

SOMERDALE PUBLIC SCHOOL DISTRICT
BOARD OF EDUCATION

301 Grace Street
Somerdale, NJ 08083

Regular Meeting of the Board of Education

**January 20, 2022
6:30 p.m.**

MINUTES

BOE Mission Statement

The mission of the Somerdale School District, in active partnership with the community and staff, is to provide a safe and supportive environment which offers all students the opportunity to develop academically, socially, physically and emotionally, and to create students who are inquisitive and value learning not, only now, but also in the future.

We aspire to provide a broad range of educational opportunities in a nurturing environment designed to challenge all students to strive for personal excellence, achieve the New Jersey Student Learning Standards and become responsible citizens in this rapidly changing world.

I. MEETING CALLED TO ORDER/ PLEDGE OF ALLEGIANCE at 6:32 p.m.

II. SUNSHINE LAW/ROLL CALL

Sunshine Law:

The Somerdale Board of Education Meeting is called to order. The Board of Education is in compliance with the sunshine regulations. This meeting was appropriately advertised in The Courier Post, as well as posting notices in Borough Hall, at Somerdale Park School, and on the District website in accordance with all NJ laws. Please be advised that this meeting is being recorded.

James Anderson - Present
Kimberly Barkoff - Present
Monique Howard - Present

Taylor Klenk - Present
Marc Ritz - Absent
Mary Jo Schoettle - Present

Kevin Smith - Present
Tara Voigt - Present

Also Present:

Mark Pease, Superintendent/Principal
David Rouse, Business Administrator/Board Secretary
Chris Long, Solicitor

III. BOARD OF EDUCATION CANDIDATE INTERVIEWS

- Barbara Boyle

IV. EXECUTIVE SESSION (if necessary)

On a motion made by Mr. Smith and seconded by Mr. Anderson the board entered into Executive Session at 6:37 pm:

WHEREAS, while the Sen. Byron M. Baer Open Public Meetings Act (N.J.S.A. 10:4-12 et seq.) requires all meetings of the Somerdale Park School District, Board of Education to be held in public, N.J.S.A. 10:4-12(b) sets forth nine types of matters that may lawfully be discussed in Executive Session," i.e. without the public being permitted to attend; and

WHEREAS, the Somerdale Park Public School District, Board of Education has deemed it necessary to go into closed session to discuss certain matters which are exempted from the Public; and

WHEREAS, the nine exceptions to public meetings set forth in N.J.S.A. 10:4-12(b) are listed below, and next to each exception is a box within which the number of issues to be privately discussed that fall within that exception shall be written, and after each exception is a space where additional information that will disclose as much information about the decision as possible without undermining the purpose of the exception shall be written.

NOW, THEREFORE, BE IT RESOLVED that the Somerdale Park Public School District, Board of Education will go into closed session for the following reason(s) as outlined in N.J.S.A. 10:4-12(b):

- _____ Any matter which, by express provision of Federal Law, State Statute or Rule of Court shall be rendered confidential or excluded from discussion in public
- _____ Any matter in which the release of information would impair a right to receive funds from the federal government;
- _____ Any matter the disclosure of which constitutes an unwarranted invasion of individual privacy such as any records, data, reports, recommendations, or other personal material of any educational, training, social service, medical, health, custodial, child protection, rehabilitation, legal defense, welfare, housing, relocation, insurance and similar program or institution operated by a public body pertaining to any specific individual admitted to or served by such institution or program, including but not limited to information relative to the individual's personal and family circumstances, and any material pertaining to admission, discharge, treatment, progress or condition of any individual, unless the individual concerned (or, in the case of a minor or incompetent, his guardian) shall request in writing that the same be disclosed publically;
- _____ Any collective bargaining agreement, or the terms and conditions of which are proposed for inclusion in any collective bargaining agreement, including the negotiation of terms and conditions with employees or representatives of employees of the public body
- _____ Any matter involving the purpose, lease or acquisition of real property with public funds, the setting of bank rates or investment of public funds where it could adversely affect the public interest if discussion of such matters were disclosed;
- _____ Any tactics and techniques utilized in protecting the safety and property of the public provided that their disclosure could impair such protection;
- _____ Any investigations of violations or possible violations of the law;
- _____ Any pending or anticipated litigation or contract negotiation in which the public body is or may become a party. Any matters falling within the attorney-client privilege, to the extent that confidentiality is required in order for the attorney to exercise his ethical duties as a lawyer;
- _____ Any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of the performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee employed or appointed by the public body, unless all individual employees or appointees whose rights could be adversely affected request in writing that such matter or matters be discussed in public;
- _____ Any deliberation of a public body occurring after a public hearing that may result in the imposition of a specific civil penalty upon the responding party or the suspension or loss of a license or permit belonging to the responding party as a result of an act of omission for which the responding party bears responsibility;

WHEREAS, the length of the Executive Session is undetermined; however, the Somerdale Park Public School District, Board of Education will make every attempt to estimate the time of the session prior to convening the session after which the public meeting shall reconvene at _____ pm and the Somerdale Park Public School District, Board of Education will proceed with business.

NOW, THEREFORE, BE IT RESOLVED, that the Somerdale Park Public School District, Board of Education will go into Executive Session for only the above stated reasons;

BE IT FURTHER RESOLVED that the Somerdale Park Public School District, Board of Education hereby declares that its discussion of the aforementioned subject(s) may be made public at a time when the Somerdale Park Public School District, Board of Education attorney advises that the disclosure of the discussion will not detrimentally affect any right, interest or duty of the school district or any other entity with respect to said discussion.

BE IT FURTHER RESOLVED that the Somerdale Park Public School District, Board of Education, for the aforementioned reasons, hereby declares that the public is excluded from the portion of the meeting during which the above discussion shall take place and hereby directs the board secretary to take the appropriate action to effectuate the terms of this resolution.

BE IT FURTHER RESOLVED that the Board Secretary on the next business day following this meeting, shall furnish a copy of this resolution to any member of the public who requests one at the fees allowed by N.J.S.A. 47:1A-1 et seq.

V. RETURN TO PUBLIC SESSION

On a motion made by Ms. Voigt and seconded by Mr. Anderson the board returned to public session at 7:15 pm

VI. ADMINISTER THE OATH OF OFFICE TO BARBARA BOYLE

VII. ROLL CALL

James Anderson - Present	Monique Howard - Present	Marc Ritz - Absent
Kim Barkoff - Present	Taylor Klenk - Present	Mary Jo Schoettle - Present
Barbara Boyle - Present	Kevin Smith - Present	Tara Voigt - Present

VIII. PUBLIC COMMENTS on any action items.

NOTATION OF PUBLIC COMMENTS ON AGENDA ITEMS ONLY

The Board President will recognize those individuals in the audience whom wish to comment **on any action items on this Agenda.**

Please respect the following procedures:

1. Be recognized by the Board President.
2. State your full name and address.
3. Identify the resolution/item number on which you wish to comment.
4. Wait to be recognized before you make your comment
5. Limit your comments to the specific resolution/items.
6. Limit your comments to (3) minutes per person.

IX. APPROVAL OF MINUTES

On a motion made by Mr. Smith and seconded by Ms. Klenk the following was approved:

Recommend that the Board of Education approve the regular minutes of the December 9, 2021 and January 6, 2022 BOE Meetings.

ROLL CALL VOTE: ALL IN FAVOR: YES 8 NO 0 ABSTAIN 0 ABSENT 1

X. PRESENTATIONS

A Presentation by Mr. Mark Pease, Superintendent to recognize Mrs. Lauren Baldyga as the Somerdale School District's Teacher of the Year.

A Presentation by Mrs. Maria Montroni-Currais, Supervisor of Curriculum and Instruction, regarding the NJ Start Strong Test Results.

XI. REPORTS

A. Superintendent's Report

COVID 19 Update

- I meet each Thursday with the Department of Education, Department of Health and all the Superintendents of Camden County to receive updates on COVID 19 and its impact on education, Camden County, and Somerdale.
- **As of the week ending January 8, 2022** Camden County was in the Red (Very High) range.
- 18 counties in NJ are currently in the Red (Very High) range, while 3 counties are in the Orange (High) range.
- We will continue to follow the recommendations of the CDC, NJ DOH, and NJ DOE's The Road Forward Plan in maintaining a safe learning environment for the 2021-2022 school year. Due to the continued fluid nature of COVID 19 we will do our best to get the most recent updates to our families.

Curriculum and Instruction

- Please click the link to see Mrs. Montroni's January's Curriculum update <https://www.smore.com/yd6sx>
- [2 Marking Period Benchmark assessments are underway](#)
- [NJSLA testing will begin in the Spring](#)
- [We have been randomly chosen to participate in a trial ELA Field Test that will coincide with NJSLA](#)

School Operations and Activities

- To students will return to In-person instruction on January 24th following our already established mask and social distancing protocols.
- Students will continue to eat in their classrooms to limit transmissions
- Parent Reminders
 - Parents need to continue to report any student and /or family members who test positive for COVID19
 - Mask will continue to mandatory for students and staff entering the building
 - Please continue to encourage good handwashing etiquette and hygiene
 - Please continue to encourage proper sneeze and cough techniques
 - Into a tissue or the crease of an arm
 - If your child is not feeling well please do not send them to school. They will be sent home.

Finance and Governance

- We have been selected to participate in a Desktop Monitoring of all of our Federal Grants.
- QSAC review has been rescheduled for the Spring.

Personnel

- Seeking Board approval for Mary Ann Seville new Comptroller in the business office.
- Interviews began for the vacant part-time Social Worker position.

Facilities

- New touchless bottle fillers have been installed throughout the building.
- Continued instillation of new touchless plumbing in all bathrooms
- We continue to discuss how we can maintain and improve the facilities.
- Parking lot update

B. Business Administrator's Report

- I spoke with Mike Landberg from Landberg Construction today. He told me that the internal pieces for the water quality chamber is being shipped out tomorrow. It is his hope that they will be delivered and installed either next week or the week afterwards. I will be sure to keep you all updated as I receive additional information on the Parking Lot Project.
- The second payment to Landberg Construction in the amount of \$254,625 is being submitted for approval this evening. This leaves a balance of \$487,731 from the approved budgeted amount of \$836,856.
- As previously mentioned, the current Somerdale Administrative Association (SAA) Contract expires on 6/30/2022. There was an initial meeting held on December 20th with selected Administrators and the Negotiations Committee to negotiate a succeeding contract. A follow-up meeting is being planned for next week.
- Mr. Pease and myself have interviewed and selected Maryanne Seville to fill the role of Comptroller within the business office. She will replace Mindy Kegel previous role. Her anticipated start date is Monday, January 24th, 2022.
- I have compiled the preliminary information for the 2022-2023 budget. I am in the process of preparing the budget spreadsheet so that Mr. Pease and I can begin the first round of the budget review.

XII. NOMINATION AND ELECTION OF BOARD OFFICERS

- a. Appointing Ms. Klenk as representative to Camden County Education Services Commission.
- b. Appointing Mr. Anderson as Alternate Representative to the Camden County Educational Services Commission.
- c. Appointing Ms. Klenk as Delegate to New Jersey School Boards Association.

- d. Appointing Ms. Schoettle as Alternate Delegate of New Jersey School Boards Association.
- e. Appointing Ms. Voigt as Legislative Chairperson of New Jersey School Boards Association.
- f. Appointing Mr. Smith as representative to Camden County School Boards Association.

XIII. NEW BUSINESS

BUSINESS AFFAIRS, Marc Ritz, Chairperson, James Anderson, Mary Jo Schoettle, Alternate Chairperson, Administrative Liaisons: Mark Pease, David Rouse

A. Finance – Reviews and monitors the school district budget and assumes other fiscal responsibilities

Report by Finance Committee Chair

On a motion made by Mr. Smith and seconded by Ms. Klenk the following was approved:

Recommend that the Board of Education on the recommendation of the business administrator approve the following items 1-5:

1. Financial Reports:

To approve the Board Secretary and Treasurer’s Reports for 2021 (attachment #1).

The Board Secretary’s Report is in accordance with 18A: 17-36 and 18A: 17-9 for the month of November 2021. The Board Secretary certifies that no line item account has been over expended in violation of N.J.A.C. 6A: 23A – 16.10 (c) 3 and that sufficient funds are available to meet the district’s financial obligations for the remainder of the fiscal year.

The Treasurer’s Report is in accordance with 18A:17-36 and 18A:17-9 for the month of November 2021. The Treasurer’s Report and Secretary’s report are in agreement for the month of November 2021.

Board Secretary in accordance with N.J.A.C. 6A:23A - 16.10 (c) 2 certifies that there are no changes in anticipated revenue amounts or revenue sources.

Board of Education Certification – pursuant to N.J.A.C. 6A:23A – 16.10 (c) 4 We certify that after review of the secretary’s monthly financial report (appropriations section) and upon consultation with the appropriate district officials, that to the best of our knowledge no major accounts or fund has been over expended in violation of N.J.A.C. 6A:23A – 16.10 (b) and that sufficient funds are available to meet the district’s financial obligations for the remainder of the fiscal year.

2. To approve the following bill lists (attachment #2):

- a. December 15, 2021 Payroll Bill List and corresponding Check Journal totaling: \$212,728.41
- b. December 23, 2021 Payroll Bill List and corresponding Check Journal totaling: \$323300.27
- c. Vendor Bill List 1 and corresponding Check Journal totaling: \$158,547.40
- d. Vendor Bill List 2 and corresponding Check Journal totaling: \$1,413.40
- e. Vendor Bill List 3 and corresponding Check Journal totaling: \$254,625.00

3. To approve Sharon Gorman to attend an in person workshop, Strengthen Student Mindfulness (Increase students’ self-control while reducing anxiety and challenging behaviors) on February 15, 2022 at a cost of \$279.00. Workshop will be paid with Title II funds.

4. To approve reimburse the following ESS Paraprofessionals for their Substitute Certifications at \$125.00 per certification, Jake Cominsky, Rebeca Crawford, Murray Kalich, Gabriel Alessi and Andrea Mammoccio.

5. To approve the reimbursement of David Rouse for the Application of Qualified Purchasing Agent at \$150.00.

ROLL CALL VOTE: ALL IN FAVOR: YES 8 NO 0 ABSTAIN 0 ABSENT 1

B. Facilities – Reviews the needs and uses of district buildings and grounds

Report by Facilities Committee Chair

INSTRUCTIONAL, Taylor Klenk, Chairperson, Monique Howard, Alternate Chairperson, Kevin Smith, Administrative Liaisons: Mark Pease, Robert Ford

A. Curriculum – Reviews and evaluates standardized test results as a district and monitors direction of curriculum.

Report by Curriculum Committee Chair

On a motion made by Mr. Smith and seconded by Mr. Anderson the following was approved:

Recommend that the Board of Education on the recommendation of the superintendent, approve the following items #1:

1. To approve the English Language Learner Three-Year Plan 2021-2024.

ROLL CALL VOTE: ALL IN FAVOR: YES 8 NO 0 ABSTAIN 0 ABSENT 1

B. Personnel – Assists in the interviewing process of district administrators and reviews hiring recommendations of the Superintendent. Also, reviews and approves staff policies and job descriptions

Report by Personnel Committee Chair

On a motion made by Mr. Smith and seconded by Mr. Anderson the following was approved:

Recommend that the Board of Education on the recommendation of the superintendent, approve the following items 1-6:

1. To post-approve Jake Cominsky as a Promethean Interactive Panel Installer at a rate of \$15.00 per hour until completion of project.
2. To accept the resignation of Natalie Fisher, Part-time Social Worker, with the last day on or before February 18, 2022.
3. To accept the resignation of Natalie Fisher as Softball Coach for the 21-22 school year.
4. To approve Amanda Schwartz to bring her therapy dog to school on the following dates, January 21, 2022 and March 11, 2022.
5. To approve Rebeca Crawford, University of Phoenix student, to complete approximately 25 field experience hours with Lauren Baldyga, 4th Grade Teacher, January 2022 – June 2022.
6. To approve Mary Ann Seville as a Comptroller in the Business Office for the 21-22 school year at an annual salary of \$65,000.00.

ROLL CALL VOTE: ALL IN FAVOR: YES 8 NO 0 ABSTAIN 0 ABSENT 1

POLICY/COMMUNITY AFFAIRS, Kevin Smith, Chairperson, Tara Voigt, Alternate Chairperson, Mary Jo Schoettle, Administrative Liaison: Robert Ford

A. Policy – Reviews, updates and creates district policies with Superintendent and presents them to the board.

Report by Policy Committee Chair

On a motion made by Ms. Voigt and seconded by Ms. Klenk the following was approved:

Recommend that the Board of Education on the recommendation of the Superintendent approve the following items #1-3:

1. For First Reading:
 - a. P 1648.14 Safety Plan Healthcare Setting in School Buildings – COVID 19
2. For Second Reading:
 - a. P 1648.13 School Employee Vaccination Requirements
 - b. P 2425 Emergency Virtual or Remote Instruction Program
 - c. P 5751 Sexual Harassment of Students
 - d. R 5751 Sexual Harassment of Students
3. To approve the Somerdale School District 2021-2022 Opening and Remote Plan along with NJ-K12 Updates (January 12, 2022 COVID Public Health Recommendations and Exposure Risk Assessment) in reference to Policy 1648.14 Safety Plan Healthcare Setting in School Buildings – COVID 19.

ROLL CALL VOTE: ALL IN FAVOR: YES 8 NO 0 ABSTAIN 0 ABSENT 1

B. Community Affairs – Participation in community events to educate the public on programs the district offers. Also educates the public on the school board policies and responsibilities.

Report by Community Affairs Committee Chair

BOND AD HOC COMMITTEE, Kimberly Barkoff, Chairperson, Marc Ritz, Alternate Chair, James Anderson, Administrative Liaison: Mark Pease, David Rouse

The Bond Committee’s function it to meet and develop a framework for moving a referendum forward and to address project and budgetary issues.

Report by Bond Committee Chair

XIV. REPORTS:

On a motion made by Ms. Voigt and seconded by Mr. Anderson the following was approved:

The following items #1a-1c will be recommended for approval:

1. Acknowledge and accept the Harassment, Intimidation, and Bullying Report for incidents dated:
 - a. December 7, 2021 (attachment #1)
 - b. December 10, 2021 (attachment #2)
 - c. December 14, 2021 (attachment #3)

ROLL CALL VOTE: ALL IN FAVOR: YES 8 NO 0 ABSTAIN 0 ABSENT 1

XV. OTHER REPORTS:

Mr. Pease will speak about the School Safety Data System Report (Item c)

- a.) Student Attendance

Enrollment December 2021	
Preschool	27
Kindergarten	40
1st Grade	49
2nd Grade	38
3rd Grade	46
4th Grade	32
5th Grade	49
6th Grade	51
7th Grade	62

8th Grade	53
Out of District	4
Charter Students	1
Home Instruction	
Homeless -Tuition	
Total December 2021	452

b.) Security/Fire Drill Reports

FIRE DRILL:

<u>DATE:</u>	12/02/21	Alarm Sounded:	8:50 am
		Building Cleared:	8:52 am
		Returned to Building:	8:55 am
		Alarm Station Used:	Main Hall by Cafe
		All Staff in attendance participated in drill	
		Number evacuated:	Students present –422 Staff Present: 90
		Special conditions simulated:	none at this time
		Problems encountered:	None
		Weather:	51 degrees

LOCK DOWN DRILL:

<u>DATE:</u>	12/13/21	Alarm Sounded:	1:02 pm
		All Staff in attendance participated in drill	
		Problems encountered:	None

c.) Student Safety Data System Report Period 9/1/2021 – 12/31/21 (attachment #4 and #5)

d.) Health Reports – December 2021

XVI. PUBLIC COMMENTS (on any item)

Audience Recognition and Public Comment

The public is reminded that all public complaints against a district employee must be made through a specific grievance process. A description of this process may be found in BOE policy (File Code 9130). This policy is available upon request in the office of the Board Secretary. Any individual naming an employee in a complaint before the Board of Education, without the employee’s permission, could be cited for violating that employee’s civil and contractual rights.

Please respect the following procedures:

1. Be recognized by the Board President.
2. State your full name and address.
3. Wait to be recognized before you make your comment
4. Limit your comments to (3) minutes per person.

XVII. ADJOURNMENT

On a motion made by Mr. Smith and seconded by Mr. Anderson the meeting was adjourned at 8:00 pm

Respectfully Submitted,
David Rouse, Business Administrator/Board Secretary



COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools

Updated January 12, 2022

This guidance is based on what is currently known about the transmission and severity of COVID-19 and is subject to change as additional information becomes available. The following recommendations should be used by local health departments to aid schools in developing a layered prevention strategy to help prevent the spread of COVID-19. Schools should implement as many layers as feasible, although the absence of one or more of the strategies outlined in this document does not preclude the opening or reopening of a school facility for full-day in-person operation with all enrolled students and staff present.

Although COVID-19 vaccines are safe, effective, and accessible, most K-12 schools will have a mixed population of individuals who are vaccinated and individuals not vaccinated, thereby requiring preventative measures to protect all individuals.

Everyone 5 years and older who receives their primary series of a COVID-19 vaccine is fully vaccinated.

For children 5 through 17 years of age, a primary series consists of 2 doses of the Pfizer-BioNTech COVID-19 vaccine. For persons 18 and older, a primary series consists of:

- **A 2-dose series of an mRNA COVID-19 vaccine (Pfizer-BioNTech or Moderna), or**
- **A single-dose COVID-19 vaccine (Johnson & Johnson's Janssen vaccine)**

CDC recommends that people remain up to date with their vaccines, which includes [additional doses](#) for individuals who are immunocompromised or [booster doses](#) at regular time points. Individuals who are [moderately or severely immunocompromised](#) should get an additional primary shot and a booster shot.

If schools are unable to determine the vaccination status of individual students or staff, those individuals should be considered not fully vaccinated.

This guidance document outlines NJDOH COVID-19 public health recommendations for school settings and is intended for use by local health departments (LHDs). This guidance is based on what is currently known about the transmission and severity of COVID-19 and is subject to change as additional information is known. Please check the NJDOH, NJDOE and CDC websites frequently for updates.

Communication

School officials and local health departments should maintain close communication with each other to provide information and share resources on COVID-19 transmission, prevention, and control measures and to establish procedures for LHD notification and response to COVID-19 illness in school settings.

In accordance with [Executive Directive No. 21-011](#), schools must report weekly student and staff case counts as well as information on student/staff censuses, and the total numbers of students/staff fully vaccinated to NJDOH through the Surveillance for Influenza and COVID-19 (SIC) Module in [CDRSS](#).

In order to enroll for reporting in the SIC module, schools should follow one of the below two options:

1. For existing school users who report ILI/COVID-19 surveillance data into the Communicable Disease Reporting and Surveillance System (CDRSS), nothing additional needs to be done. (same login at <https://cdrs.doh.state.nj.us/cdrss/login/loginPage>)
2. For schools who aren't current CDRSS users, go to <https://cdrs.doh.state.nj.us/cdrss/login/loginPage> and under "System Announcements" go to "K-12 Module and Enrollment Training" and follow the instructions to enroll to report your school's data. Email CDS.COV.RPT@doh.nj.gov your completed user agreement.

Understanding that COVID-19 may impact certain areas of the state differently, NJDOH provides information on COVID-19 transmission at the regional level, characterizing community transmission as low (green), moderate (yellow), high (orange), and very high (red). This information will be posted online every week on the [NJDOH CDS COVID-19 website](#) and sent out via New Jersey Local Information Network and Communications System (NJLINCS) to public health and healthcare partners.

Masks

Wearing masks is an important prevention strategy to help slow the spread of COVID-19 when combined with everyday preventive actions and social distancing in public settings.

Masks must be worn indoors by staff, students, and visitors in all situations except as delineated in [EO 251](#). This includes physical education classes, prior to boarding the school bus, while on the bus and until students are completely off the bus.

In general, students or staff do not need to wear masks outdoors, including during outdoor physical education classes or school sports **except during days 6-10 after completing a 5-day isolation or quarantine**. However, schools may encourage the use of masks during outdoor activities that involve sustained close contact with other individuals or during periods of [high community transmission](#).

The following principles apply to the use of masks in while indoors or on school buses:

- Masks, respirators, and/or barriers generally do not preclude an individual from being identified as a [close contact](#) to a COVID-19 case. (see exception [below](#)). For the purpose of this document, masks and respirators are considered together, and the term "masks" is used.
- Information should be provided to staff and students on proper use, removal, and – for cloth masks - washing. Information about types of masks and respirators, and how to care for them can be found [here](#).
 - The most effective fabrics for cloth masks are tightly woven such as cotton and cotton blends, breathable, and in two or three fabric layers. Masks with exhalation valves or vents, those that use loosely woven fabrics, and ones that do not fit properly are **not recommended**.

- Cloth masks should be washed after every day of use and/or before being used again, or if visibly soiled or damp/wet.
- Disposable face masks should be changed daily or when visibly soiled, damp or damaged.
- Students and schools should have additional disposable or cloth masks available for students, teachers, and staff in case a back-up mask is needed (e.g., mask is soiled or lost during the day).
- Clear masks that cover the nose and wrap securely around the face may be considered in certain circumstances including for the teaching of students with disabilities, young students learning to read, or students in English as a second language classes.
- Appropriate and consistent use of masks may be challenging for some individuals, however, mask use is required for all individuals in indoor school settings with the following exceptions:
 - When doing so would inhibit the individual’s health, such as when the individual is exposed to extreme heat indoors;
 - When the individual has trouble breathing, is unconscious, incapacitated, or otherwise unable to remove a face covering without assistance;
 - When a student’s documented medical condition or disability, as reflected in an Individualized Education Program (IEP) or Educational Plan pursuant to Section 504 of the Rehabilitation Act of 1973, precludes use of a face covering;
 - When the individual is under two (2) years of age;
 - When the individual is engaged in activity that cannot physically be performed while wearing a mask, such as eating or drinking, or playing a musical instrument that would be obstructed by a face covering;
 - When the individual is engaged in high-intensity aerobic or anaerobic activity;
 - When a student is participating in high-intensity physical activities during a physical education class in a well-ventilated location and able to maintain a physical distance of six feet from all other individuals; or
 - When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

Further information on mask-wearing in schools can be found at [Guidance for COVID-19 Prevention in K-12 Schools](#).

Clear masks:

Clear masks that cover the nose and wrap securely around the face may be considered in certain circumstances if they do not cause breathing difficulties or overheating for the wearer. Clear masks are not face shields. CDC does **not** recommend use of face shields for normal everyday activities or as a substitute for masks because of a lack of evidence of their effectiveness for source control.

Teachers and staff who may consider using clear masks include:

- Those who interact with students or staff who are deaf or hard of hearing.
- Teachers of young students learning to read.
- Teachers of students in English as a Second Language classes.
- Teachers of students with disabilities.

Physical Distancing and Cohorting

Schools should establish policies and implement structural interventions to promote physical distance and small group cohorting. Schools should implement physical distancing recommendations to the maximum degree that allows them to offer full in-person learning. When it is not possible to maintain a physical distance of at least 3 feet in the classroom, it is especially important to layer multiple other prevention strategies (i.e., indoor masking, screening testing, cohorting, etc.).

- **Within classrooms**, maintain 3 feet of physical distancing to the greatest extent practicable, combined with masking for all individuals per [EO 251](#).
- **Outside of classrooms** including in hallways, locker rooms, indoor and outdoor physical education settings, and school-sponsored transportation, maintain physical distancing to the greatest extent practicable.
- The CDC recommends a distance of at least 6 feet between students and teachers/staff and between teachers/staff who are not fully vaccinated in all settings.
- As feasible, maintain cohorts or groups of students with dedicated staff who remain together throughout the day, including at recess, lunch times, and while participating in extracurricular activities.
 - Cohorting people who are not fully vaccinated and people who are fully vaccinated into separate cohorts is not recommended. Schools should ensure that cohorting is done in an equitable manner.

For meals offered in cafeterias or other group dining areas, where masks may not be worn, schools should utilize as many layered prevention strategies as feasible to help mitigate the spread of COVID-19. These include:

- Maximizing physical distance as much as possible when moving through the food service line and while eating (especially indoors).
 - Consider alternatives to use of group dining areas such as eating in classrooms or outdoors.
 - Stagger eating times to allow for physical distancing.
 - Maintain students in cohorts and limit mixing between groups if possible.
- Avoiding offering self-serve food options.
- Discouraging students from sharing meals.
- Encouraging routine cleaning between groups.
- Cleaning frequently touched surfaces. Surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals. Given the data regarding COVID-19 transmission, the use of single-use items, such as disposable utensils, is not necessary during meals.

Identifying opportunities to maximize physical distancing should be prioritized for the following higher-risk scenarios, especially during periods of [high community transmission](#):

- In common areas, such as school lobbies and auditoriums.
- When masks can't be worn, such as when eating, especially when indoors.
- When masks may be removed, such as during outdoor activities.

- During indoor activities when increased exhalation occurs, such as singing, shouting, band practice, sports, or exercise.

Sports and Other Activities

Due to increased exhalation that occurs during physical activity, some sports can put players, coaches, trainers, and others who are not fully vaccinated at [increased risk](#) for getting and spreading COVID-19. Close contact sports and indoor sports are particularly risky. Similar risks might exist for other extracurricular activities, such as band, choir, theater, and school clubs that meet indoors.

Students should refrain from these activities when they have symptoms consistent with COVID-19 and awaiting testing. Schools are strongly encouraged to use screening testing for student athletes and adults (e.g., coaches, teachers, advisors) who are not fully vaccinated and participate in and support these activities to facilitate safe participation and reduce risk of transmission.

In general, the risk of COVID-19 transmission is lower when playing outdoors than in indoor settings. Coaches and school sports administrators should also consider [specific sport-related risks](#) when developing prevention strategies.

When the COVID-19 risk level of community transmission is High (Orange), schools should carefully consider which activities they determine can continue, based on the individual activity's risks, strategies to reduce those risks, and the ability to ensure compliance with COVID-19 prevention recommendations.

When the COVID-19 risk level of community transmission is Very High (Red), it is recommended that schools:

- **Limit participation in extracurricular activities to those students and staff who are up to date with COVID-19 vaccination per [Advisory Committee on Immunization Practices \(ACIP\)](#)¹ recommendations.**
- **Conduct COVID-19 screening testing of students and staff, regardless of vaccination status, twice weekly for participation in all extracurricular activities.**

When a school is pursuing fully remote learning due to a current outbreak, NJDOH recommends postponing extracurricular activities involving mixing of cohorts (i.e., school sport practices/competitions, clubs, assemblies). If a school has an active outbreak of COVID-19 but remains open for in-person instruction, in consultation with the local health department and based on the public health investigation, some or all school extracurricular activities may need to be postponed until the outbreak is concluded.

Transportation:

School buses should be considered school property for the purpose of determining the need for mitigation strategies.

¹ Students and staff who have received one COVID-19 vaccine dose can continue to participate in extracurricular activities until such time as subsequent doses are recommended by ACIP.

- [Masks must be worn by all passengers on buses](#), regardless of vaccination status per [CDC's](#) Federal Order.
- If occupancy allows, maximize physical distance between students. To maximize space when distancing, schools may consider seating students from the same household together.
- Open windows in buses and other transportation to improve air circulation, if doing so does not pose a safety risk.
- Regularly clean high touch surfaces on school buses at least daily or between uses as much as possible.

For more information about cleaning and disinfecting school buses or other transport vehicles, read CDC's [guidance for bus transit operators \(May 7, 2021\)](#).

Hand Hygiene and Respiratory Etiquette

- Schools should teach and reinforce [handwashing](#) with soap and water for at least 20 seconds and increase monitoring of students and staff.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- Encourage students and staff to cover coughs and sneezes with a tissue if not wearing a mask.
 - Used tissues should be thrown in the trash and hand hygiene as outlined above should be performed immediately.
- Have adequate supplies including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, and no-touch trash cans.
- Assist/observe young children to ensure proper handwashing.

Cleaning, Disinfection and Airflow

Limit use of shared supplies and equipment:

- Ensure adequate supplies (i.e., classroom supplies, equipment) to minimize sharing of high-touch materials or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use.
- Encourage hand hygiene practices between use of shared items.
- Discourage use of shared items that cannot be cleaned and disinfected.

Schools should follow standard procedures for routine [cleaning and disinfecting](#) with an [EPA-registered product for use against SARS-CoV-2](#). This means **at least daily** disinfecting surfaces and objects that are touched often, such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, phones and toys.

- If there has been a person with COVID-19 compatible symptoms or someone who tested positive for COVID-19 in the facility within the last 24 hours, spaces they occupied should be cleaned and disinfected.
- Close off areas used by the person who is sick or positive and do not use those areas until after cleaning and disinfecting.

- Wait as long as possible (at least several hours) before cleaning and disinfection.
- Open doors and windows and use fans or HVAC settings to increase air circulation in the area.
- Use products from [EPA List](#) according to the instructions on the product label.
- Staff cleaning the space should wear a mask and gloves while cleaning and disinfecting.
- Once area has been appropriately disinfected, it can be opened for use.

The effectiveness of alternative surface disinfection methods, such as ultrasonic waves, high intensity UV radiation, and LED blue light against the virus that causes COVID-19 has not been fully established. The use of such methods to clean and disinfect is discouraged at this time.

CDC does not recommend the use of sanitizing tunnels. Currently, there is no evidence that sanitizing tunnels are effective in reducing the spread of COVID-19. Chemicals used in sanitizing tunnels could cause skin, eye, or respiratory irritation or injury.

In most cases, fogging, fumigation, and wide-area or electrostatic spraying is not recommended as a primary method of surface disinfection and has [several safety risks to consider](#).

[Airflow:](#)

Improve [airflow](#) to the extent possible to increase circulation of outdoor air, increase the delivery of clean air, and dilute potential contaminants. This can be achieved through several actions:

- Bring in as much outdoor air as possible.
- If safe to do so, open windows and doors. Even just cracking open a window or door helps increase outdoor airflow, which helps reduce the potential concentration of virus particles in the air. If it gets too cold or hot, adjust the thermostat.
- Do not open windows or doors if doing so poses a safety or health risk (such as falling, exposure to extreme temperatures, or triggering asthma symptoms), or if doing so would otherwise pose a security risk.
- Use child-safe fans to increase the effectiveness of open windows.
 - Safely secure fans in a window to blow potentially contaminated air out and pull new air in through other open windows and doors.
 - Use fans to increase the effectiveness of open windows. Position fans securely and carefully in/near windows so as not to induce potentially contaminated airflow directly from one person over another (strategic window fan placement in exhaust mode can help draw fresh air into the room via other open windows and doors without generating strong room air currents).
- Use exhaust fans in restrooms and kitchens.
- Consider having activities, classes, or lunches outdoors when circumstances allow.
- Open windows in buses and other transportation, if doing so does not pose a safety risk. Even just cracking windows open a few inches improves air circulation.

School districts are encouraged to review NJDOH's [Guidance on Air Cleaning Devices for New Jersey Schools](#). See the [NJDOH Environmental Health](#) webpage for [Tips to Improve Indoor Ventilation](#) and [Maintaining Healthy Indoor Air Quality in Public School Buildings](#).

Stay Home When Sick or if Exposed to COVID-19

Educate staff, students, and their families about when they should stay home and when they should return to school. Students and staff should stay home if they:

- Have tested positive (viral test) for COVID-19.
- Are sick.
- Meet the criteria for [quarantine](#) and have had [close contact](#) with a person with COVID-19.

While there is no statewide travel advisory or mandate in place at this time, schools are encouraged to have a policy for exclusion for students and staff that travel that is consistent with [CDC COVID-19 travel recommendations](#).

- For those traveling to/from New Jersey, domestic travel is defined as lasting 24 hours or longer to states or US territories other than those connected to New Jersey, such as Pennsylvania, New York, and Delaware.
 - [NJ travel recommendations](#)
 - [CDC international travel recommendations](#)
 - [CDC domestic travel recommendations](#)

Siblings who are not fully vaccinated (or meet [criteria for quarantine](#)) of a student who has symptoms and meets [COVID-19 Exclusion](#) criteria should be excluded from school until the symptomatic individual receives a negative test result. If the symptomatic individual tests positive, the sibling will need to quarantine.

Parental Symptom Screening

Parents/caregivers should be strongly encouraged to monitor their children for signs of illness every day as they are the front line for assessing illness in their children. Students who are sick should **not** attend school in-person. Schools should strictly enforce exclusion criteria for both students and staff.

Schools should consider providing parent education about the importance of monitoring symptoms and staying home while ill through school or district messaging. Using existing outreach systems to provide reminders to staff and families to check for symptoms before leaving for school.

Schools should provide clear and accessible directions to parents/caregivers and students for reporting symptoms and reasons for absences.

Response to Symptomatic Students and Staff

Schools should ensure that procedures are in place to identify and respond to a student or staff member who becomes ill with COVID-19 symptoms.

- Closely monitor daily reports of staff and student attendance/absence and identify when persons are out with COVID-19 symptoms.
- Designate an area or room away from others to isolate individuals who become ill with COVID-19 symptoms while at school.

- Consider an area separate from the nurse’s office so the nurse’s office can be used for routine visits such as medication administration, injuries, and non-COVID-19 related visits.
- Ensure there is enough space for multiple people placed at least 6 feet apart.
- Ensure that hygiene supplies are available, including additional cloth masks, facial tissues, and alcohol-based hand sanitizer.
- School nurses should use [Standard and Transmission-Based Precautions](#) based on the [care and tasks](#) required.
- Staff assigned to supervise students waiting to be picked up do not need to be healthcare personnel but should follow physical distancing guidelines.
- Follow guidance in [Cleaning, Disinfection and Airflow](#) section.

When illness occurs in the school setting

Children and staff with COVID-19 symptoms regardless of vaccination status should be separated away from others until they can be sent home. If a mask is not worn by the ill student due to an exemption or exception described in [EO 251](#), other staff should be sure to adhere to the universal mask policy and follow maximum physical distancing guidelines (6 feet away).

- Ask ill student (or parent) and staff whether they have had potential exposure to COVID-19 meeting the definition of a [close contact](#).
- Individuals should be sent home and referred to a healthcare provider. Persons with [COVID-19-compatible symptoms](#) should undergo COVID-19 testing regardless of vaccination status.
 - If [community transmission is low](#) ill individuals **without potential exposure to COVID-19** should use the [NJDOH School Exclusion List](#) to determine when they may return to school. No public health notification is needed UNLESS there is an unusual increase in the number of persons who are ill (over normal levels), which might indicate an outbreak.
 - If ill students have potential COVID-19 exposure OR if [community transmission is moderate or high](#), they should continue to be excluded according to the [COVID-19 Exclusion Criteria](#).
- Schools should notify LHDs when students or staff:
 - Are ill and have potential COVID-19 exposure;
 - When there is an increase in the number of persons with COVID-19 compatible symptoms;
 - Test positive for COVID-19 (when in-school testing is performed).
- Schools should be prepared to provide the following information when consulting with the LHD:
 - Contact information for the ill persons;
 - The date the ill person developed symptoms, tested positive for COVID-19 (if known), and was last in the building;
 - Types of interactions (close contacts, length of contact) the person may have had with other persons in the building or in other locations;
 - Vaccination status of the ill person and the close contacts.
 - Names, addresses, and telephone numbers for ill person’s close contacts in the school;
 - Any other information to assist with the determination of next steps.

Regardless of vaccination status, if a student or staff experiences [COVID-compatible symptoms](#), they should [isolate themselves from others](#), be clinically evaluated for COVID-19, and tested for SARS-CoV-2.

Exclusion

Parents should not send students to school when sick. For school settings, NJDOH recommends that students with the following symptoms be promptly isolated from others and excluded from school:

- At least **two** of the following symptoms: fever (measure or subjective), chills, rigors (shivers), myalgia (muscle aches), headache, sore throat, nausea or vomiting, diarrhea, fatigue, congestion or runny nose; **OR**
- At least **one** of the following symptoms: cough, shortness of breath, difficulty breathing, new olfactory disorder, new taste disorder.

For students with chronic illness, only new symptoms, or symptoms worse than baseline should be used to fulfill symptom-based exclusion criteria.

On January 4, 2022, CDC updated [COVID-19 isolation and quarantine recommendations](#) with shorter isolation (for asymptomatic infected and mildly ill people) and quarantine periods of 5 days to focus on the period when a person is most infectious (followed by continued masking for an additional 5 days). Individuals who are unable to wear a mask should be excluded until after at least 10 days and continue to isolate/quarantine.

CDC has released [isolation](#) and [quarantine](#) guidance for K-12 schools. Additional updated information for K-12 schools can be found at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

COVID-19 exclusion (isolation) criteria for persons who have COVID-19 compatible symptoms or who test positive for COVID-19:

Individuals regardless of vaccination status, who test positive or individuals with COVID-19 symptoms who have not been tested and do not have an alternative diagnosis from their healthcare provider should;

- Stay home for at least 5 full days after the onset of symptoms or if asymptomatic after the positive test (day of symptoms is day 0; if asymptomatic, day the test was performed is day 0).
- If they have no symptoms or symptoms are resolving after 5 days, they can leave their home and should;
 - Wear a mask when around others at home and in public (indoors and outdoors) for an additional 5 days. For these additional 5 days, schools should have a plan to ensure adequate distance during those activities (i.e., eating) when mask wearing is not possible. Time without mask being worn should be kept to minimum possible.
 - On days 6-10, limit participation in extracurricular activities to only those activities where masks can be worn consistently and correctly.

Exception: During periods of low community transmission (green), ill individuals with COVID-19 compatible symptoms who are not tested **and do not have a known COVID-19 exposure** may follow [NJDOH School Exclusion List](#) to determine when they may return to school.

CDC recommends an isolation period of at least 10 and up to 20 days for people who were severely ill with COVID-19 and for [people with weakened immune systems](#). See [Overview of COVID-19 Isolation for K-12 Schools](#) for additional details.

Individuals with an alternative diagnosis:

Evaluation by a health care provider may be necessary to differentiate between COVID-19 and alternative diagnoses. Clinical evaluation and/or testing for COVID-19 may be considered for ANY of the symptoms listed above, depending on suspicion of illness from a health care provider. Testing is strongly recommended, especially when there are multiple unlinked cases in the school and during periods of moderate and high levels of community transmission.

Individuals with COVID-19 compatible symptoms **and no known exposure** to a COVID-19 case in the last **5 days**, regardless of vaccination status, may follow the [NJDOH School Exclusion List](#) to determine when they may return to school **only if they have an alternative diagnosis (i.e., strep throat, influenza, worsening of chronic illness) supported by clinical evaluation.**

Exception: During periods of low community transmission (green), ill individuals with COVID-19 compatible symptoms who are not tested **and do not have a known COVID-19 exposure** may follow [NJDOH School Exclusion List](#) to determine when they may return to school.

The [COVID-19 Exclusion Table](#) below can be used to determine the need for and duration of school exclusion. In order to facilitate rapid diagnosis and limit unnecessary school exclusion, schools may consider implementing school-based [diagnostic testing](#) for students and staff.

COVID-19 exclusion criteria for close contacts (quarantine) guidance:

Exposed close contacts who have no COVID-19 compatible symptoms in the following groups should be excluded from school:

- Age 18 or older who completed the [primary series](#) of a recommended COVID-19 vaccine, but have not received a [recommended](#) booster shot when eligible.
- Persons <18 years old who are not [fully vaccinated](#)

Exception – schools who are using a “[Test to Stay](#)” protocol may allow asymptomatic close contacts to return to in-person academic activities immediately so long as the contacts follow the protocol.

For determining the timing of close contact to a COVID-19 case:

- Individuals would only be considered exposed if they had close contact during the case’s isolation period (day 1-5).
- Individuals would NOT be considered exposed during the case’s additional precaution period at day 6-10).

During quarantine, students and staff should follow recommendations and additional precautions outlined in DOH [Recommended Isolation and Quarantine Timeframes for Non-Healthcare Settings](#) regarding staying home, travel, and testing.

Exposed close contacts who have no COVID-19 symptoms in the following groups do not need to quarantine or be excluded from school:

- Age 18 or older and have received all [recommended vaccine doses](#), including [boosters](#) and [additional primary shots](#) for some immunocompromised people.
- Age 5-17 years and completed the [primary series](#) of COVID-19 vaccines.
- Had confirmed COVID-19 within the last 90 days (tested positive using a [viral test](#)).

Everyone should:

- Wear a [well-fitting mask](#) around others for 10 days from the date of their last close contact with someone with COVID-19 (the date of last close contact is considered day 0).
- Get tested at least 5 days after having close contact with someone with COVID-19 unless they had confirmed COVID-19 in the last 90 days and subsequently recovered.
- Monitor for fever (100.4°F or greater), cough, shortness of breath, or other COVID-19 symptoms for 10 days after their last exposure.
- On days 6-10, limit participation in extracurricular activities to only those activities where masks can be worn consistently and correctly.

If any close contact experiences symptoms (regardless of vaccination status), they should isolate themselves from others, be clinically evaluated if indicated, and get tested for COVID-19. **Exceptions for household contacts:** In all risk levels, students and staff who meet the [criteria for quarantine](#) and who are household members of a student/staff member with COVID-19 compatible symptoms that meets [COVID-19 Exclusion Criteria](#) should be excluded from school until the symptomatic individual receives a negative test result. If the ill person is not tested but an alternative diagnosis is established after clinical evaluation, household contacts can return to school.

Exception: Household contacts who can't isolate away from a household member with COVID-19 should start their quarantine period on the day after the household member would have completed their 10-day isolation period, UNLESS the household member is able to consistently wear a well fitted mask in the household through day 10, in which case the quarantine period would start on the day after the household member completes their 5-day isolation period.

In response to symptomatic students who have not undergone testing **AND who have no known exposure to COVID-19**, schools should not identify and exclude their close contacts from school. COVID-19 testing is strongly encouraged so this determination can be made.

Schools serving medically complex or other high-risk individuals should use a **10-day** exclusion period for the exclusion of these individuals or those who work closely with them when identified as close contacts.

Exclusion criteria for persons with COVID-19, COVID-19 compatible symptoms and close contacts who meet criteria for quarantine¹

	Low Risk	Moderate Risk	High Risk	Very High Risk
COVID-19 positive (viral test), symptomatic or asymptomatic	Exclude according to COVID-19 exclusion criteria Identify and exclude unvaccinated school based close contacts			
COVID-19 - compatible symptoms but not tested for COVID-19	If no potential exposure to a COVID-19 case in the last 5 days, individual can follow NJDOH School Exclusion List If person has potential exposure to COVID-19 in the last 5 days, exclude according to COVID-19 exclusion criteria	If no potential exposure to a COVID-19 case in the last 5 days AND has an alternative diagnosis from a healthcare provider, follow NJDOH School Exclusion List If no potential exposure to a COVID-19 case in the last 5 days but without an alternative diagnosis from a healthcare provider, exclude according to COVID-19 exclusion criteria If person has potential exposure to COVID-19 in the last 5 days, exclude according to COVID-19 exclusion criteria		
COVID-19 - compatible symptoms and negative COVID-19 test (viral test)	Follow NJDOH School Exclusion List Symptomatic individuals with high likelihood of COVID-19 (i.e., who are close contacts of a confirmed case or who have had suspected exposure to a person with COVID-19 AND who meet the criteria for quarantine AND have not had COVID-19 in the past 3 months) who test negative by rapid antigen test should undergo confirmatory testing with molecular test (i.e. RT-PCR).			
Close contact of staff or student with COVID-19 ^{2,3}	Close contacts who meet the criteria for quarantine should be excluded for 5 days ⁴ from date of last contact.			

1. In all risk levels, students and staff who meet the [criteria for quarantine](#) and who are household members of a student/staff member with COVID-19 compatible symptoms that meets [COVID-19 Exclusion Criteria](#) should be excluded from school until the symptomatic individual receives a negative test result. If the symptomatic individual tests positive, the household member will need to quarantine.
2. Persons who do not meet the [criteria for quarantine](#) who have close contact with someone with COVID-19 do NOT need to be excluded from school if they are asymptomatic but should be referred for testing 5 days after last close contact.
3. Individuals who have been diagnosed with COVID-19 in the past 90 days who have close contact with someone with COVID-19 and are asymptomatic do NOT need to be excluded from school and do not need to be tested.
4. Continue to wear a well-fitting mask when around others at home and in public (indoors and outdoors) for the full 10 days after the last close contact.

Outbreaks

Schools must report single cases to their local health department. LHDs will work with schools to determine if there is an outbreak. An outbreak in a school setting is defined as three or more laboratory-confirmed (by RT-PCR or antigen) COVID-19 cases among students or staff with onsets within a 14-day period, who are epidemiologically linked², do not share a household, and were not identified as close contacts of each other in another setting during standard case investigation or contact tracing.

If an outbreak has been identified, schools and local health departments should promptly intervene to control spread while working to determine whether the outbreak originated in the school setting.

During an outbreak, schools may consider a temporary transition of affected cohorts to remote learning if a high number of cases is preventing timely contact tracing and exclusion and a short-term transition to remote learning is needed to allow for such actions to occur.

Decisions to transition cohorts to remote learning should be made by schools based on their individual circumstances in conjunction with LHDs.

Contact Tracing and Notification

Contact tracing is a strategy used to determine the source of an infection and how it is spreading. Finding people who are close contacts to a person who has tested positive for COVID-19, and therefore at higher risk of becoming infected themselves, can help prevent further spread of the virus.

Close contact is defined as being within 6 feet of someone with suspected or known COVID-19 for 15 or more minutes during a 24-hour period. In certain situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed.

Exception: In the **K–12 indoor classroom** setting or a structured outdoor setting where mask use can be observed (i.e., holding class outdoors with educator supervision), the close contact definition **excludes students** who were within **3 to 6 feet of an infected student** (laboratory-confirmed or a [clinically compatible illness](#)) if both the infected student and the exposed student(s) correctly and consistently wore well-fitting masks the entire time.

This exception does not apply to teachers, staff, or other adults in the indoor classroom setting.

School staff should identify school-based close contacts of positive COVID-19 cases in the school.

- As with any other communicable disease outbreak, schools will assist in identifying the close contacts within the school and communicating this information back to the LHD.

² Health departments should verify to the best extent possible that cases were present in the same setting during the same time period (e.g., same classroom, school event, school-based extracurricular activity, school transportation) within 14 days prior to onset date (if symptomatic) or specimen collection date for the first specimen that tested positive (if asymptomatic or onset date is unknown) and that there is no other more likely source of exposure (e.g., household or close contact to a confirmed case outside of educational setting).

- With guidance from the LHD, schools will be responsible for notifying parents and staff of the close contact exposure and exclusion requirements while maintaining confidentiality.
- The LHD contact tracing team will notify and interview the close contacts identified by the school and reinforce the exclusion requirements.

Customizable contact tracing notification letters can be found at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-contact-tracing/letters.html>

The NJDOH isolation and quarantine calculator can be found at <https://covid19.nj.gov/pages/quarantine-calculator>.

Testing

When schools implement testing combined with key mitigation strategies, they can detect new cases to prevent outbreaks, reduce the risk of further transmission, and protect students, teachers, and staff from COVID-19. This guidance can assist districts as they craft policies for compliance with staff testing as required by [EO 253](#).

In some schools, school-based healthcare professionals (e.g., school nurses) may perform SARS-CoV-2 antigen testing in school-based health centers if they are trained in specimen collection, conducting the test per manufacturer’s instructions, and obtain a Clinical Laboratory Improvement Amendments (CLIA) certificate of waiver. Some school-based healthcare professionals may also be able to perform specimen collection to send to a lab for testing, if trained in specimen collection, without a CLIA certificate. It is important that school-based healthcare professionals have access to, and training on the proper use of [personal protective equipment \(PPE\)](#).

Any healthcare provider or laboratory performing COVID-19 testing, including K-12 schools, are required to report all COVID-19 laboratory test results, both positive and negative, electronically to NJDOH. Laboratories are required to report test results into the NJDOH Communicable Disease Reporting and Surveillance System (CDRSS). Access to CDRSS requires the completion of training available on the [CDRSS home page](#). Healthcare providers, including schools, can report into CDRSS or through [SimpleReport](#). Refer to [Guidance for Schools on COVID-19 Reporting Requirements, Reporting Point of Care \(POC\) COVID-19 Test Results, and Screening Testing Program](#).

Diagnostic Testing:

At all levels of [community transmission](#), NJDOH recommends that schools work with their local health departments to identify rapid viral testing options in their community for the testing of symptomatic individuals and asymptomatic individuals who were exposed to someone with COVID-19. Having access to [rapid COVID-19 testing for ill students and staff](#) can reduce unnecessary exclusion of ill persons and their contacts and minimize unnecessary disruptions of the educational process. Results of all testing – including point of care – must be reported to public health authorities by the entity conducting the testing.

Screening testing:

Schools should use screening testing as a strategy to identify cases and prevent secondary transmission. Screening testing involves using SARS-CoV-2 viral tests (diagnostic tests used for screening purposes) intended to identify occurrence at the individual level even if there is no reason to suspect infection—i.e., there is no known exposure. This includes, but is not limited to, screening testing of asymptomatic



individuals without known exposure with the intent of making decisions based on the test results. Further information on screening testing is available in [NJDOH screening testing guidelines](#).

The US Department of Health and Human Services (HHS) and CDC have made available a [grant program](#) to assist schools with implementing screening testing. Participation in this program is voluntary but strongly encouraged.. Schools interested in participating in this program can obtain additional information by emailing COVID.schooltesting@doh.nj.gov.

Developing and implementing a screening testing strategy is particularly important during periods of [high community transmission](#) when physical space limitations prevent the implementation of maximal social distancing practices. Testing strategies in K-12 schools should be developed in consultation with local health departments. Results of all testing – including point of care – must be reported to public health authorities by the entity conducting the testing. In addition to reporting individual test results to public health authorities, schools are encouraged to report aggregate screening testing results, including the number of tests performed, directly to NJDOH through the Surveillance for Influenza and COVID-19 (SIC) Module in [CDRSS](#). Note: Schools participating in the NJDOH grant funded screening testing program and those included as “covered settings” in [NJDOH Executive Directive 21-011](#) are required to report this information. Registration and training for reporting screening testing data can be found at <https://cdrs.doh.state.nj.us/cdrss/common/cdrssTrainingNotes>.

Home-based testing:

A variety of home-based COVID-19 tests are becoming more widely available. While all involve self-collection of specimens, some test kits require a prescription and others are over-the-counter (OTC). Some collections/testing are observed by a telehealth provider, some involve self-collection but are sent to a laboratory for processing, and others use self-collection and self-testing without any involvement of a healthcare provider. Some home-based tests have been authorized by FDA for screening purposes, others for diagnostic testing.

Information on home-based testing is available at https://www.state.nj.us/health/cd/documents/topics/NCOV/COVID_home_tests.pdf.

Resources

CDC

[Guidance for COVID-19 Prevention in K-12 Schools](#) Updated January 6, 2022

[What You Should Know About COVID-19 Testing in Schools](#) January 6, 2022

[Responding to COVID-19 Cases in K-12 Schools: Resources for School Administrators](#) January 6, 2022

[Overview of COVID-19 Quarantine for K-12 Schools](#) January 6, 2022

[Overview of COVID-19 Isolation for K-12 Schools](#) January 6, 2022

[Stay Up to Date with Your Vaccines](#) January 5, 2022



[School and Childcare Programs](#)

[Testing for COVID-19 in Schools Toolkit](#)

[Science Brief: Transmission of SARS-CoV-2 in K-12 Schools and Early Care and Education Programs](#)

[Parents and Caregivers – What Is Your School Doing to Protect Your Child from COVID-19?](#)

[CDC Cleaning and Disinfecting Your Facility](#)

[CDC Information on Cleaning School Buses](#) (archived updated May 7, 2021)

[Multisystem Inflammatory Syndrome \(MIS-C\)](#)

[School Decision-Making Tool for Parents, Caregivers, and Guardians](#)

NJDOH

[NJDOH COVID Information for Schools](#)

[Maintaining Healthy Indoor Air Quality in Public School Buildings](#)

[NJDOH Disinfectant Use in Schools Fact Sheet](#)

[NJDOH Isolation and Quarantine Calculator](#)

[NJDOH General Guidelines for the Prevention and Control of Outbreaks in School Settings](#)

[New Jersey COVID-19 Information Hub](#)

OTHER RESOURCES

[COVID-19 Planning Considerations: Guidance for School Re-entry AAP](#)

[Healthy Children.Org COVID-19](#)

[ArtsEd NJ Scholastic Indoor Performance Guidance](#) (October 14, 2021)

[National Association for Music Education](#)

[Return to Music: Phase II Guidance and Resources](#)

HIBster Report
All Incidents
Somerdale Park School
Date Created: 1/14/2022

225855_SPS_12072021

Tracking #: 225855_SPS_12072021
Incident Date: 12/7/2021
Incident Time: 1:30 PM

Date Entered: 12/7/2021
School: Somerdale Park School
Investigation Type: HIB

Type:

Does not match any of the criterias

Classification:

Demeaning, Name Calling

Location:

Classroom, Internet, Discord, Playground

Evidence:

Screen Shot

Motivation:

Race or Ethnic Origin

Conclusion:

Unfounded For Alleged Offenders

Effects of HIB:

Insulted or demeaned a student or a group of students

Created a hostile educational environment by severely or pervasively causing physical or emotional harm to student

Submitted to BOE? Yes, 1/20/2022

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REPORT OF THE TREASURER
TO THE SOMERDALE BOARD OF EDUCATION
As of November 30, 2021

CASH REPORT					
FUND NO.	FUNDS	(1) Beginning Cash Balance	(2) Cash Receipts This Month	(3) Cash Disbursements This Month	(4) Ending Cash Balances (1) + (2) - (3)
1	General Fund - Fund 10	2,167,935.49	856,217.81	696,157.63	2,327,995.67
	Capital Reserve - Fund 10	743,433.79	61.10	0.00	743,494.89
2	Special Revenue Fund - Fund 20	(196,668.16)	15,554.00	69,341.43	(250,455.59)
3	Capital Projects Fund - Fund 30	916,834.23	0.00	519.50	916,314.73
4	Debt Service Fund - Fund 40	(81,852.59)	0.00	0.00	(81,852.59)
5	Total Governmental Funds (Lines 1 thru 4)	3,549,682.76	871,832.91	766,018.56	3,655,497.11
6	Cafeteria- Fund 60	129,680.23	283.09	28,120.10	101,843.22
TRUST AND AGENCY FUNDS (Fund 6X)					
7	Payroll	504.23	262,311.77	262,307.83	508.17
8	Payroll Agency	44,350.46	206,738.74	247,086.71	4,002.49
9	Medical Reimbursement	3,169.18	485.20	1,179.21	2,475.17
10	Student Activities	20,880.05	570.49	907.75	20,542.79
11	Unemployment	93,919.92	7.72	0.00	93,927.64
12	Park Technology Services	61,157.95	5.03	0.00	61,162.98
13	After School Care	17,119.65	10,111.43	4,271.48	22,959.60
14	Total Trust & Agency Funds (Lines 7 thru 12)	239,367.38	480,230.38	515,752.98	205,578.84
15	Total All Funds (Lines 5, 6, and 13)	3,924,757.24	1,352,346.38	1,309,891.64	3,962,919.17

Prepared By:

Nancy Strassle
Acting Treasurer, Nancy Strassle

01/11/21
Date

**SOMERDALE PUBLIC SCHOOLS
GENERAL ACCT RECONCILIATION
As of November 30, 2021**

Balance per Bank:

Ending Bank Balance	\$ 1,998,397.32
Add: Deposits in Transit	-
	-
Bond interest transfer	76.19
Less: Outstanding Checks (see attached listing)	2,786.02

Adjusted Bank Balance

\$ 1,995,687.49

Balance per Books:

Beginning Balance	\$ 1,889,414.74
Add: Receipts	871,771.81
Less: Disbursements	765,499.06

Ending Book Balance

\$ 1,995,687.49

Variance \$ -

SOMERDALE PUBLIC SCHOOLS
GENERAL ACCT
Outstanding Checks
As of November 30, 2021

23519	\$	132.70	
24043	\$	250.00	
24337	\$	2,200.00	
24370	\$	203.32	
Total	\$	2,786.02	<u><u>\$ 2,786.02</u></u>

**SOMERDALE PUBLIC SCHOOLS
CAPITAL RESERVE ACCT RECONCILIATION
As of November 30, 2021**

Balance per Bank:

Ending Bank Balance	\$ 743,494.89
Add: Deposits in Transit	-
Less: Outstanding Checks	-

Adjusted Bank Balance	<u><u>\$ 743,494.89</u></u>
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Balance per Books:

Beginning Book Balance	\$ 743,433.79
Add: Receipts	61.10
Less: Disbursements	-

Ending Book Balance	<u><u>\$ 743,494.89</u></u>
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Variance	\$ -
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**SOMERDALE PUBLIC SCHOOLS
BOND ACCOUNT
As of November 30, 2021**

Balance per Bank:

Ending Bank Balance	\$ 919,995.72
Add: Deposits in Transit	-
Less: Outstanding Checks	\$ 3,604.80
Bond interest transfer	76.19

Adjusted Bank Balance \$ 916,314.73

Balance per Books:

Beginning Book Balance	\$ 916,834.23
Add: Receipts	-
Less: Disbursements	519.50
(Transfer to General Acct.)	-
Ending Book Balance	<u><u>\$ 916,314.73</u></u>

Variance \$ -

1046 \$ 3,604.80
\$ 3,604.80

**SOMERDALE PUBLIC SCHOOLS
LUNCH ACCOUNT
As of November 30, 2021**

Balance per Bank:

Ending Bank Balance		\$ 101,889.07
Add: Deposits in Transit		-
Less: Outstanding Checks	see attached listing	45.85

Adjusted Bank Balance \$ 101,843.22

Balance per Books:

Beginning Book Balance		\$ 129,680.23
Add: Receipts		\$ 283.09
		.
Less: Disbursements		\$ 28,120.10

Ending Book Balance \$ 101,843.22

Variance \$ -

1590	\$	6.00
1591	\$	3.25
1592	\$	5.35
1600	\$	8.15
1601	\$	19.75
1605	\$	3.35
	\$	45.85

**SOMERDALE PUBLIC SCHOOLS
PAYROLL ACCT RECONCILIATION
As of November 30, 2021**

Balance per Bank:

Ending Bank Balance	\$	1,281.43
Add: Deposits in Transit		-
Less: Outstanding Checks		773.26

Adjusted Bank Balance \$ 508.17

Balance per Books:

Beginning Book Balance	\$	504.23
Add: Receipts		262,311.77
Less: Disbursements		262,307.83

Ending Book Balance \$ 508.17

Variance \$ 0.00

273 \$ 773.26

**SOMERDALE PUBLIC SCHOOLS
AGENCY ACCT RECONCILIATION
As of November 30, 2021**

Balance per Bank:

Ending Bank Balance	\$	63,509.12
Add: Deposits in Transit		-
Less: Outstanding Checks see attached listing		59,506.63

Adjusted Bank Balance \$ 4,002.49

Balance per Books:

Beginning Book Balance	\$	44,350.46
Add: Receipts		206,738.74
Less: Disbursements		247,086.71

Ending Book Balance \$ 4,002.49

Variance \$ (0.00)

Check #	Amount
1580	\$ 2,442.32
1581	\$ 5,005.62
1582	\$ 657.22
1583	\$ 260.06
1584	\$ 1,196.60
1585	\$ 7,766.48
1586	\$ 812.64

EFT	ommonweali	\$ 208.76
	TPAF	\$39,049.50
	DCRP	\$ 190.97
	PERS	\$ 1,769.64
	City/Phila	\$ 146.82
		<u>\$59,506.63</u>

**SOMERDALE PUBLIC SCHOOLS
FSA MEDICAL ACCOUNT
As of November 30, 2021**

Balance per Bank:

Ending Bank Balance	\$ 2,475.17
Add: Deposits in Transit	-
Less: Credits in Transit	-
Adjusted Bank Balance	<u><u>\$ 2,475.17</u></u>

Balance per Books:

Beginning Book Balance	\$ 3,169.18
Add: Receipts	485.20
Less: Disbursements	1,179.21
Ending Book Balance	<u><u>\$ 2,475.17</u></u>
Variance	\$ -

**SOMERDALE PUBLIC SCHOOLS
STUDENT ACTIVITIES
As of November 30, 2021**

Balance per Bank:

Ending Bank Balance		\$ 20,988.04
Add: Deposits in Transit		-
Less: Outstanding Checks	see attached list	445.25

Adjusted Bank Balance \$ 20,542.79

Balance per Books:

Beginning Book Balance		\$ 20,880.05
Add: Receipts		570.49
Less: Disbursements		907.75

Ending Book Balance \$ 20,542.79

Variance \$ -

3234	\$	53.75
3239	\$	21.25
3244	\$	42.50
3247	\$	21.25
3253	\$	42.50
3255	\$	37.50
3259	\$	37.50
3270	\$	5.00
3274	\$	35.00
3275	\$	19.00
3296	\$	30.00
3309	\$	50.00
3310	\$	50.00

\$ 445.25

**SOMERDALE PUBLIC SCHOOLS
UNEMPLOYMENT ACCOUNT
As of November 30, 2021**

Balance per Bank:

Ending Bank Balance	\$ 93,927.64
Add: Deposits in Transit	-
Less: Outstanding Checks	-
Adjusted Bank Balance	<u><u>\$ 93,927.64</u></u>

Balance per Books:

Beginning Book Balance	\$ 93,919.92
Add: Receipts	7.72
Less: Disbursements	-
Ending Book Balance	<u><u>\$ 93,927.64</u></u>

Variance \$ -

**SOMERDALE PUBLIC SCHOOLS
PARK TECHNOLOGY SERVICES ACCOUNT
As of November 30, 2021**

Balance per Bank:

Ending Bank Balance	\$ 61,162.98
Add: Deposits in Transit	-
Less: Outstanding Checks	-

Adjusted Bank Balance	<u><u>\$ 61,162.98</u></u>
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Balance per Books:

Beginning Balance	\$ 61,157.95
Add: Receipts	5.03
Less: Disbursements	-

Ending Book Balance	<u><u>\$ 61,162.98</u></u>
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\$ -

**SOMERDALE PUBLIC SCHOOLS
AFTER SCHOOL CARE
As of November 30, 2021**

Balance per Bank:

Ending Bank Balance \$ 23,084.66

Add: Deposits in Transit -

Less: Outstanding Checks 125.06

Adjusted Bank Balance \$ 22,959.60

Balance per Books:

Beginning Balance \$ 17,119.65

Add: Receipts 10,111.43

Less: Disbursements 4,271.48

Ending Book Balance \$ 22,959.60

\$ -

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 10 GENERAL FUND

Assets and Resources

Assets:

101	Cash in bank		\$2,327,995.67
102 - 106	Cash Equivalents		\$200.00
111	Investments		\$0.00
116	Capital Reserve Account		\$743,494.89
117	Maintenance Reserve Account		\$0.00
118	Emergency Reserve Account		\$0.00
121	Tax levy Receivable		\$0.00

Accounts Receivable:

132	Interfund	\$0.00	
141	Intergovernmental - State	\$11,786.43	
142	Intergovernmental - Federal	\$0.00	
143	Intergovernmental - Other	(\$7,459.26)	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	\$4,327.17

Loans Receivable:

131	Interfund	\$4,409.82	
151, 152	Other (Net of estimated uncollectable of \$_____)	\$0.00	\$4,409.82

Other Current Assets

\$13,619.98

Resources:

301	Estimated revenues	\$8,697,405.00	
302	Less revenues	(\$3,214,837.68)	\$5,482,567.32

Total assets and resources

\$8,576,614.85

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 10 GENERAL FUND

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$0.30
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$0.00
	Other current liabilities		\$0.00
	Total liabilities		\$0.30

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances		\$4,663,053.38
761	Capital reserve account - July	\$13,619.98	
604	Add: Increase in capital reserve	\$1,200.00	
307	Less: Bud. w/d cap. reserve eligible costs	\$0.00	
309	Less: Bud. w/d cap. reserve excess costs	(\$320,218.00)	(\$305,398.02)
764	Maintenance reserve account - July	\$0.00	
606	Add: Increase in maintenance reserve	\$0.00	
310	Less: Bud. w/d from maintenance reserve	\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July	\$0.00	
607	Add: Increase in cur. exp. emer. reserve	\$0.00	
312	Less: Bud. w/d from cur. exp. emer. reserve	\$0.00	\$0.00
762	Adult education programs		\$412,365.72
750-752,76x	Other reserves		\$1,694,169.15
601	Appropriations	\$9,551,329.91	
602	Less: Expenditures	(\$2,705,287.27)	
	Less: Encumbrances	(\$4,609,052.32)	(\$7,314,339.59)
	Total appropriated		\$8,701,180.55
	Unappropriated:		
770	Fund balance, July 1		\$410,340.91
771	Designated fund balance		\$0.00
303	Budgeted fund balance		(\$534,906.91)
	Total fund balance		\$8,576,614.55
	Total liabilities and fund equity		<u>\$8,576,614.85</u>

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 10 GENERAL FUND

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$9,551,329.91	\$7,314,339.59	\$2,236,990.32
Revenues	(\$8,697,405.00)	(\$3,214,837.68)	(\$5,482,567.32)
Subtotal	<u>\$853,924.91</u>	<u>\$4,099,501.91</u>	<u>(\$3,245,577.00)</u>
Change in capital reserve account:			
Plus - Increase in reserve	\$1,200.00	\$729,874.91	(\$728,674.91)
Less - Withdrawal from reserve	(\$320,218.00)	(\$320,218.00)	\$0.00
Subtotal	<u>\$534,906.91</u>	<u>\$4,509,158.82</u>	<u>(\$3,974,251.91)</u>
Change in maintenance reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$534,906.91</u>	<u>\$4,509,158.82</u>	<u>(\$3,974,251.91)</u>
Change in emergency reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$534,906.91</u>	<u>\$4,509,158.82</u>	<u>(\$3,974,251.91)</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$534,906.91</u>	<u>\$4,509,158.82</u>	<u>(\$3,974,251.91)</u>

Prepared and submitted by :

David Rose

Board Secretary

1/14/22

Date

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 10 GENERAL FUND

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00370	SUBTOTAL – Revenues from Local Sources	4,925,454	0	4,925,454	2,106,554	Under	2,818,900
00520	SUBTOTAL – Revenues from State Sources	3,751,036	0	3,751,036	1,108,284	Under	2,642,752
00570	SUBTOTAL – Revenues from Federal Sources	20,915	0	20,915	0	Under	20,915
	Total	8,697,405	0	8,697,405	3,214,838		5,482,567
Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
03200	TOTAL REGULAR PROGRAMS - INSTRUCTION	2,940,737	5,440	2,946,177	921,890	1,778,162	246,125
10300	Total Special Education - Instruction	791,511	0	791,511	174,344	318,422	298,745
11160	Total Basic Skills/Remedial – Instruct.	344,640	0	344,640	65,127	121,464	158,049
12160	Total Bilingual Education – Instruction	67,427	0	67,427	99	28,613	38,715
17100	Total School-Sponsored Co/Extra Curricul	54,079	0	54,079	4,251	33,008	16,820
17600	Total School-Sponsored Athletics – Instr	45,520	0	45,520	3,764	27,271	14,486
20620	Total Summer School	51,760	224	51,984	37,986	4,469	9,529
29180	Total Undistributed Expenditures - Instr	276,509	0	276,509	9,652	127,449	139,408
29680	Total Undistributed Expenditures – Atten	15,192	0	15,192	2,735	11,457	1,000
30620	Total Undistributed Expenditures – Healt	98,040	0	98,040	27,564	61,889	8,586
40580	Total Undistributed Expend – Speech, OT,	132,929	1,029	133,958	23,641	109,290	1,027
41080	Total Undist. Expend. – Other Supp. Serv	41,700	0	41,700	2,948	38,753	0
41660	Total Undist. Expend. – Guidance	63,682	0	63,682	17,970	40,762	4,950
42200	Total Undist. Expend. – Child Study Team	298,248	(1,029)	297,219	107,780	182,151	7,288
43200	Total Undist. Expend. – Improvement of I	154,724	(5,440)	149,284	59,509	83,539	6,236
43620	Total Undist. Expend. – Edu. Media Serv.	107,881	0	107,881	32,581	72,288	3,012
44180	Total Undist. Expend. – Instructional St	18,781	0	18,781	11,546	1,879	5,356
45300	Support Serv. - General Admin	329,585	0	329,585	157,229	144,608	27,749
46160	Support Serv. - School Admin	109,619	0	109,619	44,209	61,885	3,525
47200	Total Undist. Expend. – Central Services	175,047	0	175,047	76,068	80,149	18,830
47620	Total Undist. Expend. – Admin. Info. Tec	89,270	14,400	103,670	68,229	29,892	5,549
51120	Total Undist. Expend. – Oper. & Maint. O	783,062	1,036	784,098	313,432	354,298	116,368
52480	Total Undist. Expend. – Student Transpor	347,579	(224)	347,355	0	4,000	343,355
71260	TOTAL PERSONNEL SERVICES –EMPLOYEE	1,601,591	0	1,601,591	539,590	883,323	178,677
75880	TOTAL EQUIPMENT	187,342	(14,400)	172,942	3,143	2,487	167,312
76260	Total Facilities Acquisition and Constr	406,081	0	406,081	0	7,546	398,535
84000	Transfer of Funds to Charter Schools	17,758	0	17,758	0	0	17,758
	Total	9,550,294	1,036	9,551,330	2,705,287	4,609,052	2,236,990

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 10 GENERAL FUND

Revenues:			Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00100	10-1210	Local Tax Levy	4,912,254	0	4,912,254	2,072,395	Under	2,839,859
00150	10-1320	Tuition from LEAs Within State	12,000	0	12,000	0	Under	12,000
00300	10-1__	Unrestricted Miscellaneous Revenues	1,200	0	1,200	34,159		(32,959)
00410	10-3116	School Choice Aid	237,789	0	237,789	237,789		0
00420	10-3121	Categorical Transportation Aid	31,147	0	31,147	3,115	Under	28,032
00440	10-3132	Categorical Special Education Aid	355,717	0	355,717	35,572	Under	320,145
00460	10-3176	Equalization Aid	3,042,061	0	3,042,061	823,376	Under	2,218,685
00470	10-3177	Categorical Security Aid	84,322	0	84,322	8,432	Under	75,890
00540	10-4200	Medicaid Reimbursement	20,915	0	20,915	0	Under	20,915
Total			8,697,405	0	8,697,405	3,214,838		5,482,567

Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
02040	11-105-100-935	Local Contribution – Transfer to Special	42,870	0	42,870	0	0	42,870
02080	11-110-__-101	Kindergarten – Salaries of Teachers	244,985	0	244,985	73,496	171,490	0
02100	11-120-__-101	Grades 1-5 – Salaries of Teachers	1,194,231	0	1,194,231	358,549	835,682	0
02120	11-130-__-101	Grades 6-8 – Salaries of Teachers	991,616	0	991,616	297,485	694,131	0
02500	11-150-100-101	Salaries of Teachers	1,600	1,000	2,600	1,760	840	0
03020	11-190-1__-320	Purchased Professional – Educational Ser	128,323	(1,000)	127,323	13,287	1,975	112,061
03060	11-190-1__[4-5]	Other Purchased Services (400-500 series	143,990	0	143,990	113,176	16,617	14,198
03080	11-190-1__-610	General Supplies	190,013	3,716	193,729	61,315	55,855	76,560
03100	11-190-1__-640	Textbooks	2,799	1,724	4,523	2,824	1,573	127
03120	11-190-1__-8__	Other Objects	310	0	310	0	0	310
07000	11-213-100-101	Salaries of Teachers	406,904	0	406,904	122,071	284,833	0
07040	11-213-100-320	Purchased Professional-Educational Servi	377,496	(192)	377,304	50,727	28,237	298,340
07100	11-213-100-610	General Supplies	1,917	0	1,917	469	1,132	317
07120	11-213-100-640	Textbooks	394	0	394	305	0	89
09260	11-219-100-101	Salaries of Teachers	4,800	0	4,800	580	4,220	0
09300	11-219-100-320	Purchased Professional-Educational Servi	0	192	192	192	0	0
11000	11-230-100-101	Salaries of Teachers	167,996	0	167,996	50,399	117,597	0
11040	11-230-100-320	Purchased Professional-Education Service	171,638	0	171,638	11,372	2,254	158,012
11100	11-230-100-610	General Supplies	5,006	0	5,006	3,356	1,612	37
12040	11-240-100-320	Purchased Professional-Education Service	67,327	0	67,327	0	28,613	38,714
12100	11-240-100-610	General Supplies	100	0	100	99	0	1
17000	11-401-100-1__	Salaries	32,130	0	32,130	1,862	30,268	0
17020	11-401-100-[3-5]	Purchased Services (300-500 series)	15,839	0	15,839	385	2,740	12,714
17040	11-401-100-6__	Supplies and Materials	6,110	0	6,110	2,004	0	4,106
17500	11-402-100-1__	Salaries	17,990	0	17,990	3,000	14,990	0
17520	11-402-100-[3-5]	Purchased Services (300-500 series)	27,530	0	27,530	764	12,281	14,486
20000	11-422-100-101	Salaries of Teachers	13,440	(7,558)	5,882	0	0	5,882
20080	11-422-100-3__	Purchased Professional & Technical Servi	6,120	3,776	9,896	9,896	0	0
20100	11-422-100-[4-5]	Other Purchased Services (400-500 series	11,490	0	11,490	8,273	0	3,217
20500	11-422-200-1__	Salaries	9,520	0	9,520	5,052	4,469	0

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 10 GENERAL FUND

Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
20520	11-422-200-3__	Purchased Professional and Technical Ser	5,390	3,849	9,239	8,809	0	431
20540	11-422-200-[4-5]	Purchased Services (400-500 series)	5,800	157	5,957	5,957	0	0
29000	11-000-100-561	Tuition to Other LEAs within the State -	34,497	0	34,497	0	0	34,497
29020	11-000-100-562	Tuition to Other LEAs within the State -	68,492	0	68,492	8,952	35,809	23,731
29080	11-000-100-565	Tuition to CSSD & Regular Day Schools	110,520	0	110,520	700	91,640	18,180
29100	11-000-100-566	Tuition to Priv. School for the Disabled	63,000	0	63,000	0	0	63,000
29500	11-000-211-1__	Salaries	6,564	0	6,564	2,735	3,829	0
29600	11-000-211-3__	Purchased Professional and Technical Ser	8,628	0	8,628	0	7,628	1,000
30500	11-000-213-1__	Salaries	86,306	0	86,306	25,892	60,414	0
30540	11-000-213-3__	Purchased Professional and Technical Ser	5,135	0	5,135	188	407	4,540
30580	11-000-213-6__	Supplies and Materials	6,294	0	6,294	1,485	890	3,919
30600	11-000-213-8__	Other Objects	305	0	305	0	178	127
40520	11-000-216-320	Purchased Professional – Educational Ser	132,216	(47)	132,169	21,876	109,290	1,003
40540	11-000-216-6__	Supplies and Materials	713	1,076	1,789	1,765	0	24
41000	11-000-217-1__	Salaries	4,000	0	4,000	0	4,000	0
41020	11-000-217-320	Purchased Professional – Educational Ser	37,700	0	37,700	2,948	34,753	0
41500	11-000-218-104	Salaries of Other Professional Staff	58,232	0	58,232	17,470	40,762	0
41620	11-000-218-6__	Supplies and Materials	5,450	0	5,450	500	0	4,950
42000	11-000-219-104	Salaries of Other Professional Staff	245,591	0	245,591	88,233	157,358	0
42020	11-000-219-105	Salaries of Secretarial and Clerical Ass	37,198	0	37,198	15,499	21,699	0
42060	11-000-219-320	Purchased Professional – Educational Ser	10,124	0	10,124	2,853	852	6,419
42140	11-000-219-592	Misc. Purch. Svc. (400-500 series O/than	175	0	175	0	0	175
42160	11-000-219-6__	Supplies and Materials	4,250	(1,029)	3,221	350	2,243	629
42180	11-000-219-8__	Other Objects	910	0	910	845	0	65
43000	11-000-221-102	Salaries of Supervisor of Instruction	86,423	0	86,423	36,010	50,413	0
43040	11-000-221-105	Salaries of Secretarial & Clerical Assis	50,745	0	50,745	21,140	29,605	0
43060	11-000-221-110	Other Salaries	5,440	(5,440)	0	0	0	0
43140	11-000-221-[4-5]	Other Purch. Services (400-500 series)	11,081	0	11,081	1,500	3,521	6,060
43160	11-000-221-6__	Supplies and Materials	125	0	125	14	0	111
43180	11-000-221-8__	Other Objects	910	0	910	845	0	65
43500	11-000-222-1__	Salaries	88,732	0	88,732	26,620	62,112	0
43540	11-000-222-3__	Purchased Professional and Technical Ser	2,440	13	2,453	922	0	1,531
43560	11-000-222-[4-5]	Other Purchased Services (400-500 series)	125	(60)	65	65	0	0
43580	11-000-222-6__	Supplies and Materials	16,584	47	16,631	4,974	10,176	1,481
44060	11-000-223-110	Other Salaries	2,400	0	2,400	0	0	2,400
44120	11-000-223-[4-5]	Other Purch. Services (400-500 series)	15,881	0	15,881	11,546	1,879	2,456
44140	11-000-223-6__	Supplies and Materials	500	0	500	0	0	500
45000	11-000-230-1__	Salaries	206,195	0	206,195	87,062	119,133	0
45040	11-000-230-331	Legal Services	14,400	0	14,400	3,136	11,264	0
45060	11-000-230-332	Audit Fees	30,275	0	30,275	19,500	2,550	8,225
45100	11-000-230-339	Other Purchased Professional Services	4,715	0	4,715	4,685	0	30

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 10 GENERAL FUND

Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
45120	11-000-230-340	Purchased Technical Services	6,220	0	6,220	3,710	0	2,510
45140	11-000-230-530	Communications/Telephone	30,665	0	30,665	11,718	9,552	9,395
45160	11-000-230-585	BOE Other Purchased Services	740	0	740	0	0	740
45180	11-000-230-590	Misc Purch Services (400-500 series, O/T	26,465	0	26,465	20,768	0	5,697
45200	11-000-230-610	General Supplies	2,210	0	2,210	1,084	256	869
45260	11-000-230-890	Miscellaneous Expenditures	3,175	0	3,175	1,045	1,852	278
45280	11-000-230-895	BOE Membership Dues and Fees	4,525	0	4,525	4,520	0	5
46000	11-000-240-103	Salaries of Principals/Assistant Princip	102,766	0	102,766	42,819	59,947	0
46080	11-000-240-3__	Purchased Professional and Technical Ser	1,938	0	1,938	0	1,938	0
46100	11-000-240-[4-5]	Other Purchased Services (400-500 series	3,100	0	3,100	0	0	3,100
46120	11-000-240-6__	Supplies and Materials	350	0	350	350	0	0
46140	11-000-240-8__	Other Objects	1,465	0	1,465	1,040	0	425
47000	11-000-251-1__	Salaries	154,298	0	154,298	67,169	79,474	7,655
47020	11-000-251-330	Purchased Professional Services	4,600	0	4,600	1,000	575	3,025
47040	11-000-251-340	Purchased Technical Services	4,680	0	4,680	4,564	0	116
47060	11-000-251-592	Misc. Purch. Services (400-500 Series, O	5,425	0	5,425	3,079	0	2,346
47100	11-000-251-6__	Supplies and Materials	2,094	0	2,094	256	0	1,838
47180	11-000-251-890	Other Objects	3,950	0	3,950	0	100	3,850
47500	11-000-252-1__	Salaries	71,375	0	71,375	44,673	26,703	0
47520	11-000-252-330	Purchased Professional Services	1,500	0	1,500	0	0	1,500
47540	11-000-252-340	Purchased Technical Services	15,000	14,400	29,400	23,486	3,190	2,724
47580	11-000-252-6__	Supplies and Materials	1,395	0	1,395	70	0	1,325
48520	11-000-261-420	Cleaning, Repair, and Maintenance Servic	82,395	0	82,395	22,261	17,056	43,078
48540	11-000-261-610	General Supplies	9,485	0	9,485	2,225	50	7,210
49000	11-000-262-1__	Salaries	11,700	0	11,700	4,916	6,784	0
49040	11-000-262-3__	Purchased Professional and Technical Ser	428,033	0	428,033	214,017	214,017	0
49060	11-000-262-420	Cleaning, Repair, and Maintenance Svc.	6,755	(0)	6,755	1,290	2,602	2,863
49120	11-000-262-490	Other Purchased Property Services	13,040	0	13,040	4,994	7,806	240
49140	11-000-262-520	Insurance	37,770	0	37,770	33,494	0	4,276
49180	11-000-262-610	General Supplies	30,850	444	31,294	3,202	85	28,008
49200	11-000-262-621	Energy (Natural Gas)	48,180	0	48,180	1,158	47,022	0
49220	11-000-262-622	Energy (Electricity)	78,492	0	78,492	24,781	53,711	0
50040	11-000-263-420	Cleaning, Repair, and Maintenance Svc.	17,220	0	17,220	2,000	0	15,220
50060	11-000-263-610	General Supplies	6,450	0	6,450	308	2,181	3,961
50080	11-000-263-8__	Other Objects	8,255	0	8,255	0	0	8,255
51020	11-000-266-3__	Purchased Professional and Technical Ser	3,477	0	3,477	385	2,984	109
51060	11-000-266-610	General Supplies	960	592	1,552	(1,596)	0	3,148
52100	11-000-270-350	Management Fee – ESC & CTSA Trans. Prog	14,508	(31)	14,477	0	0	14,477
52220	11-000-270-504	Contract Serv–Aid in Lieu Pymts–Charter	0	1,000	1,000	0	1,000	0
52240	11-000-270-505	Contract Serv–Aid in Lieu Pymts–Choice S	2,000	1,000	3,000	0	3,000	0
52260	11-000-270-511	Contract Services (Bet. Home & Sch) -Ven	22,275	(2,000)	20,275	0	0	20,275

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 10 GENERAL FUND

Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
52280	11-000-270-512	Contr Serv (Oth. Than Bet Home & Sch) -	18,650	0	18,650	0	0	18,650
52360	11-000-270-517	Contract Serv. (Reg. Students) – ESCs &	63,209	0	63,209	0	0	63,209
52380	11-000-270-518	Contract Serv. (Spl. Ed. Students) – ESC	226,937	(194)	226,744	0	0	226,744
71020	11-000-291-220	Social Security Contributions	47,736	0	47,736	17,958	29,193	586
71060	11-000-291-241	Other Retirement Contributions - PERS	42,451	0	42,451	0	0	42,451
71120	11-000-291-249	Other Retirement Contributions - Regular	0	2,000	2,000	81	1,919	0
71140	11-000-291-250	Unemployment Compensation	275	0	275	98	0	178
71160	11-000-291-260	Workmen's Compensation	65,623	0	65,623	51,056	0	14,567
71180	11-000-291-270	Health Benefits	1,183,888	(2,000)	1,181,888	467,293	652,185	62,410
71200	11-000-291-280	Tuition Reimbursement	17,700	0	17,700	0	0	17,700
71220	11-000-291-290	Other Employee Benefits	243,918	0	243,918	3,105	200,027	40,786
75600	12-000-220-73_	Undist. Expend. – Support Serv. – Inst.	42,890	0	42,890	0	0	42,890
75700	12-000-261-73_	Undist. Expend. –Required Maint. For Sch	144,452	(14,400)	130,052	3,143	2,487	124,422
76180	12-000-400-780	Infrastructure	400,000	0	400,000	0	1,465	398,535
76210	12-000-400-896	Assessment for Debt Service on SDA Fundi	6,081	0	6,081	0	6,081	0
84000	10-000-100-56_	Transfer of Funds to Charter Schools	17,758	0	17,758	0	0	17,758
Total			9,550,294	1,036	9,551,330	2,705,287	4,609,052	2,236,990

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 20 SPECIAL REVENUE FUNDS

Assets and Resources

Assets:

101	Cash in bank		(\$250,455.59)
102 - 106	Cash Equivalents		\$0.00
111	Investments		\$0.00
116	Capital Reserve Account		\$0.00
117	Maintenance Reserve Account		\$0.00
118	Emergency Reserve Account		\$0.00
121	Tax levy Receivable		\$0.00

Accounts Receivable:

132	Interfund	\$0.00	
141	Intergovernmental - State	\$0.00	
142	Intergovernmental - Federal	\$214,109.71	
143	Intergovernmental - Other	\$0.00	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	\$214,109.71

Loans Receivable:

131	Interfund	\$0.00	
151, 152	Other (Net of estimated uncollectable of \$_____)	\$0.00	\$0.00

Other Current Assets

\$0.00

Resources:

301	Estimated revenues	\$415,120.00	
302	Less revenues	(\$37,274.00)	\$377,846.00

Total assets and resources

\$341,500.12

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 20 SPECIAL REVENUE FUNDS

Liabilities and Fund Equity

Liabilities:			
101	Cash in bank		(\$250,455.59)
411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$0.00
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$170,578.88
	Other current liabilities		\$0.00
	Total liabilities		\$170,578.88
Fund Balance:			
Appropriated:			
753,754	Reserve for encumbrances		\$513,524.53
761	Capital reserve account - July	\$0.00	
604	Add: Increase in capital reserve	\$0.00	
307	Less: Bud. w/d cap. reserve eligible costs	\$0.00	
309	Less: Bud. w/d cap. reserve excess costs	\$0.00	\$0.00
764	Maintenance reserve account - July	\$0.00	
606	Add: Increase in maintenance reserve	\$0.00	
310	Less: Bud. w/d from maintenance reserve	\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July	\$0.00	
607	Add: Increase in cur. exp. emer. reserve	\$0.00	
312	Less: Bud. w/d from cur. exp. emer. reserve	\$0.00	\$0.00
762	Adult education programs		\$0.00
750-752,76x	Other reserves		\$0.00
601	Appropriations	\$1,758,444.33	
602	Less: Expenditures	(\$261,261.48)	
	Less: Encumbrances	(\$502,758.13)	(\$764,019.61)
	Total appropriated		\$1,507,949.25
Unappropriated:			
770	Fund balance, July 1		\$6,296.32
771	Designated fund balance		\$0.00
303	Budgeted fund balance		(\$1,343,324.33)
	Total fund balance		\$170,921.24
	Total liabilities and fund equity		<u>\$341,500.12</u>

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 20 SPECIAL REVENUE FUNDS

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$1,758,444.33	\$764,019.61	\$994,424.72
Revenues	(\$415,120.00)	(\$37,274.00)	(\$377,846.00)
Subtotal	<u>\$1,343,324.33</u>	<u>\$726,745.61</u>	<u>\$616,578.72</u>
Change in capital reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,343,324.33</u>	<u>\$726,745.61</u>	<u>\$616,578.72</u>
Change in maintenance reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,343,324.33</u>	<u>\$726,745.61</u>	<u>\$616,578.72</u>
Change in emergency reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,343,324.33</u>	<u>\$726,745.61</u>	<u>\$616,578.72</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$1,343,324.33</u>	<u>\$726,745.61</u>	<u>\$616,578.72</u>

Prepared and submitted by :

David Nose

Board Secretary

1/11/22

Date

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 20 SPECIAL REVENUE FUNDS

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
	(Total of Accounts W/O a Grid# Assigned)	0	0	0	16,416		(16,416)
00770	Total Revenues from State Sources	117,075	0	117,075	5,304	Under	111,771
00830	Total Revenues from Federal Sources	255,175	0	255,175	15,554	Under	239,621
0083A	Other	42,870	0	42,870	0	Under	42,870
	Total	415,120	0	415,120	37,274		377,846

Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
	(Total of Accounts W/O a Grid# Assigned)	517,008	109,016	626,024	112,412	258,786	254,827
85120	Total Instruction	131,946	0	131,946	39,524	92,322	100
86380	Total Support Services	27,999	0	27,999	5,237	1,047	21,715
88740	Total Federal Projects	965,125	7,350	972,475	104,089	150,603	717,783
	Total	1,642,078	116,366	1,758,444	261,261	502,758	994,425

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 20 SPECIAL REVENUE FUNDS

Revenues:	Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
	0	0	0	16,416		(16,416)
00760 20-3218 Preschool Education Aid	117,075	0	117,075	5,304	Under	111,771
00775 20-441[1-6] Title I	117,626	0	117,626	15,014	Under	102,612
00780 20-445[1-5] Title II	15,028	0	15,028	0	Under	15,028
00790 20-447[1-4] Title IV	10,941	0	10,941	540	Under	10,401
00805 20-442[0-9] I.D.E.A. Part B (Handicapped)	111,580	0	111,580	0	Under	111,580
00835 20-5200 Transfers from Operating Budget – Presch	42,870	0	42,870	0	Under	42,870
Total	415,120	0	415,120	37,274		377,846

Expenditures:	Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
	517,008	109,016	626,024	112,412	258,786	254,827
85000 20-218-100-101 Salaries of Teachers	131,746	0	131,746	39,524	92,222	0
85080 20-218-100-6__ General Supplies	200	0	200	0	100	100
86220 20-218-200-330 Other Purchased Professional Services	27,999	0	27,999	5,237	1,047	21,715
88500 20-___-___-___ Title I	130,998	666	131,664	25,529	5,217	100,918
88520 20-___-___-___ Title II	16,605	0	16,605	5,000	1,423	10,182
88560 20-___-___-___ Title IV	10,000	0	10,000	0	0	10,000
88620 20-___-___-___ I.D.E.A. Part B (Handicapped)	134,981	4,290	139,271	35,600	19,149	84,522
88642 20-224-___-___ ARP-IDEA Preschool Grant Program	1,951	0	1,951	0	0	1,951
88700 20-___-___-___ Other	0	2,394	2,394	2,394	0	0
88706 20-479-___-___ CRF Grant Program	9,274	0	9,274	9,274	0	0
88713 20-487-___-___ ARP-ESSER Grant Program	661,316	0	661,316	26,292	124,814	510,210
Total	1,642,078	116,366	1,758,444	261,261	502,758	994,425

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 30 CAPITAL PROJECTS FUNDS

Assets and Resources

Assets:

101	Cash in bank		\$916,314.73
102 - 106	Cash Equivalents		\$0.00
111	Investments		\$0.00
116	Capital Reserve Account		\$0.00
117	Maintenance Reserve Account		\$0.00
118	Emergency Reserve Account		\$0.00
121	Tax levy Receivable		\$0.00

Accounts Receivable:

132	Interfund	\$0.00	
141	Intergovernmental - State	\$0.00	
142	Intergovernmental - Federal	\$0.00	
143	Intergovernmental - Other	\$0.00	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	\$0.00

Loans Receivable:

131	Interfund	\$0.00	
151, 152	Other (Net of estimated uncollectable of \$_____)	\$0.00	\$0.00

Other Current Assets

\$0.00

Resources:

301	Estimated revenues	\$0.00	
302	Less revenues	\$0.00	\$0.00

Total assets and resources

\$916,314.73

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 30 CAPITAL PROJECTS FUNDS

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$0.00
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$0.00
	Other current liabilities		\$0.00
	Total liabilities		\$0.00

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances		\$0.00	
761	Capital reserve account - July	\$0.00		
604	Add: Increase in capital reserve	\$0.00		
307	Less: Bud. w/d cap. reserve eligible costs	\$0.00		
309	Less: Bud. w/d cap. reserve excess costs	\$0.00	\$0.00	
764	Maintenance reserve account - July	\$0.00		
606	Add: Increase in maintenance reserve	\$0.00		
310	Less: Bud. w/d from maintenance reserve	\$0.00	\$0.00	
766	Reserve for Cur. Exp. Emergencies - July	\$0.00		
607	Add: Increase in cur. exp. emer. reserve	\$0.00		
312	Less: Bud. w/d from cur. exp. emer. reserve	\$0.00	\$0.00	
762	Adult education programs		\$0.00	
750-752,76x	Other reserves		\$0.00	
601	Appropriations	\$931,424.23		
602	Less: Expenditures	(\$15,109.50)		
	Less: Encumbrances	\$0.00	(\$15,109.50)	\$916,314.73
	Total appropriated			\$916,314.73
	Unappropriated:			
770	Fund balance, July 1		\$931,424.23	
771	Designated fund balance		\$0.00	
303	Budgeted fund balance		(\$931,424.23)	
	Total fund balance			\$916,314.73
	Total liabilities and fund equity			\$916,314.73

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 30 CAPITAL PROJECTS FUNDS

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$931,424.23	\$15,109.50	\$916,314.73
Revenues	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$931,424.23</u>	<u>\$15,109.50</u>	<u>\$916,314.73</u>
Change in capital reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$931,424.23</u>	<u>\$15,109.50</u>	<u>\$916,314.73</u>
Change in maintenance reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$931,424.23</u>	<u>\$15,109.50</u>	<u>\$916,314.73</u>
Change in emergency reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$931,424.23</u>	<u>\$15,109.50</u>	<u>\$916,314.73</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$931,424.23</u>	<u>\$15,109.50</u>	<u>\$916,314.73</u>

Prepared and submitted by :

David Morse

Board Secretary

1/11/22

Date

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 30 CAPITAL PROJECTS FUNDS

Expenditures:	Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
(Total of Accounts W/O a Grid# Assigned)	0	931,424	931,424	15,110	0	916,315
Total	0	931,424	931,424	15,110	0	916,315

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 30 CAPITAL PROJECTS FUNDS

Expenditures:

	Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
	0	931,424	931,424	15,110	0	916,315
Total	0	931,424	931,424	15,110	0	916,315

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 40 DEBT SERVICE FUNDS

Assets and Resources

Assets:

101	Cash in bank		(\$81,852.59)
102 - 106	Cash Equivalents		\$0.00
111	Investments		\$0.00
116	Capital Reserve Account		\$0.00
117	Maintenance Reserve Account		\$0.00
118	Emergency Reserve Account		\$0.00
121	Tax levy Receivable		\$0.00

Accounts Receivable:

132	Interfund	\$0.00	
141	Intergovernmental - State	\$0.00	
142	Intergovernmental - Federal	\$0.00	
143	Intergovernmental - Other	\$0.00	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	\$0.00

Loans Receivable:

131	Interfund	\$0.00	
151, 152	Other (Net of estimated uncollectable of \$_____)	\$0.00	\$0.00

Other Current Assets

\$0.00

Resources:

301	Estimated revenues	\$225,023.00	
302	Less revenues	(\$94,213.24)	\$130,809.76

Total assets and resources

\$48,957.17

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 40 DEBT SERVICE FUNDS

Liabilities and Fund Equity

Liabilities:

101	Cash in bank			(\$81,852.59)
411	Intergovernmental accounts payable - state			\$0.00
421	Accounts payable			\$0.00
431	Contracts payable			\$0.00
451	Loans payable			\$0.00
481	Deferred revenues			\$0.00
	Other current liabilities			\$0.00
	Total liabilities			\$0.00

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances			\$48,956.88
761	Capital reserve account - July		\$0.00	
604	Add: Increase in capital reserve		\$0.00	
307	Less: Bud. w/d cap. reserve eligible costs		\$0.00	
309	Less: Bud. w/d cap. reserve excess costs		\$0.00	\$0.00
764	Maintenance reserve account - July		\$0.00	
606	Add: Increase in maintenance reserve		\$0.00	
310	Less: Bud. w/d from maintenance reserve		\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July		\$0.00	
607	Add: Increase in cur. exp. emer. reserve		\$0.00	
312	Less: Bud. w/d from cur. exp. emer. reserve		\$0.00	\$0.00
762	Adult education programs			\$0.00
750-752,76x	Other reserves			\$0.00
601	Appropriations		\$225,023.00	
602	Less: Expenditures	(\$176,066.12)		
	Less: Encumbrances	(\$48,956.88)	(\$225,023.00)	\$0.00
	Total appropriated			\$48,956.88
	Unappropriated:			
770	Fund balance, July 1			\$0.29
771	Designated fund balance			\$0.00
303	Budgeted fund balance			\$0.00
	Total fund balance			\$48,957.17
	Total liabilities and fund equity			<u>\$48,957.17</u>

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 40 DEBT SERVICE FUNDS

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$225,023.00	\$225,023.00	\$0.00
Revenues	(\$225,023.00)	(\$94,213.24)	(\$130,809.76)
Subtotal	<u>\$0.00</u>	<u>\$130,809.76</u>	<u>(\$130,809.76)</u>
Change in capital reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$130,809.76</u>	<u>(\$130,809.76)</u>
Change in maintenance reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$130,809.76</u>	<u>(\$130,809.76)</u>
Change in emergency reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$130,809.76</u>	<u>(\$130,809.76)</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$130,809.76</u>	<u>(\$130,809.76)</u>

Prepared and submitted by :

David Nourse

Board Secretary

1/14/22

Date

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 40 DEBT SERVICE FUNDS

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00885	Total Revenues from Local Sources	153,733	0	153,733	38,433	Under	115,300
0093A	Other	71,290	0	71,290	55,780	Under	15,510
	Total	225,023	0	225,023	94,213		130,810

Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
89660	Total Regular Debt Service	225,023	0	225,023	176,066	48,957	0
	Total	225,023	0	225,023	176,066	48,957	0

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 40 DEBT SERVICE FUNDS

Revenues:			Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00860	40-1210	Local Tax Levy	153,733	0	153,733	38,433	Under	115,300
00890	40-3160	Debt Service Aid Type II	71,290	0	71,290	55,780	Under	15,510
Total			225,023	0	225,023	94,213		130,810

Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
89600	40-701-510-834	Interest on Bonds	100,023	0	100,023	51,066	48,957	0
89620	40-701-510-910	Redemption of Principal	125,000	0	125,000	125,000	0	0
Total			225,023	0	225,023	176,066	48,957	0

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 60 ENTERPRISE FUND

Assets and Resources

Assets:

101	Cash in bank		\$101,843.22
102 - 106	Cash Equivalents		\$40,817.02
111	Investments		\$0.00
116	Capital Reserve Account		\$0.00
117	Maintenance Reserve Account		\$0.00
118	Emergency Reserve Account		\$0.00
121	Tax levy Receivable		\$0.00

Accounts Receivable:

132	Interfund	\$0.00	
141	Intergovernmental - State	(\$2,944.55)	
142	Intergovernmental - Federal	(\$24,446.24)	
143	Intergovernmental - Other	\$216,475.01	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	\$189,084.22

Loans Receivable:

131	Interfund	\$0.00	
151, 152	Other (Net of estimated uncollectable of \$_____)	\$0.00	\$0.00

Other Current Assets

\$22,842.58

Resources:

301	Estimated revenues	\$0.00	
302	Less revenues	(\$23,427.56)	(\$23,427.56)

Total assets and resources

\$331,159.48

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 60 ENTERPRISE FUND

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$44,669.80
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$0.00
	Other current liabilities		\$8,296.12
	Total liabilities		\$52,965.92

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances		\$349,384.90
761	Capital reserve account - July	\$0.00	
604	Add: Increase in capital reserve	\$0.00	
307	Less: Bud. w/d cap. reserve eligible costs	\$0.00	
309	Less: Bud. w/d cap. reserve excess costs	\$0.00	\$0.00
764	Maintenance reserve account - July	\$0.00	
606	Add: Increase in maintenance reserve	\$0.00	
310	Less: Bud. w/d from maintenance reserve	\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July	\$0.00	
607	Add: Increase in cur. exp. emer. reserve	\$0.00	
312	Less: Bud. w/d from cur. exp. emer. reserve	\$0.00	\$0.00
762	Adult education programs		\$0.00
750-752,76x	Other reserves		\$0.00
601	Appropriations	\$0.00	
602	Less: Expenditures	(\$57,329.00)	
	Less: Encumbrances	(\$193,367.01)	(\$250,696.01)
	Total appropriated		\$98,688.89
	Unappropriated:		
770	Fund balance, July 1		\$179,504.67
771	Designated fund balance		\$0.00
303	Budgeted fund balance		\$0.00
	Total fund balance		\$278,193.56
	Total liabilities and fund equity		\$331,159.48

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 60 ENTERPRISE FUND

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$0.00	\$250,696.01	(\$250,696.01)
Revenues	\$0.00	(\$23,427.56)	\$23,427.56
Subtotal	<u>\$0.00</u>	<u>\$227,268.45</u>	<u>(\$227,268.45)</u>
Change in capital reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$227,268.45</u>	<u>(\$227,268.45)</u>
Change in maintenance reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$227,268.45</u>	<u>(\$227,268.45)</u>
Change in emergency reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$227,268.45</u>	<u>(\$227,268.45)</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$227,268.45</u>	<u>(\$227,268.45)</u>

Attachment #1 - Finance Item #1

Prepared and submitted by :

David Morse

Board Secretary

11/11/22

Date

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 60 ENTERPRISE FUND

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
(Total of Accounts W/O a Grid# Assigned)		0	0	0	23,428		(23,428)
Total		0	0	0	23,428		(23,428)

Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
(Total of Accounts W/O a Grid# Assigned)		0	0	0	57,329	193,367	(250,696)
Total		0	0	0	57,329	193,367	(250,696)

Starting date 7/1/2021 Ending date 11/30/2021 Fund: 60 ENTERPRISE FUND

Revenues:

	Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
	0	0	0	23,428		(23,428)
Total	0	0	0	23,428		(23,428)

Expenditures:

	Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
	0	0	0	57,329	193,367	(250,696)
Total	0	0	0	57,329	193,367	(250,696)

Start date 12/15/2021 End date 12/15/2021

01/18/22 15:12

Budget Fund 11

11-000-211-105-00-0-0	ATTENDANCE/SOCIALWORK CLERICAL		\$273.51
CK# A08128	12/15/21	\$273.51	PAY SOMERDALE BOE PAYROLL
200000		\$273.51	07/01/21 Payroll 2021 - 2022
11-000-213-104-00-0-0	SALARY SCHOOL NURSES		\$4,315.30
CK# A08128	12/15/21	\$4,315.30	PAY SOMERDALE BOE PAYROLL
200000		\$4,315.30	07/01/21 Payroll 2021 - 2022
11-000-218-104-00-0-0	GUIDANCE SUPPORT STAFF		\$2,911.60
CK# A08128	12/15/21	\$2,911.60	PAY SOMERDALE BOE PAYROLL
200000		\$2,911.60	07/01/21 Payroll 2021 - 2022
11-000-219-104-00-0-0	CST SALARIES		\$12,156.43
CK# A08128	12/15/21	\$12,156.43	PAY SOMERDALE BOE PAYROLL
200000		\$12,156.43	07/01/21 Payroll 2021 - 2022
11-000-219-105-00-0-0	CST SUPPORT STAFF		\$1,549.91
CK# A08128	12/15/21	\$1,549.91	PAY SOMERDALE BOE PAYROLL
200000		\$1,549.91	07/01/21 Payroll 2021 - 2022
11-000-221-102-00-0-0	CURRICULUM-SUPERVISOR		\$3,600.96
CK# A08128	12/15/21	\$3,600.96	PAY SOMERDALE BOE PAYROLL
200000		\$3,600.96	07/01/21 Payroll 2021 - 2022
11-000-221-105-00-0-0	CURRICULUM SECRETARY SALARY		\$2,114.04
CK# A08128	12/15/21	\$2,114.04	PAY SOMERDALE BOE PAYROLL
200000		\$2,114.04	07/01/21 Payroll 2021 - 2022
11-000-222-104-00-0-0	LIBRARIAN/MEDIA CENTER SALARY		\$4,436.60
CK# A08128	12/15/21	\$4,436.60	PAY SOMERDALE BOE PAYROLL
200000		\$4,436.60	07/01/21 Payroll 2021 - 2022
11-000-230-100-00-0-0	ADMIN-SUPERINTENDENT		\$6,050.82
CK# A08128	12/15/21	\$6,050.82	PAY SOMERDALE BOE PAYROLL
200000		\$6,050.82	07/01/21 Payroll 2021 - 2022
11-000-230-105-00-0-0	ADMIN-SUPPORT STAFF		\$2,655.38
CK# A08128	12/15/21	\$2,655.38	PAY SOMERDALE BOE PAYROLL
200000		\$2,655.38	07/01/21 Payroll 2021 - 2022
11-000-230-530-00-0-0	COMMUNICATIONS/TELEPHONE		\$60.00
CK# A08128	12/15/21	\$60.00	PAY SOMERDALE BOE PAYROLL
200002		\$60.00	07/01/21 Phone
11-000-240-103-00-0-0	SALARIES OF PRINCIPALS & VP		\$4,281.91
CK# A08128	12/15/21	\$4,281.91	PAY SOMERDALE BOE PAYROLL
200000		\$4,281.91	07/01/21 Payroll 2021 - 2022
11-000-251-104-00-0-0	CENTRAL SERVICES-SBA		\$3,967.50
CK# A08128	12/15/21	\$3,967.50	PAY SOMERDALE BOE PAYROLL
200000		\$3,967.50	07/01/21 Payroll 2021 - 2022

Finance - Att. #2 A

Start date 12/15/2021 End date 12/15/2021

01/18/22 15:12

Budget Fund 11

11-000-251-105-00-0-0	CENTRAL SERVICES SUPPORT STAFF	\$1,737.85
CK# A08128	12/15/21 \$1,737.85 PAY SOMERDALE BOE PAYROLL	
200000	\$1,737.85 07/01/21 Payroll 2021 - 2022	
11-000-252-104-00-0-0	INFORMATION TECHNOLOGY SALARY	\$4,467.25
CK# A08128	12/15/21 \$4,467.25 PAY SOMERDALE BOE PAYROLL	
200000	\$4,467.25 07/01/21 Payroll 2021 - 2022	
11-110-100-101-00-0-0	KINDERGARTEN TEACHER SALARIES	\$12,249.25
CK# A08128	12/15/21 \$12,249.25 PAY SOMERDALE BOE PAYROLL	
200000	\$12,249.25 07/01/21 Payroll 2021 - 2022	
11-120-100-101-00-0-0	1-5 GRADE TEACHER SALARIES	\$13,662.60
CK# A08128	12/15/21 \$13,662.60 PAY SOMERDALE BOE PAYROLL	
200000	\$13,662.60 07/01/21 Payroll 2021 - 2022	
11-120-100-101-01-0-0	1ST GRADE TEACHER SALARIES	\$11,063.50
CK# A08128	12/15/21 \$11,063.50 PAY SOMERDALE BOE PAYROLL	
200000	\$11,063.50 07/01/21 Payroll 2021 - 2022	
11-120-100-101-02-0-0	2ND GRADE TEACHER SALARIES	\$6,397.30
CK# A08128	12/15/21 \$6,397.30 PAY SOMERDALE BOE PAYROLL	
200000	\$6,397.30 07/01/21 Payroll 2021 - 2022	
11-120-100-101-03-0-0	3RD GRADE TEACHER SALARIES	\$11,159.85
CK# A08128	12/15/21 \$11,159.85 PAY SOMERDALE BOE PAYROLL	
200000	\$11,159.85 07/01/21 Payroll 2021 - 2022	
11-120-100-101-04-0-0	4TH GRADE TEACHER SALARIES	\$8,044.80
CK# A08128	12/15/21 \$8,044.80 PAY SOMERDALE BOE PAYROLL	
200000	\$8,044.80 07/01/21 Payroll 2021 - 2022	
11-120-100-101-05-0-0	5TH GRADE TEACHER SALARIES	\$9,383.50
CK# A08128	12/15/21 \$9,383.50 PAY SOMERDALE BOE PAYROLL	
200000	\$9,383.50 07/01/21 Payroll 2021 - 2022	
11-130-100-101-00-0-0	6-8 GRADE TEACHER SALARIES	\$13,996.00
CK# A08128	12/15/21 \$13,996.00 PAY SOMERDALE BOE PAYROLL	
200000	\$13,996.00 07/01/21 Payroll 2021 - 2022	
11-130-100-101-10-0-0	MATH TEACHERS SALARIES	\$10,879.65
CK# A08128	12/15/21 \$10,879.65 PAY SOMERDALE BOE PAYROLL	
200000	\$10,879.65 07/01/21 Payroll 2021 - 2022	
11-130-100-101-15-0-0	LANG ARTS TEACHERS SALARIES	\$11,609.75
CK# A08128	12/15/21 \$11,609.75 PAY SOMERDALE BOE PAYROLL	
200000	\$11,609.75 07/01/21 Payroll 2021 - 2022	
11-130-100-101-20-0-0	SCIENCE TEACHERS SALARIES	\$7,254.80
CK# A08128	12/15/21 \$7,254.80 PAY SOMERDALE BOE PAYROLL	
200000	\$7,254.80 07/01/21 Payroll 2021 - 2022	

Finance - Att. # 2 A

Start date 12/15/2021 End date 12/15/2021

01/18/22 15:12

Budget Fund 11

11-130-100-101-25-0-0	SOC STUDIES TEACHERS SALARIES	\$5,840.55
CK# A08128	12/15/21 \$5,840.55 PAY SOMERDALE BOE PAYROLL	
200000	\$5,840.55 07/01/21 Payroll 2021 - 2022	
11-213-100-101-00-0-0	SPEC ED-RESOURCE ROOM	\$20,345.20
CK# A08128	12/15/21 \$20,345.20 PAY SOMERDALE BOE PAYROLL	
200000	\$20,345.20 07/01/21 Payroll 2021 - 2022	
11-219-100-101-00-0-0	SPEC ED HOME INSTR SALARIES	\$240.00
CK# A08128	12/15/21 \$240.00 PAY SOMERDALE BOE PAYROLL	
200000	\$240.00 07/01/21 Payroll 2021 - 2022	
11-230-100-101-00-0-0	BASIC SKILLS TEACHERS SALARIES	\$8,399.80
CK# A08128	12/15/21 \$8,399.80 PAY SOMERDALE BOE PAYROLL	
200000	\$8,399.80 07/01/21 Payroll 2021 - 2022	
11-401-100-100-00-0-0	CO-CURRICULAR ACTIVITES SALARY	\$807.50
CK# A08128	12/15/21 \$807.50 PAY SOMERDALE BOE PAYROLL	
200000	\$807.50 07/01/21 Payroll 2021 - 2022	
	Total for this fund	\$205,913.11

Finance - Att. # 2 A

Start date 12/15/2021 End date 12/15/2021

01/18/22 15:12

Budget Fund 20

20-218-100-101-00-0-0 PRESCHOOL SALARIES \$6,587.30

CK# A08128 12/15/21 \$6,587.30 PAY SOMERDALE BOE PAYROLL
200000 \$6,587.30 07/01/21 Payroll 2021 - 2022

20-484-100-100-00-0-0 LEARNING ACC. Instruct. Sal. \$228.00

CK# A08128 12/15/21 \$228.00 PAY SOMERDALE BOE PAYROLL
200000 \$228.00 07/01/21 Payroll 2021 - 2022

Total for this fund \$6,815.30

Total for Report \$212,728.41

Finance - Att #2 A

Start date 12/23/2021 End date 12/23/2021

01/18/22 15:13

Budget Fund 11

11-000-211-105-00-0-0	ATTENDANCE/SOCIALWORK CLERICAL	\$273.51
CK# A08129	12/23/21 \$273.51 PAY SOMERDALE BOE PAYROLL	
200000	\$273.51 07/01/21 Payroll 2021 - 2022	
11-000-213-104-00-0-0	SALARY SCHOOL NURSES	\$4,315.30
CK# A08129	12/23/21 \$4,315.30 PAY SOMERDALE BOE PAYROLL	
200000	\$4,315.30 07/01/21 Payroll 2021 - 2022	
11-000-217-110-00-0-0	EXTRAORDIANRY SERVICE STIPENDS	\$2,000.00
CK# A08129	12/23/21 \$2,000.00 PAY SOMERDALE BOE PAYROLL	
200000	\$2,000.00 07/01/21 Payroll 2021 - 2022	
11-000-218-104-00-0-0	GUIDANCE SUPPORT STAFF	\$2,911.60
CK# A08129	12/23/21 \$2,911.60 PAY SOMERDALE BOE PAYROLL	
200000	\$2,911.60 07/01/21 Payroll 2021 - 2022	
11-000-219-104-00-0-0	CST SALARIES	\$12,156.43
CK# A08129	12/23/21 \$12,156.43 PAY SOMERDALE BOE PAYROLL	
200000	\$12,156.43 07/01/21 Payroll 2021 - 2022	
11-000-219-105-00-0-0	CST SUPPORT STAFF	\$1,549.91
CK# A08129	12/23/21 \$1,549.91 PAY SOMERDALE BOE PAYROLL	
200000	\$1,549.91 07/01/21 Payroll 2021 - 2022	
11-000-221-102-00-0-0	CURRICULUM-SUPERVISOR	\$3,600.96
CK# A08129	12/23/21 \$3,600.96 PAY SOMERDALE BOE PAYROLL	
200000	\$3,600.96 07/01/21 Payroll 2021 - 2022	
11-000-221-105-00-0-0	CURRICULUM SECRETARY SALARY	\$2,114.04
CK# A08129	12/23/21 \$2,114.04 PAY SOMERDALE BOE PAYROLL	
200000	\$2,114.04 07/01/21 Payroll 2021 - 2022	
11-000-222-104-00-0-0	LIBRARIAN/MEDIA CENTER SALARY	\$4,436.60
CK# A08129	12/23/21 \$4,436.60 PAY SOMERDALE BOE PAYROLL	
200000	\$4,436.60 07/01/21 Payroll 2021 - 2022	
11-000-230-100-00-0-0	ADMIN-SUPERINTENDENT	\$6,050.82
CK# A08129	12/23/21 \$6,050.82 PAY SOMERDALE BOE PAYROLL	
200000	\$6,050.82 07/01/21 Payroll 2021 - 2022	
11-000-230-105-00-0-0	ADMIN-SUPPORT STAFF	\$2,655.38
CK# A08129	12/23/21 \$2,655.38 PAY SOMERDALE BOE PAYROLL	
200000	\$2,655.38 07/01/21 Payroll 2021 - 2022	
11-000-230-530-00-0-0	COMMUNICATIONS/TELEPHONE	\$60.00
CK# A08129	12/23/21 \$60.00 PAY SOMERDALE BOE PAYROLL	
200002	\$60.00 07/01/21 Phone	
11-000-240-103-00-0-0	SALARIES OF PRINCIPALS & VP	\$4,281.91
CK# A08129	12/23/21 \$4,281.91 PAY SOMERDALE BOE PAYROLL	
200000	\$4,281.91 07/01/21 Payroll 2021 - 2022	

Finance - Att. # 2 b

Start date 12/23/2021 End date 12/23/2021

01/18/22 15:13

Budget Fund 11

11-000-251-104-00-0-0	CENTRAL SERVICES-SBA	\$3,967.50
CK# A08129	12/23/21 \$3,967.50 PAY SOMERDALE BOE PAYROLL	
200000	\$3,967.50 07/01/21 Payroll 2021 - 2022	
11-000-251-105-00-0-0	CENTRAL SERVICES SUPPORT STAFF	\$1,984.75
CK# A08129	12/23/21 \$1,984.75 PAY SOMERDALE BOE PAYROLL	
200000	\$1,984.75 07/01/21 Payroll 2021 - 2022	
11-000-252-104-00-0-0	INFORMATION TECHNOLOGY SALARY	\$4,467.25
CK# A08129	12/23/21 \$4,467.25 PAY SOMERDALE BOE PAYROLL	
200000	\$4,467.25 07/01/21 Payroll 2021 - 2022	
11-000-291-290-00-0-0	OTHER EMPLOYEE BENEFITS	\$106,178.46
CK# A08129	12/23/21 \$106,178.46 PAY SOMERDALE BOE PAYROLL	
200000	\$106,178.46 07/01/21 Payroll 2021 - 2022	
11-110-100-101-00-0-0	KINDERGARTEN TEACHER SALARIES	\$12,249.25
CK# A08129	12/23/21 \$12,249.25 PAY SOMERDALE BOE PAYROLL	
200000	\$12,249.25 07/01/21 Payroll 2021 - 2022	
11-120-100-101-00-0-0	1-5 GRADE TEACHER SALARIES	\$13,662.60
CK# A08129	12/23/21 \$13,662.60 PAY SOMERDALE BOE PAYROLL	
200000	\$13,662.60 07/01/21 Payroll 2021 - 2022	
11-120-100-101-01-0-0	1ST GRADE TEACHER SALARIES	\$11,063.50
CK# A08129	12/23/21 \$11,063.50 PAY SOMERDALE BOE PAYROLL	
200000	\$11,063.50 07/01/21 Payroll 2021 - 2022	
11-120-100-101-02-0-0	2ND GRADE TEACHER SALARIES	\$6,397.30
CK# A08129	12/23/21 \$6,397.30 PAY SOMERDALE BOE PAYROLL	
200000	\$6,397.30 07/01/21 Payroll 2021 - 2022	
11-120-100-101-03-0-0	3RD GRADE TEACHER SALARIES	\$11,159.85
CK# A08129	12/23/21 \$11,159.85 PAY SOMERDALE BOE PAYROLL	
200000	\$11,159.85 07/01/21 Payroll 2021 - 2022	
11-120-100-101-04-0-0	4TH GRADE TEACHER SALARIES	\$8,044.80
CK# A08129	12/23/21 \$8,044.80 PAY SOMERDALE BOE PAYROLL	
200000	\$8,044.80 07/01/21 Payroll 2021 - 2022	
11-120-100-101-05-0-0	5TH GRADE TEACHER SALARIES	\$9,383.50
CK# A08129	12/23/21 \$9,383.50 PAY SOMERDALE BOE PAYROLL	
200000	\$9,383.50 07/01/21 Payroll 2021 - 2022	
11-130-100-101-00-0-0	6-8 GRADE TEACHER SALARIES	\$13,996.00
CK# A08129	12/23/21 \$13,996.00 PAY SOMERDALE BOE PAYROLL	
200000	\$13,996.00 07/01/21 Payroll 2021 - 2022	
11-130-100-101-10-0-0	MATH TEACHERS SALARIES	\$10,879.65
CK# A08129	12/23/21 \$10,879.65 PAY SOMERDALE BOE PAYROLL	
200000	\$10,879.65 07/01/21 Payroll 2021 - 2022	

Financed - ATT # 2b

Start date 12/23/2021 End date 12/23/2021

01/18/22 15:13

Budget Fund 11

11-130-100-101-15-0-0	LANG ARTS TEACHERS SALARIES	\$11,609.75
CK# A08129	12/23/21 \$11,609.75 PAY SOMERDALE BOE PAYROLL	
200000	\$11,609.75 07/01/21 Payroll 2021 - 2022	
11-130-100-101-20-0-0	SCIENCE TEACHERS SALARIES	\$7,254.80
CK# A08129	12/23/21 \$7,254.80 PAY SOMERDALE BOE PAYROLL	
200000	\$7,254.80 07/01/21 Payroll 2021 - 2022	
11-130-100-101-25-0-0	SOC STUDIES TEACHERS SALARIES	\$5,840.55
CK# A08129	12/23/21 \$5,840.55 PAY SOMERDALE BOE PAYROLL	
200000	\$5,840.55 07/01/21 Payroll 2021 - 2022	
11-150-100-101-00-0-0	REG ED HOME INSTR SALARIES	\$680.00
CK# A08129	12/23/21 \$680.00 PAY SOMERDALE BOE PAYROLL	
200000	\$680.00 07/01/21 Payroll 2021 - 2022	
11-213-100-101-00-0-0	SPEC ED-RESOURCE ROOM	\$20,345.20
CK# A08129	12/23/21 \$20,345.20 PAY SOMERDALE BOE PAYROLL	
200000	\$20,345.20 07/01/21 Payroll 2021 - 2022	
11-219-100-101-00-0-0	SPEC ED HOME INSTR SALARIES	\$400.00
CK# A08129	12/23/21 \$400.00 PAY SOMERDALE BOE PAYROLL	
200000	\$400.00 07/01/21 Payroll 2021 - 2022	
11-230-100-101-00-0-0	BASIC SKILLS TEACHERS SALARIES	\$8,399.80
CK# A08129	12/23/21 \$8,399.80 PAY SOMERDALE BOE PAYROLL	
200000	\$8,399.80 07/01/21 Payroll 2021 - 2022	
11-401-100-100-00-0-0	CO-CURRICULAR ACTIVITES SALARY	\$2,076.00
CK# A08129	12/23/21 \$2,076.00 PAY SOMERDALE BOE PAYROLL	
200000	\$2,076.00 07/01/21 Payroll 2021 - 2022	
	Total for this fund	\$316,446.97

Finance - ATT #2b

Start date 12/23/2021 End date 12/23/2021

01/18/22 15:13

Budget Fund 20

20-218-100-101-00-0-0 PRESCHOOL SALARIES \$6,587.30

CK# A08129 12/23/21 \$6,587.30 PAY SOMERDALE BOE PAYROLL
200000 \$6,587.30 07/01/21 Payroll 2021 - 2022

20-484-100-100-00-0-0 LEARNING ACC. Instruct. Sal. \$266.00

CK# A08129 12/23/21 \$266.00 PAY SOMERDALE BOE PAYROLL
200000 \$266.00 07/01/21 Payroll 2021 - 2022

Total for this fund \$6,853.30

Total for Report \$323,300.27

Starting date 1/14/2022 Ending date 1/14/2022

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
024444	01/14/22		H010	Amazing Transformations, LLC		1,035.00
	200197	07/19/21		BCBA Services		\$1,035.00
		11-000-217-320-00-0-0		10672	01/14/22	\$1,035.00
024445	01/14/22		1017	AMERIHEALTH INSURANCE CO OF NJ		80,355.46
	200120	07/12/21		Medical benefits		\$80,355.46
		11-000-291-270-00-0-0		Jan 2022	01/14/22	\$80,355.46
024446	01/14/22		0220	Benecard Services, LLC		41,377.46
	200121	07/12/21		Prescription benefits		\$41,377.46
		11-000-291-270-00-0-0		Jan 2022	01/14/22	\$41,377.46
024447	01/14/22		0148	Collingswood Public Schools		4,686.80
	200248	09/01/21		RW Tuition		\$2,326.10
		11-000-100-562-00-0-0		22-00034	01/14/22	\$2,326.10
	200283	09/20/21		RW 1-1 aide		\$2,360.70
		11-213-100-320-00-0-0		22-00063	01/14/22	\$2,360.70
024448	01/14/22		1103	DELTA DENTAL		3,736.34
	200119	07/12/21		Dental benefits		\$3,736.34
		11-000-291-270-00-0-0		Jan 2022	01/14/22	\$3,736.34
024449	01/14/22		0120	Direct Energy Business		1,627.11
	200155	07/12/21		Gas		\$1,627.11
		11-000-262-621-00-0-0		HS12795887	01/14/22	\$1,627.11
024450	01/14/22		N216	Educational Services Unit of BCSSSD		903.90
	200175	07/19/21		AAC Services		\$903.90
		11-000-217-320-00-0-0		Nov 2021	01/14/22	\$903.90
024452	01/14/22		1140	GCSSSD		595.00
	200323	10/08/21		Out of county fee		\$595.00
		11-000-100-565-00-0-0		2V2020	01/14/22	\$595.00
024453	01/14/22		L298	General Healthcare Resources, LLC		2,869.00
	200169	07/14/21		OT-Services		\$494.00
		11-000-216-320-00-0-0		503600	01/14/22	\$494.00
	200182	07/14/21		Speech-Services		\$2,375.00
		11-000-216-320-00-0-0		503600	01/14/22	\$2,375.00
024454	01/14/22		1173	Home Depot		664.01
	200389	10/27/21		Calcium & Spreader;Peg		\$664.01
		11-000-263-610-00-0-0		Jan 2022	01/14/22	\$664.01
024455	01/14/22		A483	Interpreters Unlimited, Inc.		31.25
	200232	08/17/21		Interpreter services		\$31.25
		11-000-219-320-00-0-0		294043	01/14/22	\$31.25
024457	01/14/22		2254	KDI, INC,		165.66
	200153	07/12/21		Color Copier Overage		\$165.66
		11-190-100-440-00-0-0		1124246	01/14/22	\$165.66
024459	01/14/22		2187	NATIONAL VISION ADMINISTRATORS, LLC		445.05
	200122	07/12/21		Vision benefits		\$445.05
		11-000-291-270-00-0-0		4383765	01/14/22	\$445.05
024460	01/14/22		1251	NJ AMERICAN WATER CO INC		1,283.19
	200148	07/12/21		water		\$1,283.19
		11-000-262-490-00-0-0		1-14-2022	01/14/22	\$1,283.19

Financed - #2

Starting date 1/14/2022

Ending date 1/14/2022

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
024462	01/14/22		I178	Northeast Plumbing Services		486.80
	200399	10/29/21		E wing bathroom;Peg		\$486.80
		11-000-261-420-00-0-0	9916		01/14/22	\$486.80
024464	01/14/22		1297	PSE&G		10,936.88
	200157	07/12/21		Electric		\$10,936.88
		11-000-262-622-00-0-0		Jan 2022	01/14/22	\$10,936.88
024466	01/14/22		1359	SOUTH JERSEY GAS CO.		4,104.74
	200156	07/12/21		Gas		\$4,104.74
		11-000-262-621-00-0-0		Dec 2021	01/14/22	\$4,104.74
024467	01/14/22		X744	Virtua Health, Inc.		1,437.75
	200170	07/14/21		PT Services; Laura		\$1,437.75
		11-000-216-320-00-0-0	3179		01/14/22	\$1,437.75
024468	01/14/22		1495	WADE, LONG, WOOD, & LONG LLC		1,806.00
	200160	07/12/21		Legal services		\$1,806.00
		11-000-230-331-00-0-0	30941		01/14/22	\$1,806.00

Finance #2 - C

Starting date 1/14/2022

Ending date 1/14/2022

Fund Totals

11	GENERAL CURRENT EXPENSE	\$158,547.40
	Total for all checks listed	\$158,547.40

Prepared and submitted by: _____
Board Secretary

Date

Finance #20

Starting date 1/14/2022 Ending date 1/14/2022

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
024451	01/14/22		Z438	Gabriel Alessi		214.50
	200473	01/12/22		Promethean Board Installation		\$214.50
			20-483-200-500-00-0-0	Timesheet	01/14/22	\$214.50
024456	01/14/22		A974	Jake Cominsky		77.25
	200472	01/12/22		Promethean Board Installation		\$77.25
			20-483-200-500-00-0-0	Timesheet	01/14/22	\$77.25
024461	01/14/22		1511	NJASL		160.00
	200355	10/20/21		MB Workshop		\$160.00
			20-270-200-500-00-0-0	10242	01/14/22	\$160.00
024463	01/14/22		H680	Patrick Glatz		217.50
	200475	01/13/22		Promethean Board Installations		\$217.50
			20-483-200-300-00-0-0	Timesheet	01/14/22	\$217.50
024465	01/14/22		1336	School Specialty, LLC		744.15
	200387	10/26/21		classroom furniture; m durand		\$744.15
			20-251-100-600-00-0-0		01/14/22	\$744.15

Finance - #2 D

Starting date 1/14/2022

Ending date 1/14/2022

Fund Totals

20	SPECIAL REVENUE FUNDS	\$1,413.40
	Total for all checks listed	\$1,413.40

Prepared and submitted by: _____
Board Secretary

Date

Finney - #20

Starting date 1/14/2022

Ending date 1/14/2022

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
001050	H 01/14/22		S239	Landberg Construction LLC	Landberg Check 001050	254,625.00
	200481	01/13/22		Parking Lot, 12/22/21 Invoice		\$254,625.00
		30-000-418-710-00-0-0		Pay App2	01/14/22	\$254,625.00
024458	V 01/14/22	01/14/22	S239	Landberg Construction LLC		
	200481	01/13/22		Parking Lot, 12/22/21 Invoice		
		30-000-418-710-00-0-0		Pay App 2	01/14/22	(\$254,625.00)
		30-000-418-710-00-0-0		Pay App 2	01/14/22	\$254,625.00

Fund Totals

30 CAPITAL PROJECTS FUNDS \$254,625.00
 Total for all checks listed \$254,625.00

Prepared and submitted by: _____ Date _____
Board Secretary

Financi # 2 E

HIBster Report
All Incidents
Somerdale Park School
Date Created: 1/14/2022

226353_SPS_12162021

Tracking #:	226353_SPS_12162021	Date Entered:	12/16/2021
Incident Date:	12/10/2021	School:	Somerdale Park School
Incident Time:	11:30 AM	Investigation Type:	HIB

Type:

The student knowingly engaged in bullying behavior but was not aware of the potential negative impact on the victim

Classification:

Teasing

Location:

Classroom

Evidence:

None

Motivation:

Appearance, Weight

Conclusion:

Founded For All Alleged Offenders

Effects of HIB:

Substantially disrupted or interfered with orderly operation of school or rights of other students

Victim was in fear of physical or emotional harm or damage to personal property

Insulted or demeaned a student or a group of students

Interfered with victim's education

Created a hostile educational environment by severely or pervasively causing physical or emotional harm to student

Submitted to BOE? Yes, 1/20/2022

.....

HIBster Report
All Incidents
Somerdale Park School
Date Created: 1/14/2022

226403_SPS_12162021

Tracking #:	226403_SPS_12162021	Date Entered:	12/16/2021
Incident Date:	12/14/2021	School:	Somerdale Park School
Incident Time:	12:45 PM	Investigation Type:	HIB

Type:

The student knowingly engaged in racist, homophobic, or other stereotyping behavior with the specific objective of hurting, intimidating, or harassing another student

Classification:

Mocking, Offensive Comments

Location:

Classroom

Evidence:

None

Motivation:

Appearance, Race or Ethnic Origin

Conclusion:

Founded For All Alleged Offenders

Effects of HIB:

Substantially disrupted or interfered with orderly operation of school or rights of other students

Offender knew action would physically or emotionally cause harm to the victim or damage to the victim's property

Victim was in fear of physical or emotional harm or damage to personal property

Insulted or demeaned a student or a group of students

Interfered with victim's education

Created a hostile educational environment by severely or pervasively causing physical or emotional harm to student

Submitted to BOE? Yes, 1/20/2022



Student Safety Data System

07 CAMDEN

4790 SOMERDALE BORO

District-level User: FORD

January 12, 2022

Your Student Safety Data System report to the NJDOE has been successfully certified for Report Period 1.

Report Period 1 (September 1 - December 31, 2021)

School Name	Incidents*	Other Incidents Leading to Removal	HIB Alleged	HIB Trainings	HIB Programs
020-Somerdale Park School	14	1	5	6	11
District-Wide				0	0

** Violence, Vandalism, Substances, Weapons and HIB Confirmed*

Confirmation of District Certification	
First Name: ROBERT	Last Name: FORD
Position Title: Other District-level Administrator	

[Print](#)

[Back to Main Menu](#)

[Logout](#)

E-Mail: ssds@doe.nj.gov

Attachment #4 - Reports Item #1c

Summary for 020-Somerdale Park School

Report Period 1 (September 1 - December 31, 2021)	
Incidents(Violence, Vandalism, Substances, Weapons and HIB Confirmed)	14
Other Incidents Leading to Removal	1
HIB Alleged	5
HIB Trainings	6
HIB Programs	11
Official School Data Submission	
First Name: ROBERT	Last Name: FORD
Position Title: Other School-level Administrator	

Cancel and go back

E-Mail: ssds@doe.nj.gov

Attachment #5 - Reports Item #1c

COVID-19 Exposure Risk Assessment Template for Patients in Post-acute Care Settings



This document has been significantly updated to align with current public health guidance.

Rapid identification of patients/residents who may have been exposed to a case of COVID-19 is an important control measure in post-acute care settings. This tool may be used to assess exposure risk and inform recommended infection prevention and control interventions to curb the transmission of SARS-CoV-2. This risk assessment may be adapted as appropriate depending on settings and resource availability. **This risk assessment should NOT be used to assess new admissions, readmissions, or asymptomatic individuals who have clinically recovered from SARS-CoV-2 infection confirmed with a viral diagnostic test in the last 90 days.** *

* Individuals who remain asymptomatic, have met the criteria for discontinuation of transmission-based precautions for SARS-CoV-2 infection, and it has been <3 months after the date of symptom onset or positive viral test (for asymptomatic) of prior infection generally require no further restrictions based on their history of COVID-19. Consideration needs to be given to determine whether there is concern that there may have been a false positive viral test, whether the patient/resident is immunocompromised, and whether there is evidence of exposure to a novel SARS-CoV-2 variant. If a patient/resident experience new signs or symptoms consistent with COVID-19 and an evaluation fails to identify a diagnosis other than SARS-CoV-2 infection (e.g., influenza), then repeat viral diagnostic testing and isolation may be warranted even if they have clinically recovered within 3 months. **Additionally, healthcare facilities should continue to follow the infection prevention and control recommendations for unvaccinated individuals when caring for fully vaccinated individuals with moderate to severe immunocompromise due to a medical condition or receiving immunosuppressive medications or treatments.** This includes using transmission-based precautions for those who have had close contact with someone with SARS-CoV-2 infection.

Facilities must permit patients/residents to leave the facility as they choose. **In most circumstances, quarantine is not recommended for unvaccinated patients/residents who leave the facility for <24 hours and do not have close contact with a SARS-CoV-2 positive person.** However, all symptomatic patients/residents, regardless of vaccination status, should be isolated to identify if the clinical presentation is due to a communicable infectious disease. Quarantine is no longer recommended for fully vaccinated asymptomatic patients/residents if they have **not** had prolonged close contact with someone who is SARS-CoV-2 positive in the previous 14 days. Patients/residents who leave the facility for ≥ 24 hours should generally be managed as a readmission in which facilities should have a plan for proper management. Facilities are strongly encouraged to establish regular communication between medical facilities sending or receiving patients/residents and the patient/resident themselves to notify of suspected or confirmed exposures to SARS-CoV-2 infection.

The risk assessment should be well documented to include the reasons for a placement decision and may include evaluation of the following:

- SARS-CoV-2 viral test results within the 90-day timeframe
- Frequency of potential exposures
- Transportation mode and potential for exposures during transportation

- Adherence to physical distancing and source control of others who interacted with the patient/resident
- The degree to which the patient/resident can maintain and adhere to adequate physical distancing, hand hygiene, and well-fitting source control (if applicable)
- The degree to which the immune system of the patient/resident is compromised
- Risks and benefits of physically moving the patient/resident

For any patient/resident taking a trip outside of the facility, the facility should:

- Educate the patient/resident and others (e.g., transport personnel, friends, family) on appropriate infection prevention precautions (e.g., vaccination, well-fitting source control, physical distancing) and the importance of encouraging those around them to do the same. Additional resources are available at the Agency for Healthcare Research and Quality's *Teach Back: Interventions* at <https://www.ahrq.gov/patient-safety/reports/engage/interventions/teachback.html>.
 - NOTE: People who received a primary mRNA COVID-19 vaccine series and are residents ages 18 years and older of long-term care settings should receive a booster shot at least 6 months after completing the primary series (which may include an additional primary dose in persons with moderate to severe immunocompromise). Refer to CDC COVID-19 Vaccine Booster Shots at <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/booster-shot.html>.
- Provide the patient/resident with any items needed to follow infection prevention recommendations (e.g., hand sanitizer, well-fitting source control).
- Continue routine active monitoring of patient/resident upon their return for fever and symptoms consistent with COVID-19. Continue daily monitoring.
- Follow the facility-specific protocol regarding the management of patients/residents who take trips outside of the facility. Consider the *Appendix: Risk Assessment Decision Tree* at the end of this document.
- Consider the use of a private room or cohorting of patients/residents who frequently leave the facility. A facility may opt to test unvaccinated patients/residents without signs or symptoms if they leave the facility frequently or for a prolonged length of time, such as over 24 hours.

Additional information and resources to support COVID-19 prevention and containment refer to NJDOH *COVID-19: Information for Healthcare Professionals* at https://www.nj.gov/health/cd/topics/covid2019_healthcare.shtml.

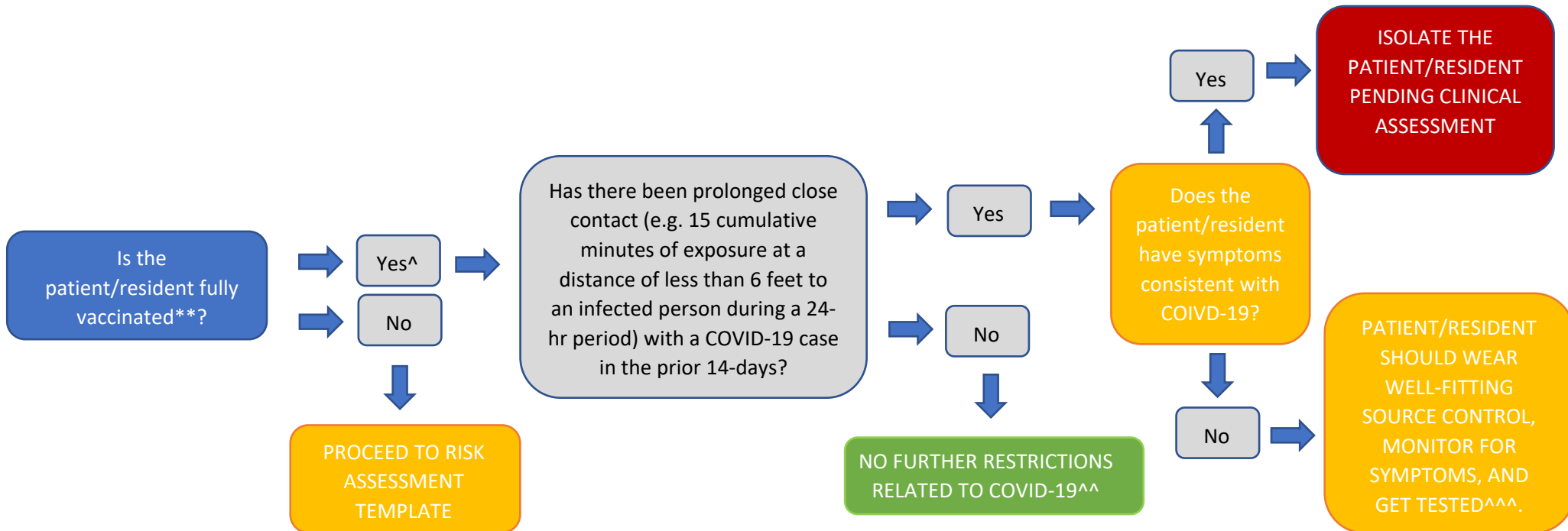
See next page for *Appendix: Risk Assessment Template Decision Tree*

Appendix: Risk Assessment Template Decision Tree

Date of assessment: _____ Facility name: _____

Patient/resident name: _____ Unit/room: _____

Determination: Quarantine No further restrictions related to COVID-19 Proceed to risk assessment template Monitor and testing



**“Fully vaccinated” refers to a person who is ≥ 2 weeks after receipt of the second dose in a 2-dose series (Pfizer-BioNTech and Moderna), or ≥ 2 weeks after receipt of the single-dose Janssen Vaccine, per the CDC Public Health Recommendations for Vaccinated Persons [at https://www.cdc.gov/vaccines/covid-19/info-by-product/clinical-considerations.html](https://www.cdc.gov/vaccines/covid-19/info-by-product/clinical-considerations.html).

^ Healthcare facilities should continue to follow the infection prevention and control recommendations for unvaccinated individuals when caring for fully vaccinated individuals with moderate to severe immunocompromise due to a medical condition or receipt of immunosuppressive medications or treatments. This includes use of transmission-based precautions for those that have had close contact to someone with SARS-CoV-2 infection.


^^ Further assessment of risk may be indicated based on the patient/resident encounter(s), purpose of the outing, and adherence to general infection prevention and control measures to identify if there has been close contact with an individual who is positive for SARS-CoV-2 infection.

^^^ Testing is recommended immediately (but not earlier than 2 days after the exposure) and, if negative, again 5–7 days **after the exposure**.

Directions: For residents who are *unvaccinated*, answer the questions below by placing a check mark in the appropriate column. If the patient/resident is unable to provide the necessary information, staff may need to contact the family of the patient/resident, transport services, or any other contact to identify risk of exposure to SARS-CoV-2. **This should NOT be used to assess new admissions, readmissions, fully vaccinated asymptomatic residents or asymptomatic individuals who have recovered from SARS-CoV-2 infection that was confirmed with a viral diagnostic test in the last 90 days*.**

Date of assessment: _____ Facility name: _____
 Patient/resident name: _____ Unit/room: _____
 Hemodialysis (Y/N) : _____ Destination: _____
 Staff member initials: _____ Total time outside the facility: _____
 Date out of the facility: _____

If you answer yes to any of the questions, the patient/resident may be considered at increased risk for SARS-CoV-2 exposure. The facility should consider additional assessment if needed and/or continue to quarantine the individual for 14 days from the last date of known or suspected exposure.

Current COVID-19 activity	Yes	No
Did the patient/resident travel to an area with <i>High - Substantial</i> community transmission? <i>Refer to CDC COVID Data Tracker at https://covid.cdc.gov/covid-data-tracker/#county-view</i>		
General risk assessment		
Did the patient/resident have close contact ¹ with someone with confirmed SARS-CoV-2 infection or who had symptoms ² consistent with COVID-19 while away from the facility?		
If yes, STOP – Quarantine the patient/resident for 14 days, provide care using full COVID-19 recommended PPE and test immediately (but not earlier than 2 days after the exposure) and, if negative, again 5–7 days after the exposure.		
Did the patient/resident fail to wear well-fitting source control at all times (except for eating or drinking) while away from the facility?		
Aside from healthcare interactions, did the patient/resident spend time (≥ 15 cumulative minutes within 24-hours) indoors in a public place or business within 6 feet of persons who were not using well-fitting cloth or disposable masks for source control?		
Did the patient/resident fail to practice physical distancing (e.g., 6 feet separation, use of partition) while away from the facility (except when receiving medical care or transfer assistance)?		
Did the patient/resident spend time in an enclosed space (e.g., place of worship, house gathering) with persons who were not wearing source control and physical distancing?		
Was the patient/resident transported in a vehicle, including family-member’s vehicle, with occupants who were not wearing source control?		
Additional risk assessment specific to medical appointments		
Does the outside healthcare facility treat patients with known or suspected COVID-19?		
Does the outside healthcare facility have an outbreak of COVID-19 within the past 14 days or documented transmission among its staff or patients?		
Did transport services and/or the outside facility fail to adhere to source control, physical distancing, and infection prevention measures while the patient/resident was in their care?		
Did the patient/resident have close contact ¹ with anyone who was not wearing source control and/or physical distancing?		

¹ Being within less than 6 feet of a COVID-19 case for a prolonged period of time (≥ 15 cumulative minutes within 24-hours)

² These symptoms can include but are not limited to: Fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion, nausea or vomiting, diarrhea.

DECEMBER 2021- HEALTH OFFICE REPORT	TOTALS
STUDENTS- SEEN	245+
FACULTY- SEEN	3+
STUDENTS SENT HOME:	23
STUDENTS EXCLUDED- Incomplete Immunizations (1) Medical/Public Health Issues (16)	17
STUDENTS ILLNESSES -GENERAL	45
STUDENTS ILLNESSES -COVID SYMPTOM ASSESSMENTS	23
STUDENTS INJURIES- Phys Ed (4), Recess/Playground (12), Classroom (4), Self-Inflicted (2)	22
STUDENTS INJURIES- Student Altercation (1), After-Sch Prog (), Sch Sports (), Unspecified (2)	3
STUDENTS -OLD INJURIES- School Related (4), Non-School Related (4)	8
STUDENT MEDICATION ADMINISTRATION- Daily (55), Asthma Inhaler (14), NEBULIZER (1)	70
Emergency: Epi-pen (), Benadryl (), BS Testing (), Insulin Administration (), PRN (1)	1
STUDENT ADL ASSISTANCE:	
INCONTINENCE- Bladder (10+) Bowel (1) Toileting Assistance (2)	13+
Ambulation Assist & Transfers with wheelchair , crutches etc.	0
STUDENT MISC ISSUES:	
UNIFORM ISSUES - R/T Incontinence- (10+) , R/T Spills/Tears- (2) , R/T Policy Infraction ()	12+
Hygiene Issues/Menstruation/Fem Hygiene Supplies/Glasses Repairs & other Misc.	4+
STUDENTS - BITES	
TYPE: Tick Removals (), Human (), Dog/Cat (), Bedbugs (), Fleas (2), Mosq (1), Spider (2)	0
STUDENTS - RASHES	
TYPE: Eczema (),Poison Ivy (), Tinea Capitis (), Tinea Corporis (), Contact Dermatitis (2)	0
STUDENTS - DENTAL ISSUES/DENTAL CARE	
Loose/Lost Tooth (1+), Toothache (1) , Decay (1 ,) Braces Discomfort (1), New tooth eruption	4
Mouth Ulcers (), Dental Referrals (), Broken Tooth (), Oral Hygiene Counseling/Teaching ()	0
HEALTH CARE PLANS	
EMERGENCY HEALTH CARE PLANS DEVELOPED/REVIEWED	0
ASTHMA CARE PLANS & "GO Boxes" CREATED FOR STUDENTS WITH ASTHMA	1
HEALTH RECORDS CREATED-REVIEWED FOR REGISTRATION/IMMUNIZATION COMPLIANCE	
PRE-K Students for Flu Vaccine Requirement	10
KINDERGARTEN Students for DTP/IPV & MMR Requirements	0
6TH GRADE Students for Tdap & Menactra Requirements	0
New Registration Health Records	3
New Student/Staff PPD STATUS and /or contact w HCP/Camden Cty Chest Clinic as needed	0
READ/Documented/Faxed Results for PPD placed by other Agencies	0
UTILIZATION OF NJIIS FOR IMMUNIZATION SURVEILLANCE	56+
COVID SURVEILLANCE -STAFF	
STAFF QUARANTINES : POSITIVE COVID (8) CLOSE CONTACT EXPOSURE (7) POST TRAVEL ()	8
STAFF: POSITIVE TESTS (8) , NEGATIVE TESTS (7), SYMPTOMATIC (8)	23
COVID SURVEILLANCE-STUDENT	
STUDENT QUARANTINES: POSITIVE COVID (8) SCH CLOSE CONTACT EXP (3), POST TRAVEL ()	11
STUDENT: POSITIVE TESTS (8) , NEGATIVE TESTS (15), PENDING RESULTS (8) SYMPTOMATIC (44)	75
COVID SURVEILLANCE- STUDENT FAMILIES	
FIRST DEGREE OF SEPARATION CASES- STUDENT'S FAMILY MEMBERS POSITIVE	48
SECOND DEGREE OF SEPARATION CASES - STUDENT'S FAMILY	2
CCHD CONTACT: FOR GUIDANCE	2
CCHD LINK : SCHOOL CONTACT TRACING ONLINE SURVEYS COMPLETED (19)	19

continued on page 2

SCREENINGS	
Pediculosis	0
Visual Acuity	0
Hearing	0
Height/Weight	0
Scoliosis	0
Blood Pressure- Students (), Staff (3+)	3+
REFERRAL SCREENING FORMS COMPLETED: CST (), I& RS (2), 504 PLANS (1)	3
COMMITTEE MEETINGS ATTENDED: CST (), I&RS (), 504 PLAN () SCHOOL SAFETY ()	0
ATHLETICS	
ATHLETIC PHYSICALS RECEIVED/REVIEWED/SCANNED	0
TRIPS TO/FROM SCHOOL PHYSICALS FOR ATHLETIC PHYSICAL REVIEW/APPROVALS	0
Cooper Ped Physician on SPS Campus/Performed Athletic Phys w Parent Consent	0
INCIDENT REPORTS: Student (), Post Restraint Assess.(), Employee (1), Non-Employee (2)	3
CORRESPONDANCE/COUNSELING/CONFERENCES:	
HEALTH OFFICE: Power Announcements, () PTA FB Uploads (2), Website Uploads ()	2
PARENT CONTACT & CONFERENCE VIA PHONE/EMAIL/TEXT/NURSE'S OFFICE VISIT RPTS	71+
PARENT FORMS/LTRS -Vision Ref (), Hearing Ref (), Scoliosis Ref, COVID Guideline/Testi Site Flyers(24)	24+
STUDENT CONFERENCES/COUNSELING/TEACHING	5
CONTACT W OTHER SCHOOLS RE RECORDS/MEDICAL INFO	2
TRANSFER RECORDS SCANNED & MAILED TO OTHER SCHOOLS	2
CONTACT OUTSIDE AGENCIES: DCP (), CCHD (21), NJDOH (3), NJDHHS (), NJSSA Forms()	24
REFERRALS TO: Supt/VPPrincipal (1), Guidance (4), Sch Psychologist (1) Soc Wkr (2), HCP (2)	10
MEETINGS/INSERVICES/OTHER:	
<p>12/8/21 -NJDOH/CDRSS - UPLOADED WEEKLY COVID DATA INTO ONLINE PORTAL</p> <p>12/15/21 -NJDOH/CDRSS - UPLOADED WEEKLY COVID DATA INTO ONLINE PORTAL</p> <p>12/22/21 -NJDOH/CDRSS - UPLOADED WEEKLY COVID DATA INTO ONLINE PORTAL</p> <p>12/23/21 -CCHD/SCHOOL CONTACT TRACING DATA UPLOADED INTO ONLINE PORTAL FOR (19)</p> <p>STUDENT COVID RELATED CASES</p>	
RESPECTFULLY SUBMITTED:	
<p>MARY E . DOW, BSN RN CSN</p> <p>DATE: 1/13/22</p>	

English Language Learner Three-Year Plan 2021-2024

New Jersey's Administrative Code (N.J.A.C. 6A-15-1.6) requires that school districts, "providing a bilingual program, English as a Second Language (ESL) program, or English language services (ELS) shall submit a plan every three years to the Department of Education for approval."

Instructions:

1. The homeroom application will be available from December 1, 2021 through February 28, 2022.
2. This submission will include the district's plan for the 2021-2024 school years.
3. This is a 2-part submission:
 - a. Complete the Three-Year Plan Form.
 - b. Upload dated board-approved minutes in Homeroom.
 - c. You will receive instructions on how to upload the board approved minutes after you click submit.
4. Each response should be informed by available data.
5. All questions are required; you will receive an error message if any questions are left blank.
6. You may change your responses at any time; use the back and next buttons to toggle between sections.
7. Once you have carefully reviewed each section of your response, click the "submit" button.
8. Once you click "submit" you will not be able to edit the form responses.

Supporting Documents – Download documents from Homeroom:

- Instructions document.
- Printable PDF version of the electronic Forms application.
 - Print the PDF and complete a hard copy.
 - Obtain Chief School Administrator approval and signature (electronic signatures are acceptable).
- Submit to the district board of education for approval.
- Reference document with hyperlinks for sources in each section.

Entity Type

1. Select your entity type: *

- Traditional school district, including Education Service Commissions and Jointures
- Charter school or Renaissance School Project

County of District

2. Select the county where your district is located. *

- ATLANTIC
- BERGEN
- BURLINGTON
- CAMDEN
- CAPE MAY
- CUMBERLAND
- ESSEX
- GLOUCESTER
- HUDSON
- HUNTERDON
- MERCER
- MIDDLESEX
- MONMOUTH
- MORRIS
- OCEAN
- PASSAIC
-

- SALEM
- SOMERSET
- SUSSEX
- UNION
- WARREN

Camden County

3. Select your district:

- AUDUBON PUBLIC SCHOOL DISTRICT (0150)
- BARRINGTON SCHOOL DISTRICT (0190)
- BELLMAWR PUBLIC SCHOOL DISTRICT (0260)
- BERLIN BOROUGH SCHOOL DISTRICT (0330)
- BERLIN TOWNSHIP SCHOOL DISTRICT (0340)
- BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT (0390)
- BROOKLAWN PUBLIC SCHOOL DISTRICT (0580)
- CAMDEN CITY SCHOOL DISTRICT (0680)
- CAMDEN COUNTY EDUCATIONAL SERVICES COMMISSION (0695)
- CAMDEN COUNTY TECHNICAL SCHOOL DISTRICT (0700)
- CHERRY HILL SCHOOL DISTRICT (0800)
- CLEMENTON ELEMENTARY SCHOOL DISTRICT (0880)
- COLLINGSWOOD PUBLIC SCHOOL DISTRICT (0940)
- EASTERN CAMDEN COUNTY REGIONAL SCHOOL DISTRICT (1255)
- GIBBSBORO ELEMENTARY SCHOOL DISTRICT (1720)

- GLOUCESTER CITY PUBLIC SCHOOL DISTRICT (1770)
- GLOUCESTER TOWNSHIP PUBLIC SCHOOLS (1780)
- HADDON HEIGHTS SCHOOL DISTRICT (1880)
- HADDON TOWNSHIP SCHOOL DISTRICT (1890)
- HADDONFIELD SCHOOL DISTRICT (1900)
- LAUREL SPRINGS SCHOOL DISTRICT (2540)
- LAWNSIDE SCHOOL DISTRICT (2560)
- LINDENWOLD PUBLIC SCHOOL DISTRICT (2670)
- MAGNOLIA SCHOOL DISTRICT (2890)
- MERCHANTVILLE SCHOOL DISTRICT (3110)
- MT. EPHRAIM SCHOOL DISTRICT (3420)
- OAKLYN PUBLIC SCHOOL DISTRICT (3770)
- OFFICE OF EDUCATION JUVENILE DETENTION CENTER (8507)
- PENNSAUKEN TOWNSHIP BOARD OF EDUCATION SCHOOL DISTRICT (4060)
- PINE HILL SCHOOL DISTRICT (4110)
- RUNNEMEDE PUBLIC SCHOOL DISTRICT (4590)
- SOMERDALE SCHOOL DISTRICT (4790)
- STERLING REGIONAL SCHOOL DISTRICT (5035)
- STRATFORD SCHOOL DISTRICT (5080)
- VOORHEES TOWNSHIP SCHOOL DISTRICT (5400)
- WATERFORD TOWNSHIP SCHOOL DISTRICT (5560)
- WINSLOW TOWNSHIP SCHOOL DISTRICT (5820)
- WOODLYNNE SCHOOL DISTRICT (5900)

Contact Information

4. Enter the Bilingual/ESL Point of Contact Name *

5. Enter the email address for the Bilingual/ESL Point of Contact *

6. Enter the Chief School Administrator/Charter School Lead Person Name *

7. Enter the date of Board Approval for the Three-Year Plan (SY 2021-2024). *

Note: Enter an anticipated date, if necessary. After the board meeting has occurred, ensure the correct date is entered before final submission.

Background

Purpose

In 2015, the Every Student Succeeds Act (ESSA) was signed into law, reauthorizing the Elementary and Secondary Education Act (ESEA). ESSA includes provisions to ensure:

- English Language Learners (ELLs) and immigrant students succeed academically.
- ELLs are provided high quality language instruction educational programs (LIEPs).
- ELLs meet both state academic standards and develop English language proficiency.

Goal

The overall goal of the three-year planning process is to ensure an equitable and appropriate educational learning environment for students who are in the process of learning academic English. This goal is accomplished by:

- Increasing the number of ELLs who achieve English language proficiency (ELP).
- Ensuring equitable access to all programs and services in school for ELLs (ESSA §3001 and N.J.A.C. 6A:15).
- Providing schools with a framework for using data.
- Informing district policies and classroom practices, including effective instruction for ELLs.
- Providing a guide for districts to analyze and review data that relates to ELLs.
- Identifying trends and develop goals that will enable ELLs to succeed academically and linguistically.
- Aligning funding sources to ensure educators have the tools and skills to instruct ELLs.
- Ensuring alignment of program practices with the district's vision for student success.
- Articulating which LIEPs the district is implementing for ELLs for the next three years.

Regulatory Requirements

N.J.A.C. 6A:15 Bilingual Education Regulations require that school districts submit a three-year plan outlining the programs and services they are providing for ELLs. The three-year plan must contain the following components:

- A. Identification of students.
- B. Program description.
- C. The number of certified staff hired for the program.
- D. Bilingual and ESL curriculum development.
- E. Evaluation design.
- F. Review process for exit.
- G. A budget for the bilingual and ESL program or English language services.

For further information see the following regulations: N.J.A.C. 6A:32.; P.L. 2007, c. 260; N.J.A.C. 6A:13.

Additional Resource References (Download reference document in Homeroom)

- Implementing ELL Program Services in New Jersey.
- Castañeda v. Pickard, 1981.
- New Jersey Tiered Systems of Support (NJTSS) essential components.
- NJTSS One-Page Brief.

A. Identification

For ELLs, the identification process must include measures of both content and language proficiency and development. Educators must be mindful of the screening tools used to ensure they are culturally and linguistically appropriate. The content area classroom teacher should consult with the bilingual/ESL teacher to ensure that screening tools are appropriate, including whether accommodations are needed. ELLs should also participate in school universal screening or benchmark assessments administered to all students.

Other sources of data may contextualize results from a screening tool. Other sources may include but are not limited to:

- Intake interviews in home language and English.

- Screening in home language and English.
- Grade level meeting notes.
- Academic achievement data (in home language and English).
- WIDA ACCESS for ELLs scores (composite and domain scores).
- Cumulative school records (previous schooling information).
- Cultural background information.

Citation: (ESSA §§ 3111 (b)(2)(A) and N.J.A.C. 6A:15-1.3(a)(b)2)

Resource Reference: NJDOE ELL Entry and Exit Requirements (May 2021)

8. Who is responsible for overseeing the ELL identification process? *

- Bilingual ESL Director or Supervisor
- Bilingual/ESL Lead Teacher
- Content Area Supervisor
- District Intake Center
- Front Office Staff
- No one assigned
-

9. How is the home language survey (HLS) completed? Select all that apply. *

- At home self-report
- Over the phone interview
- In-person interview
- Not administered
-

10. In what language is the HLS completed? *

- Home language
- English
- Both
- Not Administered

11. Who conducts the Records Review Process (NJDOE ELL Entry and Exit: Step 2 of the ELL Identification process)? (Select all that apply). *

- Bilingual/ESL Director or Supervisor
- Bilingual/ESL Lead Teacher
- Bilingual/ESL Teacher
- General Education Administrator
- General Education Teacher
- Basic Skills Teacher
- Step 2 is not completed in the district
- Not Sure
-

12. The district identifies pre-school students as ELLs. *

- Yes
- No
- Not Sure

B. Program Description

An effective and appropriate program includes a high-quality, evidence-based curricular LIEP design and harnesses the value of family engagement.

Pursuant to N.J.S.A. 18A:7F-46, the district board of education shall provide all kindergarten to 12th-grade ELLs enrolled in the school district with all required courses and support to prepare ELLs to meet the New Jersey Student Learning Standards (NJSLS) for high school graduation.

Also, family engagement in student learning and achievement is a central element that enriches and improves a student's ability to apply the knowledge and skills gained in the classroom across all facets of their personal, academic, and social life. Families should have input into the design of LIEPs implemented in the district. Each district board of education implementing a bilingual education program shall establish a parent advisory committee on bilingual education on which majority will be parent(s) of students of limited English proficiency."

Citations: ESSA §§ 1112 (3)(C)), N.J.A.C. 6A:8-3.1(a), N.J.A.C 6A:15-1.8, N.J.A.C. 6A:15-1.15, QSAC Personnel Indicators 2

Resource Reference: Implementing ELL Program Services in New Jersey

13. Which LIEP Program(s) does your district implement? Select all that apply. *

See Bilingual Education code for program definitions.

- ELS Only
- Full-time bilingual
- Dual language
- Bilingual part-time
- Bilingual resource
- Bilingual tutorial
- Hi-Intensity ESL
- Sheltered English Instruction
- ESL Only

14. The district has a criteria for the selection of their LIEP. *

Yes

- No
- Work in progress
- Not Sure

15. The district has a criteria for placing ELLs in appropriate LIEPs. *

- Yes
- No
- Work in progress
- Not Sure

16. The district monitors the master schedule to ensure that ELLs have access to the full curriculum, including Advanced Placement (AP), Gifted & Talented (G&T) and International Baccalaureate (IB). *

- Yes
- No
- Not Sure

17. Which school-based extra-curricular activities engage ELLs? Select all that apply. *

- Academic (e.g. Debate, Honor Society, Language, Student Paper, College Prep)
- Sports (e.g. Soccer, Basketball, Tennis)
- Arts (e.g. Dance, Photography, Band, Choir, Culture Club)
- Life Skills (e.g. Conflict Resolution, Cooking, 4-H, Boy/Girl Scouts)
- Internship or Volunteer
- None

Other

18. A bilingual parent advisory committee (PAC) is established in the district consisting primarily of the parents of ELLs. *

Yes

No

Does not apply, we have an ELS program only

19. The following topics are shared with parents. Select all that apply *

Helping with Homework

What does it mean that my child is an ELL

Adult ESL

How to use technology

Community resources

None

Other

20. The district/school creates a culturally and linguistically welcoming environment for students and families. *

Yes

No

C. The number of certified staff hired for the program (staff capacity)

The district has a plan that includes hiring the appropriate number of certified teachers to staff the LIEP. The district board of education shall develop a plan for in-service training for bilingual, ESL, and general education teachers; administrators who supervise bilingual/ESL programs; and any personnel who observe and evaluate teachers of ELLs.

Citation: ESSA §§ 3115 (c)(2)(A-D), QSAC Personnel Indicators 2, N.J.A.C. 6A:15-1.8 (a), N.J.A.C. 6A:8-3.1(a), N.J.A.C 6A:15-1.8.

21. What is the district's total K-12 student size? *

- < 99 students
- 100-499 students
- 500-2499 students
- 2500-9999 students
- 10000-50000 students

22. What is the district's K-12 ELL size? *

- 1-9 ELLs
- 10-99 ELLs
- 100-499 ELLs
- 500-2499 ELLs
- 2500-9999 ELLs
- 10000-50000 ELLs

23. How many total K-12 certified teachers are in the district? (if N/A enter 00) *

60

24. How many K-12 Bilingual/Bicultural certified teachers are in the district? (if N/A enter 00) *

Include only teachers serving in LIEPs.

0

25. How many K-12 ESL certified teachers are in the district? (if N/A enter 00) *

Include only teachers serving in LIEPs.

1

26. In the district, are all certified teachers required to be Sheltered English Instruction (SEI) trained (e.g. per district hiring practices and/or training policy). *

Sheltered English instruction "means an instructional approach used to make academic instruction in English understandable to ELLs. Sheltered English classes are taught by regular classroom teachers who have received training on strategies to make subject-area content comprehensible for ELLs."

Yes

No

27. How many K-12 certified teachers in the district are trained in SEI? *

None

Less than 10%

About 25%

About 50%

About 75%

100%

28. What percent of K-12 certified teachers are trained in socio-emotional and/or culturally responsive teaching and learning? *

- None
- Less than 10%
- About 25%
- About 50%
- About 75%
- About 100%

29. In the past 3 years, the district's ELL population has . . . *

- Stayed the same
- Increased significantly
- Increased somewhat
- Decreased somewhat
- Decreased significantly

30. In the past three years, the district has hired K-12 Bilingual/Bicultural and/or ESL certified staff to match the ELL population demographic growth trends. *

- Yes
- No

31. In the district, scheduling classes for ELLs is prioritized when creating the master schedule. *



Yes

No

Other

32. In the district, there is common planning time for general education teachers and bilingual/ESL teachers. *

Yes

No

Other

D. Bilingual and ESL curriculum development

As per federal and state requirements, ELLs must be provided equitable educational opportunities. School districts are required to implement LIEPs that assist ELLs in achieving English language proficiency (ELP) while learning the challenging content state standards.

In New Jersey, LIEPs include: Full-time bilingual, dual language, bilingual part-time, bilingual resource, bilingual tutorial, high-intensity ESL, sheltered English instruction, English as a second language (ESL), and English language services (ELS).

Citation: N.J.A.C. 6A:15-1.4(d)

33. For the past three years, what is the district's average 4-year graduation rate for all students? (if N/A enter 00) *

00

34. For the past three years, what is the district's average 4-year graduation rate for current ELLs? (if N/A enter 00) *

00

35. For the past three years, what is the district's average 4-year graduation rate for former ELLs? (if N/A enter 00) *

00

36. There is a process for developing ESL/bilingual curricula aligned to the WIDA English Language Development Standards. *

Yes

No

37. In the past three years, the district has reviewed the eligibility criteria for participation in advanced courses to ensure equitable access for ELLs and parity in participation. *

Yes

No

38. The district participates in the N.J. State Seal of Biliteracy. *

Yes

No

E. Evaluation design

Annually engaging stakeholders to analyze data, assess needs and identify root causes, identify LIEPs, and monitor progress is a strong best practice to effectively improve academic support for ELLs. Consultation with diverse sets of stakeholders is also required under ESSA whenever a local education agency (LEA) receives federal funding. School and district leadership teams, inclusive of administrators, educators and parents representing multiple content areas and support services should be culturally and linguistically representative of the district and school populations. Districts teams must ensure LIEP(s) are effective and appropriate.

39. What assessments and other measures are used to evaluate the effectiveness of the LIEPs? Select all that apply. *

- Class grades
- Formative assessments
- Summative assessments
- WIDA assessments (ACCESS for ELLs, Alternate ACCESS, MODEL, Screener)
- New Jersey Student Learning Assessment (NJSLA) English language arts (ELA) performance
- NJSLA math performance
- Start Strong Assessment
- National Assessment of Educational Progress (NAEP) performance
- Graduation rate
- None of the above
- All of the above
- Other

40. In the past three years, the district evaluated the LIEP(s) implemented. *

- Yes
- No

41. In the past three years, the district modified the LIEP(s) in response to available date. *

- Yes
- No

42. For the last year in which assessments were administered, ELLs in the district met the ELA academic achievement indicator. *

- Yes
- No
- Did not meet N-size of 20

43. For the last year in which assessments were administered, ELLs in the district met the Math academic achievement indicator. *

- Yes
- No
- Did not meet N-size of 20

44. For the last year in which assessments were administered, ELLs in the district met the ELA progress indicator. *

- Yes
- No
- Did not meet N-size of 20

45. For the last year in which assessments were administered, ELLs in the district met the Math progress indicator. *

- Yes
- No
- Did not meet the N-size of 20

46. For the last year in which assessments were administered, ELLs in the district met the ELP indicator. *

- Yes
- No
- Did not meet N-size of 20

47. For the last accountability year, ELLs in the district met Chronic Absenteeism target. *

- Yes
- No
- Did not meet N-size of 20

48. Which language domain do most of the district's Kindergarten ELLs need additional support? Select all that apply. *

- Reading
- Writing
- Speaking
- Listening
- All of the Above
- None of the Above
- N/A

49. Which language domain do most of the district's Grade 1-3 ELLs need additional support? Select all that apply. *

—

- Reading
- Writing
- Speaking
- Listening
- All of the Above
- None of the Above
- N/A

50. Which language domain do most of the district's Grades 4-5 ELLs need additional support? Select all that apply. *

- Reading
- Writing
- Speaking
- Listening
- All of the Above
- None of the Above
- N/A

51. Which language domain do most of the district's Grades 6-8 ELLs need additional support? Select all that apply. *

- Reading
- Writing
- Speaking
- Listening

- All of the Above
- None of the Above
- N/A

52. Which language domain do most of the district's Grades 9-12 ELLs need additional support? Select all that apply. *

- Reading
- Writing
- Speaking
- Listening
- All of the Above
- None of the Above
- N/A

53. The district shares WIDA ACCESS for ELLs scores, Alternate ACCESS and/or ELP Indicator data with general education teachers. *

- Yes
- No

54. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the district's Kindergarten ELLs? *

- 1.0-1.9
- 2.0-2.9
- 3.0-3.9

- 4.0-4.9
- 5.0-6.0
- N/A

55. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the district's Grade 1-3 ELLs? *

- 1.0-1.9
- 2.0-2.9
- 3.0-3.9
- 4.0-4.9
- 5.0-6.0
- N/A

56. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the district's Grade 4-5 ELLs? *

- 1.0-1.9
- 2.0-2.9
- 3.0-3.9
- 4.0-4.9
- 5.0-6.0
- N/A

57. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the district's Grade 6-8 ELLs? *



- 1.0-1.9
- 2.0-2.9
- 3.0-3.9
- 4.0-4.9
- 5.0-6.0
- N/A

58. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the district's Grade 9-12 ELLs?

*

- 1.0-1.9
- 2.0-2.9
- 3.0-3.9
- 4.0-4.9
- 5.0-6.0
- N/A

59. General education teachers use WIDA ACCESS for ELLs scores and/or ELP indicator data to inform classroom instruction, strategies, and practices. *

- Yes
- No

60. For ELLs, which grade levels require additional supports based on their performance on the following assessments (e.g. NJSLA performance, NAEP, WIDA ACCESS for ELLs)? Select all that apply. *

—

- Kindergarten
- Grades 1-3
- Grades 4-5
- Grades 6-8
- Grades 9-12
- N/A

F. Review Process for Exit

Students must demonstrate readiness to exit based on a department-established standard on the English language proficiency assessment (which measures the four language domains of listening, speaking, reading, and writing) and multiple criteria included in the English Language Observation Form. A student can be eligible for exit with an ACCESS for ELLs or WIDA MODEL composite proficiency level of 4.5 or higher.

In addition, former ELLs must be monitored for two years after they exit ELL status to evaluate their academic progress and ensure they have not been prematurely exited, have no gaps in content knowledge and their progress in ELP is supported.

Citation: QSAC DPR I&P #5, N.J.A.C. 6A:15-1.10(e)

Resource Reference: US ED EL Fact Sheet, May 18, 2020

61. What is the average amount of time the district's ELLs remain in a LIEP program? *

- 1-2 years
- 3-4 years
- 5-7 years
-

62. What percent of ELLs exited ELL status in the past three years? (if N/A enter 00) *

63. What percent of former ELLs were re-identified as an ELL within 2 years due to lack of progress in English-only classes? (if N/A enter 00) *

64. What percent of former ELLs met the ELA academic achievement indicator? (if N/A enter 00) *

65. What percent of former ELLs met the Math academic achievement indicator? (if N/A enter 00) *

66. What percent of former ELLs met the chronic absenteeism indicator? (if N/A enter 00) *

G. Budget Plan

The district must use state and federal funds to support ELLs. The federal funds must supplement the state funds.

67. The district uses state funds to support - Select all that apply: *

Salaries of Teachers

Other Salaries for Instruction

- Purchased Professional-Educational Services
- Purchased Technical Services
- Other Purchased Services
- General Supplies
- Textbooks
- Other Instructional Programs Salaries
- Other Instructional Program Materials
- Other Instructional Program Purchased Services
- All of the Above
- None of the Above
-

68. What is the status of the district's federal Title III allocation? *

- Accepted Funds - stand-alone LEA
- Accepted Funds - joined a consortium
- Refused funds
- No allocation received in the last fiscal year

69. What is the status of the district's federal Title III Immigrant allocation? *

- Accepted Funds
- Refused Funds
- No allocation received in the last fiscal year

70. The district typically carries over funds to support ELLs *

- Never
- Rarely
- Sometimes (e.g. every 2-3 years)
- Occasionally (e.g. every 4-5 years)
- Every Year

Plan Submission

Carefully review responses in each section, then click the "submit" button.

Note: Once you click "submit" you will not be able to edit the form responses.

Do not complete the questions that indicate "DO NOT RESPOND - INTERNAL USE ONLY."

71. On this date, I the Chief School Administrator assure the district's Three-Year Plan is board approved *

You have completed the electronic form. Remember to upload board approved minutes into Homeroom.

2/10/2022



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P 1648.13 – School Employee Vaccination Requirements (M) (New)

SCHOOL EMPLOYEE VACCINATION REQUIREMENTS (M)

1648.13

M

In accordance with Executive Order No. 253 signed by the Governor of New Jersey on August 23, 2021, the Board shall adopt and maintain a policy that requires all covered workers to either provide adequate proof that they have been fully vaccinated or submit to COVID-19 testing at a minimum of one to two times each week.

This requirement shall take effect on October 18, 2021, at which time any covered workers that have not provided adequate proof to the school district that they are fully vaccinated must submit to COVID-19 testing at a minimum of one to two times each week on an ongoing basis until fully vaccinated.

For purposes of Executive Order 253 and this Policy, “covered workers” shall include all individuals employed by the Board of Education, both full and part-time, including, but not limited to, administrators; teachers; educational support professionals; individuals providing food, custodial, and administrative support services; substitute teachers, whether employed directly by the Board of Education or otherwise contracted; contractors; providers; and any other individuals performing work in the school district whose job duties require them to make regular visits to the school district, including volunteers. Covered workers do not include individuals who visit the school district only to provide one-time or limited duration repairs, services, or construction.

A covered worker shall be considered “fully vaccinated” for COVID-19 two weeks or more after they have received the second dose in a two-dose series or two weeks or more after they have received a single-dose vaccine. Individuals will only be considered fully vaccinated after they have received a COVID-19 vaccine that is currently authorized for Emergency Use Authorization (EUA) by the United States Food and Drug Administration (FDA) or the World Health Organization (WHO), or that are approved for use by the same.

Workers who are not fully vaccinated, or for whom vaccination status is unknown, or who have not provided sufficient proof of documentation, shall be considered unvaccinated in accordance with the provisions of Executive Order 253.

Covered workers shall demonstrate proof of full vaccination status by presenting any of the following documents if they list COVID-19 vaccines currently authorized for EUA by the FDA or the WHO, or that are approved for use by the same, along with an administration date for each dose:

1. The Centers for Disease Control and Prevention (CDC) COVID-19 Vaccination Card issued to the vaccine recipient by the vaccination site, or an electronic or physical copy of the same;
2. Official record from the New Jersey Immunization Information System (NJIIS) or other State immunization registry;
3. A record from a health care provider's portal/medical record system on official letterhead signed by a licensed physician, nurse practitioner, physician's assistant, registered nurse, or pharmacist;
4. A military immunization or health record from the United States Armed Forces; or
5. Docket mobile phone application record or any State specific application that produces a digital health record.

The Board of Education's collection of vaccination information from covered workers shall comport with all Federal and State laws, including, but not limited to, the Americans with Disabilities Act, that regulate the collection and storage of that information.

To satisfy the testing requirement of Executive Order 253 and this Policy, an unvaccinated covered worker must undergo screening testing at a minimum of one to two times each week, to be determined by the Superintendent of Schools.

An unvaccinated covered worker is required to submit proof of a COVID-19 test. The unvaccinated covered worker may choose either antigen or molecular tests that have EUA by the FDA or are operating per the Laboratory Developed Test requirements by the U.S. Centers for Medicare and Medicaid Services.

Where a Board of Education provides the unvaccinated covered worker with on-site COVID-19 test(s), the school district may similarly elect to administer or provide access to either an antigen or molecular test.

If the covered worker is not working on-site in the school district during a week when testing would otherwise be required, the Superintendent or designee may not require the worker to submit to testing for that week. This requirement shall not supplant any requirement imposed by the Board of Education regarding diagnostic testing of symptomatic workers or screening testing of vaccinated workers.

The Board of Education shall track test results required by Executive Order 253 and must report those results to the local public health department.

Nothing in Executive Order 253 and this Policy shall prevent a Board of Education from revising this Policy to include additional or stricter requirements, as long as such revisions comport with the minimum requirements of Executive Order 253.

Executive Order 253 authorizes the Commissioner of the Department of Health (DOH) to issue a directive supplementing the requirements outlined in Executive Order 253, which may include, but not be limited to, any requirements for reporting vaccination and testing data to the DOH. Actions taken by the Commissioner of the DOH pursuant to Executive Order 253 shall not be subject to the requirements of the Administrative Procedure Act, N.J.S.A. 52:14B-1 et seq.

This Policy shall be supplemented by Policy 1648.11 – Appendix A, which shall include the school district’s protocols implementing the provisions of this Policy.

The Superintendent is authorized to implement revisions to provisions in this Policy based on any subsequent Executive Orders or any additional mandates that affect any provisions of this Policy. Any such revisions in this Policy shall be submitted by the Superintendent to the Board of Education for ratification if the Board cannot approve such revisions before the effective date.

Executive Order 253 – August 23, 2021

Adopted:

P 1648.14 – Safety Plan for Healthcare Settings in School Buildings – COVID-19 (M) (New)

SAFETY PLAN FOR HEALTHCARE SETTINGS IN SCHOOL BUILDINGS – COVID-19 (M)

1648.14

M

A. Purpose and Scope

The Board of Education is committed to providing a safe and healthy workplace for all employees and has adopted this Policy that shall be the school district's COVID-19 Plan (Plan) that includes procedures to minimize the risk of transmission of COVID-19, in accordance with Occupational Safety and Health Act of 1970 (OSHA) COVID-19 Emergency Temporary Standard (ETS) published on June 21, 2021. The ETS, 29 CFR §1910 - Subpart U, applies to all settings where any school district employee or contracted service provider provides healthcare services or health care support services. Public Employees' Occupational Safety and Health (PEOSH), the agency with jurisdiction over public employers in New Jersey, has adopted the ETS in full. However, its applicability for school districts is primarily restricted to the nurse's office and any adjoining clinical areas and not the entire school building.

The Board, administration, and the COVID-19 Safety Coordinator(s) will work collaboratively with all employees in the development, implementation, monitoring, and updating of this Plan.

1. Definitions

a. "Employee" means any district employee or contracted service provider working in a healthcare setting where people with suspected or confirmed COVID-19 are reasonably expected to be present.

(1) Therefore, the provisions of the ETS and this Policy only apply to employees or contracted service providers working in a nurse's office or any adjoining clinical areas.

b. "Healthcare setting" means all settings in the school district where any employee or contracted service provider provides healthcare services or healthcare support services.

(1) Where a healthcare setting is embedded within a non-healthcare setting (i.e. school nurse's office and any adjoining clinical areas in a school building), the ETS and this Policy only apply to the embedded healthcare setting and not to the remainder of a school building in accordance with 29 CFR §1910.502(a)(3)(i).

- c. For the purpose of this Policy, additional definitions shall be those definitions listed in 29 CFR §1910.502(b).
2. The school district has multiple healthcare settings that are substantially similar; therefore; has developed and adopted this single Plan for these substantially similar healthcare settings, with site-specific considerations included in this Plan. The healthcare settings in the school district are listed in Appendix 1.
 - a. Any school district health care settings that are not substantially similar, the school district shall develop and adopt separate COVID-19 Plans for each healthcare setting and list them in Appendix 1.

B. Roles and Responsibilities for School District Employees

1. The school district's goal in adopting this Policy is to prevent the transmission of COVID-19 in the school district's healthcare settings. All staff members are responsible for supporting, complying with, and providing recommendations to further improve this Plan.
2. The Superintendent will designate a COVID-19 Safety Coordinator(s) who shall implement and monitor this Plan. The COVID-19 Safety Coordinator(s) shall have the school district's full support in implementing and monitoring this Plan, and has authority to ensure compliance with all aspects of this Plan.

C. Hazard Assessment and Worker Protections

1. The Superintendent of Schools or designee will conduct a specific hazard assessment of its healthcare settings to determine potential hazards related to COVID-19.
 - a. A hazard assessment will be conducted initially and whenever changes in a healthcare setting in the school district create a new potential risk of employee exposure to COVID-19 (e.g., new work activities in the healthcare setting).
2. The Superintendent has developed and the Board has adopted this Plan that includes the procedures the school district will use to determine an employee's vaccination status as outlined in Appendix 2.
 - a. In the event the Superintendent or designee cannot or does not determine or confirm the vaccination status of an employee, the employee shall be presumed to be unvaccinated.
3. All completed hazard assessment forms and results will be attached to this Plan in Appendix 3 and will be accessible to all employees at each school district facility.

4. The school district will address the hazards identified by the assessment, and have included in this Plan the procedures to minimize the risk of transmission of COVID-19 for each employee. These procedures are included in the following Appendices:
 - a. Patient Screening and Management
 - (1) In healthcare settings in the school district where direct patient care is provided, the school district will include protocols addressing patient screening and management in Appendix 4.
 - b. Standard and Transmission-Based Precautions
 - (1) The school district will develop and implement procedures to adhere to Standard and Transmission-Based Precautions in accordance with CDC's "[Guidelines for Isolation Precautions](#)" which are included in Appendix 5.
5. Personal Protective Equipment (PPE)
 - a. The school district will provide and ensure that employees wear approved facemasks or a higher level of respiratory protection.
 - b. The school district will include protocols to address PPE for healthcare settings in Appendix 6.
6. Physical Distancing
 - a. The school district will ensure that each employee is separated from all other people in the healthcare setting by at least six feet when indoors, unless it can be demonstrated that such physical distance is not feasible for a specific activity.
 - (1) Where maintaining six feet of physical distance is not feasible, the school district will ensure employees are as far apart from other people as possible.
 - b. Physical distancing will be implemented, along with the other provisions required by the ETS, as part of a multi-layered infection control approach for all healthcare settings.
 - c. The school district will include protocols to address physical distancing for healthcare settings in Appendix 7.
7. Physical Barriers

- a. The school district will install physical barriers at each fixed work location outside of direct patient care areas where each employee is not separated from all other people by at least six feet of distance and spacing cannot be increased, unless it can be demonstrated that it is not feasible to install such physical barriers.
- b. Physical barriers will be implemented, along with the other provisions required by the ETS, as part of a multi-layered infection control approach for all healthcare settings.
- c. The school district will include protocols to address physical barriers for healthcare settings in Appendix 8.

8. Cleaning and Disinfecting in the Healthcare Setting

- a. The school district will implement policies and procedures for cleaning, disinfecting, and hand hygiene, along with the other provisions required by the ETS, as part of a multi-layered infection control approach for all healthcare settings.
- b. The school district will include protocols to address cleaning and disinfecting for healthcare settings in Appendix 9.

9. Ventilation

- a. The school district will implement procedures for each facility's heating, ventilation, and air conditioning (HVAC) system and include protocols addressing ventilation for healthcare settings in Appendix 10.
- b. Ventilation policies and procedures will be implemented, along with the other provisions required by the ETS, as part of a multi-layered infection control approach.
- c. The Superintendent or designee will identify the building manager, HVAC professional, or maintenance employee who can certify that the HVAC system(s) are operating in accordance with the ventilation provisions of the ETS and list the individual(s) in Appendix 10.

D. Health Screening and Medical Management

1. Health Screening

- a. "Screening" means, for the purpose of this Policy, asking questions to determine whether a person is COVID-19 positive or has symptoms of COVID-19.

- b. The school district will include protocols to address health screening for employees in Appendix 11.
 2. Employee Notification to Employer of COVID-19 Illness or Symptoms
 - a. The school district will include protocols to address employee notification to employer of COVID-19 illness or symptoms for employees in Appendix 11.
 3. Employer Notification to Employees of COVID-19 Exposure in the Healthcare Setting
 - a. The school district will include protocols to address employer notification of COVID-19 exposure to employees in Appendix 11.
 4. Medical Removal from the Healthcare Setting
 - a. The school district will include protocols to address medical removal from the healthcare setting for employees in Appendix 11.
 5. Return to Work Criteria
 - a. The school district will include protocols to address return to work criteria for employees in Appendix 11.
 6. Medical Removal Protection Benefits
 - a. The school district will continue to pay employees who have been removed from the healthcare setting under the medical removal provisions of the ETS. When an employee has been removed from the healthcare setting and is not working remotely or in isolation, the school district shall pay and provide benefits in accordance with the Plan addressed in Appendix 12.
- E. Vaccinations
 1. The school district encourages employees to receive the COVID-19 vaccination as a part of a multi-layered infection control approach. The school district will support COVID-19 vaccination for each employee by providing reasonable time and paid leave to each employee for vaccination and any side effects experienced following vaccination.
 2. The school district will include protocols to address vaccination for employees in Appendix 13.
- F. Training

1. The school district will implement policies and procedures for employee training, along with the other provisions required by the ETS, as part of a multi-layered infection control approach.
2. The school district will include protocols to address training for employees in Appendix 14.

G. Anti-Retaliation

1. The school district will inform each employee that employees have a right to the protections required by the ETS, and that employers are prohibited from discharging or in any manner discriminating against any employee for exercising their right to protections required by the ETS, or for engaging in actions that are required by the ETS.
2. The school district will not discharge or in any manner discriminate against any employee for exercising their right to the protections required by the ETS, or for engaging in actions that are required by the ETS.

H. Requirements Implemented at No Cost to Employees

1. The school district will comply with the provisions of ETS at no cost to its employees, with the exception of any employee self-monitoring conducted under D. above.

I. Recordkeeping

1. The school district will retain all versions of this Policy to comply with the ETS while the ETS remains in effect.
2. The school district will establish and maintain a COVID-19 log to record each instance in which an employee is COVID-19 positive, regardless of whether the instance is connected to exposure to COVID-19 at work.
 - a. The COVID-19 log will contain, for each instance, the employee's name, one form of contact information, occupation, location where the employee worked, the date of the employee's last day in the healthcare setting, the date of the positive test for, or diagnosis of, COVID-19, and the date the employee first had one or more COVID-19 symptoms, if any were experienced.
3. The school district will record the information on the COVID-19 log within twenty-four hours of learning that the employee is COVID-19 positive.

- a. The school district will maintain the COVID-19 log as a confidential medical record and will not disclose it except as required by the ETS or other Federal law.
 - b. The school district will maintain and preserve the COVID-19 log while the ETS remains in effect.
4. By the end of the next business day after a request, the school district will provide, for examination and copying:
- a. All versions of this Policy which is the written Plan for all employees;
 - b. The individual COVID-19 log entry for a particular employee to that employee and to anyone having written authorized consent of that employee; and
 - c. A version of the COVID-19 log that removes the names of employees, contact information, and occupation, and only includes, for each employee in the COVID-19 log, the location where the employee worked, the last day that the employee was in the healthcare setting before removal, the date of that employee's positive test for, or diagnosis of, COVID-19, and the date the employee first had one or more COVID-19 symptoms, if any were experienced, to all employees.

J. Reporting

1. The school district will report to PEOSH:
 - a. Each work-related COVID-19 fatality within eight hours of the school district learning about the fatality;
 - b. Each work-related COVID-19 in-patient hospitalization within twenty-four hours of the school district learning about the in-patient hospitalization.

K. Monitoring Effectiveness

1. The school district and the COVID-19 Safety Coordinator(s) will work collaboratively with employees to monitor the effectiveness of this Plan so as to ensure ongoing progress and efficacy.
2. The school district will update this Policy as needed to address changes in specific COVID-19 hazards and exposures in the healthcare setting.

This Policy and its Appendices will be made available upon request.

29 CFR §1910.502

Occupational Safety and Health Administration Fact Sheet Subpart U COVID-19

Healthcare Emergency Temporary Standard

Occupational Safety and Health Administration Model Plan

Adopted:

P 2425 – Emergency Virtual or Remote Instruction Program (M) (New)

2425 Emergency Virtual Or Remote Instruction Program (M)

The Board of Education is committed to providing a high quality educational program, virtually or remotely, in the event a school or the schools of the district are required to close for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. The district's virtual or remote program of instruction shall be in accordance with N.J.S.A. 18A:7F-9.

In the event the school district is required to close a school or the schools of the district for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure, the Commissioner of Education shall allow the district to apply to the 180-day requirement established pursuant to N.J.S.A. 18A:7F-9, one or more days of virtual or remote instruction provided to students on the day or days the schools of the district were closed if the program of virtual or remote instruction meets such criteria as may be established by the Commissioner Education.

The Superintendent of Schools shall submit, with Board approval, the school district's program of virtual or remote instruction to the Commissioner of Education by no later than October 29, 2021 and annually thereafter.

A day of virtual or remote instruction, if instituted under the district's Commissioner of Education's approved program of virtual or remote instruction, shall be considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, the awarding of course credit, and other such matters as determined by the Commissioner of Education.

Any district program of virtual or remote instruction implemented for the general education students shall provide the same educational opportunities to students with disabilities. Special education and related services, including speech language services, counseling services, physical therapy, occupational therapy, and behavioral services, may be delivered to students with disabilities through the use of electronic communication or a virtual or online platform and as required by the student's Individualized Education Program (IEP), to the greatest extent practicable.

In the event the State or local health department determines it is advisable to close or mandates closure of the schools of the district due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure, the Superintendent shall have the authority to implement the school district's program of virtual or remote instruction. The Superintendent shall consult with the Board prior to such decision, if practicable. The Superintendent shall ensure that students, parents, staff, and the Board are informed promptly of the Superintendent's decision.

Nothing in N.J.S.A. 18A:7F-9 and this Policy shall be construed to limit, supersede or preempt rights, privileges, compensation, remedies, and procedures afforded to public employees or a collective bargaining unit under Federal or State law or any provision of a collective bargaining agreement entered into by the school district.

In the event of the closure of a school or the schools of the district due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure for a period longer than three consecutive school days:

1. District employees shall be entitled to compensation, benefits, and emoluments pursuant to the provisions of N.J.S.A. 18A:7F-9 e.(1) and (2).
2. The district shall continue to make payments of benefits, compensation, and emoluments pursuant to the terms of a contract with a contracted service provider in effect on the date of the closure as if the services for such benefits, compensation, and emoluments had been provided, and as if the school facilities had remained open pursuant to the provisions of N.J.S.A. 18A:7F-9 e.(3).
3. The district shall be obligated to make payments for benefits, compensation, and emoluments and all payments required pursuant to N.J.S.A. 18A:6-51 et seq., to an educational services commission, county special services school district, and a jointure commission, and under any shared services agreement and cooperative contract entered into with any other public entity pursuant to the provisions of N.J.S.A. 18A:7F-9 e.(4).
4. An educational services commission, county special services school district, and a jointure commission shall continue to make payments of benefits, compensation, and emoluments pursuant to the terms of a contract with a contracted service provider or a shared services agreement in effect on the date of the closure as if the services for such benefits, compensation, and emoluments had been provided, and as if the school facilities had remained open pursuant to the provisions of N.J.S.A. 18A:7F-9 e.(4).

The provisions of N.J.S.A. 18A:7F-9.e.(1) through (4) shall not apply to any employee whose weekly hours of work are reduced, and to whom unemployment benefits are provided, pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq. A contracted service provider, educational services commission, county special services school district, or jointure commission shall notify the district with which it has entered into a contract to provide services of its intent to reduce the hours of work of its employees pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq.

1. Notwithstanding the provisions of N.J.S.A. 18A:7F-9 e.(3), if a contracted service provider reduces the amount that it pays to its employees providing services to a school district, and that reduction is the result of a reduction of workhours of those employees made pursuant to a shared work program approved pursuant to the

provisions of N.J.S.A. 43:21-20.3 et seq., then the amount paid by the district to the contracted service provider shall be reduced by the same amount.

2. Notwithstanding the provisions of N.J.S.A. 18A:7F-9 e.(4), if an educational services commission, county special services school district, or jointure commission reduces the amount that it pays to its employees providing services to a school district, and that reduction is the result of a reduction of workhours of those employees made pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq., then the amount paid by the district to the educational services commission, county special services school district, or jointure commission shall be reduced by the same amount.

This Policy may be revised as necessary by the Superintendent in accordance with N.J.S.A. 18A:7F-9. The school district's emergency virtual or remote instruction program shall be available on the school district's website.

N.J.S.A. 18A:7F-9

Adopted:

P 5751 – Sexual Harassment of Students (M) (Revised)

5751 SEXUAL HARASSMENT OF STUDENTS (M)

The Board of Education will not tolerate sexual harassment of students by school employees, other students, or third parties. Sexual harassment of students is a form of prohibited sex discrimination. In accordance with Title IX of the Education Amendments of 1972 and the Code of Federal Regulations (CFR), 34 CFR §106, the school district adopts this Policy and implement practices to investigate and resolve allegations of sexual harassment of students engaged in by school employees, other students, or third parties pursuant to 34 CFR §106.3(c). In addition, reports of sexual harassment shall also be investigated in accordance with the requirements of New Jersey’s Anti-Bullying Bill of Rights Act and Policy 5512.

For the purposes of Policy 5751 and in accordance with 34 CFR §106:

1. “Sexual harassment” (34 CFR §106.30(a)) means conduct on the basis of sex that satisfies one or more of the following:
 - a. An employee of the school district conditioning the provision of an aid, benefit, or service of the school district on a student’s participation in unwelcome sexual conduct;
 - b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the school district’s education program or activity; or
 - c. “Sexual assault” as defined in 20 U.S.C. §1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. §12291(a)(10), “domestic violence” as defined in 34 U.S.C. §12291(a)(8), or “stalking” as defined in 34 U.S.C. §12291(a)(30).

Sexual harassment may take place electronically or on an online platform used by the school, including, but not limited to, computer and internet networks; digital platforms; and computer hardware or software owned or operated by, or used in the operations of the school.

In accordance with 34 CFR §106.8(a), any person may report sex discrimination, including sexual harassment using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report.

A school district with “actual knowledge” of sexual harassment in the educational program or activity of the school district against a student, must respond promptly in a manner that is not “deliberately indifferent”.

Any school employee who receives a complaint of sexual harassment or is aware of behavior that could constitute sexual harassment is required to report that information to the Title IX Coordinator in accordance with the provisions of 34 CFR §106.8(a) and B.1. of Regulation 5751. The district

must report any potential child abuse in accordance with N.J.S.A. 18A:36-24; N.J.S.A. 18A:36-25; N.J.A.C. 6A:16-11.1; and Policy and Regulation 8462.

The Title IX Coordinator shall notify persons entitled to a notification pursuant to 34 CFR §106.8(a)(1) that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX and Policy and Regulation 5751 not to discriminate in such a manner in accordance with 34 CFR §106.8(b)(1).

The Title IX Coordinator shall prominently display the contact information required to be listed for the Title IX Coordinator pursuant to 34 CFR §106.8(b)(2)(i) on the school district's website and in each handbook or catalog the school district makes available to persons entitled to a notification in accordance with 34 CFR §106.8(a). Policy and Regulation 5751 shall be prominently displayed on the district's website and accessible to anyone.

Supportive measures shall be available to the Complainant, Respondent, and as appropriate, witnesses or other impacted individuals.

The school district shall use the grievance process outlined in 34 CFR §106.45 and Regulation 5751 to address formal complaints of sexual harassment. The school district shall offer both parties an appeal process as outlined in 34 CFR §106.45 and Regulation 5751 from a determination regarding responsibility for sexual harassment and from the Title IX Coordinator's dismissal of a formal complaint or any allegations of sexual harassment.

The Title IX Coordinator shall be responsible for effective implementation of any remedies in accordance with 34 CFR §106.45(b)(7)(iv). The appropriate school official designated by the Superintendent, after consultation with the Title IX Coordinator, will determine sanctions imposed and remedies provided, if any.

Consistent with the laws of New Jersey a student's parent must be permitted to exercise the rights granted to their child under this Policy, whether such rights involve requesting supportive measures, filing a formal complaint, or participating in a grievance process.

The Superintendent or designee shall ensure that Title IX Coordinators, investigators, decision-makers, appeal officer, and any person who facilitates an informal resolution process, receive training in accordance with 34 CFR §106.45(b)(1)(iii).

The school district or any employee of the school district shall not intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or Policy 5751, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Policy, in accordance with 34 CFR §106.71(a).

For each school district response to sexual harassment required under 34 CFR §106.44, the school district shall create and maintain for a period of seven years, records in accordance with 34 CFR §106.45(b)(10).

The Superintendent or designee shall consult with the Board Attorney to ensure the school district's response to allegations of sexual harassment and the school district's grievance process are in accordance with 34 CFR §106.44 and 34 CFR §106.45.

Any time a report is made to the Title IX Coordinator or formal complaint is filed pursuant to this Policy and in accordance with 34 CFR §106, the Title IX Coordinator shall forward the report or complaint to the Principal of the school building attended by the alleged victim for the Principal to follow the requirements of New Jersey's Anti-Bullying Bill of Rights Act and Policy 5512.

34 CFR §106

United States Department of Education, Office for Civil Rights – Questions and Answers on the Title IX Regulations on Sexual Harassment (July 20, 2021)

Adopted:

R 5751 – Sexual Harassment of Students (M) (Revised)

SEXUAL HARASSMENT OF STUDENTS (M)

R 5751

M

The Board of Education will not tolerate sexual harassment of students by school employees, other students, or third parties. The school district shall investigate and resolve allegations of sexual harassment of students engaged in by school employees, other students, or third parties pursuant to 34 CFR §106.3(c) and Policy and Regulation 5751. In addition, reports of sexual harassment shall also be investigated in accordance with the requirements of New Jersey’s Anti-Bullying Bill of Rights Act and Policy 5512.

A. Definitions

1. For the purpose of Policy and Regulation 5751 and in accordance with 34 CFR §106:
 - a. “Sexual harassment” (34 CFR §106.30(a)) means conduct on the basis of sex that satisfies one or more of the following:
 - (1) An employee of the school district conditioning the provision of an aid, benefit, or service of the school district on a student’s participation in unwelcome sexual conduct;
 - (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the school district’s education program or activity; or
 - (3) “Sexual assault” as defined in 20 U.S.C. §1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. §12291(a)(10), “domestic violence” as defined in 34 U.S.C. §12291(a)(8), or “stalking” as defined in 34 U.S.C. §12291(a)(30).
 - b. “Complainant” (34 CFR §106.30(a)) means a student currently enrolled who is alleged to be the Complainant of conduct that could constitute sexual harassment.
 - (1) A parent may act on behalf of the Complainant in accordance with State law, court orders, child custody arrangements, or other sources granting legal rights to parents.

- (2) A parent has a legal right to act on a Complainant's behalf, this right applies throughout all aspects of the Title IX matter, including throughout the grievance process.
- c. "Decision-maker" (34 CFR §106.45(b)(7)) means a staff member(s) who is not the Title IX Coordinator or the school staff member who conducted the investigation, designated by the Superintendent of Schools, to objectively evaluate the relative evidence and reach conclusions about whether the Respondent is responsible for the alleged sexual harassment in accordance with the provisions of 34 CFR. §106.
 - d. "Education program or activity" (34 CFR §106.44(a)) includes locations, events, or circumstances over which the school district exercises substantial control over both the Respondent and the context in which the sexual harassment occurs.
 - e. "Formal complaint" (34 CFR §106.30(a)) means a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the school district investigate the allegation of sexual harassment. As used in this definition paragraph, the phrase "document filed by a Complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the school district) that contains the Complainant's physical or digital signature, or otherwise indicates that the Complainant is the person filing the formal complaint.
 - f. "Investigator" (34 CFR §106.45(b)(5)) means a staff member or staff members who may be the Title IX Coordinator and who is not a decision-maker, designated by the Superintendent of Schools, to investigate alleged sexual harassment in accordance with 34 CFR §106. The investigator may be the school district's Affirmative Action Officer only if the Affirmative Action Officer is not the decision-maker.
 - g. "Program or activity" and "program" (34 CFR §106.2(h)(2)(ii)) means all of the operations of a local educational agency (as defined in 20 U.S.C. §8801), system of vocational education, or other school system.
 - h. "Respondent" (34 CFR §106.30(a)) means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

- (1) A parent may act on behalf of the Respondent in accordance with State law, court orders, child custody arrangements, or other sources granting legal rights to parents.
 - (2) If a parent has a legal right to act on a Respondent's behalf, this right applies throughout all aspects of the Title IX matter, including throughout the grievance process.
- i. "Title IX Coordinator" (34 CFR §106.8(a)) means an individual designated and approved by the Board to coordinate its efforts to comply with its responsibilities under 34 CFR §106 and this Policy. The individual must be referred to as the "Title IX Coordinator" and may also be the investigator but cannot be the decision-maker.

B. Reporting and Notification Requirements

1. Sexual harassment may take place electronically or on an online platform used by the school, including, but not limited to, computer and internet networks; digital platforms; and computer hardware or software owned or operated by, or used in the operations of the school.
2. In accordance with 34 CFR §106.8(a), any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
 - a. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.
3. A school district with "actual knowledge" of sexual harassment in the educational program or activity of the school district against a student, must respond promptly in a manner that is not "deliberately indifferent".
 - a. The school district has "actual knowledge" when an employee receives a complaint of sexual harassment or an employee is aware of behavior that could constitute sexual harassment.
 - (1) Any school employee who receives a complaint of sexual harassment or is aware of behavior that could constitute

sexual harassment is required to report that information to the Title IX Coordinator in accordance with the provisions of B.1. above.

- (2) In addition to the district's response in accordance with this Regulation, the district must report any potential child abuse to appropriate law enforcement and child welfare authorities in accordance with N.J.S.A. 18A:36-24; N.J.S.A. 18A:36-25; N.J.A.C. 6A:16-11.1; and Policy and Regulation 8462.
 - b. A school district is "deliberately indifferent" only if the response to sexual harassment is clearly unreasonable in light of the known circumstances, pursuant to 34 CFR §106.44(a).
4. The district is required to offer supportive measures to the Complainant even if the Respondent ceased being enrolled or employed by the district prior to the filing of a formal complaint.
 - a. If the Respondent ceases to be enrolled in or employed by the district after a formal complaint is filed, the district may dismiss the complaint, but must still offer supportive measures to the Complainant pursuant to 34 CFR §106.45(b)(3)(ii).
 5. The Title IX Coordinator shall notify persons entitled to a notification pursuant to 34 CFR §106.8(a) that the school district does not discriminate on the basis of sex in the education program or activity it operates and it is required by Title IX and Policy and Regulation 5751 not to discriminate in such a manner in accordance with 34 CFR §106.8(b)(1).
 6. The Title IX Coordinator shall prominently display the contact information required to be listed for the Title IX Coordinator pursuant to 34 CFR §106.8(b)(2)(i) on the school district's website and in each handbook or catalog the school district makes available to persons entitled to a notification in accordance with 4 CFR §106.8(a).
 - a. This Policy shall be prominently displayed on the district's website and accessible to anyone.

C. Supportive Measures

1. "Supportive measures" mean non-disciplinary, non-punitive, individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a formal complaint or where no formal complaint has been filed pursuant to 34 CFR §106.30(a).

2. Supportive measures shall be available to the Complainant, Respondent, and as appropriate, witnesses or other impacted individuals.
3. The Title IX Coordinator shall maintain consistent contact with the parties to ensure that safety, emotional and physical well-being are being addressed.
4. Generally, supportive measures are meant to be short-term in nature and will be re-evaluated on a periodic basis.
 - a. To the extent there is a continuing need for supportive measures after the conclusion of the resolution process, the Title IX Coordinator will work with appropriate school district resources to provide continued assistance to the parties.

D. Grievance Process

1. The school district will use the grievance process outlined in 34 CFR §106.45 and this Regulation to address formal complaints of sexual harassment.
2. Parents, students, unions and associations, and staff members shall receive notice of the grievance procedures and the Title IX Coordinator's name or title, office, address, email address, and telephone number in accordance with 34 CFR §106.8(a).
3. The school district's grievance process may, but need not, provide for a hearing pursuant to 34 CFR §106.45(b)(6)(ii).
4. The school district may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with 34 CFR §106.45(b)(9).
5. The school district may not require the parties to participate in an informal resolution process regarding a Title IX claim and may not offer an informal resolution process unless a formal complaint is filed pursuant to 34 CFR §106.45(b)(9).
6. The Title IX Coordinator must promptly contact the Complainant in accordance with 34 CFR §106.44(a).
7. In response to a formal complaint, the school district will follow a grievance process that complies with 34 CFR §106.45.

- a. Upon receipt of a formal complaint, the Title IX Coordinator shall provide written notice to the parties who are known in accordance with 34 CFR §106.45(b)(2)(i).
 - b. The Title IX Coordinator shall provide the investigator with a copy of the formal complaint if the Title IX Coordinator is not the investigator.
 - c. The investigator shall investigate the allegations contained in a formal complaint pursuant to 34 CFR §106.45(b).
8. The investigator shall create an investigative report in accordance with the provisions of 34 CFR §106.45(b)(5)(vii).
 - a. The investigator will attempt to collect all relevant information and evidence.
 - b. While the investigator will have the burden of gathering evidence, it is crucial that the parties present evidence and identify witnesses to the investigator so that they may be considered during the investigation.
 - c. While all evidence gathered during the investigative process and obtained through the exchange of written questions will be considered, the decision-maker may in their discretion grant lesser weight to last minute information or evidence introduced through the exchange of written questions that was not previously presented for investigation by the investigator.
 - d. To the greatest extent possible, and subject to Title IX, the school will make reasonable accommodations in an investigation to avoid potential re-traumatization of a student.
 - e. The investigative report shall be provided to the decision-maker in accordance with the provisions of 34 CFR §106.45(b)(6)(ii).
9. The decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility pursuant to 34 CFR §106.45(b)(7).
 - a. To reach this determination, the decision-maker will apply the preponderance of the evidence standard, which shall be the same standard of evidence for formal complaints against students as for formal complaints against employees, including faculty, and

apply the same standard of evidence to all formal complaints of sexual harassment pursuant to 34 CFR §106.45(b)(1)(vii).

- b. The decision-maker will facilitate a written question and answer period between the parties.
 - (1) Each party may submit their written questions for the other party and witnesses to the decision-maker for review.
 - (2) The questions must be relevant to the case and the decision-maker will determine if the questions submitted are relevant and will then forward the relevant questions to the other party or witnesses for a response.
 - (3) The decision-maker shall then review all the responses, determine what is relevant or not relevant, and issue a decision as to whether the Respondent is responsible for the alleged sexual harassment.
 - (4) The decision-maker will issue a written determination following the review of evidence. The written determination will include:
 - (a) Identification of allegations potentially constituting sexual harassment as defined in Policy and Regulation 5751 and 34 CFR §106.30;
 - (b) A description of the procedural steps taken from the receipt of the complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;
 - (c) Findings of fact supporting the determination, conclusions regarding the application of this formal grievance process to the facts; and
 - (d) A statement of and rationale for the result as to each allegation, including any determination regarding responsibility, any disciplinary sanctions the decision-maker imposed on the Respondent that directly relate to the Complainant, and whether remedies designed to restore or preserve equal access to the school's education program or activity will be provided to the Complainant; and

procedures and permissible bases for the parties to appeal the determination.

- (5) The written determination will be provided to the parties simultaneously.
- (6) Notwithstanding a temporary delay of the grievance procedure or the limited extension of the grievance procedure time frames with good cause, the written determination shall be provided within sixty calendar days from receipt of the Complaint.
 - (a) The sixty calendar day time frame does not include the appeal process.
- (7) Remedies and supportive measures that do not impact the Respondent should not be disclosed in the written determination; rather the determination should simply state that remedies will be provided to the Complainant.

E. Appeals

1. The school district will offer both parties an appeal from a determination regarding responsibility, and from the Title IX Coordinator's dismissal of a formal complaint or any allegations therein in accordance with 34 CFR §106.45(b)(8)(i).
2. As to all appeals, the school district will comply with the requirements of 34 CFR §106.45(b)(8).
3. The Superintendent shall designate an appeal officer for each appeal filed.
 - a. The appeal officer shall not be the same person as the decision-maker that reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator in accordance with 34 CFR §106.45(b)(8)(iii)(B).
4. The Complainant and Respondent shall have an equal opportunity to appeal the policy violation determination and any sanctions.
5. The school district shall administer the appeal process, but is not a party and will not advocate for or against any appeal.
6. A party may appeal only on the following grounds and the appeal shall identify the reason(s) why the party is appealing:

- a. There was a procedural error in the hearing process that materially affected the outcome;
 - (1) Procedural error refers to alleged deviations from school district policy, and not challenges to policies or procedures themselves;
 - b. There is new evidence that was not reasonably available at the time of the hearing and that could have affected the outcome;
 - c. The decision-maker had a conflict of interest or bias that affected the outcome;
 - d. The determination regarding the policy violation was unreasonable based on the evidence before the decision-maker;
 - (1) Appealing on this basis is available only to a party who participated in the hearing; and
 - e. The sanctions were disproportionate to the hearing officer's findings.
7. The appeal must be submitted in writing to the Title IX Coordinator within ten calendar days following the issuance of the notice of determination.
 8. The appeal must identify the ground(s) for appeal and contain specific arguments supporting each ground for appeal.
 9. The Title IX Coordinator shall notify the other party of the appeal, and that other party shall have an opportunity to submit a written statement in response to the appeal, within ten calendar days.
 10. The Title IX Coordinator shall inform the parties that they have an opportunity to meet with the appeal officer separately to discuss the proportionality of the sanction.
 11. The appeal officer shall decide the appeal considering the evidence presented at the hearing, the investigation file, and the appeal statements of both parties.
 12. In disproportionate sanction appeals, input the parties provided during the meeting may also be considered.
 13. The appeal officer shall summarize their decision in a written report that will be sent to the Complainant and Respondent within twenty calendar days of receiving the appeal.

F. Remedies

1. The Title IX Coordinator shall be responsible for effective implementation of any remedies in accordance with 34 CFR §106.45(b)(7)(iv).
2. Following receipt of the written determination from the decision-maker, the Title IX Coordinator will facilitate the imposition of sanctions, if any, the provision of remedies, if any, and to otherwise complete the formal resolution process.
3. The appropriate school official designated by the Superintendent, after consultation with the Title IX Coordinator, will determine the sanctions imposed and remedies provided, if any.
 - a. The imposition of sanctions or provisions of remedies will be revisited by the Title IX Coordinator following the appeal officer's decision, as appropriate.
4. The Title IX Coordinator must provide written notice to the parties simultaneously.
5. The school district must disclose to the Complainant the sanctions imposed on the Respondent that directly relate to the Complainant when such disclosure is necessary to ensure equal access to the school district's education program or activity.
6. It is important to note that conduct that does not meet the criteria under Title IX may violate other Federal or State laws or school district policies regarding student misconduct or may be inappropriate and require an immediate response in the form of supportive measures and remedies to prevent its recurrence and address its effects.

G. Parent Rights

1. Consistent with the laws of New Jersey, a student's parent must be permitted to exercise the rights granted to their child under Policy and Regulation 5751, whether such rights involve requesting supportive measures, filing a formal complaint, or participating in a grievance process.
2. A student's parent must also be permitted to accompany the student to meetings, interviews, and hearings, if applicable, during a grievance process in order to exercise rights on behalf of the student.
3. The student may have an advisor in addition to the parent.

H. Training

The Superintendent or designee shall ensure that Title IX Coordinators, investigators, decision-makers, appeal officers, and any person who facilitates an informal resolution process, receive training in accordance with 34 CFR §106.45(b)(1)(iii).

I. Compliance

The Superintendent or designee shall consult with the Board Attorney to ensure the school district's response to any allegations of sexual harassment and the school district's grievance process are in accordance with 34 CFR §106.44 and 34 CFR §106.45.

J. Requirements of New Jersey's Anti-Bullying Bill of Rights Act

Any time a report is made to the Title IX Coordinator or formal complaint is filed pursuant to Policy and Regulation 5751 and in accordance with 34 CFR §106, the Title IX Coordinator shall forward the report or complaint to the Principal of the school building attended by the alleged victim for the Principal to follow the requirements of New Jersey's Anti-Bullying Bill of Rights Act and Policy 5512.

Adopted:

2021-2022 School Reopening and Remote Plan

Moving Forward as One

Mark Pease
Superintendent

Introduction

Somerdale School District continues to be in collaboration with federal, state, and county officials to determine the best course of action in addressing the COVID 19 outbreak. As new information and recommendations are updated the Somerdale School District Leadership Team continue to adjust our plans and brainstorm different possibilities. Below is a guide highlighting the implementation of recommendations.

The Reopening Plan and Remote Learning – Conditions for Learning

Adapted from the directives from the New Jersey Department of Education.

At a minimum, school districts must adopt a policy for screening students and employees for symptoms of COVID-19 and history of exposure and must strive for social distancing within the classroom and on school buses. If schools are not able to maintain this physical distance, additional modifications should be in place, including physical barriers between desks and turning desks to face the same direction. Each school district must also adopt cleaning and disinfecting procedures.

School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age. Students and staff must wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

On June 26, 2020, the New Jersey Department of Education released **The Road Back: Restart and Recovery Plan for Education**. The guidance provided "Anticipated Minimum Standards" as well as "Additional Considerations" to help districts meet the minimum standards. The Somerdale School District Restart and Recovery Plan went above and beyond any minimum standards and additional considerations and provided the safest possible learning environment for all of the students and staff. The rate of transmission (Rt) of COVID-19 in the district last school year was 0%.

On June 28, 2021, the **New Jersey Department of Education released The Road Forward: Health and Safety Guidance for the 2021-2022 School Year**. After thorough review of this guidance and the accompanying and applicable Executive Orders, **Moving Forward '21-22** was created for the 2021-2022 school year. We will continue to be cautious and monitor COVID rates of transmission and percent positivity throughout the summer and school year. It is also important to note that the latest guidance contains recommendations rather than mandatory standards.

In May of 2021, the Governor declared that all students must return to school for full-time, in-person instruction come the start of the 2021-2022 school year. Therefore, a broad scale opt-out into remote-only learning will not be an option for the '21-22 school year. It is understandable that the return to normalcy can cause stress for all stakeholders, the district seeks to provide support and interventions in all facets of the students' lives.

The district will implement all feasible layers of mitigation for a normal or typical day, month, and year of school for all stakeholders.

Executive Summary

In accordance with the Health and Safety Guidance for the 2021-2022 School Year released by Governor Murphy on Monday, June 28, 2021, **Moving Forward '21-22**, the reopening plan for the Somerdale School District was developed. This guidance provided five (5) key areas of focus for reopening the district in September of 2021:

1. General Safety and Guidelines
2. Cleaning, Disinfection, and Airflow
3. Screening, Exclusion, and Response to Symptomatic Students and Staff
4. Contact Tracing
5. Testing

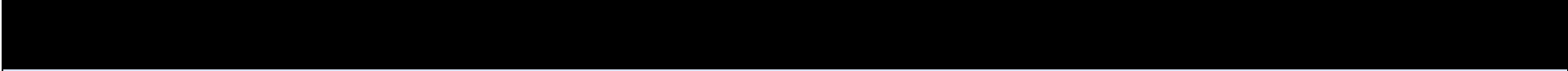
<p>Demographic Information</p>	<p>Number of enrolled students- 447 Number of Charter Students-1 Number of Out of District students-4 Number of Special Education (includes speech-only) students- 86 Number of Pre-school students- 27 Number of ELLs- 8 Number of Homeless- 6 Number of Medically Fragile Students 0 Percentage of students with devices and internet access at home 100% Percentage of students without devices and internet access at home 0%</p>
<p>Opening School Committee and Pandemic Response Team</p>	<p>Mark Pease, Superintendent Rob Ford, Vice Principal Greg Cesare, Director of CST Maria Montroni, Curriculum and Instruction Supervisor David Rouse, Business Administrator/Board Secretary Lisa O'Brian, Nutri-Serv Peg Hughes, Building and Grounds Supervisor Tom Leone, Technology Supervisor Mary Dow, School Nurse Kevin Smith, Parent and BOE member Kim Barkoff, Parent and BOE member The Somerdale Board of Education and Solicitor, Chris Long John O'Leary Somerdale OEM Camden County Health Department Camden County Department of Education</p>

Conditions for Learning

Health and Safety: Standards for Establishing Safe and Healthy Conditions for Learning

<i>Critical Area</i>	<i>District Actions and Person(s) Responsible</i>
<p>Appendix 1.0 General Safety and Guidelines</p>	<p>The district will rely on the COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools regarding increasing, decreasing, changing or adjusting mitigating measures during the ‘21-22 school year. These recommendations are updates directly from the New Jersey Department of Education. If there is any ambiguity or different options in the updates, the Superintendent will rely on the advisement of the Camden County Department of Health.</p> <p>When guidance or updates are published by the New Jersey Department of Health, the Superintendent will meet with the school nurses to determine the impact (if any) on the district. If there is a need, the Camden County Department of Health will be contacted for clarification. The district reserves a twenty-four (24) to forty-eight (48) hour timeframe to complete this process after receiving the information. After this process is completed, the district will implement the updated information, guidance, and updates. This information will be communicated as outlined in section 1.2 of this document.</p> <p>All programs, including sports, clubs, and CER programs will begin again at the start of the ‘21-22 school year.</p> <p>Furthermore, all district staff, regardless of position, are deemed essential employees by the Superintendent.</p> <p>All district staff must be cognizant and comply with student and confidentiality regarding HIPAA and privacy.</p>
<p>Establishing and maintaining communication with Dept. of Health; track local conditions</p>	<p>Establish communication system with Dr. Nwako, Camden County Department of Health. Somerdale School District CCDOH liaison is Gabrielle Sweeney</p>
<p>Develop “high risk” criteria and share with staff and families</p>	<ul style="list-style-type: none"> • Identify Students and Staff who have proven underlying medical risk • Establish an accommodations plan
<p>Promote behaviors that reduce spread</p>	<p>Create signs and messages notifying students when to stay home, the need for social distancing, hand washing and respiratory etiquette, importance of face coverings</p>

<p>Training Appendix 14</p>	<p>Training on all these precautions will take place during the Opening Day PD sessions and PD Sessions throughout the year</p>
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Classrooms, Testing and Therapy Rooms

<p>1.1 Vaccinations Appendices 2 and 13</p> <p>See: COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools Updated January 12, 2022</p>	<p>Upon Board approval of this reopening plan:</p> <ul style="list-style-type: none"> • The district will survey all staff members, including vendors, to determine individual vaccination status. This information will be kept confidential. • The district will survey the parents of all students that met the age-requirement to receive a vaccine. This information will be kept confidential. • In accordance with Executive Order 253 issued on August 23, 2021 by the Governor of New Jersey, Mr. Philip Murphy, the following change has been made to this section of the reopening plan: • All staff (including outside vendors) are required to either provide adequate proof to the district that they have been fully vaccinated or submit to COVID-19 testing at minimum one to two times weekly. • This requirement shall take effect on October 18, 2021, at which time any staff (including outside vendors) that have not provided adequate proof that they are fully vaccinated must submit to a minimum of weekly or twice weekly testing on an ongoing basis until fully vaccinated. <p>The district mandates that staff members may not ask any students or families about their vaccination status. Any such discussion or questioning of a student or family is grounds for disciplinary action.</p> <p>The only staff exempt from this mandate are the school nurses and administrators, in situations including but not limited to:</p> <ul style="list-style-type: none"> • Potential cases of COVID-19 • Contact tracing • Potential close-contacts
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	<ul style="list-style-type: none"> • Potential quarantines • Any other health related matter
<p>1.2 Communication</p> <p>See: COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools Updated January 12, 2022</p>	<p>The district will create and maintain a stand-alone web page dedicated to information regarding COVID-19. This information will include, but is not limited to:</p> <ul style="list-style-type: none"> • Implementation of any changes via the process stated in section one (1) of this document • Information regarding COVID-19 vaccinations • COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools • The New Jersey COVID-19 Dashboard • Pertinent Executive Orders from the Governor • Information from the CDC • The number of confirmed positive cases of COVID-19 delineated by category (student or staff) <p>Unless otherwise required, the district will send out public health notifications alerting the school community of any confirmed positive cases of COVID-19. Further, the district will continue to notify any close-contacts.</p> <p>Teaching and learning regarding any situations resulting from a confirmed positive case of COVID-19, including close contacts, will be addressed in section seven (7) of this document.</p> <p>In the event booster shots are recommended, the district will seek to have a vendor onsite for all eligible students and their families or partner with another district.</p>
<p>1.3 Masks</p> <p>See: COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools</p>	<p>In accordance with <u>Executive Order 251</u> issued on August 6, 2021 by the Governor of New Jersey, Mr. Philip Murphy, the following change has been made to this section of the reopening plan:</p> <ul style="list-style-type: none"> ○ It is mandatory that all staff, students, and visitors wear a face mask when in the indoor portion of the school district premises, regardless of vaccination status. ○ This mandate begins on Monday, August 9, 2021 and will remain in effect until further notice.

Updated January 12, 2022

- Only actual face-masks are permitted. Bandanas, neck gaiters and balaclavas are not permitted for entrance to the school.

In accordance with the provisions set forth on [page 4 of Executive Order 251](#), the District may make accommodations to mask wearing on a case-by-case basis in the following circumstances:

Situation	Mask Accommodation Applicable	Criteria to Substantiate the Mask Accommodation
When doing so would inhibit the individual's health, such as when the individual is exposed to extreme heat indoors;	no	Our district facilities are air conditioned and room temperatures are monitored to keep rooms at a temperature of 84 degrees or lower.
	no	In the event the air conditioning in a room is unable to maintain a room temperature below 85 degrees, the classroom will either be moved to a different room where a moderate room temperature can be kept under 85 degrees.
	yes	If the room cannot maintain a temperature of 84 degrees or lower and there is not another instructional location with a temperature below 84 degrees, the students may remove their masks. This applies only when the students are in that specific room.
When the individual has trouble breathing, is unconscious, incapacitated, or otherwise unable to remove a face covering without assistance;	yes	This applies only to emergency medical situations.

<p>When a student's documented medical condition or disability, as reflected in an Individualized Education Program (IEP) or Educational Plan pursuant to Section 504 of the Rehabilitation Act of 1973, precludes use of a face covering;</p>	<p>case-by-case basis</p>	<p>The Child Study Team will evaluate the specific case and determine if a medical accommodation is necessary in accordance with the proper documentation and medical guidance. Any mask accommodation regarding an IEP or 504 plan will be handled on a case-by-case basis.</p>
<p>When the individual is under two (2) years of age;</p>	<p>yes</p>	<p>Individuals under two (2) years of age should only enter the building when absolutely necessary and should not remain in the building for more than 15 minutes.</p>
<p>When an individual is engaged in an activity that cannot be performed while wearing a mask, such as eating and drinking or playing an instrument that would be obstructed by the face covering;</p>	<p>yes</p>	<p>When eating and drinking takes place (food consumption should be completed at a typical pace). Before and after eating, while in line or disposing of trash, masks must be properly worn.</p>
		<p>If possible, a mask designed for playing an instrument should be worn (provided by the district). When a student is not participating in the playing of an instrument, a mask must be properly worn.</p>
<p>When the individual is engaged in high-intensity aerobic or anaerobic activity;</p>	<p>no</p>	<p>The Physical Education Teachers will collaborate with the Principals to determine lower intensity activities when physical education takes place.</p>
<p>When a student is participating in high-intensity physical activities during a physical education class in a well-ventilated location and able to maintain a physical distance of six feet from all other individuals; or</p>	<p>no</p>	
<p>When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.</p>	<p>n/a to students</p>	

Visitors without masks	Mask can be provided or deny entry. No visitor will be permitted in the building without a face mask or covering.
<p>1.4 Maintain Physical Distancing and use of Cohorts</p> <p>Appendix 7</p> <p>See: COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools</p> <p>Updated January 12, 2022</p>	<p>As communicated by the NJDOE and NJDOH, “physical distancing recommendations must not prevent a school from offering full-day, full-time, in person learning to all students for the 2021-2022 school year.</p> <p>Students in grades PreK-5 will continue to cohort dictated by the self-contained setting of the classroom configurations. Students in grades 6-8 will move from class to class as they would have done previous to the ‘20-21 school year. Lockers will not be available.</p> <p>Again, three feet of distance between students and staff will be reinforced through signage and verbal reminders.</p> <p>Three feet of distance, when possible, will serve as the standard for desk/seat placement, small group instruction, and during meals (for students and staff).</p> <p>For specialty classes, such as music/band, the district may create outdoor spaces with the necessary equipment to ensure the program can function at the highest level.</p> <p>Middle Schools will not change into uniforms for physical education class. On days when they have physical education, they should come to school in the appropriate attire for physical education.</p> <p>Staff meetings and PLCs will return to in-person and held in a room, designated by the Principal and Supervisor of Facilities that, to the greatest extent possible.</p> <p>To the greatest extent possible, a distance of 6 feet between students and teachers/staff and between teachers/staff who are not fully vaccinated will be kept in all settings.</p> <p>Unvaccinated staff is responsible for maintaining their distance of 6 feet, to the greatest extent possible.</p>
Limit use of shared objects and supplies	Limit use of supplies to one child at a time; disinfect between uses; avoid sharing if possible.
Scheduling/ Movement	Keep students in cohorts, when possible; provide additional time to allow for hand washing; build in handwashing during transition times. When feasible, teachers will change classrooms as much as possible rather than student cohorts.
1.5 Hand Hygiene and Respiratory Etiquette	The district will continue to reinforce hand washing with soap and water for at least 20 seconds. Hand sanitizer, wipes and gloves will continue to be provided.

	<p>In order to reinforce hand hygiene and respiratory etiquette, signage will be posted reminding everyone to:</p> <ul style="list-style-type: none"> • Cover coughs and sneezes with a tissue if not wearing a mask • Used tissues should be thrown in the trash and hand hygiene as outlined above should be performed immediately <p>The following reminders will also be visible and through messages that hand hygiene should take place:</p> <ul style="list-style-type: none"> • Upon arrival at school • Before and after meals and snacks • After going to the bathroom • Before leaving for the day • After blowing nose, sneezing, or coughing into tissue • When hands are visibly soiled • Assist/observe young children to ensure proper hand washing
Hand Sanitizer	Hand sanitizer stations have been added to all classrooms and areas of use in the building. Additional cleaning/disinfecting; heightened monitoring and additional handwashing.
Barriers Appendix 8	Protective barriers will be provided to all students and staff. Permanent protective barriers are available for the cafeteria.
1.6 Meals	<p>Students will eat in classrooms until further notice.</p> <ul style="list-style-type: none"> • As in all cases, three (3) feet of distance will be kept between students. • The feasibility to create alternative eating locations or groups and staggered eating times will be examined as well. • Students will be discouraged from sharing meals. • Meals will be provided to any student that is placed on mandatory quarantines or who is participating in Remote instruction for the duration of the quarantine or Remote Instruction.

<p>1.7 Transportation</p>	<p>The District is a non-bussing district and does not own busses therefore, the District contracts with CCEC when busses are necessary. CCEC will be issuing the transportation plan on behalf of the Districts they service in which they will have the Districts sign; that plan will be a requirement in the bid specifications for the vendors to follow as they procure the busses for the Districts. Currently, CCEC's plan is to require everyone on the bus to wear a mask and have a maximum of one student per seat on the bus.</p>
<p>2. Cleaning, Disinfection, and Airflow Appendices 9 and 10 2.1 Limit Use of Shared Supplies and Equipment</p>	<p>Upon staff request, the district will provide:</p> <ul style="list-style-type: none"> • Adequate supplies (i.e. classroom supplies, equipment) to minimize sharing of high-touch materials or limit use of supplies and equipment by one group of students at a time and clean and disinfect routinely and preferably between use. <p>In addition:</p> <ul style="list-style-type: none"> • Staff will continue to encourage hand hygiene practices between use of shared items. • The district discourages the use of shared items that cannot be cleaned and disinfected.
<p>2.3 Improving Airflow</p> <p>See: COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools Updated January 12, 2022</p>	<p>The district will continue to maintain the effective airflow in the building while delivering clean air, and dilution of dilute potential contaminants. The district will continue to mitigate in this area through consideration of the following strategies, based on current protocol effectiveness, feasibility, and safety:</p> <ul style="list-style-type: none"> • Bring in as much outdoor air as possible. • Open windows and doors. Even just cracking open a window or door helps increase outdoor airflow, which helps reduce the potential concentration of virus particles in the air. • Do not open windows or doors if doing so poses a safety or health risk (such as falling, exposure to extreme temperatures, or triggering asthma symptoms), or if doing so would otherwise pose a security risk. • Use exhaust fans in restrooms and kitchens. • Consider having activities, classes, or lunches outdoors when circumstances allow. • Open windows in buses and other transportation, if doing so does not pose a safety risk. Even just cracking windows open a few inches improves air circulation. • Continue the use of MERV filters.

<p>3. Screening, Exclusion, and Response to Symptomatic Students and Staff</p> <p>3.1 Parental Screening</p> <p>Appendix 4 and 11</p>	<ul style="list-style-type: none"> • Parents/caregivers must monitor their children for signs of illness every day as they are the front line for assessing illness in their children. • Students who are sick should not attend school. The district will strictly enforce exclusion criteria for both students and staff, as detailed in section 3.3. • The district will communicate to the school community the importance of monitoring symptoms and keeping children home while ill. • Communications from the district will provide reminders to staff and families to check for symptoms before leaving for school. • The clear and accessible directions for parents/caregivers and students for reporting symptoms and reasons for absences will be prominently posted on the school website. • If necessary a screening questionnaire will be completed along with a temperature checks prior to students entering the building. 								
<p>3.2 Response to Symptomatic Students and Staff</p> <p>See: COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools Updated January 12, 2022</p> <p>Appendix 5</p>	<p>The district will institute the following procedures to identify and respond to a student or staff member who becomes ill with COVID-19 symptoms:</p> <ul style="list-style-type: none"> • There will continue to be an isolation room (that is not the nurse’s office), enough space for multiple people placed at least 6 feet apart. • The district will continue to ensure that hygiene supplies are available, including additional cloth masks, facial tissues, and alcohol-based hand sanitizer. • School nurses will use Standard and Transmission-Based Precautions based on the care and tasks required. • Staff supervising students waiting to be picked up do not need to be healthcare personnel but should follow physical distancing guidelines. • Continue to follow the guidelines in section 2.0, to the greatest extent possible. 								
<p>3.3 Exclusion from School</p> <p>3.3.1 Definition of COVID-19 Compatible Symptoms</p>	<p>Parents should not send students to school when sick. For school settings, NJDOH recommends that students with the following symptoms be promptly isolated from others and excluded from school:</p> <table border="1" data-bbox="430 1230 1375 1425"> <tr> <td colspan="4" data-bbox="430 1230 1375 1323">At least one (1) of the following symptoms</td> </tr> <tr> <td data-bbox="430 1323 556 1425">cough</td> <td data-bbox="556 1323 802 1425">shortness of breath</td> <td data-bbox="802 1323 1117 1425">new olfactory disorder</td> <td data-bbox="1117 1323 1375 1425">new taste disorder</td> </tr> </table>	At least one (1) of the following symptoms				cough	shortness of breath	new olfactory disorder	new taste disorder
At least one (1) of the following symptoms									
cough	shortness of breath	new olfactory disorder	new taste disorder						

See: COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools Updated January 12, 2022

OR

At least two (2) of the following symptoms			
fever (measure or subjective)	chills	rigors (shivers)	myalgia (muscle aches)
headache	sore throat	nausea or vomiting	diarrhea
fatigue	congestion	runny nose	

For students with chronic illness

Only new symptoms or symptoms worse than baseline should be used to fulfill symptom-based exclusion criteria.

3.3.2 When Illness Occurs in the School Setting

See: COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools Updated January 12, 2022

Children and staff with COVID-19 symptoms should be separated away from others until they can be sent home. Students who are sick and not already wearing a mask should be provided one to wear unless the student has a contraindication to doing so. If a mask is not tolerated by the ill student or staff member, other staff should be masked and follow maximum physical distancing guidelines (at least 6 feet away).

Children and staff with COVID-19 symptoms should be separated away from others until they can be sent home. Students who are sick and not already wearing a mask should be provided one to wear unless the student has a contraindication to doing so. If a mask is not tolerated by the ill student or staff member, other staff should be masked and follow maximum physical distancing guidelines (at least 6 feet away). The school nurses will employ the following procedure:

1.	Ask the student (or parent/guardian) and staff whether they have had potential exposure to COVID-19 in the past 14 days meeting the definition of a close contact.	
	Close contact definition	Someone who was within 6 feet for a total of 15 minutes or more within 2 days prior to illness onset, regardless of whether the contact was wearing a mask.
2.	Individuals should be sent home and referred to a healthcare provider.	
3.	Persons with COVID-19- compatible symptoms should undergo COVID-19 testing.	

4. Determine appropriate guidelines for returning to school.

Guidelines for Returning to School is Dependent on the current guidelines

Category/Situation	Appropriate Guidelines
Green/Low	Ill individuals without potential exposure to COVID-19 should follow the NJDOH School Exclusion List
	No public health notification is needed UNLESS there is an unusual increase in the number of persons who are ill (over normal levels), which might indicate an outbreak.
	Unusual increase and normal levels will be determined by the Local Health Department

Category/Situation	Appropriate Guidelines
Yellow/Moderate Orange/High or If ill students have potential COVID-19 exposure	Ill persons should be excluded according to the COVID-19 Exclusion Criteria

School Nurses & Administrators are the liaisons to the Camden County Health Department

District Notifications to the Camden County Health Department When Staff & Students:

1. Are ill and have potential COVID-19 exposure
2. When they see an increase in the number of persons with COVID-19 compatible symptoms

3. *Test positive for COVID-19 (if in-school testing is performed)*

When necessary, the School Nurses and Administrators will provide the Camden County Health Department with the following information:

- | | |
|----|--|
| 1. | Contact information for the ill persons |
| 2. | The date the ill person developed symptoms, tested positive for COVID-19 (if known), and was last in the building |
| 3. | Types of interactions (close contacts, length of contact) the person may have had with other persons in the building or in other locations |
| 4. | Names, addresses, and telephone numbers for ill person's close contacts in the school |
| 5. | Vaccination status if known |
| 6. | Any other information to assist with the determination of next steps |

The district will report weekly student and staff case counts to NJDOH through the Surveillance for Influenza and COVID-19 (SIC) Module in CDRSS.

Isolation

See: COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools
Updated January 12, 2022

If a student or staff experiences COVID-compatible symptoms, they should [isolate themselves from others](#), be clinically evaluated for COVID-19, and tested for SARS-CoV-2.

4. Contact Tracing

Contact tracing is the strategy used to determine the source of an infection and how it is spreading. Finding students and staff who are close contacts of a person who have tested positive for COVID-19, and therefore are at higher risk of becoming infected themselves, can help prevent further spread of the virus.

	<p>Per the CDC, close contact is defined as being within 6 feet of someone with suspected or known COVID-19 for 15 or more minutes during a 24-hour period. In certain situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed.</p> <table border="1" data-bbox="430 243 1995 641"> <tr> <td colspan="2" data-bbox="430 243 1995 332">School nurses & Administrators will continue to contact trace using the ‘20-21 procedures.</td> </tr> <tr> <td data-bbox="430 332 483 430">1.</td> <td data-bbox="483 332 1995 430">As with any other communicable disease outbreak, the district will assist in identifying the close contacts within the school and communicating this information back to the Camden County Department of Health.</td> </tr> <tr> <td data-bbox="430 430 483 535">2.</td> <td data-bbox="483 430 1995 535">With guidance from the CCDOH, the district will be responsible for notifying parents and staff of the close contact exposure and exclusion requirements while maintaining confidentiality.</td> </tr> <tr> <td data-bbox="430 535 483 641">3.</td> <td data-bbox="483 535 1995 641">The CCDOH contact tracing team will notify and interview the close contacts identified by the school and reinforce the exclusion requirements.</td> </tr> </table> <table border="1" data-bbox="430 673 1921 876"> <tr> <td colspan="2" data-bbox="430 673 1921 738">Regarding Extra-Curricular Activities and CER Programs</td> </tr> <tr> <td colspan="2" data-bbox="430 738 1921 803">Coaches, advisors, and individual CER leads must keep attendance on each day the team or club meets</td> </tr> <tr> <td colspan="2" data-bbox="430 803 1921 876">Seating charts and bus seating assignments must be kept each day the activity occurs</td> </tr> </table> <p>If a staff member, other than a school nurse or administrator, receives information that a student or someone in the student’s household is a close contact, they must report this information to the school nurse. This must be done with complete confidentiality.</p> <p>The staff member may not inquire or ask questions about the information, with the exception of the nurses and administrators. Any such action of this type is grounds for disciplinary action.</p>	School nurses & Administrators will continue to contact trace using the ‘20-21 procedures.		1.	As with any other communicable disease outbreak, the district will assist in identifying the close contacts within the school and communicating this information back to the Camden County Department of Health.	2.	With guidance from the CCDOH, the district will be responsible for notifying parents and staff of the close contact exposure and exclusion requirements while maintaining confidentiality.	3.	The CCDOH contact tracing team will notify and interview the close contacts identified by the school and reinforce the exclusion requirements.	Regarding Extra-Curricular Activities and CER Programs		Coaches, advisors, and individual CER leads must keep attendance on each day the team or club meets		Seating charts and bus seating assignments must be kept each day the activity occurs	
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Seating charts and bus seating assignments must be kept each day the activity occurs															
Procedures for symptomatic students or staff	Isolation; notification of local health officials, staff, families (confidentially)														

Policy for when person tests positive	Isolation space until pickup will be in the Music Room; Parents will report to the main office and will be directed to use exterior doors of the Music Room to pick up student. See below: Camden County Department of Health for protocols in Table 1. Steps to Take in Response to Confirmed or Suspected COVID-19 Cases and Close Contacts
Parent Education	Educate parents on signs of illness and need to keep children home when sick
Visitors without masks	Mask can be provided or deny entry. No visitor will be permitted in the building without a face mask or covering.
Training	Establish routines, procedures and protocols

5. Testing	Any onsite testing program would be developed with the Camden County Department of Health and possible assistance from the Somerdale Office of Emergency Management. Free Testing has been provided by the State of NJ to place once per week. Testing continues to be important strategy to manage the spread of the virus for both students and teachers.
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<i>If the District Develops Testing Program</i>		
<i>Test ill students & staff</i>	<i>With written parental consent & consistent with any federal and state requirements</i>	
	<i>Ill individuals who test positive</i>	<i>should be reported to the LHD and contact tracing should begin.</i>
	<i>Ill individuals that test negative</i>	<i>should be referred to a healthcare provider, who may consider additional COVID-19 testing.</i>
<i>The district will seek an outside vendor or health department representative to test (if testing does occur onsite)</i>		

If an onsite testing were developed, there is a possibility of:

- *Detection of new cases to prevent outbreaks,*

	<ul style="list-style-type: none"> • <i>Reduction of the risk of further transmission, and</i> • <i>Increased protection of students, teachers, and staff from COVID-19.</i>
<p>Diagnostic & Screening Testing</p> <p>Appendix 4</p>	<p>Regardless of the level of community transmission, the district will continue to work with the CC DOH department for the purpose of:</p> <ul style="list-style-type: none"> • Identifying possible rapid viral testing options in the community for the testing of symptomatic individuals and asymptomatic individuals who were exposed to someone with COVID-19. • Potential use of screening testing to identify cases and prevent secondary transmission. Screening testing involves using SARS-CoV-2 viral tests (diagnostic tests used for screening purposes) intended to identify occurrences at the individual level even if there is no reason to suspect infection—there is no known exposure. <ul style="list-style-type: none"> ○ This includes, but is not limited to, screening testing of asymptomatic individuals without known exposure with the intent of making decisions based on the test results.
<p>180 Day Requirement</p>	<p>Statutory Requirements N.J.S.A. 18A:7F-9</p> <ul style="list-style-type: none"> • Schools must be in session for 180 days to receive state aid • The statute requires that school facilities be provided for at least 180 days during the school year • A district is required to close the schools of the district for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive and/or recommendation by the appropriate health agency or officer to institute a public health-related closure, days of virtual or remote instruction commensurate with in-person instruction will count towards the district’s 180-day requirement • In circumstances when the school facilities remain open and in-person instruction continues in those classrooms that are not required to quarantine, those days in session will also count towards the district’s 180-day requirement in accordance with N.J.S.A. 18A:7F-9. <p>In accordance with NJDOE regulations, remote learning is not permitted on inclement weather days (with the exception of the situations listed above). Therefore, if school is closed due to inclement weather, the days will be made up in accordance with the ‘21-22 School Calendar.</p> <p>In accordance with NJDOE regulations, remote learning is not permitted on inclement weather days (with the exception of the situations listed above). Therefore, if school is closed due to inclement weather, the days will be made up in accordance with the ‘21-22 School Calendar.</p>

7. Proactively Planning
(Contingency Plans)

The district is proactively planning for teaching and learning in the event we are confronted with the incidence of COVID-19 positive cases amongst staff and/or students.

If the district is required to exclude a student, group of students, a class, or multiple classes as a result of the scenarios listed in section 3.3, the district is mandated to prepare and offer virtual or remote instruction to those students in a manner commensurate with in-person instruction to the extent possible.

Options the district may implement to meet the mandate from the NJDOE & NJDOH listed in section seven (7)

The options are not necessarily in the order of implementation.

Options implemented may differ in different situations as determined by the Superintendent due to the age, number, and length of quarantine and exclusion.

Unless a staff member is in mandatory quarantine or isolation, teaching will be conducted from campus.

1.	In-person after school Tutoring/Instruction after the student(s) return to school	Classwork, content, activities, and assignments will be sent home to the students in mandatory quarantine or isolation.
2.	Remote Teaching	Live-streamed teaching where there are a mix of students that are onsite and students in a remote setting (logged in via Zoom) due to mandatory quarantine or isolation.
3.	Virtual Instruction	Real time instruction provided to the class or group of students via Zoom during the normal hours of the school day or afterschool hours (in accordance with the Collective Bargaining Agreement). This instruction may be provided by a different teacher or teachers.

**The district reserves the right to implement other options developed at a later time. Any new options will be added as an addendum to this plan and communicated to the school community via the dedicated COVID-19 communication webpage.*

Student absences due to quarantine or isolation will be counted as excused absences.

<u>Technology Considerations</u>	<ul style="list-style-type: none"> • District has a 1:1 student/tablet ratio where every student will have access to a device for distance learning. For students without internet access, the district will provide hotspot access using the CARES, ESSER, and ARP ESSER grant funding and will also provide paper packets when hotspots are unavailable. • Official District Platforms: Zoom, Seesaw, OnCourse Classroom, One Note, Microsoft 365 TEAMS, BrainPop. Others at teacher discretion.

Appendix B: Full Remote Learning Models

Somerdale Park School Full Remote Guide for Parents and Staff

Working Document: Once published, changes will be shared with the school community on a rolling basis.

Glossary:

Term	Definition	Abbreviation
In-School	A time when students attend school taking socially distant precautions and wearing masks.	IS
Remote	A time when students are learning from home.	R
Synchronous	A time when the students in the color cohort meet with the teacher live on Zoom, our official video conferencing platform.	S

Asynchronous	A time when the students work independently on work the teacher has assigned via OneNote, Seesaw, Teams, etc.	AS
Office Hours	A time when the teacher is available through email and/or Zoom to meet with students. Meetings during office hours may be scheduled in advance.	-
Intervention	A time when a student or a small group of students will meet with the teacher. This may be in person or on Zoom.	-

Full Remote Learning, beginning September 2021

- **Student Expectations**

- Students will be responsible for completing asynchronous assignments and attending remote sessions, as well as any scheduled office hours.
 - All students PK-8 will have a remote synchronous session with their teachers 4 hours per day, 5 days per week.
 - The session will take place via Zoom at the same time every week.
 - The schedule rotates through periods 1-4 on Mon/Weds, 5-8 on Tues/Thurs for grades 6-8, and on Friday a rotating schedule per period.
 - The schedule rotates through content areas for grades K-5 and on Friday a rotating schedule per content area.
 - Students are expected to attend and participate during their assigned times.
 - All students K-8 will have remote asynchronous assignments; progress will be monitored by teachers.
 - K-2 will have one asynchronous assignment per day.
 - 3-5 will have two asynchronous assignments per day.
 - 6-8 will receive two asynchronous assignments per week from each content area.
 - Asynchronous assignments include but are not limited to: independent practice, on-going projects, collaborative work, and research.

- **Learning Programs**

- Students in Pre-K through 3rd grade will use Seesaw for asynchronous learning.
- Students in grades 4-5 will use either Seesaw or OneNote (at the teacher's discretion) for asynchronous learning.
- Students in grades 6-8 will use Microsoft OneNote for asynchronous learning.
- All grades will use Zoom for synchronous learning.
 - Teachers will create recurring links for their Zoom meetings.
 - Links will be shared with students in the class.
 - Links will be housed in a database accessible only to Somerdale Park Staff.
 - Should a link change, the link will be updated in the database and re-shared with the class.
- Teachers may choose to use other learning platforms in conjunction with those stated above.
- Student schedules and grades will be available through OnCourse.
- Student email is available through Microsoft 365.

- **Teacher Expectations**

- All teachers will communicate with families through email.

- Teachers may choose to use messaging apps of the teacher's choice (Remind, Talking Points, Google Voice, Dojo, etc).
- K-8 teachers will hold synchronous class meetings on a rotating schedule. (see schedule below).
 - The format of a synchronous class meeting is an instructional decision that will vary by teacher, however, all synchronous classes include a live video component.
- Content area teachers
 - Content area teachers include K-5 homeroom teachers and special education teachers, and 6-8 ELA, Math, Science, Social Studies and special education teachers.
 - Will assign no more than 30 minutes (6-8) or 15 minutes (K-5) of asynchronous assignments for each day.
 - Content areas are: Math, Science, Social Studies, and English Language Arts
 - A 6-8 grade student will receive 60 minutes of asynchronous assignments each week from each content area, totaling 240 minutes/4 hours per week/2 hours per day of asynchronous assignments.
 - A K-5 grade student will receive 30 minutes of asynchronous assignments from each content area per week, totaling 120 minutes/2 hours per week/1 hour per day of asynchronous assignments.
- Special area teachers
 - Special area teachers include gym, library, music, art, computers, careers, character ed., Spanish, STEM, health, graphic design, TV production, etc.
- K-5 Special area teachers will assign **one** 15-minute assignment per week on Seesaw. This assignment may be completed synchronously or asynchronously.

- K-5 Special area teachers will hold recurring meetings with the entire grade level from 10:20-10:45.

Grade	M	T	W	R
K	Art	Music	Spanish	Library
1	Library	Art	Music	Spanish
2	Spanish	Library	Art	Music
3	Spanish	Computers	Gym	STEM
4	STEM	Spanish	Computers	Gym
5	Gym	Spanish	STEM	Computers

- 6-8 Special area teachers will hold synchronous meetings with students according to schedule.
 - They will assign **one** 30-minute asynchronous assignment each week.
 - Students will follow the A-D day schedule. E day has been eliminated from the remote learning schedule.
- Special Education, Student Services, ESL, and STEPS
 - IEP's, and 504's will be followed according to federal and state laws to the greatest extent possible.
 - Teachers in these areas will assign asynchronous learning that best fits the needs of their students.
 - ESL, Wilson, STEPS, Speech, and other intervention offerings may take place between 1:15 and 3:15 on Monday-Friday and will be communicated by the teacher.
 - Teachers and parents will collaborate to schedule additional remote synchronous learning based on student needs.
- **Grading**
 - All grades and content areas will be assessing only the priority standards that were defined by the Curriculum Committee in July 2020.
 - Grading policies are still being determined.

- Participation
- Quality of work
- Mastery of standard
- **Parent Expectations**
 - Parents will work together with the school staff to support children's academic needs.
 - Parents will be responsible for supporting their children in establishing positive remote learning routines, managing behavior, and monitoring synchronous and asynchronous learning engagement.
 - Parents will be responsible for checking OnCourse, email, and teacher-specific learning sites to keep up with synchronous and asynchronous assignments.
- **Student Supports**
 - Guidance support is available by appointment for students who need assistance managing stress or anxiety.
 - Student Services and the Child Study Team will monitor student achievement and conduct 1:1 or small group intervention as needed.
- **Administration**
 - Administrators will be available via email, phone, and text messaging apps to support students, staff, and parents.

Frequently Asked Questions:

1. How can we protect children when using Zoom?
 - All meetings held in Zoom that include course content or student information are protected by the [Family Educational Rights and Privacy Act](#) (FERPA).
 - Generally, student meetings and classes should **NOT** be recorded unless necessary.
 - If/When recording class sessions or meetings in Zoom follow the steps below to protect student privacy.
 - Don't share recordings that include personally identifiable student information with anyone that is not enrolled in your course.
 - Consider [recording an asynchronous lecture](#) to share with all class sections.
 - If you plan to share a recording for educational use beyond your course, ensure student video is not visible on screen, students' mics are muted and the chat is hidden.
 - Include language in your syllabus about the purpose of Zoom recordings and the protection of student information. Here is an example that can be used: "Our class sessions will all be recorded for use by enrolled students, including those who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are consenting to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are consenting to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live."
 - Tell students that you will be recording. This notice is required by law. By default, Zoom [notifies meeting participants that a meeting is being recorded](#), but it is best to have an acknowledgment from you. Here is an example that can be used at the start of the session: "This class session is being recorded. By joining today's class session, you consent to being recorded."
 - Allow students to [turn off their camera and microphone](#) using **Stop Video** and **Mute** in Zoom and participate via **Chat** if they prefer.
 - Although you cannot stop students from using local or personal technology to record a meeting, you can [disable cloud recording settings](#).