

Somerdale Board of Education meeting held on October 14, 2021

SOMERDALE PUBLIC SCHOOL DISTRICT  
BOARD OF EDUCATION

301 Grace Street  
Somerdale, NJ 08083

**Regular Meeting of the Board of Education**

**October 14, 2021  
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 6:31 pm**

**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  
Kim Barkoff – Present  
Monique Howard – Present

Taylor Klenk - Present  
Susan Lowden - Present  
Marc Ritz - Present

Kevin Smith - Absent

Also Present:

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

**III. 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.

#### IV. APPROVAL OF MINUTES

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

Recommend that the Board of Education approve the regular minutes of the September 9, 2021 BOE Meeting.

ALL IN FAVOR: YES 5 NO 0 ABSTAIN 1 (Lowden) ABSENT 1

Mr. Smith arrived at the meeting at 6:48 pm

#### V. 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 October 2, 2021 Camden County was in the Yellow (Moderate) range. We currently trending in the right direction. Four counties in NJ are now in the Orange (High) range. Hopefully, we continue to see these types of improvements as we continue with the 2021-2022 school year.
- 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.

As of this date we have:

Positive Students 6  
Close Contacts Students 19  
Positive Staff 0  
Close Contacts Staff 0

- Mr. Ford, Mrs. Schwartz and myself met with all the Middle School classes to discuss the Tik Tok Devious Lick Challenge
- Received 500 adult masks from the Department of Health. 500 student size masks have been ordered.
- Equity committee will be starting the No Place for Hate program.

##### **Curriculum and Instruction**

- Please click the link to see Mrs. Montroni's September Curriculum update <https://www.smore.com/yd6sx>

##### **Special Education**

- Discussions continue regarding fencing around the playgrounds and other play areas to provide additional level of support and safety for our Special Needs students. We have also discussed the addition of a sensory room or area for any student that could benefit from this type of learning environment.

##### **School Safety**

- Mr. Ford will be applying for a safety grant to complete phase 2 of our Blue Point Alert system. The grant is \$26,000 and will allow us to install Blue Point pull stations in each classroom and in the main office. This cost of phase 2 is approximately \$38,000 and will require funds from our general fund or capital reserves to cover the difference.

##### **After School Care Program**

- Continues to be a highlight in our programming this year. 67 students are currently enrolled in our program.

##### **Personnel**

- Expectations for high academic standards, student safety and supervision continues to be a priority.

##### **Facilities**

- We will be approving the Lead in Water Sample results from EMSL Analytical. Inc. and the Corrective Action Plan to take water fountains in B4 and B5 out of service and make locations in those rooms for hand washing only.
- Mr. Rouse and I met with the architects (Speize) and Landberg Construction to discuss the expectations, plan, and timelines of the parking lot project.
- Met with CM3 to discuss the cost of adding cameras to the new parking lot.

**Board of Education**

- The Policy Committee met to discuss the Dress Code Policy. We will be conducting another parent survey regarding our uniform policy.
- The third and final Bond project (the parking lot) is underway. In phase one all trees will be removed in the designated areas.
- I met with our neighbors to provide clarification, timelines and details of the Parking Lot project. There is a request to determine the ownership of a strip of land adjacent to their homes and our property.
- A page has been dedicated to our website for updates, pictures and letters. Please click the link below to visit this page [https://somerdale-park.org/public/parking\\_lot\\_project](https://somerdale-park.org/public/parking_lot_project)
- A \$1000 donation to the Somerdale Park School Library from Ms. Joanne Gambo in memory of former teacher Linda Saun former Somerdale Park School Teacher.
- Met with local leadership from Voorhees, Cherry Hill, Somerdale and Lawnside regarding Evesham Road improvements from King Street (just shy of Route 30) to Burnt Mill Road. A notice to residents and business with the start of construction will be supplied 48 hours prior to starting construction.

**B. Business Administrator’s Report**

- On September 19th, I conducted a Parking Lot Project meeting. Also present was Mark Pease, Mike Landberg VP Landberg Construction, and Mark Wagner from Spiezle Architectural. The purpose of the meeting was to discuss any concerns and address any questions related to the project before it began. After the meeting we visited the site to view the scope of the project. Currently, the trees are being removed. This phase should be completed by Wednesday of next week at which time the next phase of the project will begin. Mike Landberg is confident that the Parking Lot Project will be completed by the predetermined December 31<sup>st</sup> date.
- Our Auditors, Bowman & Company, are in the process of wrapping up their audit of the business/finance department. They anticipate presenting their audit findings report to us in December 2021.
- The business office has begun the budget process for the 22/23 school year. I have sent out the Budget Manual which contains the calendar of estimated timelines for the budget process. Additionally, I have requested the budget line items requests from the staff.
- We will be approving the Lead in Water Sample results from EMSL Analytical. Inc. and the Corrective Action Plan to take water fountains in B4 and B5 out of service and make locations in those rooms for hand washing only. Additionally, the test results were placed on our website and Mr. Pease sent out parent notifications per regulatory requirements.
- The ASC program continues to do well! As of today, 69 students are enrolled with a daily participation between 44 – 52 students. Total payments received to date is approx. \$20,000 to include tuition, registration and processing fees. Average projected weekly revenue is approx. \$2,800 with average projected weekly Gross Profits of \$1,680.

**VI. NEW BUSINESS**

**BUSINESS AFFAIRS**, Susan Lowden, Chairperson, Marc Ritz, 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 1-16:

1. Financial Reports:

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

The Board Secretary’s Report is in accordance with 18A: 17-36 and 18A: 17-9 for the month of August 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 August 2021. The Treasurer's Report and Secretary's report are in agreement for the month of August 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. Vendor Bill List #1 and corresponding Check Journal totaling: \$176,066.26
  - b. Vendor Bill List #2 and corresponding Check Journal totaling: \$26,441.74
  - c. Vendor Bill List #3 and corresponding Check Journal totaling: \$14,590.00
  - d. Vendor Bill List #4 and corresponding Check Journal totaling: \$396,455.40
3. To approve the Transfers/Adjustments for the month of August 2021 (attachment #3).
4. To approve contract with Pine Hill for homeless student in 7th grade from September 7, 2021 to June 30, 2022, tuition paid in the amount of \$21,500.00.
5. To approve contract with Collingswood for student #2536033953 in 3rd grade from September 8, 2021 to June 30, 2022, tuition paid in the amount of 23,261.00 and 1-1 aid in the amount of \$23,607.00.
6. To approve Robert Ford to attend the online workshop Attendance, Residency, and Homelessness Issues on 10-21-2021 at a cost of \$125.00.
7. To approve the following resolution:

Comprehensive Maintenance Plan and Schedule M-1

**Whereas**, the N. J. Department of Education requires New Jersey school districts to submit three-year comprehensive maintenance plans documenting "required" maintenance activities for each of its public school facilities, and

**Whereas**, the required maintenance activities as listed in the Comprehensive Maintenance Plan document for the various school facilities of the Somerdale School District are complete and in compliance with the requirements of N.J.A.C. 6A:26A-3, and

**Whereas**, the comprehensive maintenance plan includes activities and expenditures, for each school facility, that qualify as required maintenance pursuant to N.J.A.C. 6A:26A-2 and are reasonable to keep school facilities open and safe for use or in their original; condition and to keep their system warranties valid, **Now Therefore Be It Resolved**, that the Somerdale School District hereby authorizes the School Business Administrator to submit the 2020-21 Comprehensive Maintenance Plan for the Somerdale School District in compliance with N. J, Department of Education requirements. (Attachment #4)
8. To approve Amanda Schwartz and Robert Ford to attend the online workshop Understanding the Power and Responsibilities of the School Climate Team on November 8, 2021 at a cost of \$100.00 and \$75.00, respectfully.
9. To approve Mandy Seligman to attend the online workshop Phonological Awareness: Foundations for Reading Success on February 10, 2022 at a cost of \$120.00. Workshop will be paid with Title II funds.
10. To approve the tuition contract for student #2921243346 with Gloucester County Special Services School District from August 31, 2021 to June 30, 2022, tuition paid in the amount of \$43,020.00.

11. To approve the tuition contract for student #8080400364 with Gloucester County Special Services School District from August 31, 2021 to June 30, 2022, tuition paid in the amount of \$43,020.00.
12. To approve Lisa Padua, Lisa Rollick and Kim Noonan to attend the online workshop How to Use Differentiated Instruction in the Middle School Mathematics Classroom to Address Unfinished Learning on October 20, 2021 at a cost of \$100 each.
13. To approve Dominic Travarelli to attend the Enhancing Your Social Studies Instruction in Cherry Hill, NJ on December 7, 2021 at a cost of \$279.00. Workshop will be paid with Title II funds.
14. Pursuant to N.J.S.A 18A:22-7, the Budget Calendar (included in the attached Budget Manual) is hereby being submitted to the Board of Education for review. (Attachment #5)
15. To amend the ESSER II Grant Award and Application allocating the following expenditures:

\$97,894.00 allocated to 100-100; teacher stipends  
\$173,600.00 allocated to 100-600; instructional supplies  
\$17,300.00 allocated to 200-300; support professional services  
\$118,761.00 allocated to 200-400; support property services  
\$4,935.00 allocated to 200-500; other support services  
\$29,200.00 allocated to 200-600; support supplies

16. To amend the 2021/2022 ESEA Grant Award and Application allocating the following expenditures:

Title II Part A: \$500.00 allocated to 100-600; instructional supplies  
\$13,000.00 allocated to 200-300; support professional services  
\$3,105.00 allocated to 200-500; other support services

17. To approve the School Security Grant Application in the amount of \$26,289 and acknowledge the use of local funds to cover any grant shortfalls to be used for upgrades to the existing school security system (BluePoint Alert) in accordance with N.J.A.C. 6A:26A4.4c.
18. To accept the donation of \$1000.00 from Ms. Joanne Gambo to be used toward the school library in the memory of Linda Saun, former Somerdale Park School Teacher.

ROLL CALL VOTE: YES 7 NO 0 ABSTAIN 0 ABSENT 0

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

Report by Facilities Committee Chair

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

Recommend that the Board of Education on the recommendation of the business administrator approve the following items #1-3 for Use of Facilities as per Somerdale Board of Education Policy 7510:

1. To approve the 5<sup>th</sup> Grade DARE Graduation to be held in the Cafeteria on January 21, 2022.
2. To approve the Lead in Water Sample Results from EMSL Analytical. Inc. and the Corrective Action Plan to take water fountains in B4 and B5 out of service and make locations in those rooms for hand washing only. (attachment #1)
3. To approve Michael Kidd-Gilchrist’s Change & Impact Foundation to use Gym for a live stream videotaping and presentation for ESPN and Disney on Tuesday, October 26, 2021 and Wednesday, October 27, 2021 between the hours 3:00 pm and 6:00 pm.

ROLL CALL VOTE: YES 7 NO 0 ABSTAIN 0 ABSENT 0

**INSTRUCTIONAL**, Taylor Klenk, Chairperson, James Anderson, Alternate Chairperson, Kevin Smith, Monique Howard, 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 Mrs. Barkoff the following was approved:

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

1. The following field trips:
  - a. To approve the 8<sup>th</sup> Grade Students to travel to Camden County Technical School on November 9, 2021. No cost to Somerdale Park School, CCTS will provide transportation.
  - b. To approve Band and Choral students to visit Six Flags Great Adventure, Jackson, NJ as a culminating field trip on June 1, 2022. Cost per student to be determined at a later date plus \$5.00 transportation fee to be included.
  - c. To approve Band and Choral students field trip to Thirty Strikes Bowling, Stratford, NJ on May 20, 2022. Cost per student to be determined at a later date plus \$5.00 transportation fee to be included.

ROLL CALL VOTE: YES 7 NO 0 ABSTAIN 0 ABSENT 0

**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 Mrs. Lowden and seconded by Mr. Smith the following was approved:

Recommend that the Board of Education on the recommendation of the superintendent, approve the following items #1-9:

1. To approve the resignation of Kristine Reichelderfer as Girls Basketball Coach, Girls Softball Coach, and Student Council Advisor for the 2021-2022 school year.
2. To approve the Kappa Alpha Psi Fraternity Inc., under the guidance and leadership of member Russell Dunnings, to provide volunteer readers and mentors for students in grades K-8. The program will include Financial Literacy lessons and activities, supported by corporate sponsor Bank of America.
3. To post-approve Kourtney Adcock, Cumberland County College Student to complete her 10 hours of Childhood Education observations with Lauren Baldyga, 4<sup>th</sup> Grade Teacher during the month of October, 2021.
4. To approve Maggie Cyliax, East Stroudsburg Student, to complete a 12 week Speech externship with Alyssa Orbaczewski, Speech Therapist, from January 2022 through March 2022.
5. To approve Mindy Kegel's After Care Aide hourly rate from \$15.00 to \$18.00 in lieu of stipend for additional administrative work during the 2021-2022 school year.
6. To post-approve Nancy Burns as Student Council Advisor for the 2021-2022 school year. Rate of pay as per the negotiated agreement with the SEA.

7. To post-approve Luis Roman and Melinda Flynn as After Care Aides for the 2021-2022 school year at an hourly rate of \$15.00 per hour.
8. To approve Kristine Reichelderfer for maternity leave during the 2021-2022 school year.  
Whereas FMLA begins February 28, 2022 and ends May 31, 2022  
Whereas NJFLA begins March 28, 2022 and ends June 30, 2022;  
Whereas accumulated paid leave is to run concurrently with FMLA/NJFLA;  
Whereas paid leave starts February 28, 2022 and ends March 31, 2022  
Be It Resolved the Somerdale BOE approves maternity leave starting February 28, 2022 and ending June 30, 2022.
9. To rescind William Fynes as Girls Assistant Basketball Coach and to approve him as Girls Head Basketball Coach for the 2021-2022 school year at a rate of \$2500.00 for the season.

ROLL CALL VOTE: YES 7 NO 0 ABSTAIN 0 ABSENT 0

**POLICY/COMMUNITY AFFAIRS**, Kimberly Barkoff, Chairperson, Kevin Smith, Alternate Chairperson, Taylor Klenk, 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 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 #1-4:

1. To approve the Health Office and Medication Standing Orders as required by NJ Statute for the 2021-2022 school year. (attachment #1& #2)
2. For First Reading:
  - a. P 0131 - Bylaws, Policies and Regulations
  - b. P 3142 - Nonrenewal of Nontenured Teaching Staff Member
  - c. P 3221 - Evaluation of Teachers
  - d. P 3222 - Evaluation of Teaching Staff Members, Excluding Teachers and Administrators
  - e. P 3223 - Evaluation of Administrators, Excluding Principals, Vice Principals and Assistant Principals
  - f. P 3224 - Evaluation of Principals, Vice Principals and Assistant Principals
  - g. P 4146 - Nonrenewal of Nontenured Support Staff Member
  - h. P 6471 - School District Travel
  - i. P 8561 - Procurement Procedures for School Nutrition Programs
  - j. R 3142 - Nonrenewal of Nontenured Teaching Staff Member
  - k. R 3221 - Evaluation of Teachers
  - l. R 3222 - Evaluation of Teaching Staff Members, Excluding Teachers and Administrators
  - m. R 3223 - Evaluation of Administrators, Excluding Principals, Vice Principals and Assistant Principals
  - n. R 3224 - Evaluation of Principals, Vice Principals and Assistant Principals
  - o. R 4146 - Nonrenewal of Nontenured Support Staff Member
  - p. R 6471 - School District Travel
3. To approve the Somerdale Park School Safety and Security Plan for the 2021-2022 school year.
4. As per N.J.S.A. 26:1A-9.1 and New Jersey Statute 18A:61D-3, to enact a religious exemption to waive immunization requirements to allow a 1st Grade student (#3708793114), a 3<sup>rd</sup> Grade student (#3548427627), and a 4<sup>th</sup> Grade student (#3966118078) to attend school for the 2021-2022 school year.

ROLL CALL VOTE Items 1-3: YES 7 NO 0 ABSTAIN 0 ABSENT 0

ROLL CALL VOTE Item 4 : YES 6 NO 1 (Howard) ABSTAIN 0 ABSENT 0

**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**, Susan Lowden, Chairperson, Marc Ritz, Alternate Chair, 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

**VII. REPORTS:**

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

The following items will be recommended for approval:

1. Acknowledge and accept the Harassment, Intimidation, and Bullying Report for incidents dated:
  - a. September 13, 2021 (attachment #1)
  - b. September 29, 2021 (attachment #2)

ALL IN FAVOR: YES 7 NO 0 ABSTAIN 0 ABSENT 0

**VIII. OTHER REPORTS:**

a.) Student Attendance

**Enrollment September 2021**

Preschool	25
Kindergarten	43
1st Grade	48
2nd Grade	37
3rd Grade	46
4th Grade	32
5th Grade	48
6th Grade	52
7th Grade	64
8th Grade	53
Out of District	4
Charter Students	1
Home Instruction	
Homeless -Tuition	
<b>Total September 2021</b>	<b>453</b>

b.) Security/Fire Drill Reports

**FIRE DRILL:**

<b><u>DATE:</u></b>	<b>9/14/21</b>	Alarm Sounded:	2:01 pm
		Building Cleared:	2:04 pm
		Returned to Building:	2:07 pm
		Alarm Station Used:	Main Hall By Boiler Room
		All Staff in attendance participated in drill	



Number evacuated: Students present: 434  
Staff Present: 92  
Special conditions simulated: none at this time  
Problems encountered: None  
Weather: 86 degrees

**LOCK DOWN DRILL #1:**

**DATE:** 9/16/21 Alarm Sounded: 9:00 a.m.  
All Staff in attendance participated in drill (93 staff members)  
Problems encountered: None

**IX. PUBLIC COMMENTS (on any item) – None at this time**

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.

**X. BOARD OF EDUCATION CANDIDATE INTERVIEWS**

- Tara Voigt

**XI. EXECUTIVE SESSION (if necessary)**

On a motion made by Mr. Anderson and seconded by Mr. Ritz the board entered into Executive Session at 7:05 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):

  X   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;

**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 7:15 pm and the Somerdale Park Public School District, Board of Education will procewith business.

Somerdale Board of Education meeting held on October 14, 2021

**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.

## **XII. RETURN TO PUBLIC SESSION**

On a motion made by Mrs. Lowden and seconded by Mrs. Barkoff the board returned to public session at 7:18 pm

A motion was made by Mr. Smith and seconded by Mrs. Barkoff to approve Mrs. Voigt as a new board member.

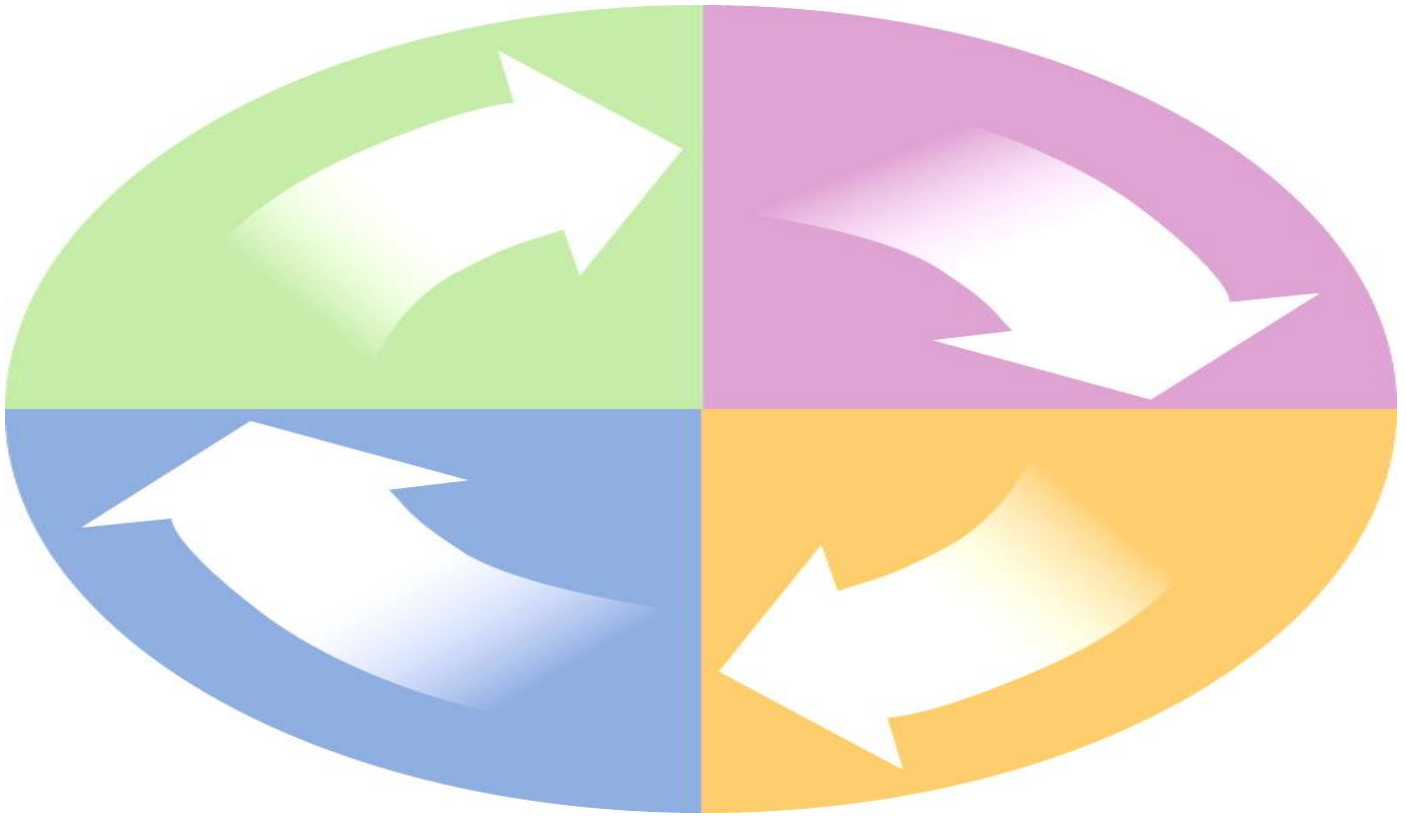
ALL IN FAVOR: YES 7 NO 0 ABSTAIN 0 ABSENT 0

## **XIII. ADJOURNMENT**

On a motion made by Mr. Smith and seconded by Mr. Ritz the meeting was adjourned at 7:25 pm

Respectfully,

David Rouse



**SCHOOL SAFETY AND SECURITY PLAN  
SOMERDALE SCHOOL DISTRICT**

**Somerdale Park School**  
301 Grace Street  
Somerdale, NJ 08083

Reviewed and Updated  
Summer/Fall 2021

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**OUR FIRST RESPONSIBILITY is to the SAFETY and SECURITY  
of the CHILDREN in OUR CARE, OUR STAFF and FACULTY.**

## INTRODUCTION

**“Knowing how to respond quickly and efficiently in a crisis is critical to ensuring the safety of our schools and students. The midst of a crisis is not the time to start figuring out who ought to do what. At that moment, everyone involved-from top to bottom-should know the drill and know each other.”**

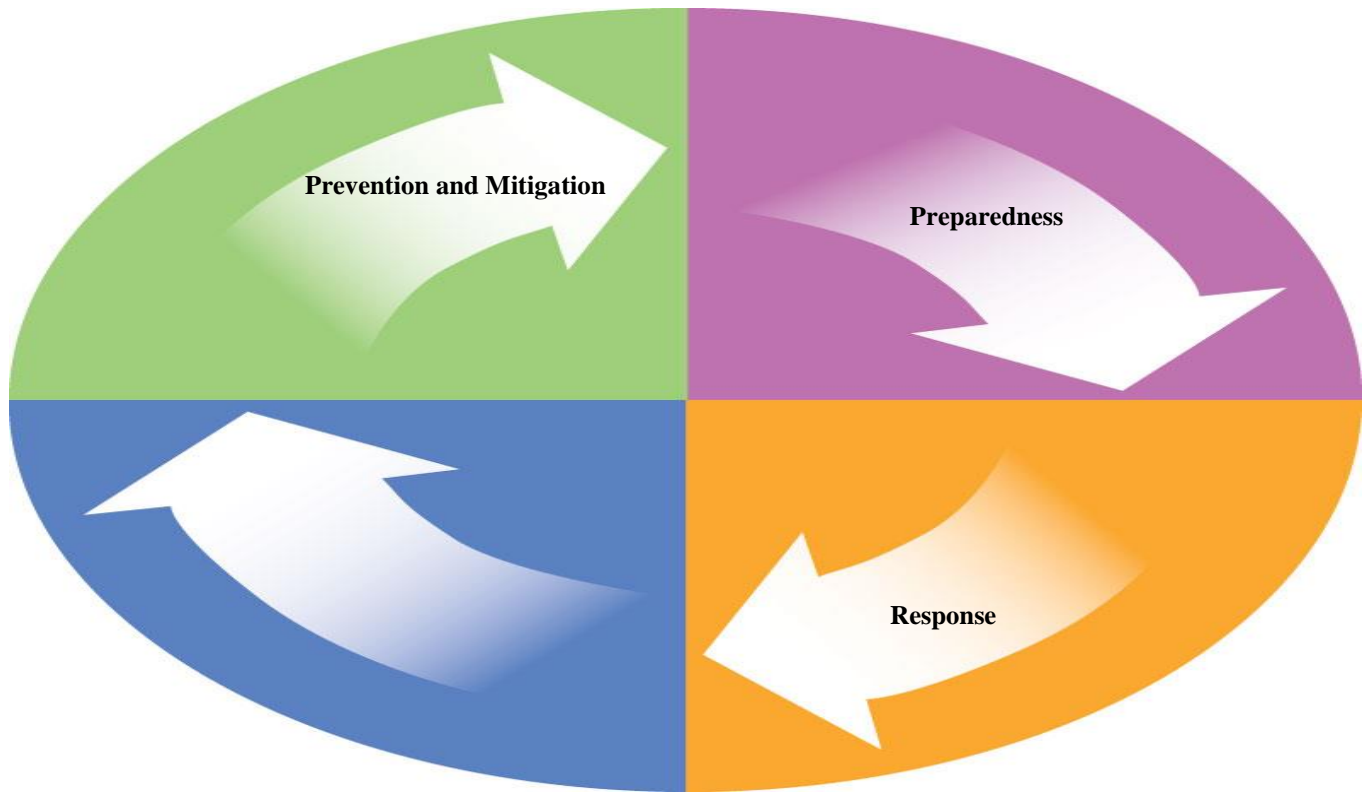
**- Margaret Spellings**

Families trust schools to keep their children safe during the day. Thanks to the efforts of millions of teachers, principals, and staff across America, the majority of schools remain safe havens for our nation’s youth. The unfortunate reality is, however, that school districts in this country may be touched either directly or indirectly by a crisis of some kind at any time.

Natural disasters such as floods, earthquakes, fires, and tornadoes can strike a community with little or no warning. An influenza pandemic, or other infectious disease, can spread from person-to-person causing serious illness across the country, or around the globe, in a very short time. School shootings, threatened or actual, are extremely rare but horrific and chilling when they occur. The harrowing events of September 11 and subsequent anthrax scares have ushered in a new age of terrorism. Communities across the country are struggling to understand and avert acts of terror.

Children and youth rely on and find great comfort in the adults who protect them. Teachers and staff must know how to help their students through a crisis and return them home safely. Knowing what to do when faced with a crisis can be the difference between calm and chaos, between courage and fear, between life and death. There are thousands of fires in schools every year, yet there is minimal damage to life and property because staff needs to be extended to all risks schools face. Schools and districts need to be ready to handle crises, large and small, to keep our children and staff out of harm’s way and ready to learn and teach.

- Excerpt from the “Practical Information on Crisis Planning” – Department of Education: The Office of Safe and Drug Free Schools



## PREVENTION-MITIGATION

*Prevention* is the action(s) schools and districts take to decrease the likelihood that an event or crisis will occur.

*Mitigation* is the action(s) schools and districts take to eliminate or reduce the loss of life and property damage related to an event(s) that cannot be prevented.

### Communication Procedures

A Security Task Force will be established and will meet regularly. The task force will be comprised of staff members, administration, emergency personnel, and other relevant individuals.

Staff:

- Any new hires will be informed of this emergency response plan within thirty days of starting their new position.
- All staff members are encouraged to participate in the FEMA IS362- Multi Hazard Emergency Planning for Schools given through the FEMA website. Additional information is available at [www.fema.gov](http://www.fema.gov). Professional development hours will be provided upon completion.
- All staff will be notified of any changes in regards to this emergency response plan.

Emergency Personnel:

- The emergency response plan will be distributed to all fire, police, ambulance, and emergency management agencies within the Somerdale Borough.
- The emergency response plan will be reviewed periodically with these agencies, changed accordingly, and communicated with staff as necessary.

Parents and Students:

- The board of education shall implement an emergency notification procedure that will include a mass notification system for parents/guardians.

Media:

- Of paramount importance to know, there is only one spokesperson for the district - the superintendent. In the absence of the superintendent, the principal shall serve in this capacity.
- Instruct all persons not to discuss the situation/event with outsiders (e.g., news media).
- Upon arrival or in anticipation of arrival of the news media, contact the superintendent.
- Escort the news media to the office of the superintendent or vice-principal and inform them of district policy regarding the news media.
- In the event that the office is not available, the media will be escorted to the **music room**. If the building is unavailable media will be escorted to the corner of **Evergreen Avenue and Chestnut Avenue**.

### Policy Statement: Media Collaboration

It will be the policy of the Somerdale Board of Education to fully cooperate with the news media within the guidelines of safe practices and confidentiality. In the case of an emergent nature:

- News media will not have access to buildings, grounds, staff and/or students without the informed consent of the district superintendent.
- The news media will be informed that video imaging (photographs, video tape, artist renditions, etc.) may violate the basic civil rights and/or rules of confidentiality regarding staff and students.



- The building principal and/or staff will attempt to politely intervene on behalf of any student engaged in an unsolicited interview or video imaging by informing the news media that the district superintendent is the only spokesperson for the district.
- The superintendent/principal will emphasize there is a plan of action, indicate information is in the process of being collected, and further details will be forthcoming.

**Current Prevention Efforts Implemented:**

- Suicide Prevention Policy
- Bullying Prevention Programs
- Character Education
- Safety Procedures
- Violence and Vandalism Awareness
- Building Access Procedures
- Surveillance Equipment
- Student Accounting
- Informational Staff Meeting on Emergency Procedures
- Safety Audits

## PREPAREDNESS

The preparedness phase is designed to prepare the school community for potential emergencies by coordinating with community partners through the development of policies and protocols, incident command systems, training, and exercises.

The Preparedness phase links to the phases of emergency management

- Prevention-Mitigation
- Response
- Recovery

### Key Components

- Identifying needs and goals
- Establishing crisis policies, procedures, and plans
- Developing emergency management structure (Incident Command System)
- Identifying roles and responsibilities, including lines of authority and emergency priorities
- Coordinating communication
- Training
- Conducting exercises

### Go-Kits

The district will utilize Go-Kits in each classroom that will minimally consist of the following:

- Custodial Supplies
  - 1 roll of duct tape (Shelter-in-Place)
  - plastic roll 50' x 4'(Shelter-in-Place)
  - trash bags
  - 2 rolls of toilet paper
- Nurse Supplies
  - 3 pairs of Latex Free gloves
  - disposable masks
  - 1 pair of leather work gloves
  - bucket
  - medium sized first aid kit
  - 1 pair of goggles
  - space blanket
  - utility knife
  - 1 10' x 10' tarp/ground cover
- Recommended supplies for teacher's to gather for their classrooms
  - class list
  - class lists of surrounding classrooms
  - paper
  - scissors
  - blanket
  - hand sanitizer
  - student activities –optional (games etc..)
  - bag of nonperishable food items
  - batteries
  - pens
  - whistle
  - towels
  - gallon of water

## Command and Coordination

### Pre-incident planning with community partners:

- Develop memorandum of understanding (MOUs) or mutual aid agreements with community partners
- Coordinate with state and local emergency management agencies. Annual drill with first responders (i.e – police department, fire department, emergency management, office of emergency management is recommended. This can range from a table top exercise (annually) to a “full scale” exercise (every four to six years).
- Share information with first responders:
  - School District/School Incident Command System (ICS) Teams and key contacts
  - School District/School emergency management plans and procedures
  - Building floor plans
  - Evacuation locations and routes
  - Information about community hazards
- Business Continuity Planning
  - Succession planning
  - Record retention and safe-keeping
  - Pre-negotiated contracts

## Incident Command System (ICS)

Incident Command System (ICS) is a management system designed to enable effective and efficient domestic incident management by integrating a combination of facilities, equipment, personnel, procedures and communications operating within a common organizational structure.

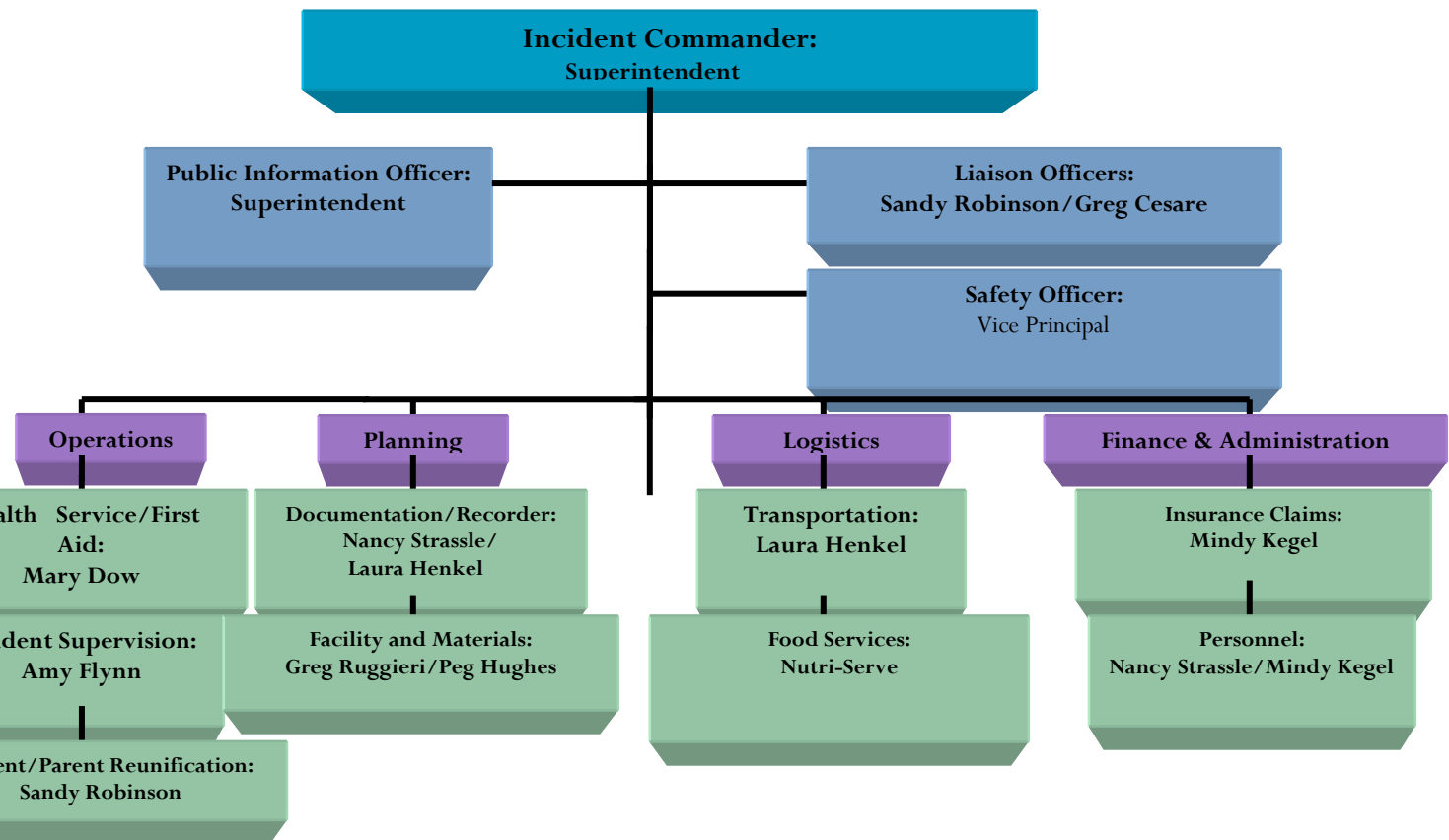
ICS is organized around five functional areas:

1. Command
2. Operations
3. Planning
4. Logistics
5. Finance/Administration

### ICS Roles

- Incident Commander: Superintendent
- Incident Command Staff:
  1. Public Information Officer (PIO): Superintendent
  2. Safety Officer: Vice Principal
  3. Liaison Officer: Vice Principal
- General Staff:
  1. Operations Section
  2. Planning Section
  3. Logistics Section
  4. Finance/Administration Section

### Incident Command System Roles within Somerdale Park School



\*In the absence of the superintendent, the vice-principal shall serve in this capacity. See Appendix L

## **RESPONSE**

Response is taking action to effectively contain and resolve an emergency.

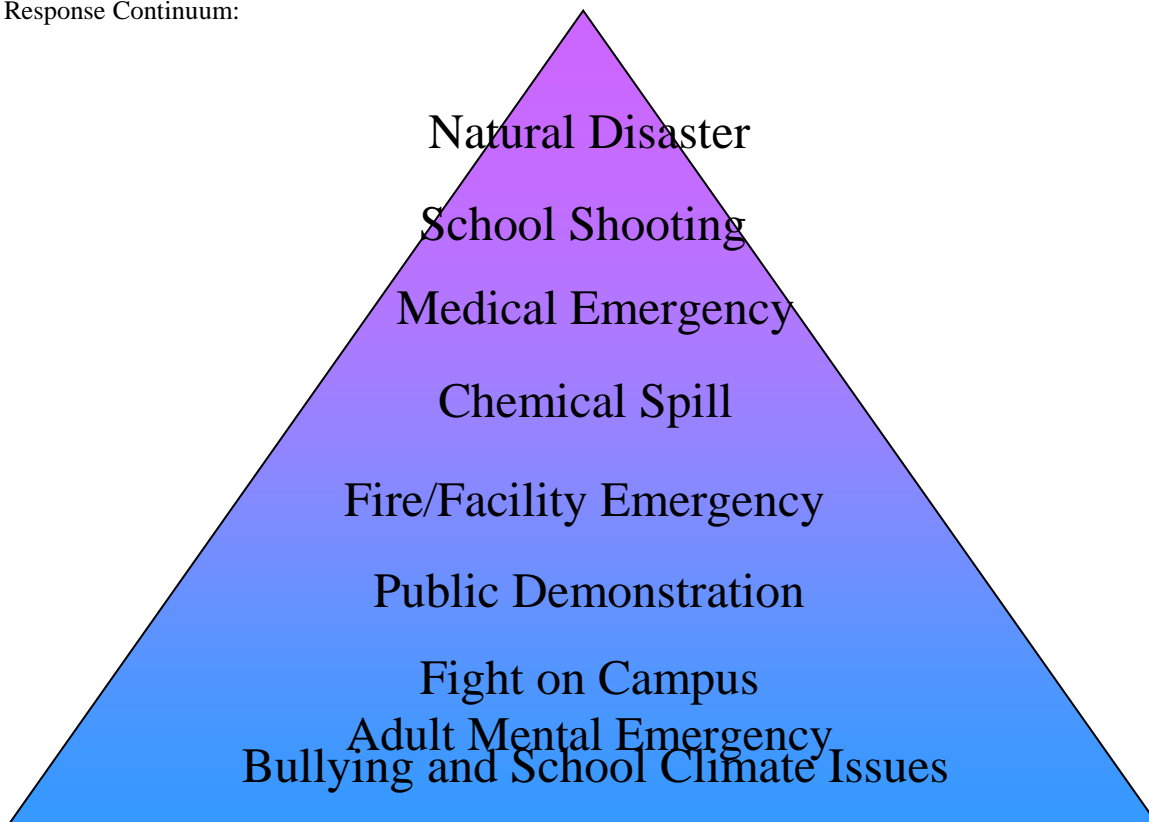
The Response phase is when emergency management plans are operationalized. Steps taken during this phase include:

- Activating the plan
- Deploying resources
- Activating communication plans
- Working with community partners/first responders
- Accounting for students and staff
- Making informed decisions
- Accelerating the Recovery phase

Key Components:

- Unified Command/Incident Command
- Communication:
  - Media messages
  - Interoperability of equipment
- Planning for individuals with special needs
- Decision-making
- Flexible and adaptable to change
- Incident documentation and after action briefing

Response Continuum:



#### Command Posts:

- Playground at the corner of Orchard Avenue and Grace Street
- Ward Field at the Concession Stand (Corner of Grace Street and Evergreen Avenue)

#### Incident Command System / Unified Command System

- If a crime is involved the police assume command and control of the scene. Most everything else is controlled by local emergency responders. The school staff needs to be familiar with ICS to avoid any confusion. There is a clear chain of command among Police, Fire, EMS (paramedics). It is vital for school leaders to learn about ICS to become a functioning member of the system. Although emergency responders may be managing the incident, there is still much for the school staff to do, including tracking and managing the care of students and the supplies and staffing needs of the situation.

Administration, Staff, Faculty, Police, Fire, EMS, Emergency Management are all part of the Unified Command System (See Appendix M, pg. 81). A common location for the aforementioned to work together to bring the situation to its best conclusion and outcome. On scene central communications and decisions must come from the Unified Command Post. These decisions include but are not limited to parental staging areas and media information.

Gatekeeping Posts, operated by Public Safety Personnel, at Crestwood Avenue and Grace Street, Grace Street and Evergreen Avenue, and Chestnut Avenue Walkway Entry will communicate with each other in regard to proper entry points for those other than Public Safety Personnel. *\*Crestwood/Grace Gatekeeper must keep communication with the Unified Command Post and School Administration as it intercepts parents and redirects to identified waiting points.*

**Generalized guide may be applied to the individual crises and emergency situations below.**

#### Exiting:

- All must utilize the emergency exit plans outlined below for each crises; however, adult leadership and faculty must be ready to adapt as the emergency has the potential to change normal routes of travel. During evacuations, access and egress to sections of the school may not be available, so alternative methods and routes may be needed. Adaptation and/or route modification is necessary to maximize the safety of students.

#### Emotional Planning Support:

- Administration will ascertain the extent of which outside emotional assistance will be needed beyond that supplied by Public Safety Personnel. State Crisis Teams can be called through Emergency Management.

#### At the scene:

1. Provide emotional support;
2. Be available and attend to the injured, as directed by emergency medical personnel; and
3. Account for all

#### At the school:

1. Provide emotional support and coordination
2. Provide emotional support to attend to the affected students
3. Provide information to the faculty
4. Call mental health service providers for assistance as needed
5. Contact parents of students involved

#### At the hospital:

1. Provide emotional support for the injured and their families

#### Follow Up:

1. Send letter to parents
2. Assess the response and arrange follow-up by the Emergency and Crisis Response Team

**Below are procedures for individual crises and emergency situations (in alphabetical order):**

**ADMINISTRATIVE SEARCH(ES)**

Administrator Responsibility:

- Superintendent and the principal may search lockers, gym bags, and handbags and request a personal search (i.e., pockets) for "reasonable suspicion" and within scope.
- If a member of the administrative staff suspects a student has placed themselves or other students in peril or that a law may have been broken where a strip search may be appropriate, law enforcement authorities shall immediately be contacted, as shall a parent. The student shall be kept under observation pending the arrival of the law enforcement authorities who will then take over the responsibility for any decision regarding a strip search and as to where the search should take place. **Under no circumstance should school officials or employees conduct such a search.**
- Superintendent and principal may search cars or any item of concealment on the school grounds with reasonable suspicion and within scope.

Staff Responsibility:

- If a teacher, assistant, or other staff member feels a search is necessary, staff member must report to principal and/or superintendent.

## **AIRCRAFT DISASTER**

### Aircraft crash into or near the building \* FAA Investigation Site

#### Administrator Responsibility:

- See 9-1-1 has been called, then call the Superintendent, then Building and Grounds Supervisor.
- Notify the Public Information Officer: Superintendent, who will speak to Somerdale Borough Public Information Officer before Media.
- Provide for treatment and removal of injured building occupants, begin TRIAGE PLAN.
- Account for all building occupants and determine extent of injuries.

#### Staff Responsibility:

- Call 9-1-1 immediately.
- Utilize the emergency exit plan modified, as necessary to maximize the safety of students;
- Students and staff should be assembled in an area as far from the crash scene as possible, which should be uphill and upwind from the crash.

### Aircraft on or near school site but not damage to the building

#### Administrator Responsibility:

- Call 9-1-1 immediately.
- Call the Building and Grounds Supervisor
- Notify the Public Information Officer: Superintendent, who will speak to Somerdale Borough Public Information Officer before Media.
- All students and staff should remain in the buildings. Any students or staff outside should report immediately to their classrooms or designated areas until further instructions are received.
- No evacuations should occur unless subsequent explosions or fire endanger the building.



## **ASBESTOS RELEASE**

### Administrator Responsibility:

- Instruct the Building and Grounds Supervisor or designee to shut down the heating, ventilation and air conditioning system.

### Staff Responsibility:

- Evacuate the immediate area.
- Ensure that the affected area is sealed off and doors are closed.
- Notify the superintendent, business administrator, and maintenance staff.
- Record names of all persons who were in the area of the asbestos release.

## **ASSESSMENT & PROCEDURES IMPLEMENTED FOR STUDENTS WITH DISABILITIES AND NON-ENGLISH SPEAKERS**

During any planning effort, attention should be paid to the *Americans with Disabilities Act (ADA)* and New Jersey Barrier-free Sub-Codes (N.J.A.C. 5:23-7), where applicable. Special needs populations present particular challenges to emergency and crisis planners. Planning considerations should address the needs of students and staff with hearing, mobility, sight or other physical or health impairments. Other groups that may need special considerations include non-English speaking students and students within specific age ranges that have specific requirements.

Procedures for handling special education students should be as simple as possible. Special education students may react more intensely to the emergency and crisis situation, requiring additional actions on the responder's part or more responders. Considerations include the following:

- During evacuations, access and egress to sections of the school may not be available, so alternative methods and routes will be needed. This is especially a concern for mobility impaired individuals.
- Transportation of special needs individuals may require the need for specialized equipment already used in the day-to-day operations of the school. Determine whether these resources might be tasked by the district or local government for evacuation use.
- Please request a copy of any specialized emergency care plans for students from Mary Dow (school nurse). Examples include students with asthma, diabetes, etc.
- A roster will be created and updated each year by the Child Study Team for students with disabilities who require specialized emergency plans and be kept in the Child Study Team office for review.

Sheltering activities also require distinctive procedures for special needs individuals, such as:

- Assuring that the reception facility can accommodate the specific individuals. Do not assume that the agency or organization that is operating the reception center or shelter is aware that special needs individuals will be directed there. Many organizations are not prepared for, or will not handle, clients with special needs.
- Providing specialized staff at the reception or shelter facilities to meet the needs of the evacuees.

Described below are examples of health needs that also should be taken into consideration:

- First Aid and Cardio Pulmonary Resuscitation (CPR) in-service training for the faculty and staff. Unlike other health problems of this magnitude, sudden cardiac arrest is treatable. The cure for most cases of sudden cardiac arrest is immediate treatment with a defibrillator, a device that shocks the heart out of a fatal rhythm, allowing a normal, healthy rhythm to resume.
  - Training in understanding the role of defibrillation in the broader context of the cardiac chain of survival. Training for school nurse in CPR and Automatic External Defibrillation will enable the rescuer to use all the steps in the cardiac chain of survival, which will significantly increase the victim's chance of survival.
  - Activating Community Emergency Response Teams (CERT) at the local level as part of the President's Citizens Corps Initiative. Interested citizens volunteer to receive basic medical, firefighting and awareness training and form teams to assist first responders during a disaster, emergency or crisis situation.
  - Addressing food allergies that some students may experience in the event of a lockdown.
  - Having students' medications available for the medications needed by students on a regular basis.
  - Utilizing school nurses in planning, preventing, possibly intervening and helping after a crisis incident has passed. The NJDOE's publication titled *School Health Services Guidelines* is a document intended to aid the school nurse in providing a comprehensive health program in the context of the requirements of New Jersey Statutes and regulations. This document may be found on the NJDOE Web site at [www.state.nj.us/nided/parents/shg.pdf](http://www.state.nj.us/nided/parents/shg.pdf).

## **BIOLOGICAL THREAT**

Unlike an explosion, a biological attack may or may not be immediately obvious. While it is possible that you will see signs of a biological attack, as was sometimes the case with the anthrax mailings, it is perhaps more likely that local health care workers will report a pattern of unusual illness or there will be a wave of sick people seeking emergency medical attention. Employees will learn of the danger through the office of the superintendent.

In the event of a biological attack, public health officials may not immediately be able to provide information on what steps should be taken. It will take time to determine exactly what the illness is, how it should be treated, and who is in danger. However, the district office will watch TV, listen to the radio, or check the Internet for official news including the following:

- Is the district in the group or area authorities consider in danger?
- What are the signs and symptoms of the disease?
- Are medications or vaccines being distributed?
  - Where? Who should get them?
- Where should the district seek emergency medical care if you become sick?

During a declared biological emergency:

- Consider if the district is in the group or area authorities believe to be in danger.
- If a student or staff member suddenly becomes sick, be suspicious.
- Do not assume, however, that they should go to a hospital emergency room or that any illness is the result of the biological attack. Symptoms of many common illnesses may overlap.
- Use common sense, practice good hygiene and cleanliness to avoid spreading germs, and seek medical advice.
- If students' or staff members' symptoms match those described and the district is in the group considered at risk, immediately seek emergency medical attention through the school nurse.

If you are potentially exposed:

- Follow instructions of district physician and other public health officials.
- If the disease is contagious expect to receive medical evaluation and treatment. You may be advised to stay away from others or even deliberately quarantined.
- For non-contagious diseases, expect to receive medical evaluation and treatment.

If you become aware of an unusual suspicious substance nearby:

Staff Responsibility:

- Report it to principal or superintendent and leave the area.
- Protect yourself. This may include covering your mouth and nose with layers of fabric that can filter the air but still allow breathing. Examples include two to three layers of cotton such as a t-shirt, handkerchief or towel. Otherwise, several layers of tissue or paper towels may help.
- Wash with soap and water.
- Contact authorities.
- Watch TV, listen to the radio, or check the Internet for official news and information including what the signs and symptoms of the disease are, if medications or vaccinations are being distributed and where you should seek medical attention if you become sick.
- If you become sick seek emergency medical attention.

## **BOMB THREATS AND EXPLOSIONS**

All bomb threats must be taken seriously, even though telephone calls, e-mail messages or other types of communication stating there is a bomb on school premises are often made to either disrupt normal activities or provoke an early dismissal. Sometimes the caller may feel a certain power by causing a school to be evacuated. School administrators have no way of knowing whether a bomb actually exists; therefore, each bomb threat should be handled in a quick and consistent manner, following established procedures and guidelines. Safety and the prevention of panic are of paramount importance.

Action to be taken immediately for verbal and/or written threat or actually seeing a bomb or suspicious object:

Administrator Responsibility:

- Make the announcement for an on-site evacuation.
- Notify Somerdale Police of the bomb threat via **9-1-1**.
- Meet and escort fire, police, and rescue squad personnel to the scene. All investigations will be conducted by local law enforcement officials.
- Contingent upon circumstances (i.e. time of day/search and clearance protocols) early dismissal procedures may be enacted.
- If it is determined there will be an early dismissal, parents will be contacted via our telephone messaging system notifying them of the early dismissal due to a bomb threat. This message will include directions on how to pick up students and will require the person picking up to present a valid identification.
- The superintendent/principal or his/her designee will direct the main office secretaries to bring student release binders to the evacuation sites for verification of the release of students to their parents/guardians.
- Once the bomb squad has searched and cleared the building for re-entry, the superintendent/principal or his/her designee will direct staff via portable radio to re-enter the building with their students.
- The superintendent/principal will develop a parent notification letter to be sent home with students notifying parents/guardians of the bomb threat. A message including the same details will also be sent out through the telephone messaging system.
- The superintendent/principal will notify the board of education members.

General staff responsibility during a bomb threat:

- Bring class record books with student emergency and home telephone numbers when evacuating the classroom/building.
- Quickly scan the room to determine if there are any suspicious items. On way out of the classroom place a POST-IT on the door with the word, "Scanned."
- Ensure that all students and staff are out of the classroom and adjoining bathrooms as they exit the buildings.
- **DO NOT TOUCH LIGHT SWITCHES.** Leave doors and windows open.
- Proceed to the pre-designated holding area or alternate assembly point.
- Once at the holding area, make note of the students who are not present and maintain order.
- Hold up a red card if students are missing, and a green card if all students are accounted for.
- Report any staff member and students who are not present to the principal.
- Remain with classes until "all clear" signal is given or an administrator gives other instructions.

#### Staff Responsibility:

- When a staff member is made aware of a bomb threat or discovers a suspicious object, they are to immediately notify the main office and/or school administration with pertinent information such as a description of the object and the object's location. **DO NOT USE A CELL PHONE OR PORTABLE RADIO TO REPORT A SUSPICIOUS OBJECT** as these may trigger certain types of bombs. Use house phones or verbal communication to report suspicious objects.
- Under no circumstances should a staff member move or touch a suspicious object or disturb bomb threat evidence. Do not touch light switches. Leave all doors and windows open when evacuating the classroom..
- When an evacuation announcement is made, staff are to escort their students to on site staging area. Staff should bring their portable radio, cell phone, tablet, student roster, and emergency contact information to staging area. Staff members are responsible for supervising an orderly evacuation of the building, taking attendance once at the staging area, and to supervise the students throughout the duration of the evacuation.
- Student attendance should be reported to the staging area supervisors who will relay information to the superintendent/principal. Teachers should hold up red card to indicate a problem or missing student. Green cards **SHOULD NOT BE USED**. Only red cards to indicate a problem.
- In the event an off-site evacuation, staff will escort their students to the designated off-site location and follow the same supervisory procedures for the duration of the evacuation.
- When it determined an early dismissal will be enacted, staff are required to stay with their students until all students are picked up by their parents/guardians.
- When the school administration announces the building has been cleared for re-entry via portable radio and/or cell phone, teachers are to escort their students safely back into the building and to the classrooms.

## Bomb Threat Drill – Exit Routes

A-Wing Classrooms – Exit through the marquee double doors.

B-Wing Classrooms – Exit through the exterior door in the music room and walk along sidewalk nearest Ward Field.

C-Wing Classrooms – Exit through the classroom exterior door, travel down path to Chestnut Avenue and proceed to Ward Field. Classrooms on the cafeteria side of C-Wing will use the exterior door of the classroom across the hall from their own.

D-Wing Classrooms – Exit through exterior doors by D-1, walk along the sidewalk in front of the school, and use the crosswalk by the administration parking lot to cross students to the other side of Grace St. Walk along sidewalk, then cross to enter Ward Field

E-Wing and Main Foyer Classrooms – Exit through exterior doors by main office.

Gym/Art – Follow C Wing (Gym Side) exit route.

Music – Follow B-Wing exit route.

Library/Loft – Follow E-Wing and Main Foyer exit route.

Cafeteria – Exit through cafeteria double doors.

Front Office – Nearest exit either through Main Foyer Double Doors, Business Administrator’s exterior door, or Superintendent exterior door.

Playground

- K-2 Recess – Follow normal evacuation route down path to Chestnut Avenue then proceed to Ward Field.

Cafeteria – Exit through cafeteria double doors.

### Telephone Bomb Threat:

#### Administrator's Responsibility:

- Review report and make determination to enact bomb threat evacuation procedures.

#### Staff Responsibility:

- Most bomb threat calls are brief.
  - a. Stay calm and courteous.
  - b. Keep the bomb threat caller talking.
  - c. Ask for a specific bomb location and time of detonation.
  - d. Gather as much information as possible.
- If possible, try to signal a co-worker to listen to the telephone conversation.
- Try to determine if the caller is a student or an adult. If the caller is a student, it may be easier to discover identity.
- The staff member who receives the call shall immediately complete the Bomb Threat Checklist and submit it to the superintendent/principal (See Appendix A).
  - a. Record information on checklist provided to you.
    - i. Listen for background noises.
    - ii. Listen closely to the voice for accents, speech impediments, or age indications.
- If the bomb emergency is communicated on a digital phone set/cell phone, the staff member who receives the call shall immediately record the number on the caller ID and the time of the call.

### Searching and evacuating for bomb:

#### Administrator Responsibility:

- Initiate and direct a search or evacuation of the site.
- Consult with local law enforcement officials prior to conducting the search or evacuation. Local law enforcement officials are available to assist and coordinate these efforts.

### Suspicious package or device found:

#### Staff Responsibility: CALL 9-1-1

- Call 9-1-1
- Do not touch or disturb the suspected bomb.
- Do not transmit with a cell phone or a radio in the vicinity of the suspicious package because these devices may activate some types of bombs.
- Immediately notify the principal and local law enforcement officials of the exact location and description of the package or device.
- Utilize the site evacuation plan or site Fire Emergency procedure to move all staff and students away from the suspected bomb location. A minimum of 500 feet is recommended, preferably out of the line of sight as both bomb pieces and concussive force are harmful.
- Upon arrival, law enforcement personnel will assume responsibility. All investigations will be conducted by local law enforcement officials.

## Explosions:

### Administrator Responsibility:

- Call 9-1-1
- Tell pre-assigned staff to turn off power supplies, electricity and gas lines, if it is possible to do safely.
- Ensure that no one returns for any reason until fire and local law enforcement personnel officially declare the area safe.

### Staff Responsibility:

- Upon hearing an explosion, immediately take cover under or next to furniture.
- Try to remain as calm as possible.
- Try to identify what exploded, the extent of the damage, and possible life-threatening hazard to determine the next course of action.
- Take immediate action to ensure one's own safety and the safety of others. If necessary, evacuate according to the site plan. Otherwise, remain in one's place of cover.
- If you evacuate, go to an area upwind from the explosion site to avoid possible toxic fumes. If smoke is present, stay low and exit, crawling to avoid breathing fumes.

## Other considerations:

### Administrator Responsibility:

- Attempt to control the situation to avoid panic.
- Everyone should know and understand his and her roles. Practice responses.
- Consider the impact on students and staff. Involve district postvention (i.e., recovery) personnel as needed.

## On and off campus evacuation for bomb threat:

- For **on site evacuation**, the students will walk to Ward Field. If not possible, the superintendent and/or principal will determine the site of evacuation.
- For **off campus evacuation**, the students will walk to 700 Grace Street. If not possible, the superintendent and/or principal will determine the site of evacuation.
- Students and staff will remain in these areas until further directions are provided by the principal or his/her designee.
- Special evacuation needs of the disabled must be provided and are located in the Child Study Team office.



## **BUS INCIDENT**

Action to be taken immediately:

- Bus driver should radio for help and/or discretely alert supervisor of location and situation.
- Determine if bus and passengers are secure.
- Determine if evacuation is necessary.

### **Bus safety:**

If a disruption occurs on the bus when transporting students:

- Pull over and alert police.
- Implement evacuation drill, if appropriate.
- Account for students by taking attendance.

### **Bus accidents:**

At the scene

- Provide emotional support;
- Be available and attend to the injured, as directed by emergency medical personnel; and
- Account for all.

At the school:

- Provide emotional support and coordination
- Provide emotional support attend to the affected students
- Provide information to the faculty
- Call mental health and service providers for assistance, as needed
- Contact parents of students involved

Bus accident on trips away from the school building precautionary measures before leaving the district:

- School buses, by law, are required to carry first aid kits. Check to ensure that the kit is in place and complete.
- Take along a list of students in attendance. Include for each a home telephone number, names of parents, parents' work telephone numbers, home address, and any health or medical information.
- Take along a list of emergency phone numbers.
- Take along a list of chaperones and teachers who are in attendance on the trip, their home addresses and home phone numbers, name and work telephone numbers of spouses or nearest relatives and medical and health information on each.
- Follow all school board policies and administrative regulations while on field trips.

In the event of an accident:

- Remain calm.
- If the threat of fire exists, move students to a safe place.
- Call emergency services **9-1-1** (e.g., police, fire, ambulance, emergency management) for locality, and begin administration of first aid.
- Notify person to person by telephone the superintendent or business administrator or the vice principal, once one of these is contacted *each of them should contact the other to assure all three are notified*, allowing the driver or teacher to resume on-scene responsibilities.
- Do not issue statements to the press. Refer press to the civil authorities in charge or to the superintendent when no outside Agencies involved.

Accidents to and from school:

In the event of accidents involving an employee or student who is on the way to or from school, first determine whether or not help is on the way.

If help is not on the way:

- Call police, fire or rescue agents, as appropriate to the nature of accident.
- Notify the principal.
- Notify the superintendent.
- Notify the parents, spouse or individual identified on the school's emergency card, as appropriate.

If help is not on the way::

- If not reached earlier, continue to try to notify parents, spouse or the emergency contact.
- If parents, spouse or the emergency contact is not available, discuss the situation with an associate at the place of employment of the parents, guardian, spouse or the emergency contact.
- If contacts are unsuccessful, reach out to closest relatives, neighbors or faith-based institutions, as appropriate.
- Send a "calm" staff member to observe the situation.

## **CALLING 911**

When you call **9-1-1**, identify your school site and exact location. Remain calm and answer the operator's questions. Police dispatchers are trained to exact the necessary and required information for a proper emergency response. As the police are being dispatched, answer the questions asked of you by the operator or police dispatcher. Although you are not expected to know all the answers, answer them to the best of your ability. Although you may think the questioning is wasting valuable time, the information you provide will enable phone personnel to dispatch officers and other emergency personnel safely and effectively. While you are being questioned, emergency personnel should have been dispatched and on the way. You may be asked questions such as:

- What exactly is happening and how do you know? Is it happening now?
- Where is the suspect now? What does the suspect look like – i.e. clothing worn, physical attributes, any other detail.
- What was his or her first or last known direction? Is the suspect still on school property?
- Is anyone injured? Are there wounded and how many?
- Where did it happen? What is the specific location of the occurrence?
- What weapons were used? Knowing the number and types of weapons will assist the police in their response. Describe the weapon(s) or other dangerous object(s), if possible, including the following:
  - Rifle;
  - Shotgun;
  - Handgun (e.g., revolver or automatic);
  - Ammunition - describe the type, amount and type of container (e.g., metal box, cardboard box, backpack);
  - Explosive device - give specific description; and
  - Were any shots fired? Describe the sound and number of shots fired.
  - Do you know who the suspect(s) is? If yes, identify the perpetrator(s), and provide any background knowledge you may have.

After 9-1-1 has been called:

- Contact the transportation providers to ensure buses are diverted from the area.
- If your school is equipped with a public address system, keep it on to provide instant announcements.

Superintendent/Principal will provide information and facilitate the needs of police. The person must be exclusively available to the police for the duration of the incident.

## CHEMICAL SPILLS

### Staff Responsibility:

- Assess location of chemical spill and determine appropriate action to take for the safety of students and others (e.g., evacuation of room, building or site). Isolate room with closed doors, removing students /staff from fumes and gases quickly, to a safe area. But keep together and separate from others should medical evaluation or decontamination be needed.
- Secure the affected area and do not allow staff or students to re-enter until the condition has been controlled.
- Call 9-1-1.
- Call superintendent at 856-783-6261, Ext. 801 (day/office).
- Complete emergency incident reporting form (Appendix B) and return to superintendent.

### Administrator Responsibility:

- Activate specific components of the site emergency and crisis preparedness plan for any life-threatening situation as appropriate.
- Notify local health department for further information.
- An administrator should make evacuation determination.
- Notify all building occupants of the incident and evacuation decision over public address system or by alternate means.
- Remove students and staff from danger. \*\*Effectuated students may need to be sent to hospital for evaluation, track their location and disposition.
- Have medical response team attend to injured persons if necessary.
- Account for all students and staff. \*\*\*
- Inform arriving emergency services of:
  - Anyone missing.
  - Their suspected location
  - Any additional information requested.

\*\*Establish a management post at an off-site location when necessary. Implement procedure to communicate with Crisis Management Team, when needed.

\*\*\*Implement procedure for parent pick-up of students, when needed.

## **CHILD ABUSE**

- Any person having reasonable cause to believe a child has been subject to child abuse shall report this information to DCPP - 877-NJ-ABUSE.\*
- When referring allegations based on suspicions, the referrer shall provide:
  - Name, age, grade and address.
  - Description of child's condition including any information of previous or current injuries/abuse.
  - Nature and extent of child's injuries.
  - Any other pertinent information.
  - Notify principal and/or designee. In the absence of the principal, the school nurse shall serve in this capacity.

\* Report of child abuse to the Division of Youth and Family Services may be made anonymously.

## **EMERGENCY CLOSING DUE TO POWER FAILURE**

The superintendent will notify the staff as well as the parents through power announcement phone system. In the event of a power failure during school hours, the superintendent will notify the staff to implement early dismissal procedures.

### Circuit Breaker Locations:

Room D1 Electrical Closet - Panel 1PD

#1, 3 Rooms D1, D2, D3, D4 Unit Ventilators

#2, 4 Rooms B2, B4, B6, B8, B10 Unit Ventilators

#11, 13 B1, B5, B7, B9-11 Unit Ventilators

#25, 27 A1, A3, A5, A7, A9 Unit Ventilators

#35, 37 A2, A4, A6, A8

Panel A

Main Breaker – A-wing window AC units

Mechanical Storage Room C-Wing - Panel 1PF

#2, 4 C7, C8, C9, C10, C11 Unit Ventilators

#6, 8 C2, C4, C6 Unit Ventilators

#21, 23 C1, C3, C5 Unit Ventilators

Kitchen - Panel 1HKA

#2, 4, 6 RTU #1 Gym Area

#10, 12, 14 RTU #2 Gym Area

#9, 11, 13 AHU #4

#18, 20, 22 AHU #2, AHU #3

Boiler Room - Panel 1HA

#1, 3, 5 Administration Rooftop Unit

#2, 4, 6 Music Room AHU

Panel 1PA

#33, 35 Library Unit Ventilators

## **ESTRANGED PARENT**

General Rule: No child may be excused except at dismissal time without definite permission of the principal and an approved note from home and an approved sign out procedure.

Staff Responsibility:

- Escort the person to the school office where they must sign in and remain.
- Demand adequate identification that the person is the parent.
- Check for an approved note from home; phone parent of record and check student's records for a court or restraining order denying custody of a parent.
- If the person will not comply with these rules, inform them to leave school property.\*
- If they do not comply, Call 9-1-1.
- Complete emergency incident reporting form and return it to the principal.

\*Anytime the situation becomes adversarial or hostile.

## **EVACUATION EMERGENCY AUTHORITY AND FOLLOW-UP: ADMINISTRATIVE DUTIES**

Action, Authority and Security Procedures:

- The superintendent or principal shall:
  - Assign appropriate persons to secure facilities.
    - Security/Utilities Team includes:
      - Greg Ruggeri/ Peg Hughes
  - Assign staff to remain with and supervise students:
    - Classroom teachers remain with classes.
  - Have the authority to reassign all staff into service until the emergency is declared over.
    - First Aid Team includes:
      - Mary Dow, Kim Noonan
    - Psychological First Aid Team includes:
      - Regina Lyons & members of the Camden County Crisis Response Team
    - Search & Rescue Team
      - Dave Santilli, Greg Cesare
    - Assembly Area Management
      - Lisa Padua
  - Release staff only after all students is accounted for, evacuated from buildings and the emergency declared over or when the staff is no longer needed to assist with the emergency.
  - Establish a communications network to respond to calls from parents and other citizens.
    - Request Team includes:
      - Laura Henkel, Nichole Costello, Nancy Strassle
        - Develop a statement to read to all parents calling for information.
    - Reunification Team includes:
      - Sandra Robinson, Greg Cesare, Amanda Schwartz
  - As soon as reasonably possible, notify the board president and the Office of the County Superintendent as to the status of students, staff and school district property. The board president shall then try to inform other board members.

\*\*In the absence of the superintendent, the vice-principal shall serve in this capacity.



## **EVACUATION PLAN AND PROCEDURES**

### Administrator Responsibility:

The alert for mass student and staff action will be communicated via the public address system, portable radio and sometimes the fire alarm. "May I have your attention, please begin procedures for an evacuation."

### Evacuation procedure:

- Classes will exit the same as for Fire Emergency and assemble in an orderly fashion as listed below.
- The maps are located in the classroom.
- Roll will be taken and the names of any students unaccounted for will be turned into the wing representatives. (See Emergency Notification Form in Appendix C)
- The use of red cards and green cards will be in place to notify the wing representatives of student accounting. Hold your card up so that the wing representative can account for students in your class.
  - Red cards will indicate that you are missing a student or have an extra student.
  - Green cards indicate all students are accounted for.
- Teachers and ancillary personnel are to stay with their students and assist the leader as directed.
- Custodians will check all lavatories for students and report to the Building and Grounds Supervisor, or if unavailable the principal, for direction.
- Nurse will take first aid kit and any necessary medications to her evacuation site - will make any necessary special arrangements for disabled students as appropriate upon knowledge of disability.
- In the case of inclement weather, once assembled the incident command team may instruct the teachers to lead their students into a designated area.
- Fire and police officials will lead search of the building with assistance from designated district personnel.

## **FALSE ALARM**

### Administrator Responsibility:

- Notifies emergency communications via **9-1-1** of the false alarm.
- Waits for arrival of the fire department, and Fire Marshall.
- Arranges for staff and students to reoccupy the school or site.
- Tries to identify the person who turned on the alarm and coordinates apprehension with local law enforcement officials.

## **FIRE EMERGENCY**

Regular action and drills must be taken to ensure that all staff and students are familiar with the school's emergency fire response plan. All schools are required to have a fire protection system that will be monitored by the local fire department. In any life-threatening situation, teachers and administrators must take immediate action to provide for the safety of staff and students.

### When the school is in operation:

- Immediately evacuate the site upon discovering fire or smoke or hearing the designated signal (e.g., fire alarm bells).
- Proceed to the designated assembly area and remain until further instructions are received.

#### Staff Responsibility:

- Notify the main office by pulling the fire alarm or call the office if the fire alarm signal has not sounded.
- Evacuate remaining staff and students to the appropriate assembly area. If the alarm system fails to operate, notify staff and students by other methods.
- Call the fire department 9-1-1 immediately.
- Activate the site emergency preparedness component of the comprehensive school or site safety plan, if there is a life-threatening situation.
- Provide first aid, if needed. If the incident results in injury to staff or students, immediately notify emergency and crisis personnel.
- Notify the local fire marshal and police department if arson is suspected, and refer to emergency and crisis personnel, if juveniles or students are involved.
- If hazardous materials are present or suspected, notify emergency and crisis personnel.
- After the emergency and crisis, determine whether to continue the school program and site operations.
- After clearance by the ranking fire officer on the scene, arrange for appropriate cleanup, repair and other tasks to resume operations.

### When the school or site is not in operation or buildings are unoccupied:

- As soon as the local police or fire dispatcher receives notification of a fire or damage resulting from a fire, the dispatcher contacts appropriate staff according to their internal guidelines.
- Emergency repairs or cleanup beyond that done by the fire department, or that which is necessary to secure the facility, should not be undertaken until the appropriate district staff has viewed and recorded the damage and authorized work to proceed.

## FIREARMS/WEAPONS

### Staff Responsibility:

- If possession of a weapon is suspected, notify building principal immediately.
- Obtain as much information as possible about potential weapons on school property. Find out who has the weapon, what kind of weapon, the location of the weapon (e.g., bookbag, locker, etc.) DO NOT announce that a weapon is in the classroom.
- If the incident is after school hours (e.g., athletic event, dance, etc.), contact the police department immediately.
- Do not approach/confront a person suspected of having a weapon in a classroom or crowded area. Make a discrete effort to keep your eyes on the person suspected of having a weapon until help arrives so that you may point him/her out to the police. Keep in mind that a second weapon is always a possibility. Use TV monitors.
- Treat all firearms as if they were loaded. If a firearm is found, do not pick it up, but call the police. SECURE THE AREA.
- To reduce the risk of injury and promote personal safety, avoid handling weapons.

### Administrator Responsibility:

- Notify the local Police immediately at 9-1-1 or (856) 783-4900 or dispatch (856) 783-4808.
  - Provide the following information to the dispatcher:
    - "We have a suspected weapons emergency at Somerdale Park School."
    - Or use a more appropriate phrase for the actual situation.
  - Stay on the line to provide additional details.
- A locker search may be conducted as may be appropriate.
- Await arrival of the authorities.
- It is best to have the police officer at the school prior to having the person suspected of carrying the weapon confronted. Have the police officer confront the person and conduct the search of the person suspected of possessing a weapon.
- Let the police officer take custody of any weapons.
- Notify parents at a time jointly designated by school officials and the police department.
- Disposition of the incident will be determined by local Police and the principal or his/her designee. In the absence of the principal, the superintendent shall serve in this capacity. The Principal will notify staff of incident in an appropriate manner.

## Shootings and Intruders:

### Staff Responsibility:

If you have an intruder or a disorderly person in the school that could pose a threat to students or staff:

- Notify an administrator immediately.
- Activate Sielox or Blue Point Alert System

### Administrator Responsibility:

- The administrator will notify the local Police Department at 9-1-1 or (856) 783-4900.
- Provide the following information to the dispatcher: name, position, school and telephone number.

Although shooting incidents on school campuses are rare, high-profile shooting incidents that occurred in the 1990s have brought to reality the threat potential that exists on any school campus in the United States. Violence in the home and in the workplace as a means of resolving conflict has now spilled over into the schools. Every school should have a response plan ready in the event that a shooting or other violent attack occurs. School officials and local law enforcement personnel must develop a plan that identifies the responsibilities of their respective agencies. Refer to Lockdown Procedures.

### When shooting occurs:

#### Staff and Administrator Responsibility:

- Call 9-1-1.
  - Identify the school site and exact location.
  - Remain calm and answer the operator's questions. Police dispatchers are trained to exact the necessary and required information for a proper emergency response.
- Initiate Active Shooter/Lockdown Drill

#### If the suspect is outside the classroom:

- Move behind available cover inside the classroom.
- Close and lock the outside door to the classroom.
- Do not peek outside door or windows to see what may be happening.

#### If the suspect is inside the classroom:

- Call the office from your classroom or other safe position, or run to the office (only if safe) to report the situation.
- Instruct students to drop to the floor immediately, face down as flat as possible. If available, seek a safe place or cover.
- If there is no available safe place or cover, move or crawl away from the gunfire, trying to utilize any obstructions between you and the gunfire. Remember that many objects of cover may conceal you from sight, but may not be bulletproof.
- If outside the building, seek cover or try to get inside or behind the building and stay down.
- When you reach a place of relative safety, stay down and do not move. Do not peek or raise your head in an effort to see what may be happening.
- Wait and listen for directions from the police.
- Disregard all bells and whistles until notified by the superintendent, principal or designee.

### Office Personnel:

- In keeping with effective disaster planning, office personnel should have pre-designated assignments to ensure an effective response in case of a shooting. Actions by multiple persons must be taken simultaneously to expedite a response.
- In response to a report of a shooting from a classroom or other area of the school, have all persons in the office seek cover onto the floor, behind protective objects or inside rooms. Make required emergency and crisis telephone calls to the police from this position. It is crucial that telephone calls be limited to emergency and crisis calls only.
  - Note: Phone calls, other than for emergency and crisis purposes, should be made only after the police have cleared a phone line for that purpose. A phone call to friends or family will bring onlookers, bystanders or concerned loved ones to the school, interfering with the operations of emergency personnel and unnecessarily placing more people in danger;
- If the assailant is outside the office, close and lock the doors when possible.

### Procedures for handling armed student(s)

#### Staff Responsibility:

Report to the principal if a student is suspected of possessing a weapon on campus. If safety permits, confiscate the weapon for further investigation. In circumstances where the weapon is a gun, follow the procedure below:

- Contact local law enforcement officials.
- Do not contact the student. Wait for the police.
- Do not attempt to retrieve the weapon. Wait for the police.
- Do not restrain or discipline the student. Wait for the police.
- If the student is in class and the weapon is concealed, the staff member should send a note in an envelope to the school office, using a messenger. Include as much information as possible, as follows:
  - The name of the student
  - The exact location of the student in class
  - A clothing description or unique identifiers
  - The type of weapon suspected
  - The location of the weapon
  - The room number
  - The number of students in class
  - The demeanor of the student and any other useful information.

#### Administrator Responsibility:

- Dial 9-1-1
- Allow class or passing periods to occur as normal until police arrive.
- Pull the suspected student's schedule.
- Refrain from alarming other students.
- Allow police to handle the situation, according to their procedures.
- After the situation is resolved, consider the impact on other students and involve your school Emergency and Crisis Response Team.

**FOOD POISONING (SUSPECTED – MULTIPLE)**

Action to be taken immediately by the food service director and principal:

- Food Service Director notify the principal or superintendent.
- Stop serving food.
- Have the nurse attend to students.
- Call the school physician – Cooper Pediatrics 1- 856-751-9339
- Phone an ambulance- 9-1-1.
- Phone the superintendent - 856-783-6261, ext. 801 (day/office).
- Phone the parents of the affected students.
- On the advice of the school physician, call the Camden County Board of Health - 856-374-6037/ 856-783-4808 or the Poison Control Center - 1-800-962-1253.
- DO NOT DESTROY ANY FOOD.
- Cover, refrigerate, and label any remaining food
- Complete emergency incident reporting form and return to the superintendent.

## FOOD SERVICE EMERGENCY & FOOD BIOSECURITY MANAGEMENT PLAN

### Standard operating procedures:

#### Food Tracking

- All food is to be ordered from a reputable vendor authorized by Nutri-Serve.
- Items are to be inspected upon arrival and damaged or unacceptable products are returned to the vendor and notation is made on bill.
- Labels are to be checked to verify the product.
- Deliveries will be checked against the original order sheet.
- Food items received that are not part of the original order will be refused.
- Deliveries from any unknown source will be refused.
- No deliveries will be accepted before 6:00 a.m.
- Items are stored and inventoried; receipts are to be kept on file for seven year.
- The Food Service Director will be notified immediately if product tampering is suspected in any delivery.
- As food is prepared, items are noted on HACCP production sheet with date and cooking temperature.

#### Storage Area

- All food storage and supply areas will be locked when food service personnel are not present
- Only food service personnel will be allowed in the food storage area unsupervised.

#### Food Recall Procedures

- Review all recall notices and immediately notify food service personnel, school health office and appropriate school personnel.
- Use identifiers to check inventory for recall products.
- Segregate and secure recalled items. Label item **DO NOT USE – DO NOT DISCARD**. Advise staff not to use the item. Document the quantity of affected product in inventory.
- Determine if any of the recalled items has been served. If so, notify health office to whom it was served (classes, not as individuals).
- Report any health problems that could be related to the consumption of the recalled food products to the health office e.g. rash, cramps, vomiting.

#### Disposal of recalled product

- After product is segregated and labeled, contact the office issuing the recall for instructions pertaining to the return or destruction of product in question.
- If destruction is advised apply bleach to the product before discarding.
- Fill out all necessary documents pertaining to recalled items and submit to the appropriate authority.



### Suppliers

- Keep a list of all suppliers and phone numbers and alternate suppliers in the event the regular supplier is unable to deliver a product (NSFM Vendors List).
- All suppliers are to provide advance notification of deliveries. Deliveries should not be accepted when the school food authority is unavailable.
- All items are to be delivered sealed and undamaged. Damaged items will be returned to the vendor.

### Receiving

- All food shall come from approved sources.
- Frozen foods are to be delivered in solid frozen state – reject any food that may be partially thawed.
- Store frozen items in the freezer immediately upon delivery.
- Store cold items in refrigerator at 40 degrees or below.
- Reject canned goods that appear damaged (bulging or dented).
- Reject food that appears to be spoiled.
- If tampering is suspected notify the school emergency coordinator immediately.
- Refrigerator and Freezer are to maintain acceptable temperatures at all times.
- All food is to be labeled, dated and rotated on a FIFO basis.
- Access to any food storage area is to be monitored.

### Chemicals

- Follow manufactures instructions for use of hazardous chemicals.
- Store chemicals outside of food service areas.
- Keep an inventory of hazardous chemicals.
- Obtain MSDS for chemicals from the supplier and make them available to Food Service Personnel.
- Employees are to receive RIGHT TO KNOW Training as to the properly use of chemicals.

### Food Service Equipment

- All food service equipment is to be covered or secured when not in use.
- Access to the kitchen is limited to authorized personnel.
- Equipment is to be monitored for wear and unusual tampering.

### Food Service Personnel

- All food service personnel are to wear aprons and school issued ID cards if available.
- The door to the food service area is to be secured at all times. Unidentified visitors are to be escorted to the main office.
- All employees are to complete background checks to the extent required by the school district policy.
- Food service employees must provide an emergency contact and cell phone number if available. This information will be kept in the Food Service Directors office in the appropriate personnel file.
- All Food Service personnel are to keep any personal items brought to work in their designated locker. No personal items are permitted in the kitchen area

### Food Service/ Food Preparation Area

- At least one authorized employee is to be present in the food service areas at any time when the area is not secure.
- All ingredients are to be inspected for tampering, prior to use.
- Outside food is not to be brought into the kitchen for storage or reheating.
- Suspected contaminated food or food service produces are to be held outside of the building in the Loading/No Parking Area until disposal is authorized.
- All items used in food preparation are to be noted on the daily productions sheet.
- It is advisable that the food service preparation area not be used by those other than food service workers. At minimum, all food is to be secured and access to food storage areas is to be prohibited.
- Food Service area is to be monitored at all times for signs of suspicious activity.

### General Security

- All food service area keys are to be secured at the end of business and all food storage areas are to be locked.
- Upon termination of an employee, all ID, uniforms, keys, etc. are to be returned to the Food Service Director.

### Training

- All food service employees are to be trained in emergency preparedness and bio-security procedures.

### Handling Mail/Money

- Mail is to be placed on the Food Service Director's desk. At no time should mail be placed in the food production area.
- Mail handlers and cashiers are to wash their hands immediately after handling same and prior to handling any food items.

### Plan Maintenance

- Routine inspections of the kitchen will be made by the Food Service Director to see that the key provisions of these plans are in place.
- Said policy will be reviewed and updated routinely as changes are necessary.

## **FOOD SERVICE EMERGENCY PROCEDURES**

The purpose of this is to have a plan in place in the event of an emergency. All Food Service Personnel have been trained in these procedures and their particular responsibilities. This plan is compliant with NJAC 2:36-1.13 and the USDA's "Biosecurity for School Foodservice Programs."

### **Communication**

The Food Service Director is to be contacted immediately in the event of a biosecurity emergency or if there are any suspicions of a possible biosecurity crisis. The Food Service Director will then contact the following:

- Superintendent
- Vice-Principal
- Business Administrator
- If needed, the local police will be contacted
  - A list of emergency contact phone numbers is located in the Food Service Emergency & Biosecurity Users Manual

### **Emergency Response Duties**

The following responsibilities have been assigned to the individual food service employees:

- Food Service Director
  - Keeps constant contact with School Emergency Coordinator who is responsible for emergency operation.
  - Monitors all food preparation to see that standard operation procedures are followed.
- Emergency Contact Coordinator
  - Contact all employees using School Closing List.
  - Maintain constant communication with Food Service Director who is responsible for the food service operation.
  - Oversees Emergency Response Team.
- Meal Production Coordinators
  - Ensures safe food preparation and service.
  - Monitor refrigeration and freezer temperature and take corrective action as needed.
  - Determine menu based on inventory, power and water supply, and available personnel.
  - Prepare meals and snacks as determined by the Food Service Director and/or Emergency Response Coordinator.
  - Record all meals and portions provided to children and adults.
  - Complete and maintain accurate production and food safety records.
  - Develop food production schedule for preparing meals.
  - Designate unassigned food service staff food preparation duties.
  - Designate individuals to maintain the availability of beverages such as water, coffee, or tea.
- Inventory/Records Coordinator
  - Maintain accurate inventory and documentation of USDA commodity and commercial food.
  - Keep Food Service Director or designated individual informed of quantity of food, paper supplies, and chemicals.
  - Maintain accurate inventory and documentation of equipment.
  - Report and document any loss of food, supplies, and/or equipment.
- Message Coordinator
  - Log in all calls and e-mails.
  - Communicate messages to appropriate individuals.
- Donation/Volunteer Coordinator
  - Accept donations, food and supplies from reputable sources only. Do not accept home-prepared items.
  - Keep Food Service Director or designated individual informed of the amount of donations received and their storage locations.
  - Document name, address, and phone number of individuals or groups making donations and items donated.
  - Keep Food Service Director or designated individual informed of volunteer's status.
  - Schedule volunteers to tasks according to level of skill and as requested by Food Service Worker/Coordinator.
  - Advise volunteers of Food Service Operation Policies.

Standard operating procedures for emergency situations

Electric power disruption

This procedure takes effect if the foodservice operation is without electric power for 4 hours. NOTE: Never taste food to determine safety.

**Refrigerator:** The refrigerator will keep food safely cold for about 4 hours if it is unopened.

- If another operational refrigerator is available, relocate food.
- Store items close together and keep door closed.
- If possible, obtain dry or block ice to keep food cold.
- Temp food immediately after power is restored; discard any food that is above 40 degrees.
- Monitor refrigerator temperature every twenty minutes.
- In the event food is spoiled, discard by contaminate by applying bleach.
- Specific recommendations are:

<b>Refrigerated Food: When to Save and When to Throw Out</b>	
<b>Food Type</b>	<b>Held above 40 degrees for over 2 hours</b>
<b>Meat, Poultry, Seafood</b>	
Raw or leftover cooked meat, poultry, fish, or seafood, soy meal substitutes	<b>Discard</b>
Meat, tuna, shrimp, chicken, or egg salad	<b>Discard</b>
Gravy, stuffing, broth	<b>Discard</b>
Lunchmeats, hot dogs, bacon, sausage, dried beef	<b>Discard</b>
Pizza with topping	<b>Discard</b>
Canned hams labeled: Keep Refrigerated	<b>Discard</b>
Canned meats and fish, Opened	<b>Discard</b>
<b>Cheese</b>	
Soft Cheese	<b>Discard</b>
Hard Cheese	Safe
Processed Cheese	Safe
Shredded Cheese	<b>Discard</b>
Low Fat Cheese	<b>Discard</b>
Grated Parmesan, Romano, or Combination (in can or jar)	Safe
<b>Dairy</b>	
Milk, Cream, Sour Cream, Buttermilk, Evaporated Milk, Yogurt, Egg Nog, Soy Milk	<b>Discard</b>
Butter, Margarine	Safe
<b>Eggs</b>	
Fresh Eggs, Hard Cooked in Shell, Egg Dishes, Egg Products	<b>Discard</b>
Custard and Pudding	<b>Discard</b>
<b>Casseroles, Soups, Stews</b>	
<b>Discard All</b>	
<b>Fruits</b>	
Fresh Fruits Cut	<b>Discard</b>
Fruit Juices, Open	Safe
Canned Fruits, Opened	Safe
Fresh Fruits, Coconut, Raisins, Dried Fruits, Candied Fruits, Dates	Safe
<b>Sauces, Spreads, Jams</b>	
Opened Mayonnaise, Tartar Sauce, Horseradish	<b>Discard if above 50 degrees for more than 8 hours</b>
Peanut Butter	Safe
Jelly, Relish, Taco Sauce, Mustard, Catsup, Olives, Pickles	Safe
Worcestershire Sauce, Soy, Barbecue, Hoisin Sauce	Safe
Fish Sauces (Oyster Sauce)	<b>Discard</b>
Opened Vinegar Based Dressings	Safe

Opened Creamy Based Dressings	<b>Discard</b>
Spaghetti Sauce, Opened Jar	<b>Discard</b>
<b>Bread, Cakes, Cookies, Pasta, Grains</b>	
Bread, Rolls, Cakes, Muffins, Quick Breads, Tortillas	Safe
Refrigerator Biscuits, rolls, cookie dough	<b>Discard</b>
Cooked Pasta, Rice, Potatoes	<b>Discard</b>
Pasta Salad with mayonnaise or vinaigrette	<b>Discard</b>
Fresh Pasta	<b>Discard</b>
Cheesecake	<b>Discard</b>
Breakfast Foods-Waffles, Pancakes, Bagels	Safe
<b>Pies, Pastries</b>	
Pastries, Cream Filled	<b>Discard</b>
Pies- Custard, Cheese Filled or Chiffon, Quiche	<b>Discard</b>
Pies, Fruit	Safe
<b>Vegetables</b>	
Fresh mushrooms, herbs, spices	Safe
Greens, Pre-cut, pre-washed, packaged	<b>Discard</b>
Vegetables, Raw	Safe
Vegetables, Cooked; Tofu	<b>Discard</b>
Vegetable Juice, Opened	<b>Discard</b>
Baked Potatoes	<b>Discard</b>
Commercial Garlic in Oil	<b>Discard</b>
Potato Salad	<b>Discard</b>

**Freezer:** A full freezer will hold temperature for approximately 48 hours, (24 hours if half full) if the door remains closed.

- If another freezer is available relocate food.
- If power outage is expected to be for a prolonged period, obtain dry/block ice (50 lbs. will hold 18 cubic feet full freezer for 2 days).
- Store items close together and keep door closed.
- When power is restored, food can safely be refrozen if an internal freezer thermometer reads 40 degrees or below.
- Monitor freezer temperature every 20 minutes.
- In the event food must be discarded, contaminate by applying bleach.
- If temperature is above 40 degrees discard food.

<b>Frozen Food: When to Save and When to Throw Out</b>		
<b>Food Type</b>	<b>Still Contains Ice Crystals and Feels as Cold as if Refrigerated</b>	<b>Thawed. Held above 40 degrees for over 2 hours</b>
<b>Meat, Poultry, Seafood</b>		
Beef, Veal, Lamb, Pork, and Ground Meats	Refreeze	<b>Discard</b>
Poultry and Ground Poultry	Refreeze	<b>Discard</b>
Variety Meats(liver, kidney hearts, chitterlings)	Refreeze	<b>Discard</b>
Casseroles, stew, soups	Refreeze	<b>Discard</b>
Fish, Shellfish, Breaded Seafood Products	Refreeze. There will be some texture and flavor loss.	<b>Discard</b>
<b>Dairy</b>		
Milk	Refreeze. May lose some texture	<b>Discard</b>
Egg (out of shell) and Egg Product	Refreeze	<b>Discard</b>
Ice Cream, Frozen Yogurt	<b>Discard</b>	<b>Discard</b>
Cheese (Soft and semi soft)	Refreeze. May lose some texture.	<b>Discard</b>
Hard Cheese	Refreeze	Refreeze
Shredded Cheese	Refreeze	<b>Discard</b>
Casseroles containing milk, cream, eggs, soft cheese	Refreeze	<b>Discard</b>
Cheesecake	Refreeze	<b>Discard</b>
<b>Fruits</b>		
Juices	Refreeze	Refreeze. <b>Discard if mold, yeasty smell, or sliminess develops.</b>
Home or Commercially Packaged	Refreeze. Will change texture and flavor.	Refreeze. <b>Discard if mold, yeasty smell, or sliminess develops.</b>
<b>Vegetables</b>		
Juices	Refreeze	<b>Discard after held above 40 degrees for 6 hours.</b>
Home or Commercially Packaged or blanched	Refreeze. May suffer texture and flavor loss.	<b>Discard after held above 40 degrees for 6 hours.</b>
<b>Breads, Pastries</b>		
Breads, Rolls, Muffins, Cakes (without custard filling)	Refreeze	Refreeze
Cakes, Pies, Pastries with custard or cheese filling	Refreeze	<b>Discard</b>
Pie Crusts, Commercially and Homemade Bread Dough	Refreeze. Some quality loss may occur.	Refreeze. Quality loss is considerable.
<b>Other</b>		
Casseroles-pasta, rice	Refreeze	<b>Discard</b>
Flour, Corn Meal, Nuts	Refreeze	Refreeze
Breakfast Items-waffles, pancakes, bagels	Refreeze	Refreeze
Frozen Meal, Entrée, Specialty Items (pizza, sausage and biscuit, meat pie, convenience food)	Refreeze	<b>Discard</b>

## **FUEL SPILL REPORTING PROCEDURES**

Whenever there is fuel spilled, the procedures listed below must be followed.

### Staff Responsibility:

- The person involved with the fuel spill must immediately inform the Building & Grounds Supervisor and principal of the fuel spill including:
  - The location of the spill
  - Estimated amount of fuel.
- If any other person sees the spill, they are also responsible to notify the office immediately.
- The vehicle is to stop immediately in a safe manner and location and stay there until met by either the Building & Grounds Supervisor or police or both.

### Administrator Responsibility:

- The Building & Grounds Supervisor will go directly to the scene of the spill and assess the spill and the amount of liquid spilled.
- Notify the Fire Department via **9-1-1**. They will be notified immediately of the fuel spill, the location of the spill and the estimated amount of the spill.
- The Fire Officer will then decide whether or not the spill can be cleaned up or, if necessary, call the New Jersey Department of Environmental Protection (NJDEP) contractor for evaluation before the process for clean up can be initiated.
- Notify the Business Administrator and Superintendent of the amount and location of the spill.

\*Failure to follow the above procedures immediately can result in disciplinary action.

## HAZARDOUS MATERIAL

### Assessment of vulnerability to hazardous material

While planning for hazardous materials may not appear to be relevant for a school, there are substantial materials (e.g., cleaning products, solvents) on school properties that pose risks. Schools must also consider the potential risks of the environment surrounding the school facility. The dangers of hazardous materials take on an ominous level of importance since they can be deliberately utilized as part of a terrorist attack against a community or school system. These attacks could involve transporting hazardous materials to a school or damaging a facility near a school that produces these materials.

### Consider the internal sources of hazardous material

Identify any substances or materials and locations that would pose a health and safety risk to the occupants of the school. Include science departments, janitorial supply storage areas, above-ground fuel supplies, shops, boilers and maintenance facilities.

- Maintain accurate files for "Right To Know Information," including material safety data sheets (MSDS) and hazardous substance fact sheets (HSFS) on all hazardous materials stored on school property.
- Immediate availability of MSDS and HSFS is essential for medical treatment of anyone who has come into contact with a hazardous material, as well as for the clean up effort.
- Maintain an inventory of hazardous substances and how they are stored. Include a list of any structural features, such as heating units and gas lines that may be within certain proximity of hazardous materials.
- Maintain copies of hazardous materials inventory files at alternate locations, in the event school files are unavailable.
- Do not assume that the hazardous materials team or other personnel of the organization will have this information readily available.

### Consider the external sources of hazardous materials

- Is the school located near a facility that produces, utilizes or stores large quantities of hazardous materials?
- Is the school located near a major transportation route (e.g., road, rail, air)?
  - What is the nature and estimated quantity and frequency of hazardous materials being transported on these routes during and after normal school hours? The White Horse Pike/US Route 30 carries all manner of hazardous material via truck including tank trucks. Norfolk Southern/Conrail Freight Railroad is approximately 2000 feet West.



## **HEATING, VENTILATION, AIR CONDITIONING (HVAC) AND AIR FILTRATION SYSTEM**

### Staff Responsibility:

- Restrict access to air intakes. This can be accomplished by relocating the air intake. One method is to raise the air intake. The recommended height varies from 10-20 feet. (There is consensus that it should be at the highest feasible level.) The building threshold varies from three stories to 12 stories. Another alternative is to relocate the air intake to the roof. A third option is to extend outdoor air intakes, which can be done without adversely impacting system performance. The final option is to establish a security zone (i.e., a perimeter barrier) to protect the air intake from public access.
- Slope the outdoor air intake, where feasible, 45 degrees to prevent objects from being placed in the outdoor air intake. Screen or otherwise protect the air intake area.
- Restrict access by keyed locks or keycards to mechanical areas that provide access to essential building systems, including HVAC, elevator and water.
- Secure air return grilles.
- Identify and evaluate HVAC control options.
- Assess filtration and implement the highest filtration efficiency compatible with installed system. Particulate filters are reasonable and efficient. Carbon granules are effective against molecular infiltration. Gas and vapor filters are costly both initially and in maintenance.
- Install low-leakage, fast-acting (i.e., less than 30 seconds) dampers. Provide systems with single switch controls with relays to turn off fans. Provide outside air intakes with automatic dampers.
- The building should have dedicated ventilation and exhaust systems. Control infiltration and exfiltration through a tight building envelope. Divide the building into zones. Some zones should be positively pressured with regard to adjacent zones or outdoor air. Other zones should be negatively pressured with regard to adjacent zones, such as kitchens.
- Consider installing intrusion alarms for the system and at the air intake.

### Other considerations

- Ducted return air systems offer a limited access point to introduce a chemical, biological or radiological agent. They can be conspicuously placed and, therefore, can be easily observed.
- Non-ducted return air systems allow the introduction of an agent any place above the dropped ceiling or plenum. Highly efficient filters are important in this system. Replacing this system with a ducted return air system involves a major renovation.

## **HOSTAGE SITUATION**

### Staff Responsibility:

- If the situation presents itself, call the superintendent (or send messenger) - 856-783-6261, ext. 801 (day/office). To determine the method and/or extent of evacuation.
- Evacuate all unaffected persons from the building to a secured area following a prearranged hostage evacuation or non-evacuation drill (do not aggravate the situation by sounding the fire alarm.)
- Complete emergency incident reporting form and return to the Superintendent.

### Administrator Responsibility:

- Call **9-1-1** the local Police (inform dispatcher that this is a hostage situation) or (856) 783-4900.
- Medical response team will attend to the injured.
- Under no circumstance negotiate or in any way communicate with the hostage taker unless there is imminent danger of loss of life.
- Obtain as much information about the situation and hostage taker prior to police arrival:
  - Description
  - Weapon(s)
  - Number of hostages (names)
  - Location
  - Possible motive
  - Access to area
- Refer to emergency management manual for building blueprints/floor plans.
- Gather possible witnesses for law enforcement to interview.
- Minimize the possibility of the suspect's ability to see or hear news reports.
- Consider possible transportation needs.
- Wait for police to evaluate and consider the use of the Amber Alert Plan.

## **INFECTION CONTROL GUIDELINES IN DISASTER SITUATIONS**

(Adapted from Bethel School District, 1998)

### **Hand washing**

- Hand washing is the most effective means of preventing the spread of infection. Hand washing procedures should be followed even if gloves have been worn.

\*If a disaster situation precludes proper hand washing, then hands should be washed as soon as possible after exposure.

- Any skin surface that comes into contact with blood or other body fluids should be cleansed using the same procedures used for hands. Hands should be washed:
  - Before & after contact with each victim
  - Before & after touching open wounds (even if gloves are worn)
  - Before eating
  - After any direct exposure to blood or other body fluids
  - After removing gloves
  - After handling soiled or contaminated items and equipment
  - After using the toilet
- The correct method used for hand cleaning and decontamination is with soap and water.
  - Wet Hands
  - Lather hands with either bar soap or liquid soap
  - Rub repeatedly for at least 15 seconds
  - Rinse
  - Dry Hands properly with paper towel
  - Turn off faucets with paper towel
  - Dispose of paper towels in plastic bag/lined trash can
- In areas where running water is not available:
  - Remove obvious soil with a wet towelette
  - Use waterless foams & rinses to clean skin

### **Barrier precautions**

- Blood and other body fluid precautions should be used consistently with all victims. The risk of exposure by blood is greater in disaster situations because of the higher incidence of injury and because the infectious status of the victim is usually unknown.
- All staff should use the following barrier precautions to prevent exposure of skin and mucous membranes when contact with blood & any other body fluids of any victim is anticipated.
- Disposable latex free/vinyl (which do not have to be sterile) should be worn when handling blood or other body fluids (urine, stool, semen, infected wounds, vomit), mucous membranes or non-intact skin of all victims.
- Gloves should be worn when handling items or surfaces soiled with blood or other body fluids.
- Hands should be washed immediately after contact with blood & body fluids (even if gloves are worn).
- Masks and protective eyewear or face shields should be worn during procedures that are likely to disperse droplets of blood or other body fluids so that exposure to the mucous membranes of the mouth, nose, & eyes is prevented.
- Gowns or aprons should be worn during procedures that are likely to generate splashes of blood & other body fluids

### **Rescue breathing**

- Pocket masks/barriers should be used whenever CPR is administered. After use the barrier should either be discarded if disposable or cleaned and disinfected per product instructions if reusable.

### Eye rinse

- If the eye is splattered with blood or any other body fluid, it should be flushed immediately with saline or water rinses. Goggles should be worn in situations in which splattering could occur.

## LEVELS OF RESPONSE

In preparing for responses to crisis incidents, be sure to understand different "levels" or types of incidents that might occur and the accompanying criteria for guiding staff to the appropriate services both during and following each type of critical incident. For example, a Level One Response refers to a crisis that can be addressed by the Emergency and Crisis Response Team of a school. A Level Two Response may require the assistance of additional counseling professionals from neighboring schools. A Level Three Response is when the crisis is of such magnitude that there may be an immediate need for services on a large scale, and the response requires the assistance of trained personnel from state and county resources and community mental health agencies.

It should be noted that an incident requiring a Level Three "Mental Health" Response will most likely have the full support of the County Mental Health Administrator who has the responsibility for declaring a mental health emergency and crisis. This declaration would set into motion any pre-existing memorandums or agreements among school districts, arms of municipal and county government, not-for-profit community mental health agencies and the Division of Mental Health Services of the Department of Human Services.

The superintendent should determine the level of the mental health crisis that the district may be facing. This determination is not based on the nature of the event, but on the district's ability to respond to an incident with available staff. For example, the sudden death of a teacher at a small school district may warrant a Level Two Response, whereas in a large K-12 district, the administrator may decide that the death of a teacher warrants a Level One Response (i.e., a response which the district can handle with its internal resources).

### Level One Response

A Level One Response suggests that a school district has an operative, well-trained, organized Emergency and Crisis Response Team that is able to make appropriate referrals for students who can benefit from extended counseling services. Members of the team should be given support, resources, release time and appropriate and ongoing training to perform the following tasks:

- Determining that there are approved policies and procedures in place.
- Informing students and parents of crisis protocols.
- Creating resources for class discussion and guidelines for responses.
- Planning for ongoing training of team members.
- Reviewing material to be distributed to students, staff, parents and community members.
- Scheduling the necessary meetings and events, including those with parents and the community.
- Providing group and individual crisis response services, such as group intervention and individual counseling.
- Arranging referral services for affected students and staff.
- Conducting a post evaluation on following a crisis response event.

### Example - Level One Response

The superintendent is notified by a principal that a student from the building has been killed in an auto accident. The Emergency and Crisis Response Team has been activated and a meeting is scheduled. The information regarding the accident has been confirmed and a statement has been prepared for distribution to the school community. A presentation for the faculty is prepared that includes materials to assist them in classroom acknowledgements of the tragedy. The response team is prepared to provide assistance to classroom teachers, as necessary. The location and logistics for counseling services have been arranged. A letter is sent home to parents about the death of the student. Appropriate individual referrals to community services are processed by the counseling staff. A debriefing meeting is held for staff at the end of the school day. A plan for follow-up counseling is organized.

### Level Two Response

During a Level Two Response, a district may find it necessary to request assistance from a neighboring school district to help respond to a situation which requires additional personnel who are appropriately trained and credentialed in crisis response techniques. A critical component of a Level Two Response is the seamless integration of outside counselors into the school team that has asked for assistance. Emergency and crisis response protocols that have been developed and shared on a county-wide basis will help to ensure a smooth collaboration during this critical period. In order to coordinate multidistrict responses to a crisis, it is important that the following issues be considered:

- The district requesting assistance will assume a leadership role throughout the crisis and will schedule an initial meeting to coordinate the implementation of the emergency and crisis response plan and assign responsibilities to personnel.
- Each district that responds to a request for crisis counselors will determine who can be released from their immediate duties without seriously jeopardizing the needs of their own students.

The Level Two Response to a mental health crisis assumes that memorandums of understanding from each district in the county have been filed with the county office of education and possibly the County Traumatic Loss Coalition that maintains a list of credentialed crisis counselors currently working in county schools and distributes the list to school administrators on an annual basis.

### Example - Level Two Response

A double suicide has occurred in the middle school. The bodies of an eighth grade boy and his seventh grade girlfriend have been found in the gymnasium by two eighth grade students. The administrator calls 9-1-1 for police and emergency medical assistance. The two eighth grade students are removed to a safe place for support and debriefing. When police arrive on the scene, they take charge of the site. The district office is notified. Decisions regarding the safety and security of the remaining school population are coordinated with the police. The Emergency and Crisis Response Team meets to develop a plan of action and asks the administrator to activate a Level Two Response. Contact is made with the administration of the neighboring school districts to determine which counselors can be released to assist in the immediate hours and days following the incident. A post-vention logistics meeting is scheduled at the affected district. Counseling sessions for students and staff are scheduled throughout the next day. All communications to faculty, students and parents are prepared for administrative approval before dismissal.

### Level Three Response

A Level Three Response occurs when there is a need to utilize personnel from community mental health agencies to augment school district counseling teams. A Level Three Response is activated by the superintendent or her designee who is responsible for notifying the coordinator of the county mental health administrator and/or the county traumatic loss coalition coordinator, as appropriate to the protocols in the county. After reviewing the information, the county mental health administrator or his or her designee may declare a mental health emergency and activate a disaster response from the county emergency management office, community mental health agencies or the Red Cross, as appropriate. It is particularly important during a Level Three Response to maintain communication between emergency management responders, such as police and fire personnel and the mental health responders. While it is understood that public safety is of paramount concern, a central location should be established as soon as possible so that crisis counselors can begin the challenging process of recovery.

### Example-Level Three Response

There has been an explosion in the school cafeteria, killing several students and teachers and injuring dozens of others. Police and emergency management personnel control the scene as set forth in pre-established emergency and crisis management procedures. The superintendent contacts the county mental health administrator, requesting that the county declare a mental health emergency.

A post-vention plan for determining the logistics for mental health services is formulated by a team that includes a school district representative or Emergency and Crisis Response Team leader, the director of the county psychiatric screening unit, the county mental health administrator and a representative from the County Traumatic Loss Coalition.

## LOCK DOWN PROCEDURES

The following guidelines must be clearly understood by administrators and staff; to evacuate or not to evacuate requires a specific decision-making process. Guidelines in this section must be reviewed carefully. The superintendent's judgment and common sense will prevail; be prepared, as each emergency is unique.

Crisis situations may arise that require an on or off campus evacuation. For example, in case of a "fire emergency" students and staff will carry out an on-campus evacuation. They will assemble and wait for possible off-campus evacuation. The fire alarm will be the signal for evacuation or if this system cannot be utilized the PA system will be utilized. In case of a chemical/fuel spill, airplane crash, explosive or suspicious object located on campus or a major fire, an off-campus evacuation may be required.

### Activating a lockdown

Administrator/Main Office Responsibility:

1. Staff is trained to report an intruder in the building immediately to the main office via classroom telephone, walkie-talkie, or cellular telephone (whichever method is most accessible).
2. Lockdown procedures are activated through the use of the school's public address (PA) system, computer notification system, and through a text blast on cellular telephone. The message sent will state: "**May I have your attention please! There is a situation INSIDE the building, LOCKDOWN!**"
3. Once the lockdown message has been sent out, all school personnel follow the lockdown procedures listed below until the lockdown is deactivated by an administrator using the deactivation code.

Lockdown Procedures:

- Remain calm and be quiet.
- Immediately secure all staff, students or visitors, including those from hallways, behind locked doors.
- Turn off lights. Pull shades, if the room is visible from outside.
- Move to safety. Keep everyone concealed. Stay away from doors and windows. Use closets, locker rooms and other locations that can provide for concealment.
- If the Lockdown is followed by an announcement indicating the intruder is in an exterior area, teachers should move students to an outside wall, get the students below window level and turn off classroom lights.
- If the intruder is inside, get the students to an inside wall out of view of the door, below window level, with classroom lights off.
- Permit no one to leave the room. Prepare a list of everyone present and those students who left your room before the lockdown. (Emergency Form as used in Fire Emergency).
- When you receive a status check via walkie-talkie or cellular telephone, if the intruder is in your room, you need to say or text the name, "**Mrs. Cavalier!**"
- Disregard all bells and/or alarms until further notice. The bell system may be disabled during a Lockdown. However, as this may not always be possible, disregard any bells/alarms until an administrator or the police indicate the lockdown has concluded using the deactivation code.
- If one of your students is missing or someone is seriously hurt call the main office via walkie-talkie or text message and identify the name of the missing student or injured person.

## Deactivating a lockdown

### Administrator Responsibility:

- In consultation with appropriate public officials the lockdown will be deactivated when it is determined there is no longer a threat. The deactivation code must be used for the lockdown to be officially halted and normal activities resumed.

### Staff Responsibility:

- You will hear an announcement, **“This concludes the lockdown procedure”** (with the code word). If the correct code word is not used, everyone is to remain in lockdown.
- All students and staff should return to their assigned rooms or workstations, if not already there.
- Attendance should be taken to account for all students and staff.



## MEDICAL EMERGENCY

### Administrator Responsibility:

- Superintendent is in charge for all emergency situations. If life saving intervention is needed have another staff member call **9-1-1**.
- Superintendent will defer decisions regarding medical emergencies to the school nurse or designated medical personnel.
- In the absence of the school nurse or designated medical personnel, the principal will take immediate first aid measures with subsequent solicitation of appropriate medical personnel and staff members who are CPR/First Aid certified.
- In the absence of the school nurse or designated medical personnel and building principal, notify the Superintendent (ext. 801) immediately. The person notifying the Superintendent will be instructed to take appropriate emergency measures (if any).
- In the absence of the school nurse, the principal or superintendent will contact the parent(s).
- A parent should not remove an injured student from school property if a medical decision is made by the school nurse or designated medical personnel that the injured student can only be moved and transported by trained medical personnel.

### Staff Responsibility:

- With the exception of a life saving intervention, a school staff member will not act in the stead of the school nurse. If life saving intervention is needed have another staff member call **9-1-1**, then contact Administrator.
- Immediately following any medical procedure, if other than routine (screening), the parent(s) will be notified by the school nurse as soon as possible and advised of any recommended medical follow-up.
- Proper notations will be made in the nurse's daily log and health card as applicable.

School District Nurse  
Mary Dow, RN  
Ext. 851

## **MEDICALLY FRAGILE CHILD**

A “medically fragile student” shall mean a child with an illness or condition that requires an immediate response to specific symptoms or sequela that if left untreated, may lead to a potential loss of life such as, but not limited to, the use of an inhaler for an asthma attack, use of an adrenaline injection to treat a potential anaphylactic reaction, an insulin injection or insulin pump to treat hyperglycemia, or glucagon injection to treat hypoglycemia.

The administration and school nurse shall ensure that students identified as medically fragile by a physician, shall not be discriminated in any way in the administration of medication, access to facilities and programs, participation in school sanctioned activities such as field trips, after school activities, clubs or events.

Additionally, the school nurse shall ensure to the maximum extent appropriate, that those staff who have the need to have knowledge of, or awareness regarding a student's health condition, are informed through an emergency action plan that outlines the student's special health care needs and staff responsibilities when a predictable emergency occurs.

If necessary and appropriate, the school nurse shall consult with each identified student's parents and physician regarding the rules of confidentiality, special health care needs, program accommodations, administration of medication, medical interventions and/or procedures.

- If necessary and appropriate, the school nurse shall consult with the parents regarding the guidelines on the self-administration of medication and initiate if practicable.
- If necessary and appropriate, the school nurse shall request from the parents, release of pertinent medical information from the child's physician.
- If necessary and appropriate, the school nurse shall initiate, in consultation with the Superintendent, action to obtain a court order in the case of a physician issued, "do not resuscitate order.”

### **Dissemination of Information**

If a medically fragile student requires predictable staff intervention, an emergency action plan will be prepared by the school nurse, clearly defining staff responsibilities, required intervention(s) and other pertinent information.

If the medically fragile student does not require specified staff intervention, but has medical needs requiring staff awareness, the school nurse or designee shall consult with each staff member who may be responsible for the identified student.

- The school nurse shall consult with the student's teachers and inform them of the student's special health care needs.
- The staff member will initial and date the medical information identification form confirming that they have been made aware of the student's special health care needs.

## **POLICE WITH EMPLOYEE**

### Action to be taken immediately

#### Administrator Responsibility:

- Verify identification of police officer.
- If employee is a teacher, assure that all students in their classrooms are supervised.
- Phone superintendent - 856-783-6261, ext. 801(day/office).
- Complete emergency incident reporting form and return to the superintendent.

## **POLICE WITH STUDENT**

### Action to be taken immediately

#### Administrator Responsibility:

- No school authority or active pressure is to be applied to the student. The student has the right to refuse to talk to police officers.
- Phone parent.
- Students may not be questioned without school personnel present.

## **RADIOLOGICAL ALERT, AIR RAID, VIOLENT STORMS, ETC.**

In the event of an air raid, radiological alert or violent storm, emergency procedures utilized for lockdown shall be utilized, except that students will be directed to interior corridor walls without windows.

### Administrator Responsibility:

- An announcement will be made over the PA system including the type of storm, air raid, etc. similar to Lockdown.
- Emergency procedures shall be followed (unless PA systems remain intact, in which case special directions may be given).

### Staff Responsibility:

- Follow procedures for a Lockdown.
- Teacher shall remain with their students and shall take roll to insure that all students have been properly evacuated. Any student who is unaccounted for shall be immediately reported to the supervisor in charge.

## **Radiological Emergency Response**

In the event of a radiological emergency, building principals shall be responsible to institute procedures approved for an officially declared radiological emergency.

### Staff Responsibility:

- Notification Procedures: All calls or information concerning a nuclear drill, alert or evacuation shall be directed to the superintendent or the principal.
- Follow the procedures for a Shelter in Place.

### Administrator Responsibility:

- Upon notification from the county Superintendent's Office, the superintendent or principal will verify the information.
- The superintendent or principal shall notify the supervisor of buildings and grounds as to the status of the radiological (nuclear) drill, alert, or evacuation.
- If a nuclear alert and/or evacuation is declared by the superintendent, then the Board Secretary and principal shall notify appropriate staff in a confidential manner as follows:
  - Office personnel responsible for taking telephone calls - specific directions will be given on how to respond to inquiries concerning the nuclear alert and/or evacuation.
  - Supervisors, teaching staff, and other appropriate personnel who may need to answer student inquiries and/or to implement other appropriate activities shall be notified on a "need-to-know" basis by the superintendent or principal.
  - Students will be notified of a nuclear alert or evacuation plan only upon specific direction or other by the superintendent or principal.

## Radiological Evacuation

### Administrator Responsibility:

- Communicate with the principal so that steps can be taken to initiate an orderly evacuation, if such is warranted and so that steps may be taken to insure the safety and well being of all staff and students.
- Principal shall make the necessary arrangements to:
  - Insure adequate supervision of students.
  - Insure communication is maintained.
  - Insure the building is secure.
- In the event that an evacuation is necessary and if it cannot be effected utilizing transportation that is provided through the use of Board of Education vehicles and/or home (resident), district vehicles, the Camden County Office of Emergency Management shall be contacted by the Superintendent or principal to arrange for the evacuation of students.
- The Board of Education has authorized the superintendent on a case-by-case basis to grant permission to the Camden County Office of Emergency Management to utilize designated grounds as a holding or assembly area that may be needed during a radiological emergency for the school district of Somerdale. The Somerdale Municipal Building is the designated area.
- Action, Authority and Security Procedures:
  - The superintendent or principal shall:
    - Assign appropriate persons to secure facilities.
    - Assign staff to remain with and supervise students.
    - Have the authority to reassign all staff into service until the emergency is declared over.
    - Release staff only after all students are accounted for, evacuated from buildings, and the emergency declared over or when staff is no longer needed to assist with the emergency.
    - Establish a communication network to respond to calls from parents, local school districts, the Camden County Office of Emergency Management, other authorities and/or other citizens, as necessary.
    - As soon as reasonably possible, notify the Board President and the office of the county superintendent as to the status of students, staff and buildings. If time permits, other members of the Board of Education should be advised of the situation and the status of the emergency.
    - In the event of a tornado WARNING (which means one has been seen in the area), sheltering in a windowless hallway or bathroom or other smaller windowless space is the safest of options.

## **REVERSE EVACUATION**

Guidelines in this section must be reviewed carefully. The superintendent's judgment and common sense will prevail; be prepared, as each emergency is unique.

### Activating a reverse lockdown

#### Administrator Responsibility:

- The bullhorn alarm will sound and a message will also be broadcast on the portable radio indicating all students and staff must go into the building.
- Make the announcement over the PA system as well, "May I have your attention, please begin procedures for a Reverse Evacuation/Lockdown."

#### Staff Responsibility:

When the alarm and message are heard, proceed immediately with the following reverse evacuation procedures:

- Remain calm.
- Have students enter the C Wing and the D Wing and form a line as they enter on the way to the cafeteria. The students entering the C Wing should follow the C Wing to the end and make a left to go to the cafeteria. The students entering the D Wing should make a left then a right down B Wing to the end and make a right to go to the cafeteria.
- Once in the cafeteria:
  - Lock all entrances to the cafeteria.
  - Turn off the lights. It is more difficult to see into dark rooms. You may be contacted by phone or walkie-talkie with further instructions.
  - Move to safety. Keep everyone concealed. Stay away from doors and windows. Use closets, locker rooms and other locations that can provide for concealment.
- Permit no one to leave the room. Prepare a list of everyone present. (Emergency Notification Form as used in Fire Emergency).
- Disregard all bells until further notice. The bell system may be disabled during an emergency. However, as this may not always be possible, disregard any bells until an administrator or the police contact you via the PA system, by phone, by walkie-talkie, or in person.

Inside the building, follow procedures for a lockdown.

## **SERIOUS INJURY OR SICKNESS**

### Action to be taken immediately

- Contact nurse to attend to student or employee.
- After consultation with nurse, the supervisor shall:
  - Phone ambulance if necessary via 9-1-1.
  - Phone parent or guardian as per emergency card.
  - Phone school physician (Cooper Pediatrics 1- 856-751-9339)
  - Phone superintendent - 856-783-6261, ext. 801 (day/office) 215-806-0076.
- Complete emergency incident reporting form with the nurse and return to the superintendent.

## **SEXUAL ASSAULT**

The principal shall understand the delicate nature of such situations and shall maintain a supportive and concerned atmosphere around the individual concerned. Principal shall take the following actions immediately upon report of sexual assault or sexual contact unless there has been a delay in reporting:

- Assure the physical safety of the individual or individuals involved.
- Have the school nurse or appropriate staffs attend (counselor, etc.) to the individual(s).
  - Preserve physical evidence.
- Phone ambulance 9-1-1 and give the information required below.
- Attempt to get the following minimal information about the attacker:
  - Physical description.
  - Description and tag number of any vehicle involved.
  - Direction of travel.
- Phone superintendent 856-783-6261, Ext.801 (day/office).
- Phone parent.
- Complete emergency incident reporting form and return to superintendent.

In **no** case should the victim be allowed to wash, clean up or change clothing; keep victim flat.

## **SEXUAL CONTACT**

Sexual contact involves inappropriate touching, including sexual harassment.

Staff should:

- Preserve physical evidence.
- Phone 9-1-1 -ambulance and police, if necessary. (Sexual harassment vs. criminal act).
- Phone superintendent 856-783-6261, Ext. 801 (day/office).
- Phone parent.
- Complete emergency incident reporting form and return to superintendent.



## **SEXUAL SOLICITATION, EXHIBITIONIST OR VOYEUR**

The principal shall understand the delicate nature of such situations and shall maintain a supportive and concerned atmosphere around the individual concerned.

Principals shall take the following actions immediately upon report of sexual solicitation, exhibitionist or voyeur:

- Assure the physical safety of the individual or individuals involved.
- Attempt to get the following minimal information about the perpetrator:
  - Physical description.
  - Description and tag number of any vehicle involved.
  - Direction of travel.
- Phone the Local Police - 9-1-1 or 856-783-4900 and give information above to determine the nature of the investigation (criminal or sexual harassment offense).
- Phone the superintendent- 856-783-6261, ext. 801.
- Phone the parents of the victim and additional parent notification pending determination.
- Inform parents and staff of the incident reassuring that action has been taken.
- Complete the emergency incident reporting form and return it to the superintendent.

## **SHELTER IN PLACE**

In the event of a terrorist attack, hazardous chemical release or any other emergency which requires all occupants of building to remain together in one area, a shelter in place will be utilized. The superintendent's judgment and common sense will prevail; be prepared, as each emergency is unique.

### **Activating a shelter in place**

#### **Administrator Responsibility:**

An alarm will be sent over the school's public address (PA) system and consist of a message similar to: "May I have your attention please! Begin procedures for a shelter in place."

#### **Staff's Responsibility:**

When this message is heard, proceed immediately with the following shelter in place procedures:

- Remain calm.

### **SHUT DOWN Heat Ventilation Air Conditioning refer to - HVAC SHUTOFF FOR EMERGENCY SITUATIONS**

- Line students up to report to the gymnasium. When filing down to the gym, C Wing should enter main corridor and stay to the right. B Wing should enter main corridor and stay in the middle. A Wing should enter main corridor and stay to the left.
  - Maintain three lines down the main corridor and move quickly upon entering gym. Move as far back in the gym as you enter. Maintain positions of C Wing to the right, B in the middle, and A to the left. Once as far back as possible students should sit.
- As teachers proceed to gym, check for students in the hallway. Include any student in the hallway within your class line and bring to the gym. Once settled in the gym, displaced students will be reunited with assigned classroom.
- Any personal medications (3 days worth) and any special equipment needed by students should be brought to the gym.
- Once in the gym, certain individuals will report to the designated areas as outlined in Appendix K: Triage Plan: Shelter in Building."
- Permit no one to leave the room. Prepare a list of everyone present and those students who left your room before evacuation to gym. (Emergency Notification Form as used in Fire Emergency). EXCEPTION: should the Shelter In Place be issued for a tornado WARNING (which means one has been seen in the area), you may be instructed to be sheltering in windowless (or reasonably distant from windows) hallways and bathrooms or other smaller windowless spaces as this is the safest option.
- Disregard all bells until further notice. The bell system may be disabled during a Lockdown. However, as this may not always be possible, disregard any bells until an administrator or the police contact you via the PA system, by phone, or in person.
- Food, water, and medical supplies will be distributed, accordingly.
- Following clearance by the Camden County Emergency Response Team, Somerdale Police Department, Somerdale Fire Department, and/or other emergency medical personnel, students would then be released to parent. However, no one will be permitted to leave the area until it is deemed safe to do so.

### Schoolwide Go Kit is located in the gym

Items in the toolbox should not be used for anything other than emergency and crisis preparedness activities. The school nurse, in cooperation with school-based emergency and crisis management response teams, should be responsible for keeping the toolbox updated (e.g., change batteries, update phone numbers). The toolbox should be portable and readily accessible for use in an emergency or crisis. The tool box will contain the following items:

- Copies of all forms, protocols and procedures required under the emergency and crisis management plan (e.g., chain of command, batteries, and protocols for armed offenders and physical assaults).
- Map of building(s) with locations of exits, phones, first aid kits and assembly areas.
- Blueprints of school building(s), including utilities.
- Videotape of the inside and outside of the building and the grounds.
- Map of local streets indicating evacuation routes (e.g., alternate building location requiring transport).
- Flashlights.
- First aid kit and latex gloves.
- Staff roster, including emergency contacts.
- Student roster, including emergency contacts for parents.
- Names of students and staff requiring special assistance.
- Master schedule.
- Two-way radios or cellular phones.
- Battery-powered radio and spare batteries.
- Several legal pads and ball point pens.
- Grease boards and markers or dry erase boards.
- White peel-off stickers and markers for name tags.
- Local telephone directory.
- Lists of the district personnel's phone, fax and beeper numbers.
- Lists of other emergency phone numbers.

### **SCHOOL AS AN EMERGENCY SHELTER**

During Emergency Events occurring external to the School The Board of Education has authorized the superintendent on a case-by-case basis to grant permission to the Somerdale Office of Emergency Management to utilize designated grounds and facilities as a holding or assembly area (at least one restroom provided) that may be needed during a emergency for the school district of Somerdale. In the event this occurs students will be kept separated from these areas.

### **SITE MAP**

A plot map and floor plan serves many purposes. It provides a basis for establishing primary and alternate evacuation routes, identifying primary and secondary assembly areas and developing procedures for conducting emergency and crisis response activities (e.g., search and rescue, damage assessment).

An easy-to-read copy of the combination plot map and floor plan should be attached to the district's emergency and crisis management plan. Clearly mark by name or number the location of evacuation routes, assembly areas, the emergency operation center, offices, classrooms, workrooms, library/media center, other activity rooms, lounges, restrooms, heating plant, hallways and all doors and closets. In addition, locate the following on the map:

- Main shut-off valves for gas and water.
- Electrical power master switches.
- Portable battery-operated public address systems, radios and lighting.
- Fire extinguishers.
- First aid equipment and emergency supplies (e.g., bedding, water, food).
- Portable emergency equipment for search and rescue, especially in secondary school industrial arts facilities and in non-school sites, such as welding equipment, hydraulic jacks and pry-bars.
- Outside water sources.
- Stoves, heating and air conditioning equipment.
- Chemical storage and gas lines in laboratories.
- Hazardous materials stored by custodians or gardeners.
- Overhead power lines.
- Sewer lines and underground gas lines.

## **STATEMENT FOR PARENTS/GUARDIANS IN TERRORIST SITUATIONS**

The military action in Iraq is a clear call for a high level of vigilance, care and concern on behalf of all our students and staff at Somerdale Park School. We want you to know considerable thought and planning has gone into preparation and response for these events. As a result, here are a few basic messages we want to share with our school family.

- First, we want to reassure you that the safety of students and staff continues to be our top priority in Somerdale Park School. Comprehensive crisis plans for proper responses to a wide variety of emergencies have been developed to guide us should the need arise.
- At the same time we are focusing on safety, we want to continue a sense of "business as usual" in our schools. Teaching and learning will go on. Staff has been instructed to pay close attention to the needs of students, but to continue regular lessons and high expectations for learning. Our most responsible response is to make sure students learn, and teachers continue to do the best teaching possible. There must be a balance between security measures and the normal routine of study/feeling of safety in the learning environment. Schools must not become "bunkers."
- We encourage parents to talk to their children at home about these events. Please tell your child to talk with a teacher or a school counselor if he or she has questions or concerns while at school.
- We want to know of any current Somerdale Park School students or staffs who have a direct family connection to the current military deployment. Call your school or the District Office.
- Strict security can, at times, cause inconveniences for our parents, students and staff. We apologize in advance for any added level of stress extra safety precautions may cause. We will continue to be firm, but courteous, about taking care of students and staff.

## SUICIDE AND SUDDEN DEATH

### Guidelines

- All school personnel must take seriously any suggestions, demonstrations, or communication of suicide intent. In addition, they should be sensitive to, and aware of, more subtle signs, which may suggest self-destructive behavior.
- School personnel are to be aware that no information can be kept confidential if there is the potential for self-destructive behavior. This is true regardless of any and all guarantees of privacy made previously.
- If the situation is judged to be critical and parental cooperation is not obtained, the principal may immediately contact treatment agencies or the Division of Youth and Family Services to seek intervention on the student's behalf. The principal of the School Based Youth Services Program should also be notified.
- Any student in imminent danger shall have continuous adult supervision.
- Crisis intervention in suicidal situations will be a collaborative effort by support and administrative professionals within the school district. Procedures and guidelines specifying the referral process and levels of intervention are outlined below as per SPECIFIC PROCEDURE GUIDELINE.
- Notify administrator immediately of suspected, attempted, or completed suicide.
- Ensure emergency medical treatment is provided through immediate first aid and contacting local rescue squad personnel **9-1-1**, if necessary.
- Keep student under constant adult supervision; if difficult to control, call the Local Police 9-1-1 or 856-783-4900.
- Contact Superintendent/Principal (Ext. 801 day/office) and the vice principal (Ext. 802 day/office).
- Superintendent will contact parent/guardian. If neither is available or cooperative, contact the community mental health agency and/or DYFS - 856-935-6350.
- Schedule a faculty meeting at the close of the school day to plan appropriate procedures for subsequent school days.
- If news of suicide is received over the weekend or vacation, an emergency meeting should be scheduled before students arrive on the first school day.
- Review the district's Suicide Prevention/Intervention and Sudden Death Procedure.
- Do not move the body, furniture, implements or make any environmental changes.
- Escort all persons away from the immediate area.
- Restrict access to the area.

\* Please Note: This is a crime scene; any death should be treated as an unattended and/or un-witnessed death.

## Educating students about suicide

### Suicide Prevention:

\* Guidance Department curriculum will address the learning objectives below:

- By the end of Grade 2, students will:
  - Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied.
- By the end of Grade 4, students will:
  - Discuss myths and facts about mental illness.
  - Explain and demonstrate ways to cope with rejections, loss, and separation.
  - Describe and demonstrate how to seek help for a variety of health and fitness concerns.
- By the end of Grade 6, students will:
  - Compare and contrast forms of mental illness such as phobias, depression, anxiety and panic disorders.
  - compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents
  - Examine how personal assets and protective factors support healthy social and emotional development.
  - Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
  - Categorize health and fitness services available in school and community to and demonstrate how to access them.
- By the end of Grade 8, students will:
  - Investigate various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders, and bipolar disorders.
  - Analyze how personal assets, resiliency, and protective factors support healthy social and emotional development.
  - Analyze how cultural influences the ways families and groups deal with crisis and change.
  - Compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate each by comparing benefits and cost.

## Responding to the At-Risk Student

Suicide Ideation: Ideation/gesture or identification of a cluster of warning signs (verbal threat or communication of an intention to commit suicide):

- A student has been identified by peer(s), teachers, or other school personnel as possible suicidal risk because of direct or indirect expression or display of warning signs. All threats or suggestions, whether written or verbal, must be taken seriously.
  - Student Support Staff (Guidance Counselor, Nurse, Principal, and a member of the Child Study Team) will be notified and upon notification a member of the SSS will:
    - Immediately meet with the student. Student should not be left alone under any circumstances, even in the restroom, or able to return to class.
    - Gather all anecdotal records of verbal or written evidence regarding ideation.
    - Consult with SSS with the findings.
    - Contact parents and request meeting be held as soon as possible. Parents are always notified when a student mentions suicide. Please refer to forms in S-2 and S-2a.
    - In conference with the parents, recommendations for professional medical attention will be made and letter to physician will be given, Form S-3, along with a No Suicide Contract, Form S-4.
    - In cases where the student's parent/guardian is unavailable or unwilling to cooperate, the Division of Youth and Family Services may be contacted to assist the student and school district.
    - In cases where the student becomes combative, resists, or attempts to flee, the local law enforcement should be called.

### Actual attempt

- Immediately summon the school nurse for first aid services. Call **9-1-1** if there is any question of a life threatening injury.
- Principal and superintendent shall immediately be notified.
- Staff member shall remain with student at all times.
- Clear the area to minimize chaos and misunderstanding and to provide working room.
- Contact the parent and guardian and advise them of the situation and what actions are being taken.
- If the student needs to go to the hospital and if the parents are not available, an administrator or designee will accompany the child in the ambulance. DYFS then will be called to aid the student and the district.
- Notify SSS for consultation during the crisis. Following the crisis a member of the SSS will:
  - Contact the parents for follow up.
  - Contact other professionals involved in the case for educational planning and follow up services.
- The SSS should inform all appropriate staff of the student's treatment. The SSS member should inform the student and His/her parent/guardian the following:
  - Prior to students' return to school, the parent/guardian will be required to either have the student evaluated at the Crisis Center or have the student evaluated by an outside mental health professional. The parent/guardian must provide the district with a note from the mental health professional indicating the student is able to return to school and is not harmful to him/her or others, and outlining a plan for follow up care. The district reserves the right to place a pupil on homebound instruction in the event it is not provided with such a note and it is not otherwise demonstrated to the satisfaction of the district's professionals that the student does not present a risk of harm to him/herself or others.
- A member of the SSS will help the student in the reentry process (emotional needs of the student and the environment will be addressed.)
- The Form S-1 must be completed and distributed as noted.
- Student confidentiality will be maintained to the extent necessary to address the need for intervention and services to both the suicidal student and other affected students and should not be revealed to parties not having a need to know such information. The Child Study Team should maintain separate records.
- In the event that a student is out of school for a period exceeding 10 days as a result of suicidal ideation or attempt, arrangements should be made to place the student on homebound instruction or an appropriate alternate educational program as soon as possible.

## Actual Suicide

To avoid contagion and help deal with the aftermath.

- Communication
  - Notify parent/guardian immediately.
  - Notify police immediately.
  - Notify Superintendent immediately.
  - Notify the SSS in the school.
  - Generate an action plan. Involve school administrators and SSS.
  - Superintendent will respond to all requests for information.
- Action Plan
  - Prior to the next school day, assemble a faculty meeting and provide accurate information and plans for the day.
  - The SSS will form an action plan in order to:
    - Deal with current school situation
    - Plan for and deal with problems, which may arise.
  - Use form S-3 for special considerations in crisis prevention/intervention.
- Student
  - Refer to “Talking About Death by Suicide in the Classroom”.
  - Give the students the facts.
  - Permit students to discuss their shock, feelings of loss, good and bad memories of the person, and to participate in the discussion of depression, death, and suicide in class or in small group situation with the appropriate staff.
  - Discussions should be in small groups with adult input.
  - Identify and monitor pupils close to victims



## SUSPECTED BIOLOGICAL INCIDENTS (E.G., ANTHRAX)

### Steps for handling a suspicious unopened letter or package

- Do not shake or empty the contents of the envelope or package.
- Put the envelope or package in a plastic bag or other container to prevent leakage of the contents. If a bag or container is not available, cover the envelope or package with anything (e.g., clothing, paper, trash can) Do not remove the covering.
- Evacuate the immediate area. Stay separate from students and other staff and remember each person who you come in contact with, until you can be cleared by health personnel.
- Wash your hands with soap and water.
- Report the incident to immediate supervisor, who will contact local police **9-1-1**.

### What constitutes a “suspicious letter or package?”

The Postal Inspectors of the United States Postal Service have identified some characteristics of letters or packages that ought to trigger suspicion, including parcels that:

- Are unexpected or from someone unfamiliar to you.
- Are addressed to someone no longer with your school or are otherwise outdated.
- Have no return address, or have a return address that cannot be verified as legitimate.
- Are of unusual weight, given their size, or are lopsided or oddly shaped.
- Are marked with restrictive endorsements, such as "Personal" or "Confidential."
- Have protruding wires, strange odors or stains.
- Show a city or state in the postmark that does not match the return address.

### On-site incidents

- Assess the situation and determine appropriate action to be implemented.
  - Contact 9-1-1 if needed.
- Obtain information about the substance that has been released. If possible, provide product information.
- Evacuate if necessary.
  - Assure that staff and students move crosswind or upwind from the problem area to avoid inhalation of vapors and proceed in an orderly fashion to a designated safe area.
- Provide first aid and emergency care, if needed.
- Keep staff and students in the designated area until the problem is resolved or until further instructions are received from authorities.
- Local police will contact the district office to assist site staff with media inquiries and communications to parents and the community, as needed.

### Off-site incidents

- Determine appropriate action after notification by the police or fire department.
- Determine whether or not to take the appropriate evacuation route and identify a designated safe area under the direction of the police or the fire department.
- Supervise the evacuation process.
- Keep staff and students in the designated safe area until the problem is resolved or further instructions are received.
- Contact the district office to assist site staff with media inquiries and communications to parents and the community, as needed.

## TRIAGE GUIDELINES

Triage – A French word meaning to sort by priority of life threatening injury. The goal of a disaster first aid operations is to provide the greatest good for the greatest number of victims through the principle of triage.

- “START”
  - Scene assessment/safety
  - Triage
  - Assess/Airway/Alertness
  - Rescue/Resuscitate
  - Tag

### Simple triage and rapid treatment is a system of special triage and rapid transport

- It is an algorithm that allows for triage decisions. It is effective because complex skills are not required (all bystanders can easily assist in the process). The assessment is rapid (within 30 seconds), no specific diagnosis is made, but quick stabilization is provided (i.e – for airways and major bleeding).
- The goal of START is assessment, not treatment. However, life-saving measures such as opening an airway, repositioning victim to protect airway, or stopping major bleeding are done.
- The Jump START system is preferred for children 1-8 yrs. old.
- This modification is based on the known differences in causes of respiratory arrests between children and adults.
  - Adults - Unless there is a clear obstruction in airway, traumatic resp. failure usually follows circulatory failure or catastrophic head injury. (An apneic adult has often suffered enough cardiac injury to make his/her condition non-salvageable in the disaster setting).
  - Children - Circulatory Failure most often follows respiratory failure. There is often a brief period in which a child is apneic (or intermittently apneic) but yet pulseless because the heart has not experienced prolonged hypoxia. In this period, airway clearance and a brief trial of ventilation are crucial and often stimulates spontaneous breathing. This brief trial of ventilation is a jumpstart for the child’s salvage ability. Ask the school nurse for algorithms for process.
- By definition, school personnel should be expected to only provide basic first aid skills (i.e. Basic life support, CPR & non-invasive emergency first aid).
  - School nurse will assign specific staff to complete the procedures outlined in triage.
- Primary and secondary assessments are crucial in determining first aid care.
- Primary Assessment Occurs during the START TRIAGE process detailed below:
  - The color-coded triage assessment provides the framework for prioritization of first-aid care.
  - Victims with **RED TAGS** (highest priority) receive immediate care.
    - Airway and breathing difficulties
    - Uncontrolled or suspected severe bleeding
    - Severe head injuries
    - Severe medical problems
    - Open chest or abdominal wounds
  - Victims with **YELLOW TAGS** (second priority) receive treatment next:
    - Burns
    - Major multiple fractures
    - Back injuries; with or without spinal cord damage

- Victims with **GREEN TAGS** (lowest priority) receive treatment next.
  - Fractures or other injuries of a minor nature
  - Obviously mortal wounds where death appears reasonably certain.
  - Are the obviously deceased. Only priority is to cover at least faces, if not entire body. If Staff and time allows move to them to an area away from living.

After the primary assessment indicates the order of priority; the FIRST AID TEAM can move to secondary assessments (a thorough head to toe assessment should be done in the triage area). Secondary assessment is to gain subjective and objective data and is crucial.

- Subjective is verbal information from a conscious victim.
  - Ask victims about injuries, pain, bleeding, or other symptoms
  - Request permission to do a head to toe assessment if victim is conscious; lack of protest on part of the victim should be considered implied consent.
- Objective is visual, hand on information obtained through a physical head to toe assessment.

\*Rescuer safety is crucial to providing first aid care and performing triage. All first aid providers should wear protective equipment (gloves, goggles, and masks). Universal precautions must always be practiced. If adequate gloves are not available, rubber gloves may be used and disinfected between victims by washing them in 1 part bleach to 10 parts water.

## UTILITY MALFUNCTION

### Water, gas, electricity

- Notify the principal.
- Principal or Superintendent should make evacuation determination.
  - Remove students and staff from danger.\*
  - Account for all students. \*\*
- Phone utility company (if determined appropriate by principal or superintendent):
  - South Jersey Gas Company 609-561-9000; (609)646-1874 (dispatch)
  - Somerdale Sewer Dept./ MUA 856-783-4648 or Mr. Ruggieri
  - Public Service Electric and Gas (PSE&G) (Electric Supplier) 1-800-436-7734
  - Phone superintendent - 856-783-6261, Ext. 801 (day/office)
- Complete emergency incident reporting form and return to superintendent.

\*If gas leak - do not pull fire alarm. Announce evacuation using emergency communication system to avoid any electrical sparks. DO NOT turn off or on anything electrical in the presence of a suspected gas leak.

\*\*In the event of building evacuation, all registers, absence list, special education student evacuation plans and staff lists should be carried from the building by the principal's secretary or designee.

## WEATHER EMERGENCY

### Administrator Responsibility:

Principal or superintendent should determine the need for seeking shelter or evacuation. If action is taken the principal shall:

- Phone emergency ambulance if necessary 9-1-1.
- Remove students and staff from danger.
- Recall physical education classes.
  - Have medical response team attend to injured persons if necessary.
  - Account for all students and staff.
  - Complete emergency incident reporting form and return to the superintendent.

### Protective actions

#### Staff Responsibility:

#### On school grounds

- Get out of open areas and into an enclosed building as quickly as possible upon the approach of a storm.
- Do not seek shelter under isolated trees or close to metal fences, playground equipment or shelters in exposed locations.

#### In the school

- Stay indoors. Do not venture outside unless absolutely necessary. Stay away from open doors and windows, metal objects, electrical appliances and plumbing until the storm passes. Shelter in windowless corridor areas if tornado emergency.
- Keep telephone use to a minimum.
- Do not handle flammable liquids in open containers.
- TV sets, computer equipment, all electrical equipment and appliances should be unplugged, if possible.

#### Athletic events

- Seek shelter in buildings.
- Avoid open fields and high objects in the area where there is no shelter.
- Keep twice as far from isolated trees or objects, as they are tall.
- Get into a crouching position if open areas cannot be avoided.
- Avoid open spaces, metal fences (which may become electrically conductive), sheds or unenclosed shelters.
- Avoid electrically conductive overhead objects (i.e., wires, or fallen wires).
- Do not use metal objects such as fishing rods or golf clubs.
- Remove shoes with metal cleats.

#### In transit



- Stay inside of vehicles. Do not touch exposed metal parts.
- Do not park vehicles under electrical lines or near trees.
- Persons using scooters, motorcycles, bicycles and other open vehicles should seek protected shelter.

## **VOICE AND HAND SIGNALS**

Voice and hand signals, that staff and students are trained to recognize, can be important instruments of communication in an emergency or crisis. Some signals that may be used include:

- Waving arms - Waving arms back and forth over one's head means to follow in the direction led by the teacher.
- Palms down - Moving arms up and down with palms toward the ground will signal students to get down on the ground wherever they are at the time.
- Palms out - Pushing palms out, moving arms forward and back, will signal the students to stop where they are and to stand absolutely still.
- Waving arms side-to-side - Moving arms side-to-side in front of the body will signal students to move away from the center of the playground and to take shelter toward the edges of the playground.

**APPENDIX A**

	<b>Honor • Duty • Fidelity</b> <b>New Jersey State Police</b>	 <b>BOMB THREAT CHECKLIST</b>	
<b>QUESTIONS TO ASK:</b>			
1. When is bomb going to explode?			
2. Where is it right now?			
3. What does it look like?			
4. What kind of bomb is it?			
5. What will cause it to explode?			
6. Did you place the bomb?			
7. Why?			
8. What is your address?			
9. What is your name?			
<b>EXACT WORDING OF THE THREAT:</b>			
“ _____ _____ ”			
Sex of the caller ▶			
Race of the caller ▶			
Age of the caller ▶			
Length of call ▶			
Number at which call is received ▶			
Time ▶			
Date ▶			
<b>CALLER'S VOICE:</b>			
<input type="checkbox"/> Calm	<input type="checkbox"/> Loud	<input type="checkbox"/> Nasal	<input type="checkbox"/> Clearing throat
<input type="checkbox"/> Angry	<input type="checkbox"/> Laughter	<input type="checkbox"/> Stutter	<input type="checkbox"/> Deep breathing
<input type="checkbox"/> Excited	<input type="checkbox"/> Crying	<input type="checkbox"/> Lisp	<input type="checkbox"/> Cracking voice
<input type="checkbox"/> Slow	<input type="checkbox"/> Normal	<input type="checkbox"/> Raspy	<input type="checkbox"/> Disguise
<input type="checkbox"/> Rapid	<input type="checkbox"/> Distinct	<input type="checkbox"/> Deep	<input type="checkbox"/> Accent
<input type="checkbox"/> Soft	<input type="checkbox"/> Slurred	<input type="checkbox"/> Ragged	<input type="checkbox"/> Whispered
<input type="checkbox"/> Familiar - Who did it sound like? ▶			
<b>BACKGROUND SOUNDS:</b>			
<input type="checkbox"/> Street noises	<input type="checkbox"/> Crockery	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Factory machinery
<input type="checkbox"/> Voices	<input type="checkbox"/> PA System	<input type="checkbox"/> Clear	<input type="checkbox"/> Static
<input type="checkbox"/> Music	<input type="checkbox"/> House noises	<input type="checkbox"/> Local	<input type="checkbox"/> Long distance
<input type="checkbox"/> Motor	<input type="checkbox"/> Office machinery	<input type="checkbox"/> Booth	<input type="checkbox"/> Disguise
<input type="checkbox"/> Other ▶			
<b>THREAT LANGUAGE</b>			
<input type="checkbox"/> Well spoken (educated)		<input type="checkbox"/> Incoherent	
<input type="checkbox"/> Foul		<input type="checkbox"/> Taped	
<input type="checkbox"/> Irrational		<input type="checkbox"/> Message read by threat maker	
<b>REMARKS:</b>			
<b>REPORT CALL IMMEDIATELY TO YOUR BUILDING ADMINISTRATOR ☎</b>			
Your Name ▶		Position ▶	



**APPENDIX B**

**Emergency Incident Report Form**

Staff Member Filling Out Form:

Date: \_\_\_\_\_ Time of Incident: \_\_\_\_\_

Nature of Incident:

Staff Members Involved:

Students Involved (if applicable):

Outcome:

**APPENDIX C**

**Emergency Notification Form**

Teacher's Name: \_\_\_\_\_

Number Present: \_\_\_\_\_

Number Absent: \_\_\_\_\_

Student(s) with other teachers:

Student Name:

Teacher:

**Emergency Notification Form**

Teacher's Name: \_\_\_\_\_

Number Present: \_\_\_\_\_

Number Absent: \_\_\_\_\_

Student(s) with other teachers:

Student Name:

Teacher:

**Emergency Notification Form**

Teacher's Name: \_\_\_\_\_

Number Present: \_\_\_\_\_

Number Absent: \_\_\_\_\_

Student(s) with other teachers:

Student Name:

Teacher:

**APPENDIX D**

Somerdale School District  
301 Grace Street  
Somerdale, New Jersey 08083

**REPORT OF SUICIDE BEHAVIORS**

**Date:** \_\_\_\_\_ **Name of Pupil:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Age:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Gender:** \_\_\_\_\_

**Current Educational Program: Check one.**

- |  |  |
|--|--|
| <input type="checkbox"/> General Education | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> ESL               | <input type="checkbox"/> Other: _____      |

**Student Referred by:** \_\_\_\_\_

**Reason for Referral: Check all that apply.**

- |  |   |
|--|---|
| <input type="checkbox"/> Suicidal Ideation             | <input type="checkbox"/> Mood swings                    |
| <input type="checkbox"/> Indirect threat               | <input type="checkbox"/> Sudden changes in behavior     |
| <input type="checkbox"/> Direct threat                 | <input type="checkbox"/> Signs of depression            |
| <input type="checkbox"/> Previous attempt(s) indicated | <input type="checkbox"/> Truancy or running away        |
| <input type="checkbox"/> Current suicide attempt       | <input type="checkbox"/> Frequent complaints of illness |
| <input type="checkbox"/> Other: _____                  | <input type="checkbox"/> Drug or alcohol abuse          |
| <input type="checkbox"/> Completion: Date _____        | <input type="checkbox"/> Giving away prized possessions |

**Brief Description of Current Incident and Disposition of Student:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Interventions/Outcomes: Check all that apply.**

- |   |  |
|---|--|
| <input type="checkbox"/> Parent contact made          | <input type="checkbox"/> DYFS contacted (endangerment) |
| <input type="checkbox"/> Parental brochure provided   | <input type="checkbox"/> Hospitalization               |
| <input type="checkbox"/> Referral to community agency | <input type="checkbox"/> Other: _____                  |
| <input type="checkbox"/> School Support Strategies    |  |
| <input type="checkbox"/> Group Counseling             | <input type="checkbox"/> Individual Counseling         |
| <input type="checkbox"/> Peer Counseling              | <input type="checkbox"/> Program Modification          |
| <input type="checkbox"/> Other: _____                 |  |

**Signature:** \_\_\_\_\_

Cc: Superintendent  
Principal  
Nurse

School Psychologist  
School Social Worker  
Guidance Counselor

To the Parent/Guardian of:

\_\_\_\_\_  
(Student Name)

The Somerdale School District has been made aware that your child, \_\_\_\_\_  
has communicated a suicide ideation or intent to commit suicide.

- 1) If you are presently involved in counseling, consult with your therapist immediately.
- 2) If your child is not already involved in counseling, you must take your child to a crisis center to be evaluated. If you are unable or unwilling to intervene, it is the responsibility of school personnel to inform the appropriate agencies. Your child will be unable to return to school without proper documentation from the mental health facilities.

Your child should be kept under constant supervision until he/she can be evaluated by a mental health professional. Please telephone the school during the next school day to inform us of the results of your contacts with the mental health professional.

Prior to your child's return to school, you should either have your child evaluated at a crisis center or make every effort to have him/her evaluated by an outside mental health professional (psychiatrist, psychologist, Licensed Professional Counselor-LPC, Master of Social Work-MSW). It is the parents' responsibility to provide the district with a note from a mental health professional indicating that your child is able to return to school and is not harmful to him/herself or others, and outlining a plan for follow-up care. The District reserves the right to place your child on home instruction in the event it is not provided with such a note and it is not otherwise demonstrated to the satisfaction of the District's professionals that your child does not present a risk of harm to him/herself or others.

Sincerely,

\_\_\_\_\_  
(Staff Member Signature)

\_\_\_\_\_  
(Staff Member Name)

**PARENT ACKNOWLEDGEMENT**

I have been made aware of my child's suicide ideation or intent to commit suicide. I have also been advised of the mental health resources that may offer therapeutic intervention for my child.

\_\_\_\_\_  
(Parent/Guardian Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Parent/Guardian Signature) (Date)

**Resource List**

**Mental Health Services**

Kennedy Access Center: (856) 428- HELP

Kennedy Crisis Center: (856) 488-6789

-OR-

The family may choose their own mental health professional. Choose among a psychiatrist, psychologist, licensed professional counselor (LPC), or a master of social work (MSW).

**Recommended Reading/Resources**

*Helping Your Depressed Teenager* Oster, Gerald, PhD. And Montgomery, Sarah S., MSW

*More than Moody, Recognizing and Treating Adolescent Depression* Koplewicz, Harold S. M.D.

*No One Saw My Pain; Why Teenagers Kill Themselves* Slaby, Andrew W. and Garfinkel, Lili Frank

*Bodily Harm the Breakthrough Healing Program for Self-Injurers* Conterio, Karen and Lader, Wendy, PhD

**Organizations/Web Sites**

American Academy of Child and Adolescent Psychiatry [www.aacap.org](http://www.aacap.org)

American Foundation for Suicide Prevention [www.afsp.org](http://www.afsp.org)

National Youth Violence Prevention Resource Center  
(Click on Hot Topics: Youth Suicide) [www.safeyouth.org](http://www.safeyouth.org)

Suicide Awareness/Voices of Education [www.save.org](http://www.save.org)

Safe Alternatives [www.selfinjury.com](http://www.selfinjury.com)

The Depression and Related Affective Disorders Association [www.drada.org](http://www.drada.org)

**Video:** Day for Night: Recognizing Teenage Depression

**Pamphlet:** I Wish I Was Never Born. I Really Hate Myself.

From: \_\_\_\_\_ Contact Number: \_\_\_\_\_  
(Name of Staff Member)

To the Mental Health Professional:

Re: \_\_\_\_\_

Please assess the above named student for the prevention of suicide.

The school is concerned this student may be suicidal because he/she:

\_\_\_\_\_ Has expressed thoughts of suicide.

\_\_\_\_\_ Has expressed thoughts of suicide with self-inflicted wounds to be examined:

---

\_\_\_\_\_ Has actually attempted suicide by means of \_\_\_\_\_

---

In order for the student to be re-admitted to the school, the student **must have a mental health professional's note** indicating that the student has:

- A contract for safety
- **Is not a danger to him/herself or others.**

Please include the referral information necessary for follow-up care with any recommendations to the school.

Thank you and please call if we can be of further assistance.

**Do-No-Harm Contract**

I, \_\_\_\_\_, agree not to harm myself.

If I am having thoughts of harming myself or committing suicide, then I will do the following until I receive help:

- Get assistance from an adult.
- Call the Crisis Hotline at 1-877-266-8222 or 1-800-273-TALK (8255).
- Call the school counselor or school psychologist at (856)783-6261 ext.802 or ext. 833

I understand the contract that I am signing and agree to abide by it.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Date





**Behaviors Indicative of Possible Suicidal Ideation**

**Most COMMON Reasons for Suicidal Behaviors:** (Other reason may exist.)

- Feelings of worthlessness
- Neglect and loneliness
- A significant loss (death, divorce, romantic breakup, disappointment, etc.)
- Severe family turmoil or disorganization
- Rootlessness (constant moving around and uprooting)
- Failure (not making the team, not reaching a goal, poor grades)
- Getting even (resentment, vengeance)
- Feelings of being misunderstood or unappreciated by family and friends
- The pressure of trying to live up to what other people want
- Lack of meaning in life, something to stand for (lack of purpose and values)
- Alcohol and drug abuse
- Thrill seeking and risky behaviors
- Object of cruel and on-going abuse by peers and social isolation
- History of suicide in family or of important others in life
- Diagnosed or undiagnosed medical and/or mental illness

**The Warning Signs of Suicide: Four General Categories**

**Verbal Warning Signs:**

**Direct statements-**Speak directly of suicide, make blatant statements about ending one life, such as the following:

- I am going to kill myself.
- I want to die.
- I can't go on anymore.
- I wish I were dead.
- I wish I were never born.
- No one cares what happens to me.
- I'd like to go to sleep and never wake up.
- I'll kill myself and then my parents will really be sorry for the way they treated me.

**Indirect statements-** Speak indirectly of ending it all, such as the following:

- I won't be a problem for you much longer.
- You won't have to worry about me anymore.
- Nothing matters.
- I don't have a fear of dying.
- It would be nice to join my dead... (Mother, sister, etc.)

**Joke a lot about suicide.**

**Preoccupation with death and dying.**

- Continually dwell on morbid themes in letters, notes, poetry, etc.
- Acknowledged suicide ideation
- Dwell on the topic of life after death

**Behavioral Warning Signs:**

- Gives away possessions of great personal or sentimental value.
- Puts affairs in order. (I.e. makes a will or suddenly reconciles with longtime enemies.)
- Change in eating habits.
- Change in sleeping habits.
- Change in grooming habits.
- Body preoccupation- feels too ugly, too fat, or compares self to others.
- Persistent physical systems- stomach ache, headache, fatigue
- Dwindling academic performance and poor attendance.
- Lacks interest in previously enjoyed activities.
- Withdrawal from family and normal contacts. (I.e. changing friends and peer groups, avoiding home or running away from home.)
- Increasingly irritable, moody, aggressive, argumentative, violent, and rebellious.
- Persistently sad, strong feelings of worthlessness, guilt and helplessness.
- Sexual promiscuity.
- Shows difficulty in concentration; suddenly hyperactive; disorganized; impulsive
- Has made suicidal gestures: self inflicted wounds, burns, disfigurement
- Self abusive behaviors- increased alcohol and drug abuse
- Uses daredevil, risk taking tactics and behaviors
- Seems irrational and out of touch with reality

**Suicidal Warning Signs (Higher Risk):**

- Socially isolated (no friends or only one friend); having trouble holding on to friends
- Breakup with girlfriend or boyfriend
- Has a record of school failure or truancy
- Major disciplinary problem when in school
- Recent move to a new school
- Live in a turbulent or troubled home
  - Comes from a broken home or family in crisis
  - Has experienced alcoholism or drug abuse in the family or self
  - Is not currently living in home
  - Is abused or abuse is in the home
  - Severe parental conflict
  - Inability to relate to parent; parents aloof; uninvolved, emotionally unavailable
  - Pressures for high achievement to gain approval
- Has made previously unsuccessful suicide attempts
- Has a suicide history among family and friends
- Has had a significant loss
- Dealing with the anniversary of a significant loss
- Is a disabled individual and displays any of the other factors
- Severe or chronic physical illness in oneself or significant other
- Is a highly self critical perfectionist
- Inability to deal with pressure
- Disappointment in not being accepted

**Syndromic Clues:**

- Significant depression or dependence
- Has a history of diagnosed or undiagnosed medical and/or mental illness
- Seems to experience haplessness, helplessness, and hopelessness:
  - Haplessness: everything seems to go wrong for the individual
  - Helplessness: the person doesn't seem to know or care how to get back on track
  - Hopelessness: all hope is gone; feels trapped and without options

## **APPENDIX E**

### National risk levels and codes

#### Risk level – LOW (green code)

- Assess and update emergency and crisis management plans, procedures and mechanisms.
- Discuss updates to school and local plans with emergency responders.
- Review duties and responsibilities of crisis response team members.
- Provide cardio pulmonary resuscitation and first aid training for staff.
- Conduct 100% visitor identification checks.
- Maintain effective communication between parents, staff and students.
- Maintain well-considered access control procedures.

#### Risk level – GUARDED (blue code)

- Review and upgrade security measures.
- Review emergency communication plan.
- Inventory, test and repair communication equipment.
- Inventory and restock emergency supplies.
- Conduct crisis training and drills.
- Conduct lockdown and other emergency drills required under the district's policies, plans and procedures.
- Be alert to suspicious activity and consistently and immediately report it to the proper authorities.
- Ensure the emergency communication plan is updated and all necessary communication equipment is purchased.

#### Risk level – ELEVATED (yellow code)

- Complete the recommended actions for lower levels of risk.
- Inspect school buildings and grounds for suspicious activities.
- Assess the increased risk level with public safety officials.
- Review emergency and crisis management plans with school staff.
- Test alternative communication capabilities.
- Conduct a site assessment of your facility and identify and make all repairs that affect safety.
- Coordinate with local public safety officials concerning local hazards that may affect the school community.
- Lock all exterior doors to ensure that proper visitor verification occurs at the front office.
- Limit access to critical utility and chemical storage sites.
- Assign someone to conduct daily sweeps of your school grounds for hazards.
- Increase surveillance around the school.
- Be alert to suspicious activity and consistently and immediately report it to the proper authorities.
- Ensure all emergency supplies are stocked and ready.
- Ensure that administrators and building emergency and crisis response team members know where crisis plans are located.
- Have a review of emergency and crisis management plans at least every nine weeks.

Risk level – HIGH (orange code)

- Complete the recommended actions for lower levels of risk.
- Assign staff to monitor entrances at all times.
- Access to the school should be limited to doors that can be monitored for individuals coming to and leaving the facility.
- Encourage faculty, staff and students to increase surveillance around the school for suspicious activities, items or persons.
- Assess facility security measures.
- Conduct identification checks and question unfamiliar individuals on school grounds or in school facilities.
- Formulate a standard response about safety and emergency procedures for concerned parents and the communications media.
- Update parents on preparedness efforts.
- Update the communications media on preparedness efforts.
- Address student fears concerning possible terrorist attacks.
- Place school and district emergency and crisis response team members on standby alert status.
- Periodically convene the building emergency and crisis response team and review plans.
- Consider having special safety drills for lockdown, evacuation or shelter.
- Review emergency and crisis management plans with staff and identify key responsibilities, with particular attention given to lockdown and hazardous materials plans.
- Update all contact numbers (e.g., cell phone, pagers, home phones) for all staff members.
- Ensure the practice of sound access control procedures by locking all exterior doors and funneling all visitors and late arrivals to the office where they can be screened.
- Review with staff the safety rules on suspicious packages to include concerns about anthrax and explosive devices.
- Make sure that portable radios and spare batteries are fully charged.
- Do not alarm students, but be prepared to discuss events with them as needed, dependent upon the grade levels and maturity of the students.
- Develop a process that will assist in identifying students, such as, but not limited to, a picture identification card or a school-developed emergency tag which can be worn on a lanyard and issued to students during an emergency.
- Take additional safety precautions for before-school and after-school and athletic events.
- Determine whether recess should be restricted to indoor recess.
- Request additional law enforcement presence at athletic events, as well as conduct suspicious package sweeps prior to hosting the events.
- Continue out-of-county field trips and out-of-county extracurricular activities at the discretion of the principal.
- Coordinate with local and destination public safety officials about planned field trips.

Risk level – SEVERE (red code)

- Complete the recommended actions for lower levels of risk.
- Follow local, state or federal government instructions, as appropriate.
- Activate the emergency and crisis management plan.
- Restrict all vehicle parking around the building and mobile units.
- Initiate a 100% identification check and escort program for visitors.
- Restrict school access to essential personnel.
- Restrict visitors on campus to parents and guardians of students who have positive identification, as well as Board of Education employees, emergency service providers and scheduled vendors or scheduled professionals, if appropriate.
- Vendors should be accompanied at all times while on campus.
- Suspend all deliveries, repair calls and outdoor activities for the entire day.
- Cancel field trips.
- Secure roof access areas, athletic press boxes and other elevated areas.
- Provide mental health services for anxious students and staff.
- Have plant operations staff review procedures for a quick shut down of heating, ventilation and air conditioning systems.
- Have plant operations staff and available faculty members monitor campus access from all directions and report suspicious activity to the building administrator.
- Consult with the chief school administrator and public safety officials to determine whether a lock-down, shelter-in-place, early dismissal or the closing of school would be an appropriate response.
- Perform security and safety sweeps of all buses prior to dismissal.
- Review "sheltering in place" with staff and be prepared to implement this process.
- Do not alarm students, but be prepared to discuss events with them as needed, dependent upon the grade levels and maturity of the students.
- Assign one adult to monitor radio or television broadcasts away from students to minimize the impact on them, and one staff member to ensure that his or her school email account is signed on and prepared to receive messages.
- Principals should not leave campus for any meetings.
- Increase staff involvement in monitoring hallways during the day and assisting with opening and closing the schools to enhance adult presence at parent pick up and bus locations.
- Elementary level students should not be permitted to watch live coverage of national, state or local crises.
- During a national, state or local crisis, such as the one experienced on September 11, 2001 middle and high school students may, at the discretion of the principal and based upon the students' maturity levels, be permitted to view live television coverage.
- Further specific recommendations will be dependent upon intelligence information provided by federal, state or local law enforcement officials, or the unique circumstances of each incident.

**APPENDIX F**

**FIRST AID AND TRIAGE CHECKLIST**

\_\_\_\_\_ **DETERMINE SITE FOR TRIAGE LOCATION & Delegate Staff to begin setup**

- **Ward Field “Evacuation Site”**
- **Ward Field -Trauma Cases may need to be flown via Helicopter from there, plan accordingly.**
- **Gymnasium “Shelter In Site”**
- **Other if situation requires**

\_\_\_\_\_ **Assign a TRIAGE Officer**

\_\_\_\_\_ **ESTABLISH FIRST AID TEAMS & ASSIGN TO A FIRST AID STATIONS**

---

**FIRST AID TEAM LEADER:** \_\_\_\_\_

**TEAM MEMBERS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Brief First Aid team on the situation and assign duties:***

**FIRST AID STATION ASSIGNMENT:**

- \_\_\_\_\_ **RED AREA** (Victims with Life-Threatening injuries)
  - \_\_\_\_\_ **YELLOW AREA** (victims with serious but not life-threatening injuries)
  - \_\_\_\_\_ **GREEN AREA** (victims with minor injuries [walking wounded] this area should be away from all other areas)
  - \_\_\_\_\_ **BLACK AREA** (deceased or mortally injured; this area should away from all other areas)
- 

**FIRST AID TEAM LEADER:** \_\_\_\_\_

**TEAM MEMBERS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Brief First Aid team on the situation and assign duties:***

**FIRST AID STATION ASSIGNMENT:**

- \_\_\_\_\_ **RED AREA** (Victims with Life-Threatening injuries)
- \_\_\_\_\_ **YELLOW AREA** (victims with serious but not life-threatening injuries)
- \_\_\_\_\_ **GREEN AREA** (victims with minor injuries [walking wounded] this area should be away from all other areas)
- \_\_\_\_\_ **BLACK AREA** (deceased or mortally injured; this area should away from all other areas)

APPENDIX G

TRIAGE: EMERGENCY MEDICAL TREATMENT  
VICTIM LOG

NAME:	CHILD /ADULT(A)	TRIAGE TAG #	TRIAGE CATEGORY			
1.			GREEN	YELLOW	RED	BLACK
2.			GREEN	YELLOW	RED	BLACK
3.			GREEN	YELLOW	RED	BLACK
4.			GREEN	YELLOW	RED	BLACK
5.			GREEN	YELLOW	RED	BLACK
6.			GREEN	YELLOW	RED	BLACK
7.			GREEN	YELLOW	RED	BLACK
8.			GREEN	YELLOW	RED	BLACK
9.			GREEN	YELLOW	RED	BLACK
10.			GREEN	YELLOW	RED	BLACK
11.			GREEN	YELLOW	RED	BLACK
12.			GREEN	YELLOW	RED	BLACK
13.			GREEN	YELLOW	RED	BLACK
14.			GREEN	YELLOW	RED	BLACK
15.			GREEN	YELLOW	RED	BLACK
16.			GREEN	YELLOW	RED	BLACK
17.			GREEN	YELLOW	RED	BLACK
18.			GREEN	YELLOW	RED	BLACK
19.			GREEN	YELLOW	RED	BLACK
20.			GREEN	YELLOW	RED	BLACK

TOTALS:

- \_\_\_ GREEN (Minor Injuries/Walking Wounded)
- \_\_\_ YELLOW (Delayed/Serious but NOT Life-Threatening)
- \_\_\_ RED (Requires Immediate Care- Correctable Life-Threatening)
- \_\_\_ BLACK (Deceased or Mortally Wounded)

Completed By: \_\_\_\_\_ Time: \_\_\_\_\_  
 Delivered To: \_\_\_\_\_ @ Command Post

**APPENDIX H**

**Notice of First Aid Care**

Date: \_\_\_\_\_

Dear Parent(s)/Guardian(s):

\_\_\_\_\_ was evaluated by our triage team during our current emergency situation and was found to have sustained an injury. First aid care has been given.  
It is recommended that you consult your family physician for follow-up care.

NATURE OF INJURY:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DESCRIPTION OF FIRST AID GIVEN:

\_\_\_\_\_  
\_\_\_\_\_

Student on site : Yes:\_\_\_\_ No:\_\_\_\_

Student released to parent/Guardian: Yes:\_\_\_\_\_ Time Released:\_\_\_\_\_

Destination: (if student not presently on site):\_\_\_\_\_

Transporting Agency: (If student not presently on site):\_\_\_\_\_

Time Transported:\_\_\_\_\_

Comments:\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_

School Representative's signature: \_\_\_\_\_

**NOTE: Give one copy to Parent/Guardian & keep one copy with medical treatment team records.**



**APPENDIX I****EMERGENCY PHONE NUMBERS (All numbers verified working J. O'Leary, SEMC 10/6/17)**

The following emergency telephone numbers are to be utilized only by the appropriate senior staff to which responsibility has been assigned, except in the case of a major emergency when it may be necessary to designate other persons to utilize these telephone numbers. For example, under normal circumstances, such as a power outage when school is in session, only the supervisor of operations shall utilize the power outage number.

AIDS/SEXUALLY TRANSMITTED DISEASE HOTLINE	1-800-624-2377
AMBULANCE	<b>9-1-1</b>
CHILD ABUSE HOTLINE	1-800-792-8610
PUBLIC SERVICE ELECTRIC and GAS ( <b>ELECTRIC</b> )	1-800-436-7734
CAMDEN COUNTY ROAD DEPARTMENT	856-783-4808
N.J. DEPARTMENT OF ENVIRONMENTAL PROTECTION	609-984-3816
CAMDEN COUNTY DEPARTMENT OF HEALTH	856-374-6197 856-783-4808
DCCP 1 -856-338-5530	877-NJ-ABUSE
DOMESTIC VIOLENCE HOTLINE	1-800-572-SAFE
SOMERDALE BOROUGH EMERGENCY MANAGEMENT COORDINATOR	609-790-9038 or 856-207-9163 Dispatch 856-783-4808
FAMILY HEALTH LINE (State-Wide)	1-800-328-3838
FAMILY HELPLINE	1-800-THE-KIDS
FIRE DEPARTMENT <b>EMERGENCY 9-1-1</b> If unable to reach Call Ask for Duty Fire Officer Station 65 Paged)	856-229-5754 856-783-4808
SOMERDALE BOROUGH FIRE MARSHALL <b>Emergency 9-1-1</b>	856-783-6320 Ext2100
HOSPITAL-- JEFFERSON UNIVERSITY HOSPITAL OF Stratford	856-346-6000
HOSPITAL --VIRTUA HOSPITAL VOORHEES VIRTUA HOSPITAL MARLTON	856-247-3000 856-355-6000
KYW for DELAYED EMERGENCY CLOSINGS	1-215-238-4991
NJ Substance Abuse (State-Wide) Addiction Helpline	2-1-1
POISON CONTROL- NJ 1-800-962-1253	1-800-222-1222
SOMERDALE BOROUGH POLICE CHIEF Administrative Office <b>EMERGENCY</b>	856-783-4900 <b>9-1-1</b>
SCHOOL PHYSICIAN Cooper Pediatrics 1- 856-751-9339	1- 856-751-9339
SOUTH JERSEY GAS CO ( <b>GAS</b> Leak) (609)646-1874 (dispatch)	609-561-9000
SOMERDALE PUBLIC WORKS and SEWER DEPARTMENT (G. Ruggieri)	856-783-4648
N.J. AMERICAN WATER COMPANY ( <b>WATER</b> )	856-764-4924
NATIONAL WEATHER SERVICE (Local) Mt. Holly, N.J.	609-261-6660
WOMEN'S REFERRAL CENTRAL (State-Wide)	1-800-322-8092



## **APPENDIX K**

### Incident Management System in Somerdale and Day to Day Responsibilities

#### Unit In Charge- At Incidents

Police Officer in Charge\* - Law Enforcement, Domestic Violence, Bomb Threat, Hostage Situation, Terrorist Situation, Suicide, Motor Vehicle Accident\* without Injuries Entrapment or spilled Motor Vehicle Fluids (he has charge of scene but others have charge of their functions until the victims or hazards removed.) Unruly persons or crowds, Drug or Crime Scene, Aircraft Crash \*, Traffic Control

Fire Officer in Charge\* - Fire, Rescue, \*Hazardous\*\* Material/Chemical Release or Leak, Structural Collapse, \*Radiological\*\*, Motor Vehicle Accident with Injuries and Entrapment, removal of spilled Motor Vehicle Fluids, Initial Response support for Biological Incident, Aircraft Crash \*, Wires Down, Gas Leaks, Helicopter Landing Zone, Trees Down, aid with traffic control, Fire Alarm System, Investigation of heating equipment, electrical and appliances.

Emergency Medical Services Officer in Charge\*- Medical Emergency, Triage, Motor Vehicle Accident with Injuries, Attempted Suicide with injury, Mass Casualty Incident, Initial Response for Biological Incident, Aircraft Crash \* survivors.

Public Works Supervisor\*- Sewer Emergency, Debris Removal

Emergency Management Coordinator\*- Works with and supports all services; Logistical Support; Coordinate with Municipal Government; Implement Somerdale Municipal Emergency Plan to Support all Operations including Shelter, Media, Evacuation, Resource Management (incl. financial), et al.; Coordinate and make requests to Camden County Emergency Management and State Emergency Management.

Borough Public Information Officer\*- All media, contact and press releases with Somerdale Public Safety Personnel Involved.

School Superintendent \* (Of involved School if any) is in charge of events on school grounds not requiring outside agency assistance. Police, Fire, and other Agencies take lead for incidents of their expertise and per their legal authority. School Superintendent retains responsibility for Students and Staff, works with Incident Commander.

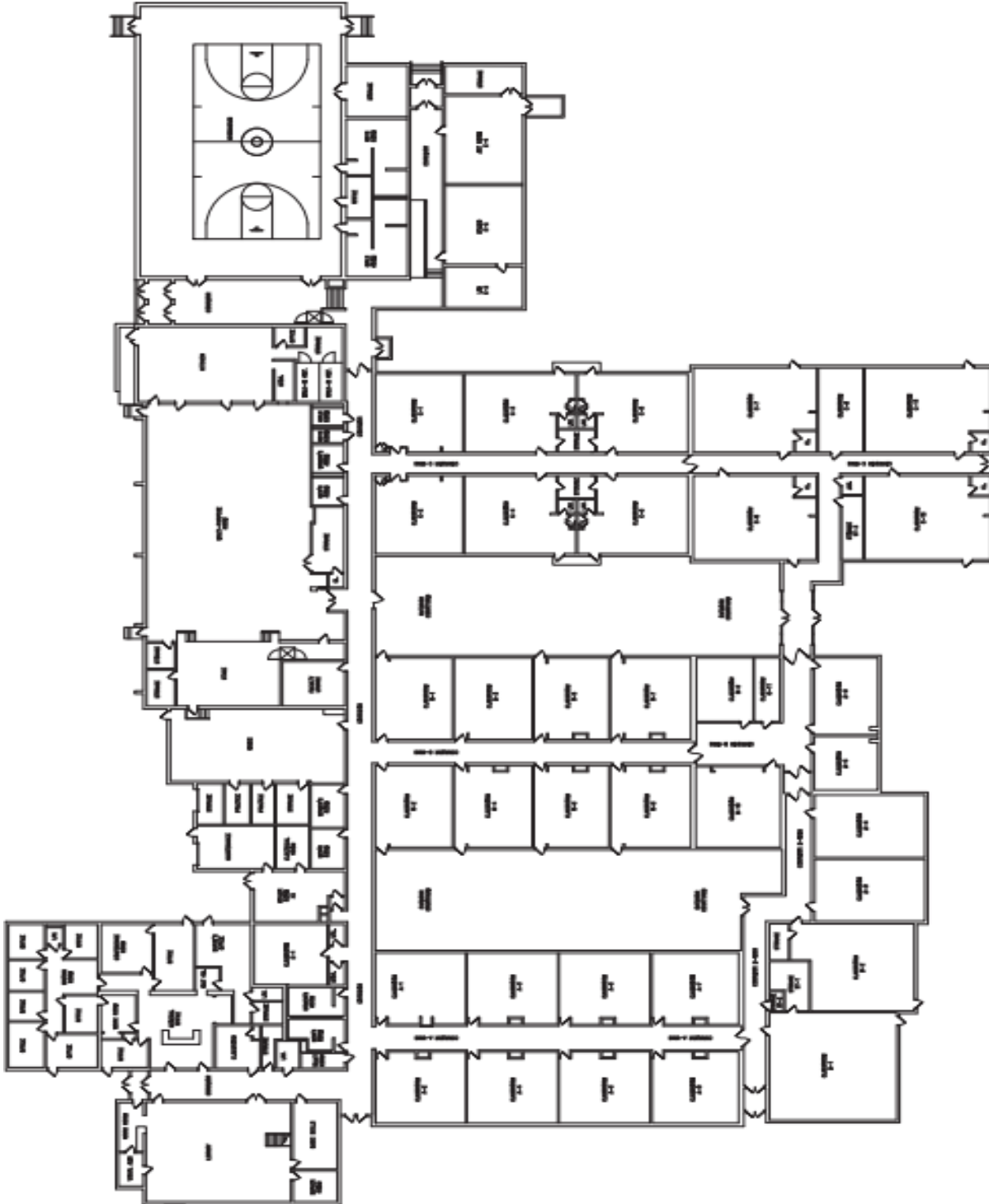
#### Other Outside Agencies\*

\* Unified Command when needed allows agencies with different legal, geographical and functional authorities and responsibilities to work effectively together using a coordinated Incident Action Plan without affecting an individual agencies authority from a single command post.

\*\* Local Responsibility and Liaison to Camden County Health Hazardous Materials and Radiological Response Teams.

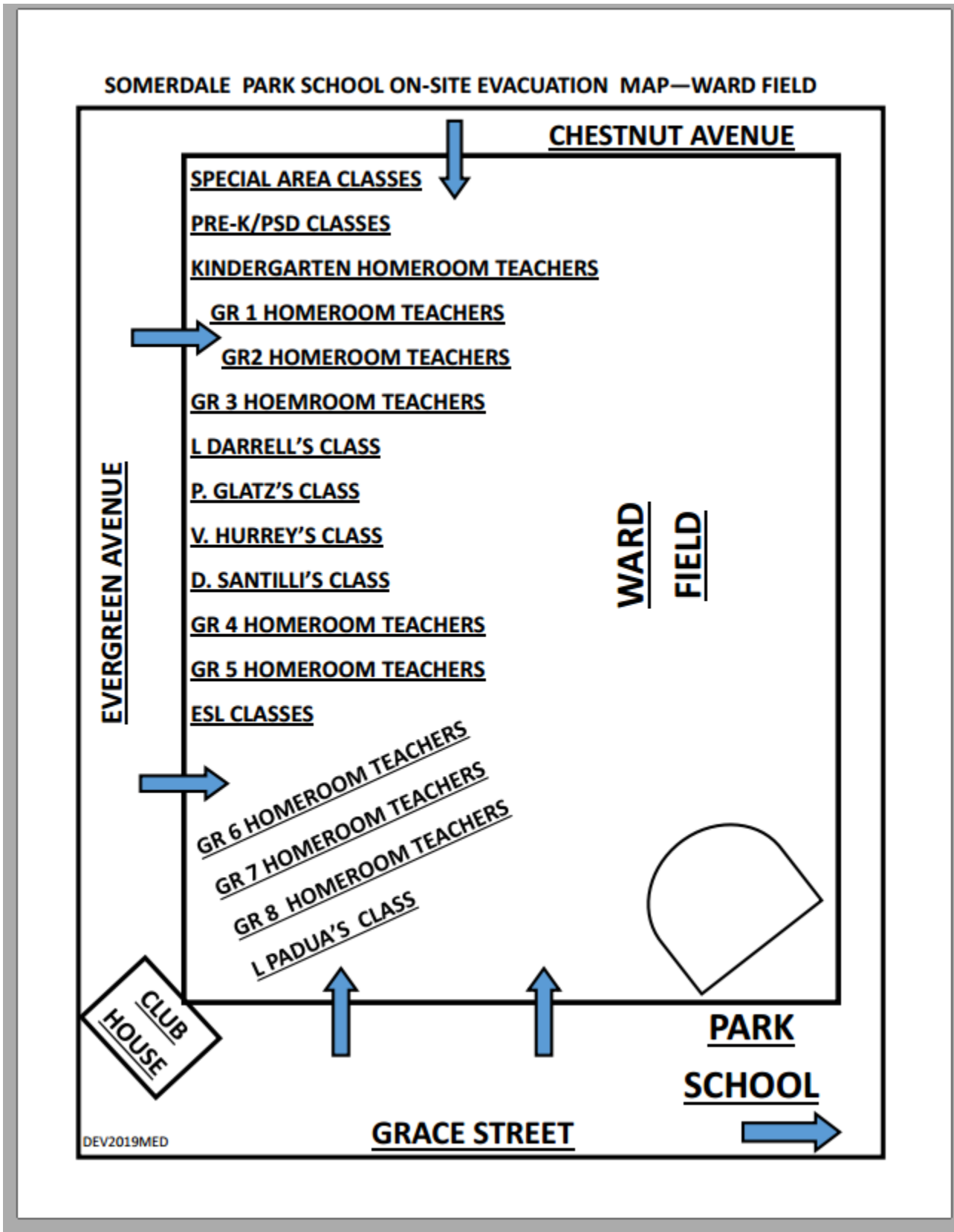
**APPENDIX L**

School Map



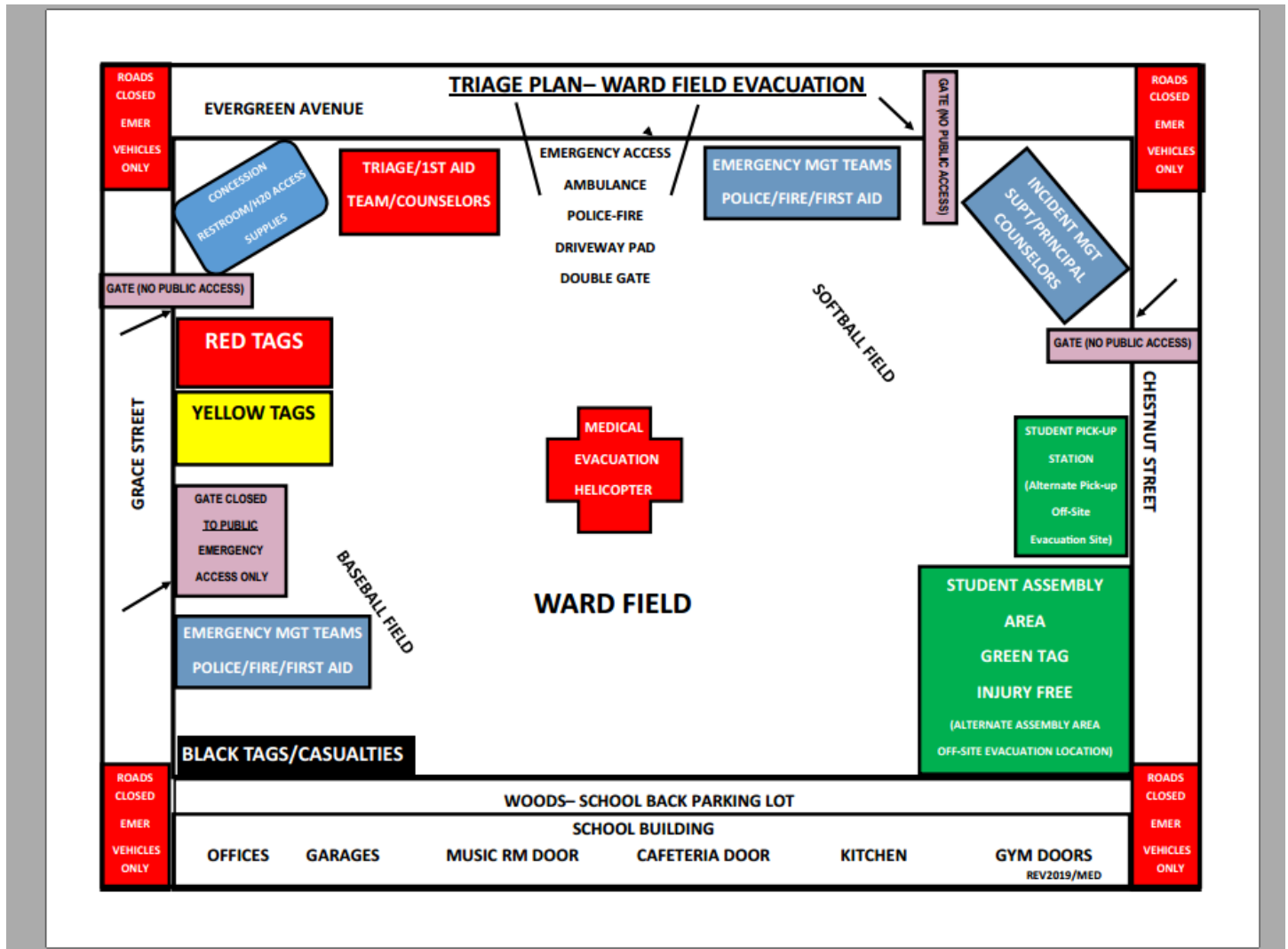
APPENDIX L

On Site Evacuation – Student Assembly at Ward Field



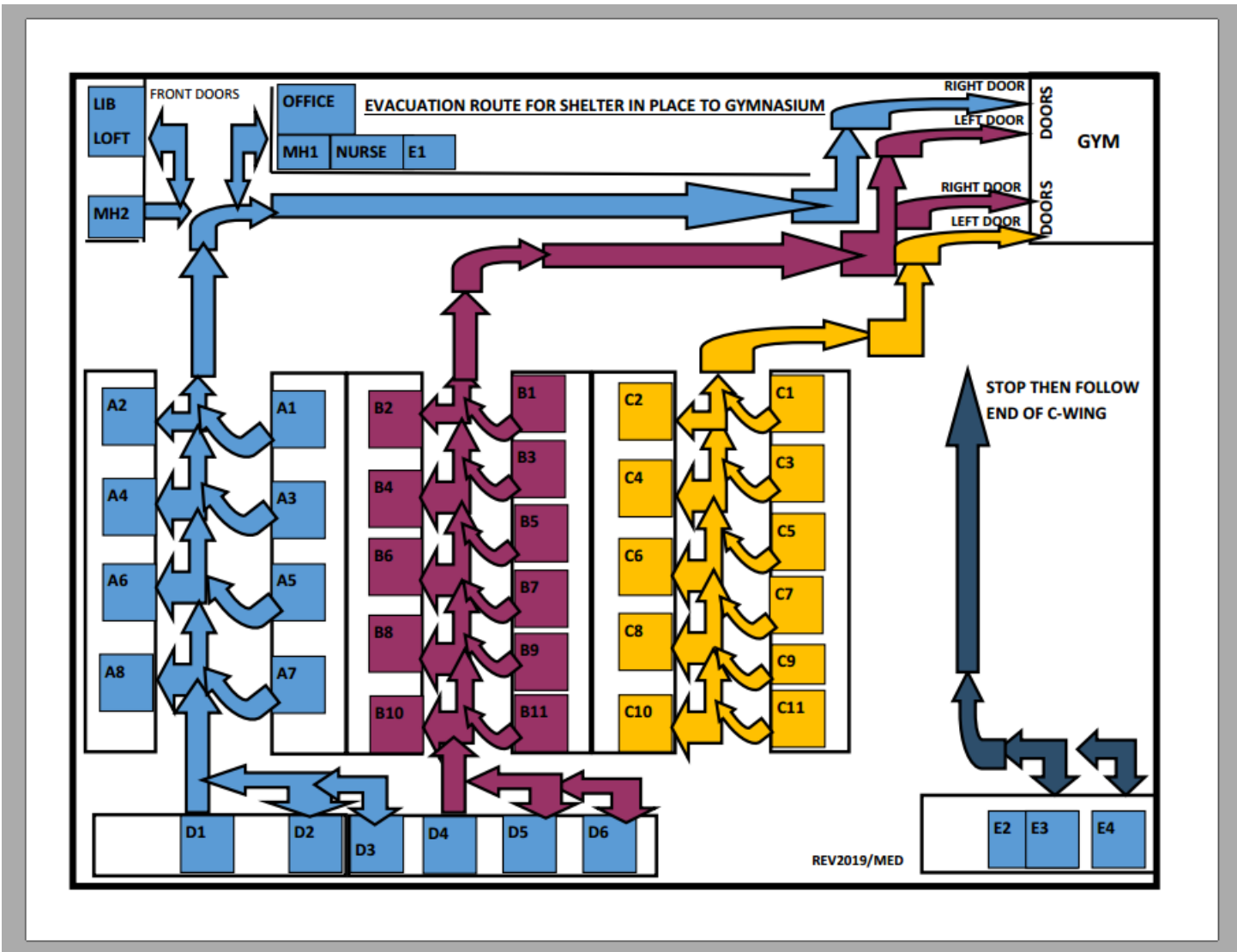
**APPENDIX L**

**Ward Field Triage Map**



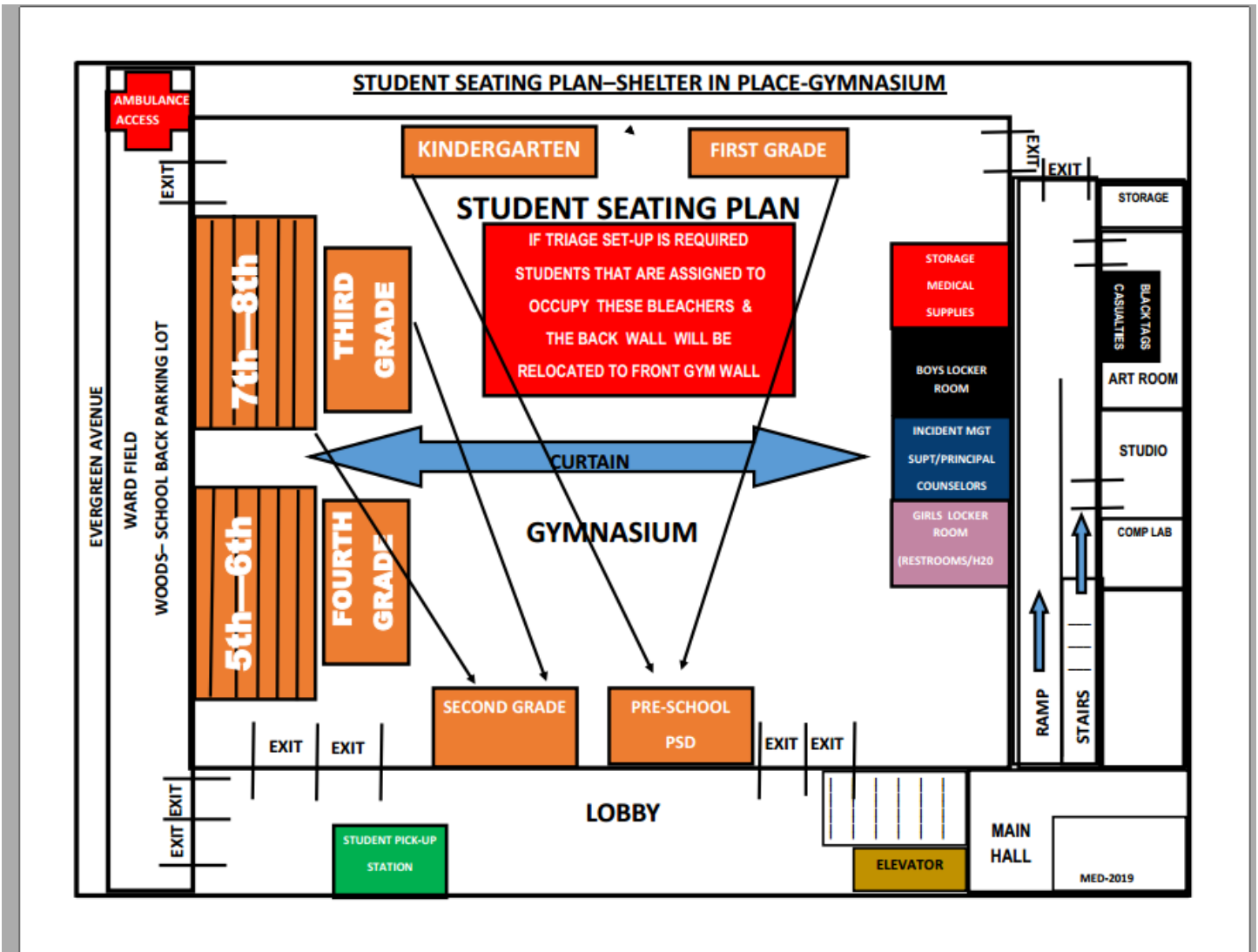
**APPENDIX L**

**Shelter in Place – Evacuation Routes**



**APPENDIX L**

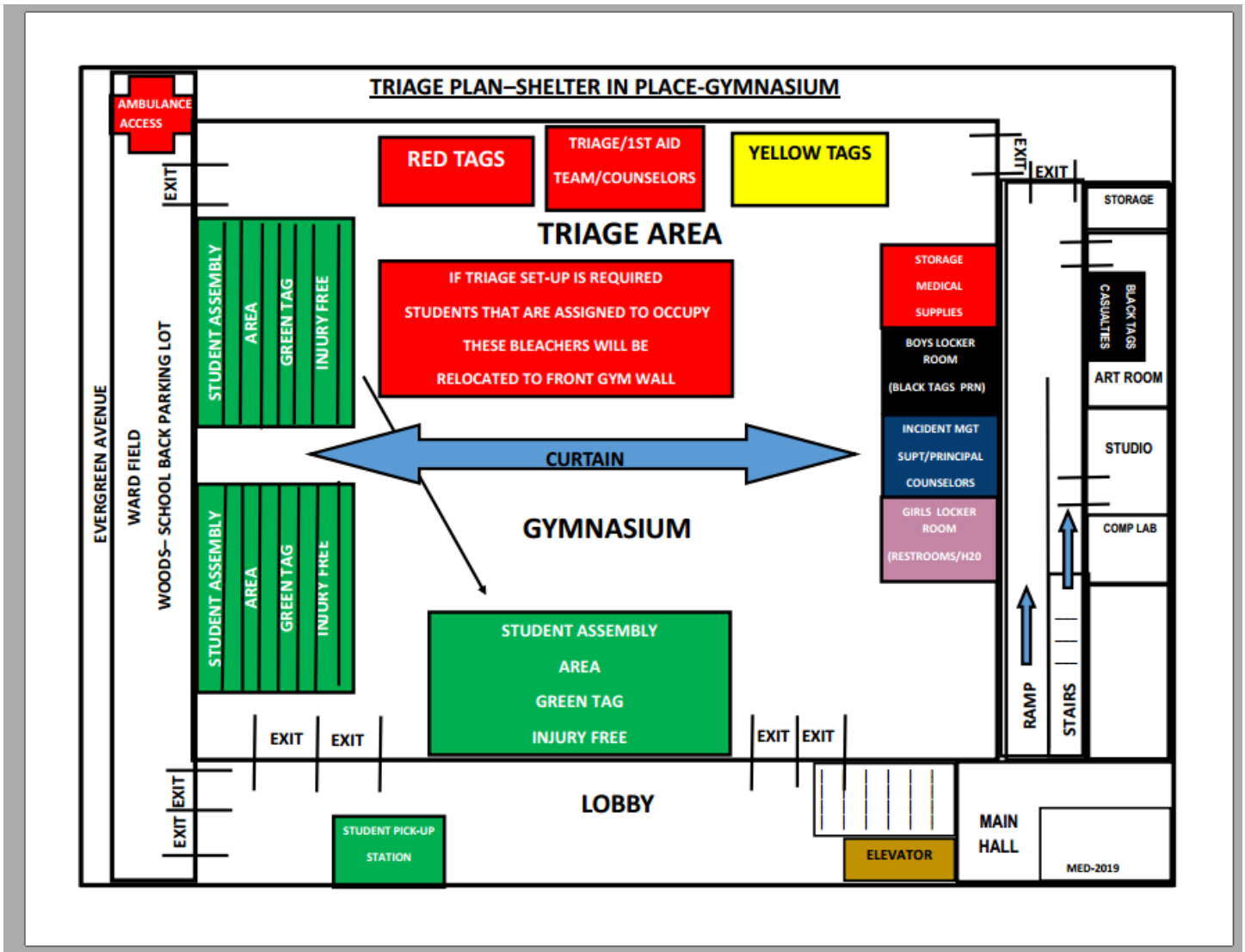
Shelter in Place – Student Seating





**APPENDIX L**

**Shelter in Place – Triage Map**



**Appendix M**

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

Demographic Information	<p>Number of enrolled students - <b>480</b>          Number of Special Education students - <b>81 (17%)</b>          Number of PK students - <b>31 (.064%)</b>          Number of ELLs - <b>17 (.035%)</b>          Number of Homeless - <b>7 (.014%)</b>          Number of Medically Fragile Students - <b>0</b>          Percentage of students with devices and internet access at home - <b>90 %</b>          Percentage of students without devices and internet access at home - <b>10%</b></p>
Somerdale Remote Learning Essential Personnel Team	<p>With the continued planning and implementation of this plan, the following people are part of the Pandemic Response Team for the Somerdale School District:</p> <ul style="list-style-type: none"> <li>• Mark Pease, Superintendent</li> <li>• Melissa Engelhardt, Business Administrator</li> <li>• Rob Ford, Vice Principal</li> <li>• Greg Cesare, CST Supervisor</li> <li>• Maria Montroni, Curriculum Supervisor</li> <li>• Tom Leone, Supervisor of Technology</li> <li>• Peg Hughes, Buildings and Grounds Supervisor</li> <li>• Mary Dow, School Nurse</li> </ul> <p>In addition, any other employees deemed needed to assist will be called upon, as needed to be part of the Pandemic Response Team.</p> <p>Supplemental members of the Pandemic Response Team include:</p> <ul style="list-style-type: none"> <li>• Lisa O'Brian Nutri Serv Food Services</li> <li>• John O'Leary Somerdale OEM</li> <li>• Camden County Health Department</li> <li>• Camden County Department of Education</li> <li>• The Somerdale Board of Education and solicitor, Chris Long, will also be called upon for consultation and legal advice.</li> </ul> <p>*Teachers are not permitted in the building</p>
School Closing	<p>On Monday March 16, 2020 at 2:00 pm Governor Murphy gave the order to close all schools indefinitely. Per Governor Murphy's order, school buildings would remain closed for in-person instruction for the remainder of the 2019-2020 school year.</p>
School Re-opening	<p>School will be reopened when determined safe by the Governor of the State of New Jersey.</p>
Introduction	<p>The Somerdale School District (Somerdale Park School), Camden County, recognizes the importance of continuing to educate its students during the COVID-19 Pandemic. While the District understands it might not be able to operate fully in a traditional school model, the plan will assist the District in continuing to provide students with a high-quality education for the duration of the school closure. The plan provides guidance to the Somerdale School District and may serve as the plan for maintaining essential functions and services during the pandemic. It does not replace or supersede any laws or policies; it simply serves as a guideline to address continuity of operations of the school district, aligned to the requirements set forth by the New Jersey Department of Education (NJDOE) specific to disease outbreak.</p> <p>Those requirements include:</p> <ul style="list-style-type: none"> <li>• Written directive from DOH or Local health Agency ordering closure.</li> <li>• Equitable access to services for all students.</li> <li>• Address provision of appropriate education for special education students; and</li> <li>• Provision of school nutrition benefits for eligible students.</li> </ul>

<p>Communication</p>	<p>Communication to District employees and stakeholders has been ongoing. The district will use all available communication tools to provide District employees and the community with information and updates.</p> <p>Frequent communication will occur between the board, administration, staff, parents, and students. Members of the school community will be advised of the specific protocols to be used at any given time. Communications during closings may include the following:</p> <ul style="list-style-type: none"> <li>• Daily leadership team conference call</li> <li>• Faculty, department, and grade level conference call</li> <li>• District Website <a href="http://www.somerdale-park.org">www.somerdale-park.org</a></li> <li>• School messaging systems SwiftK12 (Phone and Email blasts), Twitter @SomerdalePark</li> <li>• Zoom Video conferencing</li> <li>• Staff email</li> <li>• OneNote</li> <li>• Shared folders and documents</li> </ul>
<p>Instruction Equitable Access Technology and Internet Access</p>	<p><b>Remote Learning has been defined as 10 hours of instruction per week – approximately 2.5 hours for each core subject area.</b></p> <p>Students in grades four through eight will utilize Microsoft’s online platform including OneNote and OneDrive, online textbooks, and other web-based programs. Students in grades kindergarten through third can utilize web-based programs if the family has internet access and at-home devices, otherwise hardcopies of assignments and activities will be prepared for students in these grade level. Students without access to the internet, at-home devices, and/or students requiring specific modifications will also receive hard copies of assignments and activities. Updates to hard copies will be mailed, emailed and posted on our website to students in PK-3 and any students requiring hardcopies. The Somerdale Park School Staff is well versed in creating lessons utilizing the previously described technology and other applicable web-based programs. Additionally, supplemental learning activities including book reports, projects, choice activity boards and web quests will be utilized.</p> <p>Responding to students in a timely manner via email, OneNote, and other instructional platforms will provide students with the feedback necessary to ensure a deeper level learning.</p> <p>Creating authentic and rigorous assessments that are not simply searchable will enable students to demonstrate a genuine understanding of the material.</p> <p>Grading will continue as a necessity to the learning process.</p> <p>4<sup>th</sup> Marking Period Grades will be given in the following manner:  <b>Pass</b>-Students are participating in Remote Learning  <b>Needs Improvement/with remediation</b>-Students who are not completing assignments or not participating on a regular basis.</p> <p>All instruction will be differentiated in order to meet the needs of ALL students:</p> <ul style="list-style-type: none"> <li>• ESL/ELL</li> <li>• Special Education/504</li> <li>• At-Risk</li> <li>• On Grade Level</li> <li>• Gifted and Talented</li> </ul> <p><b>Student Accommodations and Equitable Access</b></p> <p>During a pandemic closure of schools, the district will take reasonable steps to ensure that ALL students receive appropriate accommodations and equitable access to learning. The district recognizes that during this period Of directed closure there may be instances where students may not be able to receive required services at the prescribed level. As such, the district will provide reasonable compensation of services and instruction when normal operations resume. Accommodations and equitable access may include, but are not limited to:</p>

- Access to instruction via Microsoft OneNote, or other technology.
- Providing printouts, textbooks, and other print media.
- Electronic and web-based programs.
- Individual IEP and 504 Related Services designed to meet each student's needs by providing materials and resources for continuity:
- Prepared lessons that meet each student's specific learning needs.
- Flexible learning opportunities made available through web links and on the Internet.
- Every teacher is responsible to support students assigned to them for the 2019-20 school year
- Monitor your district-issued email account and respond as appropriate parent/guardian emails within 24 hours
- Provide academic feedback as appropriate to students. Collaborate with building administration and grade/subject-level colleagues as needed for support and consistency throughout the district

### **Special Education**

Special Education and student services will make every effort to provide an appropriate education for special education students during the pandemic outbreak. We will make every effort to meet the requirements for teacher-student contact time for students with disabilities via distance learning. Student progress will be monitored, and feedback provided online by special education teachers when appropriate, with the opportunity to communicate directly during scheduled times. IEP meetings, including annual reviews, will be held digitally, with a letter sent to each family explaining the procedure for participating. Referral meetings and re-evaluation planning meetings will take place as mandated by timelines. However, testing may be delayed due to inability of evaluators to come into contact with students during the closure. Upon return to school, the IEP team will determine if additional services are required. IEP meetings will be held as appropriate to determine if additional services are required. IEP meetings will be held as appropriate to determine if compulsory education services are needed to address an individual student's progress toward learning goals and objectives.

### **IEP Mandated Related Services (OT/PT/Speech/Counseling)**

CST supervisor will review all options with each provider such as videotaping lessons for groups or individuals, and developing a list of activities that can be addressed by virtual learning in a home environment. A list or kit of supplies will be distributed, for parents, of items that are easily accessible and may be used during this closure for parents to utilize at home for instruction. Virtual office hours will be set up to address parent concerns, questions, as necessary. Speech therapist is developing a plan to meet some services virtually, in light of the recent legislation relaxing restrictions on this practice. Virtual OT and counseling services are also being utilized. Below is a list example of programming:

- PT-Youtube exercise/yoga videos
- SP-Social skills videos
- SP-Functional skills packets
- OT-Handwriting packets
- SP-Youtube read along stories
- OT-SP collaborative Life Skills Interactive book
- Share websites on teacher's page
- Zoom or go to meetings
- Parent educational and sensory activities for low functioning students

### **Case Managers (CST and Speech and Language Therapists)**

The expectation is that CST teams will continue to develop IEPs; write reports; plan for next year. Teams can conference through Teams or Zoom. Virtual office hours will be set up to address parent concerns, questions, and reschedule IEP meetings as necessary.

**Student responsibility**

Students will make as reasonable attempt to complete their assignments on time, participate in online lessons when applicable, and communicate with their parent(s)/guardian(s) and teacher about their school day. Students will be able to submit assignments electronically throughout the closure, as well as in-person upon returning to school.

**Supervisor of Curriculum and Instruction**

- Provides access to instructional materials aligned to New Jersey Student Learning Standards (available and designed to support student learning).
- Communicates with teaching staff members to develop and deliver instruction and assessments through the duration of the school closure.
- Updates Superintendent (as well as other members of the Leadership Team) on a regular basis.
- Address and take responsibility for all other issues, items, topics, responsibilities as assigned by the Superintendent. All departments/grade levels were given additional online resources (from the curriculum supervisor) to assist with online lesson development. Curriculum Supervisor will assist with the implementation and troubleshoot any curriculum issues.

**Creating Remote Learning Packets Plan**

Somerdale Park School will be available for teachers to make copies of Remote Learning Packets if needed and distribution dates/times will be determined and communicated to parents. All scheduled distribution events will be in accordance with current CDC Guidelines.

**School Counselor**

- Reach out to families/students through email and/or phone calls
- Communicating with staff (teachers and CST) to discuss student concerns, I&RS concerns, at risk students, 504 updates.
- Lesson planning and development.
- Middle school check in with possible retention students

**Nurse**

- Complete Kindergarten Registration Health Folders
- Complete transfer of health screening results to A-45s
- Complete Ed-data supply order
- Start paperwork to give to parents in June for 2020-2021 school year.: Medication forms, Food Allergy Action Plans, Asthma Action Plans, Seizure Action Plans, Epipen designee and Emergency Action Plans.
- Complete transfer of health screening results to A-45s
- Coordinate Athletic physical packets for Spring sports
- Complete Ed-data supply order

**Homeless/Migrant Student**

The homeless liaison will be in constant contact with our students that fall under McKinney-Vento. The liaison will check on the wellbeing of the student and their family.

**After the closure:**

Curriculum Supervisor will support teachers with the following:

- Evaluate curriculum maps, pacing, and student reports to determine progress.
- Revisit and present instruction to close gaps and ensure continuity.
- Assess program needs and develop correction response to support students.
- Provide updates to parents.
- Utilize Intervention and Referral Service (I&RS) for at-risk students.
- Assignments will be graded, posted, and returned to students.

	<p><b>When you can get your tablet repaired?</b></p> <p>Technology repairs and assistance are scheduled through the technology department's help desk ticket system. Appointments can also be coordinated by calling for an appointment.</p>
<p>District and Building Administrator / Supervisors Expectations</p>	<ul style="list-style-type: none"> <li>• Continually review ongoing instructional opportunities being provided, both electronic as well as traditional for students.</li> <li>• Continually review daily staff to student/parent interactions (via logs placed in shared folder).</li> <li>• Continually communicate (phone, email, social media, webpage) with families of students under their supervision</li> <li>• Continually respond to parent/guardian inquiries, emails, and any correspondence in supporting the education, social/emotional aspects of our SPS students</li> <li>• Continually review ongoing scope of work and responsibilities for all non-certified staff under their supervision</li> <li>• Continually review ongoing scope of work and responsibilities for all custodial functions under their supervision</li> <li>• Cancel all extra-curricular activities, sports and trips. Develop a "rescheduling" plan if possible.</li> <li>• Continue to work on staff/student scheduling for the 2020-2021 School Year</li> <li>• Conduct a full school supply audit in order to ensure that 2020 - 2021 projected ordering is accurate.</li> <li>• Receives updates from the Camden County Department of Health</li> <li>• Communicates daily with administration to ensure the safety and wellbeing of students, staff and the community are being met</li> <li>• Be available to answer all staff and community questions/concerns regarding the safety and wellbeing of our students in addition to all operational aspects of our schools</li> <li>• Update the superintendent of schools (as well as other members of senior staff) on operational aspects of district schools daily.</li> <li>• Ensure that Kindergarten Registration is appropriately rescheduled (if needed) providing continued equity in access throughout the district.</li> <li>• Ensure that the third marking period K - 8 report card is made available to all families Friday, April 3, 2020 via OnCourse System parent portal. Hard copies can be made available in a timely fashion through main office to any family requests.</li> <li>• Address and take responsibility for all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.</li> </ul>
<p>Student Nutrition</p>	<p><b>SFA Name: Somerdale Board of Education</b></p> <p><b>Agreement #: 704790</b></p> <p><b>Date Meal Distribution will begin: March 17<sup>th</sup>, 2020</b></p> <p><b>Date Meal Distribution will end:</b></p> <p><b>Schools/Site where distribution of meals will take place: Somerdale Park School</b></p> <p><b>Meals to be claimed for reimbursement per day (up to two meals, or one meal and one snack, per child per day): 2</b></p> <p>In conjunction with the district's food service vendor Nutri Serv, and in accordance with guidelines established by the NJ Department of Health, the NJ Department of Education, and the NJ Department of Agriculture bagged or boxed meals will be made available to students.</p> <p>Meals distribution day and times will be determined and communicated. Scheduled dates will be posted on the district's website. During the period of school closure meals will not be consumed in district facilities. In accordance with guidance released March 6, 2020 from the USDA, the district will apply for the temporary Summer Seamless Option (SSO) program in SNEARS.</p>

	<p>The district will propose the following food pickup procedures:</p> <ul style="list-style-type: none"> <li>• Students/parents will form a line (using safe social distancing) at the exterior cafeteria doors.</li> <li>• A table will provide safe (Social Distancing) between Nutri Serve employee and student/parent. No students/parents will be allowed in the building</li> <li>• One-two Nurtri-Serve employees will supply student/parent with a supply of food for both breakfast and lunch for one week.</li> <li>• Student/parent will be checked off by Nutri Serve employee</li> <li>• Student/Parent will return to their vehicle or walk to their destination.</li> <li>• Possible food delivery plan will be put in place if a need exists.</li> </ul>
Before and After School Programs	The Before and After School care program is closed
Extracurricular Activities	All after school in-person extracurricular activities and athletics are cancelled at this time. Select clubs may be conducted virtually if approved by the district superintendent.
Large Group Gatherings	Gatherings will be planned in accordance with current CDC Guidelines.
School Trips	All School trips will be canceled for the 2019-2020 school year.
Communication	<p>Frequent communication will occur between the Somerdale Board of Education, administration, staff, parents, and students. Members of the school community will be advised of the specific protocol to be used at any given time. Communications during closings may include the following:</p> <ul style="list-style-type: none"> <li>• Daily leadership team conference call</li> <li>• Faculty, department, and grade level conference call</li> <li>• District Website <a href="http://www.somerdale-park.org">www.somerdale-park.org</a></li> <li>• School messaging systems such as Phone and Email blasts, Twitter @SomerdalePark, and etc.</li> <li>• Staff email</li> <li>• OneNote</li> </ul>
Parental and Student Involvement	<p>We ask that parents assist with the following recommendations by the CDC and Health Department:</p> <ul style="list-style-type: none"> <li>• Maintain proper hygiene and social distancing</li> <li>• Contact your healthcare provider if you or your child is sick.</li> </ul> <p><b>Remote Learning</b></p> <ul style="list-style-type: none"> <li>• Establish lines of communication with your child’s teacher</li> <li>• Create set routines when your child will be participating in Remote Learning</li> <li>• Stress cyber-citizenship and appropriate behavior while using communication platforms</li> <li>• Follow deadlines established by your teacher and submit work based on your teacher’s instructions</li> <li>• Have family discussion about Remote Learning. Ask your child what they learned today and what they will be doing tomorrow.</li> </ul> <p><b>If you do not hear from your teacher, please email <a href="mailto:mpease@somerdale-park.org">mpease@somerdale-park.org</a></b></p>
Staff Support	<p>Staff will assist in our efforts by:</p> <ul style="list-style-type: none"> <li>• Reinforcing appropriate hand washing techniques</li> <li>• Reinforcing coughing and sneezing techniques: In a tissue and when a tissue is not available in the elbow or sleeve</li> <li>• Continued preparation of instructional lesson in the event of a school closure.</li> </ul> <p>Identify students who may not have internet access or have trouble with internet access at home.</p>
Administration Expectations	<ul style="list-style-type: none"> <li>• Continually review ongoing instructional opportunities being provided, both electronic as well as traditionally for students.</li> <li>• Continually review daily staff to student/parent interactions (logs placed in shared folder).</li> <li>• Ensure teachers are communicating (phone, email, social media, webpage) with families of students under their supervision</li> <li>• Ensure teachers are responding to parent/guardian inquiries, emails, and any correspondence in supporting the education, social/emotional aspects of our SPS students</li> </ul>

	<ul style="list-style-type: none"> <li>• Continually review ongoing scope of work and responsibilities for all non-certified staff under their supervision</li> <li>• Continually review ongoing scope of work and responsibilities for all custodial functions under their supervision</li> <li>• Cancel all extra-curricular activities, sports and trips. Develop a "rescheduling" plan if possible.</li> <li>• Continue to work on staff/student scheduling for the 2020-2021 school year</li> <li>• Conduct a full school supply audit in order to ensure that 2020 - 2021 projected ordering is accurate</li> <li>• Monitor Staff Attendance via Check-in Log.</li> </ul>
Continuity of Operations	<p>Superintendent of Schools or Designee Maintains authority over all operations and crisis management plans.</p> <p>The district will continue to provide the following:</p> <ul style="list-style-type: none"> <li>• Payroll will continue as scheduled</li> <li>• Medical benefits will continue</li> </ul> <p>Board of Education meetings will be scheduled and conducted as per the schedule on the district webpage: <a href="http://www.somerdale-park.org/board-meeting-dates/">www.somerdale-park.org/board-meeting-dates/</a></p> <p>Staff will "Check-in" via a Microsoft Form by 9:00 am every day school is in session.</p> <p>Staff will save all "Student Communication Logs" in a shared folder</p> <p>During Remote Learning a daily email from the superintendent or designee to all staff, will provide updates, adjustments and/or encouragement.</p> <p>Most school operations will continue, to the best of our abilities</p>
Resources and contacts	<p>NJ Department of Education  <a href="tel:1-800-962-1253">1-800-962-1253</a>  <a href="https://www.nj.gov/education/">https://www.nj.gov/education/</a></p> <p>Camden County Department of Ed  <b>(856) 401-2400</b></p> <p>Camden County Department of Health  1-800-222-1222</p> <p>Somerdale Police Department  <a href="tel:(856)428-6324"> (856) 428-6324 ext 2500</a></p> <p>Somerdale School District  856-783-6261  <a href="http://www.somerdale-park.org">www.somerdale-park.org</a></p> <p>Division of Child Protection and Permanency  1-877-NJ ABUSE</p>



## Appendix N

### **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 and Subcommittees continue to adjust our plans and brainstorm different possibilities. Below is a guide highlighting the implementation of recommendations.

### **The Reopening Plan – 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 are strongly encouraged to 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.

In addition to these minimum standards, the NJDOE has identified ten Critical Areas of Operation that schools must address in their restart plans:

1. General Health and Safety Guidelines
2. Classrooms, Testing, and Therapy Rooms
3. Transportation
4. Student Flow, Entry, Exit, and Common Areas
5. Screening, PPE, and Response to Students and Staff Presenting Symptoms
6. Contact Tracing
7. Facilities Cleaning Practices
8. Meals
9. Recess/Physical Education
10. Extracurricular Activities and Use of Facilities Outside of School Hours

Demographic Information	<p>Number of enrolled students - <b>452</b>          Number of Special Education (includes speech-only) students - <b>84 as of 7/21/20</b>          Number of Pre-school students - <b>15 as of 7/21/20</b>          Number of ELLs - <b>15 as of 7/16/20</b>          Number of Homeless - <b>6 as of 7/21/20</b>          Number of Medically Fragile Students <b>0</b>          Percentage of students with devices and internet access at home <b>100</b>          Percentage of students without devices and internet access at home <b>0</b></p>
C&I/Remote Learning Response Team Committee	<p>Maria Montroni, C&amp;I Supervisor          Brianne Siderio, Teacher          Valerie Priolo, Teacher          Dominic Travarelli, Teacher          Erica Botto, Teacher          Cristin Butler, Teacher          Lisa Rollick, Teacher          Natalie Cordivari, Teacher          Gina Horiates, Teacher          Greg Cesare, CST Supervisor</p>
Opening School Committee	<p>Rob Ford, Vice Principal          Gena Price, Teacher          Susan Ratajski, Teacher</p>

	<p>Sharon Gorman, Teacher  Jana Barbera, Teacher  Victoria Hurrey, Teacher  Jenna VanDerzee, Teacher  Greg Cesare, Teacher  Melissa Engelhardt, Business Administrator/Board Secretary  Kevin Smith, Parent and BOE member  Kim Barkoff, Parent and BOE member</p>
Pandemic Response Team	<p>Mark Pease, Superintendent  Melissa Engelhardt, Business Administrator/Board Secretary  Rob Ford, Vice Principal  Greg Cesare, CST Supervisor  Maria Montroni, Curriculum Supervisor  Tom Leone, Technology Supervisor  Peg Hughes, Building and Grounds Supervisors  Mary Dow, School Nurse</p> <p>Supplemental members of the Pandemic Response Team include:  Lisa O’Brian Nutri Serv Food Services  John O’Leary Somerdale OEM  Camden County Health Department  Camden County Department of Education  The Somerdale Board of Education and Solicitor, Chris Long</p>

## Conditions for Learning

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

General Health and Safety Guidelines	The <b>superintendent</b> will respond to any outreach from the Camden County Health Department in order to address positive cases of COVID-19 that impacts the district/school community that may have been reported to them to commence contact tracing and case investigation. Should the district/school report to the health officer about staff, students, or any person with a close relationship to the school that tested positive, that information will be verified by the health department before it commences contact tracing and case investigation. All positive persons will undergo contact tracing and case investigation whether the information was first passed through the school or came automatically through the health department communicable disease surveillance system. <b>The Camden County Health Department will handle all contact tracing and have staff available to perform contact tracing and case investigation.</b>
Establishing and maintaining communication with Dept. of Health; track local conditions	Establish communication system with Dr. Nwako, Camden County Department of Health
Develop “high risk” criteria and share with staff and families	Identify Students and Staff who have proven underlying medical risk and Establish and establish appropriate accommodation plan.
Reasonable accommodations for students and staff at <i>higher risk</i>	Students and Staff who are identified as high risk will operate in a Full Remote Learning environment as available.
Promote behaviors that reduce spread	Create signs and messages notifying students when to stay home, the need for social distancing, hand washing and respiratory etiquette, importance of face coverings
Training	Training on all these precautions will take place during the 3-day PD sessions

### Classroom Testing and Therapy Rooms

Student desks, workspaces, and eating spaces separated by 6’	Visit every classroom, workspace, cafeteria, APR; determine room capacity; develop a system for ensuring all in-use seating is 6’ apart or partitioned; Remove unused desks or manage; Desks face same direction.
Physical barriers	Use Plexiglas desk carrels
Face coverings	<p>District staff, students, and visitors are required to wear face coverings except under the following circumstances:</p> <p style="padding-left: 40px;">a. When doing so would inhibit the individual’s health.</p>

	<ul style="list-style-type: none"> <li>b. When a student is in extreme heat outdoors.</li> <li>c. When a student is in water.</li> <li>d. If a student’s documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of a face covering.</li> <li>e. If a student is under the age of two (2), due to the risk of suffocation.</li> <li>f. When a student is eating or drinking.</li> <li>g. If or when anyone has trouble breathing or is unconscious, is incapacitated, or is otherwise unable to remove the face covering without assistance (e.g., face coverings should not be worn by Pre-K students during nap time).</li> <li>h. The student is engaged in high intensity aerobic or anaerobic activities.</li> <li>i. During gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart (see number 2 below).</li> <li>j. When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task (for example, students operating machinery in which face coverings may get caught).</li> </ul> <p>Face coverings may be removed during physical education or music classes, provided individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart. Vigorous exercise, as well as music and choir classes in a confined space (e.g., indoors) may <a href="#">contribute to transmission of COVID-19</a> and should be limited. Consider conducting such activities in an area with greater ventilation or air exchange (e.g., outdoors). When students are not singing or playing an instrument that requires the use of their mouth, they should wear a face covering in music class (unless class is outdoors and distance can be maintained).</p> <p>Face coverings may be provided by the student’s family/guardian and can be included as part of the back to school supplies list provided to families/guardians prior to the start of school year. Schools should provide extra disposable face coverings for students who need them (e.g. students who forget or misplace their face coverings) and should provide face coverings for students that are experiencing financial hardship and are unable to afford them to the greatest extent possible.</p> <p>Districts should provide (in addition to normal supplies) any additional supplies/materials necessary for staff to do their jobs. For example, teaching staff, nursing staff, food service professionals, etc., should be provided with gloves, as necessary.</p> <p>The Road Back (p. 25-27) advises that special consideration should be given to protect staff members, such as school nurses, custodians, and some special education teachers, paraprofessionals and services providers, who will be in close contact with students or handle waste materials. As a resource, the Department’s guidance also refers to the Massachusetts Department of Elementary and Secondary Education’s <a href="#">memo</a> regarding Guidance on Required Safety Supplies for Re-opening Schools, which provides additional information on the quantity and type of PPE materials for such staff members.</p> <p>Based on updated reopening standards from the Department of Education, all students and staff are required to wear face coverings. Cloth face coverings are different than surgical face masks (which could also be worn but which are in short supply and should generally be reserved for healthcare workers). Cloth face coverings should be washed at the end of every day (sooner if they become wet or soiled). Single use disposable face masks should be changed daily unless they become damp or soiled, in this case they should be replaced <b>immediately</b>.</p> <p>Currently, the CDC does not recommend use of face shields as a substitute for face coverings. Therefore, they may not be used to satisfy face covering requirements. However, they may be an option for students with medical or other challenges that preclude the use of face coverings. If face shields are used without a mask, they should wrap around the sides of the wearer’s face and extend to below the chin.</p>
Visitors without masks	Mask can be provided or entry will be denied. No visitor will be permitted in the building

	without a face mask or covering.
Limit use of shared objects and supplies	Limit use of supplies to one child at a time; disinfect between uses; avoid sharing!
Ventilation	Check ventilation systems to ensure fresh air exchange, filters changed regularly. Windows and interior doors will be permitted to be left open to improve ventilation.
Hand Sanitizer	Add hand sanitizer stations to all classrooms and areas of use in the building. additional cleaning/disinfecting; heightened monitoring and additional handwashing.
Hand-washing stations	Add hand sanitizer stations to all classrooms and areas of use in the building. additional cleaning/disinfecting; heightened monitoring and additional handwashing.
Early Childhood Considerations	Pre-school will follow the Remote or Hybrid Models.
Medically Fragile Students	N/A
Belongings from home	Keep each child's belongings separated in containers or cubbies. Middle school will not use lockers but must carry materials in backpacks. Limit use of supplies to one child at a time; disinfect between uses; avoid sharing! Students need to have their personal supplies with them.
Use of larger spaces (gyms, cafeteria, auditorium)	Avoid close group learning activities. These areas will be used provided that Social Distancing protocols can be properly maintained.
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.
Training	Establish classroom procedures that reinforce this requirement
Transportation	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.

### Student Flow, Entry, Exit, Common Areas

Student and Staff Self-Check	<p>During entry and exit into the building where individuals may be waiting in line, physical distancing guidelines will be provided through the use of markings such as tape on sidewalks, blacktop areas, and spray paint on grass. This, in addition to utilizing additional entry points, will help to minimize interaction between drop-off and entrance into the school building.</p> <p>Students and staff will be screened prior to entry. Screenings will be conducted outdoors at pre-identified entry points. Screening will include a visual assessment of signs and symptoms as well as a temperature screening through the use of a non-touch thermal thermometer. Students exhibiting signs and symptoms related to COVID-19 will be escorted to a pre-determined "quarantine room" where they will be safely and respectfully isolated from others (See District Plan for Critical Area of Operation #5 - Screening, PPE, and Response to Students and Staff Presenting Symptoms).</p> <p>While in the school building, in an effort to limit exposure and contact, students have been divided into cohorts where they will remain isolated for a majority of the school day for the purpose of reducing interaction with other cohorts. As an alternative to students moving from classroom to classroom, teachers will move from classroom to classroom when applicable. Locker and locker room use will not be permitted. If hallway traffic is necessary, to maintain social distancing, release times will be staggered and hallways will be marked to designate one-way movement.</p> <p>Additional measures of protection while transitioning into, around, or throughout the building include face coverings (with the exception of those under the age of two, a health/medical condition, and/or mandated in a student's individualized education plan), physical barriers, and signage promoting good hygiene and protocol reinforcement.</p> <p>All staff and students will be trained on the above referenced policies, procedures and protocols during the first weeks of school. Training will be provided by school administrators, the school</p>
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	nurse, and members of the district’s Restart Committee.
Location and Process for student and staff health screenings	<p>Conduct all checks safely and respectfully; accommodations for needs of students with disabilities. Students will be screened by teachers at specified locations.</p> <p>“Additional Considerations” for students and employees that may be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained. These symptoms include:</p> <ul style="list-style-type: none"> <li>• A fever of 100.4° F or greater</li> <li>• Cough</li> <li>• Shortness of breath or difficulty breathing</li> <li>• Chills</li> <li>• Repeated shaking with chills</li> <li>• Muscle pain</li> <li>• Headache</li> <li>• Sore throat</li> <li>• New loss of taste or smell</li> <li>• Fatigue</li> <li>• Congestion or runny nose</li> <li>• Nausea or vomiting</li> <li>• Diarrhea</li> </ul>
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 <b>Table 1. Steps to Take in Response to Confirmed or Suspected COVID-19 Cases and Close Contacts</b>
Parent Education	Educate parents on signs of illness and need to keep children home when sick.
Visitors without masks	Mask can be provided or entry denied. No visitor will be permitted in the building without a face mask or covering.
Training	Establish routines, procedures and protocols

### Contact Tracing

Educate staff, families, and the broader community on the role of contact tracing in keeping communities safe.	The superintendent and any designee(s) will work closely with the Camden County Health Department to support any efforts towards identifying students/staff necessary to facilitate contact tracing for confirmed COVID-19 cases that impact the district/school community. <b>Camden County Department Health will handle all contact tracing</b>		
Develop policies with Dept. of Health, including triggers to activate and notification protocols	<b>See Tables Below</b>		
Table 1 – Steps to take in response to confirmed or suspected COVID-19 Cases and close contacts	<b>Scenario</b>	<b>Immediate Action</b>	<b>Communication</b>
	Scenario 1: A student or staff member either exhibits COVID-19 symptoms, answers “yes” to a health screening question, or has a temperature of 100.4 or above	<ul style="list-style-type: none"> <li>• Student/staff sent home</li> <li>• Student /staff instructed to get tested.</li> </ul>	No Action needed

	<p><u>Scenario 2:</u> A family member or someone in close contact with a student or staff member (outside the school community) tests positive for COVID-19</p>	<ul style="list-style-type: none"> <li>• Student/staff sent home</li> <li>• Student/staff instructed to get tested</li> <li>• Student/staff instructed to quarantine, even if they test negative, for a full 14 days after (1) date of the last exposure to COVID-19 positive non-household contact or (2)COVID-19 positive household member completes their isolation</li> <li>• If student/staff test positive, see Scenario 3 below</li> </ul>	<p>For the Involved Student Family or Staff Member. Template letter: Household Member or Close Contact with COVID-19</p>	
	<p><u>Scenario 3:</u> A student or staff member tests positive for COVID-19</p>	<ul style="list-style-type: none"> <li>• Student/ staff sent home if not already quarantined.</li> <li>• Student /staff instructed to isolated for 14 days after symptom onset or 7days after</li> </ul>	<p>For Positive Case Student/staff. Template letter: CPVID-19 Case</p> <p>For Student Families and Staff Members Identified as Close Contact: Template Letter: Household</p>	

		<p>resolution of symptoms, whichever is longer. (If never symptomatic, isolate for 14 days after positive test.)</p> <ul style="list-style-type: none"> <li>• School-base close contacts identified and instructed to test &amp; quarantine for 14 days</li> <li>• In stable Elementary classroom cohorts: entire cohort</li> <li>• In other settings: use seating chart, Consult with teacher/staff</li> <li>• School Administration notified</li> <li>• Public Health Department notified</li> </ul>	<p>Member or Close Contact <u>With</u> COVID-19 Case</p> <p>For All Other Student Families And Staff Members: Template Letter: COVID-19 Case in Our Community</p>	
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Table 2 – Steps to take in response to negative test result

Scenario	Immediate Action	Communication
A student or staff member tests negative for COVID-19 after Scenario 1 (symptomatic)	Student/staff may return to school 72 hours after resolution of fever and improvement in other symptoms	Student family /staff to bring evidence of negative COVID-19 test or medical note if testing not performed
A student or staff member tests negative after Scenario 2 (close contact)	Student/staff must remain in quarantine for a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation	No Action is Needed
A student or staff member tests negative after routine surveillance testing (no symptoms and no close contact to a confirmed COVID-19 case)	<ul style="list-style-type: none"> <li>• Can return to school/work immediately</li> </ul>	No Action is Needed

Return to campus following testing

- Symptomatic individuals who have not had close contact with a confirmed case and that test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms. \*\*Documentation of a negative test result should be provided to school administrators.
- In lieu of a negative test result, allow students and staff to return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing. Symptomatic individuals who test positive for COVID-19 can return 10 days after symptom onset and have been fever free for 24 hours without fever reducing medicine and improvement in other symptoms. Asymptomatic individuals who test positive for COVID-19 can return 10 days after their positive test result.
- If they test positive, close contacts to confirmed COVID-19 cases can return after completing the required isolation period described above.
- If they test negative, close contacts to confirmed COVID-19 cases can return a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation.



Degrees of separation

<u>Confirmed Case</u>	<u>First Degree of Separation</u>	<u>Second Degree of Separation</u>	<u>Third Degree of Separation or More</u>
Person has a case of COVID-19	Person is a <u>close contact</u> with someone who is positive for COVID-19 or a <u>household contact</u>	Person has contact with person who has contact with a person positive for COVID-19	Person has not had any contact with anyone who has COVID-19 or their contacts
<u>Example</u>  Patient A  Confirmed case of the virus	<u>Example</u>  Person B  Close contact (>10 minutes within 6 feet) with someone who has been diagnosed with COVID-19 (positive PCR test)  OR  Household contacts are individuals who live in the same house as a lab confirmed COVID-19 case.  (Classmates or Co-workers of Person A)	<u>Example</u>  Person C  Contact with someone who has been a close contact to a person positive for COVID-19  (Classmates or Co-workers of Person B)	<u>Example</u>  Has not had known contact with anyone positive for COVID-19
<u>Attendance Status</u>  Exclude from school/work	<u>Attendance Status</u>  Exclude from school/work	<u>Attendance Status</u>  Continue with school/work  Continue wearing face covering and practice social distancing	<u>Attendance Status</u>  Continue with school/work  Continue wearing face covering and practice social distancing

<u>Return to School/Work</u>	<u>Return to School/Work</u>	<u>Return to School/Work</u>	<u>Return to School/Work</u>
Must isolate until fever free for 24 hours without use of fever-reducing medications and at least ten days after onset of symptoms  <u>Medical clearance needed for return to school/work</u>	Must quarantine for 14 days  Self-monitor for symptoms  Check temperature twice daily and follow up with medical provider/Department of Health  <u>Household Contacts:</u> Self-quarantine for individuals with household contacts who are COVID-19 positive begins <u>AFTER</u> the self-isolation of the household contact ends (fever free for 24 hours and at least ten days after onset of symptoms; minimally 24 days from onset of symptoms of COVID-19 positive person.)  <u>Medical Clearance needed to return to school/work</u>	Continue with school/work  Self-monitor for symptoms and discuss with a medical provider any concerns.	Continue with school/work

Identify how district can help w/contact tracing

District will support the Department of Health with any information to conduct Contact Tracing

Identify staff member who will be in charge of notifications and carrying out contact tracing policy, ensuring compliance with FERPA and HIPAA	Administration and School Nurse
Communications system to allow staff and families to self-report symptoms/suspected exposure	Parents and Staff will contact nurse or administration.

### Facilities and Cleaning Procedures

<p>Develop a procedures manual to establish cleaning/disinfecting schedules for routine and post-positive case instances</p> <p>Increase cleaning high-touch surfaces such as bathrooms, water fountains.</p> <p>Provide sanitizing wipes to staff, hand sanitizer, cleaner and disinfectant to custodians and staff</p> <p>Add physical barriers in schools, where needed</p>	<ul style="list-style-type: none"> <li>• Develop schedule and manual for routine cleaning and disinfecting; After a confirmed case, wait 24 hours to disinfect, bring in outside air, disinfect all areas the ill person inhabited.</li> <li>• Include classroom desks/chairs, lunchroom tables/chairs, Door handles/push bars, handrails, bathrooms, light switches, handles on equipment, vending buttons, shared phones, desktops, computers, fountains</li> <li>• Sanitize bathrooms daily; limit number of students in bathrooms at a time, designate staff to enforce limited capacity, no touch equipment AMAP, prop doors open</li> <li>• Sanitize AMAP; encourage students and staff to bring water bottles</li> <li>• Available at entrances and exits, common areas in hallways, classrooms</li> <li>• Order sufficient supply of all materials; train staff on proper use</li> <li>• Work with vendors to develop a checklist; monitor adherence to checklist; include approved cleaning agents; two-stage clean and disinfect</li> <li>• Check areas where 6' distancing is not possible, including between bathroom sinks</li> <li>• Additional training for maintenance and custodial staff</li> <li>• Use Plexiglas desk carrels. Install Plexiglas at the Main office</li> </ul>
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### Meals/Food Service

Develop cafeteria schedule and procedures for students and food service staff.	Meal distribution will take place every Friday. Parents and/or students can pick up 5 days' worth of lunch and breakfast. Meals can be picked up from exterior cafeteria doors.
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### Recess/Physical Education

Plan for Recess and PE	<ul style="list-style-type: none"> <li>• Stagger recess or other outdoor activities. Utilize cones, flags, tape, or other signs to maintain six feet of space between groups participating in recess or other outdoor activities.</li> <li>• Require students to wash hands with soap immediately after outdoor playtime.</li> <li>• Stagger the use of playground equipment and establish frequent disinfecting protocols.</li> <li>• Close, or stagger the use of and frequently disinfect, locker rooms?</li> <li>• Minimize sharing of equipment and clean and disinfect equipment between each use.</li> <li>• Designate specific areas for each class during recess to avoid cohort mixing.</li> </ul> <p>Lunch and Recess have been scheduled remotely in both the Hybrid Learning Model and the Full Remote Learning Model (See schedules on pages 37-40, 45 &amp; 46).</p> <p>In an effort to eliminate exposure and contact, students participating in physical education will be divided into two cohorts. The two cohorts will receive instruction in separate locations and this instruction will be provided outdoors when applicable. To further mitigate risk, equipment sharing will be eliminated and direct contact with equipment will be limited. Used equipment will be clean and disinfected prior to next usage. Time will be allocated for hand washing immediately following outdoor playtime.</p> <p>Locker room use and use of outdoor equipment will be prohibited.</p>
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	Without the use of a locker room, students will be encouraged to wear comfortable clothing and safe footwear to school for the purpose of safe movement and to participate in physical education without the use of a locker room. The district has placed a moratorium on the current dress code to make this more reasonable for families and students.
Hygiene	Wash hands after every PE period
Playground equipment	Playground and basketball court will be closed until further notice.
Locker Rooms	Student will carry their own belongings at all times, and lockers will not be used to maintain social distancing. Students who have PE should wear appropriate PE clothes to school to avoid locker room changing.
Equipment	Limit or eliminate use of equipment; no sharing or disinfect between sharing
Mixing Cohorts	Will not mix cohorts

### Field Trips, Extra-Curricular Activities, Use of Facilities by Outside Groups

Social distancing	Adhere to then-current guidelines for distancing and hygiene for every activity
Field Trips	All Field trips are cancelled until further notice.
Assemblies, Large Group Gathering	All Large group gatherings are cancelled until further notice. Remote assemblies will be conducted.
Use of Facilities by Outside Groups	No use of indoor facilities. Outdoor only. Outside groups and organizations requesting to use Somerdale School District's outdoor athletic facilities must follow the Health and Safety: Standards for Establishing Safe and Healthy Conditions for Learning guidelines and protocols in the Somerdale School District 2020-2021 Reopening Plan.

### Social Emotional Learning (SEL) and School Culture and Climate

Educator Well-Being	The district counseling staff will provide space for staff to reconnect, process traumatic events, and receive support. Referrals to mental health services will be provided when needed. Faculty meetings and PLCs will provide space for educators to practice/reflect on S/E competencies, as well as allow for PD time to build on these competencies. We have already begun to provide resources to meet our staff's wellness needs, e.g. an invitation to a series of SEL talks hosted by an outside agency. The district also provides an Employee Assistance Program where staff members can get emotional support with regards to any stress or trauma they may be facing. We will continue to build our wellness program for staff members based on their unique needs and concerns.
Support educator well-being so they may best support students	Provide space for staff to reconnect, process traumatic events, and receive support, prioritize educator well-being, support access to mental health services, provide space for educators to practice/reflect on S/E competencies. The district provides an Employee Assistance Program where staff members can get emotional support with regards to any stress or trauma they may be facing.
Staff Wellness Program	Along with our employee assistance program, the District will continue to investigate wellness program for staff members.
Trauma-Informed SEL- Before September	School Counselor will provide One on One drop-in remote counseling, remote assemblies and SEL Webinars.
Staff and Student Trauma	The district is anticipating the potential trauma of staff and students as we re-open. Teachers have been an integral part of building this overall plan, by participating on the re-opening committees and in the formation of this document. The district provides an Employee Assistance Program where staff members can get emotional support with regards to any stress or trauma they may be facing. CARES funds have been allocated for additional summer and early fall counseling for our students to proactively address this concern.
Importance of SEL to student success	Our district has been working on an SEL initiative for the past two school years, one in which we stress relationships and well-being over assignment and behavioral compliance. We will continue to support students and staff in feeling safe, connected, and hopeful. Establishing routines and clear, consistent communication is critical to that end.
Staffing for SEL needs Deliberate Opportunities to Connect Professional Development Establish system of check-ins with	Additionally, our staff includes a school counselor, school psychologist, and school social worker. This team works with staff on identifying the SEL needs of both themselves and their students, including providing guidance on how to incorporate SEL into instruction. Throughout our SEL initiative, we have provided various PD, including trauma-informed workshops, and a staff wellness day that included yoga sessions and massages. We will continue to provide opportunities, ensuring that we stay within CDC and public health guidelines. The district provides an Employee Assistance Program where staff members can

students and families  Prepare/Review agreements with mental health service providers	get emotional support with regards to any stress or trauma they may be facing.
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### Trauma Informed SEL School Year

Create opportunities for staff and students to reflect on SEL competencies	We plan to adapt existing structures, e.g. Intervention and Referral Services Committee, to identify students and families who have needs as a result of the pandemic. We will continue to provide counseling services, whether we are operating in-person, hybrid, or remote. The administrative team will work with families who are struggling in the remote aspects of the learning environment, identifying obstacles that are preventing success and seeking to remove them.
Training	Our school equity team has been providing a series of “Courageous Conversations” centered primarily on racial injustice. These meetings have been a safe space to reflect on a range of issues and emotions, such as fear, prejudice, stigma, implicit bias, and so forth. This team is well-equipped to expand their work to incorporate space for COVID specific considerations around SEL and stigma, as well.

### School Culture and Climate

Positive School Culture	Somerdale Park School is in the third year of an SEL initiative. Our school climate typically operates at a very high level. Our school counselor organizes spirit days and district wide theme activities, for example HERO (Helping Everyone Respect Others). Our school psychologist sits on the Municipal Alliance, which brings outside resources regarding substance abuse prevention. Our team has been working to modify these activities to fit a hybrid and/or remote learning model, with the overarching goal to be to preserve Somerdale’s positive school culture. We prioritize relationship-building and provide examples for our staff of the research demonstrating that it pays dividends, both socially and academically.
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### Utilizing the Strengths of Staff

School Leaders	Reinforce importance of SEL among staff; evaluate staff capacity and means to support; provide opportunities for staff/families to connect, ensure every student has one caring staff member; prioritize SEL PD
Student Support Staff	Provide resources and strategies to leaders and teachers; connect w/families to provide support; provide PD to staff; support school leaders in establishing protocols for identifying and supporting students’ SEL needs
Teachers	Embed SEL skills into lessons, provide opportunities for students to connect, monitor student behavior and performance; continually promote development of students’ SEL competencies; facilitate difficult conversations w/students; apply school protocol for identifying students who require additional support.

### Multi-Tiered Systems of Support (MTSS)

Universal Screening	<ul style="list-style-type: none"> <li>• Screening tools in ELA and Math, use data to inform instruction</li> <li>• Continue I&amp;RS meetings virtually via Zoom</li> </ul>
Collaborative Problem-Solving Teams	<ul style="list-style-type: none"> <li>• ScIP will meet to help provide solutions to problems as they arise.</li> <li>• Ensure that teachers have common planning times to review student data.</li> </ul>
Family Engagement	<ul style="list-style-type: none"> <li>• Include families and students in the decision-making processes regarding interventions and supports; consider family ability to provide supports</li> <li>• Encourage the use of apps to connect with families, such as Remind or Talking Points</li> </ul>
Data-based Decision Making	<ul style="list-style-type: none"> <li>• Use data to measure student strengths, areas of need, and effectiveness of interventions.</li> <li>• Regular meetings with Supervisor of C&amp;I and Student Services (as needed) to discuss benchmark data and standards-based instruction</li> </ul>

### Wraparound Supports

Mental Health Supports	<ul style="list-style-type: none"> <li>• Prevention and Universal Supports providing access to mental health resources, utilizing trauma-sensitive approaches, SEL programming, check-ins.</li> <li>• Using existing staff to provide more intensive support, provide information re: community providers; Individualized and intensive support through school staff or provider, connect with community providers</li> <li>• Provide referrals to Perform Care and other NJ mental health providers</li> <li>• Utilize Friday all-remote day for enrichment and intervention meetings with teachers.</li> </ul>
Primary Health and Dental Care	Maintain lists of resources for families and coordinate referrals to government agencies; include info on NJ Family Care, NJSNAP, NJ Helps, health clinics and dental clinics; nurses coordinate services; adjust screening processes to identify unaddressed needs during COVID-19 pandemic; establish virtual school health office.
Family Engagement	Connect families to wraparound services mentioned above, involve families in reopening plans from start, including: <ul style="list-style-type: none"> <li>• Administering family survey</li> <li>• Including parents on planning teams</li> <li>• Communicating plans in multiple languages through multiple platforms</li> <li>• Include community organizations and state agencies (DCP&amp;P)</li> <li>• Solicit feedback on plan from families</li> </ul>
Academic Enrichment/Expanded After-School Learning	<ul style="list-style-type: none"> <li>• Provide opportunities for after school support or enrichment by using title funds.</li> </ul>

### Food Service and Distribution

Honor our moral imperative to feed students	The District will ensure that children are given the opportunity to receive a breakfast and/or lunch. Distribution of meals will be held every Friday for the upcoming week.
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### Quality Child Care

More families may need childcare	<p>Our district does not have its own childcare component. An outside daycare, Under the Sun, has typically used our space to provide before and after care. They may elect to continue to provide childcare options; however, we are suspending the use of our building for this purpose in order to ensure safety and compliance with CDC guidelines.</p> <p>Provide Childcare resources to parents</p>
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### Leadership and Planning

#### Requirements to Re-Open

Public Health Trends Support School Re-Opening	Opening School Committee developed plan for Traditional Model, Hybrid model and Remote Model
Schools Must Reopen for In-Person Instruction Start of School Year	Hybrid Model will be in place for this scenario
Many Schools Will Operate on Reduced Capacity	A&B cohorts 1/2 Day, Friday full Remote
Districts Need to Prepare to Pivot to Remote Instruction	Developed the Curriculum and Instruction/Remote Learning Committee

#### Operational Requirements

Prepare Buildings and Grounds	Business Administrator has provided guidance and direction to the Buildings and Grounds Department
Form Pandemic Response team in the District	Pandemic Response Team established in March is still activated.

Clear Communications Protocols	Chain of Command will be followed and Communication systems in place: email, messenger system, social media, and postings on our website
Adopt Contingency Plans in Event Schools Must Close	Remote Model
Collect Feedback from Stakeholders	Continue to survey Parents and Staff
Key Considerations re: Policy and Practice Changes	Dress Code policy temporarily waived

### **School Level Pandemic Response Teams**

#### **Establish School Level Pandemic Response Teams (PRT)**

Identify PRT in Each School	<p>With the continued planning and implementation of this plan, the following people are part of the Pandemic Response Team from the Somerdale School District:</p> <ul style="list-style-type: none"> <li>• Mark Pease, Superintendent</li> <li>• Melissa Engelhardt, Business Administrator</li> <li>• Rob Ford, Vice Principal</li> <li>• Greg Cesare, CST Supervisor</li> <li>• Maria Montroni, Curriculum Supervisor</li> <li>• Tom Leone, Technology Supervisor</li> <li>• Peg Hughes, Building and Grounds Supervisors</li> <li>• Mary Dow, School Nurse</li> </ul> <p>In addition, any other employees deemed needed to assist will be called upon, as needed to be part of the Pandemic Response Team.</p> <p>Supplemental members of the Pandemic Response Team include:</p> <ul style="list-style-type: none"> <li>• Lisa O’Brian Nutri Serv Food Services</li> <li>• John O’Leary Somerdale OEM</li> <li>• Camden County Health Department</li> <li>• Camden County Department of Education</li> <li>• The Somerdale Board of Education and Solicitor, Chris Long</li> </ul>
Identify Responsibilities of PRT	Initiate Plan, troubleshoot problems, keep lines of communication open, maintain expectations, keep morale positive, and promote safety.

### **Scheduling**

School Year, School Day	<p>The district will return to school using a hybrid format that provides students with both in-person and remote instruction. To reduce the in-person learning population, students will be divided into two learning cohorts: Blue and Gold. The cohorts will be divided alphabetically to provide common scheduling for families with siblings in various grade levels. An alphabetic halfway point specific to the district will be used to create a 50/50 split. The cohorts will progress through a five-day rotating schedule in which each cohort attends school on subsequent days. For example, the Blue Cohort will be provided in-person instruction for two consecutive days while the Gold Cohort will receive both synchronous and asynchronous remote instruction/learning. This scenario will then alternate producing the following rotating cycle: Blue A, Blue B, Gold A, Gold B, Blue C, Blue D, Gold C, Gold D, Blue E, Blue A, Gold E, Gold A). An early dismissal schedule will be followed on all in-person learning days.</p> <p>Remote learning will be conducted on Friday of each week for students in both cohorts. This will provide time for small group instruction, specialized learning opportunities, interventions such as Wilson Reading, counseling appointments, and the utilization of other district resources and supports. Friday’s will be used to provide additional time to meet the anticipated minimum standards outlined in Critical Area of Operation #7: Facilities Cleaning Practice.</p> <p>In the event public health circumstances change and/or the current New Jersey Department of Health (NJDOH) safety standards cannot be met, the district is prepared to shift back to a full virtual learning model.</p>
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	<p>Students will follow a four-day schedule. Please see Appendix B on page 40 &amp; 41 for daily schedule.</p> <p>The district has made adjustments to the 2020-2021 School Calendar to provide time to train staff on newly developed policies, procedures, and protocols. Training will be provided by school administrators, the school nurse, and members of the district’s Restart Committee. Following the training of staff, students will be trained within their cohorts. This “phase in” period will enable teachers and administrators to best introduce, practice, and reinforce the newly developed policies, procedures, and protocols with students. This time will also be used to introduce, practice, and strengthen the technological procedures that will be utilized in the event the district needs to temporarily close or if a full virtual model is needed.</p>
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**Option for Fulltime Remote Learning**

	<p>Unconditional Eligibility for Fulltime Remote Learning: All students are eligible for fulltime remote learning; eligibility cannot be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria. This includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).</p>
Scope and expectations of Fulltime Remote Learning	<ul style="list-style-type: none"> <li>• Students will be responsible for completing asynchronous assignments and attending remote sessions, as well as any scheduled office hours.</li> <li>• Pre-K students will have a remote synchronous session with their teacher 1 day per week <ul style="list-style-type: none"> <li>• The teacher will set the schedule and communicate that to parents.</li> </ul> </li> <li>• All students K-8 will have a remote synchronous session with their teachers 4 days per week. <ul style="list-style-type: none"> <li>• The session will take place via Zoom at the same time every week. (see schedule below)</li> <li>• The schedule rotates through periods 1-4 on Mon/Weds, and 5-8 on Tues/Thurs.</li> <li>• Students are expected to attend and participate during their assigned times.</li> </ul> </li> <li>• All students K-8 will have remote asynchronous assignments; progress will be monitored by teachers. <ul style="list-style-type: none"> <li>• K-2 will have one asynchronous assignment per day (see schedule below).</li> <li>• 3-5 will have two asynchronous assignments per day (see schedule below).</li> <li>• 6-8 will have two asynchronous assignments per day (see schedule below).</li> </ul> </li> <li>• No students are scheduled to attend school on Fridays. <ul style="list-style-type: none"> <li>• Fridays are reserved for teacher prep, 1:1 intervention, faculty meetings, and asynchronous learning.</li> </ul> </li> </ul>
Procedures for Submitting Fulltime Remote Learning Requests	<ul style="list-style-type: none"> <li>• Parent Survey must be completed by specified dates</li> <li>• For students with disabilities, districts must determine if an IEP meeting or an amendment to a student’s IEP is needed for fulltime remote learning.</li> <li>• Parent may contact Administration with questions or concerns</li> </ul>

**Implementation Strategies**

Access to Technology	CARES Grant: purchased new devices and hotspots for students.
Professional Development	School calendar adjusted to allow for professional development.
Contingency Planning	Administration will continue to assess, troubleshoot and adjust plans.
School Personnel	Somerdale School District will utilize the strengths of all school personnel. The CST Supervisor will continue to oversee our classroom assistant roster. They will be trained on our district protocols, as they will play a key role in implementing our plan with fidelity.

	They will comply with, and help to reinforce, social distancing. They will assist with implementing specific aspects of the hybrid schedule, such as the entry and exit procedures, supervision of late-pick up children, and coverage of classes for teachers to transition around the building as needed. They will assist the teachers they are assigned to in both the in-person and remote environments.
Access to Supports	Supports will be provided to Staff and Students
Class Schedules	Parents and Staff will receive a user-friendly daily schedule and calendar
Accommodations	Will be provided to Staff and Students
Learning Management System	Administration will continue to research Oncourse's Learning Management System.

## Staffing

### Guidance

Mentoring	<a href="https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml</a>
Educator Evaluation	<a href="https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml">https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml</a> EdTPA
Certification	<a href="https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml</a> Certification <a href="https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml">https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml</a>

## Policy and Funding

### School Funding

ESSE Relief Fund (CARES)	The district's allocation for the CARES Act is \$107,830.00.
Allocation and Uses	<ul style="list-style-type: none"> <li>• Used on educational technology, supplies for cleaning and disinfecting, supplemental instructional programs and PPEs</li> <li>• View as one-time, nonrecurring; supplement not supplant does not apply</li> </ul>

### Federal Emergency Management Agency (FEMA)

Eligibility	FEMA will reimburse up to 75% of eligible expenses that are the direct result of declared emergency. PPE and disinfecting common areas, payer of last resort.
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### State School Aid

Accounting	Districts will revise budgets to reflect state aid amounts
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### Purchasing

Procedures	District will continue to utilize state contracts and cooperative purchasing networks such as ESCNJ where available and advantageous to do so.
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### Reserve Accounts, Transfers, Cash Flow

Unexpected Needs Emergency Accounts Transfers Cash Flow	District does not have emergency reserves but will continue to use any surplus in budgeted line items and adhere to the statutory requirements for transfers.
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### Costs and Contracting

E-rate program  Cooperative Contracts, Purchasing Information, and resources for Districts and Families	District already participates in the federal E-rate program for technology needs and cooperative purchasing of electricity through ACES and will continue to do so. District will also continue to utilize cooperative purchasing networks where available and advantageous to do so.
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## Continuity of Learning

### Student Growth, Special Populations

#### Student Growth 2019 – 2020

Assumptions Student Growth	<ul style="list-style-type: none"> <li>• Teachers will use pre-assessments to determine baseline starting points for each standard.</li> <li>• Ensure constant communication among staff serving subgroups, identify and remediate student needs.</li> </ul>
Prioritizing Students Who Need In-Person instruction Most	

### Delivery of Special Education and Related Services

#### Students with Special Needs

<p>Medically Fragile Students</p> <p>Growth Students with Disabilities</p> <p>Evaluation Processes</p> <p>Postsecondary Plans</p> <p>Communication</p>	<p>Our Child Study Team, including CST Supervisor, will work closely with our special education teachers to ensure we meet our obligations to students with disabilities and other special populations to the greatest extent possible. As always, we will review academic data and IEP goals to assess potential regression. The curriculum supervisor and LDT-C will be available to provide feedback on how to break down IEP goals into links, or smaller objectives, when needed. The case managers will consider amending IEPs when they no longer match a child’s individualized needs. However, our special education department will work together to implement IEPs and 504s with as much fidelity as possible. Additionally, our ESL and basic skills students will continue to receive interventions, whether in the hybrid or remote learning models.</p> <p>Our students’ and teachers; safety is paramount. Masks are a requirement in our district plan; however, we know that, due to specific medical situations and the nature of some disabilities--and how those may impact individuals--some students will not be able to wear a mask for all or parts of their day. Likewise, social distancing may be more challenging for some students than others. Case managers and IEP teams will work with parents, students, and CST Supervisor to determine individualized accommodations in these situations. To attempt to follow the guidelines of the CDC, we will provide additional safety by having our special education students follow our Blue and Gold cohort models, further maximizing classroom space to allow for our students’ unique needs.</p> <p>We have received guidance from the NJ DOE in terms of evaluations and re-evaluations. In order to get the most accurate and valid data possible, we are electing to minimize evaluations during the pandemic. The CST has been instructed to use all available data to make determinations on programming, always erring on the side of providing students with services. Additional data can be collected and incorporated into plans when it is safe to do so. For individual situations, with approval from the CST Supervisor, testing may be administered, with all district safety protocols in place.</p> <p>While all students will regress to varying degrees during the pandemic, our special education populations will be monitored closely, and consideration will be given for compensatory services, when applicable.</p> <p>Our Related Service providers (Speech, Occupational Therapy, Physical Therapy, Augmentative and Alternative Communication, Behavioral Services, etc.) will be given the details on our hybrid and remote scheduling plans and will coordinate their sessions based on the Blue and Gold model. These services, as well as counseling, will be offered virtually where possible.</p> <p>Clear communication between our department and our parents will be essential, as we work together to ensure our students continue to progress toward their goals.</p>
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## Technology, Connectivity, Participation, Platforms

### Technology and Connectivity

Devices  Connectivity Setup/Training	<ul style="list-style-type: none"> <li>• Secure device for every student P-8</li> <li>• Survey every household; investigate best option and order necessary connectivity devices</li> <li>• Provide parents and staff the necessary training to properly use technology</li> </ul>
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### Technology Considerations

Tracking Participation Rates  Attendance Platforms Technical Assistance	<ul style="list-style-type: none"> <li>• District has 1:1 student/tablet ratio where every student will have access to a device for at distance learning. For students without internet access, the district plans to provide limited hotspot access using the CARES grant funding and will also provide paper packets when hotspots are unavailable.</li> <li>• Use of online participation and assignment completion will be used for attendance during Remote Learning.</li> <li>• Official District Platforms: Zoom, Seesaw, OnCourse Classroom, One Note, Microsoft 365 TEAMS, BrainPop. Others at teacher discretion.</li> <li>• Technical assistance will be provided by appointment.</li> </ul>
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## Curriculum, Instruction, Assessment

### Delivering High Quality Instruction in Hybrid Environment

Staff Training/Refinement, Equitable Access, Engagement, Assessment, Relationships, Consistency	Focus training on remote essentials as well as planning for hybrid model: <ul style="list-style-type: none"> <li>• Ensure every student has device, access, and means of tracking use and personal follow-up</li> <li>• Identify and publish promising practices to maximize engagement and effectiveness</li> <li>• Identify successful means of assessing student progress</li> <li>• Dedicate time to build relationships</li> <li>• Assess only priority standards (as identified by C&amp;I team during July 2020). Ensure the focus of instruction is on what students need to be successful.</li> <li>• Ensure consistency across grades/ content areas through collaboration</li> <li>• Train teachers in mastering the art of formative assessment</li> </ul>
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### Virtua and Hybrid – Curriculum

Loss of Learning and Learning Gaps, Accelerated Learning, Prioritize Learning Goals, Communication, Consistency	<ul style="list-style-type: none"> <li>• Focus on this school year with a merit lens, rather than a deficit lens.</li> <li>• Work with what students already know and can do to enhance their knowledge.</li> <li>• Use pre-assessments and formative assessments as a pacing guide.</li> <li>• Provide students with grade level materials along with appropriate supports to fill in gaps</li> <li>• Adapt curriculum to include areas where teachers may need to support gaps in skills</li> <li>• Monitor progress on grade-level content and adjust support with both current and prerequisite skills</li> <li>• Assignments should be consistent with targeted standards.</li> <li>• Communication through official district channels (email, Seesaw).</li> <li>• Consistent expectations for all staff members and students are outlined in the hybrid guidance document.</li> </ul>
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### Virtual and Hybrid - Instruction

Shared understanding, Types of Learning, Goal Clarity, Creativity	<ul style="list-style-type: none"> <li>• We will be utilizing Seesaw (P-5), OneNote (4-8), Teams (optional), and Zoom (mandatory) for remote synchronous and asynchronous learning.</li> <li>• Staff will receive a schedule for the days and times they are expected to work with students synchronously, monitor work asynchronously, and online hold office hours.</li> </ul>
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	<ul style="list-style-type: none"> <li>• The school community will receive a document outlining expectations for staff, student, and parents throughout hybrid learning.</li> </ul>
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**Virtual and Hybrid – Assessment**

Types of Assessments, Assessment Strategy, Professional Development, Importance	<ul style="list-style-type: none"> <li>• Pre-assessment, formative, summative assessments</li> <li>• Allocate time for assessment PD</li> <li>• Assessments will be targeted towards the standards being taught.</li> </ul>
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**Professional Learning**

Remote/Hybrid Learning, Learning Loss/Gaps, Planning Time, Technology, Ongoing Professional Learning, Professional Development Plans, Mentoring, Evaluation, ScIP	<ul style="list-style-type: none"> <li>• Use Remote Learning Leaders work to help identify best practices</li> <li>• Planning and collaboration time will be held on Fridays.</li> <li>• Office of C&amp;I will continue to train teachers on district mandated programs.</li> <li>• Teachers will select and use supplemental technology tools</li> <li>• Teachers will provide training and usage expectations to their students.</li> <li>• Required for new staff; consistent, but remote is fine</li> <li>• Pay attention to updated guidance, be prepared to follow current regs</li> <li>• Continue to utilize ScIP committee to support instruction and student achievement</li> </ul>
Provisional Teachers, Non-tenured Teachers, Corrective Action Plans	<ul style="list-style-type: none"> <li>• Somerdale School District will continue to follow policies and protocols for Teacher Certifications</li> </ul>

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.	-
Cohort	The color group a student has been assigned to (either Blue or Gold). Students in grades 6-8 will be assigned a color and number cohort for synchronous learning.	-

Hybrid Learning Model

- **Students**
  - All students will be divided into two cohorts, either Blue or Gold.
    - Example: A teacher's class has 21 students enrolled. 10 will be Blue and 11 will be Gold.
    - The cohorts will not mix or overlap.
  - In grades 6-8, each section will be known as Blue1, Blue2, Blue3 for identification and remote scheduling.
    - Example: Ms. Cordivari teaches 3 sections of 6th grade ELA. Her period 1-2 class is section 1, period 3-4 is section 2, period 7-8 is section 3. The students in each section will be divided into Blue or Gold cohorts, therefore known as Blue1, Blue2, Blue3, or Gold1, Gold2, Gold3.
  - All students PreK-8 will have the option for an in-school session with their teachers 2 days per week.
    - All PreK students will follow the traditional AM PreK schedule (8:20-10:50)
    - All students K-8 will follow the traditional ½ day schedule.
      - Students in grades PreK through 2 will be allowed to have snack in the classroom.
    - All students will rotate through their special area classes on an A-J letter day basis.
  - Students who have selected the fully remote option will still be assigned to either a blue or gold cohort.
  - Students will be responsible for completing asynchronous assignments and attending PM remote sessions, as well as any scheduled office hours.
  - Pre-K students will have a remote synchronous session with their teacher 1 day per week
    - The teacher will set the schedule and communicate that to parents.
  - All students K-8 will have a remote synchronous session with their teachers 2 days per week.
    - The session will take place via Zoom at the same time every week. (see schedule below)
    - 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 (see schedule below).
    - 3-5 will have two asynchronous assignments per day (see schedule below).
    - 6-8 will have two asynchronous assignments per day (see schedule below).
  - No students are scheduled to attend school on Fridays.
    - Fridays are reserved for teacher prep, 1:1 intervention, faculty meetings, and asynchronous learning.
- **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.
  - Student schedules and grades will be available through OnCourse.
  - Student email is available through Microsoft 365.
  - Students in grades 6-8 will use Microsoft OneNote for asynchronous learning.
  - All grades will use Zoom for synchronous learnings.
  - Teachers may choose to use other learning platforms in conjunction with those stated above.
- **Teacher Expectations**
  - All teachers will communicate with families through email.
  - Teachers may choose to use text messaging apps (Remind, Talking Points, Google Voice, Dojo, etc).
  - PreK-8 teachers will hold synchronous class meetings for each cohort on a rotating schedule from 1:40-3:10. (see schedule below).
  - Content area teachers

- Will assign no more than 30 minutes (6-8) or 15 minutes (K-5) of asynchronous assignments for each day that students are remote.
- 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 see and assess students during in-school instruction only.
    - K-5 special area teachers will assign 1 enrichment assignment per week on Seesaw. This assignment will not be graded for students who choose the in-school model.
    - Students who do not attend in-school sessions will be assessed via the enrichment assignments from their specials teachers on Seesaw.
  - 6-8 Special area teachers will hold office hours according to schedule
    - Will assign approximately 15 minutes of asynchronous assignments each week.
    - 6-8 grade students will attend office hours according to schedule set by teacher.
- 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.
  - Teachers will collaborate to schedule 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**
  - Teachers and parents will work together 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.

## My Hybrid Learning Day at Somerdale Park School

	Monday	Tuesday	Wednesday	Thursday	Friday					
<b>Morning</b> (8:17-12:33) <small>Lunch/Recess from 12:33-1:40</small>	<b>At School</b>	<b>At School</b>	<b>At School</b>	<b>At School</b>	<b>At home:</b> Work on your own or meet with teachers online.					
										
<b>Afternoon</b> (1:40-3:10)	<b>Meet with teachers online</b> 	<b>Work on my own at home</b> 	<b>Meet with teachers online</b> 	<b>Work on my own at home</b> 	<b>Work on my own at home</b> 	<b>Meet with teachers online</b> 	<b>Work on my own at home</b> 	<b>Meet with teachers online</b> 	<b>At home:</b> Work on your own or meet with teachers online.	<b>At home:</b> Work on your own or meet with teachers online.
										

### When I learn at school...

**Before School:**

- My parents make sure I do not have any symptoms or signs of COVID. I get ready for school.

**Arrival:**

- I go to my designated entrance at 8:15, staying six feet apart from other students. I make sure my mask is on the right way.
- I have my temperature taken, then I walk to my classroom with my teacher.

**In My Classroom:**

- I sit at my desk that is spaced six feet from my classmates.
- If I need to get up, I follow the routine my teacher set. I always wear my mask.
- My specials teachers come to my classroom. If it is a nice day, I will go outside for gym.

**Dismissal:**

- I leave the building at 12:33 at the same door I came in.
- My teacher tells me when it is my turn to leave.

### When I learn at home...

**Before School:**

- I get ready for school.
- I look at my schedule for the day.

**Morning:**

- I continue my learning by reading, practicing, or working on projects my teacher has assigned.
- I check my schedule for the afternoon.

**Afternoon:**

- I meet with my teachers on Zoom.
- I can email my specials teachers to schedule a meeting with them.
- I keep working on my assignments.

**After School:**

- I check my schedule for the next day.
- I make sure my tablet is charging and ready for tomorrow.

### On Fridays...

**Before School:**

- I get ready for school.
- I look at my schedule for the day.

**During the Day:**

- I continue working on this week's activities on my own.
- When I need extra help from my teacher, I can email or Zoom with them.

**After School:**

- I make sure my tablet is charging and ready for the next time I need it.
- I take a deep breath and tell myself I did my best this week.

[www.somerdale-park.org](http://www.somerdale-park.org)

856-783-6261

@SomerdalePark

**Grades 6-8 Hybrid Schedule:**

IS	In School
AS	Asynchronous

**6<sup>th</sup> Grade Hybrid Schedule**

**BLUE COHORT HYBRID LEARNING SCHEDULE**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:17 – 12:33	Blue In-Person Learning	Blue In-Person Learning	Science Asynchronous SS Asynchronous	ELA Asynchronous Math Asynchronous	Full Remote Learning
12:33 – 1:40	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	N/A
1:40 – 2:10	ELA Office Hours Math Office Hours	Science Office Hours SS Office Hours	Pd. 1 Science Pd. 5 SS Cordivari HR Specials Office Hours (6-2)	Pd. 3 & 4 ELA Pd. 3 & 4 Math Cordivari HR Specials Office Hours (6-2)	Full Remote Learning
2:10 – 2:40	ELA Office Hours Math Office Hours	Science Office Hours SS Office Hours	Pd. 6 Science Pd. 4 SS Butler HR Specials Office Hours (6-3)	Pd. 1 & 2 ELA Pd. 1 & 2 Math Butler HR Specials Office Hours (6-3)	Full Remote Learning
2:40 – 3:10	ELA Office Hours Math Office Hours	Science Office Hours SS Office Hours	Pd. 3 Science Pd. 2 SS Noonan HR Specials Office Hours (6-1)	Pd. 5 & 6 ELA Pd. 5 & 6 Math Noonan HR Specials Office Hours (6-1)	Full Remote Learning

**GOLD COHORT HYBRID LEARNING SCHEDULE**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:17 – 12:33	Science Asynchronous SS Asynchronous	ELA Asynchronous Math Asynchronous	Gold In-Person Learning	Gold In-Person Learning	Full Remote Learning
12:33 – 1:40	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	N/A
1:40 – 2:10	Pd. 1 Science Pd. 5 SS Cordivari HR Specials Office Hours (6-2)	Pd. 3 & 4 ELA Pd. 3 & 4 Math Cordivari HR Specials Office Hours (6-2)	ELA Office Hours Math Office Hours	Science Office Hours SS Office Hours	Full Remote Learning
2:10 – 2:40	Pd. 6 Science Pd. 4 SS Butler HR Specials Office Hours (6-3)	Pd. 1 & 2 ELA Pd. 1 & 2 Math Butler HR Specials Office Hours (6-3)	ELA Office Hours Math Office Hours	Science Office Hours SS Office Hours	Full Remote Learning
2:40 – 3:10	Pd. 3 Science Pd. 2 SS Noonan HR Specials Office Hours (6-1)	Pd. 5 & 6 ELA Pd. 5 & 6 Math Noonan HR Specials Office Hours (6-1)	ELA Office Hours Math Office Hours	Science Office Hours SS Office Hours	Full Remote Learning



## 7<sup>th</sup> Grade Hybrid Schedule

### BLUE COHORT HYBRID LEARNING SCHEDULE

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:17 – 12:33	Blue In-Person Learning	Blue In-Person Learning	SS Asynchronous ELA Asynchronous	Science Asynchronous Math Asynchronous	Full Remote Learning
12:33 – 1:40	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	N/A
1:40 – 2:10	Science Office Hours Math Office Hours	SS Office Hours ELA Office Hours	Pd. 3 & 4 ELA Pd. 3 SS Travarelli HR Specials Office Hours (7-2)	Pd. 1 & 2 Math Pd. 4 Science Travarelli HR Specials Office Hours (7-2)	Full Remote Learning
2:10 – 2:40	Science Office Hours Math Office Hours	SS Office Hours ELA Office Hours	Pd. 1 & 2 ELA Pd. 2 SS Rollick HR Specials Office Hours (7-3)	Pd. 7 & 8 Math Pd. 1 Science Rollick HR Specials Office Hours (7-3)	Full Remote Learning
2:40 – 3:10	Science Office Hours Math Office Hours	SS Office Hours ELA Office Hours	Pd. 7 & 8 ELA Pd. 8 SS Gorman HR Specials Office Hours (7-1)	Pd. 3 & 4 Math Pd. 7 Science Gorman HR Specials Office Hours (7-1)	Full Remote Learning

### GOLD COHORT HYBRID LEARNING SCHEDULE

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:17 – 12:33	SS Asynchronous ELA Asynchronous	Science Asynchronous Math Asynchronous	Gold In-Person Learning	Gold In-Person Learning	Full Remote Learning
12:33 – 1:40	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	N/A
1:40 – 2:10	Pd. 3 & 4 ELA Pd. 3 SS Travarelli HR Specials Office Hours (7-2)	Pd. 1 & 2 Math Pd. 4 Science Travarelli HR Specials Office Hours (7-2)	Science Office Hours Math Office Hours	SS Office Hours ELA Office Hours	Full Remote Learning
2:10 – 2:40	Pd. 1 & 2 ELA Pd. 2 SS Rollick HR Specials Office Hours (7-3)	Pd. 7 & 8 Math Pd. 1 Science Rollick HR Specials Office Hours (7-3)	Science Office Hours Math Office Hours	SS Office Hours ELA Office Hours	Full Remote Learning
2:40 – 3:10	Pd. 7 & 8 ELA Pd. 8 SS Gorman HR Specials Office Hours (7-1)	Pd. 3 & 4 Math Pd. 7 Science Gorman HR Specials Office Hours (7-1)	Science Office Hours Math Office Hours	SS Office Hours ELA Office Hours	Full Remote Learning



## 8<sup>th</sup> Grade Hybrid Schedule

### BLUE COHORT HYBRID LEARNING SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:17 – 12:33	Blue In-Person Learning	Blue In-Person Learning	Math Asynchronous ELA Asynchronous	Science Asynchronous SS Asynchronous	Full Remote Learning
12:33 – 1:40	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	N/A
1:40 – 2:10	Science Office Hours SS Office Hours	Math Office Hours ELA Office Hours	Pd. 1 & 2 Math Pd. 1 & 2 ELA Ratajski HR Specials Office Hours (8-2)	Pd. 1 SS Pd. 7 Science Ratajski HR Specials Office Hours (8-2)	Full Remote Learning
2:10 – 2:40	Science Office Hours SS Office Hours	Math Office Hours ELA Office Hours	Pd. 5 & 6 Math Pd. 5 & 6 ELA Palo HR Specials Office Hours (8-3)	Pd. 6 SS Pd. 2 Science Palo HR Specials Office Hours (8-3)	Full Remote Learning
2:40 – 3:10	Science Office Hours SS Office Hours	Math Office Hours ELA Office Hours	Pd. 7 & 8 Math Pd. 7 & 8 ELA O'Neill HR Specials Office Hours (8-1)	Pd. 8 SS Pd. 5 Science O'Neill HR Specials Office Hours (8-1)	Full Remote Learning

### GOLD COHORT HYBRID LEARNING SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:17 – 12:33	Math Asynchronous ELA Asynchronous	Science Asynchronous SS Asynchronous	Gold In-Person Learning	Gold In-Person Learning	Full Remote Learning
12:33 -1:40	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	N/A
1:40 – 2:10	Pd. 1 & 2 Math Pd. 7 & 8 ELA Ratajski HR Specials Office Hours (8-2)	Pd. 1 SS Pd. 7 Science Ratajski HR Specials Office Hours (8-2)	Science Office Hours SS Office Hours	Math Office Hours ELA Office Hours	Full Remote Learning
2:10 – 2:40	Pd. 5 & 6 Math Pd. 1 & 2 ELA Palo HR Specials Office Hours (8-3)	Pd. 6 SS Pd. 2 Science Palo HR Specials Office Hours (8-3)	Science Office Hours SS Office Hours	Math Office Hours ELA Office Hours	Full Remote Learning
2:40 – 3:10	Pd. 7 & 8 Math Pd. 5 & 6 ELA O'Neill HR Specials Office Hours (8-1)	Pd. 8 SS Pd. 5 Science O'Neill HR Specials Office Hours (8-1)	Science Office Hours SS Office Hours	Math Office Hours ELA Office Hours	Full Remote Learning

### Grades K-5 Hybrid Schedule:

Day/Time	Monday	Tuesday	Wednesday	Thursday	Friday
AM (8:13-12:33)	Blue IS Gold K-2 Math OR Science AS 3-5 Math AND Science AS	Blue IS Gold K-2 ELA OR SS AS 3-5 ELA AND SS AS	Blue K-2 Math OR Science AS 3-5 Math AND Science AS Gold IS	Blue K-2 ELA OR SS AS 3-5 Math AND Science AS Gold IS	Remote for all
12:33-1:40 Lunch/Recess					
PM Remote (1:40-3:10)	Gold 1:40-2:20 Math 2:30-3:10 Science	Gold 1:40-2:20 ELA 2:30-3:10 SS	Blue 1:40-2:20 Math 2:30-3:10 Science	Blue 1:40-2:20 ELA 2:30-3:10 SS	Remote for all

## A-E Day schedule for September

A Day = Monday  
 B Day = Tuesday  
 C Day = Wednesday  
 D Day = Thursday  
 E Day = Friday

Students and staff will use the key above to determine which schedule they will follow when in school. Note: The actual day of the week and the schedule to be followed do not always align.

For example, students may follow their Wednesday school schedule on a Monday.

# September 2020

BLUE: Students with last names beginning with A—L							GOLD: Students with last names beginning with M—Z						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5							
6	7	8 <b>B</b>	9 <b>A</b>	10 <b>B</b>	11 Blue / Gold Full Remote	12							
13	14 <b>C</b>	15 <b>D</b>	16 <b>C</b>	17 <b>D</b>	18 Blue / Gold Full Remote	19							
20	21 <b>E</b>	22 <b>A</b>	23 <b>E</b>	24 <b>A</b>	25 Blue / Gold Full Remote	26							
27	28 <b>B</b>	29 <b>C</b>	30 <b>B</b>										

## Full Remote Learning Model – Parent Guide

### 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

- **Student Expectations**
  - Students will be responsible for completing asynchronous assignments and attending remote sessions, as well as any scheduled office hours.
    - Pre-K students will have a remote synchronous session with their teacher at least 1 day per week
      - The teacher will set the schedule and communicate that to parents.
    - All students K-8 will have a remote synchronous session with their teachers 4 days per week.
      - The session will take place via Zoom at the same time every week. (see schedule below)
      - The schedule rotates through periods 1-4 on Mon/Weds, and 5-8 on Tues/Thurs for grades 6-8.
      - The schedule rotates through content areas for grades K-5.
      - 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.
    - No students are scheduled to attend synchronous sessions on Fridays.
      - Fridays are reserved for teacher prep, 1:1 intervention, faculty meetings, and asynchronous learning.
- **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](#).


2. What will my child's daily schedule be?
  - i. **See the visual schedules below.**




### My Virtual Learning Day with Somerdale Park School:

I follow my schedule from OnCourse. I check my email and calendar every morning.  
**Asynchronous:** when I work on my assignments by myself  
**Synchronous:** when I meet with a teacher on Zoom


Grades K-5	Monday	Tuesday	Wednesday	Thursday	Friday: Catch Up Day
8:15-8:45	<b>Teachers:</b> Office Hours	<b>Teachers:</b> Office Hours	<b>Teachers:</b> Office Hours	<b>Teachers:</b> Office Hours	<b>Teachers:</b> Prep
8:45-10:00	<b>ELA</b> Synchronous	<b>Math</b> Synchronous	<b>ELA</b> Synchronous	<b>Math</b> Synchronous	<b>Teachers:</b> Meetings <b>Students:</b> Asynchronous
10:00-10:20	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Teachers:</b> Meetings <b>Students:</b> Break
10:20-10:45	<b>K-5 Specialists*</b> Synchronous	<b>K-5 Specialists*</b> Synchronous	<b>K-5 Specialists*</b> Synchronous	<b>K-5 Specialists*</b> Synchronous	<b>Teachers:</b> Meetings <b>Students:</b> Asynchronous
10:50-12:05	<b>Social Studies</b> Synchronous	<b>Science</b> Synchronous	<b>Social Studies</b> Synchronous	<b>Science</b> Synchronous	<b>Teachers:</b> Office Hours <b>Students:</b> Asynchronous
12:05-1:05	<b>Lunch/Recess</b>	<b>Lunch/Recess</b>	<b>Lunch/Recess</b>	<b>Lunch/Recess</b>	<b>Teachers:</b> Lunch <b>Students:</b> Lunch/Recess
1:05-3:15	<b>Teachers:</b> Prep/Office Hours/Intervention (ESL, Wilson, STEPS, etc.) <b>Students:</b> Asynchronous or synchronous by appointment	<b>Teachers:</b> Prep/Office Hours/Intervention (ESL, Wilson, STEPS, etc.) <b>Students:</b> Asynchronous or synchronous by appointment	<b>Teachers:</b> Prep/Office Hours/Intervention (ESL, Wilson, STEPS, etc.) <b>Students:</b> Asynchronous or synchronous by appointment	<b>Teachers:</b> Prep/Office Hours/Intervention (ESL, Wilson, STEPS, etc.) <b>Students:</b> Asynchronous or synchronous by appointment	<b>Teachers:</b> Prep/Office Hours/Intervention (ESL, Wilson, STEPS, etc.) <b>Students:</b> Asynchronous or synchronous by appointment



**Asynchronous:**  
I work on my own.



**Synchronous:**  
I meet with my teacher.




**Office Hours:**  
I can meet with or email my teacher.

Monday - Thursday	Fridays...
<p><b>Before School:</b></p> <ul style="list-style-type: none"> <li>I get ready for school.</li> <li>I look at my schedule for the day.</li> <li>I check my email and calendar.</li> </ul> <p><b>During School:</b></p> <ul style="list-style-type: none"> <li>I meet with my teachers on Zoom.</li> <li>I follow the routines that my teachers have set.</li> </ul> <p><b>After School:</b></p> <ul style="list-style-type: none"> <li>I check my schedule for the next day.</li> <li>I make sure my tablet is charging and ready for tomorrow.</li> </ul>	<p><b>Before School:</b></p> <ul style="list-style-type: none"> <li>I get ready for school.</li> <li>I look at my schedule for the day.</li> </ul> <p><b>During the Day:</b></p> <ul style="list-style-type: none"> <li>I continue working on this week's activities on my own.</li> <li>When I need extra help from my teacher, I can email or Zoom with them.</li> </ul> <p><b>After School:</b></p> <ul style="list-style-type: none"> <li>I make sure my tablet is charging and ready for the next time I need it.</li> <li>I take a deep breath and tell myself I did my best this week.</li> </ul>


### My Virtual Learning Day with Somerdale Park School:

I follow my schedule from OnCourse. I check my email and calendar every morning.  
**Asynchronous:** when I work on my assignments by myself  
**Synchronous:** when I meet with a teacher on Zoom


Grades 6-8	Monday: A Day	Tuesday: B Day	Wednesday: C Day	Thursday: D Day	Friday: Catch Up Day
8:17-8:45	<b>Teachers:</b> Office Hours	<b>Teachers:</b> Office Hours	<b>Teachers:</b> Office Hours	<b>Teachers:</b> Office Hours	<b>Teachers:</b> Prep
8:45-9:30	<b>Period 1:</b> Synchronous	<b>Period 5:</b> Synchronous	<b>Period 1:</b> Synchronous	<b>Period 5:</b> Synchronous	<b>Teachers:</b> Meetings <b>Students:</b> Asynchronous
9:35-10:20	<b>Period 2:</b> Synchronous	<b>Period 6:</b> Synchronous	<b>Period 2:</b> Synchronous	<b>Period 6:</b> Synchronous	<b>Teachers:</b> Meetings <b>Students:</b> Asynchronous
10:20-10:45	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Teachers:</b> Meetings <b>Students:</b> Break
10:45-11:30	<b>Period 3:</b> Synchronous	<b>Period 7:</b> Synchronous	<b>Period 3:</b> Synchronous	<b>Period 7:</b> Synchronous	<b>Teachers:</b> Office Hours <b>Students:</b> Asynchronous
11:35-12:20	<b>Period 4:</b> Synchronous	<b>Period 8:</b> Synchronous	<b>Period 4:</b> Synchronous	<b>Period 8:</b> Synchronous	<b>Teachers:</b> Office Hours <b>Students:</b> Asynchronous
12:20-1:15	<b>Lunch/Recess</b>	<b>Lunch/Recess</b>	<b>Lunch/Recess</b>	<b>Lunch/Recess</b>	<b>Lunch/Recess</b>
1:15-3:10	<b>Teachers:</b> Prep/Office Hours/Intervention (ESL, Wilson, STEPS, etc.) <b>Students:</b> Asynchronous or synchronous by appointment	<b>Teachers:</b> Prep/Office Hours/Intervention (ESL, Wilson, STEPS, etc.) <b>Students:</b> Asynchronous or synchronous by appointment	<b>Teachers:</b> Prep/Office Hours/Intervention (ESL, Wilson, STEPS, etc.) <b>Students:</b> Asynchronous or synchronous by appointment	<b>Teachers:</b> Prep/Office Hours/Intervention (ESL, Wilson, STEPS, etc.) <b>Students:</b> Asynchronous or synchronous by appointment	<b>Teachers:</b> Prep/Office Hours/Intervention (ESL, Wilson, STEPS, etc.) <b>Students:</b> Asynchronous or synchronous by appointment



**Asynchronous:**  
I work on my own.



**Synchronous:**  
I meet with my teacher.



**Office Hours:**  
I can meet with or email my teacher.

Monday - Thursday	Fridays...
<p><b>Before School:</b></p> <ul style="list-style-type: none"> <li>I get ready for school.</li> <li>I look at my schedule for the day.</li> <li>I check my email and calendar.</li> </ul> <p><b>During School:</b></p> <ul style="list-style-type: none"> <li>I meet with my teachers on Zoom.</li> <li>I follow the routines that my teachers have set.</li> </ul> <p><b>After School:</b></p> <ul style="list-style-type: none"> <li>I check my schedule for the next day.</li> <li>I make sure my tablet is charging and ready for tomorrow.</li> </ul>	<p><b>Before School:</b></p> <ul style="list-style-type: none"> <li>I get ready for school.</li> <li>I look at my schedule for the day.</li> </ul> <p><b>During the Day:</b></p> <ul style="list-style-type: none"> <li>I continue working on this week's activities on my own.</li> <li>When I need extra help from my teacher, I can email or Zoom with them.</li> </ul> <p><b>After School:</b></p> <ul style="list-style-type: none"> <li>I make sure my tablet is charging and ready for the next time I need it.</li> <li>I take a deep breath and tell myself I did my best this week.</li> </ul>



Starting date 7/1/2021 Ending date 8/31/2021 Fund: 10 GENERAL FUND

Assets and Resources

**Assets:**

101	Cash in bank		\$1,985,590.85
102 - 106	Cash Equivalents		\$200.00
111	Investments		\$0.00
116	Capital Reserve Account		\$743,309.56
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	\$3,284.44	
142	Intergovernmental - Federal	\$0.00	
143	Intergovernmental - Other	(\$7,459.26)	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	(\$4,174.82)

Loans Receivable:

131	Interfund	\$13,909.82	
151, 152	Other (Net of estimated uncollectable of \$_____)	\$0.00	\$13,909.82

Other Current Assets

\$13,619.98

**Resources:**

301	Estimated revenues	\$8,697,405.00	
302	Less revenues	(\$819,616.19)	\$7,877,788.81

**Total assets and resources**

**\$10,630,244.20**



Starting date 7/1/2021 Ending date 8/31/2021 Fund: 10 GENERAL FUND

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$7,098.09
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$0.00
	Other current liabilities		\$0.00
	<b>Total liabilities</b>		<b>\$7,098.09</b>

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances		\$6,313,481.96
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	\$9,550,587.51	
602	Less: Expenditures	(\$658,755.71)	
	Less: Encumbrances	(\$6,259,223.30)	(\$6,917,979.01)
	Total appropriated		\$10,747,227.31

Unappropriated:

770	Fund balance, July 1		\$410,083.31
771	Designated fund balance		\$0.00
303	Budgeted fund balance		(\$534,164.51)
	Total fund balance		\$10,623,146.11
	<b>Total liabilities and fund equity</b>		<b><u>\$10,630,244.20</u></b>



Starting date 7/1/2021 Ending date 8/31/2021 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	819,616	Under	4,105,838
00520	SUBTOTAL – Revenues from State Sources	3,751,036	0	3,751,036	0	Under	3,751,036
00570	SUBTOTAL – Revenues from Federal Sources	20,915	0	20,915	0	Under	20,915
	<b>Total</b>	<b>8,697,405</b>	<b>0</b>	<b>8,697,405</b>	<b>819,616</b>		<b>7,877,789</b>
Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
03200	TOTAL REGULAR PROGRAMS - INSTRUCTION	2,940,737	258	2,940,995	115,942	2,543,608	281,445
10300	Total Special Education - Instruction	791,511	0	791,511	403	413,003	378,105
11160	Total Basic Skills/Remedial – Instruct.	344,640	0	344,640	99	171,616	172,924
12160	Total Bilingual Education – Instruction	67,427	0	67,427	99	28,613	38,715
17100	Total School-Sponsored Co/Extra Curricular	54,079	0	54,079	0	32,515	21,564
17600	Total School-Sponsored Athletics – Instr	45,520	0	45,520	0	22,045	23,476
20620	Total Summer School	51,760	0	51,760	10,970	15,194	25,595
29180	Total Undistributed Expenditures - Instr	276,509	0	276,509	0	0	276,509
29680	Total Undistributed Expenditures – Atten	15,192	0	15,192	1,094	5,470	8,628
30620	Total Undistributed Expenditures – Healt	98,040	0	98,040	0	88,752	9,288
40580	Total Undistributed Expend – Speech, OT,	132,929	0	132,929	172	130,066	2,691
41080	Total Undist. Expend. – Other Supp. Serv	41,700	0	41,700	0	41,700	0
41660	Total Undist. Expend. – Guidance	63,682	0	63,682	500	58,232	4,950
42200	Total Undist. Expend. – Child Study Team	298,248	0	298,248	22,689	262,116	13,443
43200	Total Undist. Expend. – Improvement of I	154,724	0	154,724	23,705	115,822	15,197
43620	Total Undist. Expend. – Edu. Media Serv.	106,881	0	106,881	1,705	97,766	7,410
44180	Total Undist. Expend. – Instructional St	18,781	0	18,781	0	1,875	16,906
45300	Support Serv. - General Admin	329,585	0	329,585	58,864	230,574	40,148
46160	Support Serv. - School Admin	109,619	0	109,619	18,493	85,663	5,463
47200	Total Undist. Expend. – Central Services	175,047	0	175,047	30,851	132,446	11,750
47620	Total Undist. Expend. – Admin. Info. Tec	89,270	14,400	103,670	25,711	70,629	7,331
51120	Total Undist. Expend. – Oper. & Maint. O	783,062	1,036	784,098	126,689	488,262	169,147
52480	Total Undist. Expend. – Student Transpor	347,579	0	347,579	0	1,000	346,579
71260	TOTAL PERSONNEL SERVICES –EMPLOYEE	1,601,591	0	1,601,591	220,769	1,209,080	171,742
75880	TOTAL EQUIPMENT	187,342	(14,400)	172,942	0	5,631	167,311
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
	<b>Total</b>	<b>9,549,294</b>	<b>1,294</b>	<b>9,550,588</b>	<b>658,756</b>	<b>6,259,223</b>	<b>2,632,609</b>

Starting date 7/1/2021 Ending date 8/31/2021 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	818,709	Under	4,093,545
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	907	Under	293
00410	10-3116	School Choice Aid	237,789	0	237,789	0	Under	237,789
00420	10-3121	Categorical Transportation Aid	31,147	0	31,147	0	Under	31,147
00440	10-3132	Categorical Special Education Aid	355,717	0	355,717	0	Under	355,717
00460	10-3176	Equalization Aid	3,042,061	0	3,042,061	0	Under	3,042,061
00470	10-3177	Categorical Security Aid	84,322	0	84,322	0	Under	84,322
00540	10-4200	Medicaid Reimbursement	20,915	0	20,915	0	Under	20,915
Total			8,697,405	0	8,697,405	819,616		7,877,789
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	0	244,985	0
02100	11-120-___-101	Grades 1-5 – Salaries of Teachers	1,194,231	0	1,194,231	0	1,194,231	0
02120	11-130-___-101	Grades 6-8 – Salaries of Teachers	991,616	0	991,616	0	991,616	0
02500	11-150-100-101	Salaries of Teachers	1,600	0	1,600	0	1,600	0
03020	11-190-1__-320	Purchased Professional – Educational Ser	128,323	0	128,323	0	0	128,323
03060	11-190-1__-[4-5]	Other Purchased Services (400-500 series	143,990	0	143,990	104,775	25,017	14,198
03080	11-190-1__-610	General Supplies	190,013	(2,566)	187,447	8,800	85,701	92,945
03100	11-190-1__-640	Textbooks	2,799	2,824	5,623	2,367	457	2,799
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	0	406,904	0
07040	11-213-100-320	Purchased Professional-Educational Servi	377,496	0	377,496	0	0	377,496
07100	11-213-100-610	General Supplies	1,917	0	1,917	98	1,299	520
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	0	4,800	0
11000	11-230-100-101	Salaries of Teachers	167,996	0	167,996	0	167,996	0
11040	11-230-100-320	Purchased Professional-Education Service	171,638	0	171,638	0	0	171,638
11100	11-230-100-610	General Supplies	5,006	0	5,006	99	3,620	1,286
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	0	32,130	0
17020	11-401-100-[3-5]	Purchased Services (300-500 series)	15,839	0	15,839	0	385	15,454
17040	11-401-100-6__	Supplies and Materials	6,110	0	6,110	0	0	6,110
17500	11-402-100-1__	Salaries	17,990	0	17,990	0	17,990	0
17520	11-402-100-[3-5]	Purchased Services (300-500 series)	27,530	0	27,530	0	4,055	23,476
20000	11-422-100-101	Salaries of Teachers	13,440	(3,782)	9,658	0	0	9,658
20080	11-422-100-3__	Purchased Professional & Technical Servi	6,120	0	6,120	1,991	0	4,129
20100	11-422-100-[4-5]	Other Purchased Services (400-500 series	11,490	0	11,490	0	0	11,490
20500	11-422-200-1__	Salaries	9,520	0	9,520	2,694	6,826	0
20520	11-422-200-3__	Purchased Professional and Technical Ser	5,390	3,819	9,209	6,286	2,923	0

Starting date 7/1/2021 Ending date 8/31/2021 Fund: 10 GENERAL FUND

Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
20540	11-422-200-[4-5] Purchased Services (400-500 series)	5,800	(37)	5,763	0	5,445	318
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	0	0	68,492
29080	11-000-100-565 Tuition to CSSD & Regular Day Schools	110,520	0	110,520	0	0	110,520
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	1,094	5,470	0
29600	11-000-211-3__ Purchased Professional and Technical Ser	8,628	0	8,628	0	0	8,628
30500	11-000-213-1__ Salaries	86,306	0	86,306	0	86,306	0
30540	11-000-213-3__ Purchased Professional and Technical Ser	5,135	0	5,135	0	595	4,540
30580	11-000-213-6__ Supplies and Materials	6,294	0	6,294	0	1,673	4,621
30600	11-000-213-8__ Other Objects	305	0	305	0	178	127
40520	11-000-216-320 Purchased Professional – Educational Ser	132,216	0	132,216	0	130,066	2,150
40540	11-000-216-6__ Supplies and Materials	713	0	713	172	0	541
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	0	37,700	0
41500	11-000-218-104 Salaries of Other Professional Staff	58,232	0	58,232	0	58,232	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	15,294	230,297	0
42020	11-000-219-105 Salaries of Secretarial and Clerical Ass	37,198	0	37,198	6,200	30,998	0
42060	11-000-219-320 Purchased Professional – Educational Ser	10,124	0	10,124	0	630	9,494
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	0	4,250	350	191	3,709
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	14,404	72,019	0
43040	11-000-221-105 Salaries of Secretarial & Clerical Assis	50,745	0	50,745	8,456	42,289	0
43060	11-000-221-110 Other Salaries	5,440	0	5,440	0	0	5,440
43140	11-000-221-[4-5] Other Purch. Services (400-500 series)	11,081	0	11,081	0	1,500	9,581
43160	11-000-221-6__ Supplies and Materials	125	0	125	0	14	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	0	88,732	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	0	125	0	65	60
43580	11-000-222-6__ Supplies and Materials	15,584	(13)	15,571	783	8,969	5,819
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	0	1,875	14,006
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	34,825	171,370	0
45040	11-000-230-331 Legal Services	14,400	0	14,400	476	13,924	0
45060	11-000-230-332 Audit Fees	30,275	0	30,275	0	28,875	1,400
45100	11-000-230-339 Other Purchased Professional Services	4,715	0	4,715	4,685	0	30
45120	11-000-230-340 Purchased Technical Services	6,220	0	6,220	3,710	0	2,510

Starting date 7/1/2021 Ending date 8/31/2021 Fund: 10 GENERAL FUND

Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
45140	11-000-230-530	Communications/Telephone	30,665	0	30,665	7,537	13,733	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	3,132	0	23,333
45200	11-000-230-610	General Supplies	2,210	0	2,210	108	620	1,482
45260	11-000-230-890	Miscellaneous Expenditures	3,175	0	3,175	845	2,052	278
45280	11-000-230-895	BOE Membership Dues and Fees	4,525	0	4,525	3,545	0	980
46000	11-000-240-103	Salaries of Principals/Assistant Princip	102,766	0	102,766	17,128	85,638	0
46080	11-000-240-3__	Purchased Professional and Technical Ser	1,938	0	1,938	0	0	1,938
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	325	25	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	25,716	128,582	0
47020	11-000-251-330	Purchased Professional Services	4,600	0	4,600	0	1,000	3,600
47040	11-000-251-340	Purchased Technical Services	4,680	0	4,680	4,051	513	116
47060	11-000-251-592	Misc. Purch. Services (400-500 Series, O	5,425	0	5,425	1,017	2,062	2,346
47100	11-000-251-6__	Supplies and Materials	2,094	0	2,094	66	189	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	17,869	53,506	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	7,842	17,123	4,436
47580	11-000-252-6__	Supplies and Materials	1,395	0	1,395	0	0	1,395
48520	11-000-261-420	Cleaning, Repair, and Maintenance Servic	82,395	0	82,395	12,381	13,387	56,627
48540	11-000-261-610	General Supplies	9,485	0	9,485	0	2,137	7,348
49000	11-000-262-1__	Salaries	11,700	0	11,700	3,668	8,033	0
49040	11-000-262-3__	Purchased Professional and Technical Ser	428,033	0	428,033	107,008	321,025	0
49060	11-000-262-420	Cleaning, Repair, and Maintenance Svc.	6,755	(0)	6,755	540	1,500	4,715
49120	11-000-262-490	Other Purchased Property Services	13,040	0	13,040	2,064	10,736	240
49140	11-000-262-520	Insurance	37,770	0	37,770	0	0	37,770
49180	11-000-262-610	General Supplies	30,850	444	31,294	434	1,357	29,503
49200	11-000-262-621	Energy (Natural Gas)	48,180	0	48,180	228	47,952	0
49220	11-000-262-622	Energy (Electricity)	78,492	0	78,492	0	78,492	0
50040	11-000-263-420	Cleaning, Repair, and Maintenance Svc.	17,220	0	17,220	0	2,000	15,220
50060	11-000-263-610	General Supplies	6,450	0	6,450	129	179	6,142
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	237	711	2,529
51060	11-000-266-610	General Supplies	960	592	1,552	0	754	798
52100	11-000-270-350	Management Fee – ESC & CTSA Trans. Prog	14,508	0	14,508	0	0	14,508
52240	11-000-270-505	Contract Serv–Aid in Lieu Pymts–Choice S	2,000	0	2,000	0	1,000	1,000
52260	11-000-270-511	Contract Services (Bet. Home & Sch) -Ven	22,275	0	22,275	0	0	22,275
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

Starting date 7/1/2021 Ending date 8/31/2021 Fund: 10 GENERAL FUND

Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
52380	11-000-270-518	Contract Serv. (Spl. Ed. Students) – ESC	226,937	0	226,937	0	0	226,937
71020	11-000-291-220	Social Security Contributions	47,736	0	47,736	9,278	38,458	0
71060	11-000-291-241	Other Retirement Contributions - PERS	42,451	0	42,451	0	0	42,451
71140	11-000-291-250	Unemployment Compensation	275	0	275	0	0	275
71160	11-000-291-260	Workmen's Compensation	65,623	0	65,623	0	0	65,623
71180	11-000-291-270	Health Benefits	1,183,888	0	1,183,888	208,686	970,295	4,907
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	2,805	200,327	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	0	5,631	124,421
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
<b>Total</b>			<b>9,549,294</b>	<b>1,294</b>	<b>9,550,588</b>	<b>658,756</b>	<b>6,259,223</b>	<b>2,632,609</b>

Starting date 7/1/2021 Ending date 8/31/2021 Fund: 20 SPECIAL REVENUE FUNDS

Assets and Resources

**Assets:**

101	Cash in bank			(\$101,869.81)
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	\$0.00		\$415,120.00

**Total assets and resources**

**\$527,359.90**





Starting date 7/1/2021 Ending date 8/31/2021 Fund: 20 SPECIAL REVENUE FUNDS

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$971,859.59	\$482,157.70	\$489,701.89
Revenues	(\$415,120.00)	\$0.00	(\$415,120.00)
Subtotal	<u>\$556,739.59</u>	<u>\$482,157.70</u>	<u>\$74,581.89</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>\$556,739.59</u>	<u>\$482,157.70</u>	<u>\$74,581.89</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>\$556,739.59</u>	<u>\$482,157.70</u>	<u>\$74,581.89</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>\$556,739.59</u>	<u>\$482,157.70</u>	<u>\$74,581.89</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$556,739.59</u>	<u>\$482,157.70</u>	<u>\$74,581.89</u>

Prepared and submitted by :

*David Rouse*

Board Secretary

09/24/2021

Date

Starting date 7/1/2021 Ending date 8/31/2021 Fund: 20 SPECIAL REVENUE FUNDS

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00770	Total Revenues from State Sources	117,075	0	117,075	0	Under	117,075
00830	Total Revenues from Federal Sources	255,175	0	255,175	0	Under	255,175
0083A	Other	42,870	0	42,870	0	Under	42,870
	Total	415,120	0	415,120	0		415,120

Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
	(Total of Accounts W/O a Grid# Assigned)	253,364	257,437	510,802	77,563	250,532	182,706
85120	Total Instruction	131,946	0	131,946	0	131,846	100
86380	Total Support Services	27,999	0	27,999	0	0	27,999
88740	Total Federal Projects	292,584	8,529	301,113	780	21,436	278,896
	Total	705,893	265,966	971,860	78,343	403,814	489,702

Starting date 7/1/2021 Ending date 8/31/2021 Fund: 20 SPECIAL REVENUE FUNDS

Revenues:			Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00760	20-3218	Preschool Education Aid	117,075	0	117,075	0	Under	117,075
00775	20-441[1-6]	Title I	117,626	0	117,626	0	Under	117,626
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	0	Under	10,941
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
<b>Total</b>			<b>415,120</b>	<b>0</b>	<b>415,120</b>	<b>0</b>		<b>415,120</b>

Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
			253,364	257,437	510,802	77,563	250,532	182,706
85000	20-218-100-101	Salaries of Teachers	131,746	0	131,746	0	131,746	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	0	0	27,999
88500	20-__-__-__	Title I	130,998	666	131,664	389	270	131,005
88520	20-__-__-__	Title II	16,605	0	16,605	0	0	16,605
88560	20-__-__-__	Title IV	10,000	0	10,000	0	0	10,000
88620	20-__-__-__	I.D.E.A. Part B (Handicapped)	134,981	5,469	140,450	392	18,772	121,286
88700	20-__-__-__	Other	0	2,394	2,394	0	2,394	0
<b>Total</b>			<b>705,893</b>	<b>265,966</b>	<b>971,860</b>	<b>78,343</b>	<b>403,814</b>	<b>489,702</b>

Starting date 7/1/2021 Ending date 8/31/2021 Fund: 30 CAPITAL PROJECTS FUNDS

Assets and Resources

**Assets:**

101	Cash in bank		\$931,424.23
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**

**\$931,424.23**

Starting date 7/1/2021 Ending date 8/31/2021 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
	<b>Total liabilities</b>			<b>\$0.00</b>

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	\$0.00		
	Less: Encumbrances	\$0.00	\$0.00	\$931,424.23
	Total appropriated			\$931,424.23
	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			\$931,424.23
	<b>Total liabilities and fund equity</b>			<b>\$931,424.23</b>

Starting date 7/1/2021 Ending date 8/31/2021 Fund: 30 CAPITAL PROJECTS FUNDS

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$931,424.23	\$0.00	\$931,424.23
Revenues	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$931,424.23</u>	<u>\$0.00</u>	<u>\$931,424.23</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>\$0.00</u>	<u>\$931,424.23</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>\$0.00</u>	<u>\$931,424.23</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>\$0.00</u>	<u>\$931,424.23</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$931,424.23</u>	<u>\$0.00</u>	<u>\$931,424.23</u>

Prepared and submitted by :

*David Rouse*  
Board Secretary

09/24/2021  
Date

Starting date 7/1/2021 Ending date 8/31/2021 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	0	0	931,424
Total	0	931,424	931,424	0	0	931,424



Starting date 7/1/2021 Ending date 8/31/2021 Fund: 30 CAPITAL PROJECTS FUNDS

Expenditures:

	Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
	0	931,424	931,424	0	0	931,424
Total	0	931,424	931,424	0	0	931,424

Starting date 7/1/2021 Ending date 8/31/2021 Fund: 40 DEBT SERVICE FUNDS

Assets and Resources

**Assets:**

101	Cash in bank		\$25,622.45
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	(\$25,622.16)	\$199,400.84

**Total assets and resources**

**\$225,023.29**

Starting date 7/1/2021 Ending date 8/31/2021 Fund: 40 DEBT SERVICE 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
	<b>Total liabilities</b>		<b>\$0.00</b>

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances		\$225,023.00
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	\$225,023.00	
602	Less: Expenditures	\$0.00	
	Less: Encumbrances	(\$225,023.00)	(\$225,023.00)
	Total appropriated		\$225,023.00

Unappropriated:

770	Fund balance, July 1		\$0.29
771	Designated fund balance		\$0.00
303	Budgeted fund balance		\$0.00
	Total fund balance		<b>\$225,023.29</b>
	<b>Total liabilities and fund equity</b>		<b><u>\$225,023.29</u></b>

Starting date 7/1/2021 Ending date 8/31/2021 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)	(\$25,622.16)	(\$199,400.84)
Subtotal	<u>\$0.00</u>	<u>\$199,400.84</u>	<u>(\$199,400.84)</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>\$199,400.84</u>	<u>(\$199,400.84)</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>\$199,400.84</u>	<u>(\$199,400.84)</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>\$199,400.84</u>	<u>(\$199,400.84)</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$199,400.84</u>	<u>(\$199,400.84)</u>

Prepared and submitted by :

*David Rouse*

Board Secretary

09/24/2021

Date

Starting date 7/1/2021 Ending date 8/31/2021 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	25,622	Under	128,111
0093A	Other	71,290	0	71,290	0	Under	71,290
	<b>Total</b>	<b>225,023</b>	<b>0</b>	<b>225,023</b>	<b>25,622</b>		<b>199,401</b>

Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
89660	Total Regular Debt Service	225,023	0	225,023	0	225,023	0
	<b>Total</b>	<b>225,023</b>	<b>0</b>	<b>225,023</b>	<b>0</b>	<b>225,023</b>	<b>0</b>

Starting date 7/1/2021 Ending date 8/31/2021 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	25,622	Under	128,111
00890	40-3160	Debt Service Aid Type II	71,290	0	71,290	0	Under	71,290
Total			225,023	0	225,023	25,622		199,401

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

Starting date 7/1/2021 Ending date 8/31/2021 Fund: 60 ENTERPRISE FUND

Assets and Resources

**Assets:**

101	Cash in bank		\$142,958.11
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	(\$2,151.79)	
142	Intergovernmental - Federal	(\$24,446.24)	
143	Intergovernmental - Other	\$216,475.01	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	\$189,876.98

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	(\$23.21)	(\$23.21)

**Total assets and resources**

**\$396,471.48**

Starting date 7/1/2021 Ending date 8/31/2021 Fund: 60 ENTERPRISE FUND

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$44,660.00
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$0.00
	Other current liabilities		\$17,796.12
	<b>Total liabilities</b>		<b>\$62,456.12</b>

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances		\$454,899.31
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	\$55,392.21	
602	Less: Expenditures	(\$1,517.00)	
	Less: Encumbrances	(\$243,489.21)	(\$245,006.21)
	Total appropriated		\$265,285.31
	Unappropriated:		
770	Fund balance, July 1		\$124,122.26
771	Designated fund balance		\$0.00
303	Budgeted fund balance		(\$55,392.21)
	Total fund balance		\$334,015.36
	<b>Total liabilities and fund equity</b>		<b>\$396,471.48</b>



Starting date 7/1/2021 Ending date 8/31/2021 Fund: 60 ENTERPRISE FUND

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$55,392.21	\$245,006.21	(\$189,614.00)
Revenues	\$0.00	(\$23.21)	\$23.21
Subtotal	<u>\$55,392.21</u>	<u>\$244,983.00</u>	<u>(\$189,590.79)</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>\$55,392.21</u>	<u>\$244,983.00</u>	<u>(\$189,590.79)</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>\$55,392.21</u>	<u>\$244,983.00</u>	<u>(\$189,590.79)</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>\$55,392.21</u>	<u>\$244,983.00</u>	<u>(\$189,590.79)</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$55,392.21</u>	<u>\$244,983.00</u>	<u>(\$189,590.79)</u>

Prepared and submitted by :

*David Rouse*

Board Secretary

09/24/2021

Date

Starting date 7/1/2021 Ending date 8/31/2021 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		(23)
Total		0	0	0	23		(23)

Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
(Total of Accounts W/O a Grid# Assigned)		0	55,392	55,392	1,517	243,489	(189,614)
Total		0	55,392	55,392	1,517	243,489	(189,614)

Starting date 7/1/2021 Ending date 8/31/2021 Fund: 60 ENTERPRISE FUND

Revenues:	Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
	0	0	0	23		(23)
Total	0	0	0	23		(23)


  

Expenditures:	Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
	0	55,392	55,392	1,517	243,489	(189,614)
Total	0	55,392	55,392	1,517	243,489	(189,614)

REPORT OF THE TREASURER  
TO THE SOMERDALE BOARD OF EDUCATION  
As of August 31, 2021

CASH REPORT					
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	2,155,723.87	413,683.00	583,816.02	1,985,590.85
	Capital Reserve - Fund 10	743,246.43	63.13	0.00	743,309.56
2	Special Revenue Fund - Fund 20	(42,169.56)	0.00	59,700.25	(101,869.81)
3	Capital Projects Fund - Fund 30	931,424.23	0.00	0.00	931,424.23
4	Debt Service Fund - Fund 40	12,811.37	12,811.08	0.00	25,622.45
5	Total Governmental Funds (Lines 1 thru 4)	3,801,036.34	426,557.21	643,516.27	3,584,077.28
6	Cafeteria- Fund 60	144,462.90	12.21	1,517.00	142,958.11
7	TRUST AND AGENCY FUNDS (Fund 6X) Payroll	500.56	82,904.73	82,903.27	502.02
8	Payroll Agency	12,143.34	41,744.71	48,766.32	5,121.73
9	Medical Reimbursement	3,872.14	0.30	344.00	3,528.44
10	Student Activities	17,438.90	1.53	0.00	17,440.43
11	Unemployment	93,647.85	7.95	0.00	93,655.80
12	Park Technology Services	61,142.54	5.19	0.00	61,147.73
13	After School Care	66.49	1,341.42	66.49	1,341.42
14	Total Trust & Agency Funds (Lines 7 thru 12)	188,811.82	126,005.83	132,080.08	182,737.57
15	Total All Funds (Lines 5, 6, and 13)	4,134,311.06	552,575.25	777,113.35	3,909,772.96

Prepared By:

  
\_\_\_\_\_  
Acting Treasurer, Nancy Strassle

09/22/21  
\_\_\_\_\_  
Date

**SOMERDALE PUBLIC SCHOOLS  
GENERAL ACCT RECONCILIATION  
As of August 31, 2021**

Balance per Bank:

Ending Bank Balance	\$ 1,927,240.00
Add: Deposits in Transit	-
	-
Bond interest transfer	79.43
Less: Outstanding Checks (see attached listing)	17,975.94

**Adjusted Bank Balance**

**\$ 1,909,343.49**

Balance per Books:

Beginning Balance	\$ 2,126,365.68
Add: Receipts	426,494.08
Less: Disbursements	643,516.27

**Ending Book Balance**

**\$ 1,909,343.49**

Variance \$ -

SOMERDALE PUBLIC SCHOOLS  
GENERAL ACCT  
Outstanding Checks  
As of August 31, 2021

23519	\$	132.70
24043	\$	250.00
24168	\$	1,000.00
24169	\$	1,080.00
24176	\$	783.46
24179	\$	2,205.00
24180	\$	321.68
24201	\$	3,575.00
24207	\$	7,328.22
24213	\$	860.00
24222	\$	439.88

**Total**

**\$ 17,975.94**

**SOMERDALE PUBLIC SCHOOLS  
CAPITAL RESERVE ACCT RECONCILIATION  
As of August 31, 2021**

Balance per Bank:

Ending Bank Balance	\$ 743,309.56
Add: Deposits in Transit	-
Less: Outstanding Checks	-

<b>Adjusted Bank Balance</b>	<b><u><u>\$ 743,309.56</u></u></b>
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Balance per Books:

Beginning Book Balance	\$ 743,246.43
Add: Receipts	63.13
Less: Disbursements	-

<b>Ending Book Balance</b>	<b><u><u>\$ 743,309.56</u></u></b>
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Variance	\$ -
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**SOMERDALE PUBLIC SCHOOLS  
BOND ACCOUNT  
As of August 31, 2021**

Balance per Bank:

Ending Bank Balance	\$ 935,108.46
Add: Deposits in Transit	-
Less: Outstanding Checks	
Bond interest transfer	79.43

**Adjusted Bank Balance** \$ 935,029.03

Balance per Books:

Beginning Book Balance	\$ 938,436.53
Add: Receipts	-
Less: Disbursements	3,494.40
(Transfer to General Acct.)	(86.90)
<b>Ending Book Balance</b>	<u><u>\$ 935,029.03</u></u>

Variance \$ -



**SOMERDALE PUBLIC SCHOOLS  
LUNCH ACCOUNT  
As of August 31, 2021**

Balance per Bank:

Ending Bank Balance		\$ 143,003.96
Add: Deposits in Transit		-
Less: Outstanding Checks	see attached listing	45.85

**Adjusted Bank Balance** \$ 142,958.11

Balance per Books:

Beginning Book Balance	\$ 144,462.90
Add: Receipts	\$ 12.21
Less: Disbursements	\$ 1,517.00

**Ending Book Balance** \$ 142,958.11

Variance \$ -

1590	\$	6.00
1591	\$	3.25
1592	\$	5.35
1600	\$	8.15
1601	\$	19.75
1605	\$	3.35
	<u>\$</u>	<u>45.85</u>

**SOMERDALE PUBLIC SCHOOLS  
PAYROLL ACCT RECONCILIATION  
As of August 31, 2021**

Balance per Bank:

Ending Bank Balance	\$	502.02
Add: Deposits in Transit		-
Less: Outstanding Checks		-

**Adjusted Bank Balance** \$ 502.02

Balance per Books:

Beginning Book Balance	\$	500.56
Add: Receipts		82,904.73
Less: Disbursements		82,903.27

**Ending Book Balance** \$ 502.02

Variance \$ 0.00

Interest     \$     -  
                  \$     -

**SOMERDALE PUBLIC SCHOOLS  
AGENCY ACCT RECONCILIATION  
As of August 31, 2021**

Balance per Bank:

Ending Bank Balance	\$	5,571.73
Add: Deposits in Transit		-
Less: Outstanding Checks    see attached listing		450.00

<b>Adjusted Bank Balance</b>	<b>\$</b>	<b><u>5,121.73</u></b>
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Balance per Books:

Beginning Book Balance	\$	12,143.34
Add: Receipts		41,744.71
Less: Disbursements		48,766.32

<b>Ending Book Balance</b>	<b>\$</b>	<b><u>5,121.73</u></b>
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Variance	\$	(0.00)
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	<b>Check #</b>	<b>Amount</b>
	1553	\$ 50.00
	1554	\$ 400.00
EFT	City of Phila	\$ -
	Interest	\$ -
		<u>\$ 450.00</u>

**SOMERDALE PUBLIC SCHOOLS  
FSA MEDICAL ACCOUNT  
As of August 31, 2021**

Balance per Bank:

Ending Bank Balance	\$ 3,528.44
Add: Deposits in Transit	-
Less: Outstanding Checks	-

**Adjusted Bank Balance** \$ 3,528.44

Balance per Books:

Beginning Book Balance	\$ 3,872.14
Add: Receipts	0.30
Less: Disbursements	344.00

**Ending Book Balance** \$ 3,528.44

Variance \$ -

**SOMERDALE PUBLIC SCHOOLS  
STUDENT ACTIVITIES  
As of August 31, 2021**

Balance per Bank:

Ending Bank Balance		\$ 17,985.68
Add: Deposits in Transit		-
Less: Outstanding Checks	see attached list	545.25

**Adjusted Bank Balance** \$ 17,440.43

Balance per Books:

Beginning Book Balance		\$ 17,438.90
Add: Receipts		1.53
Less: Disbursements		-

**Ending Book Balance** \$ 17,440.43

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
3308	\$	50.00
3309	\$	50.00
3310	\$	50.00
3324	\$	50.00
	\$	<u>545.25</u>

**SOMERDALE PUBLIC SCHOOLS  
UNEMPLOYMENT ACCOUNT  
As of August 31, 2021**

Balance per Bank:

Ending Bank Balance	\$ 93,655.80
Add: Deposits in Transit	-
Less: Outstanding Checks	-
<b>Adjusted Bank Balance</b>	<b><u><u>\$ 93,655.80</u></u></b>

Balance per Books:

Beginning Book Balance	\$ 93,647.85
Add: Receipts	7.95
Less: Disbursements	-
<b>Ending Book Balance</b>	<b><u><u>\$ 93,655.80</u></u></b>
Variance	\$ -

**SOMERDALE PUBLIC SCHOOLS  
PARK TECHNOLOGY SERVICES ACCOUNT  
As of August 31, 2021**

Balance per Bank:

\$ 61,147.73

Add: Deposits in Transit -

Less: Outstanding Checks -

**Adjusted Bank Balance** \$ 61,147.73

Balance per Books:

Beginning Balance \$ 61,142.54

Add: Receipts 5.19

Less: Disbursements -

**Ending Book Balance** \$ 61,147.73

\$ -

**SOMERDALE PUBLIC SCHOOLS  
AFTER SCHOOL CARE  
As of August 31, 2021**

Balance per Bank:

Ending Bank Balance \$ 1,341.42

Add: Deposits in Transit -

Less: Outstanding Checks -

**Adjusted Bank Balance** \$ 1,341.42

Balance per Books:

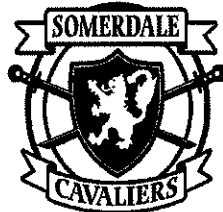
Beginning Balance \$ 66.49

Add: Receipts 1,341.42

Less: Disbursements 66.49

**Ending Book Balance** \$ 1,341.42

\$ -



Mary E. Dow, RN BSN CSN  
School Nurse

SOMERDALE PARK SCHOOL  
Health Office  
301 Grace Street  
Somerdale, New Jersey 08083

Telephone: 856-783-6261 X 851  
Fax: 856-783-2607

**MEDICATION STANDING ORDERS**  
**2021-2022**

**MEDICATIONS:** AS OUTLINED IN THE FIRST AID ADMINISTRATION ORDERS MAY BE GIVEN/USED AS DIRECTED BY THE SCHOOL NURSE.

**MEDICATIONS:** AS PRESCRIBED BY A STUDENT'S PRIVATE PHYSICIAN MAY BE ADMINISTERED BY THE SCHOOL NURSE AS LONG AS THERE IS A CURRENT PRESCRIPTION AND PARENTAL PERMISSION SLIP ON FILE.

- **Acetaminophen or Ibuprofen** may be administered to a student with specific written permission by parent as to dosage, frequency and reason. Parents may give written permission for the current school year only. A **onetime only** dose may be given with phone consent and follow-up written permission.  
-ACETAMINOPHEN, IBUPROFEN, SUDAFED (NON-DROWSY), OR ANTACIDS MAY BE DISPENSED TO STAFF AT THEIR REQUEST AND AT THEIR OWN RISK!
- **Cough Syrups, cough drops/throat lozenges etc.** cannot be carried by students. They must be kept in the nurse's office or with the student's teacher. They will be administered only with written permission from parent & not more than 1 per hour.
- **Inhalers:** At the School Nurse's discretion inhalers can be carried by student on their person and self-administered only with a current private physician's prescription indicating such and with written parental consent.
- **Hepatitis B vaccines** may be administered by school nurse as per protocol.
- **Mantoux tuberculin testing** may be administered by the school nurse for both employees and students as required/recommended by state school guidelines.
- **ORDERS FOR EMERGENCY USE OF OXYGEN:**  
- For Adults & Children: 2liters/minute – May increase flow if patient is cyanotic to 8 liters/minute

- **EPI-PENS:** In presence of severe symptoms of Anaphylaxis, the school nurse may administer an Epi-pen Injection as outlined below and in accordance with P.L.1997, c.368(C.18a:40-12.5 and 12.6)

1. **ADULTS: EPI-PEN (1:1000) 0.3MG IM TO ANTEROLATERAL ASPECT OF THIGH**
2. **CHILDREN: EPI-PEN JR. (1:2000) 0.15MG IM TO ANTEROLATERAL ASPECT OF THIGH**

(NOTE: a dosage of 0.01mg/kg is recommended- An EPI-PEN (1:1000) MAY BE MORE APPROPRIATE FOR CHILDREN WEIGHING MORE THAN 30 KG (66LBS))

**THE SCHOOL NURSE AND AN APPROPRIATELY SELECTED DELEGATE MAY ADMINISTER EPI-PEN AND EPI-PEN JR. IN THE PRESENCE OF ANAPHYLAXIS AS OUTLINED IN THE STANDING ORDERS AND POLICY DEVELOPED BY THE SCHOOL NURSE AND SCHOOL BOARD IN ACCORDANCE WITH P.L. 1997, C.368(C.18A:40-12.5AND12.6)**

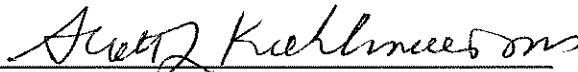
- **GLUCAGON ADMINISTRATION:** The School Nurse may keep a stock Glucagon Kit in Health Office & Administer a Glucagon Injection for treatment of Severe Hypoglycemia (Seizure, Loss of Consciousness, Confusion, Inability to eat/drink) in Diagnosed Type I Diabetics using this Stock Kit should the students own kit be unavailable or expired.

1. Dose to administer should be Glucagon 1mg(1cc) SQ/IM

**THE SCHOOL NURSE AND AN APPROPRIATELY SELECTED DELEGATE MAY ADMINISTER GLUCAGON INJECTIONS IN THE PRESENCE OF SEVERE HYPOGLYCEMIA AS OUTLINED ABOVE & PER SCHOOL BOARD POLICY IN ACCORDANCE WITH P.L. 2009, C131(C.18A:40-12.11-12.21)**

**\*\*\*\*\* No one other than a parent may administer medication to a student in the absence of the school nurse or the school physician \*\*\*\*\* (this includes field trips) EXCEPT IN CASES RELATED TO P.L. 1997, C.368 & P.L. 2009, C131(C.18A:40-12.11-12.21) AS ABOVE.**

**\*\*\* The school nurse reserves the right to refuse to administer acetaminophen or any over the counter medicines requested by parents at any time and may request a physician's order in addition\*\*\***



School Physicians Signature

SCOTT KIEHLMETZ, M.D.

School Physician Name (Please Print)

Cooper Pediatrics-School Physician

Date: 8/30/21

Reviewed: 8/18/21MED

*Mary Edwards 9/9/21*

**HIBster Report**  
**All Incidents**  
**Somerdale Park School**  
**Date Created: 10/6/2021**

**222477\_SPS\_09232021**

<b>Tracking #:</b>	222477_SPS_09232021	<b>Date Entered:</b>	9/23/2021
<b>Incident Date:</b>	9/13/2021	<b>School:</b>	Somerdale Park School
<b>Incident Time:</b>	8:30 AM	<b>Investigation Type:</b>	HIB

**Type:**

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

**Classification:**

DemEANing, Name Calling, Offensive Comments, Spreading Rumors

**Location:**

Classroom, Hallway, Outside by playground after school, Playground

**Evidence:**

None

**Motivation:**

Appearance, Hair, Height, "ugly", Sexual Orientation

**Conclusion:**

Founded For Some 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, 10/14/2021

.....



**EMSL Analytical, Inc.**

200 Route 130 North, Cinnaminson, NJ 08077

Phone: (856) 303-2500 Fax: (856) 858-4571 Email: [EnvChemistry2@emsl.com](mailto:EnvChemistry2@emsl.com)

Attn:

**James Eberts**  
**Epic Environmental Services, LLC**  
**1930 Brown Road**  
**Newfield, NJ 08344**

9/1/2021

Phone: (856) 205-1077  
Fax: (856) 205-0413

The following analytical report covers the analysis performed on samples submitted to EMSL Analytical, Inc. on 8/11/2021. The results are tabulated on the attached data pages for the following client designated project:

**Project ID: NJ DOE**  
**Somerdale Park School**

The reference number for these samples is EMSL Order #012109217. Please use this reference when calling about these samples. If you have any questions, please do not hesitate to contact me at (856) 303-2500.

Approved By:

---

Phillip Worby, Environmental Chemistry  
Laboratory Director



The test results contained within this report meet the requirements of NELAP and/or the specific certification program that is applicable, unless otherwise noted.  
NELAP Certifications: NJ 03036, NY 10872, PA 68-00367, CA ELAP 1877

The samples associated with this report were received in good condition unless otherwise noted. This report relates only to those items tested as received by the laboratory. The QC data associated with the sample results meet the recovery and precision requirements established by the NELAP, unless specifically indicated. All results for soil samples are reported on a dry weight basis, unless otherwise noted. This report may not be reproduced except in full and without written approval by EMSL Analytical, Inc.



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<http://www.EMSL.com> [EnvChemistry2@emsl.com](mailto:EnvChemistry2@emsl.com)

EMSL Order:	012109217
CustomerID:	EPIC62
CustomerPO:	NJ-DOE
ProjectID:	NJ DOE

Attn: **James Eberts**  
**Epic Environmental Services, LLC**  
**1930 Brown Road**  
**Newfield, NJ 08344**

Phone: (856) 205-1077  
 Fax: (856) 205-0413  
 Received: 8/11/2021 12:00 PM

Project: **Somerdale Park School**

**Analytical Results**

**Client Sample Description** SPS-FB  
Field Blank **Collected:** 8/10/2021 6:10:00 AM **Lab ID:** 012109217-0001

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	ND	1.00 ppb	8/26/2021 JW	8/26/2021 JW 16:00

**Client Sample Description** SPS-WC-HALL1 **Collected:** 8/10/2021 6:15:00 AM **Lab ID:** 012109217-0002

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	5.54	1.00 ppb	8/26/2021 JW	8/26/2021 JW 16:07

**Client Sample Description** SPS-SO-ROOME1 **Collected:** 8/10/2021 6:16:00 AM **Lab ID:** 012109217-0003

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	5.53	1.00 ppb	8/26/2021 JW	8/26/2021 JW 16:09

**Client Sample Description** SPS-SO-MAIN **Collected:** 8/10/2021 6:19:00 AM **Lab ID:** 012109217-0005

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	ND	1.00 ppb	8/26/2021 JW	8/26/2021 JW 16:14

**Client Sample Description** SPS-SO-NURSE **Collected:** 8/10/2021 6:21:00 AM **Lab ID:** 012109217-0007

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	2.50	1.00 ppb	8/26/2021 JW	8/26/2021 JW 16:23

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EMSL Order: 012109217  
 CustomerID: EPIC62  
 CustomerPO: NJ-DOE  
 ProjectID: NJ DOE

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 Received: 8/11/2021 12:00 PM

Project: **Somerdale Park School**

**Analytical Results**

**Client Sample Description** SPS-DW-RMA2 **Collected:** 8/10/2021 6:23:00 AM **Lab ID:** 012109217-0009

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	1.80	1.00 ppb	8/26/2021 JW	8/26/2021 JW 16:27

**Client Sample Description** SPS-DW-RMA4 **Collected:** 8/10/2021 6:26:00 AM **Lab ID:** 012109217-0011

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	9.78	1.00 ppb	8/26/2021 JW	8/26/2021 JW 16:32

**Client Sample Description** SPS-DW-RMA3 **Collected:** 8/10/2021 6:28:00 AM **Lab ID:** 012109217-0013

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	4.95	1.00 ppb	8/26/2021 JW	8/26/2021 JW 16:41

**Client Sample Description** SPS-DW-RMA5 **Collected:** 8/10/2021 6:31:00 AM **Lab ID:** 012109217-0015

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	4.39	1.00 ppb	8/27/2021 VD	8/27/2021 VD 22:57

**Client Sample Description** SPS-WC-HALL3 **Collected:** 8/10/2021 6:33:00 AM **Lab ID:** 012109217-0017

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	ND	1.00 ppb	8/27/2021 VD	8/27/2021 VD 23:00

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EMSL Order:	012109217
CustomerID:	EPIC62
CustomerPO:	NJ-DOE
ProjectID:	NJ DOE

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**Newfield, NJ 08344**

Phone: (856) 205-1077  
 Fax: (856) 205-0413  
 Received: 8/11/2021 12:00 PM

Project: **Somerdale Park School**

**Analytical Results**

**Client Sample Description** SPS-DW-RMA8 **Collected:** 8/10/2021 6:35:00 AM **Lab ID:** 012109217-0018

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	7.75	1.00 ppb	8/27/2021 VD	8/27/2021 VD 23:04

**Client Sample Description** SPS-DW-RMA7 **Collected:** 8/10/2021 6:37:00 AM **Lab ID:** 012109217-0020

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	ND	1.00 ppb	8/27/2021 VD	8/27/2021 VD 23:07

**Client Sample Description** SPS-WC-HALL4 **Collected:** 8/10/2021 6:43:00 AM **Lab ID:** 012109217-0022

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	ND	1.00 ppb	8/27/2021 VD	8/27/2021 VD 23:10

**Client Sample Description** SPS-DW-RMB4 **Collected:** 8/10/2021 6:47:00 AM **Lab ID:** 012109217-0023

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	44.1	1.00 ppb	8/27/2021 VD	8/27/2021 VD 23:11

**Client Sample Description** SPS-DW-RMB4 (FLUSH) **Collected:** 8/10/2021 6:48:00 AM **Lab ID:** 012109217-0024

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	1.28	1.00 ppb	8/27/2021 VD	8/27/2021 VD 23:13

Attachment #1 - Facilities Item # 2

**EMSL Analytical, Inc.**

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EMSL Order:	012109217
CustomerID:	EPIC62
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ProjectID:	NJ DOE

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**1930 Brown Road**  
**Newfield, NJ 08344**

Phone: (856) 205-1077  
 Fax: (856) 205-0413  
 Received: 8/11/2021 12:00 PM

Project: **Somerdale Park School**

**Analytical Results**

**Client Sample Description** SPS-DW-RMB5 **Collected:** 8/10/2021 6:49:00 AM **Lab ID:** 012109217-0025

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	37.4	1.00 ppb	8/27/2021 VD	8/27/2021 VD 23:17

**Client Sample Description** SPS-DW-RMB5 (FLUSH) **Collected:** 8/10/2021 6:50:00 AM **Lab ID:** 012109217-0026

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	15.0	1.00 ppb	8/27/2021 VD	8/27/2021 VD 23:21

**Client Sample Description** SPS-DW-RMB6 **Collected:** 8/10/2021 6:52:00 AM **Lab ID:** 012109217-0027

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	1.60	1.00 ppb	8/27/2021 VD	8/27/2021 VD 23:22

**Client Sample Description** SPS-DW-RMB7 **Collected:** 8/10/2021 6:54:00 AM **Lab ID:** 012109217-0029

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	2.22	1.00 ppb	8/27/2021 VD	8/27/2021 VD 23:25

**Client Sample Description** SPS-DW-RMB8 **Collected:** 8/10/2021 6:58:00 AM **Lab ID:** 012109217-0031

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	7.75	1.00 ppb	8/27/2021 VD	8/27/2021 VD 23:28

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EMSL Order:	012109217
CustomerID:	EPIC62
CustomerPO:	NJ-DOE
ProjectID:	NJ DOE

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**Newfield, NJ 08344**

Phone: (856) 205-1077  
 Fax: (856) 205-0413  
 Received: 8/11/2021 12:00 PM

Project: **Somerdale Park School**

**Analytical Results**

**Client Sample Description** SPS-WC-HALL5 **Collected:** 8/10/2021 7:00:00 AM **Lab ID:** 012109217-0033

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	ND	1.00 ppb	8/27/2021 VD	8/27/2021 VD 23:31

**Client Sample Description** SPS-DW-MUSIC **Collected:** 8/10/2021 7:02:00 AM **Lab ID:** 012109217-0034

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	ND	1.00 ppb	8/27/2021 VD	8/27/2021 VD 23:39

**Client Sample Description** SPS-DW-FACULTY **Collected:** 8/10/2021 7:04:00 AM **Lab ID:** 012109217-0036

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	1.64	1.00 ppb	8/27/2021 VD	8/27/2021 VD 23:45

**Client Sample Description** SPS-WC-HALL6 **Collected:** 8/10/2021 7:06:00 AM **Lab ID:** 012109217-0038

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	5.67	1.00 ppb	8/27/2021 VD	8/27/2021 VD 23:47

**Client Sample Description** SPS-DW-RMC1 **Collected:** 8/10/2021 7:07:00 AM **Lab ID:** 012109217-0039

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	1.07	1.00 ppb	8/27/2021 VD	8/27/2021 VD 23:49

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EMSL Order:	012109217
CustomerID:	EPIC62
CustomerPO:	NJ-DOE
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Phone: (856) 205-1077  
 Fax: (856) 205-0413  
 Received: 8/11/2021 12:00 PM

Project: **Somerdale Park School**

**Analytical Results**

**Client Sample Description** SPS-DW-RMC2 **Collected:** 8/10/2021 7:08:00 AM **Lab ID:** 012109217-0041

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	1.95	1.00 ppb	8/27/2021 VD	8/27/2021 VD 23:54

**Client Sample Description** SPS-DW-RMC3 **Collected:** 8/10/2021 7:11:00 AM **Lab ID:** 012109217-0043

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	1.95	1.00 ppb	8/27/2021 VD	8/27/2021 VD 23:57

**Client Sample Description** SPS-DW-RMC4 **Collected:** 8/10/2021 7:13:00 AM **Lab ID:** 012109217-0045

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	1.58	1.00 ppb	8/27/2021 VD	8/28/2021 VD 00:03

**Client Sample Description** SPS-DW-RMC5 **Collected:** 8/10/2021 7:14:00 AM **Lab ID:** 012109217-0047

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	1.95	1.00 ppb	8/27/2021 VD	8/28/2021 VD 00:05

**Client Sample Description** SPS-DW-RMC6 **Collected:** 8/10/2021 7:16:00 AM **Lab ID:** 012109217-0049

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	1.58	1.00 ppb	8/27/2021 VD	8/28/2021 VD 00:14

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EMSL Order: 012109217  
 CustomerID: EPIC62  
 CustomerPO: NJ-DOE  
 ProjectID: NJ DOE

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**1930 Brown Road**  
**Newfield, NJ 08344**

Phone: (856) 205-1077  
 Fax: (856) 205-0413  
 Received: 8/11/2021 12:00 PM

Project: **Somerdale Park School**

**Analytical Results**

**Client Sample Description** SPS-DW-RMC8 **Collected:** 8/10/2021 7:20:00 AM **Lab ID:** 012109217-0051

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	1.26	1.00 ppb	8/27/2021 VD	8/28/2021 VD 00:16

**Client Sample Description** SPS-WC-HALL7 **Collected:** 8/10/2021 7:30:00 AM **Lab ID:** 012109217-0053

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	ND	1.00 ppb	8/27/2021 VD	8/28/2021 VD 00:19

**Client Sample Description** SPS-DW-RMC10 **Collected:** 8/10/2021 7:32:00 AM **Lab ID:** 012109217-0054

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	2.38	1.00 ppb	8/31/2021 VD	8/31/2021 VD 15:32

**Client Sample Description** SPS-DW-RMC11 **Collected:** 8/10/2021 7:34:00 AM **Lab ID:** 012109217-0056

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	ND	1.00 ppb	8/31/2021 VD	8/31/2021 VD 15:38

**Client Sample Description** SPS-DW-KITCH **Collected:** 8/10/2021 7:39:00 AM **Lab ID:** 012109217-0058

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	ND	1.00 ppb	8/31/2021 VD	8/31/2021 VD 15:41

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EMSL Order:	012109217
CustomerID:	EPIC62
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ProjectID:	NJ DOE

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Phone: (856) 205-1077  
 Fax: (856) 205-0413  
 Received: 8/11/2021 12:00 PM

Project: **Somerdale Park School**

**Analytical Results**

**Client Sample Description** SPS-IM-KITCH **Collected:** 8/10/2021 7:41:00 AM **Lab ID:** 012109217-0060

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	ND	1.00 ppb	8/31/2021 VD	8/31/2021 VD 15:46

**Client Sample Description** SPS-WC-HALL8 **Collected:** 8/10/2021 7:43:00 AM **Lab ID:** 012109217-0061

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	ND	1.00 ppb	8/31/2021 VD	8/31/2021 VD 15:48

**Client Sample Description** SPS-WC-HALL9 **Collected:** 8/10/2021 7:44:00 AM **Lab ID:** 012109217-0062

Method	Parameter	Result	RL Units	Prep Date & Analyst	Analysis Date & Analyst
<b>METALS</b>					
200.8	Lead	ND	1.00 ppb	8/31/2021 VD	8/31/2021 VD 15:49

**Definitions:**

- MDL - method detection limit
- J - Result was below the reporting limit, but at or above the MDL
- ND - indicates that the analyte was not detected at the reporting limit
- RL - Reporting Limit (Analytical)
- D - Dilution Sample required a dilution which was used to calculate final results

Attachment #1 - Facilities Item # 2





Mary E. Dow, RN BSN CSN  
School Nurse

SOMERDALE PARK SCHOOL  
Health Office  
301 Grace Street  
Somerdale, New Jersey 08083

Telephone: 856-783-6261 X 851  
Fax: 856-783-2607

**HEALTH OFFICE STANDING ORDERS**  
**2021-2022**

**\*\*\*\*\*EMERGENCY TREATMENT SHALL BE ADMINISTERED BY THE SCHOOL NURSE OR ANY SCHOOL STAFF IN HER ABSENCE, WHEN NECESSARY \*\*\*\***

**\*\*\*\*\*THE STUDENT'S PARENT(S)/GUARDIAN WILL BE CONTACTED CONCERNING FURTHER TREATMENT BY PRIVATE PHYSICIAN OR HOSPITAL WHEN NECESSARY.\*\*\*\*\***

**ANAPHYLAXIS: PHYSICAL FINDINGS:**

1. Sudden onset
2. feeling of apprehension, sweating, weakness
3. Shallow respirations
4. Tingling sensation near the mouth or face, nasal congestion, itching, wheezing, facial swelling
5. Low Blood pressure, with weak rapid pulse
6. Loss of consciousness, shock, coma
7. May be accompanied by hives and/or laryngeal edema, edema of the face, eyes, lips

**MANAGEMENT:**

1. Immediate call to Emergency Ambulance Service (911)
2. Notify Parent(s)
3. Monitor blood pressure and pulse
4. In presence of above severe symptoms of Anaphylaxis, administer Epi-pen Injection as outlined below and in accordance with P.L.1997, c.368(C.18a:40-12.5 and 12.6)

**ADULTS: EPI-PEN (1:1000) 0.3MG IM TO ANTEROLATERAL ASPECT OF THIGH**

**CHILDREN: EPI-PEN JR. (1:2000) 0.15MG IM TO ANTEROLATERAL ASPECT OF THIGH**

**(NOTE: a dosage of 0.01mg/kg is recommended- An EPI-PEN (1:1000) MAY BE MORE APPROPRIATE FOR CHILDREN WEIGHING MORE THAN 30 KG (66LBS)**

**ASTHMA:**

1. REASSURE STUDENT
2. Have him/her use his medication as directed by family physician
3. If wheezing or breathing difficulty persists contact parent
4. Monitor blood pressure and pulse
5. If STATUS ASTHMATICUS presents and student cannot talk, call EMS (911)

**BITES:(BROKEN SKIN):**

**ANIMAL:**

1. Wash with copious amounts of soap and water
2. Apply dry, clean dressing and elevate extremity
3. Advise parent and advise parent to contact their private physician
4. Record date of last tetanus booster
5. Report to DEPARTMENT OF HEALTH

**HUMAN:**

1. Wash with copious amounts of soap and water
2. Cover with dry clean dressing
3. Advise parent to contact private physician

**BLEEDING: (EXTERNAL):**

1. Clean with soap and water
2. Elevate bleeding part as high above heart as possible if necessary
3. Apply direct pressure to wound
4. Apply a pressure dressing if needed
5. Notify parent(s)

**BROKEN BONES/FRACTURES/DISLOCATIONS:**

1. Immobilize
2. Do not moved injured part until splinted
3. Apply ICE to area- watch for swelling, pain, or tenderness- watch for deformity or difficulty moving
4. Control bleeding, if present, with dry sterile dressing
5. Do not give anything to eat or drink
6. Call EMS (911) if necessary
7. Notify parent(s)

**BRUISES/BUMPS:**

1. Apply cold compress/ice to relieve pain and reduce swelling for 20 minutes
2. If large or very painful notify parent(s)

**BURNS: (CHEMICAL):**

1. Remove any loose clothing covering burned area
2. Flush with cold water, maintain running flow over burned area
3. Dry surrounding areas carefully and cover with Silvadene Cream and a clean, dry, Sterile dressing

*Note: prior to using Silvadene Cream check with parent to be sure that there is no known allergy to Sulfa Meds*

4. Advise parent to seek further medical attention as warranted

**BURNS: (THERMAL):**

**FIRST AND SECOND DEGREE WITH CLOSED BLISTERS**

1. **SMALL THIN BURNS:** COOL water can be used directly on a small burn that is not very deep

**2. LARGE THIN BURNS:**

COOL a large thin burn with water until pain subsides

DRY gently and cover with Silvadene Cream, then cover with thick sterile dressing

**NOTE:** prior to using Silvadene Cream check with parent to be sure there is no known Allergy to Sulfa Meds

**3. Care for Shock**

**SECOND AND THIRD DEGREE WITH OPEN BLISTERS**

1. Apply loose sterile non-adherent dressing and bandage

**2. Care for Shock**

3. Notify Parent(s) and EMS-(911) if necessary

**BURNS: (HEAT) OF THE EYE:**

1. Deep burns caused by heat; DO NOT flood with water. Bandage both eyes, put cold pack over the burned eye bandage, elevate head and shoulders

2. Care for shock

3. Notify parent immediately

**BURNS:(CHEMICAL OF THE EYE):**

1. RINSE COPIOUSLY WITH WATER FOR 15-20 MINUTES

2. Have person remove contact lens as soon as possible

3. Cover eye with a dry, sterile dressing

4. Notify parent and refer to ER/Physician for immediate medical treatment

**CHOKING:**

1. If victim is choking but is coughing forcefully do not interfere with the person's attempts to cough the object up on his own

2. If the person is not able to cough, breathe or speak, perform Abdominal thrusts (Heimlich Maneuver)

3. Notify family

4. Person should be taken to ER even if he/she seems to be breathing well

**CONVULSIONS/SEIZURES:**

1. Do not move person until seizure subsides

2. Turn head to side to avoid inhalation of vomitus

3. Loosen tight clothing

4. Give nothing by mouth

5. Seek medical attention as warranted

**DYSMENORRHEA/MENSTRUAL CRAMPS:**

1. Bed-rest for one class period

2. If menses has started, may have a heating pad on medium heat or a hot water bottle

4. May administer Ibuprofen prn with appropriate parental consent

3. Send home if unable to return to class

**EARACHE:**

1. Check temperature; if elevated to 101 or higher contact parent

2. Refer for medical evaluation

3. Pain may be relieved by applying cool or warm compresses whichever gives relief

4. May administer Tylenol or ibuprofen with appropriate parental consent

**FAINTING:**

1. Do not attempt to walk person
2. Lower head between knees or place in lying position with feet elevated higher than the heart if possible
3. Encourage deep breathing
4. Rest lying down for 10 minutes or until recovery is complete
5. Crush ammonia capsule (ammonia Inhalant) and place near nostrils, to assist revival
6. A glass of water may be offered if person is conscious and not nauseated

**FEVER:**

1. Elevation of temperature greater than or equal to 100.4 Orally (or 100.4 Temporal), send student home after contacting parent (Per CDC COVID-19 surveillance guidance- See additional guidance related to COVID-19 on pg8\*\*)
2. Inform parent that student should not return to school until fever free for 24 hours without use of acetaminophen & ibuprofen products

**FOREIGN BODY IN THE EYE:**

1. IRRIGATE EYE WITH "IRRIGATE EYE WASH" STERILE ISOTONIC BUFFERED SOLUTION, USING EYE CUP OR EYE WASH BOTTLE
2. If foreign body is visible and freely moveable remove with gauze/applicator dampened with eye wash solution

**FROSTBITE:**

1. Warm affected part- DO NOT RUB
2. Immerse in tepid water
3. Cover person with a blanket
4. Notify parent and refer to private physician

**HEADACHE:**

1. If no temperature allow student to rest
2. Encourage student to drink a glass of water
3. Give Tylenol/acetaminophen if written permission to do so is on file in the medication book for current school year

**HEAD INJURY:**

1. TRAUMA TO SCALP; *lacerations, bruises, abrasions:*
  - Clean area with soap and water
  - Apply pressure with 4x4 gauze until bleeding stops
  - Bruise; Ice to relieve pain Do not apply pressure
  - Care for Shock
2. TRAUMA TO BONY SKULL-FRACTURE
  - Refer for immediate medical attention
3. TRAUMA TO BRAIN; *concussion, contusion, laceration* –refer for immediate medical Evaluation

**HIVES:**

1. Calamine/Caladryl lotion for small localized lesions
2. Cold compress for itching
3. Give medication if prescribed by physician and there is a current written permission form on file from parent
4. Observe for other systemic symptoms
5. If positive for systemic symptoms give Benadryl (12.5mg/cc) @ 5mg/kg/day – 4= dose)

**INSECT BITES/BEE STINGS:**

1. Remove stinger if present, wash area, apply Sting Kill and ice compress
2. If Anaphylaxis presents follow orders as outlined

**MINOR GUM INFLAMMATION:**

1. Chloraseptic saturated applicator to affected area

**NOSEBLEEDS:**

1. Tilt head forward, pinch lower bridge of nose for 5-10 minutes and release
2. If nose continues to bleed, reapply pressure and apply ice to bridge of nose
3. Caution against blowing nose
4. Allow student to rest
5. If nosebleed continues, contact parent

**PEDICULOSIS:**

1. Any student found to have active infestation are excluded from school per school policy
2. Parents will be given appropriate information on how to clear up the problem both for student and home environment
3. All students must be rechecked by the school Nurse and be found lice/nit free to return to school (*AAP Recommendation* is that it is not necessary to be nit free if treated appropriately; However, Somerdale Public School Board approved policy maintains that student be found to be lice & nit free to return to school)

**POISON IVY:**

1. Clean area and apply Caladryl prn
2. If Caladryl does not offer effective relief apply .05% Hydrocortisone cream to affected area.

**RASHES:**

1. Students with rash of unknown etiology should be excluded from school at school nurse's discretion.
2. A note from the private physician is required prior to readmission to school

**RINGWORM:**

1. Any student found having or suspected of having Tinea Capitis is to be *Excluded* from school.  
-The student may be readmitted to school upon receipt of a physician's note indicating that treatment has been initiated
2. Any student found having or suspected of having Tinea Coporis should have area covered for rest of school day.  
- Contact should be made with parent/guardian with instructions for care; once application has been started with an over the counter anti-fungal cream student may return to school. Instruct parents to apply cream @ least 2-3 times per day and to continue with

**RINGWORM:**

this treatment for at least 5 days after lesions has disappeared to avoid re-occurrence.

3. No isolation precautions are necessary.

**SPLINTERS:**

1. Cleanse with soap and water
2. Remove splinter with sterilized needle or splinter forceps
3. Cleanse with Bactine/J&J Band-aid wash
4. Bandaid if necessary
5. If splinter is deeply embedded DO NOT PROBE, contact parent

**SPRAINS/STRAINS:**

1. Raise and rest affected joint
2. Apply ice pack immediately and continue for 10-15 minutes
3. If swelling does not decrease and the area is painful contact parent
4. Encourage parent to continue to ice every 30 minutes for 10 minutes at a time; if swelling does not improve, seek medical attention
5. If swelling improves encourage student to slowly increase activity of the joint as long as pain does not persist

**SORE THROAT:**

1. If accompanied by a fever of 100 or greater send student home with instructions to see HCP
2. Warm water gargle may be used
3. Chloraseptic spray to throat or dilute Chloraseptic with equal parts of water for a gargle

**STYES:**

1. Apply a warm soak to eye, encourage to do same at home
2. Encourage parent to have student seen by private physician if no improvement in 2-3 days

**SUNBURN:**

1. Apply Solarcaine to area

**TOOTHACHE:**

1. Dry area with applicator
2. Ambesol on applicator may be applied to area
3. Notify parent and refer for dental evaluation

**TICKS:**

1. Wash area with soap and water
2. Remove tick with a blunt, curved, small forceps or tweezers- use steady firm pressure applied upward which will usually not pull the tick apart
3. Save tick for identification
4. Tetanus booster immunization recommended

**WOUNDS:**

**1. ABRASIONS/SCRAPES:**

- clean with soap and water, rinse
- cleanse with Bactine or J&J Band-Aid Wash
- apply topical antibiotic ointment (ie: Bacitracin, Triple antibiotic , Neosporin)
- apply band aid







**HIBster Report**  
**All Incidents**  
**Somerdale Park School**  
**Date Created: 10/11/2021**

**222987\_SPS\_10052021**

<b>Tracking #:</b>	222987_SPS_10052021	<b>Date Entered:</b>	10/5/2021
<b>Incident Date:</b>	9/29/2021	<b>School:</b>	Somerdale Park School
<b>Incident Time:</b>	8:15 AM	<b>Investigation Type:</b>	HIB

**Type:**

The student engaged in behavior that may be considered inappropriate, rude, disrespectful, or unkind, but the behavior does not violate school guidelines

**Classification:**

Making fun of shoes, Teasing

**Location:**

Building Exterior

**Evidence:**

None

**Motivation:**

None

**Conclusion:**

Unfounded Inconclusive

Effects of HIB:

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

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, 10/14/2021

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**J660** TD Bank, National Association

**\$176,066.26 Vend Total**

P.O. # 200277 2018 Bond			\$176,066.26 P
11-000-240-800-00-0-0	SCHOOL ADMIN OTHER MISC		\$0.14
Inv# September	\$0.14	09/01/21	
40-702-510-834-00-0-0	DEBT SERVICE INTEREST		\$51,066.12 P
Inv# September	\$51,066.12 P	09/01/21	
40-702-510-910-00-0-0	DEBT SERVICE PRINCIPAL		\$125,000.00
Inv# September	\$125,000.00	09/01/21	
	<b>Total for batch =</b>		<b>\$176,066.26</b>

Starting date 9/1/2021

Ending date 9/1/2021

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
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C07871	09/01/21		J660	TD Bank, National Association		176,066.26
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<b>Fund Totals</b>
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11	GENERAL CURRENT EXPENSE	\$0.14
40	DEBT SERVICE FUNDS	\$176,066.12
	Total for all checks listed	\$176,066.26

Prepared and submitted by: \_\_\_\_\_  
Board Secretary Date

**2132 ELMER SCHULTZ SERVICES INC**

**\$500.00 Vend Total**

P.O. # 200279 Oven repair \$500.00  
 60-910-310-400-00-0 CAFETERIA PROPERTY SERVICES \$500.00  
 Inv# 1325731 \$500.00 10/08/21

**C332 JR Fifer Heating, Air Conditioning & Ref**

**\$1,570.00 Vend Total**

P.O. # 200258 Walk in freezer \$1,570.00  
 60-910-310-400-00-0 CAFETERIA PROPERTY SERVICES \$1,570.00  
 Inv# 3149 \$1,570.00 10/08/21

**1267 NUTRI SERVE**

**\$24,371.74 Vend Total**

P.O. # 200005 Cafeteria Services \$23,242.14 P  
 60-910-310-100-00-0 CAFETERIA PAYROLL \$12,809.80 P  
 Inv# 470090421 \$2,106.94 P 10/08/21  
 Inv# 470091121 \$2,733.12 P 10/08/21  
 Inv# 470091821 \$3,756.75 P 10/08/21  
 Inv# 470092521 \$4,212.99 P 10/08/21  
 60-910-310-330-00-0 MANAGEMENT FEE \$1,445.00 P  
 Inv# 470090421 \$361.25 P 10/08/21  
 Inv# 470091121 \$361.25 P 10/08/21  
 Inv# 470091821 \$361.25 P 10/08/21  
 Inv# 470092521 \$361.25 P 10/08/21  
 60-910-310-600-00-0 CAFETERIA SUPPLIES \$1,912.44 P  
 Inv# 470090421 \$540.65 P 10/08/21  
 Inv# 470091121 \$519.50 P 10/08/21  
 Inv# 470091821 \$427.26 P 10/08/21  
 Inv# 470092521 \$425.03 P 10/08/21  
 60-910-310-870-00-0 CAFETERIA FOOD PURCHASES \$5,782.02 P  
 Inv# 470090421 \$1,878.27 P 10/08/21  
 Inv# 470091121 \$1,724.86 P 10/08/21  
 Inv# 470091821 \$1,239.11 P 10/08/21  
 Inv# 470092521 \$939.78 P 10/08/21  
 60-910-310-890-00-0 CAFETERIA DIRECT EXPENSE \$1,292.88 P  
 Inv# 470090421 \$585.35 P 10/08/21  
 Inv# 470091121 \$150.65 P 10/08/21  
 Inv# 470091821 \$360.49 P 10/08/21  
 Inv# 470092521 \$196.39 P 10/08/21  
 P.O. # 200252 Utility Carts \$1,129.60  
 60-910-310-730-00-0 CAFETERIA EQUIPMENT \$1,129.60  
 Inv# 470090221 \$1,129.60 10/08/21

**Total for batch = \$26,441.74**

Starting date 10/8/2021

Ending date 10/8/2021

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
001643	10/08/21		2132	ELMER SCHULTZ SERVICES INC		500.00
001644	10/08/21		C332	JR Fifer Heating, Air Conditioning & Ref		1,570.00
001645	10/08/21	10/08/21		00.0 \$ Multi Stub Void	#001646 Stub	
001646	10/08/21		1267	NUTRI SERVE		24,371.74

**Fund Totals**

60	ENTERPRISE FUND	\$26,441.74
	Total for all checks listed	\$26,441.74

Prepared and submitted by: \_\_\_\_\_ Date \_\_\_\_\_  
Board Secretary

**0302** Spiezle Architectural Group, Inc.

**\$14,590.00 Vend Total**

P.O. # 200275 Shortage				\$360.00
30-000-418-390-00-0-0	BOND PROJECT SOFT COSTS			\$360.00
Inv# 18075-13		\$360.00	10/08/21	

P.O. # 200289 Parking Lot				\$14,230.00
30-000-418-390-00-0-0	BOND PROJECT SOFT COSTS			\$14,230.00
Inv# 18075-22		\$14,230.00	10/08/21	

**Total for batch = \$14,590.00**

Starting date 10/8/2021

Ending date 10/8/2021

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
001047	10/08/21		0302	Spiezle Architectural Group, Inc.		14,590.00
001645	10/08/21	10/08/21	00.0	\$ Multi Stub Void	#001646 Stub	

**Fund Totals**

30	CAPITAL PROJECTS FUNDS	\$14,590.00
	Total for all checks listed	\$14,590.00

Prepared and submitted by: \_\_\_\_\_  
Board Secretary Date

<b>R763</b>	<b>360 Business Solutions</b>			<b>\$276.00 Vend Total</b>
P.O. #	200112 ink for postage;Mindy			\$276.00
	11-000-230-530-00-0-0	COMMUNICATIONS/TELEPHONE		\$276.00
	Inv# 7-6-2021	\$276.00	10/08/21	
<b>Z900</b>	<b>A Cut Above Tree Service LLC</b>			<b>\$2,000.00 Vend Total</b>
P.O. #	200235 trees;Peg			\$2,000.00
	11-000-263-420-00-0-0	CARE & UPKEEP OF GROUNDS		\$2,000.00
	Inv# 10621	\$2,000.00	10/08/21	
<b>H010</b>	<b>Amazing Transformations, LLC</b>			<b>\$1,395.00 Vend Total</b>
P.O. #	200197 BCBA Services			\$1,395.00 P
	11-000-217-320-00-0-0	EXTRAORDINARY SERVICES		\$1,395.00 P
	Inv# 9994	\$1,395.00 P	10/08/21	
<b>1017</b>	<b>AMERIHEALTH INSURANCE CO OF NJ</b>			<b>\$80,634.76 Vend Total</b>
P.O. #	200120 Medical benefits			\$80,634.76 P
	11-000-291-270-00-0-0	HEALTH BENEFITS		\$80,634.76 P
	Inv# 210907480957	\$80,634.76 P	10/08/21	
<b>1439</b>	<b>APPLE COMPUTER, INC.</b>			<b>\$5,893.20 Vend Total</b>
P.O. #	100568 Apple;Tom			\$5,893.20
	20-250-100-600-00-0-0	IDEA B Instructional Supplies		\$5,893.20
	Inv# AF04220039	\$379.00 P	06/30/21	
	Inv# AF05177065	\$44.95 P	06/30/21	
	Inv# AF22829339	\$3,579.50 P	10/08/21	
	Inv# AF23914984	\$1,889.75 P	10/08/21	
<b>1304</b>	<b>B SAFE, INC</b>			<b>\$147.50 Vend Total</b>
P.O. #	200168 Fire Alarm Inspection			\$147.50 P
	11-000-266-340-00-0-0	BUILDING SECURITY		\$147.50 P
	Inv# 1159734	\$147.50 P	10/08/21	
<b>0220</b>	<b>Benecard Services, LLC</b>			<b>\$20,558.52 Vend Total</b>
P.O. #	200121 Prescription benefits			\$20,558.52 P
	11-000-291-270-00-0-0	HEALTH BENEFITS		\$20,558.52 P
	Inv# October 2021	\$20,558.52 P	10/08/21	
<b>1831</b>	<b>Billows Electric Supply Company</b>			<b>\$2,103.12 Vend Total</b>
P.O. #	200225 Light Lens;Peggy			\$2,103.12
	11-000-261-610-00-0-0	BUILDING MAINTENANCE SUPPLIES		\$2,103.12
	Inv# 5396852-00	\$2,137.42	10/08/21	
	Inv# 54668110-00	(\$34.30) P	10/08/21	
<b>K067</b>	<b>Blackout EZ LLC</b>			<b>\$114.44 Vend Total</b>
P.O. #	200227 Blackout Shades;Rob Ford			\$114.44
	11-000-266-610-00-0-0	SECURITY SUPPLIES		\$114.44
	Inv# 343	\$114.44	10/08/21	
<b>Q760</b>	<b>Caamano;Jose D</b>			<b>\$77.00 Vend Total</b>
P.O. #	200314 Soccer ref			\$77.00
	11-402-100-500-00-0-0	ATHLETICS PURCH SERV		\$77.00
	Inv# 10--4-2021	\$77.00	10/08/21	



<b>Y968</b>	<b>Capstone</b>			<b>\$1,799.00 Vend Total</b>
P.O. #	200013 Pebble Go/Pebble Next; MBURTON			\$1,799.00
	11-000-222-600-00-0-0	LIBRARY/MEDIA CENTER SUPPLIES		\$1,799.00
	Inv# 243975	\$1,799.00	10/08/21	
<b>1066</b>	<b>CCESC (CC EDUC SERV COMMIS)</b>			<b>\$542.42 Vend Total</b>
P.O. #	200285 ESY (august)			\$542.42
	11-422-270-350-00-0-0	ESY ESC ADMIN FEE		\$30.70
	Inv# 2V0120	\$30.70	10/08/21	
	11-422-270-518-00-0-0	ESY ESC TRANSPORT		\$511.72
	Inv# 2V0120	\$511.72	10/08/21	
<b>1619</b>	<b>CDW</b>			<b>\$5,196.74 Vend Total</b>
P.O. #	200184 Microsoft Windows Licensing			\$5,196.74
	11-000-252-340-00-0-0	TECHNOLOGY SERVICES		\$5,196.74
	Inv# J970991	\$5,196.74	10/08/21	
<b>0148</b>	<b>Collingswood Public Schools</b>			<b>\$6,884.80 Vend Total</b>
P.O. #	200248 RW Tuition			\$4,524.10 P
	11-000-100-562-00-0-0	TUITION (SPEC ED) TO OTHER LEA		\$2,326.10 P
	Inv# 22-00034-Sept	\$2,326.10 P	10/08/21	
	11-422-100-562-00-0-0	ESY SPEC ED TUITION OTHER LEAS		\$2,198.00
	Inv# 22-00033	\$2,198.00	10/08/21	
P.O. #	200283 RW 1-1 aide			\$2,360.70 P
	11-213-100-320-00-0-0	SPECIAL ED PROF ED SERVICES		\$2,360.70 P
	Inv# 22-00063-Sept	\$2,360.70 P	10/08/21	
<b>0305</b>	<b>Cooper University Physicians - Pediatric</b>			<b>\$62.80 Vend Total</b>
P.O. #	200118 Medical Services			\$62.80 P
	11-000-213-320-00-0-0	HEALTH PURCHASED PROF SERVICES		\$62.80 P
	Inv# 759-0082021SMRD	\$62.80 P	10/08/21	
<b>Z296</b>	<b>De Lage Landen Financial Services, Inc.</b>			<b>\$160.84 Vend Total</b>
P.O. #	200146 Color Copier			\$160.84 P
	11-190-100-440-00-0-0	LEASE/PURCHASE & RENTALS		\$160.84 P
	Inv# 73992522	\$160.84 P	10/08/21	
<b>0063</b>	<b>Dell Marketing, LP</b>			<b>\$1,492.50 Vend Total</b>
P.O. #	200203 Dell Tier 2 - Reimbursement			\$1,492.50
	11-000-252-340-00-0-0	TECHNOLOGY SERVICES		\$1,492.50
	Inv# 10508320177	\$1,492.50	10/08/21	
<b>1103</b>	<b>DELTA DENTAL</b>			<b>\$3,571.72 Vend Total</b>
P.O. #	200119 Dental benefits			\$3,571.72 P
	11-000-291-270-00-0-0	HEALTH BENEFITS		\$3,571.72 P
	Inv# 777176	\$3,571.72 P	10/08/21	
<b>0120</b>	<b>Direct Energy Business</b>			<b>\$68.83 Vend Total</b>
P.O. #	200155 Gas			\$68.83 P
	11-000-262-621-00-0-0	GAS		\$68.83 P
	Inv# HS12656958	\$68.83 P	10/08/21	

**R801 Enhance A Colour, Corp. \$9,279.00 Vend Total**

P.O. # 200228	Desk Sheilds		\$9,279.00
20-483-100-600-00-0-0	ESSER II Instructional Supp.		\$0.00
Inv# 20213105		\$9,279.00	10/08/21
Inv# RE-DIST		(\$9,279.00) P	10/08/21
20-487-100-600-00-0-0	ESSER II ARP Instruct. Supply		\$9,279.00
Inv# RE-DIST		\$9,279.00	10/08/21

**W147 E-Rate Consulting, Inc. \$1,000.00 Vend Total**

P.O. # 200162	E-rate Compliane Services		\$1,000.00
11-000-251-330-00-0-0	CENTRAL (SBA) PROF SERVICES		\$1,000.00
Inv# SMR2021221		\$1,000.00	10/08/21

**G055 ESS Northeast, LLC \$68,883.95 Vend Total**

P.O. # 200264	Week ending 9-4-2021		\$3,371.56
11-213-100-320-00-0-0	SPECIAL ED PROF ED SERVICES		\$1,231.91
Inv# 259205		\$1,231.91	10/08/21
11-230-100-320-00-0-0	BASIC SKILLS PROF ED SERVICES		\$434.06
Inv# 259205		\$434.06	10/08/21
20-218-200-330-00-0-0	PRESCHOOL PURCH PROF SERVICES		\$149.62
Inv# 259205		\$149.62	10/08/21
20-231-100-300-00-0-0	TITLE I Instruct Prof Services		\$792.86
Inv# 259205		\$792.86	10/08/21
20-250-100-300-00-0-0	IDEA B Instruct Prof Services		\$763.11
Inv# 259205		\$763.11	10/08/21
P.O. # 200266	Week ending 9-4-2021 (subs)		\$718.20
11-190-100-320-00-0-0	INSTRUCTIONAL PROF ED SERVICES		\$718.20
Inv# 259203		\$718.20	10/08/21
P.O. # 200280	Week ending 9-11-2021 (subs)		\$1,705.73
11-190-100-320-00-0-0	INSTRUCTIONAL PROF ED SERVICES		\$987.53
Inv# 260406		\$987.53	10/08/21
11-213-100-320-00-0-0	SPECIAL ED PROF ED SERVICES		\$718.20
Inv# 260406		\$718.20	10/08/21
P.O. # 200281	Week ending 9-11-2021		\$11,845.65
11-213-100-320-00-0-0	SPECIAL ED PROF ED SERVICES		\$4,808.07
Inv# 261512		\$4,808.07	10/08/21
11-230-100-320-00-0-0	BASIC SKILLS PROF ED SERVICES		\$1,515.85
Inv# 261512		\$1,515.85	10/08/21
20-218-200-330-00-0-0	PRESCHOOL PURCH PROF SERVICES		\$598.52
Inv# 261512		\$598.52	10/08/21
20-231-100-300-00-0-0	TITLE I Instruct Prof Services		\$2,828.39
Inv# 261512		\$2,828.39	10/08/21
20-250-100-300-00-0-0	IDEA B Instruct Prof Services		\$2,094.82
Inv# 261512		\$2,094.82	10/08/21
P.O. # 200291	Week ending 9-18-2021		\$14,693.61
11-213-100-320-00-0-0	SPECIAL ED PROF ED SERVICES		\$5,990.15
Inv# 262638		\$5,990.15	10/08/21
11-230-100-320-00-0-0	BASIC SKILLS PROF ED SERVICES		\$1,894.81
Inv# 262638		\$1,894.81	10/08/21
20-218-200-330-00-0-0	PRESCHOOL PURCH PROF SERVICES		\$748.15
Inv# 262638		\$748.15	10/08/21

**G055** ESS Northeast, LLC**\$68,883.95 Vend Total**

P.O. # 200291	Week ending 9-18-2021		\$14,693.61
20-231-100-300-00-0-0	TITLE I Instruct Prof Services		\$3,441.99
Inv# 262638	\$3,441.99	10/08/21	
20-250-100-300-00-0-0	IDEA B Instruct Prof Services		\$2,618.51
Inv# 262638	\$2,618.51	10/08/21	
P.O. # 200292	Week ending 9-18-2021 (Subs)		\$3,052.35
11-000-219-320-00-0-0	CST PROF SERVICES		\$359.10
Inv# 262432	\$359.10	10/08/21	
11-190-100-320-00-0-0	INSTRUCTIONAL PROF ED SERVICES		\$1,795.50
Inv# 262432	\$1,795.50	10/08/21	
11-213-100-320-00-0-0	SPECIAL ED PROF ED SERVICES		\$897.75
Inv# 262432	\$897.75	10/08/21	
P.O. # 200308	Week ending 9-25-2021 (subs)		\$2,513.70
11-190-100-320-00-0-0	INSTRUCTIONAL PROF ED SERVICES		\$1,615.95
Inv# 264774	\$1,615.95	10/08/21	
11-213-100-320-00-0-0	SPECIAL ED PROF ED SERVICES		\$897.75
Inv# 264774	\$897.75	10/08/21	
P.O. # 200309	Week ending 9-25-2021		\$13,965.40
11-213-100-320-00-0-0	SPECIAL ED PROF ED SERVICES		\$5,336.75
Inv# 264287	\$5,336.75	10/08/21	
11-230-100-320-00-0-0	BASIC SKILLS PROF ED SERVICES		\$1,894.81
Inv# 264287	\$1,894.81	10/08/21	
20-218-200-330-00-0-0	PRESCHOOL PURCH PROF SERVICES		\$748.15
Inv# 264287	\$748.15	10/08/21	
20-231-100-300-00-0-0	TITLE I Instruct Prof Services		\$3,441.99
Inv# 264287	\$3,441.99	10/08/21	
20-250-100-300-00-0-0	IDEA B Instruct Prof Services		\$2,543.70
Inv# 264287	\$2,543.70	10/08/21	
P.O. # 200324	Week ending 9-30-2021 (subs)		\$2,693.25
11-000-219-320-00-0-0	CST PROF SERVICES		\$538.65
Inv# 267670	\$538.65	10/08/21	
11-110-100-320-00-0-0	KINDERGARTEN PROF ED SERVICES		\$179.55
Inv# 267670	\$179.55	10/08/21	
11-190-100-320-00-0-0	INSTRUCTIONAL PROF ED SERVICES		\$1,256.85
Inv# 267670	\$1,256.85	10/08/21	
11-213-100-320-00-0-0	SPECIAL ED PROF ED SERVICES		\$718.20
Inv# 267670	\$718.20	10/08/21	
P.O. # 200325	Week Ending 10-2-2021 (subs)		\$538.65
11-190-100-320-00-0-0	INSTRUCTIONAL PROF ED SERVICES		\$359.10
Inv# 267669	\$359.10	10/08/21	
11-213-100-320-00-0-0	SPECIAL ED PROF ED SERVICES		\$179.55
Inv# 267669	\$179.55	10/08/21	
P.O. # 200326	Week ending 10-2-2021		\$2,942.71
11-213-100-320-00-0-0	SPECIAL ED PROF ED SERVICES		\$1,202.02
Inv# 267671	\$1,202.02	10/08/21	
11-230-100-320-00-0-0	BASIC SKILLS PROF ED SERVICES		\$378.96
Inv# 267671	\$378.96	10/08/21	
20-218-200-330-00-0-0	PRESCHOOL PURCH PROF SERVICES		\$149.63
Inv# 267671	\$149.63	10/08/21	
20-231-100-300-00-0-0	TITLE I Instruct Prof Services		\$688.40
Inv# 267671	\$688.40	10/08/21	

**G055 ESS Northeast, LLC \$68,883.95 Vend Total**

P.O. # 200326 Week ending 10-2-2021 \$2,942.71  
 20-250-100-300-00-0-0 IDEA B Instruct Prof Services \$523.70  
 Inv# 267671 \$523.70 10/08/21

P.O. # 200328 Week ending 9-30-2021 \$10,843.14  
 11-213-100-320-00-0-0 SPECIAL ED PROF ED SERVICES \$4,199.58  
 Inv# 267672 \$4,199.58 10/08/21  
 11-230-100-320-00-0-0 BASIC SKILLS PROF ED SERVICES \$914.33  
 Inv# 267672 \$914.33 10/08/21  
 20-218-200-330-00-0-0 PRESCHOOL PURCH PROF SERVICES \$598.52  
 Inv# 267672 \$598.52 10/08/21  
 20-231-100-300-00-0-0 TITLE I Instruct Prof Services \$3,202.48  
 Inv# 267672 \$3,202.48 10/08/21  
 20-250-100-300-00-0-0 IDEA B Instruct Prof Services \$1,928.23  
 Inv# 267672 \$1,928.23 10/08/21

**V057 Everything2go.com \$3,143.00 Vend Total**

P.O. # 200213 MP furniture;Mark \$3,143.00  
 12-000-261-730-00-0-0 BUILDING EQUIPMENT \$3,143.00  
 Inv# EU217A14 \$3,143.00 10/08/21

**0108 Fibertech Networks, LLC \$911.60 Vend Total**

P.O. # 200131 Internet \$911.60 P  
 11-000-230-530-00-0-0 COMMUNICATIONS/TELEPHONE \$911.60 P  
 Inv# 933596 \$911.60 P 10/08/21

**2158 FOUNDATION FOR EDUCATIONAL ADMINISTRATI \$125.00 Vend Total**

P.O. # 200167 AS workshop \$125.00  
 11-000-223-590-00-0-0 STAFF TRAINING \$125.00  
 Inv# 58085 \$125.00 10/08/21

**V693 FP Mailing Solutions \$147.00 Vend Total**

P.O. # 200138 Postage meter rental \$147.00 P  
 11-000-230-530-00-0-0 COMMUNICATIONS/TELEPHONE \$147.00 P  
 Inv# 105061175 \$147.00 P 10/08/21

**1140 GCSSSD \$6,110.00 Vend Total**

P.O. # 200272 ESY JM & DD \$6,075.00  
 11-422-100-565-00-0-0 ESY TUITION SPECIAL SERVICES \$6,075.00  
 Inv# 2V0125 \$6,075.00 10/08/21  
 P.O. # 200323 Out of county fee \$35.00 P  
 11-000-100-565-00-0-0 TUITION-COUNTY SPEC SERV DIST \$35.00 P  
 Inv# 2V0367 \$35.00 P 10/08/21

**L298 General Healthcare Resources, LLC \$9,101.00 Vend Total**

P.O. # 200169 OT-Services \$1,482.00 P  
 11-000-216-320-00-0-0 OT/PT/SPEECH PURCH PROF SERV \$1,482.00 P  
 Inv# 450164 \$38.00 P 10/08/21  
 Inv# 450986 \$874.00 P 10/08/21  
 Inv# 451763 \$570.00 P 10/08/21  
 P.O. # 200182 Speech-Services \$7,619.00 P  
 11-000-216-320-00-0-0 OT/PT/SPEECH PURCH PROF SERV \$7,619.00 P  
 Inv# 449424 \$950.00 P 10/08/21

<b>L298</b>	<b>General Healthcare Resources, LLC</b>			<b>\$9,101.00 Vend Total</b>
P.O. #	200182	Speech-Services		\$7,619.00 P
	11-000-216-320-00-0-0	OT/PT/SPEECH PURCH PROF SERV		\$7,619.00 P
	Inv# 450163		\$1,767.00 P	10/08/21
	Inv# 450985		\$2,375.00 P	10/08/21
	Inv# 451762		\$2,527.00 P	10/08/21
<b>1694</b>	<b>Genserve Inc.</b>			<b>\$385.00 Vend Total</b>
P.O. #	200128	Generator Maintenance		\$385.00 P
	11-000-261-420-00-0-0	BUILDING MAINTENANCE & REPAIRS		\$385.00 P
	Inv# 250966		\$385.00 P	10/08/21
<b>O656</b>	<b>Gomo Educational Services, LLC</b>			<b>\$5,000.00 Vend Total</b>
P.O. #	200293	presentor		\$5,000.00
	20-270-200-300-00-0-0	TITLE II PD Prof Services		\$5,000.00
	Inv# 73		\$5,000.00	10/08/21
<b>2199</b>	<b>HIGH NOON BOOKS</b>			<b>\$891.00 Vend Total</b>
P.O. #	100574	Decodable Books;MSeligman		\$891.00
	20-231-100-600-00-0-0	TITLE I Instructional Supplies		\$891.00
	Inv# 274528		\$351.00 P	06/30/21
	Inv# 275532		\$270.00 P	06/30/21
	Inv# 277775		\$270.00 P	10/08/21
<b>1429</b>	<b>HOUGHTON MIFFLIN</b>			<b>\$457.03 Vend Total</b>
P.O. #	200191	math textbooks;Kim		\$457.03
	11-130-100-640-10-0-0	6-8 GRADE MATH TEXTBOOKS		\$457.03
	Inv# 9553556554		\$457.03	10/08/21
<b>2254</b>	<b>KDI, INC,</b>			<b>\$1,823.46 Vend Total</b>
P.O. #	200153	Color Copier Overage		\$135.96 P
	11-190-100-440-00-0-0	LEASE/PURCHASE & RENTALS		\$135.96 P
	Inv# 1103076		\$135.96 P	10/08/21
P.O. #	200154	B&W copier maintenance		\$1,687.50 P
	11-190-100-440-00-0-0	LEASE/PURCHASE & RENTALS		\$1,687.50 P
	Inv# 1104036		\$1,687.50 P	10/08/21
<b>X440</b>	<b>Learning Ally</b>			<b>\$1,599.00 Vend Total</b>
P.O. #	200247	E-Reader		\$1,599.00
	20-250-100-600-00-0-0	IDEA B Instructional Supplies		\$1,599.00
	Inv# 106774		\$1,599.00	10/08/21
<b>O228</b>	<b>Leone;Thomas</b>			<b>\$266.90 Vend Total</b>
P.O. #	200311	Domain Name Renewals		\$266.90
	11-000-252-340-00-0-0	TECHNOLOGY SERVICES		\$266.90
	Inv# Domain		\$266.90	10/08/21
<b>0143</b>	<b>Lifetouch NSS</b>			<b>\$3,014.83 Vend Total</b>
P.O. #	100321	Yearbook		\$3,014.83
	11-401-100-500-00-0-0	STUDENT ACTIVITY SERVICES		\$3,014.83
	Inv# EVTN9VJF		\$3,014.83	06/30/21

<b>M150</b>	<b>Mad Science of West New Jersey</b>	<b>\$642.00 Vend Total</b>
P.O. #	200093 Summer Days Mad Science	\$642.00
	20-483-200-300-00-0-0 ESSER II Prof.Services	\$642.00
Inv#	139833	\$642.00 10/08/21
<b>0130</b>	<b>Multi-Temp Mechanical Inc.</b>	<b>\$1,976.62 Vend Total</b>
P.O. #	200107 Counselors office	\$1,976.62
	11-000-261-420-00-0-0 BUILDING MAINTENANCE & REPAIRS	\$1,976.62
Inv#	4421-148	\$1,976.62 10/08/21
<b>0070</b>	<b>Municipal Capital</b>	<b>\$2,938.00 Vend Total</b>
P.O. #	200149 B&W Copier lease	\$2,938.00 P
	11-190-100-440-00-0-0 LEASE/PURCHASE & RENTALS	\$2,938.00 P
Inv#	8955280921	\$1,469.00 P 10/08/21
Inv#	8955290621	\$1,469.00 P 10/08/21
<b>1573</b>	<b>NASSP</b>	<b>\$385.00 Vend Total</b>
P.O. #	200136 NJHS dues	\$385.00
	11-401-100-500-00-0-0 STUDENT ACTIVITY SERVICES	\$385.00
Inv#	9001466740	\$385.00 10/08/21
<b>2187</b>	<b>NATIONAL VISION ADMINISTRATORS, LLC</b>	<b>\$443.31 Vend Total</b>
P.O. #	200122 Vision benefits	\$443.31 P
	11-000-291-270-00-0-0 HEALTH BENEFITS	\$443.31 P
Inv#	4376478	\$443.31 P 10/08/21
<b>2259</b>	<b>NCS Pearson, Inc.</b>	<b>\$311.50 Vend Total</b>
P.O. #	200288 Adaptive Behavior-CST	\$311.50
	20-250-100-600-00-0-0 IDEA B Instructional Supplies	\$311.50
Inv#	16201441	\$152.00 P 10/08/21
Inv#	16212936	\$159.50 P 10/08/21
<b>D749</b>	<b>Newsela, Inc.</b>	<b>\$2,500.00 Vend Total</b>
P.O. #	200023 Social Studies 4-8	\$2,500.00
	11-190-100-610-00-0-0 INSTRUCTIONAL SUPPLIES	\$2,500.00
Inv#	20202	\$2,500.00 10/08/21
<b>1251</b>	<b>NJ AMERICAN WATER CO INC</b>	<b>\$320.91 Vend Total</b>
P.O. #	200148 water	\$320.91 P
	11-000-262-490-00-0-0 BUILDING PROPERTY SERVICES	\$320.91 P
Inv#	9-19-2021	\$320.91 P 10/08/21
<b>0119</b>	<b>NJ Schools Insurance Group</b>	<b>\$102,185.73 Vend Total</b>
P.O. #	200273 Property & Casualty premium	\$102,185.73
	11-000-230-520-00-0-0 ADMIN INSURANCE	\$17,636.00
Inv#	29431	\$17,636.00 10/08/21
	11-000-262-520-00-0-0 PROPERTY INSURANCE	\$33,493.73
Inv#	29431	\$33,493.73 10/08/21
	11-000-291-260-00-0-0 WORKER'S COMP INSURANCE	\$51,056.00
Inv#	29431	\$51,056.00 10/08/21

**1275 PAULS TROPHIES & AWARDS INC \$55.00 Vend Total**

P.O. # 200238 board nameplates;Mindy \$55.00  
 11-000-230-610-00-0-0 ADMIN SUPPLIES \$55.00  
 Inv# 47447 \$55.00 10/08/21

**V526 Pine Hill Board of Education \$2,150.00 Vend Total**

P.O. # 200320 JJ homeless tuitions \$2,150.00 P  
 11-000-100-562-00-0-0 TUITION (SPEC ED) TO OTHER LEA \$2,150.00 P  
 Inv# R-137-22 \$2,150.00 P 10/08/21

**D500 Progressive Mastery Learning, LLC \$11,250.00 Vend Total**

P.O. # 200263 Staff PD \$11,250.00  
 11-000-223-590-00-0-0 STAFF TRAINING \$11,250.00  
 Inv# 1772 \$11,250.00 10/08/21

**1297 PSE&G \$16,308.28 Vend Total**

P.O. # 200157 Electric \$16,308.28 P  
 11-000-262-622-00-0-0 ELECTRICITY \$16,308.28 P  
 Inv# August 2021 \$7,903.01 P 10/08/21  
 Inv# September 2021 \$8,405.27 P 10/08/21

**1332 SCHOLASTIC \$186.78 Vend Total**

P.O. # 200020 Junior Sholastic Magazine \$186.78  
 11-130-100-610-15-0-0 6-8 GRADE LANG ART SUPPLIES \$186.78  
 Inv# M7135671 \$186.78 10/08/21

**1336 School Specialty, LLC \$1,508.49 Vend Total**

P.O. # 100634 Summer Days Supplies \$1,120.03  
 20-485-200-600-00-0-0 MENTAL HEALTH Support Supplies \$1,120.03  
 Inv# 208127569819 \$549.94 P 06/30/21  
 Inv# 208127593964 \$206.69 P 06/30/21  
 Inv# 208127644365 \$45.97 P 06/30/21  
 Inv# 208127757901 \$137.68 P 10/08/21  
 Inv# 208127887938 \$82.48 P 10/08/21  
 Inv# 208128686566 \$97.27 P 10/08/21

P.O. # 200270 rug squares \$154.52  
 11-110-100-610-00-0-0 KINDERGARTEN SUPPLIES \$154.52  
 Inv# 208128678247 \$154.52 10/08/21

P.O. # 200276 renaissance \$233.94  
 11-401-100-610-00-0-0 STUDENT ACTIVITY SUPPLIES \$233.94  
 Inv# 208128724466 \$233.94 10/08/21

**2266 SCHOOLSIN \$2,393.85 Vend Total**

P.O. # 100608 Makerspac trolley;Mark \$2,393.85  
 20-232-200-600-00-0-0 ReAl Support Supplies \$2,393.85  
 Inv# 477876 \$2,393.85 10/08/21

**1352 SOMERDALE BOE/LUNCH ACCOUNT \$475.00 Vend Total**

P.O. # 200296 Opening day breakfast \$475.00  
 11-000-230-610-00-0-0 ADMIN SUPPLIES \$475.00  
 Inv# SOM210901140916 \$475.00 10/08/21

**1359 SOUTH JERSEY GAS CO.****\$212.32 Vend Total**

P.O. # 200156 Gas  
 11-000-262-621-00-0-0 GAS  
 Inv# September 2021 \$212.32 P 10/08/21

\$212.32 P  
 \$212.32 P

**1860 SYCNB/Amazon****\$249.92 Vend Total**

P.O. # 200294 renaissance items  
 11-401-100-610-00-0-0 STUDENT ACTIVITY SUPPLIES  
 Inv# 464689668776 \$139.94 P 10/08/21  
 Inv# 668494779964 \$109.98 P 10/08/21

\$249.92  
 \$249.92

**L558 Teacher Synergy, LLC****\$401.32 Vend Total**

P.O. # 200074 TPT Materials;MBurton  
 11-000-222-600-00-0-0 LIBRARY/MEDIA CENTER SUPPLIES  
 Inv# 157929262 \$98.97 10/08/21

\$98.97  
 \$98.97

P.O. # 200262 Student Services Supp;NBurns  
 11-230-100-610-00-0-0 BASIC SKILLS SUPPLIES  
 Inv# 164683104 \$29.50 10/08/21

\$29.50  
 \$29.50

P.O. # 200286 lbaldyga;ss  
 11-120-100-610-04-0-0 4TH GRADE SUPPLIES  
 Inv# 166013212 \$272.85 10/08/21

\$272.85  
 \$272.85

**0163 Vertical Print & Design****\$1,435.00 Vend Total**

P.O. # 200304  
 11-401-100-610-00-0-0 STUDENT ACTIVITY SUPPLIES  
 Inv# 4875 \$100.00 P 10/08/21  
 Inv# 4876 \$1,335.00 P 10/08/21

\$1,435.00  
 \$1,435.00

**1405 VHR RENTAL & SUPPLY****\$150.30 Vend Total**

P.O. # 200299 Hose  
 11-000-262-610-00-0-0 CUSTODIAL SUPPLIES  
 Inv# 94020 \$115.98 10/08/21

\$115.98  
 \$115.98

P.O. # 200302 supplies  
 11-000-262-610-00-0-0 CUSTODIAL SUPPLIES  
 Inv# 94175 \$34.32 10/08/21

\$34.32  
 \$34.32

**X744 Virtua Health, Inc.****\$486.00 Vend Total**

P.O. # 200170 PT Services; Laura  
 11-000-216-320-00-0-0 OT/PT/SPEECH PURCH PROF SERV  
 Inv# 2996 \$486.00 P 10/08/21

\$486.00 P  
 \$486.00 P

**1123 W.B. MASON****\$319.20 Vend Total**

P.O. # 200152 Water  
 11-000-213-600-00-0-0 HEALTH SUPPLIES  
 Inv# 223470535 \$19.75 P 10/08/21  
 Inv# 223908254 \$19.75 P 10/08/21  
 11-000-230-610-00-0-0 ADMIN SUPPLIES  
 Inv# 223470535 \$19.75 P 10/08/21  
 Inv# 223908254 \$19.75 P 10/08/21

\$79.00 P  
 \$39.50 P

P.O. # 200239 Clasp Envelopes  
 11-000-230-610-00-0-0 ADMIN SUPPLIES  
 Inv# 222937223 \$12.85 10/08/21

\$12.85  
 \$12.85



**1123 W.B. MASON**

**\$319.20 Vend Total**

P.O. # 200244 labels;Nancy		\$33.35	
11-000-230-610-00-0-0	ADMIN SUPPLIES	\$33.35	
Inv# 223063087			10/08/21

P.O. # 200260 kneeling pads;Laura		\$194.00	
20-250-100-600-00-0-0	IDEA B Instructional Supplies	\$194.00	
Inv# 223467573			10/08/21

**1495 WADE, LONG, WOOD, & LONG LLC**

**\$1,834.00 Vend Total**

P.O. # 200160 Legal services		\$1,834.00 P	
11-000-230-331-00-0-0	LEGAL SERVICES	\$1,834.00 P	
Inv# 30759			10/08/21

**2276 Xtel Communications**

**\$219.91 Vend Total**

P.O. # 200142 Phone Services		\$219.91 P	
11-000-230-530-00-0-0	COMMUNICATIONS/TELEPHONE	\$219.91 P	
Inv# 212732129			10/08/21

**Total for batch = \$396,455.40**

Starting date 10/8/2021

Ending date 10/8/2021

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
001645	10/08/21	10/08/21		00.0 \$ Multi Stub Void	#001646 Stub	
024269	10/08/21		R763	360 Business Solutions		276.00
024270	10/08/21		Z900	A Cut Above Tree Service LLC		2,000.00
024271	10/08/21		H010	Amazing Transformations, LLC		1,395.00
024272	10/08/21		1017	AMERIHEALTH INSURANCE CO OF NJ		80,634.76
024273	10/08/21		1439	APPLE COMPUTER, INC.		5,893.20
024274	10/08/21		1304	B SAFE, INC		147.50
024275	10/08/21		0220	Benecard Services, LLC		20,558.52
024276	10/08/21		1831	Billows Electric Supply Company		2,103.12
024277	10/08/21		K067	Blackout EZ LLC		114.44
024278	10/08/21		Q760	Caamano;Jose D		77.00
024279	10/08/21		Y968	Capstone		1,799.00
024280	10/08/21		1066	CCESC (CC EDUC SERV COMMIS)		542.42
024281	10/08/21		1619	CDW		5,196.74
024282	10/08/21		0148	Collingswood Public Schools		6,884.80
024283	10/08/21		0305	Cooper University Physicians - Pediatric		62.80
024284	10/08/21		Z296	De Lage Landen Financial Services, Inc.		160.84
024285	10/08/21		0063	Dell Marketing, LP		1,492.50
024286	10/08/21		1103	DELTA DENTAL		3,571.72
024287	10/08/21		0120	Direct Energy Business		68.83
024288	10/08/21		R801	Enhance A Colour, Corp.		9,279.00
024289	10/08/21		W147	E-Rate Consulting, Inc.		1,000.00
024290	10/08/21	10/08/21		00.0 \$ Multi Stub Void	#024293 Stub	
024291	10/08/21	10/08/21		00.0 \$ Multi Stub Void	#024293 Stub	
024292	10/08/21	10/08/21		00.0 \$ Multi Stub Void	#024293 Stub	
024293	10/08/21		G055	ESS Northeast, LLC		68,883.95
024294	10/08/21		V057	Everything2go.com		3,143.00
024295	10/08/21		0108	Fibertech Networks, LLC		911.60
024296	10/08/21		2158	FOUNDATION FOR EDUCATIONAL ADMINISTRATI		125.00
024297	10/08/21		V693	FP Mailing Solutions		147.00
024298	10/08/21		1140	GCSSSD		6,110.00
024299	10/08/21		L298	General Healthcare Resources, LLC		9,101.00
024300	10/08/21		1694	Genserve Inc.		385.00
024301	10/08/21		O656	Gomo Educational Services, LLC		5,000.00
024302	10/08/21		2199	HIGH NOON BOOKS		891.00
024303	10/08/21		1429	HOUGHTON MIFFLIN		457.03
024304	10/08/21		2254	KDI, INC,		1,823.46
024305	10/08/21		X440	Learning Ally		1,599.00
024306	10/08/21		O228	Leone;Thomas		266.90

Starting date 10/8/2021

Ending date 10/8/2021

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
024307	10/08/21		0143	Lifetouch NSS		3,014.83
024308	10/08/21		M150	Mad Science of West New Jersey		642.00
024309	10/08/21		0130	Multi-Temp Mechanical Inc.		1,976.62
024310	10/08/21		0070	Municipal Capital		2,938.00
024311	10/08/21		1573	NASSP		385.00
024312	10/08/21		2187	NATIONAL VISION ADMINISTRATORS, LLC		443.31
024313	10/08/21		2259	NCS Pearson, Inc.		311.50
024314	10/08/21		D749	Newsela, Inc.		2,500.00
024315	10/08/21		1251	NJ AMERICAN WATER CO INC		320.91
024316	10/08/21		0119	NJ Schools Insurance Group		102,185.73
024317	10/08/21		1275	PAULS TROPHIES & AWARDS INC		55.00
024318	10/08/21		V526	Pine Hill Board of Education		2,150.00
024319	10/08/21		D500	Progressive Mastery Learning, LLC		11,250.00
024320	10/08/21		1297	PSE&G		16,308.28
024321	10/08/21		1332	SCHOLASTIC		186.78
024322	10/08/21		1336	School Specialty, LLC		1,508.49
024323	10/08/21		2266	SCHOOLSIN		2,393.85
024324	10/08/21		1352	SOMERDALE BOE/LUNCH ACCOUNT		475.00
024325	10/08/21		1359	SOUTH JERSEY GAS CO.		212.32
024326	10/08/21		1860	SYCNB/Amazon		249.92
024327	10/08/21		L558	Teacher Synergy, LLC		401.32
024328	10/08/21		0163	Vertical Print & Design		1,435.00
024329	10/08/21		1405	VHR RENTAL & SUPPLY		150.30
024330	10/08/21		X744	Virtua Health, Inc.		486.00
024331	10/08/21		1123	W.B. MASON		319.20
024332	10/08/21		1495	WADE, LONG, WOOD, & LONG LLC		1,834.00
024333	10/08/21		2276	Xtel Communications		219.91

Starting date 10/8/2021

Ending date 10/8/2021

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<b>Fund Totals</b>
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11	GENERAL CURRENT EXPENSE	\$338,128.05
12	CAPITAL OUTLAY	\$3,143.00
20	SPECIAL REVENUE FUNDS	\$55,184.35
	Total for all checks listed	\$396,455.40

Prepared and submitted by: \_\_\_\_\_  
Board Secretary

\_\_\_\_\_  
Date

Transfers by Transfer Number

Somerdale Board of Education

Start date 8/1/2021

End date 8/31/2021

TR#	Transfer Description	Amount	To Account	From Account
2814	08/17/21 ESY transportation admin fee	36.70	11-422-270-350-00-0-0 ESY ESC ADMIN FEE	11-422-270-518-00-0-0 ESY ESC TRANSPORT
		36.70	Report Total	

*David Rouse*

*Mark Rouse*

**Somerdale Board of Education  
Comprehensive Maintenance Plan  
October 15, 2021**

*261 accounts only*

<b>Actual 2020-21 \$46,084</b>	<b>Budgeted 2021-22 \$91,880</b>	<b>Planned 2022-23 \$95,840</b>
Lighting system repairs, including inspection/maintenance of emergency lighting.	Lighting system repairs, including inspection/maintenance of emergency lighting.	Lighting system repairs, including inspection/maintenance of emergency lighting.
Ceiling Tile Replacements	Ceiling Tile Replacements	Ceiling Tile Replacements
Drywall patching and repairs	Drywall patching and repairs	Drywall patching and repairs
Elevator inspection and maintenance	Elevator inspection and maintenance	Elevator inspection and maintenance
Fence maintenance and repairs	Fence maintenance and repairs	Fence maintenance and repairs
Gym floor, bleacher, partition wall maintenance	Gym floor, bleacher, partition wall maintenance	Gym floor, bleacher, partition wall maintenance
Asphalt/Concrete surface inspection/repair, including steps and railings.	Asphalt/Concrete surface inspection/repair, including steps and railings.	Asphalt/Concrete surface inspection/repair, including steps and railings.
Drainage inspection and repair.	Drainage inspection and repair.	Drainage inspection and repair.
Inspection and repair of Injector Pumps	Inspection and repair of Injector Pumps	Inspection and repair of Injector Pumps
Window/Door inspection/repair, replacement including related hardware	Window/Door inspection/repair, replacement including related hardware	Window/Door inspection/repair, replacement including related hardware
Fire alarm system inspection, certification, maintenance/repair	Fire alarm system inspection, certification, maintenance/repair	Fire alarm system inspection, certification, maintenance/repair
HVAC system inspection, maintenance/repair, including exhaust system, and controls	HVAC system inspection, maintenance/repair, including exhaust system, and controls	HVAC system inspection, maintenance/repair, including exhaust system, and controls
Roof inspection, maintenance/repair, including drains, downspouts and gutters	Roof inspection, maintenance/repair, including drains, downspouts and gutters	Roof inspection, maintenance/repair, including drains, downspouts and gutters
Boiler system inspection, maintenance/repair, including boiler water treatment.	Boiler system inspection, maintenance/repair, including boiler water treatment.	Boiler system inspection, maintenance/repair, including boiler water treatment.
Plumbing inspection, maintenance/repair, including replacement of fixtures, drains, pipes, valves	Plumbing inspection, maintenance/repair, including replacement of fixtures, drains, pipes, valves	Plumbing inspection, maintenance/repair, including replacement of fixtures, drains, pipes, valves
Security system maintenance/repairs	Security system maintenance/repairs	Security system maintenance/repairs
Floor tile/carpet replacement in classrooms	Floor tile/carpet replacement in classrooms	Floor tile/carpet replacement in classrooms
HVAC Upgrades/Replacements	Ventilation repairs	Ventilation repairs
Playground upgrades		Playground upgrades



NJ DEPARTMENT OF EDUCATION  
**SCHOOL FACILITIES**

Form M-1

**Annual Maintenance  
 Budget Amount Worksheet  
 Per N.J.A.C. 6A:26A**

County	Camden	Current Area Cost Allowance per SF	\$ 143.00
District Name	Somerdale	District contact name	David Rouse
District Number	4790	District contact phone	856-783-6261 x 803
Filing Date	10/15/2021	District contact e-mail	<a href="mailto:drouse@somerdale-park.org">drouse@somerdale-park.org</a>

A	B	C	D	E	F	G
School Facility Name	School Number	Gross Building Area (GSF)	Building Replacement Value	Prior Years Actual & Current Year Budgeted expenditure (See Detailed Sheet)	Min. Annual Target Expenditure	Anticipated Budget for FY
					22-23	22-23
Somerdale Park School	001	76,021	\$ 10,871,003	\$ 798,666	\$ 21,742	\$ 46,084
			\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	
<b>District Total</b>		76,021	\$ 10,871,003	\$ 798,666		
<b>Min. Required amount for FY</b>	<b>22-23</b>				\$ 21,742	
<b>Anticipated Budget amount for FY</b>	<b>22-23</b>					\$ 46,084

Prepared by:	Max. Maintenance Reserve Amount (4% of column D)	\$ 434,840
District School Business Administrator	Current District Maintenance Reserve Amount	\$ -
1	Print David Rouse	Date 10/15/2021
	Sign <i>David Rouse</i>	

# **SOMERDALE PARK SCHOOL**

*301 Grace Street; Somerdale, NJ 08083  
Phone: (856) 783-6261 | Fax: (856) 783-2607*



## **2022- 2023**

# **BUDGET MANUAL**



**Somerdale School District  
301 Grace Street.  
Somerdale, NJ 08083  
Budget Manual**

**Table of Contents**

**Section I                    Budget Overview**

**Section II                  Guidelines**

- A. Who Should Submit a Budget
- B. Description of Common Budget Items
- C. General Procedures for Supervisors and Administrators
- D. Budget Calendar Timelines
- E. Procurement Schedule of Supplies, Textbooks and Equipment

## **Section I**

### **Budget Overview**

The purpose of this manual is to provide information about the budget and purchasing processes. Every staff member who submits a budget is expected to read and become familiar with the contents of this manual. Any comments or suggestions on how to improve the budget process are always welcome. Please see the business administrator for any questions or concerns regarding the budget process.

Each appointed staff member will make budget recommendations to the Business Administrator who will then compile the budget to review with the Superintendent who will approve or deny the budget requests. The Superintendent will then inform the Business Administrator as to the amount of appropriations granted.

## **Section II**

### **Guidelines for all Persons Preparing a Budget**

All staff that completes a budget request should follow the general guidelines:

#### **A. Who should submit a budget?**

1. All instructional, counselors, and supervisors appointed by the Superintendent, along with the school nurse are responsible to submit budget appropriations.
2. The Superintendent is responsible for the instructional program and is ultimately responsible for all instructional related budget materials submitted for the school. Staff members should email the Superintendent for any In-Service needs, professional development, and/or other recommendations.
3. The Business Administrator is responsible for the District Office (Board and Superintendent) budgets, salaries, and fringe benefits for all district personnel.
4. Accounting Clerk is responsible for all office supplies in both the business office and the main office.
5. The Building and Grounds Supervisor is responsible for all major repair, maintenance and capital projects as well as contracted services, equipment and custodial/maintenance supplies. Major or uncommon appropriations must be discussed with the Superintendent and the Business Administrator prior to budget submission.

## B. Description of Common Instructional Budget Items

	<b>Item</b>	<b>Uniform Chart of Accounts Object #</b>
A.	<b>Repairs</b>	500
	For repair and maintenance of educational items such as tablets, instruments, etc.	
B.	<b>Travel</b>	580
	The cost for registration, housing, mileage and meal money for teacher and chaperone who attend approved conferences and workshops.	
C.	<b>Professional Services</b>	320
	For payment to an outside agency or individual that provide an educational service to the staff or students.	
D.	<b>Supplies</b>	610
	Departmental supplies and materials. Any individual item that cost less than \$2,000 is considered a supply. Remember to include estimated shipping in the budget! Items costing \$2,000 or more is considered equipment and is to be included in capital assets.	
E.	<b>Textbooks</b>	640
	Student textbooks. Student textbooks and novels used in instruction are budgeted here. Student workbooks are considered supply items. Textbook purchases must be approved by the Superintendent as they must meet curriculum standards and additional documentation is required. A copyright date and ISBN number is required.	
F.	<b>Computer Software</b>	
	This is for videos, CDs, DVDs and computer software. The technology director will check to see if we currently own the software/media and if it is compatible with our system(s). The business administrator will determine the proper account depending upon the nature and use of the item.	
G.	<b>Field Trips</b>	270 – 512
	This is generally the cost of the bus rental. Any other cost associated with a field trip will be budgeted under Purchase Services. Note: Field trips must have an educational value and previously approved by the Superintendent and the BOE.	
H.	<b>Equipment</b>	730
	Individual items that are in excess of \$2,000 are considered equipment. These items will have be labeled with a bar code label (see Technology Director for labels) and inventoried. Item number, purchase order number, cost and location must be recorded on the permanent inventory record. Remember to include estimated shipping costs!	

### C. General Procedures for Supervisors and Administrators

1. Budgets for each category are found in the Budgetary Accounting Software utilized by the District (CSI).
2. The Superintendent is responsible to approve funding based on need and justification. A review of previous year's budget for each department plus the use of inventory data and type of program should be considered when allocating funds to each program and department.
3. Provide staff with the current budget guidelines and instructions on using the budgetary software. Request the staff to complete all necessary budget justifications by the timelines attached. All budgets which are submitted late will not be considered for inclusion in the final budget.
4. The accuracy of the **descriptions and costs** presented in the budget requests is **extremely important**. All specifications for the purchase of budgeted supplies, equipment and textbooks are prepared using this information.
5. Purchase of new textbook series following the review and replacement policy will be submitted as has been done in the past. All new textbooks must be approved by the Superintendent and Board of Education. Replacement volumes of current (less than five (5) years old) textbooks, copyrighted computer software, and supplemental publications will be submitted for purchase after Board of Education approval of the budget.
6. Purchase of Equipment will be identified in your budgets. In order for an item to be considered as equipment, its unit cost must be greater than \$2,000. You will have to submit a set of specifications, vendor sources, and sufficient documentation to ascertain the need for new and/or replacement equipment. Cost estimates and additional quotes must be provided including the cost for delivery and installation. Items need to be inventoried and labeled when they are delivered.
7. Supervisors and lead teachers are responsible for submitting a complete and accurate budget and supporting documentation to the Business Administrator before the end of October.

## Budget Calendar Timelines

<b>Person Responsible</b>	<b>Activity</b>	<b>Timeline</b>
1. Business Administrator	Business Administrator to distribute budget sheets and manual to supervisors and lead teachers.	October/November
2. Superintendent/Principal	Staff Orientation on Budgets	October/November
3. Business Administrator	Compilation of staff budgets for purchase services, supplies, textbooks, travel, equipment & field trip. SHIPPING charges must be included.	November/December
4. Superintendent/Principal	Scheduled meetings with staff to review budget request	November/December
5. Business Administrator	Review of Budget with Superintendent	December
6. Business Administrator	Submit Complete Budget to the Superintendent	January
7. Superintendent/Business Administrator	Preliminary Budget Presentation to the BOE Finance Committee	January/February
8. Superintendent/Business Administrator	Final Budget presented to the BOE Committee (after state aid figures are supplied)	February/March
9. Business Administrator	Forward approved budget to the County Office	March
10. Business Administrator	Public budget presentation	May

#### **D. Estimated Procurement Schedule of Textbooks and Equipment for Next Year**

<b>Person Responsible</b>	<b>Activity</b>	<b>Timelines</b>
1. Teachers/Supervisors	Submit initial budgetary requests to Business Administrator.	October/November
2. Supervisors	Submit detailed specifications for equipment and supplies that must be quoted (\$6,000+) or bid (\$40,000+) to the Business Administrator after approval of the Superintendent.	January
3. Superintendent/Principal	Review quote/bid specifications for textbooks and equipment that will be purchased. Submit to the Business Administrator.	February
4. Business Administrator	Review quote/bid specifications and prepare necessary bid documents or solicit quotes. Use state contracts or joint purchasing where available.	March
5. Business Administrator	Advertise specifications and solicit bids for equipment.	March/April
6. Business Administrator	Presentation of bid summaries and recommendations for board action.	April/May
7. Board of Education	Board approval and acceptance of bids.	May/June
8. Teachers/Supervisors	Enter requisitions in budget software system (CSI) for next school year purchases per your approved budget.	June
9. Business Administrator and Superintendent	Approve requisitions and generate purchase orders.	July
10. All Staff	Receipt of equipment and supplies	July, August, September

## **P 0131 – Bylaws, Policies, and Regulations (Revised)**

### **BYLAWS, POLICIES, AND REGULATIONS**

0131

The Board of Education shall exercise its rule-making power by adopting, revising, and abolishing bylaws, policies, and regulations for the organization and operation of the school district.

“Regulations” for the purpose of this Bylaw are only those regulations that are required to be adopted by the Board.

#### **Adoption, Amendment, and Abolishment**

Bylaws, policies, and regulations may be adopted and revised at any meeting of the Board, provided the proposed adoption or revision has been approved by the Board at a previous meeting of the Board.

Bylaws, policies, or regulations may be abolished at any meeting of the Board provided the proposed abolishing of the proposed bylaw, policy, or regulation has been approved by the Board at a previous meeting of the Board.

The Board shall at its organization meeting or annually at a meeting of the Board and by a majority vote of those present and voting, readopt existing bylaws, policies, and regulations without prior notice.

The Board may, under emergency circumstances, suspend the operation of a bylaw, policy, or regulation and adopt, revise, or abolish a bylaw, policy, or regulation without prior notice. The emergency adoption, revision, or abolishment of a bylaw, policy, or regulation shall terminate at the next meeting of the Board or at such earlier date as may be specified by the Board unless further acted upon by the Board in accordance with this Bylaw.

The adoption, revision, abolishment, or suspension of a bylaw, policy, or regulation shall be recorded in the minutes of the Board. Any bylaw, policy, or regulation or part of a bylaw, policy, or regulation that is superseded by a term in a negotiated agreement or by a subsequently adopted bylaw, policy, or regulation shall no longer be in force and effect as a bylaw, policy, or regulation and shall be abolished by the Board in accordance with this Bylaw.

#### **Promulgation and Distribution**

The manual of bylaws, policies, and regulations shall be maintained. A copy of the manual of bylaws, policies, and regulations shall be available and accessible to each Board member, the Superintendent, the School Business Administrator/Board Secretary, the Board Attorney, each Building Principal, and other individuals designated by the Superintendent.

The Superintendent shall institute a plan for the orderly promulgation of policies to staff members who are affected by them and shall provide staff members with access to an up-to-date manual of Board bylaws, policies, and regulations.

The manual of bylaws, policies, and regulations shall be considered a public record open to inspection in the office of the Superintendent. The manual retained by the Board Office shall be considered the master copy of the manual.

#### Consideration of Bylaws, Policies, and Regulations

Bylaws, policies, and regulations will be considered for adoption by the Board in accordance with the following procedure:

1. A recommendation for a new or revised bylaw, policy, or regulation shall be recommended to the Board and/or Superintendent;
2. A recommendation for a new or revised bylaw, policy, or regulation may be referred, at the discretion of the Board President and as appropriate to the subject, to the Superintendent, a Board committee, or a public advisory committee for study and formulation of a recommendation to the Board. Any study of a new or revised recommended bylaw, policy, or regulation will consider whether the matter is adequately addressed in existing Board bylaw, policy, or regulation;
3. If a recommendation for a new or revised bylaw, policy, or regulation results from referral for study, a proposed draft will be referred to the Superintendent and at the discretion of the Board President and as appropriate to the subject, to a Board committee;
4. All proposed new and revised bylaws, policies, and regulations shall be submitted to the Superintendent. The Superintendent or designee will review all new and revised draft bylaws, policies, and regulations prior to the Board receiving a draft of new or revised bylaws, policies, or regulations for Board consideration;
5. The proposed draft bylaw, policy, or regulation approved by the Board on first reading will be submitted for adoption at a succeeding meeting of the Board. Revisions in the draft may be made at any meeting prior to adoption by a simple majority vote of the Board. A revision at any succeeding meeting that alters the substantive meaning of the draft will constitute a new first reading, and the draft must be presented for adoption at a succeeding Board meeting. A change that is merely editorial may be followed by a vote to adopt the new or revised bylaw, policy, or regulation on second reading.



Adopted:

## **P 3142 – Nonrenewal of Nontenured Teaching Staff Member (Revised)**

### NONRENEWAL OF NONTENURED TEACHING STAFF MEMBER

3142

The Board of Education recognizes its obligation to employ only those staff members best trained and equipped to meet the educational needs of the students of this district. The Board shall discharge that obligation by retaining in service only those nontenured teaching staff members who meet those standards. The Board will renew the employment contract of a nontenured teaching staff member only upon the recommendation of the Superintendent and by a recorded roll call majority vote of the full membership of the Board. The Board shall not withhold its approval for arbitrary and capricious reasons. A nontenured teaching staff member who is not recommended for renewal by the Superintendent is deemed nonrenewed.

When the nontenured teaching staff member's performance does not meet the standards of the school district, the Superintendent shall recommend not to renew the teaching staff member's contract. Prior to notifying the nontenured teaching staff member of the nonrenewal, the Superintendent will notify the Board of the recommendation not to renew the nontenured teaching staff member's contract and the reasons for the recommendation. The Superintendent may notify the Board in a written notice or in executive session at a full Board Meeting. In the event the Board is notified in executive session, the Superintendent will comply with the requirements of the Open Public Meetings Act and provide reasonable notice to the nontenured teaching staff member their employment will be discussed in executive session in order for the nontenured teaching staff member to exercise their statutory right to request a public discussion.

On or before May 15 of each year, each nontenured teaching staff member continuously employed by a Board of Education since the preceding September 30 shall receive a written notice from the Superintendent that such employment will not be offered if the Superintendent recommends the nontenured teaching staff member not be renewed. Any nontenured teaching staff member receiving notice that a teaching contract for the succeeding school year will not be offered may, within fifteen calendar days thereafter, request in writing a statement of the reasons for such non-employment which shall be given to the nontenured staff member in writing within thirty calendar days after the receipt of such request.

Whenever the nontenured teaching staff member has requested in writing and received a written statement of reasons for non-reemployment pursuant to N.J.S.A. 18A:27-3.2, the nontenured teaching staff member may request in writing an informal appearance before the Board. The written request shall be submitted to the Board within ten calendar days of the nontenured teaching staff member's receipt of the Board's statement of reasons. The informal appearance shall be scheduled within thirty calendar days from the nontenured teaching staff member's receipt of the Board's statement of reasons.

The Board is not required to offer reemployment or vote on reemployment after an informal appearance with a nontenured teaching staff member who was not recommended for

reemployment by the Superintendent. The Board may, with a majority vote of its full membership in public session and without the recommendation of the Superintendent, offer the nontenured teaching staff member reemployment after the informal appearance before the Board. Within three working days following the informal appearance, the Board shall notify the affected nontenured teaching staff member, in writing, of its final determination.

N.J.S.A. 18A:27-3.1; 18A:27-3.2; 18A:27-4.1;  
18A:27-10 et seq.

N.J.A.C. 6A:10-9.1

Adopted:

## **P 3221 – Evaluation of Teachers (M) (Revised)**

### **M**

The Board of Education recognizes the importance of teacher effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3221 for the evaluation of teachers consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for teacher evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3221, “teacher” means a teaching staff member who holds the appropriate standard, provisional, or emergency instructional certificate issued by the Board of Examiners and is assigned a class roster of students for at least one particular course.

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees for the purpose of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for all teachers which shall be submitted to the Commissioner of Education by August 1 for approval by August 15 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of teachers and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all teachers. A District Evaluation Advisory Committee may be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for teachers as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each teacher rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5. A School Improvement Panel shall be established in accordance with N.J.A.C. 6A:10-3.1 and with the responsibilities outlined in N.J.A.C. 6A:10-3.2.

The components of the teacher evaluation rubric as described in N.J.A.C. 6A:10-4.1 shall apply to teachers. Measures of student achievement, as outlined in N.J.A.C. 6A:10-4.2, shall be used to determine impact on student learning. Teacher observations shall be conducted in accordance with the provisions of N.J.A.C. 6A:10-4.4 and N.J.S.A. 18A:27-3.1. Observers shall conduct the

observations pursuant to N.J.S.A. 18A:6-123.b.(8) and N.J.A.C. 6A:10-2.5 and 3.2, and they shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).

The teacher practice instrument approved by the Department of Education shall meet the criteria as outlined in N.J.A.C. 6A:10-7.2.

The Superintendent shall annually notify all teachers of the adopted evaluation policies and procedures/regulations no later than October 1. If a teacher is hired after October 1, the Superintendent shall notify the teacher of the policies and procedures/regulations at the beginning of his or her employment. All teachers shall be notified of amendments to the policy and procedures/regulations within ten teacher working days of adoption.

N.J.S.A. 18A:6-117 et seq.; N.J.S.A. 18A:27-3.1.

N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5

N.J.A.C. 6A:10-3.1 and 3.2; N.J.A.C. 6A:10-4.1 through 4.4

N.J.A.C. 6A:10-7.1 and 7.2

Adopted:

**P 3222 – Evaluation of Teaching Staff Members, Excluding Teachers and Administrators  
(M) (Revised)**

**EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS (M)**

3222

**M**

The Board of Education recognizes the importance of teaching staff member effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3222 for the evaluation of teaching staff members consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for teaching staff member evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3222, “teaching staff member” includes, but is not limited to, educational services staff members, guidance counselors, school nurses, library/media specialists, occupational therapists, and other teaching staff members working under an educational services certificate. For the purposes of Policy and Regulation 3222, “teaching staff member” does not include teachers, Principals, Vice Principals, Assistant Principals, and administrators, including, but not limited to, directors and/or supervisors.

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees for the purpose of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for all teaching staff members which shall be submitted to the Commissioner of Education by August 1 for approval by August 15 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of teaching staff members and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all teaching staff members. A District Evaluation Advisory Committee may be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for teaching staff members as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each teaching staff member rated ineffective or

partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

Observations and evaluations for nontenured teaching staff members shall be in accordance with the provisions of N.J.S.A. 18A:27-3.1 and N.J.A.C. 6A:10-6.2. Evaluations for nontenured teaching staff members shall take place before April 30 each year prior to the May 15 notice requirement date for continued employment. Evaluations for tenured teaching staff members shall be completed prior to June 30.

The Superintendent shall annually notify all teaching staff members of the adopted evaluation policies and procedures/regulations no later than October 1. If a teaching staff member is hired after October 1, the Superintendent shall notify the teaching staff member of the policies and procedures/regulations at the beginning of his or her employment. All teaching staff members shall be notified of amendments to the policy and procedures/regulations within ten teaching staff member working days of adoption.

N.J.S.A. 18A:6-117 et seq.; N.J.S.A. 18A:27-3.1  
N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5;  
6A:10-6.2

Adopted:

**P 3223 – Evaluation of Administrators, Excluding Principals, Vice Principals, and Assistant Principals (M) (Revised)**

EVALUATION OF ADMINISTRATORS, EXCLUDING PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)

3223

**M**

The Board of Education recognizes the importance of administrator effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3223 for the evaluation of administrators consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for administrator evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3223, “administrator” means an appropriately certified staff member, as defined in N.J.S.A. 18A-1.1, employed in the school district in an administrative and/or supervisory role and capacity, and holding a valid and effective standard, provisional, or emergency administrative certificate. An “administrator” may be a director, supervisor, or any other administrative or supervisory position in the district. For the purposes of Policy and Regulation 3223 and N.J.A.C. 6A:10-1.1 et seq., “administrator” is not a Principal, Vice Principal, or Assistant Principal.

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees for the purpose of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for all administrators which shall be submitted to the Commissioner of Education by August 1 for approval by August 15 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of administrators and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all administrators. A District Evaluation Advisory Committee may be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for administrators as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each administrator rated ineffective or partially



effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

Observations and evaluations for nontenured administrators shall be in accordance with the provisions of N.J.S.A. 18A:27-3.1. Evaluations for nontenured administrators shall take place before April 30 each year prior to the May 15 notice requirement date for continued employment. Evaluations for tenured administrators shall be completed prior to June 30.

The Superintendent annually shall notify all administrators of the adopted evaluation policies and procedures/regulations no later than October 1. If an administrator is hired after October 1, the Superintendent shall notify the administrator of the policies and procedures/regulations at the beginning of his or her employment. All administrators shall be notified of amendments to the policy and procedures/regulations within ten administrator working days of adoption.

N.J.S.A. 18A:6-117 et seq.; N.J.S.A. 18A:27-3.1

N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5

Adopted:

## **P 3224 – Evaluation of Principals, Vice Principals, and Assistant Principals (M) (Revised)**

### EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS

3224

#### **M**

The Board of Education recognizes the importance of Principal, Vice Principal, and Assistant Principal effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3224 for the evaluation of Principals, Vice Principals, and Assistant Principals consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for Principal, Vice Principal, and Assistant Principal evaluations consistent with TEACHNJ and AchieveNJ.

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees for the purpose of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for all Principals, Vice Principals, and Assistant Principals which shall be submitted to the Commissioner of Education by August 1 for approval by August 15 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of Principals, Vice Principals, and Assistant Principals and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all Principals, Vice Principals, or Assistant Principals. A District Evaluation Advisory Committee may be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for Principals, Vice Principals, and Assistant Principals as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each Principal, Vice Principal, or Assistant Principal rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

The components of the principal evaluation rubrics as described in N.J.A.C. 6A:10-5.1 shall apply to Principals, Vice Principals, and Assistant Principals. Measures of student achievement, as outlined in N.J.A.C. 6A:10-5.2, shall be used to determine impact on student learning. Principal, Vice Principal, and Assistant Principal observations shall be conducted in accordance with the

provisions of N.J.A.C. 6A:10-5.4. The Superintendent or designated supervisor shall conduct observations for the evaluation of Principals pursuant to N.J.S.A. 18A:6-121 and he or she shall be trained pursuant to N.J.A.C. 6A:10-2.2(b). A Principal, or the Superintendent or designated supervisor, shall conduct observations for the evaluation of Vice Principals and Assistant Principals pursuant to N.J.S.A. 18A:6-121.

The principal practice instrument approved by the Department of Education shall meet the criteria as outlined in N.J.A.C. 6A:10-7.3.

The Superintendent annually shall notify all Principals, Vice Principals, or Assistant Principals of the adopted evaluation policies and procedures/regulations no later than October 1. If a Principal, Vice Principal, or Assistant Principal is hired after October 1, the Superintendent shall notify the Principal, Vice Principal, or Assistant Principal of the policies and procedures/regulations at the beginning of his or her employment. All Principals, Vice Principals, and Assistant Principals shall be notified of amendments to the policy and procedures/regulations within ten Principal, Vice Principal, or Assistant Principal working days of adoption.

N.J.S.A. 18A:6-117 et seq.

N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5

N.J.A.C. 6A:10-5.1 through 5.4

N.J.A.C. 6A:10-7.1 and 7.3

Adopted:

## **P 4146 – Nonrenewal of Nontenured Support Staff Member (Revised)**

### NONRENEWAL OF NONTENURED SUPPORT STAFF MEMBER

4146

The Board will renew the employment contract of a nontenured support staff member only upon the recommendation of the Superintendent and by a recorded roll call majority vote of the full membership of the Board. The Board will not withhold its approval for arbitrary and capricious reasons. A nontenured support staff member who is not recommended for renewal by the Superintendent is deemed nonrenewed.

When the nontenured support staff member's performance does not meet the standards of the school district, the Superintendent shall recommend not to renew the nontenured support staff member's contract. Prior to notifying the nontenured support staff member of the nonrenewal, the Superintendent will notify the Board of the recommendation not to renew the nontenured support staff member's contract and the reasons for the recommendation. The Superintendent may notify the Board in a written notice or in executive session at a full Board meeting. In the event the Board is notified in executive session, the Superintendent will comply with the requirements of the Open Public Meetings Act and provide reasonable notice to the nontenured support staff member their employment will be discussed in executive session in order for the nontenured support staff member to exercise their statutory right to request a public discussion.

The Superintendent shall provide written notification to each nontenured support staff member to whom reemployment will not be offered in accordance with the terms of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties. Paraprofessionals continuously employed since the preceding September 30 as a school aide or classroom aide in a school district that receives funding under Title I of the Federal Elementary and Secondary Education Act of 1965 shall be notified of renewal or nonrenewal on or before May 15 in each year in accordance with the provisions of N.J.S.A. 18A:27-10.2.

Any nontenured support staff member receiving notice that a contract for the succeeding year will not be offered, may within fifteen calendar days, request in writing a statement of the reasons for such nonemployment which shall be given to the nontenured support staff member in writing within thirty calendar days after the receipt of such request.

Whenever a nontenured support staff member has requested in writing and received a written statement of reasons for non-reemployment pursuant to N.J.S.A. 18A:27-3.2, the nontenured support staff member may request in writing an informal appearance before the Board. The written request shall be submitted to the Board within ten calendar days of the nontenured support staff member's receipt of the Board's statement of reasons. The informal appearance shall be scheduled within thirty calendar days from the nontenured support staff member's receipt of the Board's statement of reasons.

The Board is not required to offer reemployment or vote on reemployment after an informal appearance with a nontenured support staff member who was not recommended for reemployment

by the Superintendent. The Board may, with a majority vote of its full membership in public session and without the recommendation of the Superintendent, offer the nontenured support staff member reemployment after the informal appearance before the Board. Within three working days following the informal appearance, the Board shall notify the affected nontenured support staff member, in writing, of its final determination.

The provisions as outlined in Policy and Regulation 4146 may be revised or adjusted by the Superintendent of Schools to be in accordance with the terms and timelines of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties provided the terms are not contrary to any statute, administrative code, or any management rights of the Board.

This Policy does not apply to the contract renewal of the Treasurer of School Moneys, Board Auditor, Board Attorney or Board Secretary, except a Board Secretary who performs business administration functions.

N.J.S.A. 18A:27-3.2; 18A:27-4.1

N.J.A.C. 6A:10-9.1

Adopted:

## **P 6471 – School District Travel (M) (Revised)**

### SCHOOL DISTRICT TRAVEL (M)

#### 6471 M

The Board of Education shall implement a Policy and Regulation pertaining to travel expenditures for its employees and Board of Education members that is in accordance with N.J.S.A. 18A:11-12, N.J.A.C. 6A:23A-7, and other rules and procedures the Board of Education deems appropriate pursuant to N.J.A.C. 6A:23A-7.2(a). The Policy and Regulation pertaining to school district travel expenditures incorporates either expressly, in whole or in part, and/or by reference, the laws and regulations contained in N.J.S.A. 18A:11-12 and N.J.A.C. 6A:23A-7.

The Board of Education ensures the effective and efficient use of funds by adopting and implementing policies and procedures that are in accordance with N.J.S.A. 18A:11-12 and New Jersey Department of the Treasury, Office of Management and Budget (OMB) current circulars and any superseding circulars pertaining to travel, meals, events and entertainment, and the additional requirements set forth in N.J.A.C. 6A:23A-7. If any superseding circulars of the OMB conflict with the provisions of these rules, the provisions of the superseding circulars shall govern.

Any sections of State travel regulations as established by the OMB presented as OMB Travel, Entertainment, Meals, and Refreshments Circulars, that conflict with N.J.S.A. 18A:1-1 et seq. shall not be included in Policy and Regulation 6471 nor authorized under N.J.A.C. 6A:23A-7. This includes, but is not limited to, the authority to issue travel charge cards as allowed under the OMB Circulars, but which is not authorized for school districts under New Jersey school law.

The Board of Education shall ensure, through Policy and Regulation 6471, that all travel by its employees and Board of Education members is educationally necessary and fiscally prudent. Policy and Regulation 6471 shall include the requirement that all school district travel expenditures are:

1. Directly related to and within the scope of the employee's or district Board member's current responsibilities and, for school district employees, the school district's professional development plan, the school professional development plan, and employee's individual professional development plan;
2. For travel that is critical to the instructional needs of the school district or furthers the efficient operation of the school district; and
3. In compliance with State travel payment guidelines as established by the OMB and with guidelines established by the Federal Office of Management and Budget; except any State or Federal regulations and guidelines that conflict with the provisions of Title 18A of the New Jersey Statutes shall not be applicable, including, but not limited to, the authority to issue travel charge cards. The Board of Education shall specify in its travel policy the applicable restrictions and

requirements set forth in the State and Federal guidelines, including, but not limited to, types of travel, methods of transportation, mileage allowance, subsistence allowance, and submission of supporting documentation including receipts, checks, or vouchers.

School district travel expenditures shall include, but shall not be limited to, all costs for transportation, meals, lodging, and registration or conference fees directly related to participation in the event.

School district travel expenditures subject to N.J.A.C. 6A:23A-7 shall include costs for all required training and all travel authorized in school district employee contracts and Policy and Regulation 6471. This includes, but is not limited to, required professional development, other employee training and required training for Board members, and attendance at specific conferences authorized in existing employee contracts, provided the travel meets the requirements of N.J.A.C. 6A:23A-7. All such expenditures are subject to the rules in N.J.A.C. 6A:23A-7, including, but not limited to, inclusion in the annual travel limit, prior Board of Education approval, separate tracking as described at N.J.S.A. 18A:11-12.q., and per diem reimbursements.

Travel reimbursements will only be paid upon compliance with all provisions of N.J.A.C. 6A:23A-7 and Policy and Regulation 6471. The Board of Education will not ratify or approve payments or reimbursements for travel after completion of the travel event, except as provided at N.J.A.C. 6A:23A-7.4(d).

The Board of Education shall establish a maximum travel budget in accordance with the requirements outlined in N.J.A.C. 6A:23A-7.3.

The Board of Education authorizes an annual maximum amount per employee for regular business travel only for which Board of Education approval is not required. The annual maximum shall not exceed \$500.00 (No more than \$500.00) and shall be subject to the approval requirements in N.J.S.A. 18A:19-1.

All travel requests must be submitted and approved in writing by the Superintendent of Schools and the majority of the Board of Education's full voting membership of the Board, except if the Board of Education has excluded regular business travel from prior approval pursuant to N.J.A.C. 6A:23A-7.3(b), prior to obligating the school district to pay related expenses and prior to attendance at the travel event.

All travel requests for Board members shall require prior approval by a majority of the Board of Education's full voting membership, except where the Board of Education has excluded regular business travel from prior approval pursuant to N.J.A.C. 6A:23A-7.3(b), and the travel shall be in compliance with N.J.S.A. 18A:12-24 and 24.1.

A Board member must recuse himself or herself from voting on travel if the Board member, a member of his or her immediate family, or a business organization in which he or she has an interest has a direct or indirect financial involvement that may reasonably be expected to impair his or her objectivity or independence of judgment. Policy and Regulation 6471 prohibit a Board

member from acting in his or her official capacity in any matter in which he or she or a member of his or her immediate family has a personal involvement that is or creates some benefit to the school district Board member or member of his or her immediate family; or undertaking any employment or service, whether compensated or not, that may reasonably be expected to prejudice his or her independence of judgment in the execution of his or her official duties.

The Board of Education excludes from the requirements of prior Board of Education approval any travel caused by or subject to existing contractual provisions, including grants and donations, and other statutory requirements, or Federal regulatory requirements in accordance with the provisions of N.J.A.C. 6A:23A-7.4(d).

The Board of Education requires documentation required in N.J.A.C. 6A:23A-7.5(b) that justifies the number of employees attending an event and the benefits derived from their attendance. Pursuant to N.J.A.C. 6A:23A-7.5(c), the school district shall maintain documentation on file that demonstrates compliance with the Board of Education's travel policy, including travel approvals, reports, and receipts for all school district funded expenditures, as appropriate.

The School Business Administrator/Board Secretary shall be responsible for the accounting requirements for travel in accordance with the provisions of N.J.A.C. 6A:23A-7.6.

The Superintendent of Schools is the final approval authority for travel.

Sanctions for a violation of the provisions of N.J.A.C. 6A:23A-7 or this Policy are outlined in N.J.A.C. 6A:23A-7.7 and Regulation 6471.

The Board of Education prohibits the types of travel expenditures not eligible for reimbursement as listed in N.J.A.C. 6A:23A-7.8. and Regulation 6471.

Travel methods shall be in accordance with the provisions of N.J.A.C. 6A:23A-7.9 and Regulation 6471 and the routing of travel shall be in accordance with the provisions of N.J.A.C. 6A:23A-7.10 and Regulation 6471.

Any subsistence allowance shall be in accordance with the provisions of N.J.A.C. 6A:23A-7.11 and Regulation 6471. Meal allowances and incidental expenditures shall be in accordance with N.J.A.C. 6A:23A-7.12 and Regulation 6471.

Reimbursement for out-of-State and high-cost travel shall be made pursuant to N.J.S.A. 18A:11-12, N.J.A.C. 6A:23A-5.9, and Policy and Regulation 6471.

Records and supporting documentation must be completed and maintained as required in N.J.A.C. 6A:23A-7.13 and outlined in Regulation 6471.

The Board of Education shall approve the mileage reimbursement amount to be paid to an employee who has been approved by the Superintendent or designee to use their personal vehicle for school-related business.



N.J.S.A. 18A:11-12  
N.J.A.C. 6A:23A-5.9; 6A:23A-7

Adopted:

## **P 8561 – Procurement Procedures for School Nutrition Programs (M) (Revised)**

### PROCUREMENT PROCEDURES FOR SCHOOL NUTRITION PROGRAMS (M)

8561

#### **M**

The Board of Education adopts this Policy to identify their procurement plan for the United States Department of Agriculture's (USDA) School Nutrition Programs. School Nutrition Programs include, but are not limited to: the National School Lunch Program (NSLP); School Breakfast Program (SBP); Afterschool Snack Program (ASP); Special Milk Program (SMP); Fresh Fruit and Vegetable Program (FFVP); Seamless Summer Option (SSO) of the NSLP; Summer Food Service Program (SFSP); the At-Risk Afterschool Meals component of the Child and Adult Care Food Program (CACFP); and the Schools/Child Nutrition USDA Foods Program.

The Board of Education is ultimately responsible for ensuring all procurement procedures for any purchases by the Board of Education and/or a food service management company (FSMC) comply with all Federal regulations, including but not limited to: 7 CFR Parts 210, 220, 225, 226, 245, 250; 2 CFR 200; State procurement statutes and administrative codes and regulations; local Board of Education procurement policies; and any other applicable State and local laws.

The procurement procedures contained in this Policy will be implemented beginning immediately, until amended. All procurements must maximize full and open competition. Source documentation will be maintained by the School Business Administrator/Board Secretary or designee and will be available to determine open competition, the reasonableness, the allowability, and the allocation of costs.

The Board of Education intentionally seeks to prohibit conflicts of interest in all procurement of goods and services.

#### A. General Procurement

The procurement procedures will maximize full and open competition, transparency in transactions, comparability, and documentation of all procurement activities. The school district's plan for procuring items for use in the School Nutrition Programs is as follows:

1. The School Business Administrator/Board Secretary will ensure all purchases will be in accordance with the Federal Funds Procurement Method Selection Chart – State Agency Form #358. Formal procurement procedures will be used as required by 2 CFR 200.318 through .326 and any State and local procurement code and regulations. Informal procurement procedures (small purchase) will be required for purchases under the most restrictive small purchase threshold.

#### B. Micro-Purchase Procedures

1. Public/Charter Schools

Purchases of supplies or services, as defined by 2 CFR 200.67, will be awarded without soliciting competitive price quotations if the price is reasonable in accordance with N.J.S.A. 18A:18A-37(a) and below thresholds established by the State Treasurer for informal receipt of quotations. Purchases will be distributed equitably among qualified suppliers with reasonable prices. Records will be kept for micro-purchases.

2. Non-Public Schools

Purchases of supplies or services, within the Federal micro-purchase threshold (the aggregate amount does not exceed the Federal micro-purchase threshold as set by 2 CFR 200.67) will be awarded without soliciting competitive price quotations if the price is reasonable. Purchases will be distributed equitably among qualified suppliers with reasonable prices. Records will be kept for micro-purchases.

3. Formal bid procedures will be applied on the basis of:

centralized system;  
individual school;  
State contract.

4. Because of the potential for purchasing more than public or non-public informal/small purchase threshold amount, or the Board approved threshold if less, it will be the responsibility of the School Business Administrator/Board Secretary to document the amounts to be purchased so the correct method of procurement will be followed.

C. Formal Procurement

When a formal procurement method is required, the following competitive sealed bid or an Invitation for Bid (IFB) or competitive proposal in the form of a Request for Proposal (RFP) procedures will apply:

1. An announcement of an IFB or a RFP will be placed in the Board designated official newspaper to publicize the intent of the Board of Education to purchase needed items. The advertisement for bids/proposals or legal notice will be published in the official newspaper for at least one day in accordance with the provisions of N.J.S.A. 18A:18A-21.
2. An advertisement in the official newspaper for at least one day is required for all purchases over the school district's small purchase threshold as outlined in Federal Funds Procurement Method Section Chart – State Agency Form #358. The advertisement will contain the following:

- a. A general description of items to be purchased;
  - b. The deadline for submission of questions and the date written responses will be provided, including addenda to bid specifications, terms, and conditions as needed;
  - c. The date of the pre-bid meeting, if provided, and if attendance is a requirement for bid award;
  - d. The deadline for submission of sealed bids or proposals; and
  - e. The address of the location where complete specifications and bid forms may be obtained.
3. In an IFB or RFP, each vendor will be given an opportunity to bid on the same specifications.
  4. The developer of written specifications or descriptions for procurements will be prohibited from submitting bids or proposals for such products or services.
  5. The IFB or RFP will clearly define the purchase conditions. The following list includes requirements, not exclusive, to be addressed in the procurement document:
    - a. Contract period for the base year and renewals as permitted;
    - b. The Board of Education is responsible for all contracts awarded (statement);
    - c. Date, time, and location of IFB/RFP opening;
    - d. How the vendor is to be informed of bid acceptance or rejection;
    - e. Delivery schedule;
    - f. Requirements (terms and conditions) the bidder must fulfill in order for bid to be evaluated;
    - g. Benefits to which the Board of Education will be entitled if the contractor cannot or will not perform as required;
    - h. Statement assuring positive efforts will be made to involve small and minority businesses, women's business enterprises, and labor surplus area firms;

- i. Statement regarding the return of purchase incentives, discounts, rebates, and credits under a cost reimbursement FSMC contract to the Board of Education's nonprofit school food service account;
- j. Contract provisions as required in Appendix II to 2 CFR 200:
  - (1) Termination for cause and convenience – contracts in excess of \$10,000;
  - (2) Equal Opportunity Employment – “federally assisted construction contracts”;
  - (3) Davis-Bacon Act – construction contracts in excess of \$2,000;
  - (4) Contract work Hours and Safety Standards – contracts in excess of \$100,000;
  - (5) Right to inventions made under a contract or agreement – if the contract meets the definition of a “funding agreement” under 37 CFR 401.2(a);
  - (6) Clean Air Act – contracts in excess of \$150,000;
  - (7) Debarment and Suspension – all Federal awarded contracts;
  - (8) Byrd Anti Lobbying Amendment – contracts in excess of \$100,000; and
  - (9) Contracts must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.
- k. Contract provisions as required in 7 CFR 210.21(f) for all cost reimbursable contracts;
- l. Contract provisions as required in 7 CFR 210.16(a)(1-10) and 7 CFR 250.53 for food service management company contracts;
- m. Procuring instrument to be used are purchase orders from firm fixed prices after formal bidding;
- n. Price adjustment clause for renewal of multi-year contracts as defined in N.J.S.A. 18A:18A-42. The “index rate” means the annual percentage increase rounded to the nearest half percent in the implicit price deflator for State and local government purchases of goods and services computed and

published quarterly by the U.S. Department of Commerce, Bureau of Economic Analysis;

- o. Method of evaluation and type of contract to be awarded (solicitations using an IFB are awarded to the lowest responsive and responsible bidder; solicitations using a RFP are awarded to the most advantageous bidder/offeror with price as the primary factor among factors considered);
- p. Method of award announcement and effective date (if intent to award is required by State or local procurement requirements);
- q. Specific bid protest procedures including contact information of person and address and the date by which a written protest must be received;
- r. Provision requiring access by duly authorized representatives of the Board of Education, New Jersey Department of Agriculture (NJDA), United States Department of Agriculture (USDA), or Comptroller General to any books, documents, papers, and records of the contractor which are directly pertinent to all negotiated contracts;
- s. Method of shipment or delivery upon contract award;
- t. Provision requiring contractor to maintain all required records for three years after final payment and all other pending matters (audits) are closed for all negotiated contracts;
- u. Description of process for enabling vendors to receive or pick up orders upon contract award;
- v. Provision requiring the contractor to recognize mandatory standards/policies related to energy efficiency contained in the Energy Policy and Conservation Act (PL 94-163);
- w. Signed statement of non-collusion;
- x. Signed Debarment/Suspension Certificate, clause in the contract or a copy of search results from the System for Award Management (SAM);
- y. Provision requiring "Buy American" as outlined in 7 CFR Part 210.21(d) and USDA Guidance Memo SP 38-2017, including specific instructions for prior approval and documentation of utilization of non-domestic food products only;
- z. Specifications and estimated quantities of products and services prepared by the school district and provided to potential contractors desiring to submit bids/proposals for the products or services requested; and

- aa. The Board of Education's Electronic Signature Policy.
6. If any potential vendor is in doubt as to the true meaning of specifications or purchase conditions, questions may be sent to the School Business Administrator/Board Secretary. The School Business Administrator/Board Secretary or designee's response will be provided in writing to all potential bidders within 10 days.
- a. The School Business Administrator/Board Secretary will be responsible for providing responses to questions and securing all bids or proposals.
  - b. The School Business Administrator/Board Secretary will be responsible to ensure all Board of Education procurements are conducted in compliance with applicable Federal, State, and local procurement regulations.
  - c. The following criteria will be used in awarding contracts as a result of bids/proposals. Price must be the highest weighted criteria. Examples of other possible criteria include quality, service, delivery, and availability.
7. In awarding a RFP, a set of award criteria in the form of a weighted evaluation sheet will be provided to each bidder in the initial bid document materials. Price alone is not the sole basis for award, but remains the primary consideration among all factors when awarding a contract. Following evaluation and negotiations, a firm fixed price or cost reimbursable contract is awarded.
- a. The contracts will be awarded to the responsible bidder/proposer whose bid or proposal is responsive to the invitation and is most advantageous to the Board of Education, price as the primary, and other factors considered. Any and all bids or proposals may be rejected in accordance with the law.
  - b. The School Business Administrator/Board Secretary or designee is required to sign on the bid tabulation of competitive sealed bids or the evaluation criterion score sheet of competitive proposals signifying a review and approval of the selections.
  - c. The School Business Administrator/Board Secretary shall review the procurement system to ensure compliance with applicable laws.
  - d. The School Business Administrator/Board Secretary or designee will be responsible for documentation that the actual product specified was received.
  - e. Any time an accepted item is not available, the School Business Administrator/Board Secretary will select the acceptable alternate. The contractor must inform the School Business Administrator/Board Secretary

within one workday if a product is not available. In the event a nondomestic agricultural product is to be provided to the Board of Education, the contractor must obtain, in advance, written approval for the product. The School Business Administrator/Board Secretary must comply with the Buy American Provision.

- f. Full documentation regarding the reason an accepted item was unavailable, and the procedure used in determining acceptable alternates, will be available for audit and review. The person responsible for this documentation is the School Business Administrator/Board Secretary.
- g. The School Business Administrator/Board Secretary is responsible for maintaining all procurement documentation.

#### D. Small Purchase Procedures

If the amount of purchases for items is less than the school district's small purchase threshold as outlined in the Federal Funds Procurement Method Selection Chart – State Agency Form #358, the following small purchase procedures including quotes will be used. Quotes from a minimum number of three qualified sources will be required.

1. Written specifications will be prepared and provided to all vendors.
2. Each vendor will be contacted and given an opportunity to provide a price quote on the same specifications. A minimum of three vendors shall be contacted.
3. The School Business Administrator/Board Secretary or designee will be responsible for contacting potential vendors when price quotes are needed.
4. The price quotes will receive appropriate confidentiality before award.
5. Quotes/Bids will be awarded by the School Business Administrator/Board Secretary. Quotes/Bids will be awarded on the following criteria. Quote/Bid price must be the highest weighted criteria. Examples of other possible criteria include quality, service, delivery, and availability.
6. The School Business Administrator/Board Secretary will be responsible for documentation of records to show selection of vendor, reasons for selection, names of all vendors contacted, price quotes from each vendor, and written specifications.
7. The School Business Administrator/Board Secretary or designee will be responsible for documentation that the actual product specified is received.
8. Any time an accepted item is not available, the School Business Administrator/Board Secretary will select the acceptable alternate. Full documentation will be made available as to the selection of the acceptable item.



9. The School Business Administrator/Board Secretary or designee is required to sign all quote tabulations, signifying a review and approval of the selections.

E. Noncompetitive Proposal Procedures

If items are available only from a single source when the award of a contract is not feasible under small purchase, sealed bid or competitive negotiation, noncompetitive proposal procedures will be used:

1. Written specifications will be prepared and provided to the vendor.
2. The School Business Administrator/Board Secretary will be responsible for the documentation of records to fully explain the decision to use the noncompetitive proposal. The records will be available for audit and review.
3. The School Business Administrator/Board Secretary or designee will be responsible for documentation that the actual product or service specified was received.
4. The School Business Administrator/Board Secretary will be responsible for reviewing the procedures to be certain all requirements for using single source or noncompetitive proposals are met.
5. The noncompetitive micro-purchase method shall be used for one-time purchases of a new food item if the amount is less than the applicable Federal or State micro-purchase threshold to determine food acceptance by students and provide samples for testing purposes. A record of noncompetitive negotiation purchase shall be maintained by the School Business Administrator/Board Secretary or designee. At a minimum, the record of noncompetitive purchases shall include: item name; dollar amount; vendor; and reason for noncompetitive procurement.
6. A member or representative of the Board of Education will approve, in advance, all procurements that result from noncompetitive negotiations.

F. Miscellaneous Provisions

1. New product evaluation procedures will include a review of product labels and ingredients; an evaluation of the nutritional value; taste tests and surveys; and any other evaluations to ensure the new product would enhance the program.
2. The Board of Education agrees the reviewing official of each transaction will be the School Business Administrator/Board Secretary.

3. Payment will be made to the vendor when the contract has been met and verified and has met the Board of Education's procedures for payment. (If prompt payment is made, discounts, etc., are accepted.)
4. Specifications will be updated as needed.
5. If the product is not as specified, the following procedure, including, but not limited to, will take place: remove product from service; contact vendor for approved alternate product; or remove product from bid.

G. Emergency Purchases

1. If it is necessary to make a one-time emergency procurement to continue service or obtain goods, and the public exigency or emergency will not permit a delay resulting from a competitive solicitation, the purchase must be authorized using a purchase order signed by the School Business Administrator/Board Secretary. The emergency procedures to be followed for such purchases shall be those procedures used by the school district for other emergency purchases consistent with N.J.S.A. 18A:18A-7. All emergency procurements shall be approved by the School Business Administrator/Board Secretary. At a minimum, the following emergency procurement procedures shall be documented to include, but not be limited to: item name; dollar amount; vendor; and reason for emergency.

H. Purchasing Goods and Services – Cooperative Agreements, Agents, and Third-Party Services (Piggybacking)

1. When participating in intergovernmental and inter-agency agreements the Board of Education will ensure that competitive procurements are conducted in accordance with 2 CFR Part 200.318 through .326 and applicable program regulations and guidance.
2. When utilizing the services of a co-op, agent, or third party the Board of Education will ensure that the following conditions have been met and considered as one source of pricing in addition to other prices:
  - a. All procurements were subject to full and open competition and were made in accordance with Federal/State/local procurement requirements;
  - b. The existing contract allows for the inclusion of additional Board of Educations that were not contemplated in the original procurement to purchase the same supplies/equipment through the original award;
  - c. The specifications in the existing contract meets their needs and that the items being ordered are in the contract;

- d. The awarded contract requires all the Federally required certifications; e.g. Buy American, debarment, restrictions on lobbying, etc.;
- e. The agency will confirm the addition of their purchasing power (goods or services) to the procurement in scope or services does not create a material change, resulting in the needs to re-bid the contract;
- f. Administrative costs (fees) for participating in the agreement are adequately defined, necessary and reasonable, and the method of allocating the cost to the participating agencies must be specified;
- g. The Buy American provisions are included in the procurement of food and agricultural products; and
- h. The agreement includes the basis for and method of allocating each discount, rebate, or credit and how they will be returned to each participating agency when utilizing a cost-reimbursable contract.

#### I. Records Retention

- 1. The Board of Education shall agree to retain all books, records, and other documents relative to the award of the contract for three years after final payment. If there are audit findings that have not been resolved, the records shall be retained beyond the three-year period as long as required for the resolution of the issues raised by the audit. Specifically, the Board of Education shall maintain, at a minimum, the following documents:
  - a. Written rationale for the method of procurement;
  - b. A copy of the original solicitation;
  - c. The selection of contract type;
  - d. The bidding and negotiation history and working papers;
  - e. The basis for contractor selection;
  - f. Approval from the State agency to support a lack of competition when competitive bids or offers are not obtained;
  - g. The basis for award cost or price;
  - h. The terms and conditions of the contract;
  - i. Any changes to the contract and negotiation history;

- j. Billing and payment records;
- k. A history of any contractor claims;
- l. A history of any contractor breaches; and
- m. Any other documents as required by N.J.S.A. 18A:18A – Public School Contracts Law.

J. Code of Conduct for Procurement

1. All procurements must ensure there is open and free competition and adhere to the most restrictive Federal, State, and local requirements. The Board of Education seeks to conduct all procurement procedures in compliance with stated regulations and to prohibit conflicts of interest and actions of employees engaged in the selection, award, and administration of contracts. All procurements will be in accordance with this Policy and all applicable provisions of N.J.S.A. 18A:18A – Public School Contracts Law.
2. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal, State, or local award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent; any member of his or her immediate family, his or her partner; or an organization which employs or is about to employ any of the parties indicated herein has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
3. The officers, employees, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, non-Federal entities may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value.
4. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity. Based on the severity of the infraction, the penalties could include a written reprimand to their personnel file, a suspension with or without pay, or termination.
5. All questions and concerns regarding procurement solicitations, contract evaluations, and contract award, shall be directed to the School Business Administrator/Board Secretary.

K. Food Service Management Company (FSMC)

1. In the operation of the school district's food service program, the school district shall ensure that a FSMC complies with the requirements of the Program

Agreement, the school district's Free and Reduced School Lunch Policy Statement, all applicable USDA program policies and regulations, and applicable State and local laws. In order to operate an a la carte food service program, the FSMC shall agree to offer free, reduced price, and full price reimbursable meals to all eligible children.

2. The school district shall monitor the FSMC billing invoices to ensure compliance with Federal and State procurement regulations.
3. In accordance with N.J.S.A. 18A:18A-5a.(22), RFPs are required in all solicitations for a FSMC.

N.J.S.A. 18A:18A – Public School Contracts Law  
New Jersey Department of Agriculture  
“Procurement Procedures for School Food  
Authorities” Model Policy – September 2018

Adopted:

## **R 3142 – Nonrenewal of Nontenured Teaching Staff Member (Revised)**

### NONRENEWAL OF NONTENURED TEACHING STAFF MEMBER

#### R 3142

##### A. Evaluations

1. Each nontenured teaching staff member shall be evaluated in strict compliance with N.J.S.A. 18A:27-3.1, N.J.A.C. 6A:10-1.1 et seq., and the policies and procedures of this district.

##### B. Nonrenewal Recommendation

1. When a nontenured teaching staff member's performance does not meet the standards of the school district, employment will not be offered to the nontenured teaching staff member for the succeeding school year.
2. On or before May 15 of each year, each nontenured teaching staff member continuously employed by a Board of Education since the preceding September 30 shall receive a written notice from the Superintendent that such employment will not be offered if the Superintendent recommends the nontenured teaching staff member not be renewed.
3. A recommendation by the Superintendent to not renew a nontenured teaching staff member's contract for the succeeding school year may be based upon the nontenured teaching staff member's observations, evaluations, job performance, or any factor affecting his/her employment in the school district.
4. A nontenured teaching staff member employment contract can be renewed only upon the Superintendent's recommendation and a recorded roll call majority vote of the full membership of the Board. The Board shall not withhold its approval for arbitrary and capricious reasons.

##### C. Nonrenewal Action

1. Prior to notifying the nontenured teaching staff member of the nonrenewal, the Superintendent shall notify the Board of the recommendation not to renew the nontenured teaching staff member's contract and the reasons for the recommendation. The Superintendent may notify the Board members of the recommendation not to renew the nontenured teaching staff member's contract and the reasons for the recommendation in a written notice to the Board prior to May 15 or in the alternative, in executive session. If notification is provided to the Board in executive session, the Superintendent and the Board will meet in executive session prior to May 15 to review the Superintendent's recommendation(s).

- a. Notice of the executive session shall be given in accordance with N.J.S.A. 10:4-13 and individual notice shall be given, not less than forty-eight hours in advance of the meeting, to those nontenured teaching staff members whose possible nonrenewal will be discussed at the meeting. If any such nontenured teaching staff member requests the discussion take place in public, the recommendation for his/her nonrenewal will be severed from any other nonrenewal recommendation(s) and will be scheduled for discussion at a public meeting prior to May 15.
  2. A nontenured teaching staff member not recommended for renewal by the Superintendent is deemed not renewed. A Board of Education vote is not required on the Superintendent's recommendation(s) to not renew a nontenured teaching staff member's contract.
- D. Notice of Nonrenewal
1. The nonrenewal notice shall be provided to the nontenured teaching staff member not recommended for renewal by the Superintendent on or before May 15. If hand delivered, a record shall be made of the date on which delivery was made. If sent by mail, the notice shall be sent registered mail, return receipt requested, to the nontenured teaching staff member's address of record.
- E. Request for Statement of Reasons
1. Any nontenured teaching staff member receiving notice that a teaching contract for the succeeding school year will not be offered may, within fifteen calendar days thereafter, request in writing, a statement of the reasons for such non-employment which shall be given to the nontenured teaching staff member in writing within thirty calendar days after the receipt of such request.
  2. The statement of reasons for a nonrenewal will set forth, with as much particularity as possible, the precise reasons for the nonrenewal. Where the nonrenewal is based on performance deficiencies recorded in the nontenured teaching staff member's observations and evaluations and the nontenured teaching staff member has been given a copy of those observations and evaluations, the statement of reasons may incorporate the observations and evaluations by reference.
  3. The written statement of reasons will be prepared by the Superintendent.
- F. Nonrenewal Appearance
1. Whenever the nontenured teaching staff member has requested in writing and received a written statement of reasons for non-reemployment pursuant to N.J.S.A. 18A:27-3.2, the nontenured teaching staff member may request in writing an informal appearance before the Board. The written request shall be submitted to

the Board within ten calendar days of the nontenured teaching staff member's receipt of the Board's statement of reasons.

2. The informal appearance shall be scheduled within thirty calendar days from the nontenured teaching staff member's receipt of the Board's statement of reasons.
3. The Board will exercise discretion in determining a reasonable length of time for the proceeding, depending upon each instance's specific circumstances.
4. The proceeding of an informal appearance before the Board may be conducted in executive session pursuant to N.J.S.A. 10:4-12(b)(8). If conducted in executive session notice must be given in accordance with N.J.S.A. 10:4-13.
5. The Board shall provide the nontenured teaching staff member adequate written notice regarding the date and time of the informal appearance.
6. The nontenured teaching staff member's appearance before the Board shall not be an adversary proceeding. The purpose of the appearance shall be to provide the nontenured teaching staff member the opportunity to convince Board of Education members to offer reemployment.
7. The proceeding of an informal appearance before the Board shall be conducted with the President of the Board presiding.
8. The nontenured teaching staff member may be represented by an attorney or by one individual of his/her choosing. The nontenured teaching staff member may present, on his or her behalf, witnesses who do not need to present testimony under oath and shall not be cross-examined by the Board. Witnesses shall be called one at a time into the meeting to address the Board and shall be excused from the meeting after making their statements.

#### G. Final Determination

1. A Board vote is not required on the Superintendent's recommendation(s) to not renew a nontenured teaching staff member. However, after an informal appearance before the Board, the Superintendent may make a recommendation for reemployment of the nontenured teaching staff member to the voting members of the Board. If the Superintendent recommends the nontenured teaching staff member for reemployment, the voting members of the Board must, by a majority vote of the full Board at a public session, approve or not approve the Superintendent's recommendation for reemployment.
2. The Board may, with a majority vote of its full membership in public session and without the recommendation of the Superintendent, offer the nontenured teaching staff member reemployment after the informal appearance before the Board.



3. Within three working days following the informal appearance, the Board shall notify the affected nontenured teaching staff member, in writing, of its final determination. The Board may delegate notification of its final determination to the Superintendent or Board Secretary.

Issued:

## **R 3221 – Evaluation of Teachers (M) (Revised)**

### EVALUATION OF TEACHERS (M)

R 3221

#### **M**

##### **A. Definitions – N.J.A.C. 6A:10-1.2**

The following words and terms shall have the following meanings when used in Policy and Regulation 3221 unless the context clearly indicates otherwise:

“Announced observation” means an observation in which the person conducting an observation for the purpose of evaluation will notify the teacher of the date and the class period the observation will be conducted.

“Annual performance report” means a written appraisal of the teacher’s performance prepared by the teacher’s designated supervisor based on the evaluation rubric for his or her position.

“Annual summative evaluation rating” means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in a teacher’s evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

“Calibration” in the context of educator evaluation means a process to monitor the competency of a trained evaluator to ensure the evaluator continues to apply an educator practice instrument accurately and consistently according to the standards and definitions of the specific instrument.

“Chief School Administrator” means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

“Commissioner” means Commissioner of the New Jersey Department of Education.

“Co-observation” means two or more supervisors who are trained on the practice instrument who observe simultaneously, or at alternate times, the same lesson or portion of a lesson for the purpose of training.

“Corrective Action Plan” means a written plan developed by the designated supervisor in collaboration with the teacher to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual teacher and the school district for implementing the plan, and specific support that the district shall provide as defined in N.J.S.A. 18A:6-119.

“Department” means the New Jersey Department of Education.

“Designated supervisor” means the supervisor designated by the Superintendent of Schools or designee as the teacher’s supervisor.

“District Evaluation Advisory Committee” means a group created to oversee and guide the planning and implementation of the Board of Education’s evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the teacher practice instrument are components of the teacher’s evaluation rubric and the scores are included in the summative evaluation rating for the individual. The scores from educator practice instruments may be applied to the teacher’s summative evaluation rating in a manner determined by the school district.

“Evaluation” means an appraisal of an individual’s professional performance in relation to his or her job description and professional standards and based on, when applicable, the individual’s evaluation rubric.

“Evaluation rubric” means a set of criteria, measures, and processes used to evaluate all teachers in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instrument, and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.

“Indicators of student progress and growth” means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

“Individual professional development plan” is as defined in N.J.S.A. 18A:6-119.

“Job description” means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

“Observation” means a method of collecting data on the performance of a teacher’s assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-2.1.

“Post-observation conference” means a meeting, either in-person or remotely, between the supervisor who conducted the observation and the teacher for the purpose of evaluation to discuss the data collected in the observation.

“Scoring guide” means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

“Semester” means half of the school year.

“Signed” means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

“Student growth objective” means an academic goal that teachers and designated supervisors set for groups of students.

“Student growth percentile” means a specific metric for measuring individual student progress on Statewide assessments by tracking how much a student’s test scores have changed relative to other students Statewide with similar scores in previous years.

“Superintendent” means Superintendent of Schools or Chief School Administrator.

“Supervisor” means an appropriately certified teaching staff member, as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the school district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9B-12.

“Teacher” means a teaching staff member who holds the appropriate standard, provisional, or emergency instructional certificate issued by the Board of Examiners and is assigned a class roster of students for at least one particular course.

“Unannounced observation” means an observation in which the person conducting an observation for the purpose of evaluation will not notify the teacher of the date or time the observation will be conducted.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e. or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Teachers – N.J.A.C. 6A:10-2.1

1. The Board of Education shall annually adopt evaluation rubrics for teachers. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.
2. The evaluation rubrics for teachers shall include all other relevant minimum standards set forth in N.J.S.A. 18A:6-123 (P.L. 2012, c. 26, § 17c).
3. Evaluation rubrics shall be submitted to the Commissioner by August 1 for approval by August 15 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of teachers, unless otherwise specified:
  - a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2 et seq.;
  - b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c):
    - (1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to teachers who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to teachers who are or will be primarily responsible for instructing the applicable students in the subsequent school year.

- c. Ensure the Superintendent annually notifies all teachers of the adopted evaluation policies and procedures no later than October 1. If a teacher is hired after October 1, the Board/Superintendent shall notify the teacher of the policies and procedures at the beginning of his or her employment. All teachers shall be notified of amendments to the policy and procedures within ten teacher working days of adoption;
  - d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics;
  - e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;
  - f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and
  - g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of a teacher for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4; and N.J.A.C. 6A:10-6.2, shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.
2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all teachers and, when applicable, applying the Commissioner-approved educator practice instrument:
- a. Annually provide training on and descriptions of each component of the evaluation rubric for all teachers who are being evaluated in the school district and provide more thorough training for any teacher who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instrument;
  - b. Annually provide updates and refresher training for supervisors who are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate teachers for the first time. Training shall

be provided on each component of the evaluated teacher's evaluation rubric before the evaluation of a teacher;

- c. Annually require each supervisor who will conduct observations for the purpose of evaluation of a teacher to complete at least two co-observations during the school year.
  - (1) Co-observers shall use the co-observation to promote accuracy and consistency in scoring.
  - (2) A co-observation may count as one required observation for the purpose of evaluation pursuant to N.J.A.C. 6A:10-4.4, as long as the observer meets the requirements set forth in N.J.A.C. 6A:10-4.3 and 4.4, but the co-observation shall not count as two or more required observations. If a co-observation counts as one required observation, the score shall be determined by the teacher's designated supervisor.
- d. The Superintendent shall annually certify to the Department that all supervisors of teachers in the school district who are utilizing evaluation rubrics have completed training on and demonstrated competency in applying the evaluation rubrics.

F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

- 1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.
- 2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.
- 3. A District Evaluation Advisory Committee is not required and the Board of Education shall have the discretion to establish a District Evaluation Advisory Committee.

G. Evaluation Procedures for Teachers – N.J.A.C. 6A:10-2.4

- 1. The provisions outlined in Policy and Regulation 3221 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of teachers.

2. Evaluation policies and procedures requiring the annual evaluation of all teachers shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:
  - a. Roles and responsibilities for implementation of evaluation policies and procedures;
  - b. Job descriptions, evaluation rubrics for teachers, the process for calculating the summative ratings and each component, and the evaluation regulations set forth in N.J.A.C. 6A:10 et seq.;
  - c. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution to teachers, Principals, Assistant Principals, and Vice Principals for calculating the median and school-wide student growth percentile;
  - d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;
  - e. Process for developing and scoring student growth objectives;
  - f. The process for preparation of individual professional development plans; and
  - g. The process for preparation of an annual performance report by the teacher's designated supervisor and an annual summary conference between the teacher and his or her designated supervisor.
3. The annual summary conference between designated supervisors and teachers shall be held before the annual performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:
  - a. The performance of the teacher based upon the job description and the scores or evidence compiled using the teacher's evaluation rubric, including, when applicable:
    - (1) The educator's practice instrument; and
    - (2) Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.



- b. The progress of the teacher toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; and
  - c. The preliminary annual performance report.
- 4. If any scores for the teacher's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.
- 5. The annual performance report shall be prepared by the teacher's designated supervisor and shall include, but not be limited to:
  - a. A summative rating based on the evaluation rubric, including, when applicable, a total score for each component as described in N.J.A.C. 6A:10-4;
  - b. Performance area(s) of strength and area(s) needing improvement based upon the job description and components of the teacher's evaluation rubric; and
  - c. The teacher's individual professional development plan or corrective action plan from the evaluation year being reviewed in the report.
- 6. The teacher and the designated supervisor shall sign the report within five teacher working days of the review.
- 7. The Board of Education shall include all performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating as part of the teacher's personnel file, or in an alternative, confidential location. If reports and data are stored in an alternative location, the personnel file shall clearly indicate the report's location and how it can be easily accessed. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

H. Corrective Action Plans for Teachers – N.J.A.C. 6A:10-2.5

- 1. For each teacher rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by the teacher and the teacher's designated supervisor. If the teacher does not agree with the corrective action plan's content, the designated supervisor shall make a final determination.

2. The corrective action plan shall be developed and the teacher and his or her designated supervisor shall meet to discuss the corrective action plan by October 31 of the school year following the year of evaluation except:
  - a. If the ineffective or partially effective summative evaluation rating is received after October 1 of the school year following the year of evaluation, a corrective action plan shall be developed, and the teacher and his or her designated supervisor shall meet to discuss the corrective action plan within twenty-five teacher working days following the school district's receipt of the teacher's summative rating.
3. The content of the corrective action plan shall replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:
  - a. Address areas in need of improvement identified in the teacher evaluation rubric;
  - b. Include specific, demonstrable goals for improvement;
  - c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and
  - d. Include timelines for meeting the goal(s).
4. The teacher's designated supervisor and the teacher on a corrective action plan shall discuss the teacher's progress toward the goals outlined in the corrective action plan during each required post-observation conference, pursuant to N.J.S.A. 18A:27-3.1 or N.J.A.C. 6A:10-4.4. The teacher and his or her designated supervisor may update the goals outlined in the corrective action plan to reflect any change(s) in the teacher's progress, position, or role.
5. Progress toward the teacher's goals outlined in the corrective action plan:
  - a. Shall be documented in the teacher's personnel file and reviewed at the annual summary conference and the mid-year evaluation. Both the teacher on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the teacher's progress toward his or her corrective action plan goals; and
  - b. May be used as evidence in the teacher's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.

6. Responsibilities of the evaluated teacher on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the teacher's designated supervisor.
7. The School Improvement Panel shall ensure teachers with a corrective action plan receive a mid-year evaluation as required by N.J.S.A. 18A:6-120.c. The mid-year evaluation shall occur approximately midway between the development of the corrective action plan and the expected receipt of the next annual summative rating. The mid-year evaluation shall include, at a minimum, a conference to discuss progress toward the teacher's goals outlined in the corrective action plan. The mid-year evaluation conference may be combined with a post-observation conference.
8. The School Improvement Panel shall ensure teachers with a corrective action plan receive one observation, including a post-observation conference, in addition to the observations required in N.J.A.C. 6A:10-4.4 for the purpose of evaluation as described in N.J.A.C. 6A:10-1.2 and 4.4(a).
9. Except where a school district employs only one administrator whose position requires a supervisor, principal, or school administrator endorsement, tenured teachers with a corrective action plan shall be observed by multiple observers for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4(c)4.
10. The corrective action plan shall remain in effect until the teacher receives his or her next summative evaluation rating.
11. There shall be no minimum number of teacher working days a teacher's corrective action plan can be in place.

I. School Improvement Panel – N.J.A.C. 6A:10-3 et seq.

1. School Improvement Panel Membership – N.J.A.C. 6A:10-3.1
  - a. The School Improvement Panel shall include the Principal, a Vice Principal, and a teacher who is chosen in accordance with b. below by the Principal in consultation with the majority representative. If an Assistant Principal or Vice Principal is not available to serve on the panel, the Principal shall appoint an additional member who is employed in the district in a supervisory role and capacity, in accordance with N.J.S.A. 18A:6-120.a. The Principal may appoint additional members to the School Improvement Panel as long as all members meet the criteria outlined in this section and N.J.S.A. 18A:6-120.a. and the teacher(s) on the panel represents at least one-third of its total membership.
  - b. The Principal annually shall choose the teacher(s) on the School Improvement Panel through the following process:

- (1) The teacher member shall be a person with a demonstrated record of success in the classroom. A demonstrated record of success in the classroom means the teacher member shall have been rated effective or highly effective in the most recent available annual summative rating.
    - (2) The majority representative, in accordance with a. above, may submit to the Principal, teacher member nominees for consideration.
    - (3) The Principal shall have final decision-making authority and is not bound by the majority representative's list of nominees.
  - c. The teacher member shall serve a full school year, except in case of illness or authorized leave, but may not be appointed more than three consecutive school years.
  - d. All members of the School Improvement Panel shall be chosen by August 31 of each year.
2. School Improvement Panel Responsibilities – N.J.A.C. 6A:10-3.2
- a. The School Improvement Panel shall:
    - (1) Oversee the mentoring of teachers according to N.J.A.C. 6A:9C-5.3(a)2. and support the implementation of the school district mentoring plan;
    - (2) Conduct evaluations of teachers pursuant to N.J.A.C. 6A:10-2.4 and 4.4;
    - (3) Ensure corrective action plans for teachers are created in accordance to N.J.A.C. 6A:10-2.5; and ensure mid-year evaluations are conducted for teachers who are on a corrective action plan; and
    - (4) Identify professional development opportunities for all teachers based on the review of aggregate school-level data, including, but not limited to, teacher evaluation and student performance data to support school-level professional development plans described in N.J.A.C. 6A:9C-4.2.
  - b. To conduct observations for the purpose of evaluation, the teacher member shall have:
    - (1) Agreement of the majority representative;
    - (2) An appropriate supervisory certificate; and

(3) Approval of the Principal who supervises the teacher being observed.

c. The teacher member who participates in the evaluation process shall not serve concurrently as a mentor under N.J.A.C. 6A:9C-5.2(a)3.

J. Components of Teacher Evaluation Rubric – N.J.A.C. 6A:10-4.1

1. The components of the teacher evaluation rubric described in N.J.A.C. 6A:10-4.1 et seq. shall apply to teachers holding the position of teacher and holding a valid and effective standard, provisional, or emergency instructional certificate.
2. Evaluation rubrics for all teachers shall include the requirements described in N.J.S.A. 18A:6-123, including, but not limited to:
  - a. Measures of student achievement pursuant to N.J.A.C. 6A:10-4.2; and
  - b. Measures of teacher practice pursuant to N.J.A.C. 6A:10-4.3 and 4.4.
3. To earn a summative rating, a teacher shall have a student achievement score, including median student growth percentile and/or student growth objectives(s) scores, and a teacher practice score pursuant to N.J.A.C. 6A:10-4.4.
4. Each score shall be converted to a percentage weight so all components make up 100 percent of the evaluation rubric. By August 31 prior to the school year in which the evaluation rubric applies, the Department shall provide on its website the required percentage weight of each component and the required summative rating scale. All components shall be worth the following percentage weights or fall within the following ranges:
  - a. If, according to N.J.A.C. 6A:10-4.2(b), a teacher receives a median student growth percentile, the student achievement component shall be at least thirty percent and no more than fifty percent of a teacher's evaluation rubric rating as determined by the Department.
  - b. If, according to N.J.A.C. 6A:10-4.2(b), a teacher does not receive a median student growth percentile, the student achievement component shall be at least fifteen percent and no more than fifty percent of a teacher's evaluation rubric rating as determined by the Department.
  - c. Measures of teacher practice described in N.J.A.C. 6A:10-4.3 and 4.4 shall be at least fifty percent and no more than eighty-five percent of a teacher's evaluation rubric rating as determined by the Department.

5. Standardized tests, used as a measure of student progress, shall not be the predominant factor in determining a teacher's annual summative rating.

K. Student Achievement Components – N.J.A.C. 6A:10-4.2

1. Measures of student achievement shall be used to determine impact on student learning. The student achievement measure shall include the following components:
  - a. If the teacher meets the requirements of 2. below, the median student growth percentile of all students assigned to a teacher, which shall be calculated as set forth in 4. below; and
  - b. Student growth objective(s), which shall be specific and measurable, based on available student learning data, aligned to the New Jersey Student Learning Standards (NJSLs), and based on growth and/or achievement.
    - (1) For teachers who teach subjects or grades not covered by the NJSLs, student growth objective(s) shall align to standards adopted or endorsed, as applicable, by the State Board.
2. The median student growth percentile shall be included in the annual summative rating of a teacher who:
  - a. Teaches at least one course or group within a course that falls within a standardized-tested grade or subject. The Department shall maintain on its website a course listing of all standardized-tested grades and subjects for which student growth percentile can be calculated pursuant to 4. below;
  - b. Teaches the course or group within the course for at least sixty percent of the time from the beginning of the course to the day of the standardized assessment; and
  - c. Has at least twenty individual student growth percentile scores attributed to his or her name during the school year of the evaluation. If a teacher does not have at least twenty individual student growth percentile scores in a given school year, the student growth percentile scores attributed to a teacher during the two school years prior to the evaluation year may be used in addition to the student growth percentile scores attributed to the teacher during the school year of the evaluation. Only student growth percentile scores from school year 2013-2014 or any school year after shall be used to determine median student growth percentiles.
3. The Department shall periodically collect data for all teachers that include, but are not limited to, student achievement and teacher practice scores.

4. The Department shall calculate the median student growth percentile for teachers using students assigned to the teacher by the school district. For teachers who have a student growth percentile score:
  - a. The Board of Education shall submit to the Department final ratings for all components, other than the student growth percentile, for the annual summative rating; and
  - b. The Department then shall report to the employing district Board of Education the annual summative rating, including the median student growth percentile for each teacher who receives a median student growth percentile.
  
5. Student growth objectives for teachers shall be developed and measured according to the following procedures:
  - a. The Superintendent shall determine the number of required student growth objectives for teachers, including teachers with a student growth percentile. A teacher with a student growth percentile shall have at least one and not more than four student growth objectives. A teacher without a student growth percentile shall have at least two and a maximum of four student growth objectives. By August 31 prior to the school year the evaluation rubric applies, the Department shall provide on its website the minimum and maximum number of required student growth objectives within this range.
  - b. A teacher with a student growth percentile shall not use the standardized assessment used in determining the student growth percentile to measure progress toward a student growth objective.
  - c. Each teacher shall develop, in consultation with his or her supervisor or a Principal's designee, each student growth objective. If the teacher does not agree with the student growth objectives, the Principal shall make the final determination.
  - d. Student growth objectives and the criteria for assessing teacher performance based on the objectives shall be determined, recorded, and retained by the teacher and his or her supervisor by October 31 of each school year, or within twenty-five teacher working days of the teacher's start date if the teacher begins work after October 1.
  - e. Adjustments to student growth objectives may be made by the teacher in consultation with his or her supervisor only when approved by the Superintendent or designee. Adjustments shall be recorded in the teacher's personnel file on or before February 15.

(1) If the Student Growth Objective (SGO) covers only the second semester of the school year, or if the teacher begins work after October 1, adjustments shall be recorded before the mid-point of the second semester.

f. The teacher's designated supervisor shall approve each teacher's student growth objective score. The teacher's student growth objective score, if available, shall be discussed at the teacher's annual summary conference and recorded in the teacher's personnel file.

L. Teacher Practice Components – N.J.A.C. 6A:10-4.3

1. The teacher practice component rating shall be based on the measurement of the teacher's performance according to the school district's Commissioner-approved teacher practice instrument. Observations pursuant to N.J.A.C. 6A:10-4.4 shall be used as one form of evidence for the measurement.

M. Teacher Observations – N.J.A.C. 6A:10-4.4

1. For the purpose of teacher evaluation, observers shall conduct the observations pursuant to N.J.S.A. 18A:6-123.b.(8) and N.J.A.C. 6A:10-2.5 and 3.2, and they shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).

2. Observation conferences shall include the following procedures:

a. A supervisor who is present at the observation shall conduct a post-observation conference with the teacher being observed. A post-observation conference shall occur no more than fifteen teacher working days following each observation.

b. The post-observation conference shall be for the purpose of reviewing the data collected at the observation, connecting the data to the teacher practice instrument and the teacher's individual professional development plan, collecting additional information needed for the evaluation of the teacher, and offering areas to improve effectiveness. Within a school year, the post observation conference shall be held prior to the occurrence of further observations for the purpose of evaluation.

c. If agreed to by the teacher, one required post-observation conference and any pre-observation conference(s) for observations of tenured teachers who are not on a corrective action plan may be conducted by written communication, including electronic.

d. One post-observation conference may be combined with a teacher's annual summary conference, as long as it occurs within the required fifteen teacher working days following the observation for the purpose of evaluation.



- e. A pre-observation conference, when required, shall occur at least one but not more than seven teacher working days prior to the observation.
3. Each teacher shall be observed as described in N.J.A.C. 6A:10-4.4. For all teachers, at least one of the required observations shall be announced and preceded by a pre-observation conference, and at least one of the required observations shall be unannounced. The Superintendent shall decide whether additional required observations are announced or unannounced, if applicable. The following additional requirements shall apply:
- a. Each observation required for the purpose of evaluation shall be conducted for at least twenty minutes.
  - b. Nontenured teachers shall be observed at least three times each school year, but not less than once each semester. The observations shall be conducted in accordance with the timeframe set forth in N.J.S.A. 18A:27-3.1.
    - (1) Except where a school district employs only one administrator whose position requires a supervisor, principal, or school administrator endorsement, nontenured teachers shall be observed during the course of the year by more than one appropriately certified supervisor.
  - c. Tenured teachers shall be observed at least two times during each school year. Observations for all tenured teachers shall occur prior to the annual summary conference, which shall occur prior to the end of the academic school year.
    - (1) If a tenured teacher was rated highly effective on his or her most recent summative evaluation and if both the teacher and the teacher's designated supervisor agree to use this option, one of the two required observations may be an observation of a Commissioner-approved activity other than a classroom lesson. The Department of Education shall post annually to its website a list of Commissioner-approved activities that may be observed in accordance with N.J.A.C. 6A:10-4.4.
  - d. Teachers on a corrective action plan shall receive, in accordance with N.J.A.C. 6A:10-2.5(h), one additional observation, including a post-observation conference.
  - e. Upon receiving a final summative evaluation that necessitates a corrective action plan, in accordance with N.J.A.C. 6A:10-2.5(a), any remaining required observation(s) shall not be conducted until the corrective action plan has been finalized.

- f. A written or electronic observation report shall be signed by the supervisor who conducted the observation and post-observation and the teacher who was observed.
  - g. The teacher shall submit his or her written objection(s) of the evaluation within ten teacher working days following the conference. The objection(s) shall be attached to each party's copy of the annual performance report.
4. To earn a teacher practice score, a nontenured teacher shall receive at least three observations.
- a. If a nontenured teacher is present for less than forty percent of the total student school days in a school year, he or she shall receive at least two observations to earn a teacher practice score.

N. Teacher Practice Instrument – N.J.A.C. 6A:10-7.2

1. The teacher practice instrument approved by the Department shall meet the following criteria:
- a. Include domains of professional practice that align to the New Jersey Professional Standards for Teachers pursuant to N.J.A.C. 6A:9-3;
  - b. Include scoring guides for assessing teacher practice that differentiate among a minimum of four levels of performance, and the differentiation has been shown in practice and/or research studies. Each scoring guide shall:
    - (1) Clearly define the expectations for each rating category;
    - (2) Provide a conversion to four rating categories;
    - (3) Be applicable to all grades and subjects; or to specific grades and/or subjects if designed explicitly for the grades and/or subjects; and
    - (4) Use clear and precise language that facilitates common understanding among teachers and administrators.
  - c. Rely on, to the extent possible, specific, discrete, observable, and/or measurable behaviors of students and teachers in the classroom with direct evidence of student engagement and learning; and
  - d. Include descriptions of specific training and implementation details required for the instrument to be effective.

Adopted:

**R 3222 – Evaluation of Teaching Staff Members, Excluding Teachers and Administrators  
(M) (Revised)**

EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS (M)

R 3222

**M**

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3222 unless the context clearly indicates otherwise:

“Annual performance report” means a written appraisal of the teaching staff member's performance prepared by the teaching staff member's designated supervisor based on the evaluation rubric for his or her position.

“Annual summative evaluation rating” means an annual evaluation rating that is based on appraisals of educator practice and student performance, if applicable, and includes all measures captured in a teaching staff member's evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

“Chief School Administrator” means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

“Commissioner” means Commissioner of the New Jersey Department of Education.

“Corrective Action Plan” means a written plan developed by the designated supervisor in collaboration with the teaching staff member to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual teaching staff member and the school district for implementing the plan, and specific support that the district shall provide as defined in N.J.S.A. 18A:6-119.

“Department” means the New Jersey Department of Education.

“Designated supervisor” means the supervisor designated by the Superintendent of Schools or designee as the teaching staff member's supervisor.

“District Evaluation Advisory Committee” means a group created to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from educator practice instruments for teaching staff members other than teachers, Principals, Vice Principals, and Assistant Principals may be applied to the teaching staff member’s summative evaluation rating in a manner determined by the school district.

“Evaluation” means an appraisal of an individual’s professional performance in relation to his or her job description and professional standards and based on, when applicable, the individual’s evaluation rubric.

“Evaluation rubric” means a set of criteria, measures, and processes used to evaluate all teaching staff members in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.

“Indicators of student progress and growth” means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

“Individual professional development plan” is as defined in N.J.S.A. 18A:6-119.

“Job description” means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

“Observation” means a method of collecting data on the performance of a teaching staff member's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-2.1.

“Post-observation conference” means a meeting, either in-person or remotely, between the supervisor who conducted the observation and the teaching staff member for the purpose of evaluation to discuss the data collected in the observation.

“Scoring guide” means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

“Semester” means half of the school year.

“Signed” means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

“Student growth objective” means an academic goal that teaching staff members and designated supervisors set for groups of students.

“Superintendent” means Superintendent of Schools or Chief School Administrator.

“Supervisor” means an appropriately certified teaching staff member, as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the school district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9B-12.

“Teaching staff member” for the purposes of Policy 3222 and this Regulation, includes, but is not limited to, educational services staff members, guidance counselors, school nurses, library/media specialists, occupational therapists, and other teaching staff members working under an educational services certificate and does not include teachers, Principals, Vice Principals, Assistant Principals, and administrators, including, but not limited to, Directors and/or Supervisors.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e. or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Teaching Staff Members – N.J.A.C. 6A:10-2.1

1. The Board of Education shall annually adopt evaluation rubrics for all teaching staff members. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.

2. Evaluation rubrics shall be submitted to the Commissioner by August 1 for approval by August 15 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of teaching staff members, unless otherwise specified:
  - a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2 et seq.;
  - b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c):
    - (1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.
  - c. Ensure the Superintendent annually notifies all teaching staff members of the adopted evaluation policies and procedures no later than October 1. If a teaching staff member is hired after October 1, the Board/Superintendent shall notify the teaching staff member of the policies and procedures at the beginning of his or her employment. All teaching staff members shall be notified of amendments to the policy and procedures within ten teaching staff member working days of adoption;
  - d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics;
  - e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;
  - f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or

evidence from observations for the purpose of evaluation and student growth objective data; and

- g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of a teaching staff member for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4, and N.J.A.C. 6A:10-6.2, shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b.(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.

- 2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all teaching staff members and, when applicable, applying the Commissioner-approved educator practice instruments:

- a. Annually provide training on and descriptions of each component of the evaluation rubric for all teaching staff members who are being evaluated in the school district and provide more thorough training for any teaching staff member who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;
- b. Annually provide updates and refresher training for supervisors who are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate teaching staff members for the first time. Training shall be provided on each component of the evaluated teaching staff member's evaluation rubric before the evaluation of a teaching staff member; and
- c. The Superintendent shall annually certify to the Department that all supervisors of teaching staff members in the school district who are utilizing evaluation rubrics have completed training on and demonstrated competency in applying the evaluation rubrics.

F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

- 1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.



2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.
3. A District Evaluation Advisory Committee is not required and the Board of Education shall have the discretion to establish a District Evaluation Advisory Committee.

G. Evaluation Procedures for Teaching Staff Members – N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3222 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of teaching staff members.
2. Evaluation policies and procedures requiring the annual evaluation of all teaching staff members shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:
  - a. Roles and responsibilities for implementation of evaluation policies and procedures;
  - b. Job descriptions, evaluation rubrics for all teaching staff members, the process for calculating the summative ratings and each component, and the evaluation regulations set forth in N.J.A.C. 6A:10 et seq.;
  - c. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution to teachers, Principals, Assistant Principals, and Vice Principals for calculating the median and school-wide student growth percentile;
  - d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;
  - e. Process for developing and scoring student growth objectives;
  - f. The process for preparation of individual professional development plans; and
  - g. The process for preparation of an annual performance report by the teaching staff member's designated supervisor, and an annual summary conference between the teaching staff member and his or her designated supervisor.
3. The annual summary conference between the designated supervisor and the teaching staff member shall be held before the annual performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:

- a. The performance of the teaching staff member based upon the job description and the scores or evidence compiled using the teaching staff member's evaluation rubric, including, when applicable:
    - (1) The educator's practice instrument; and
    - (2) Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.
  - b. The progress of the teaching staff member toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; and
  - c. The preliminary annual performance report.
4. If any scores for the teaching staff member's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.
  5. The annual performance report shall be prepared by the teaching staff member's designated supervisor and shall include, but not be limited to:
    - a. A summative rating based on the evaluation rubric;
    - b. Performance area(s) of strength and area(s) needing improvement based upon the job description and components of the teaching staff member's evaluation rubric; and
    - c. The teaching staff member's individual professional development plan or corrective action plan from the evaluation year being reviewed in the report.
  6. The teaching staff member and the designated supervisor shall sign the report within five teaching staff member working days of the review.
  7. The Board of Education shall include all performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating as part of the teaching staff member's personnel file or in an alternative, confidential location. If reports and data are stored in an alternative location, the personnel file shall clearly indicate the report's location and how it can be easily accessed. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

H. Corrective Action Plans for Teaching Staff Members – N.J.A.C. 6A:10-2.5

1. For each teaching staff member rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by the teaching staff member and the teaching staff member's designated supervisor. If the teaching staff member does not agree with the corrective action plan's content, the designated supervisor shall make a final determination.
2. The corrective action plan shall be developed and the teaching staff member and his or her designated supervisor shall meet to discuss the corrective action plan by October 31 of the school year following the year of evaluation, except:
  - a. If the ineffective or partially effective summative evaluation rating is received after October 1 of the school year following the year of evaluation, a corrective action plan shall be developed, and the teaching staff member and his or her designated supervisor shall meet to discuss the corrective action plan within twenty-five teaching staff member working days following the school district's receipt of the teaching staff member's summative rating.
3. The content of the corrective action plan shall replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:
  - a. Address areas in need of improvement identified in the teaching staff member evaluation rubric;
  - b. Include specific, demonstrable goals for improvement;
  - c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and
  - d. Include timelines for meeting the goal(s).
4. The teaching staff member's designated supervisor and the teaching staff member on a corrective action plan shall discuss the teaching staff member's progress toward the goals outlined in the corrective action plan during each required post-observation conference. The teaching staff member and his or her designated supervisor may update the goals outlined in the corrective action plan to reflect any change(s) in the teaching staff member's progress, position, or role.
5. Progress toward the teaching staff member's goals outlined in the corrective action plan:

- a. Shall be documented in the teaching staff member's personnel file and reviewed at the annual summary conference and the mid-year evaluation. Both the teaching staff member on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the teaching staff member's progress toward his or her corrective action plan goals; and
  - b. May be used as evidence in the teaching staff member's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.
6. Responsibilities of the evaluated teaching staff member on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the teaching staff member's designated supervisor.
  7. The corrective action plan shall remain in effect until the teaching staff member receives his or her next summative evaluation rating.
  8. There shall be no minimum number of teaching staff member working days a teacher's corrective action plan can be in place.

I. Required Observations for Teaching Staff Members – N.J.A.C. 6A:10-6.2

1. The Superintendent shall determine the duration of observations required pursuant to N.J.S.A. 18A:27-3.1 for nontenured teaching staff members, except teachers, Principals, Vice Principals, and Assistant Principals. Observations include, but are not limited to, observations of meetings, student instruction, parent conferences, and case-study analysis of a significant student issue. The observation shall:
  - a. Be at least twenty minutes in length;
  - b. Be followed within fifteen teaching staff member working days by a conference between the supervisor who made the observation and the nontenured teaching staff member;
  - c. Be followed by both parties to such a conference signing the written or electronic observation report and each retaining a copy of his or her records; and
  - d. Allow the nontenured teaching staff member to submit his or her written objection(s) of the evaluation within ten teaching staff member working days following the conference. The objection(s) shall be attached to each party's copy of the annual performance report.
2. All tenured teaching staff members shall receive at least one observation per school year.

3. All nontenured teaching staff members shall receive at least three observations, as required pursuant to N.J.S.A. 18A:27-3.1.
  - a. The required observations and evaluations for nontenured teaching staff members shall take place before April 30 each year. These observations and evaluations may cover that period between April 30 of one year and April 30 of the succeeding year except in the case of the first year of employment where the three observations and evaluations must have been completed prior to April 30.
  - b. The number of required observations and evaluations for nontenured teaching staff members may be reduced proportionately when an individual teaching staff member's term of service is less than one academic year.
4. Evaluations for tenured teaching staff shall be completed prior to June 30.

Adopted:

**R 3223 – Evaluation of Administrators, Excluding Principals, Vice Principals, and Assistant Principals (M) (Revised)**

**EVALUATION OF ADMINISTRATORS, EXCLUDING PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)**

R 3223

**M**

**A. Definitions – N.J.A.C. 6A:10-1.2**

The following words and terms shall have the following meanings when used in Policy and Regulation 3223 unless the context clearly indicates otherwise:

“Administrator” means an appropriately certified staff member, as defined in N.J.S.A. 18A-1.1, employed in the school district in an administrative and/or supervisory role and capacity, and holding a valid and effective standard, provisional, or emergency administrative certificate. An “administrator” may be a director, supervisor or any other administrative or supervisory position in the district. For the purposes of Policy and Regulation 3223 and N.J.A.C. 6A:10-1.1 et seq., “administrator” is not a Principal, Vice Principal, or Assistant Principal.

“Annual performance report” means a written appraisal of the administrator’s performance prepared by the administrator’s designated supervisor based on the evaluation rubric for his or her position.

“Annual summative evaluation rating” means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in an administrator’s evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

“Chief School Administrator” means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

“Commissioner” means Commissioner of the New Jersey Department of Education.

“Corrective Action Plan” means a written plan developed by the administrator’s designated supervisor in collaboration with the administrator to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual administrator and the school district for implementing the plan, and specific support that the district shall provide as defined in N.J.S.A. 18A:6-119.

“Department” means the New Jersey Department of Education.

“Designated supervisor” means the supervisor designated by the Superintendent of Schools or designee as the administrator’s supervisor.

“District Evaluation Advisory Committee” means a group created to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from educator practice instruments for administrators other than Principals, Vice Principals, and Assistant Principals may be applied to the administrator’s summative evaluation rating in a manner determined by the school district.

“Evaluation” means an appraisal of an individual’s professional performance in relation to his or her job description and professional standards and based on, when applicable, the individual’s evaluation rubric.

“Evaluation rubric” means a set of criteria, measures, and processes used to evaluate all administrators in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of staff members.

“Indicators of student progress and growth” means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

“Individual professional development plan” is as defined in N.J.S.A. 18A:6-119.

“Job description” means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

“Observation” means a method of collecting data on the performance of an administrator's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-2.1 and as designated by the Superintendent.

“Post-observation conference” means a meeting, either in-person or remotely, between the supervisor who conducted the observation and the administrator for the purpose of evaluation to discuss the data collected in the observation.

“Scoring guide” means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

“Semester” means half of the school year.

“Signed” means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

“Student growth objective” means an academic goal that teachers and designated supervisors set for groups of students.

“Superintendent” means Superintendent of Schools or Chief School Administrator.

“Supervisor” means an appropriately certified staff member, as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the school district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement, as defined in N.J.A.C. 6A:9B-12.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e. or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Administrators – N.J.A.C. 6A:10-2.1

1. The Board of Education shall annually adopt evaluation rubrics for all administrators. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.



2. Evaluation rubrics shall be submitted to the Commissioner by August 1 for approval by August 15 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of administrators, unless otherwise specified:
  - a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2 et seq.;
  - b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c):
    - (1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.
  - c. Ensure the Superintendent annually notifies all administrators of the adopted evaluation policies and procedures no later than October 1. If an administrator is hired after October 1, the Board/Superintendent shall notify the administrator of the policies and procedures at the beginning of his or her employment. All administrators shall be notified of amendments to the policy and procedures within ten administrator working days of adoption;
  - d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics;
  - e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;
  - f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or

evidence from observations for the purpose of evaluation and student growth objective data; and

- g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of an administrator for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4; and N.J.A.C. 6A:10-6.2 shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b.(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.

- 2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all administrators and, when applicable, applying the Commissioner-approved educator practice instruments:

- a. Annually provide training on and descriptions of each component of the evaluation rubric for all administrators who are being evaluated in the school district and provide more thorough training for any administrator who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;
- b. Annually provide updates and refresher training for supervisors who are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate administrators for the first time. Training shall be provided on each component of the evaluated administrator's evaluation rubric before the evaluation of an administrator;
- c. The Superintendent shall annually certify to the Department that all supervisors of administrators in the school district who are utilizing evaluation rubrics have completed training on and demonstrated competency in applying the evaluation rubrics.

F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

- 1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.

2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.
3. A District Evaluation Advisory Committee is not required and the Board of Education shall have the discretion to establish a District Evaluation Advisory Committee.

G. Evaluation Procedures for Administrators – N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3223 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of administrators.
2. Evaluation policies and procedures requiring the annual evaluation of all administrators shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:
  - a. Roles and responsibilities for implementation of evaluation policies and procedures;
  - b. Job descriptions, evaluation rubrics for administrators, the process for calculating the summative ratings and each component, and the evaluation regulations set forth in N.J.A.C. 6A:10 et seq.;
  - c. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution to teachers, Principals, Vice Principals, and Assistant Principals for calculating the median and school-wide student growth percentile;
  - d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;
  - e. Process for developing and scoring student growth objectives;
  - f. The process for preparation of individual professional development plans; and
  - g. The process for preparation of an annual performance report by the Superintendent or designated supervisor and an annual summary conference between the administrator and his or her designated supervisor.
3. The annual summary conference between designated supervisors and the administrator shall be held before the annual performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:

- a. The performance of the administrator based upon the job description and the scores or evidence compiled using the administrator's evaluation rubric, including, when applicable:
    - (1) The educator's practice instrument; and
    - (2) Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.
  - b. The progress of the administrator toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; and
  - c. The preliminary annual performance report.
4. If any scores for the administrator's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.
  5. The annual performance report for the administrator shall be prepared by the designated supervisor and shall include, but not be limited to:
    - a. A summative rating based on the evaluation rubric;
    - b. Performance area(s) of strength and area(s) needing improvement based upon the job description and components of the administrator's evaluation rubric; and
    - c. The administrator's individual professional development plan or corrective action plan from the evaluation year being reviewed in the report.
  6. The administrator and the designated supervisor shall sign the report within five administrator working days of the review.
  7. The Board of Education shall include all performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating as part of his or her personnel file, or in an alternative, confidential location. If reports and data are stored in an alternative, confidential location, the personnel file shall clearly indicate the report's location and how it can easily be accessed. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

H. Corrective Action Plans for Administrators – N.J.A.C. 6A:10-2.5

1. For each administrator rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by administrator and the Superintendent or the designated supervisor. If the administrator does not agree with the corrective action plan's content, the designated supervisor shall make a final determination.
2. The corrective action plan shall be developed and the administrator and his or her designated supervisor shall meet to discuss the corrective action plan by October 31 of the school year following the year of evaluation except:
  - a. If the ineffective or partially effective summative evaluation rating is received after October 1 of the school year following the year of evaluation, a corrective action plan shall be developed, and the administrator and his or her designated supervisor shall meet to discuss the corrective action plan within twenty-five administrator working days following the school district's receipt of the administrator's summative rating.
3. The content of the corrective action plan shall replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:
  - a. Address areas in need of improvement identified in the administrator evaluation rubric;
  - b. Include specific, demonstrable goals for improvement;
  - c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and
  - d. Include timelines for meeting the goal(s).
4. The administrator's designated supervisor and the administrator on a corrective action plan shall discuss the administrator's progress toward the goals outlined in the corrective action plan during each required post-observation conference. The administrator and his or her designated supervisor may update the goals outlined in the corrective action plan to reflect any change(s) in the administrator's progress, position, or role.
5. Progress toward the administrator's goals outlined in the corrective action plan:
  - a. Shall be documented in the administrator's personnel file and reviewed at the annual summary conference and the mid-year evaluation. Both the administrator on a corrective action plan and his or her designated

supervisor may collect data and evidence to demonstrate the administrator's progress toward his or her corrective action plan goals; and

- b. May be used as evidence in the administrator's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.
6. Responsibilities of the evaluated administrator on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the administrator's designated supervisor.
7. The corrective action plan shall remain in effect until the administrator receives his or her next summative evaluation rating.
8. There shall be no minimum number of administrator working days an administrator's corrective action plan can be in place.

I. Administrator Observations and Evaluations – N.J.A.C. 6A:10-6.2

1. The Superintendent shall determine the duration of observations required pursuant to N.J.S.A. 18A:27-3.1 for nontenured administrators. Observations include, but are not limited to, observations of meetings, student instruction, parent conferences, and case-study analysis of a significant student issue. The observation shall:
  - a. Be at least twenty minutes in length;
  - b. Be followed within fifteen administrator working days by a conference between the supervisor who made the observation and the nontenured administrator;
  - c. Be followed by both parties to such a conference signing the written or electronic observation report and each retaining a copy of his or her records; and
  - d. Allow the nontenured administrator to submit his or her written objection(s) of the evaluation within ten administrator working days following the conference. The objection(s) shall be attached to each party's copy of the annual performance report.
2. All tenured administrators shall receive at least one observation per school year.
3. All nontenured administrators shall receive at least three observations, as required pursuant to N.J.S.A. 18A:27-3.1.
  - a. The required observations and evaluations for nontenured administrators shall take place before April 30 each year. These observations and

evaluations may cover that period between April 30 of one year and April 30 of the succeeding year except in the case of the first year of employment where the three evaluations and observations must have been completed prior to April 30.

- b. The number of required observations and evaluations for nontenured administrators may be reduced proportionately when an individual administrator's term of service is less than one academic year.
4. Evaluations for tenured administrators shall be completed prior to June 30.

Adopted:

**R 3224 – Evaluation of Principals, Vice Principals, and Assistant Principals (M) (Revised)**

EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS (M)

R 3224

**M**

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3224 unless the context clearly indicates otherwise:

“Annual performance report” means a written appraisal of the Principal’s, Vice Principal’s, or Assistant Principal’s performance prepared by the designated supervisor based on the evaluation rubric for his or her position.

“Annual summative evaluation rating” means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in a Principal, Vice Principal, or Assistant Principal evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

“Calibration” in the context of educator evaluation means a process to monitor the competency of a trained evaluator to ensure the evaluator continues to apply an educator practice instrument accurately and consistently according to the standards and definitions of the specific instrument.

“Chief School Administrator” means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

“Commissioner” means Commissioner of the New Jersey Department of Education.

“Corrective Action Plan” means a written plan developed by the Superintendent or a designated supervisor in collaboration with the Principal, Vice Principal, and Assistant Principal to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual Principal, Vice Principal, and Assistant Principal and the school district for implementing the plan, and specific support that the district shall provide as defined in N.J.S.A. 18A:6-119.

“Department” means the New Jersey Department of Education.

“Designated supervisor” means the supervisor designated by the Superintendent of Schools or designee as the administrator’s supervisor.



“District Evaluation Advisory Committee” means a group created to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies.

“Evaluation” means an appraisal of an individual’s professional performance in relation to his or her job description and professional standards and based on, when applicable, the individual’s evaluation rubric.

“Evaluation rubric” means a set of criteria, measures, and processes used to evaluate all Principals, Vice Principals, and Assistant Principals in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.

“Indicators of student progress and growth” means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

“Individual professional development plan” is as defined in N.J.S.A. 18A:6-119.

“Job description” means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

“Observation” means a method of collecting data on the performance of a Principal’s, Vice Principal’s, and Assistant Principal’s assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by the Superintendent or designee.

“Post-observation conference” means a meeting, either in-person or remotely, between the supervisor who conducted the observation and the Principal, Vice Principal, and Assistant Principal for the purpose of evaluation to discuss the data collected in the observation.

“Principal practice instrument” means an assessment tool that provides scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the principal practice instrument are components of the evaluation rubrics and the scores are included in the summative evaluation rating for the individual.

“Scoring guide” means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

“Semester” means half of the school year.

“Signed” means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

“Student growth objective” means an academic goal that teachers and designated supervisors set for groups of students.

“Student growth percentile” means a specific metric for measuring individual student progress on Statewide assessments by tracking how much a student’s test scores have changed relative to other students Statewide with similar scores in previous years.

“Superintendent” means Superintendent of Schools or Chief School Administrator.

“Supervisor” means an appropriately certified teaching staff member as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9B-12 and certified to evaluate a Principal, Vice Principal, or Assistant Principal.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e. or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Principals, Vice Principals, and Assistant Principals – N.J.A.C. 6A:10-2.1

1. The Board of Education shall annually adopt evaluation rubrics for all Principals, Vice Principals, and Assistant Principals. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.
2. The evaluation rubrics for Principals, Vice Principals, and Assistant Principals shall include all other relevant minimum standards set forth in N.J.S.A. 18A:6-123 (P.L. 2012, c. 26, § 17c).
3. Evaluation rubrics shall be submitted to the Commissioner by August 1 for approval by August 15 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of Principals, Vice Principals, and Assistant Principals, unless otherwise specified:
  - a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2 et seq.;
  - b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c):
    - (1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.
  - c. Ensure the Superintendent annually notifies all Principals, Vice Principals, and Assistant Principals of the adopted evaluation policies and procedures no later than October 1. If a Principal, Vice Principal, or Assistant Principal is hired after October 1, the Board/Superintendent shall notify all Principals, Vice Principals, and Assistant Principals of the policies and procedures at the beginning of his or her employment. All Principals, Vice Principals, and Assistant Principals shall be notified of amendments to the policy and procedures within ten Principal, Vice Principal, and Assistant Principal working days of adoption;

- d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics;
  - e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;
  - f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and
  - g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of a Principal, Vice Principal, or Assistant Principal for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4; and 6A:10-6.2 shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b.(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.
2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all Principals, Vice Principals, and Assistant Principals and, when applicable, applying the Commissioner-approved principal practice instruments:
- a. Annually provide training on and descriptions of each component of the evaluation rubric for all Principals, Vice Principals, and Assistant Principals who are being evaluated in the school district and provide more thorough training for any Principals, Vice Principals, and Assistant Principals who are being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the principal practice instrument;
  - b. Annually provide updates and refresher training for supervisors who are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate Principals, Vice Principals, or Assistant Principals for the first time. Training shall be provided on each component of the evaluated Principal's, Vice Principal's, or Assistant Principal's evaluation rubric before the evaluation of the Principal, Vice Principal, or Assistant Principal;

- c. The Superintendent shall annually certify to the Department that all supervisors of Principals, Vice Principals, and Assistant Principals in the school district who are utilizing evaluation rubrics have completed training on and demonstrated competency in applying the evaluation rubrics.

F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.
2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.
3. A District Evaluation Advisory Committee is not required and the Board of Education shall have the discretion to establish a District Evaluation Advisory Committee.

G. Evaluation Procedures for Principals, Vice Principals, and Assistant Principals - N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3224 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of Principals, Vice Principals, and Assistant Principals.
2. Evaluation policies and procedures requiring the annual evaluation of Principals, Vice Principals, and Assistant Principals shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:
  - a. Roles and responsibilities for implementation of evaluation policies and procedures;
  - b. Job descriptions, evaluation rubrics for Principals, Vice Principals, and Assistant Principals, the process for calculating the summative ratings and each component and the evaluation regulations set forth in N.J.A.C. 6A:10-1 et seq.;
  - c. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution

to teachers, Principals, Vice Principals, Assistant Principals for calculating the median and school-wide student growth percentile;

- d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;
  - e. Process for developing and scoring student growth objectives;
  - f. The process for preparation of individual professional development plans; and
  - g. The process for preparation of an annual performance report by the Superintendent or designated supervisor, and an annual summary conference between the Principal, Vice Principal, or Assistant Principal and the Superintendent or designated supervisor.
3. The annual summary conference between the designated supervisor and the Principal, Vice Principal, or Assistant Principal shall be held before the annual performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:
- a. The performance of the Principal, Vice Principal, or Assistant Principal based upon the job description and the scores or evidence compiled using the evaluation rubric, including, when applicable:
    - (1) The educator's practice instrument; and
    - (2) Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.
  - b. The progress of the Principal, Vice Principal, or Assistant Principal toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; and
  - c. The preliminary annual performance report.
4. If any scores for the Principal's, Vice Principal's, or Assistant Principal's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.
5. The annual performance report for the Principal, Vice Principal, or Assistant Principal shall be prepared by the designated supervisor and shall include, but not be limited to:

- a. A summative rating based on the evaluation rubric, including, when applicable, a total score for each component as described in N.J.A.C. 6A:10-5;
  - b. Performance area(s) of strength and area(s) needing improvement based upon the job description and components of the Principal's, Vice Principal's, or Assistant Principal's evaluation rubric; and
  - c. The Principal's, Vice Principal's, or Assistant Principal's individual professional development plan or a corrective action plan from the evaluation year being reviewed in the report.
6. The Principal, Vice Principal, or Assistant Principal and the designated supervisor shall sign the report within five Principal, Vice Principal, and Assistant Principal working days of the review.
  7. The Board of Education shall include all performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating as part of the Principal's, Vice Principal's, or Assistant Principal's personnel file, or in an alternative, confidential location. If reports and data are stored in an alternate location, the personnel file shall clearly indicate the report's location and how it can be easily accessed. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

H. Corrective Action Plans for Principals, Vice Principals, and Assistant Principals – N.J.A.C. 6A:10-2.5

1. For each Principal, Vice Principal, and Assistant Principal rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by the Principal, Vice Principal, or Assistant Principal and the designated supervisor. If the Principal, Vice Principal, or Assistant Principal does not agree with the corrective action plan's content, the designated supervisor shall make the final determination.
2. The corrective action plan shall be developed and the Principal, Vice Principal, or Assistant Principal and his or her designated supervisor shall meet to discuss the corrective action plan by October 31 of the school year following the year of evaluation except:
  - a. If the ineffective or partially effective summative evaluation rating is received after October 1 of the school year following the year of evaluation, a corrective action plan shall be developed, and the Principal, Vice Principal, or Assistant Principal and his or her designated supervisor shall meet to discuss the corrective action plan within twenty-five Principal, Vice Principal, or Assistant Principal working days following the school

district's receipt of the Principal's, Vice Principal's, or Assistant Principal's summative rating.

3. The content of the corrective action plan shall replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:
  - a. Address areas in need of improvement identified in the principal evaluation rubric;
  - b. Include specific, demonstrable goals for improvement;
  - c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and
  - d. Include timelines for meeting the goal(s).
4. The designated supervisor and the Principal, Vice Principal, or Assistant Principal on a corrective action plan shall discuss the Principal's, Vice Principal's, or Assistant Principal's progress toward the goals outlined in the corrective action plan during each post-observation conference, when required by N.J.S.A. 18A:27-3.1 or N.J.A.C. 6A:10-5.4.
5. Progress toward the Principal's, Vice Principal's, or Assistant Principal's goals outlined in the corrective action plan:
  - a. Shall be documented in the Principal's, Vice Principal's, or Assistant Principal's personnel file and reviewed at the annual summary conference and the mid-year evaluation. Both the Principal, Vice Principal, or Assistant Principal on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the Principal's, Vice Principal's, or Assistant Principal's progress toward his or her corrective action plan goals; and
  - b. May be used as evidence in the Principal's, Vice Principal's, or Assistant Principal's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.
6. Responsibilities of the evaluated Principal, Vice Principal, or Assistant Principal on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the designated supervisor.
7. The Superintendent or his or her designee, and the Principal, as appropriate, shall conduct a mid-year evaluation of any Principal, Vice Principal, or Assistant Principal pursuant to N.J.S.A. 18A:6-121.c. The mid-year evaluation shall occur approximately midway between the development of the corrective action plan and



the expected receipt of the next annual summative rating. The mid-year evaluation shall include, at a minimum a conference to discuss progress toward the Principal's, Vice Principal's, or Assistant Principal's goals outlined in the corrective action plan. The mid-year evaluation conference may be combined with a post-observation conference.

8. The Superintendent shall ensure Principals, Vice Principals, and Assistant Principals with a corrective action plan receive one observation and a post-observation conference in addition to the observations required in N.J.A.C. 6A:10-5.4 for the purpose of evaluation as described in N.J.A.C. 6A:10-1.2 and 5.4.
9. The corrective action plan shall remain in effect until the Principal, Vice Principal, or Assistant Principal receives his or her next summative evaluation rating.
10. There shall be no minimum number of Principal, Vice Principal, or Assistant Principal working days a Principal's, Vice Principal's, or Assistant Principal's corrective action plan can be in place.

I. Components of Principal Evaluation Rubrics – N.J.A.C. 6A:10-5.1

1. Unless otherwise noted, the components of the principal evaluation rubrics shall apply to teaching staff members holding the position of Principal, Vice Principal, or Assistant Principal and holding a valid and effective standard, provisional, or emergency administrative certificate.
2. The principal evaluation rubric shall meet the standards provided in N.J.S.A. 18A:6-123, including, but not limited to:
  - a. Measures of student achievement pursuant to N.J.A.C. 6A:10-5.2; and
  - b. Measures of principal practice pursuant to N.J.A.C. 6A:10-5.3 and 5.4.
3. To earn a summative rating, the Principal, Vice Principal, or Assistant Principal shall have a student achievement score, pursuant to N.J.A.C. 6A:10-5.2 and a principal practice score pursuant to N.J.A.C. 6A:10-5.3 and 5.4.
4. Each score shall be converted to a percentage weight so all measures make up 100 percent of the evaluation rubric. By August 31 prior to the school year in which the evaluation rubric applies, the Department shall provide on its website the required percentage weight of each component and the required summative rating scale. All components shall be worth the following percentage weights or fall within the following ranges:
  - a. If, according to N.J.A.C. 6A:10-5.2(b), the Principal, Vice Principal, or Assistant Principal receives a school-wide student growth percentile score as described in N.J.A.C. 6A:10-5.2(c), the score shall be at least ten percent

and no greater than forty percent of evaluation rubric rating as determined by the Department.

- b. Measure of average student growth objective for all teachers, as described in N.J.A.C. 6A:10-5.2(d), shall be at least ten percent and no greater than twenty percent of evaluation rubric rating as determined by the Department.
  - c. Measure of administrator goal, as described in N.J.A.C. 6A:10-5.2(e), shall be no less than ten percent and no greater than forty percent of evaluation rubric rating as determined by the Department.
  - d. Measure of principal practice, as described in N.J.A.C. 6A:10-5.3(b), shall be no less than fifty percent of evaluation rubric rating.
5. Standardized assessments, used as a measure of student progress, shall not be the predominant factor in determining a Principal's annual summative rating.
  6. The Department shall periodically collect principal evaluation rubric data that shall include, but are not limited to, component-level scores and annual summative ratings.

J. Student Achievement Components of Principal Evaluation Rubrics – N.J.A.C. 6A:10-5.2

1. Measures of student achievement shall be used to determine impact on student learning and shall include the following components:
  - a. The school-wide student growth percentile of all students assigned to the Principal;
  - b. Average student growth objective scores of every teacher, as described in N.J.A.C. 6A:10-4.2(e), assigned to the Principal; and
  - c. Administrator goals set by Principals, Vice Principals, or Assistant Principals in consultation with their supervisor pursuant to N.J.A.C. 6A:10-5.2(e), which shall be specific and measurable, based on student growth and/or achievement data.
2. The school-wide student growth percentile score shall be included in the annual summative rating of Principals, Vice Principals, and Assistant Principals who are assigned to a school as of October 15 and who are employed in schools where student growth percentiles are available for students in one or more grades. If the Principal, Vice Principal, or Assistant Principal is employed in more than one school, the Superintendent shall assign to the Principal, Vice Principal, or Assistant Principal, as appropriate, the school-wide student growth percentile from one school and shall notify the Principal, Vice Principal, or Assistant Principal at the beginning of the school year of the student growth percentile assignment.

3. The Department shall calculate the school-wide student growth percentile for Principals, Vice Principals, and Assistant Principals.
4. The average student growth objective scores of all teachers, as described in N.J.A.C. 6A:10-4.2(e), shall be a component of the Principal's annual summative rating. The average student growth objective scores for Vice Principals or Assistant Principals shall be determined according to the following procedures:
  - a. The Principal, in consultation with the Vice Principal or Assistant Principal, shall determine prior to the start of the school year, which teachers, if not all teachers in the school, shall be linked to the Vice Principal's and Assistant Principal's average student growth objective score.
  - b. If the Vice Principal or Assistant Principal does not agree with the list of teachers linked to his or her name for the purposes of this measurement, the Principal shall make the final determination.
5. Administrator goals for Principals, Vice Principals, or Assistant Principals shall be developed and measured according to the following procedures:
  - a. The designated supervisor shall determine for all Principals, Vice Principals, or Assistant Principals, the number of required administrator goals which shall reflect the achievement of a significant number of students within the school. By August 31 prior to the school year in which the evaluation rubric applies, the Department shall provide on the Department's website the minimum and maximum number of required goals, which will be at least one goal and no more than four goals.
  - b. Principals, Vice Principals, or Assistant Principals shall develop, in consultation with their designated supervisor, each administrator goal. Each Vice Principal and Assistant Principal shall set goals specific to his or her job description or adopt the same goals as his or her Principal. If the Principal, Vice Principal, or Assistant Principal and his or her designated supervisor do not agree upon the administrator goal the Principal's, Vice Principal's, or Assistant Principal's designated supervisor shall make the final determination.
  - c. Administrator goals and the criteria for assessing performance based on those objectives shall be determined, recorded, and retained by the Principal, Vice Principal, or Assistant Principal and his or her designated supervisor by October 31 of each school year, or within twenty-five Principal, Vice Principal, and Assistant Principal working days of the Principal's, Vice Principal's, or Assistant Principal's start date if he or she begins work after October 1.

- d. The administrator goal score shall be approved by the designated supervisor of the Principal, Vice Principal, or Assistant Principal. The Principal's, Vice Principal's, or Assistant Principal's administrator goal score, if available, shall be discussed at his or her annual summary conference and recorded in his or her personnel file.

K. Principal Practice Component of Evaluation Rubric – N.J.A.C. 6A:10-5.3

1. Measures of principal practice shall include a measure determined through a Commissioner-approved principal practice instrument and may include a leadership measure determined through the Department-created leadership rubric.
2. Principal practice component rating shall be based on the measurement of the Principal's, Vice Principal's, or Assistant Principal's performance according to the school district's Commissioner-approved principal practice instrument. Observations pursuant to N.J.A.C. 6A:10-5.4 shall be used as one form of evidence for this measurement.
3. Leadership practice shall be determined by a score on a leadership rubric, which will assess the Principal's, Vice Principal's, or Assistant Principal's ability to improve student achievement and teaching staff member effectiveness through identified leader behaviors. The rubric will be posted on the Department's website and annually maintained.

L. Principal, Vice Principal, and Assistant Principal Observations – N.J.A.C. 6A:10-5.4

1. The Superintendent or his or her designee, shall conduct observations for the evaluation of Principals pursuant to N.J.S.A. 18A:6-121 and he or she shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).
2. A Principal, or the Superintendent or his or her designee, shall conduct observations for the evaluation of Vice Principals and Assistant Principals pursuant to N.J.S.A. 18A:6-121.
3. For the purpose of collecting data for the evaluation of a Principal, Vice Principal, or Assistant Principal, an observation, as described in N.J.S.A. 18A:6-119 and N.J.A.C. 6A:10-1.2, may include, but is not limited to: building walk-through, staff meeting observation, parent conference observation, or case study analysis of a significant student issue.
4. Post-observation conferences shall include the following procedures:
  - a. A supervisor who is present at the observation shall conduct a post-observation conference with the Principal, Vice Principal, or Assistant Principal being observed. A post-observation conference shall occur no

more than fifteen Principal, Vice Principal, or Assistant Principal working days following each observation.

- b. The post-observation conference shall be for the purpose of reviewing the data collected at the observation, connecting the data to the principal practice instrument and the Principal's, Vice Principal's, or Assistant Principal's individual professional development plan, collecting additional information needed for the evaluation, and offering areas to improve effectiveness.
  - c. With the consent of the observed Principal, Vice Principal, or Assistant Principal, post-observation conferences for individuals who are not on a corrective action plan may be conducted via written communication, including electronic communication.
  - d. One post-observation conference may be combined with the Principal's, Vice Principal's, or Assistant Principal's annual summary conference as long as it occurs within the required fifteen Principal, Vice Principal, or Assistant Principal working days following the observation.
  - e. A written or electronic observation report shall be signed by the supervisor who conducted the observation and post-observation and the Principal, Vice Principal, or Assistant Principal who was observed.
  - f. The Principal, Vice Principal, or Assistant Principal shall submit his or her written objection(s) of the evaluation within ten Principal, Vice Principal, and Assistant Principal working days following the conference. The objection(s) shall be attached to each party's copy of the annual performance report.
5. Each tenured Principal, Vice Principal, and Assistant Principal shall be observed as described in N.J.A.C. 6A:10-5.4, at least two times during each school year. Each nontenured Principal, Vice Principal, and Assistant Principal shall be observed as described in N.J.A.C. 6A:10-5.4 at least three times during each school year, as required by N.J.S.A. 18A:27-3.1. An additional observation shall be conducted pursuant to N.J.A.C. 6A:10-2.5(h) for Principals, Vice Principals, and Assistant Principals who are on a corrective action plan.

M. Principal Practice Instrument – N.J.A.C. 6A:10-7.3

- 1. The principal practice instrument approved by the Department shall meet the following criteria:
  - a. Incorporate domains of practice and/or performance criteria that align to the 2015 Professional Standards for Educational Leaders developed by the

National Policy Board for Educational Administration (NPBEA) incorporated herein by reference;

- b. Include scoring guides for assessing principal practice that differentiate among a minimum of four levels of performance, and the differentiation has been shown in practice and/or research studies. Each scoring guide shall clearly define the expectations for each category and provide a conversion to four rating categories;
- c. Rely on, to the extent possible, multiple sources of evidence collected throughout the school year, including, but not limited to, evaluation of a Principal's leadership related to:
  - (1) Implementing high-quality and standards-aligned curriculum, assessments, and instruction; and
  - (2) Evaluating the effectiveness of teaching staff members and supporting their professional growth.
- d. Include descriptions of specific training and implementation details required for the instrument to be effective.

Adopted:

## **R 4146 – Nonrenewal of Nontenured Support Staff Member (Revised)**

### NONRENEWAL OF NONTENURED SUPPORT STAFF MEMBER

#### R 4146

##### A. Evaluations

1. Each nontenured support staff member shall be evaluated at least one time each school year.
2. Evaluations shall set forth both the strengths and weaknesses of the nontenured support staff member in order to provide an accurate assessment of his/her performance and to encourage the improvement of that performance.
3. Supervisors shall constructively point out performance deficiencies and offer assistance to nontenured support staff members in the improvement of professional skills.

##### B. Nonrenewal Recommendation

1. When a nontenured support staff member's performance does not meet the standards of the school district, employment will not be offered to the nontenured support staff member for the succeeding school year.
2. The nontenured support staff member shall be informed by the Superintendent of Schools, in writing, that employment for the next succeeding school year will not be offered. This written notice shall be provided to the nontenured support staff member in accordance with the timelines and terms of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties.
3. A recommendation by the Superintendent to not renew the nontenured support staff member may be based upon the nontenured support staff member's evaluations, job performance, or any factor affecting his/her employment in the school district.
4. A nontenured support staff member contract can be renewed only upon the Superintendent's recommendation and a majority vote of the full membership of the Board. The Board shall not withhold its approval for arbitrary and capricious reasons.

##### C. Nonrenewal Action

1. Prior to notifying the nontenured support staff member of the nonrenewal, the Superintendent shall notify the Board of the recommendation not to renew the nontenured support staff member's contract and the reasons for the recommendation. The Superintendent may notify the Board members of the

recommendation not to renew the nontenured support staff member's contract and the reasons for the recommendation in a written notice to the Board or in the alternative, in executive session. If notification is provided to the Board in executive session, the Superintendent and the Board will meet in executive session in accordance with the timelines and terms of any applicable collective bargaining agreement, individual contract, or any other agreement between parties.

- a. Notice of the executive session shall be given in accordance with N.J.S.A. 10:4-13 and individual notice shall be given, not less than forty-eight hours in advance of the meeting, to those nontenured support staff members whose possible nonrenewal will be discussed at the meeting. If any such nontenured support staff member requests the discussion take place in public, the recommendation for his/her nonrenewal will be severed from any other nonrenewal recommendation and will be scheduled for discussion at a public meeting.
2. The Superintendent will ensure the timelines for nonrenewal action are in accordance with the timelines and terms of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties.
3. A nontenured support staff member not recommended for renewal by the Superintendent is deemed not renewed. A Board of Education vote is not required on the Superintendent's recommendation(s) to not renew a nontenured support staff member's contract.

D. Notice of Nonrenewal

1. The nonrenewal notice shall be provided to the nontenured support staff member not recommended for renewal by the Superintendent in accordance with the terms of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties. If hand delivered, a record shall be made of the date on which delivery was made. If sent by mail, the notice shall be sent registered mail, return receipt requested, to the nontenured support staff member's address of record.

E. Request for Statement of Reasons

1. Any nontenured support staff member receiving notice that a contract for the succeeding school year will not be offered may, within fifteen calendar days thereafter, request in writing a statement of the reasons for such nonemployment which shall be given to the nontenured support staff member in writing thirty calendar days after the receipt of such request.
2. The statement of reasons for a nonrenewal will set forth, with as much particularity as possible, the precise reasons for the nonrenewal. Where the nonrenewal is based on performance deficiencies recorded in the nontenured support staff member's



evaluations and the nontenured support staff member has been given a copy of those evaluations, the statement of reasons may incorporate the evaluations by reference.

3. The statement of reasons may be prepared by the Superintendent or the Board Secretary and shall be delivered to the nontenured support staff member who requested the statement of reasons within thirty calendar days after the receipt of the nontenured support staff member's request for the statement of reasons.

#### F. Nonrenewal Appearance

1. Whenever the nontenured support staff member has requested in writing and received a written statement of reasons for non-reemployment pursuant to N.J.S.A. 18A:27-3.2, the nontenured support staff member may request in writing an informal appearance before the Board. The written request shall be submitted to the Board within ten calendar days of the nontenured support staff member's receipt of the Board's statement of reasons.
2. The informal appearance shall be scheduled within thirty calendar days from the nontenured support staff member's receipt of the Board's statement of reasons.
3. The Board will exercise discretion in determining a reasonable length of time for the proceeding depending upon each instance's specific circumstances.
4. The proceeding of an informal appearance before the Board may be conducted in executive session pursuant to N.J.A.C. 10:4-12(b)(8). If conducted in executive session notice must be given in accordance with N.J.S.A. 10:4-13.
5. The Board shall provide the nontenured support staff member adequate written notice regarding the date and time of the informal appearance.
6. The nontenured support staff member's appearance before the Board shall not be an adversary proceeding. The purpose of the appearance shall be to provide the nontenured support staff member the opportunity to convince Board of Education members to offer reemployment.
7. The proceeding of an informal appearance before the Board shall be conducted with the President of the Board presiding.
8. The nontenured support staff member may be represented by an attorney or by one individual of his/her choosing. The nontenured support staff member may present, on his or her behalf, witnesses who do not need to present testimony under oath and shall not be cross-examined by the Board. Witnesses shall be called one at a time into the meeting to address the Board and shall be excused from the meeting after making their statements.

#### G. Final Determination

1. A Board vote is not required on the Superintendent's recommendation(s) to not renew a nontenured support staff member. However, after an informal appearance before the Board, the Superintendent may make a recommendation for reemployment of the nontenured support staff member to the voting members of the Board. If the Superintendent recommends the nontenured teaching staff member for reemployment, the voting members of the Board must, by a majority vote of the full Board at a public session, approve or not approve the reemployment.
2. The Board may, with a majority vote of its full membership in public session and without the recommendation of the Superintendent, offer the nontenured support staff member reemployment after the informal appearance before the Board.
3. Within three working days following the informal appearance, the Board shall notify the affected nontenured support staff member, in writing, of its final determination. The Board may delegate notification of its final determination to the Superintendent or Board Secretary.

Issued:

## **R 6471 – School District Travel (M) (Revised)**

### SCHOOL DISTRICT TRAVEL (M)

#### R 6471 M

##### A. Definitions (N.J.S.A. 6A:23A-1.2)

1. For the purpose of this Policy, “travel expenditures” means those costs paid by the school district using local, State, or Federal funds, whether directly by the school district or by employee reimbursement, for travel by school district employees and district Board of Education members, to the following five types of travel events:
  - a. Training and seminars – means all regularly scheduled, formal residential or non-residential training functions conducted at a hotel, motel, convention center, residential facility, or at any educational institution or facility;
  - b. Conventions and conferences – means general programs, sponsored by professional associations on a regular basis, which address subjects of particular interest to a school district or are convened to conduct association business. The primary purpose of employee attendance at conferences and conventions is the development of new skills and knowledge or the reinforcement of those skills and knowledge in a particular field related to school district operations. These are distinct from formal staff training and seminars, although some training may take place at such events;
  - c. School district sponsored events – means conferences, conventions, receptions, or special meetings, where the school plans, develops, implements, and coordinates the event and is the event’s primary financial backer. School district employees are actively involved in working the event and other employees may attend as participants;
  - d. Regular school district business travel – means all regular official business travel, including attendance at meetings, conferences, and any other gatherings which are not covered by the definitions included in a., b., and c. above. Regular school district business travel also includes attendance at regularly scheduled in-State county meetings and Department-sponsored or association-sponsored events provided free of charge and regularly scheduled in-State professional development activities with a registration fee that does not exceed \$150 per employee or district Board member. The \$150 limit per employee or district Board member may be adjusted by inflation; and
  - e. Retreats – means meetings with school district employees and school Board members, held away from the normal work environment at which

organizational goals and objectives are discussed. If available, school district facilities shall be utilized for this type of event.

B. Maximum Travel Budget (N.J.A.C. 6A:23A-7.3)

1. Annually in the prebudget year, the Board of Education shall establish by resolution a maximum travel expenditure amount for the budget year, which the school district shall not exceed. The resolution shall also include the maximum amount established for the prebudget year and the amount spent to date.
  - a. The maximum school district travel expenditure amount shall include all travel supported by local and State funds.
  - b. The Board may exclude travel expenditures supported by Federal funds from the maximum travel expenditure amount.
    - (1) If Federal funds are excluded from the established maximum amount, the Board shall include in the resolution the total amount of travel supported by Federal funds from the prior year, prebudget year, and projected for the budget year.
  - c. Exclusion of Federal funds from the annual maximum travel budget shall not exempt such travel from the requirements applicable to State and local funds.
2. The Board of Education may authorize an annual maximum amount per employee for regular business travel only for which Board of Education approval is not required.
  - a. The annual maximum shall not exceed \$1,500 and shall be subjected to the approval requirements in N.J.S.A. 18A:19-1.
  - b. Regular school district business travel as defined in N.J.A.C. 6A:23A-1.2 and in this Regulation shall include attendance at regularly scheduled in-State county meetings and Department-sponsored or association-sponsored events provided free of charge. It also shall include regularly scheduled in-State professional development activities for which the registration fee does not exceed \$150 per employee or Board member.
  - c. Regular school district business travel shall require approval of the Superintendent prior to obligating the school district to pay related expenses and prior to attendance at the travel event.
    - (1) The Superintendent shall designate an alternate approval authority to approve travel requests in his or her absence when necessary to obtain timely district Board of Education approval.

- (2) The Superintendent shall establish, in writing, the internal levels of approval required prior to his or her approval of the travel event, as applicable.

C. Travel Approval Procedures (N.J.A.C. 6A:23A-7.4)

1. All travel requests for employees of the school district shall be submitted to the Superintendent or designee and approved in writing by the Superintendent and approved by a majority of the Board of Education's full voting membership, except if the Board has excluded regular business travel from prior approval in Policy 6471 pursuant to N.J.A.C. 6A:23A-7.3(b), prior to obligating the school district to pay related expenses and prior to attendance at the travel event.
  - a. The Superintendent shall designate an alternate approval authority to approve travel requests in his or her absence when necessary to obtain timely Board approval.
  - b. The Superintendent shall establish, in writing, the internal levels of preliminary approval required prior to the Superintendent's approval of the travel event, as applicable.
    - (1) The School Business Administrator/Board Secretary or designee shall review all travel requests either before or after the Superintendent's approval and prior to submission of the Board for approval to determine if the expenses as outlined in the request are in compliance with the requirements of N.J.S.A. 18A:11-12, N.J.A.C. 6A:23A-7, the current State travel payment guidelines established by the Department of the Treasury, and the current guidelines established by the Federal Office of Management and Budget.
      - (a) If any travel expenses requested are not in compliance with the guidelines outlined above, the School Business Administrator/Board Secretary or designee will return the request to be revised in accordance with the guidelines outlined above.
      - (b) The Superintendent may deny the request, approve the request conditioned upon the staff member assuming the financial responsibility for those travel expenses that are not in compliance with the guidelines, or may return the request to the school staff member to be revised in accordance with the guidelines outlined above.

2. All travel requests for Board members shall require prior approval by a majority of the Board's full voting membership, except where the Board has excluded regular business travel from prior approval pursuant to N.J.A.C. 6A:23A-7.3(b), and the travel shall be in compliance with N.J.S.A. 18A:12-24 and 24.1.
3. The Board of Education may approve, at any time prior to the event, travel for multiple months as long as the approval detailed in Board of Education minutes itemizes the approval by event, total cost, and number of employees and/or Board members attending the event. General or blanket pre-approval shall not be authorized.
4. All travel requests shall receive prior approval of the Board of Education except if the Board has excluded from the requirements prior Board approval of any travel caused by or subject to existing contractual provisions, including grants and donations, and other statutory requirement, or Federal regulatory requirements in Policy 6471 pursuant to N.J.A.C. 6A:23A-7.4(d). For the exclusion of prior Board approval to apply, the required travel event shall be detailed, with number of employees(s), Board member(s), and total cost in the applicable contract, grant, donation, statute, or Federal regulation.
  - a. This shall not include general grant guidelines or regulations that are permissive, but do not require the travel event, unless the specific travel event, number of employee(s), Board member(s), and total cost is detailed in the approved grant, donation, or other fund acceptance agreement.
  - b. This shall not include general contractual provisions in employment contracts for continuing education or professional development, except if the Board has included in its policy a maximum amount per employee for regular business travel that does not require prior Board of Education approval pursuant to N.J.A.C. 6A:23A-7.3.
5. If occasional unforeseen situations arise wherein a travel request cannot obtain prior approval of the Board of Education, justification shall be included in the text of the travel request.
  - a. Such requests shall require prior written approval of the Superintendent or designee, and the Executive County Superintendent or designee.
  - b. The Board shall ratify the request at its next regularly scheduled meeting.
  - c. Travel to conferences, conventions, and symposiums shall not be considered emergencies and shall not be approved after the fact.
6. Subsequent to pre-approval by a majority of the full voting membership of the Board of Education, reimbursement of prospective employee travel expense shall be pre-approved by the Executive County Superintendent.

D. Required Documentation for Travel (N.J.A.C. 6A:23A-7.5)

1. The Board of Education requires the documentation listed in D.2. below to justify the number of employees attending an event and the benefits to be derived from their attendance;
2. Neither the Superintendent or designee, nor the Board of Education shall approve a travel request unless it includes, at a minimum, the following information:
  - a. The name and date(s) of the event;
  - b. A list of Board members and/or employees to attend, either by name and title;
  - c. The estimated cost associated with travel;
  - d. A justification and brief statement that includes the primary purpose for the travel, the key issues that will be addressed at the event, and their relevance to improving instruction or the operation of the school district.
    - (1) For training events, the statement must include whether the training is for a certification required for continued employment, continuing education requirements, requirements of Federal or State law, or other purpose related to the programs and services currently being delivered or soon to be implemented in the school district; or related to school district operations;
  - e. The account number and funding source - Federal, State, private, or local; and
  - f. For annual events, the total attendance and cost for the previous year.
3. The school district shall maintain documentation on file that demonstrates compliance with the Board of Education's travel policy, including travel approvals, reports, and receipts for all school district funded expenditures, as appropriate.

E. School Business Administrator/Board Secretary Responsibilities Regarding Accounting for Travel (N.J.A.C. 6A:23A-7.6)

1. The School Business Administrator/Board Secretary or designee shall prepare itemized travel budgets by function and object of expense for each cost center, department, or location maintained in the school district's accounting system, as applicable, as part of the preparation of and documentation for the annual school district budget.

- a. The aggregate amount of all travel budgets shall not exceed the Board of Education approved maximum travel expenditure amount for the budget year as required by N.J.A.C. 6A:23A-7.3.
  2. The School Business Administrator/Board Secretary shall maintain separate accounting for school district travel expenditures, as necessary, to ensure compliance with the school district's maximum travel expenditure amount. The separate accounting tracking system may include, but need not be limited to, a separate or offline accounting of such expenditures or expanding the school district's accounting system. The tracking system shall be sufficient to demonstrate compliance with Policy and Regulation 6471 and N.J.A.C. 6A:23A-7, and shall be in a detailed format suitable for audit.
  3. The School Business Administrator/Board Secretary or designee shall review and approve the cost and supporting documentation required by N.J.A.C. 6A:23A-7 and submitted by the person(s) having incurred travel expense. The School Business Administrator shall not approve or issue payment of travel expenditures or reimbursement requests until all required documentation and information to support the payment has been submitted, and shall not approve any travel expenditure that, when added to already approved travel expenditures, would exceed the Board of Education approved maximum travel expenditure amount for the budget year.
  4. The School Business Administrator/Board Secretary shall be responsible for the adequacy of documentation of transactions processed by his or her staff and the retention of the documentation to permit audits of the records.
  5. A Board of Education employee, a Board member, or an organization shall not receive partial or full payment for travel and travel-related expenses in advance of the travel, pursuant to N.J.S.A. 18A:19-1 et seq. The payment of travel and travel-related expenses, including travel-related purchases for which a purchase order is not applicable, shall be made personally by a school district employee or Board member and reimbursed at the conclusion of the travel event. N.J.A.C. 6A:23A-7.6, Policy 6471, and this Regulation do not preclude the school district from paying the vendor directly with the proper use of a purchase order (for example, for registration, airline tickets, hotel).
- F. Sanctions for Violations of Travel Requirements (N.J.A.C. 6A:23A-7.7)
1. A Board of Education that violates its established maximum travel expenditure, as set forth in N.J.A.C. 6A:23A-7.3, or that otherwise is not in compliance with N.J.A.C. 6A:23A-7 travel limitations, may be subject to sanctions by the Commissioner as authorized pursuant to N.J.S.A. 18A:4-23 and 24, including reduction of State aid in an amount equal to any excess expenditure pursuant to N.J.S.A. 18A:11-12 and 18A:7F-60.



2. The staff member designated as the final approval authority for travel who approves any travel request or reimbursement in violation of N.J.A.C. 6A:23A-7 and Policy and Regulation 6471 shall reimburse the school district in an amount equal to three times the cost associated with attending the event, pursuant to N.J.S.A. 18A:11-12.
3. An employee or Board member who violates the provisions of N.J.A.C. 6A:23A-7 and Policy and Regulation 6471 shall be required to reimburse the school district in an amount equal to three times the cost associated with attending the event, pursuant to N.J.S.A. 18A:11-12.
4. In accordance with N.J.A.C. 6A:23A-7.7(d), there must be procedures to monitor compliance and application of the penalty, as outlined in N.J.A.C. 6A:23A-7.7, upon determination a violation has occurred after Board of Education payment of the event.
  - a. In addition to the annual audit test procedures to ensure compliance as required in N.J.A.C. 6A:23A-7.7(e) and F.5. below, the School Business Administrator/Board Secretary will designate a staff member to review travel payments that are being recommended to the Board for payment prior to Board approval and travel payments previously approved by the Board for payment and paid for any violations.
    - (1) In the event the annual audit test procedures or the review by the staff member designated by the School Business Administrator/Board Secretary determines a travel payment recommended to the Board for payment or a travel payment previously approved by the Board and was paid in violation of N.J.A.C. 6A:23A-7 and Policy and Regulation 6471, the school district auditor or the staff member designated by the School Business Administrator/Board Secretary shall inform the Superintendent of Schools of the violation in writing.
    - (2) The Superintendent shall determine if a violation of N.J.A.C. 6A:23A-7 requires a penalty in accordance with N.J.A.C. 6A:23A-7.7.
    - (3) If a violation is determined prior to payment or reimbursement of the travel event, the Superintendent may exclude application of any additional penalties.
5. The annual audit conducted pursuant to N.J.S.A. 18A:23-1 shall include test procedures to ensure compliance with the Board of Education's policy and travel limitations set forth in this section and N.J.S.A. 18A:11-12.

G. Prohibitive Travel Reimbursements (N.J.A.C. 6A:23A-7.8)

1. The following types of expenditures are not eligible for reimbursement:
  - a. Subsistence reimbursement for one-day trips, except for meals expressly authorized by and in accordance with N.J.A.C. 6A:23A-7.12;
  - b. Subsistence reimbursement for overnight travel within the State, except where authorized by the Commissioner in accordance with N.J.A.C. 6A:23A-7.11;
  - c. Travel by Board members or employees whose duties are unrelated to the purpose of the travel event or who are not required to attend to meet continuing educations requirements or to comply with law or regulation;
  - d. Travel by spouses, civil union partners, domestic partners, immediate family members, and other relatives;
  - e. Costs for employee attendance for coordinating other attendees' accommodations at the travel event;
  - f. Lunch or refreshments for training sessions and retreats held within the school district, including in-service days and for employee participants traveling from other locations within the school district;
  - g. Training to maintain a certification that is not required as a condition of employment (For example: CPE credits to maintain a CPA license if the employee is not required to be a CPA for continued school district employment);
  - h. Charges for laundry, valet service, and entertainment;
  - i. Limousine services and chauffeuring costs to, or during, the event;
  - j. Car rentals, either utilized for airport transportation or transportation at a conference, convention, etc., unless absolutely necessary for the conduct of school district business. Justification shall accompany any request for car rentals. If approved, the most economical car rental is to be used, including the use of subcompacts and discounted and special rates. An example of the justified use of a car rental is when an employee is out of State, making inspections at various locations, and the use of public transportation is impracticable. When car rental is authorized, the employee shall not be issued an advance payment for the anticipated expense associated with the rental;
  - k. Alcoholic beverages;

- l. Entertainment costs, including amusement, diversion, social activities, and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities);
- m. Gratuities or tips in excess of those permitted by Federal per diem rates;
- n. Reverse telephone charges or third party calls;
- o. Hospitality rooms;
- p. Souvenirs, memorabilia, promotional items, or gifts;
- q. Air fare without documentation of quotes from at least three airlines and/or on-line services; and
- r. Other travel expenditures that are unnecessary and/or excessive.

H. Travel Methods (N.J.A.C. 6A:23A-7.9)

- 1. For the purpose of section H. of this Regulation and N.J.A.C. 6A:23A-7.9, "transportation" means necessary official travel on railroads, airlines, shuttles, buses, taxicabs, rideshares, school district-owned or leased vehicles, and personal vehicles.
- 2. The purchase or payment of related transportation expenses shall be made by purchase order or personally by a school district employee or Board member and reimbursed at the conclusion of the travel event. An actual invoice or receipt for each purchase or expense shall be submitted with a claim for reimbursement.
- 3. Pursuant to Office of Management and Budget (OMB) Travel Circulars and N.J.A.C. 6A:23A-7.1 et seq., the following travel methods requirements shall apply:
  - a. Air and rail tickets shall be purchased via the Internet, if possible, using airline or online travel services such as Travelocity, Expedia, or Hotwire.
  - b. Air travel shall be authorized only when determined that it is necessary and advantageous to conduct school district business.
    - (1) The most economical air travel should be used, including the use of discounted and special rates.
    - (2) The following options should be considered when booking tickets:
      - (a) Connecting versus nonstop flights;

- (b) Departing earlier or later compared to the preferred departure time;
  - (c) Utilizing alternative airports within a city, for example, Chicago, Illinois-Midway Airport versus O'Hare Airport;
  - (d) Utilizing alternative cities, for example, Newark versus Philadelphia;
  - (e) Utilizing "low cost" airlines; and
  - (f) Exploring alternate arrival and/or departure days.
- (3) No employee or Board member can earn benefits as a result of school district funded travel. Employees and Board members shall be prohibited from receiving "frequent flyer" or other benefits accruing from school district funded travel.
- (4) Airfare other than economy (that is, business or first class) shall not be fully reimbursed by the school district except when travel in such classes:
- (a) Is less expensive than economy;
  - (b) Avoids circuitous routings or excessive flight duration; or
  - (c) Would result in overall transportation cost savings.
- (5) All airfare other than economy and not covered by the above exceptions purchased by an employee or Board member shall be reimbursed only at the economy rate for the approved destination.
- (6) Cost estimates on travel requests and associated authorizations shall be consistent with current airline tariffs, with consideration of available special fares or discounts, for the requested destination.
- (7) Airline tickets shall not be booked until all necessary approvals have been obtained.
- (8) Additional expenses over and above the authorized travel request shall be considered only for factors outside the purchaser's control. The burden of proof shall be placed upon the purchaser and any additional expenses incurred without sufficient justification and documentation, as determined by the School Business Administrator/Board Secretary, shall not be reimbursed.

- (9) Justification shall accompany requests for airline ticket reimbursement when purchased by employees or Board members contrary to H.3.b.(1) through (8) above. Sufficient justification shall be considered only for factors outside the purchaser's control. Noncompliant purchases without sufficient justification shall not be reimbursed.
- c. Rail travel shall be authorized only when determined that it is necessary and advantageous to conduct school district business.
- (1) The most economical scheduling of rail travel shall be utilized, including excursion and government discounts, whenever applicable.
  - (2) The use of high-speed rail services, such as Acela, shall not be authorized.
  - (3) All rail travel shall be processed in the same manner as prescribed for air travel in H.3.b. above.
- d. Use of a school district-owned or -leased vehicle shall be the first means of ground transportation. Use of a personally owned vehicle on a mileage basis shall not be permitted for official business where a school district-owned or -leased vehicle is available.
- (1) Mileage allowance in lieu of actual expenses of transportation shall be approved by the Board and allowed at the rate authorized by the annual State Appropriations Act, or a lesser rate at the Board's discretion for an employee or Board member traveling by his or her personally owned vehicle on official business.
    - (a) If any condition in an existing negotiated contract is in conflict with the OMB Travel Circulars, such as the mileage reimbursement rates, the provisions of the existing contract shall prevail.
  - (2) Parking and toll charges shall be allowed in addition to mileage allowance.
  - (3) Reimbursement for travel to points outside the State by automobile shall be permitted when such arrangements prove to be more efficient and economical than other means of public transportation.
  - (4) In determining the relative costs of private and public transportation, all associated costs (that is, tolls, taxicabs, airport or station transfers, etc.) shall be considered.

(5) All employees and Board members using privately owned cars in the performance of their duties for the school district shall present a New Jersey Insurance Identification Card indicating that insurance coverage is in full force and effect with companies approved by the State Department of Banking and Insurance. The card shall be made available to the Superintendent or designee before authorization to use privately owned cars.

(6) Employees and district Board members who are out-of-State residents shall provide appropriate insurance identification in lieu of the New Jersey Insurance Identification Card.

e. School district-owned or -leased vehicles shall be utilized in accordance with N.J.A.C. 6A:23A-6.12.

f. Necessary taxicab or rideshare charges shall be permitted. However, travel to and from airports, downtown areas, and between hotel and event site shall be confined to regularly scheduled shuttle service, whenever such service is complimentary or is less costly. If shuttle service is not available, taxicabs or rideshares may be used.

g. Cruises shall not be permitted for travel events or transportation.

I. Routing of Travel (N.J.A.C. 6A:23A-7.10)

1. Pursuant to State travel guidelines as established by the New Jersey Department of the Treasury, Office of Management and Budget, and presented in the OMB Travel Circulars:

a. All travel shall follow the most direct, economical, and usually traveled route. Travel by other routes as a result of official necessity shall be eligible for payment or reimbursement only if satisfactorily established in advance of such travel.

b. If a person travels by indirect route for personal convenience, the extra expense shall be borne by the individual.

c. Reimbursement for expenses shall be based only on charges that do not exceed what would have been incurred by using the most direct, economical, and usually traveled route.

J. Subsistence Allowance – Overnight Travel (N.J.A.C. 6A:23A-7.11)

1. Pursuant to the State travel guidelines as established by the New Jersey Department of the Treasury, Office of Management and Budget, and presented in the OMB

Travel Circulars, one-day trips that do not involve overnight lodging shall not be eligible for subsistence reimbursement, except for meals expressly authorized by and in accordance with the provisions of N.J.A.C. 6A:23A-7.12.

2. Pursuant to the OMB Travel Circulars, generally, overnight travel shall not be eligible for subsistence reimbursement if travel is within the State. Overnight travel is permitted if it is authorized pursuant to 3. below, or is a required component by the entity issuing a grant, donation, or other funding agreement with the school district. The specific required overnight in-State travel event shall be detailed in the final grant, donation, or other fund acceptance agreement along with the number of authorized travelers and total cost. All reimbursements shall be subject to N.J.A.C. 6A:23A-7 unless the funding acceptance agreement specifies otherwise.
3. Pursuant to the State travel regulations as established by the New Jersey Department of the Treasury, Office of Management and Budget, and presented in the OMB Travel Circulars, the Commissioner shall be authorized to grant waivers for overnight travel for Board members and school district employees to attend in-State conferences.
  - a. Such waivers will be granted in only extremely limited circumstances when the sponsoring organization can demonstrate the conference is broad and multi-disciplinary in scope, incorporates content offerings from numerous specialty areas, and includes important professional development opportunities and/or required training.
  - b. The sponsoring organization shall demonstrate the conference's content, structure, scheduling, and anticipated attendance necessitate that it be held on multiple consecutive days with overnight lodging. When such waivers are granted, individual school districts or individuals shall not be required to submit waiver requests for attendance at these conferences.
  - c. Sponsors of in-State conferences may submit to the Commissioner a request for a waiver of this prohibition by providing information regarding the conference as follows:
    - (1) The name and dates of the event;
    - (2) Justification for the length of the conference and the necessity to hold events for each day beyond the first day of the conference;
    - (3) Identification of all other conferences sponsored or co-sponsored by the organization (whether single or multi-day) in the previous year;
    - (4) A description of the target audience by position title and/or educational certificate and endorsement;

- (5) Justification of the importance of the target audience attending the event;
  - (6) The cost of registration;
  - (7) A detailed list and description of any activities to be charged to the participants by the sponsor separate from the registration fee, such as luncheons, workshops, entertainment, etc., including:
    - (a) The cost of the activity;
    - (b) Whether participation is mandatory or voluntary; and
    - (c) The purpose such as social, guest speaker, working session, etc.
  - (8) A copy of agenda or program for the event;
  - (9) A brief statement that includes the primary purpose of the event, the key issues that will be addressed at the event, and their relevance to improving instruction or the operation of a school or school district;
  - (10) For training events, whether the training is needed for a certification required for continued employment, continuing education requirements, or requirements of Federal or State law; and
  - (11) For annual events, total attendance, and registration cost for the previous year.
4. If a waiver of the prohibition on overnight travel is granted pursuant to N.J.A.C. 6A:23A-7.11, it shall permit reimbursement for travel expenses only for individuals whose home-to-convention commute exceeds fifty miles.
5. Overnight travel within the State shall not be eligible for subsistence reimbursement if travel is on the day prior to the start of the conference. Reimbursement shall be prohibited for lodging prior to check-in time for the first day of the event or after check-out time on the last day of the event.
6. The United States General Services Administration publishes a schedule of Federal per diem rates in the Federal Register for approved overnight travel by the event location. The latest Federal per diem rates schedule for lodging, meals, and incidental expenses by location can be found at [www.gsa.gov](http://www.gsa.gov). The following restrictions apply to allowable per diem reimbursements:
  - a. Allowable per diem reimbursement for lodging, meals, and incidentals shall be actual reasonable costs, not to exceed the Federal per diem rates for the



event location. Registration and conference fees are not subject to the Federal per diem rate caps. If the event location is not listed, the maximum per diem allowance shall be equal to the standard Continental United States (CONUS) per diem rates published by the General Services Administration for meals, incidental expenses, and lodging.

- b. Pursuant to N.J.S.A. 18A:11-12.o., reimbursement for lodging expenses for overnight travel, out-of-State or in-State as authorized by the Commissioner, may exceed the Federal per diem rates if the hotel is the site of the convention, conference, seminar, or meeting and the going rate of the hotel is in excess of Federal per diem rates.
  - (1) If the hotel at the site of the current travel event is not available, lodging may be paid for similar accommodations at a rate not to exceed the hotel rate at the site of the current event.
  - (2) If there is no hotel at the site of the current travel event (for example, Atlantic City Convention Center), then reimbursement for lodging shall not exceed the Federal per diem rate.
- c. If the meal is not part of a one-sum fee for a travel event, reimbursement may be approved for the full cost of an official convention meal that the employee or Board member attends, when such meal is scheduled as an integral part of the convention or conference proceedings. Receipts shall be submitted to obtain reimbursement in such situations. The amount of the Federal per diem rate for the corresponding meal shall be deducted from that day's subsistence allowance.
- d. The allowance for a meal(s) or incidentals shall not be eligible for reimbursement when included and paid in the registration fee, the cost of lodging, or transportation charge.
- e. Receipts shall be required for all hotel and incidental expenses. Meal expenses under the Federal per diem allowance limits shall not require receipts pursuant to N.J.S.A. 18A:11-12.o.(3), unless required by the Board of Education.
- f. If the total per diem reimbursement is greater than the Federal per diem rates, the costs shall be considered excessive in the absence of substantial justification accompanying the travel voucher submitted by the employee or district Board member. In such cases, receipts shall be submitted for all costs, including meals.
- g. Employees and Board members shall patronize hotels and motels that offer special rates to government employees unless alternative lodging offers

greater cost benefits or is more advantageous to the conduct of school district business.

- h. Actual subsistence expenses shall not be reimbursable if paid by the traveler to a member of his or her family, to another school district employee, or to a family member of another school district employee.

K. Meal Allowance – Special Conditions – and Allowable Incidental Travel Expenditures (N.J.A.C. 6A:23A-7.12)

1. Meals for in-State travel shall not be eligible for reimbursement except as expressly authorized within N.J.A.C. 6A:23A-7.
2. A meal allowance may be provided to employees or Board members in relation to one-day, out-of-State trips required for school business purposes that do not require an overnight stay. The reimbursement for breakfast, lunch, and/or dinner shall not exceed the amounts authorized in State travel regulations as published by the New Jersey Department of the Treasury, Office of Management and Budget, and presented in the OMB Travel Circulars.
3. Lunch for off-site training sessions may be authorized for an amount up to \$7 per person only when it is necessary that employees or Board members remain at a site other than their school district and there are no viable options for lunch at the off-site location.
  - a. Per N.J.S.A. 18A:11-12.a.(1)(d), employee and Board member retreats shall be held onsite unless there is no school district site available.
  - b. If lunch is included in a lump-sum registration fee for an off-site training session, the full amount is eligible for reimbursement, if reasonable. Providing lunch for on-site staff meetings and in-service days or for employees who come from other parts of the school district shall not be permitted. (See K.4. below.)
  - c. Refreshments for breaks may also be provided at training sessions held at a site other than the school district.
4. Subsistence expenses for an employee or Board member shall not be allowed within the school district or within a radius of ten miles thereof, except for meals expressly authorized by and in accordance with N.J.A.C. 6A:23A-7.12. Non-allowed expenses include, but are not limited to, meals and refreshments for on-site staff meetings and in-service days.
5. Reimbursement may be approved for the cost of an official luncheon or dinner, up to \$10 and \$15, respectively, that an employee or Board member is authorized to attend, if the meal is scheduled as an integral part of an official proceeding or

program related to school district business and the employee's or Board member's responsibilities.

- a. School district business above refers to the management operations of the school district and does not refer to activities that benefit students and are part of the instructional program. Pursuant to N.J.A.C. 6A:23A-5.8(b)4, all reasonable expenditures related to school district employees that are essential to the conduct of a student activity are permitted.
6. Regular meetings, special meetings, and work sessions of the Board of Education shall be limited to light meals and refreshments for all Board members.
    - a. The meals may be served to employees who are required to attend the event and if it is impractical for the employee to commute to and from his or her residence between the end of the work day and the beginning of the event, or if the employee is required to remain at the school district to prepare for the event.
    - b. The school district shall acquire the light meals and refreshments by the solicitation of quotes, if required pursuant to N.J.S.A. 18A:18A-1 et seq.
    - c. If the school district's food service program can prepare comparable meals at a lower cost, the food service program shall be used.
    - d. The average cost per meal shall not exceed \$10.
    - e. The school district shall purchase or prepare food that is sufficient to provide each district Board member, dignitary, non-employee speaker, or allowable staff member one meal. Meals should be carefully ordered to avoid excess. Unintended left over food should be donated to a charitable shelter or similar facility, if at all possible.
  7. Reimbursement may be approved for allowable telephone and incidental travel expenses that are essential to transacting official business.
    - a. Charges for telephone calls on official business may be allowed. The voucher shall show the dates on which such calls were made, the points between which each call was made, and the cost per call.
    - b. Employees and Board members using their personally owned telephone for business may request reimbursement, less Federal Communications Tax. Calls for business are tax exempt and the telephone company will make allowances for the tax if the employee or Board member certifies to the telephone company when paying bills for personally owned phones that said calls were business calls.

- c. Incidental expenses, defined as "non-meal tips" by the State travel regulations, when necessarily incurred by the traveler in connection with the transaction of official business, may be submitted for reimbursement only when the necessity and nature of the expense are clearly and fully explained on the travel voucher and the voucher is approved. Travel vouchers shall be supported by receipts showing the quantity and unit price.

L. Records and Supporting Documents (N.J.A.C. 6A:23A-7.13)

1. All persons authorized to travel on business shall keep a memorandum of expenditures chargeable to the school district, noting each item at the time and date the expense is incurred.
2. The travel voucher shall be completed by the employee or Board member to document the details of the travel event. The travel voucher shall be signed by the employee or Board member to certify the validity of the charges for which reimbursement is sought. The form also shall bear the signatures of approval officials for processing.
3. Sufficient documentation shall be maintained centrally by the school district to support payment and approval of the travel voucher.
4. In addition to the documentation required for reimbursement, each person authorized to travel shall submit a brief report that includes the primary purpose for the travel, the key issues addressed at the event, and their relevance to improving instruction or the operations of the school district. This report shall be submitted prior to receiving reimbursement.
5. Documentation for requests for travel reimbursement shall show:
  - a. The date(s) and individual points of travel, number of miles traveled between such points, and kind of conveyance used;
  - b. If the distance traveled between individual points is greater than the usual route between the points, the reason for the greater distance shall be stated;
  - c. The hours of the normal work day and actual hours worked shall be shown when requesting meal reimbursement for non-overnight travel;
  - d. Original receipts shall be required for all reimbursable expenses, except for meals that qualify for per diem allowances and for parking meters;
  - e. Actual vendor receipts for personal credit card charges shall be attached to reimbursement requests. Credit card statements shall not be accepted as documentation of expenses;

- f. Personal charges on a hotel bill shall be deducted and shown on the bill;
  - g. When lodging is shared jointly, the fact shall be stated on the travel voucher;
  - h. Where travel is not by the most economical, usually traveled route, the employee or Board member reimbursement request shall set forth the details of the route, the expenses actually incurred, the hour of departure, the hour of arrival, and an explanation for the use of costlier travel arrangements;
  - i. When travel is authorized for the employee's or Board member's own automobile on a mileage basis, the points between which travel was made, and the distance traveled between each place shall be shown. A statement as to ownership of the auto or other conveyance used, as well as a certification that liability insurance is in effect, shall be documented;
  - j. Reimbursement requests shall be supported by other receipts as required;
  - k. The voucher shall be itemized; and
  - l. Reimbursement requests shall be rendered monthly when in excess of \$25. Travel for a single travel event shall be reported as soon as possible after the trip.
- 6. All outstanding travel vouchers for the school year ending June 30 shall be submitted as soon as possible after June 30 regardless of amount, notwithstanding 5.l. above.
  - 7. Travel mileage reimbursement requests of the just-completed school year that are not submitted by July 30 or the date approved by the school district for the closing of books, whichever is earlier, for the just-completed school year shall not be approved or paid.

M. Out-of-State and High-Cost Travel Events (N.J.A.C. 6A:23A-5.9)

- 1. Reimbursement for all in-State and out-of-State travel shall be made pursuant to N.J.S.A. 18A:11-12.
- 2. Out-of-State travel events shall be limited to the fewest number of Board members or affected employees needed to acquire and present the content offered to all Board members or staff, as applicable, at the conclusion of the event. Lodging may be provided only if the event occurs on two or more consecutive days and if home-to-event commute exceeds fifty miles.
- 3. When a travel event has a total cost that exceeds \$5,000, regardless of the number of attendees, or when more than five individuals from the school district are to

attend a travel event out-of-State, the school district shall obtain prior written approval of the Executive County Superintendent.

a. The Executive County Superintendent shall promptly review the request and render a written decision within ten business days.

4. For all employee and Board member travel events out of the country, regardless of cost or number of attendees, the school district shall obtain prior written approval of the Executive County Superintendent.

a. Such requests shall be supported by detailed justification.

b. The Executive County Superintendent shall promptly review the request and render a written decision within ten business days.

c. It is expected that approvals will be rare.

Adopted: