	P2415.04
3. The school(s) and parents of participating students jointly develop a school-parent compact, which defines the shared responsibility for improving student academic achievement. (Insert date range)	P2415.04
4. Parents are notified at the beginning of the school year of their right to know the qualifications of their child's teachers and paraprofessionals. (Insert date of notification)	P2415.03
5. Parents of limited English proficient children placed in a language instruction educational program have been notified, no later than thirty days after the start of the school year, of the reason for this placement and the child's level of proficiency. (Insert date of notification)	P&R2423
6. Parents have been notified promptly if their child's school has been designated as in need of improvement. (Insert date of notification or NA)	P2415.01
7. Parents have been notified of their right to request intradistrict public school choice. (Insert date of notification or NA)	P2415.01
8. Parents of eligible students have been notified of the availability of supplemental educational services (SES), including the provider list Web address. Also distributed were enrollment forms. (Insert date of notification or NA)	P2415.01

In reviewing 5. in the table above, the New Jersey Department of Education noted NCLB's requirement that parents of LEP children placed in a language instruction educational program be notified of the placement no later than thirty days after the start of the school year. In order to ensure compliance with this requirement and several other NCLB parental notification requirements pertaining to LEP pupils, Policy and Regulation Guides 2423 – Bilingual and ESL Education have been revised. In addition, the August 9, 2010 Memorandum reminds school districts that NCLB parent documents are no longer uploaded into the EWEG application, but the documents must be posted on the school district's website.

Policy Guide 2423 is **MANDATED**  
Regulation Guide 2423 is **MANDATED**





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**1550 Affirmative Action Program for Employment and Contract Practices (Revised)**

Policy Guide 1550 has been revised to align with the provisions of N.J.A.C. 6A:7-1.8. This new Policy Guide should replace the district's existing Policy Guide 1550 as many of the provisions in the current Policy Guide 1550 have been relocated to the new Policy Guide 1140 – Affirmative Action Program. The Regulation Guide 1550 has been revised with a few minor changes to include an update to the telephone number and address of the New Jersey Department of Education and the New Jersey Division on Civil Rights in the State's Attorney General's Office. The Regulation Guide is a complaint procedure and may be revised by a district to accommodate local preferences.

Policy Guide 1550 is **MANDATED**  
Regulation Guide 1550 is **MANDATED**

**2260 Affirmative Action Program For School and Classroom Practices (Revised)**

Policy Guide 2260 has been revised to align with the provisions of N.J.A.C. 6A:7-1.7. This new Policy Guide should replace the district's existing Policy Guide 2260 as many of the provisions in the current Policy Guide 2260 have been relocated to the new Policy Guide 1140 – Affirmative Action Program.

Policy Guide 2260 is **MANDATED**

**2415.01 Academic Standards, Academic Assessments, and Accountability (Revised)**

Strauss Esmay's current Policy Guide 2415.01 – Academic Standards, Academic Assessments, and Accountability – developed in December 2003 meets the requirements as outlined in the NCLB law. However, the New Jersey Department of Education recently published a Title I School Improvement Information Sheet 2010-2011 and information in this document and other recently published NCLB documents require an update to Policy Guide 2415.01. This Policy Guide should replace the district's existing Policy 2415.01.

Policy Guide 2415.01 is **MANDATED**

**2415.04 Title I - District-Wide Parental Involvement (Revised)**

Strauss Esmay's current Policy Guide 2415.04 – Title I – Parent Involvement developed in December 2003 meets the parent involvement policy requirements as outlined in the NCLB law. However, subsequent to December 2003, the United States Department of Education (USDE) published a District-Wide Parental Involvement Policy – Sample Template. In light of this Policy Guidance from USDE, Policy Guide 2415.04 has been updated to be consistent with the USDE policy guidance. This new Policy Guide requires a school district to fill in school district actions and activities within the Policy. This new Policy Guide should replace the district's existing Policy 2415.04.

Policy Guide 2415.04 is **MANDATED**

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ASSETS AND RESOURCES

=====

**\$1,476,670.89**

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Somerset County Vocational Board of Ed.  
General Fund - Fund 10 (including 16, 17 & 18)  
Interim Balance Sheet  
For 12 Month Period Ending 06/30/2011

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LIABILITIES AND FUND EQUITY

=====

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

421	Accounts Payable	\$1,920.63
	Other current liabilities	\$1,037,539.00
		\$1,039,459.63
		=====

TOTAL LIABILITIES

F U N D   B A L A N C E

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

753	Reserve for encumbrances - Current Year	\$63,500.00
	Reserved fund balance:	
760	Reserved Fund Balance	\$161,478.00
		\$224,978.00

Total Appropriated

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

770	Fund Balance	\$212,233.26
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TOTAL FUND BALANCE

\$437,211.26

TOTAL LIABILITIES AND FUND EQUITY

\$1,476,670.89

=====

RECAPITULATION OF FUND BALANCE:

Budgeted

Actual

Variance

Less: Adjust for prior year encumb.

\$0.00

\$0.00

=====

Recapitulation of Budgeted Fund Balance by Subfund

=====

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Somerset County Vocational Board of Ed.  
GENERAL FUND - FUND 10 (including 16, 17 & 18)  
INTERIM STATEMENTS COMPARING  
BUDGET REVENUE WITH ACTUAL TO DATE AND  
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE  
For 12 Month Period Ending 06/30/2011

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
1XXX From Local Sources	\$12,282,014.00	\$12,261,461.00		\$20,553.00
3XXX From State Sources	\$1,060,419.00	\$1,060,419.00		.00
4XXX From Federal Sources	\$62,516.00	\$62,515.99		\$0.01
<hr/>				
TOTAL REVENUE/SOURCES OF FUNDS	\$13,404,949.00	\$13,384,395.99		\$20,553.01
	=====	=====	=====	=====
*** EXPENDITURES ***				
	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
<hr/>				
--- CURRENT EXPENSE ---				
11-1XX-100-XXX Regular Programs - Instruction	\$1,332,342.53	\$1,322,883.74	.00	\$9,458.79
11-230-X00-XXX Basic Skills - Remedial Instruction	\$88,844.43	\$88,843.43	.00	\$1.00
11-240-X00-XXX Bilingual Education - Instruction	\$56,846.00	\$56,845.00	.00	\$1.00
11-3XX-100-XXX Voc. Programs - Local - Instruction	\$3,018,791.52	\$2,920,137.52	.00	\$98,654.00
11-401-100-XXX School-Spon. Cocurr. Acti-Instr	\$52,005.18	\$52,001.13	.00	\$4.05
11-402-100-XXX School-Spons. Athletics - Instruction	\$49,586.93	\$49,578.97	.00	\$7.96
--- UNDISTRIBUTED EXPENDITURES ---				
11-800-330-XXX Community Services Programs-				
11-000-213-XXX Health Services	\$160,016.36	\$159,996.86	.00	\$19.50
11-000-218-XXX Guidance	\$514,821.27	\$514,819.61	.00	\$1.66
11-000-219-XXX Child Study Teams	\$195,817.11	\$195,317.11	.00	\$500.00
11-000-221-XXX Improvement Of Inst./Other Support				
Improvement of Inst. Serv.	\$308,809.22	\$308,808.22	.00	\$1.00
11-000-222-XXX Educational Media Serv/School Library	\$196,096.46	\$196,088.61	.00	\$7.85
11-000-223-XXX Instructional Staff Training Services	\$15,000.00	\$14,775.35	.00	\$224.65
11-000-230-XXX Supp. Serv.-General Administration	\$515,141.55	\$511,307.54	.00	\$3,834.01
11-000-240-XXX Supp. Serv.-School Administration	\$709,170.25	\$703,250.82	.00	\$5,919.43
11-000-25X-XXX Central Serv & Admin. Inform. Tech.	\$680,117.85	\$677,390.75	.00	\$2,727.10
11-000-261-XXX Allowable Maint. for School Facilities	\$900,748.00	\$900,359.47	.00	\$388.53
11-000-262-XXX Custodial Services	\$1,214,739.56	\$1,214,739.56	.00	.00
11-000-263-XXX Care and Upkeep of Grounds	\$14,360.00	\$14,360.00	.00	.00
11-000-266-XXX Security	\$110,513.17	\$110,513.17	.00	.00
11-000-270-XXX Student Transportation Services	\$107,068.06	\$102,487.97	.00	\$4,580.09
11-000-291-XXX Allocated and Unallocated Benefits	\$2,967,206.65	\$2,961,759.41	.00	\$5,447.24
<hr/>				
TOTAL GENERAL CURRENT EXPENSE				
EXPENDITURES/USES OF FUNDS	\$13,208,042.10	\$13,076,264.24	\$0.00	\$131,777.86
	=====	=====	=====	=====

REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Somerset County Vocational Board of Ed.  
 GENERAL FUND - FUND 10 (including 16, 17 & 18)  
 INTERIM STATEMENTS COMPARING  
 BUDGET REVENUE WITH ACTUAL TO DATE AND  
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE  
 For 12 Month Period Ending 06/30/2011

*** EXPENDITURES - cont'd ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
	_____	_____	_____	_____
*** CAPITAL OUTLAY ***				
12-XXX-XXX-73X Equipment	\$62,177.16	\$58,813.30	\$0.00	\$3,363.86
12-000-4XX-XXX Facilities acquisition & constr. serv.	\$152,546.00	\$58,955.67	\$63,500.00	\$30,090.33
	_____	_____	_____	_____
 TOTAL CAP OUTLAY EXPEND./USES OF FUNDS	 \$214,723.16	 \$117,768.97	 \$63,500.00	 \$33,454.19
	=====	=====	=====	=====
 *** SPECIAL SCHOOLS ***				
13-422-100-XXX Summer school -instruction	\$70,630.72	\$70,608.72	.00	\$22.00
13-422-200-XXX Summer school-support serv	\$10,515.02	\$6,531.27	.00	\$3,983.75
	_____	_____	_____	_____
 TOTAL SPECIAL SCHOOLS EXPENDITURES/USES OF FUNDS	 \$81,145.74	 \$77,139.99	 \$0.00	 \$4,005.75
	=====	=====	=====	=====
 *** ED JOBS - EDUCATION JOBS ***				
18-XXX-XXX-XX ED JOBS - Education Jobs Fund Accounts	\$62,516.00	\$62,516.00	\$0.00	\$0.00
	_____	_____	_____	_____
 TOTAL ED JOBS - EDUCATION JOBS	 \$62,516.00	 \$62,516.00	 \$0.00	 \$0.00
	=====	=====	=====	=====
 TOTAL GENERAL FUND EXPENDITURES	 \$13,566,427.00	 \$13,333,689.20	 \$63,500.00	 \$169,237.80
	=====	=====	=====	=====

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Somerset County Vocational Board of Ed.  
GENERAL FUND - FUND 10 (including 16, 17 & 18)  
SCHEDULE OF REVENUES  
ACTUAL COMPARED WITH ESTIMATED  
For 12 Month Period Ending 06/30/2011

		ESTIMATED	ACTUAL	UNREALIZED
		-----	-----	-----
--- LOCAL SOURCES ---				
1210	Local Tax Levy	\$11,325,234.00	\$11,325,234.00	.00
1310	Tuition- From LEA's	\$682,280.00	\$680,053.20	\$2,226.80
1XXX	Miscellaneous	\$274,500.00	\$256,173.80	\$18,326.20
		-----	-----	-----
	TOTAL	\$12,282,014.00	\$12,261,461.00	\$20,553.00
		=====	=====	=====
--- STATE SOURCES ---				
3132	Categorical Special Education Aid	\$266,810.00	\$266,810.00	.00
3176	Equalization	\$603,031.00	\$603,031.00	.00
3177	Categorical Security	\$63,317.00	\$63,317.00	.00
3178	Adjustment Aid	\$127,261.00	\$127,261.00	.00
		-----	-----	-----
	TOTAL	\$1,060,419.00	\$1,060,419.00	\$0.00
		=====	=====	=====
--- FEDERAL SOURCES ---				
4522	ED JOBS - Education Jobs Fund	\$62,516.00	\$62,515.99	\$0.01
		-----	-----	-----
	TOTAL	\$62,516.00	\$62,515.99	\$0.01
		=====	=====	=====
--- OTHER FINANCING SOURCES ---				
	TOTAL REVENUES/SOURCES OF FUNDS	\$13,404,949.00	\$13,384,395.99	\$20,553.01
		=====	=====	=====

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Somerset County Vocational Board of Ed.  
GENERAL FUND - FUND 10 (including 16, 17 & 18)  
STATEMENT OF APPROPRIATIONS  
COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
For 12 Month Period Ending 06/30/2011

	Appropriations	Expenditures	Encumbrances	Available Balance
	<hr/>	<hr/>	<hr/>	<hr/>
*** GENERAL CURRENT EXPENSE ***				
--- REGULAR PROGRAMS - INSTRUCTION ---				
11-140-100-101 Salaries of Teachers	\$1,275,772.20	\$1,267,597.20	\$0.00	\$8,175.00
11-140-100-500 Other Purchased Services	\$5,050.79	\$5,050.79	.00	.00
11-140-100-610 General Supplies	\$32,784.82	\$32,419.53	.00	\$365.29
11-140-100-640 Textbooks	\$17,000.00	\$17,000.00	.00	.00
11-140-100-800 Other Objects	\$1,631.72	\$714.22	.00	\$917.50
--- Regular programs - Home Instruction ---				
11-150-100-101 Salaries of Teachers	\$103.00	\$102.00	\$0.00	\$1.00
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	\$1,332,342.53	\$1,322,883.74	\$0.00	\$9,458.79
--- Basic skills/remedial-Instruction ---				
11-230-100-101 Salaries of Teachers	\$86,583.00	\$86,582.00	\$0.00	\$1.00
11-230-100-610 General Supplies	\$2,261.43	\$2,261.43	.00	.00
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	\$88,844.43	\$88,843.43	\$0.00	\$1.00
--- Bilingual education-Instruction ---				
11-240-100-101 Salaries of Teachers	\$56,846.00	\$56,845.00	\$0.00	\$1.00
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	\$56,846.00	\$56,845.00	\$0.00	\$1.00
--- Regular Vocational Programs - Instruction ---				
11-310-100-101 Salaries of Teachers	\$2,458,252.62	\$2,378,693.59	\$0.00	\$79,559.03
11-310-100-320 Purchased Prof.-Ed. Services	\$10,542.64	\$10,542.64	.00	.00
11-310-100-500 Other Purchased Services	\$14,000.00	\$12,593.67	.00	\$1,406.33
11-310-100-610 General Supplies	\$247,130.27	\$242,664.70	.00	\$4,465.57
11-310-100-640 Textbooks	\$18,979.18	\$18,952.92	.00	\$26.26
11-310-100-800 Other Objects	\$11,700.00	\$11,697.00	.00	\$3.00
	<hr/>	<hr/>	<hr/>	<hr/>
Total	\$2,760,604.71	\$2,675,144.52	\$0.00	\$85,460.19
--- Special Vocational Programs - Instruction ---				
11-320-100-101 Salaries of Teachers	\$220,450.58	\$207,345.00	\$0.00	\$13,105.58
11-320-100-500 Other Purchased Services	\$2,000.00	\$1,988.85	.00	\$11.15
11-320-100-610 General Supplies	\$28,736.23	\$28,659.15	.00	\$77.08
11-320-100-640 Textbooks	\$7,000.00	\$7,000.00	.00	.00
	<hr/>	<hr/>	<hr/>	<hr/>
Total	\$258,186.81	\$244,993.00	\$0.00	\$13,193.81

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Somerset County Vocational Board of Ed.  
GENERAL FUND - FUND 10 (including 16, 17 & 18)  
STATEMENT OF APPROPRIATIONS  
COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
For 12 Month Period Ending 06/30/2011

	Appropriations	Expenditures	Encumbrances	Available Balance
	<hr/>	<hr/>	<hr/>	<hr/>
--- School spons.cocurricular activities-Instruction ---				
11-401-100-100 Salaries	\$48,833.06	\$48,833.06	.00	.00
11-401-100-600 Supplies and Materials	\$3,172.12	\$3,168.07	.00	\$4.05
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	\$52,005.18	\$52,001.13	\$0.00	\$4.05
--- School sponsored athletics-Instruct. ---				
11-402-100-100 Salaries	\$36,273.63	\$36,272.63	.00	\$1.00
11-402-100-500 Purchased Services	\$10,000.00	\$9,993.04	.00	\$6.96
11-402-100-600 Supplies and Materials	\$3,313.30	\$3,313.30	.00	.00
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	\$49,586.93	\$49,578.97	\$0.00	\$7.96
--- UNDISTRIBUTED EXPENDITURES ---				
<hr/>				
--- Health services ---				
11-000-213-100 Salaries	\$139,116.36	\$139,116.36	.00	.00
11-000-213-300 Purchased Prof. & Tech. Svc.	\$14,500.00	\$14,480.50	.00	\$19.50
11-000-213-600 Supplies and Materials	\$6,000.00	\$6,000.00	.00	.00
11-000-213-800 Other Objects	\$400.00	\$400.00	.00	.00
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	\$160,016.36	\$159,996.86	\$0.00	\$19.50
--- Guidance ---				
11-000-218-104 Salaries Other Prof. Staff	\$406,040.16	\$406,038.50	.00	\$1.66
11-000-218-105 Sal Sec. & Clerical Asst.	\$107,847.48	\$107,847.48	.00	.00
11-000-218-600 Supplies and Materials	\$933.63	\$933.63	.00	.00
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	\$514,821.27	\$514,819.61	\$0.00	\$1.66
--- Child Study Teams ---				
11-000-219-104 Salaries Other Prof. Staff	\$115,880.37	\$115,880.37	.00	.00
11-000-219-105 Sal Sec. & Clerical Asst.	\$69,562.48	\$69,562.48	.00	.00
11-000-219-390 Other Purch. Prof. & Tech Svc.	\$4,083.82	\$3,583.82	.00	\$500.00
11-000-219-500 Other Purchased Services	\$963.29	\$963.29	.00	.00
11-000-219-600 Supplies and Materials	\$2,000.00	\$2,000.00	.00	.00
11-000-219-800 Other Objects	\$3,327.15	\$3,327.15	.00	.00
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	\$195,817.11	\$195,317.11	\$0.00	\$500.00



REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Somerset County Vocational Board of Ed.  
GENERAL FUND - FUND 10 (including 16, 17 & 18)  
STATEMENT OF APPROPRIATIONS  
COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
For 12 Month Period Ending 06/30/2011

	Appropriations	Expenditures	Encumbrances	Available Balance
	<hr/>	<hr/>	<hr/>	<hr/>
--- Improvement of instr.serv/other supp serv-inst staff ---				
11-000-221-102 Salaries Superv. of Instr.	\$68,740.20	\$68,739.20	.00	\$1.00
11-000-221-104 Salaries Other Prof. Staff	\$166,809.70	\$166,809.70	.00	.00
11-000-221-105 Sal Secr. & Clerical Asst.	\$62,762.32	\$62,762.32	.00	.00
11-000-221-500 Other Purchased Services	\$4,997.00	\$4,997.00	.00	.00
11-000-221-600 Supplies and Materials	\$2,500.00	\$2,500.00	.00	.00
11-000-221-800 Other Objects	\$3,000.00	\$3,000.00	.00	.00
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	\$308,809.22	\$308,808.22	\$0.00	\$1.00
--- Educational media serv./sch.library ---				
11-000-222-100 Salaries	\$98,180.00	\$98,180.00	.00	.00
11-000-222-177 Salaries of Technology Coordinators	\$69,000.92	\$68,999.92	.00	\$1.00
11-000-222-500 Other Purchased Services	\$4,000.00	\$3,993.15	.00	\$6.85
11-000-222-600 Supplies and Materials	\$20,929.69	\$20,929.69	.00	.00
11-000-222-800 Other Objects	\$3,985.85	\$3,985.85	.00	.00
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	\$196,096.46	\$196,088.61	\$0.00	\$7.85
--- Instructional Staff Training Services ---				
11-000-223-500 Other Purchased Services	\$13,000.00	\$12,775.45	.00	\$224.55
11-000-223-600 Supplies and Materials	\$2,000.00	\$1,999.90	.00	\$0.10
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	\$15,000.00	\$14,775.35	\$0.00	\$224.65
--- Support services-general administration ---				
11-000-230-100 Salaries	\$329,667.84	\$329,667.82	\$0.00	\$0.02
11-000-230-331 Legal Services	\$53,031.35	\$53,031.35	.00	.00
11-000-230-332 Audit Fees	\$39,000.00	\$39,000.00	.00	.00
11-000-230-339 Other Purchased Prof. Svc.	\$3,000.00	\$3,000.00	.00	.00
11-000-230-530 Communications/Telephone	\$36,036.55	\$34,391.29	.00	\$1,645.26
11-000-230-590 Other Purchased Services	\$3,000.00	\$2,997.44	\$0.00	\$2.56
11-000-230-61X General Supplies	\$11,000.00	\$10,000.00	.00	\$1,000.00
11-000-230-630 BOE In-House Training/Meeting Supplies	\$3,500.00	\$3,483.38	.00	\$16.62
11-000-230-890 Misc. Expenditures	\$30,156.06	\$28,986.51	.00	\$1,169.55
11-000-230-895 BOE Membership Dues and Fees	\$6,749.75	\$6,749.75	.00	.00
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	\$515,141.55	\$511,307.54	\$0.00	\$3,834.01
--- Support services-school administration ---				
11-000-240-103 Salaries Princ./Asst. Princ.	\$496,015.51	\$496,014.51	.00	\$1.00

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Somerset County Vocational Board of Ed.  
GENERAL FUND - FUND 10 (including 16, 17 & 18)  
STATEMENT OF APPROPRIATIONS  
COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
For 12 Month Period Ending 06/30/2011

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-240-104 Salaries Other Prof. Staff	\$74,295.64	\$74,295.64	.00	.00
11-000-240-105 Sal Secr. & Clerical Asst.	\$93,399.85	\$93,399.85	.00	.00
11-000-240-11X Other Salaries	\$20,479.14	\$14,677.78	.00	\$5,801.36
11-000-240-500 Other Purchased Services	\$14,500.00	\$14,490.71	.00	\$9.29
11-000-240-600 Supplies and Materials	\$7,480.11	\$7,456.35	.00	\$23.76
11-000-240-800 Other Objects	\$3,000.00	\$2,915.98	.00	\$84.02
<b>TOTAL</b>	<b>\$709,170.25</b>	<b>\$703,250.82</b>	<b>\$0.00</b>	<b>\$5,919.43</b>
--- Central Services ---				
11-000-251-100 Salaries	\$421,604.78	\$421,604.78	.00	.00
11-000-251-330 Purchased Prof. Svcs.	\$28,000.00	\$27,102.46	.00	\$897.54
11-000-251-340 Purchased Technical Svcs.	\$16,000.00	\$14,250.00	.00	\$1,750.00
11-000-251-600 Supplies and Materials	\$7,000.00	\$6,983.02	.00	\$16.98
11-000-251-890 Other Objects	\$4,202.83	\$4,202.83	.00	.00
<b>TOTAL</b>	<b>\$476,807.61</b>	<b>\$474,143.09</b>	<b>\$0.00</b>	<b>\$2,664.52</b>
--- Admin. Info. Technology ---				
11-000-252-100 Salaries	\$156,310.24	\$156,310.24	.00	.00
11-000-252-500 Other Pur Serv. (400-500 series )	\$31,000.00	\$31,000.00	.00	.00
11-000-252-600 Supplies and Materials	\$16,000.00	\$15,937.42	.00	\$62.58
<b>TOTAL</b>	<b>\$203,310.24</b>	<b>\$203,247.66</b>	<b>\$0.00</b>	<b>\$62.58</b>
--- Allowable Maint.for School Facilities ---				
11-000-261-100 Salaries	\$582,558.97	\$582,556.97	.00	\$2.00
11-000-261-420 Cleaning, Repair & Maint. Svc.	\$283,263.09	\$283,203.56	.00	\$59.53
11-000-261-610 General Supplies	\$26,000.00	\$26,000.00	.00	.00
11-000-261-800 Other Objects	\$8,925.94	\$8,598.94	.00	\$327.00
<b>TOTAL</b>	<b>\$900,748.00</b>	<b>\$900,359.47</b>	<b>\$0.00</b>	<b>\$388.53</b>
11-000-262-420 Cleaning, Repair & Maint. Svc.	\$271,197.44	\$271,197.44	.00	.00
11-000-262-490 Other Purchased Property Svc.	\$35,939.78	\$35,939.78	.00	.00
11-000-262-520 Insurance	\$204,000.00	\$204,000.00	.00	.00
11-000-262-621 Energy (Natural Gas)	\$355,000.00	\$355,000.00	.00	.00
11-000-262-622 Energy (Electricity)	\$348,602.34	\$348,602.34	.00	.00
<b>TOTAL</b>	<b>\$1,214,739.56</b>	<b>\$1,214,739.56</b>	<b>\$0.00</b>	<b>\$0.00</b>
--- Care and Upkeep of Grounds ---				
11-000-263-420 Cleaning, Repair, & Maintenance Serv.	\$14,360.00	\$14,360.00	.00	.00

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Somerset County Vocational Board of Ed.  
GENERAL FUND - FUND 10 (including 16, 17 & 18)  
STATEMENT OF APPROPRIATIONS  
COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
For 12 Month Period Ending 06/30/2011

	Appropriations	Expenditures	Encumbrances	Available Balance
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	\$14,360.00	\$14,360.00	\$0.00	\$0.00
--- Security ---				
11-000-266-100 Salaries	\$110,513.17	\$110,513.17	.00	.00
TOTAL	<hr/> \$110,513.17	<hr/> \$110,513.17	<hr/> \$0.00	<hr/> \$0.00
--- Student transportation services ---				
11-000-270-162 Sal.pupil trans(Other than Bet Home & Sch)	\$35,800.02	\$35,800.02	.00	.00
11-000-270-420 Cleaning, Repair & Maint. Svc.	\$1,199.98	.00	.00	\$1,199.98
11-000-270-512 Contr Svc(other btw home & sch)-vendors	\$43,000.00	\$41,375.75	.00	\$1,624.25
11-000-270-517 Contract Svc (reg std) - ESCs	\$8,998.06	\$7,333.85	.00	\$1,664.21
11-000-270-593 Misc. Purchased Svc.- Transp.	\$15,000.00	\$15,000.00	.00	.00
11-000-270-610 General Supplies	\$2,000.00	\$1,908.35	.00	\$91.65
11-000-270-800 Misc. Expenditures	\$1,070.00	\$1,070.00	.00	.00
TOTAL	<hr/> \$107,068.06	<hr/> \$102,487.97	<hr/> \$0.00	<hr/> \$4,580.09
--- Benefits ---				
11-XXX-XXX-220 Social Security Contributions	\$194,616.79	\$194,615.79	.00	\$1.00
11-XXX-XXX-241 Other Retirement Contrb. - PERS	\$423,648.08	\$423,648.08	.00	.00
11-XXX-XXX-250 Unemployment Compensation	\$36,288.84	\$36,288.84	.00	.00
11-XXX-XXX-260 Workman's Compensation	\$104,000.00	\$104,000.00	.00	.00
11-XXX-XXX-270 Health Benefits	\$1,830,866.32	\$1,825,420.08	.00	\$5,446.24
11-XXX-XXX-280 Tuition Reimbursement	\$27,786.62	\$27,786.62	.00	.00
11-XXX-XXX-290 Other Employee Benefits	\$350,000.00	\$350,000.00	.00	.00
TOTAL	<hr/> \$2,967,206.65	<hr/> \$2,961,759.41	<hr/> \$0.00	<hr/> \$5,447.24
Total Undistributed expenditures	\$8,609,625.51	\$8,585,974.45	\$0.00	\$23,651.06
*** TOTAL CURRENT EXPENSE EXPENDITURES ***	\$13,208,042.10	\$13,076,264.24	\$0.00	\$131,777.86
*** TOTAL CURRENT EXPENSE EXPENDITURES & TRANSFERS ***	\$13,208,042.10	\$13,076,264.24	\$0.00	\$131,777.86
	=====	=====	=====	=====

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Somerset County Vocational Board of Ed.  
GENERAL FUND - FUND 10 (including 16, 17 & 18)  
STATEMENT OF APPROPRIATIONS  
COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
For 12 Month Period Ending 06/30/2011

	Appropriations	Expenditures	Encumbrances	Available Balance
	<hr/>	<hr/>	<hr/>	<hr/>
*** C A P I T A L   O U T L A Y ***				
Special education - instruction				
12-310-100-730 Regular Voc.programs	\$62,177.16	\$58,813.30	.00	\$3,363.86
Undistributed exp. - student transportation				
12-XXX-X00-730 Special schools (all programs)	\$0.00	\$0.00	\$0.00	\$0.00
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	\$62,177.16	\$58,813.30	\$0.00	\$3,363.86
--- Facilities acquisition and construction services ---				
12-000-400-334 Architectural/Engineering Services	\$10,000.00	\$5,455.67	.00	\$4,544.33
12-000-400-450 Construction services	\$117,000.00	\$53,500.00	\$63,500.00	.00
12-000-400-800 Other objects	\$25,546.00	.00	.00	\$25,546.00
Facilits. Acqstn. Const. Sevr. -- TOTAL --	\$152,546.00	\$58,955.67	\$63,500.00	\$30,090.33
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	\$152,546.00	\$58,955.67	\$63,500.00	\$30,090.33
TOTAL CAPITAL OUTLAY EXPENDITURES	\$214,723.16	\$117,768.97	\$63,500.00	\$33,454.19
*** S P E C I A L   S C H O O L S ***				
--- Summer school - Instruction ---				
13-422-100-101 Salaries of Teachers	\$54,331.72	\$54,330.72	\$0.00	\$1.00
13-422-100-106 Other salaries for instruction	\$16,299.00	\$16,278.00	.00	\$21.00
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	\$16,299.00	\$16,278.00	\$0.00	\$21.00
--- Summer school - support services ---				
13-422-200-100 Salaries	\$10,515.02	\$6,531.27	.00	\$3,983.75
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	\$10,515.02	\$6,531.27	\$0.00	\$3,983.75
TOTAL SUMMER SCHOOL	\$81,145.74	\$77,139.99	\$0.00	\$4,005.75
TOTAL SPECIAL SCHOOLS EXPENDITURES	\$81,145.74	\$77,139.99	\$0.00	\$4,005.75

\*\*\* EDUCATION STABILIZATION FUND \*\*

\*\*\* GOVERNMENT SERVICES FUND \*\*

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Somerset County Vocational Board of Ed.  
GENERAL FUND - FUND 10 (including 16, 17 & 18)  
STATEMENT OF APPROPRIATIONS  
COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
For 12 Month Period Ending 06/30/2011

	Appropriations	Expenditures	Encumbrances	Available Balance
	-----	-----	-----	-----
*** EDUCATION JOBS FUND **				
--- Vocational Programs-Local-Instruction ---				
18-3XX-100-101 Salaries of Teachers	\$56,580.65	\$56,580.65	\$0.00	\$0.00
	-----	-----	-----	-----
TOTAL	\$56,580.65	\$56,580.65	\$0.00	\$0.00
--- Unallocated Benefits ---				
18-000-291-2XX Benefit	\$5,935.35	\$5,935.35	.00	.00
	-----	-----	-----	-----
TOTAL	\$5,935.35	\$5,935.35	\$0.00	\$0.00
	-----	-----	-----	-----
TOTAL EDUCATION JOBS FUND	\$62,516.00	\$62,516.00	\$0.00	\$0.00
	=====	=====	=====	=====
TOTAL GENERAL FUND EXPENDITURES	\$13,566,427.00	\$13,333,689.20	\$63,500.00	\$169,237.80

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

For 12 Month Period Ending 06/30/2011

Diane Strober

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



\_\_\_\_\_  
Board Secretary/Business Administrator

June 30, 2011

\_\_\_\_\_  
Date

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

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

8/11 1:45pm

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Somerset County Vocational Board of Ed.  
Special Revenue Fund - Fund 20  
Interim Balance Sheet  
For 12 Month Period Ending 06/30/11

=====

ASSETS AND RESOURCES

=====

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

101	Cash in bank		\$363,294.03
	Accounts receivable:		
141	Intergovernmental - State	(\$270,343.43)	
142	Intergovernmental - Federal	\$276,170.00	
		<hr/>	\$5,826.57
	Other Current Assets		\$49,426.11

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

		<hr/>	<hr/>
	Total assets and resources		\$418,546.71
			=====



REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Somerset County Vocational Board of Ed.  
Special Revenue Fund - Fund 20  
Interim Balance Sheet  
For 12 Month Period Ending 06/30/11

=====

LIABILITIES AND FUND EQUITY

=====

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

411	Intergovernmental accounts payable - State	(\$699.32)
421	Accounts Payable	\$2,789.23
481	Deferred revenues	\$104,124.50
	Other current liabilities	\$293,082.30
		<hr/>
	TOTAL LIABILITIES	\$399,296.71
		=====

F U N D   B A L A N C E

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

753	Reserve for encumbrances - Current Year	\$19,250.00
		<hr/>
	TOTAL FUND BALANCE	\$19,250.00
		 <hr/>
	TOTAL LIABILITIES AND FUND EQUITY	\$418,546.71
		=====

REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Somerset County Vocational Board of Ed.  
 Special Revenue Fund - Fund 20  
 INTERIM STATEMENTS COMPARING  
 BUDGET REVENUE WITH ACTUAL TO DATE AND  
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE  
 For 12 Month Period Ending 06/30/11

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
	_____	_____	_____	_____
*** REVENUES/SOURCES OF FUNDS ***				
1XXX From Local Sources	\$163,475.00	\$163,475.00		.00
3XXX From State Sources	\$536,301.69	\$528,040.05		\$8,261.64
4XXX From Federal Sources	\$444,067.00	\$444,067.00		.00
	_____	_____	_____	_____
TOTAL REVENUE/SOURCES OF FUNDS	\$1,143,843.69	\$1,135,582.05		\$8,261.64
	=====	=====	=====	=====
	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
	_____	_____	_____	_____
*** EXPENDITURES ***				
LOCAL PROJECTS:	\$163,475.00	\$163,475.00	.00	.00
STATE PROJECTS:				
Vocational education	\$146,194.80	\$123,177.09	\$19,250.00	\$3,767.71
Other special projects	\$390,106.89	\$385,612.96	\$0.00	\$4,493.93
	_____	_____	_____	_____
TOTAL STATE PROJECTS	\$536,301.69	\$508,790.05	\$19,250.00	\$8,261.64
FEDERAL PROJECTS:				
NCLB Title I	\$43,844.00	\$43,844.00	.00	.00
NCLB Title II - Part A/D	\$11,232.00	\$11,232.00	.00	.00
I.D.E.A. Part B (Handicapped)	\$100,746.00	\$100,746.00	.00	.00
Vocational Education	\$288,245.00	\$288,245.00	.00	.00
	_____	_____	_____	_____
TOTAL FEDERAL PROJECTS	\$444,067.00	\$444,067.00	\$0.00	\$0.00
*** TOTAL EXPENDITURES ***	\$1,143,843.69	\$1,116,332.05	\$19,250.00	\$8,261.64
	=====	=====	=====	=====

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

For 12 Month Period Ending 06/30/11

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



\_\_\_\_\_  
Board Secretary/Business Administrator

June 30, 2011

\_\_\_\_\_  
Date

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

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8/11 1:45pm

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Somerset County Vocational Board of Ed.  
Capital Projects Fund - Fund 30  
Interim Balance Sheet  
For 12 Month Period Ending 06/30/11

=====

ASSETS AND RESOURCES

=====

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

101	Cash in bank	\$105,254.52
	Accounts receivable:	
140	Intergovernmental - Accts. Recvble.	\$940,366.45
		\$940,366.45

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

		\$1,045,620.97
Total assets and resources		\$1,045,620.97

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Somerset County Vocational Board of Ed.  
Capital Projects Fund - Fund 30  
Interim Balance Sheet  
For 12 Month Period Ending 06/30/11

=====

LIABILITIES AND FUND EQUITY

=====

FUND BALANCE

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--- Appropriated ---

753	Reserve for encumbrances - Current Year	\$1,041,746.45
		\$1,041,746.45
	Total Appropriated	\$1,041,746.45

--- Unappropriated ---

770	Fund balance	\$3,874.52
		\$3,874.52

TOTAL FUND BALANCE	\$1,045,620.97
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TOTAL LIABILITIES AND FUND EQUITY	\$1,045,620.97
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REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Somerset County Vocational Board of Ed.  
 Capital Projects Fund - Fund 30  
 INTERIM STATEMENTS COMPARING  
 BUDGET REVENUE WITH ACTUAL TO DATE AND  
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE  
 For 12 Month Period Ending 06/30/11

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
	_____	_____	_____	_____
*** REVENUES/SOURCES OF FUNDS ***				
Other	\$2,042,872.45	\$486,898.60		\$1,555,973.85
	_____	_____	_____	_____
TOTAL REVENUE/SOURCES OF FUNDS	\$2,042,872.45	\$486,898.60		\$1,555,973.85
	=====	=====	=====	=====
*** EXPENDITURES ***				
	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
	_____	_____	_____	_____
--- Facilities acquisition and constr. serv. ---				
30-000-4XX-450 Construction services	\$2,055,101.20	\$396,378.83	\$1,041,746.45	\$616,975.92
	_____	_____	_____	_____
Total fac.acq.and constr. serv.	\$2,055,101.20	\$396,378.83	\$1,041,746.45	\$616,975.92
	=====	=====	=====	=====
TOTAL EXPENDITURES	\$2,055,101.20	\$396,378.83	\$1,041,746.45	\$616,975.92
*** TOTAL EXPENDITURES AND TRANSFERS	\$2,055,101.20	\$396,378.83	\$1,041,746.45	\$616,975.92
	=====	=====	=====	=====

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

For 12 Month Period Ending 06/30/11

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



\_\_\_\_\_  
Board Secretary/Business Administrator

June 30, 2011

\_\_\_\_\_  
Date



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

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Report of the Treasurer  
to the Board of Education

District of Somerset County Vocational  
All Funds  
For Month Ended: June 30, 2011

CASH REPORT

<b>FUNDS</b>	<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>
<b>Governmental Funds</b>	<b>Adjusted Beginning Balance</b>	<b>Deposits</b>	<b>Disbursements</b>	<b>Ending Balance</b>
General Fund (10)	\$33,986.19	\$2,269,685.54	-\$1,121,463.26	\$1,182,208.47
ARRA-ESF Fund (16)	\$0.00	\$0.00	\$0.00	\$0.00
ARRA-GSF Fund (17)	\$0.00	\$0.00	\$0.00	\$0.00
Fund (18)	-\$0.01	\$0.00	\$0.00	-\$0.01
Special Revenue Fund (20)	\$268,919.74	\$164,670.07	-\$70,295.78	\$363,294.03
Capital Project Fund (30)	\$28,429.37	\$116,093.15	-\$39,268.00	\$105,254.52
Debt Services Fund (40)	\$0.00	\$0.00	\$0.00	\$0.00
Enterprise Fund (61)	\$78,813.49	\$0.00	\$0.00	\$78,813.49
Total Governmental Funds	<u>\$410,148.78</u>	<u>\$2,550,448.76</u>	<u>-\$1,231,027.04</u>	<u>\$1,729,570.50</u>
Enterprise Fund (60) Cafeteria	\$64,180.95	\$11,506.07	-\$21,182.15	\$54,504.87
Payroll Fund (70)	\$0.00	\$526,248.99	-\$526,248.99	\$0.00
Agency Fund (71)	\$84,995.53	\$326,364.66	-\$317,067.97	\$94,292.22
Total Trust & Agency	<u>\$149,176.48</u>	<u>\$864,119.72</u>	<u>-\$864,499.11</u>	<u>\$148,797.09</u>
Grand Total for all Funds	<u>\$559,325.26</u>	<u>\$3,414,568.48</u>	<u>-\$2,095,526.15</u>	<u>\$1,878,367.59</u>
				\$1,878,367.59

Prepared and submitted by:



Michelle Fresco, Treasurer of School Monies

7/20/2011

Date

# Somerset County Vocational Board of Ed.

07/22/2011  
va\_chkr8.081205

## Summary Check Register By Check#

Posted Checks : Current Cycle : July

Check Number	Check Date	Vendor No.	Check Vendor Name	Check Amount
<b>POSTED CHECKS</b>				
<b>General Account -Check Series #1</b>				
61651	07/06/2011	5930	MICHAEL MADDALUNA	\$81.39
61652	07/12/2011	8571	CULINART, INC	\$346.80
61653	07/15/2011	1271	BRIDGEWATER TOWNSHIP	\$28,729.00
61654	07/19/2011	4208	TRANE	\$918.88
61655	07/25/2011	5824	AUTOMATIC DATA PROCESSING	\$494.28
61656	07/25/2011	6215	CHARLES NECHTEM ASSOC. INC	\$849.63
61657	07/25/2011	1513	DELTA DENTAL PLAN OF	\$9,332.61
61658	07/25/2011	1876	FEDEX	\$1,182.85
61659	07/25/2011	8692	Key Equipment Finance, Inc	\$2,400.00
61660	07/25/2011	1666	NJ American Water	\$6,549.31
61661	07/25/2011	2855	NORTHWESTERN MUTUAL LIFE	\$674.31
61662	07/25/2011	8539	PITNEY BOWES( mailing system lease)	\$1,445.03
61663	07/25/2011	2665	PUBLIC SERVICE ELECTRIC &	\$57,328.62
61664	07/25/2011	4286	SOUTH JERSEY ENERGY	\$6,575.61
61665	07/25/2011	3174	UNITED PARCEL SERVICE	\$300.00
61666	07/25/2011	1251	VERIZON	\$7,097.46
61667	07/25/2011	8515	VERIZON BUSINESS	\$159.65
61668	07/25/2011	4148	ACCARO AWARD GALLERY INC	\$765.00
61669	07/25/2011	9793	Antwon Johson	\$72.50
61670	07/25/2011	6869	B & H	\$240.58
61671	07/25/2011	6608	BOB CAMPANELLA	\$437.92
61672	07/25/2011	9842	Bob Failla	\$132.50
61673	07/25/2011	4117	BOETTGER, STEVE	\$33.17
61674	07/25/2011	9843	Bound Brook Recreation	\$750.00
61675	07/25/2011	3621	BOWMAN, CAMILLE R.	\$353.68
61676	07/25/2011	8294	CAROLYN BRINK	\$2,086.50
61677	07/25/2011	9758	Chicago Dreies and Krump	\$460.00
61678	07/25/2011	8809	CHRIS MILLER	\$2,207.80
61679	07/25/2011	1371	COURIER NEWS	\$106.72
61680	07/25/2011	9845	Dance Teacher Network	\$850.00
61681	07/25/2011	7882	Danielle Ramon	\$100.00
61682	07/25/2011	8841	DAYS LAKHLIF	\$3,345.60
61683	07/25/2011	8963	DHI	\$1,855.00
61684	07/25/2011	8814	DUANE WALLACE	\$1,650.00
61685	07/25/2011	7068	EDNET TECHNOLOGIES	\$2,048.00
61686	07/25/2011	8580	EDUCATIONAL ELECTRONICS	\$12.92
61687	07/25/2011	1654	EFINGERS SPORTING GOODS CO.	\$149.85
61688	07/25/2011	9840	Frank Ur	\$60.00
61689	07/25/2011	9220	FRONTLINE PLACEMENT TECHNOLOGIES INC	\$2,675.00
61690	07/25/2011	1815	GASTON AVENUE LAUNDRY	\$947.52
61691	07/25/2011	7775	Geoffery Rood	\$80.00
61692	07/25/2011	4020	GLASS, KAREN	\$221.34
61693	07/25/2011	5831	GLENCOM SYSTEMS INC.	\$19,005.93
61694	07/25/2011	5875	GRAINGER	\$2,219.53
61695	07/25/2011	1931	HIONIS GREENHOUSES, INC	\$316.00
61696	07/25/2011	6509	HONEYWELL INTERNATIONAL INC.	\$2,750.00
61697	07/25/2011	1950	HUGHES PLUMER & ASSOCIATES	\$6,166.00
61698	07/25/2011	9827	Jackie Rea	\$100.00
61699	07/25/2011	3936	JEGOU, CARENE M.	\$98.99
61700	07/25/2011	9838	Jim Charneco	\$132.50
61701	07/25/2011	2088	JOSTEN'S	\$879.49
61702	07/25/2011	9229	KENSINGTON BUS COMPANY, INC	\$6,650.00

# Somerset County Vocational Board of Ed.

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## Summary Check Register By Check#

Posted Checks : Current Cycle : July

Check Number	Check Date	Vendor No.	Check Vendor Name	Check Amount
<b>POSTED CHECKS</b>				
<b>General Account -Check Series #1</b>				
61703	07/25/2011	9753	Kevin Bobrowski	\$580.00
61704	07/25/2011	5943	KIM VASATURO	\$65.00
61705	07/25/2011	9680	Kristen Blanchard	\$164.00
61706	07/25/2011	6094	KRISTEN MCNERNEY	\$1,855.50
61707	07/25/2011	9137	MARGRET CROSS	\$144.00
61708	07/25/2011	9841	Matt Dauchert	\$72.50
61709	07/25/2011	8863	MAUREEN WILD	\$1,960.01
61710	07/25/2011	5183	MGL PRINTING SOLUTIONS	\$827.50
61711	07/25/2011	6083	MICHAEL HERRERA	\$3,600.00
61712	07/25/2011	5930	MICHAEL MADDALUNA	\$216.98
61713	07/25/2011	6046	Michelle Fresco	\$35.31
61714	07/25/2011	4550	MSC INDUSTRIAL SUPPLY	\$709.54
61715	07/25/2011	5324	NACR, INC	\$233.00
61716	07/25/2011	9801	National Association of Agricultural Ed.	\$12,742.89
61717	07/25/2011	2415	NJ PRINCIPALS AND	\$5,600.00
61718	07/25/2011	2820	NJASA	\$2,329.00
61719	07/25/2011	5070	REPS FITNESS	\$480.00
61720	07/25/2011	7264	SOMERSET COUNTY EDUC SERVICES	\$680.00
61721	07/25/2011	9699	Staples	\$151.98
61722	07/25/2011	2998	STAR LEDGER	\$500.00
61723	07/25/2011	9837	Steve Glassman	\$72.50
61724	07/25/2011	9836	Steve Tharp	\$60.00
61725	07/25/2011	5828	SYSCO FOOD SERVICE	\$3,571.04
61726	07/25/2011	7833	TED PRYLL	\$325.00
61727	07/25/2011	3065	THUL AUTO PARTS	\$1,464.11
61728	07/25/2011	8600	TOSHIBA	\$1,029.00
61729	07/25/2011	3171	UNIFIRST CORPORATION	\$433.02
61730	07/25/2011	9585	Visix, INC	\$400.00
61731	07/25/2011	5751	NJSBA	\$6,749.75
61732	07/25/2011	6399	Fabian Alfaro	\$120.00
61733	07/25/2011	6399	Korey Cox	\$40.00
61734	07/25/2011	6399	Alexis Chyz	\$60.00
61735	07/25/2011	6399	Hassan Kallon	\$40.00
61736	07/25/2011	6399	Edwin Morales	\$160.00
61737	07/25/2011	6399	Dequan Rogers	\$160.00
61738	07/25/2011	6399	Ishmael Shyllon	\$120.00
61739	07/25/2011	6399	Leandro Sterling	\$140.00
61740	07/25/2011	6399	Eric Bradley	\$30.00
61741	07/25/2011	6399	Asheley Corcoran	\$180.00
61742	07/25/2011	6399	Darius Hampton-Hinson	\$40.00
61743	07/25/2011	6399	Jaer Hernandez	\$177.50
61744	07/25/2011	6399	Hassan Kallon	\$40.00
61745	07/25/2011	6399	Nikko Sanchious	\$160.00
61746	07/25/2011	6399	Brittany Bonilla	\$120.00
61747	07/25/2011	6399	Joel Carrasquillo	\$180.00
61748	07/25/2011	6399	Benavyyyia Clairborne	\$160.00
61749	07/25/2011	6399	Justine Delgado	\$160.00
61750	07/25/2011	6399	Ali Ingram	\$160.00
61751	07/25/2011	6399	Sergio Leal	\$180.00
61752	07/25/2011	6399	Qudiar McCord	\$180.00
61753	07/25/2011	6399	Samentha St. Pierre	\$140.00
61754	07/25/2011	6399	Jacquell Cartledge	\$160.00

# Somerset County Vocational Board of Ed.

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## Summary Check Register By Check#

Posted Checks : Current Cycle : July

Check Number	Check Date	Vendor No.	Check Vendor Name	Check Amount
<b>POSTED CHECKS</b>				
<b>General Account -Check Series #1</b>				
61755	07/25/2011	6399	Deyneshe Cartledge	\$82.50
61756	07/25/2011	6399	Cynthia Chac	\$140.00
61757	07/25/2011	6399	Uchechukwa Chukwuma	\$122.50
61758	07/25/2011	6399	Alexus Eldridge	\$180.00
61759	07/25/2011	6399	Zykere Harrell	\$40.00
61760	07/25/2011	6399	Casandra Mitchell	\$100.00
61761	07/25/2011	6399	Oluchi Nwosu	\$160.00
61762	07/25/2011	6399	Florimal Tavarez	\$160.00
61763	07/25/2011	6399	Rachel Alfano	\$172.50
61764	07/25/2011	6399	Flor Alfaro	\$140.00
61765	07/25/2011	6399	Shavonte Calhoun	\$180.00
61766	07/25/2011	6399	Casey Clause	\$160.00
61767	07/25/2011	6399	Jessica Dalmasi	\$60.00
61768	07/25/2011	6399	Dania Herrera	\$160.00
61769	07/25/2011	6399	Justina Munn	\$140.00
61770	07/25/2011	6399	Tierra Ralph	\$100.00
61771	07/25/2011	6399	Noni Walker	\$180.00
61772	07/25/2011	6399	Leah Akins	\$160.00
61773	07/25/2011	6399	Shekinah Clark	\$160.00
61774	07/25/2011	6399	Dominique Costello	\$180.00
61775	07/25/2011	6399	Ina Geathers	\$180.00
61776	07/25/2011	6399	Jaladhi Patel	\$160.00
61777	07/25/2011	6399	Jonelle Wright	\$140.00
61778	07/25/2011	6399	Jasmin Calyeca-Rojas	\$180.00
61779	07/25/2011	6399	Ruber Carlo	\$180.00
61780	07/25/2011	6399	Lyla Castaneda	\$180.00
61781	07/25/2011	6399	Darian Cruse	\$150.75
61782	07/25/2011	6399	Danielle DeMarco	\$180.00
61783	07/25/2011	6399	Brookelynn Hoffman	\$180.00
61784	07/25/2011	6399	Marie Mondesir	\$180.00
61785	07/25/2011	6399	Kiena Wright	\$140.00
61786	07/25/2011	6399	Marcel Buchhan	\$80.00
61787	07/25/2011	6399	Chris Stein	\$80.00
61788	07/25/2011	6399	Joshua Baucom	\$160.00
61789	07/25/2011	6399	Mark Borja	\$35.00
61790	07/25/2011	6399	Sabrea Cruz	\$140.00
61791	07/25/2011	6399	Kyryaha Fort	\$160.00
61792	07/25/2011	6399	Brittany Fusca	\$160.00
61793	07/25/2011	6399	Christopher Guaman	\$180.00
61794	07/25/2011	6399	Alan Johnson	\$177.50
61795	07/25/2011	6399	Armonie Jones	\$80.00
61796	07/25/2011	6399	Edwin Morales	\$180.00
61797	07/25/2011	6399	Andre Morgan	\$157.50
61798	07/25/2011	6399	Richard Ocasio	\$180.00
61799	07/25/2011	6399	Dylan Satorius	\$175.00
61800	07/25/2011	6399	Dawa Tsering	\$160.00
61801	07/25/2011	6399	Ghanash Vigneswaran	\$180.00
61802	07/25/2011	6399	Cory Shay	\$180.00
61803	07/25/2011	7498	ANGELA MAGGS	\$43.53
61804	07/25/2011	7692	Bobby Hope	\$144.00
61805	07/25/2011	7929	CPROFESSIONALS, INC	\$399.00
61806	07/25/2011	8247	Horizon Blue Cross & Blue Shield	\$1,660.63

# Somerset County Vocational Board of Ed.

## Summary Check Register By Check#

Posted Checks : Current Cycle : July

Check Number	Check Date	Vendor No.	Check Vendor Name	Check Amount
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### POSTED CHECKS

#### General Account -Check Series #1

61807	07/25/2011	5828	SYSCO FOOD SERVICE	\$2,193.15
61808	07/25/2011	8767	ANTHONY AND SONS	\$560.23
61809	07/25/2011	7013	CREAM O LAND DAIRIES	\$434.10
61810	07/25/2011	1814	GANN LAW BOOKS	\$169.00
61811	07/25/2011	4776	JAY HILL REPAIRS	\$40.15
61812	07/25/2011	5828	SYSCO FOOD SERVICE	\$5,642.55
61813	07/25/2011	3808	W.B. LAW & SON	\$1,115.43
61814	07/25/2011	1465	WEGMANS	\$431.59
61815	07/22/2011	6399	Edwin Morris	\$160.00
61816	07/22/2011	8247	Horizon Blue Cross & Blue Shield	\$138,281.94
61817	07/25/2011	5831	GLENCOM SYSTEMS INC.	\$34,565.00

**Total for General Account Check Series #1**

**\$427,318.15**

# Somerset County Vocational Board of Ed.

## Summary Check Register By Check#

Posted Checks : Current Cycle : July

Check Number	Check Date	Vendor No.	Check Vendor Name	Check Amount
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### POSTED CHECKS

#### Agency Check -Check Series #2

20001	07/15/2011	9771	MET LIFE	\$52,309.95
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# Somerset County Vocational Board of Ed.

## Summary Check Register By Check#

Posted Checks : Current Cycle : July

Check Number	Check Date	Vendor No.	Check Vendor Name	Check Amount
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### POSTED MANUAL VOID CHECK ENTRIES

#### Agency Check -Check Series #2

20000	07/15/2011			\$52,309.95
			Total For Manual Void Check Entries	\$52,309.95
			Total for Agency Check Check Series #2	\$52,309.95



# Somerset County Vocational Board of Ed.

## Summary Check Register By Check#

Posted Checks : Current Cycle : July

07/22/2011  
va\_chkr8.081205

Check Number	Check Date	Vendor No.	Check Vendor Name	Check Amount
<b>POSTED CHECKS</b>				
<b>Hand Checks</b>				
4766	07/15/2012	3968	CAREY, PETER	\$2,437.50
4767	07/15/2012	9164	SHEILIA RICK	\$2,375.00
4768	07/15/2011	9754	Jorge Cristaldo	\$116.00
* 9665	07/15/2011	6627	PAYROLL ACCOUNT	\$77.75
* 907151101	07/15/2011	9769	EQUITABLE	\$2,080.00
907151102	07/15/2011	9770	VALIC	\$600.00
907151103	07/15/2011	9770	VALIC	\$983.33
907151104	07/15/2011	9769	EQUITABLE	\$100.00
907151105	07/15/2011	9769	EQUITABLE	\$115,995.86
907151106	07/15/2011	9770	VALIC	\$15,557.29
907151107	07/15/2011	9769	EQUITABLE	\$200.00
907151108	07/15/2011	9773	INTERNAL REVENUE SERVICE	\$21,841.58
907151109	07/15/2011	9773	INTERNAL REVENUE SERVICE	\$449.99
907151110	07/15/2011	9773	INTERNAL REVENUE SERVICE	\$119.56
907151111	07/15/2011	9773	INTERNAL REVENUE SERVICE	\$7,490.80
907151112	07/15/2011	9773	INTERNAL REVENUE SERVICE	\$2,586.12
907151113	07/15/2011	9774	NJ DIVISION OF REVENUE	\$309.72
907151114	07/15/2011	9774	NJ DIVISION OF REVENUE	\$43.66
907151115	07/15/2011	9774	NJ DIVISION OF REVENUE	\$11,818.88
907151116	07/15/2011	9774	NJ DIVISION OF REVENUE	\$8,309.03
907151117	07/15/2011	9774	NJ DIVISION OF REVENUE	\$354.68
907151118	07/15/2011	9774	NJ DIVISION OF REVENUE	\$380.00
907151119	07/15/2011	9775	PENNSYLVANIA DEPARTMENT OF REVENUE	\$378.42
<b>Total for Hand Checks</b>				<b>\$194,605.17</b>
<b>Total Posted Checks</b>				<b>\$726,543.22</b>

# Somerset County Vocational Board of Ed.

## Summary Check Register By Check#

Posted Checks : Current Cycle : July

### Fund Summary

Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
10	11	\$364,666.82		\$77.75		\$364,744.57
10	P1	\$1,804.63		\$116.00		\$1,920.63
Fund 10	TOTAL	\$366,471.45		\$193.75		\$366,665.20
20	20	\$23,646.02				\$23,646.02
20	P2	\$2,635.68		\$4,812.50		\$7,448.18
Fund 20	TOTAL	\$26,281.70		\$4,812.50		\$31,094.20
30	30	\$34,565.00				\$34,565.00
90	90		\$52,309.95		\$189,598.92	\$241,908.87
GRAND	TOTAL	\$427,318.15	\$52,309.95	\$5,006.25	\$189,598.92	\$674,233.27

* Total Prior Cycle Checks Voided in selected cycle(s):	\$0.00
Total Checks from selected cycle(s) voided in the selected cycle(s):	\$52,309.95