

**BRADLEY BEACH BOARD OF EDUCATION**

**515 Brinley Avenue  
Bradley Beach, NJ 07720**

**A G E N D A**

**Regular Meeting  
April 23, 2024**

Bradley Beach Mission Statement

*The mission of the Bradley Beach Elementary School is to provide a supportive learning environment to a diverse student community, where student success is defined through the demonstration of academic, emotional, and social growth. Our students will develop critical thinking skills to become valued members in today's society, while mastering the skills necessary to pursue future educational achievement.*

- I. Call To Order
- II. Roll Call
- III. Announcement of Notice – Open Public Meetings Act

In accordance with the Open Public Meetings Act, notice of this meeting has been given to the designated newspapers, *The Asbury Park Press* and *the Coast Star*, and posted in the school in a place reserved for this kind of notice.

- IV. Flag Salute
- V. Discussion Items
  - Presentation of BBES High Honor Roll Certificates
- VI. President's Report
- VII. Student Representative's Report
- VIII. Superintendent's Report
- IX. Committee Reports
- X. Public Comments – Agenda Items Only
- XI. Executive Session (if needed)
- XII. Workshop Agenda Items
- XIII. Regular Meeting

AGENDA  
 Regular Meeting  
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XIV. Approval of Minutes

Approval of Meeting Minutes – The superintendent recommends:

Resolved: That the Board approve the Minutes of:

Regular Meeting – March 19, 2024  
 Confidential Executive Session – March 19, 2024

MOTION: \_\_\_\_\_ SECOND: \_\_\_\_\_ VOTE: \_\_\_\_\_

XV. Regular Meeting – Superintendent

A. Personnel – The superintendent recommends:

*Note: All appointments of district staff are contingent upon satisfying the requirements of the New Jersey Criminal History Background Check Status*

1. Resolved: That the Board approve Ms. Courtney Hammell to complete a District Leadership Internship facilitated through Montclair State University, for a total of 150 hours, under the mentorship of Mr. Michael Heidelberg, Superintendent / Principal.  
 (Attachment XV-A.1)
2. Resolved: That the Board approve the following Washington D.C. Trip Chaperone for the 2023/2024 school year, under the supervision of Mr. Michael Heidelberg, Principal / Superintendent: [B]

Position	Staff Member(s)	Replacing
Chaperone	Ms. Marissa Vitale	Ms. Jeanne Acerra

Note: Chaperone shall be paid one hundred fifty dollars (\$150) for each of the two nights, for a total of three hundred dollars (\$300).

3. Resolved: That the Board approve the following requests for leaves of Absence:

Name	Reason	Position	Date Effective	End Date	Notes
Carmen Torres	Family Leave	School Secretary	4/8/2024	5/20/24	Utilizing Sick / Personal Days and FMLA
Megan Jardine	Intermittent Family Leave	Middle School Special Education Teacher	4/8/2024	6/30/24	Utilizing FMLA

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4. Resolved: That the Board approve the appointment of Mr. Justin Saporito, as a leave replacement Science Teacher for the 2023/2024 school year, salary guide step 1, (MA, \$57,825), prorated, per the negotiated contract agreement, replacing Ms. H. Sauer, effective on or about May 6, 2024, under the supervision of Mr. Michael Heidelberg, Superintendent / Principal. (Attachment XV-A.4) [T]
5. Resolved: That the Board approve the appointment of Ms. Nicole Cohen-Perez, as a leave replacement Social Studies Teacher for the 2023/2024 school year, salary guide step 1, (BA, \$55,125), prorated, per the negotiated contract agreement, replacing Ms. J. Acerra, effective on or about April 29, 2024, under the supervision of Mr. Michael Heidelberg, Superintendent / Principal. (Attachment XV-A.5) [T]
6. Resolved: That the board approve the continuation of the appointment of Ms. J. Papaianni, from a part time Paraprofessional to a full time temporary leave replacement Paraprofessional, until June 30th, 2024, under the supervision of Mrs. Alison Zylinski, Director of Special Services and Mr. Michael Heidelberg, Principal / Superintendent. [T]
7. Resolved: That the Board approve the appointment of Ms. Michele Thompson, School Secretary, for the 2023/2024 school year, at a salary of \$52,000 prorated, replacing Ms. M. McCarthy, effective on or about May 6, 2024, under the supervision of Mr. Michael Heidelberg, Superintendent / Principal. [B] (Attachment XV-A.7)
8. Resolved: That the Board approve the salary adjustment for Ms. Jessica Mack as a Part-Time Special Education Teacher (with a Focus on Autism Spectrum Disorders) for the 2023/2024 school year, effective May 1, 2024, from salary guide step 10 (MA) to salary guide step 10, (MA+15, \$77,675), per the negotiated contract agreement, under the supervision of Mrs. Alison Zylinski, Director of Special Services and Mr. Michael Heidelberg, Principal / Superintendent.
9. Resolved: That the Board approve the appointment of the following substitute Teacher for the 2023/2024 school year, at a rate of \$100.00 per day: [B]
  - Justin Saporito
  - Nicole Cohen-Perez
10. Resolved: That the Board approve the appointment of the following substitute School Secretary for the 2023/2024 school year, at a rate of \$100.00 per day: [B]
  - Jesica Santamaria Delgado
  - Cecilia Guerrero Herrera
11. Resolved: That the Board approve the attendance and the registration cost of the following staff members for engagement in the designated professional training: [G]



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Staff Member	Date(s) of Event	Name/Title of Professional Training	Location	Cost
Heather Sauer	4-23-24	Red Bank Regional Articulation	RBR High School	0
Amanda Schutzbank	5-07-24 5-08-24 5-09-24	TEACH Conference	Virtual, 12:15 - 3:30 PM	\$30
Ashley Fox	4-24-24	Red Bank Regional Articulation	RBR High School	0
Julie Ferwerda	5-09-24 5-10-24	NJSHA Convention, Annual SLP Convention	Atlantic City, NJ	\$355

MOTION: \_\_\_\_\_ SECOND: \_\_\_\_\_ VOTE: \_\_\_\_\_

B. Curriculum – The superintendent recommends:

- Resolved: That the Board approve the 2024 Bradley Beach Elementary School Extended School Year Program. The program will run from Monday, July 8, 2024, until Thursday, August 8, 2024 (Monday through Thursday). The hours for students will be 8:30 AM to 12:00 PM, while the hours for certified teaching staff will be 3.75 hours per day.
- Resolved: That the Board approve the 2023 Bradley Beach Elementary School Summer Jumpstart Program. The program will run from Monday, July 8, 2024, until Thursday, August 8, 2024 (Monday through Thursday). The hours for students will be 8:30 AM to 12:00 PM, while the hours for certified teaching staff will be 3.75 hours per day. (Attachment XV-B.2)

MOTION: \_\_\_\_\_ SECOND: \_\_\_\_\_ VOTE: \_\_\_\_\_

C. Students – The superintendent recommends:

- Resolved: That the Board approve the following revisions to the 2023-2024 School Calendar; Designate May 24th as a regular school day, and designate May 28th as a school closure day, as the school district has utilized one emergency closing day during the 2023/2024 academic year, as per the guidance included in the approved school calendar. (Attachment XV-C.1)
- Resolved: The BBES Bullying Specialist reports one incident of Harassment, Intimidation, and Bullying (HIB) with one investigation in the Month of April, as of 4/19/24.
- Resolved: That the Board approve the following 2023/2024 student field trips that provide community onsite learning aligning with the New Jersey Student Learning Standards: [B]



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Date	Grade	Location	Cost	Bus
6/4/24	4th and 5th Grade	<i>Liberty Science Center</i>	\$670.50	\$700.00

MOTION: \_\_\_\_\_ SECOND: \_\_\_\_\_ VOTE: \_\_\_\_\_

D. Policy – The superintendent recommends:

1. Resolved: That the Board approve the following Policies and Regulations for a second reading and adoption: (Attachment XV-D.1)

Policy/Regulation Number	Policy/Regulation Title
P 1140	Educational Equity Policies/Affirmative Action (M) (Revised)
P 1523	Comprehensive Equity Plan (M) (Revised)
P&R 1530	Equal Employment Opportunities (M) (Revised)
R 2200	Curriculum Content (M) (Revised)
P 2260	Equity in School and Classroom Practices (M) (Revised)
R 2260	Equity in School and Classroom Practices Complaint Procedure (M) (Revised)
P 2411	Guidance Counseling (M) (Revised)
P 3211	Code of Ethics (Revised)
R 5440	Honoring Student Achievement (Revised)
P 5570	Sportsmanship (Revised)
P 5750	Equitable Educational Opportunity (M) (Revised)
P 5755	Equity in Educational Programs and Services (M) (Abolished)
P 5841	Secret Societies (Revised)
P 5842	Equal Access of Student Organizations (Revised)
P & R 7610	Vandalism (Revised)
P 9323	Notification of Juvenile Offender Case Disposition (Revised)
P & R 2423	Bilingual Education (M) (Revised)
P & R 2431.4	Prevention and Treatment of Sports-Related Concussions and Head Injuries (M) (Revised)

MOTION: \_\_\_\_\_ SECOND: \_\_\_\_\_ VOTE: \_\_\_\_\_

XVI. Regular Meeting – Business Administrator/Board Secretary

Board Secretary’s Monthly Certification

AGENDA  
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April 23, 2024

That pursuant to N.J.A.C. 6A:23A-16.10(c) 3, I David Tonzola, Business Administrator/Board Secretary does hereby certify that as of March 31, 2024 no line item account has encumbrances and expenditures, which in total exceed the line items appropriations in violation of N.J.A.C. 6A:23A-16.10(c) 4.

David Tonzola  
School Business Administrator/Board Secretary

Payroll Certification

The School Business Administrator/Board Secretary reports, in compliance with N.J.S.A. 18A:19-1b, that he has certified the following March amounts:

March 15, 2024 \$216,152.23  
March 28, 2024 \$209,327.78

A. The Superintendent Recommends the Approval of Acceptance and Submission of 2024 Safety Grant

Resolved: That the Bradley Beach Board of Education hereby approves the submission of the grant application for the 2024 Safety Grant Program through the New Jersey Schools Insurance Group's MOCSSIF sub-fund for the purposes described in the application, in the amount of \$2,000.00 for the period July 1, 2024 through June 30, 2025.

MOTION: \_\_\_\_\_ SECOND: \_\_\_\_\_ VOTE: \_\_\_\_\_

B. The Superintendent Recommends the Approval of the Use of Facilities by the Bradley Beach Borough Recreation Department

Resolved: That the Board approve the use of facilities request by the Bradley Beach Borough Recreation Department on Tuesday, May 7, 2024, to hold a Learn to Ride and Safe Bike Skills class. This event will be held inside the school and on the school grounds. Facilities fees and custodial fees will be waived for this event.

MOTION: \_\_\_\_\_ SECOND: \_\_\_\_\_ VOTE: \_\_\_\_\_

C. The Superintendent Recommends the Approval of Business Administrator/Board Secretary's Financial Report

Resolved: That the Financial Report of the Business Administrator/Board Secretary for the month ending March 31, 2024 is hereby approved, and the Business Administrator/Board Secretary is instructed to file same. (Attachment XVI-C)

MOTION: \_\_\_\_\_ SECOND: \_\_\_\_\_ VOTE: \_\_\_\_\_

D. The Superintendent Recommends the Approval of Treasurer’s Financial Report

Resolved: That the Financial Report of the Treasurer of School Funds for the month ending March 31, 2024 is hereby approved, and the Business Administrator/Board Secretary is instructed to file same. The report is in agreement with the report of the Business Administrator/Board Secretary. (Attachment XVI-D)

MOTION: \_\_\_\_\_ SECOND: \_\_\_\_\_ VOTE: \_\_\_\_\_

E. The Superintendent Recommends the Approval of Monthly Certification

Resolved: That pursuant to N.J.A.C. 6A:23A-16.10(c)3 I, David Tonzola, Business Administrator/Board Secretary, do hereby certify that as of March 31, 2024, 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 account or fund has been over-expended in violation of N.J.A.C. 6A:23A-16.10(c)4, that no line item appropriation is in violation of N.J.A.C. 6A:23A-16.10(c)4, and that sufficient funds are available to meet the district’s financial obligations for the remainder of the fiscal year.

MOTION: \_\_\_\_\_ SECOND: \_\_\_\_\_ VOTE: \_\_\_\_\_

F. The Superintendent Recommends the Approval of Budget Transfers (2023/2024)

Resolved: That the Board approve the 2023/2024 budget transfers as listed on Attachment XVI-F.

MOTION: \_\_\_\_\_ SECOND: \_\_\_\_\_ VOTE: \_\_\_\_\_

G. The Superintendent Recommends the Approval of March 2024 Payroll

Resolved: That the Board approve the March 2024 gross payroll in the amount of \$425,480.01.

MOTION: \_\_\_\_\_ SECOND: \_\_\_\_\_ VOTE: \_\_\_\_\_

H. The Superintendent Recommends the Approval of Bills Payment

Resolved: That the Board approve payment of the April 23, 2024 regular bills list and as certified and approved. (Attachment XVI-H)

MOTION: \_\_\_\_\_ SECOND: \_\_\_\_\_ VOTE: \_\_\_\_\_

XVII. Regular Meeting – Old Business

XVIII. Regular Meeting – New Business

XIX. Public Comments



AGENDA  
Regular Meeting  
April 23, 2024

XX. Executive Session (if needed)

XXI. Adjournment



# MONTCLAIR STATE UNIVERSITY

## On-Site Administrative Approval Form ELAD 610: Fieldwork in District Leadership (150 hours)

Professor \_\_\_\_\_

Semester Summer '24 Academic Year 23-24

### INTERN INFORMATION

Name Courtney Hammell

Home Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Tel. \_\_\_\_\_

Email \_\_\_\_\_

**Statement of Confidentiality:** I understand that during the course of events associated with intern experiences, I may be privy to confidential information. I understand that such information may not be shared or further communicated without permission. Any breach of laws and regulations governing confidentiality may result in my withdrawal from the field experience program and the assignment of a failing grade.

C. Hammell 3/13/24  
Signature of Intern Date

### MENTOR INFORMATION

Name Michael Heidelberg

Title/Position: Superintendent / Principal

School Bradley Beach Elementary School

School Address 515 Brinley Ave.

City Bradley Beach State NJ Zip 07720 Tel. 732-775-4413

Email mheidelberg@bbesnj.org

The applicant is granted permission to complete internship during the 23-24 school year. Yes  No

M. Heidelberg 3/13/24  
Signature of Mentor Date

EDUCATION

❖ **Widener University** ..... Aug 2019 — May 2023  
*Bachelor of Science in Biochemistry, Minor in Criminal Justice* Chester, PA

- 3.56 GPA
- Honors Program in General Education, Executive Board 2021-2022.
- Deans list / Honors list
- Apogee Scholar, scholarship program that develops leadership skills.

❖ **Monmouth University** ..... May 2023 — May 2024  
*Master of Arts in Teaching* West Long Branch, NJ

Secondary Education: Chemistry

- Overall GPA: 3.96

STUDENT TEACHING EXPERIENCE

❖ **Clinical Field Hours** ..... May 2023 — Jul 2023  
Eatontown

- Middle School 7th Grade General Science
- Elementary Extended School Year Program

❖ **Student Teaching** ..... Sep 2023 — Apr 2024  
Holmdel

Holmdel High School

- General Chemistry
- Principles of Chemistry (ICR with 504 and IEPs)

RESEARCH AND LABORATORY EXPERIENCE

❖ **Senior Thesis in Biochemistry** ..... Aug 2021 — May 2023

"Can coffee or caffeine be used to prevent or treat the onset of Parkinson's Disease?"

- Used Drosophila as a model organism to understand the effect that caffeine has on Parkinson's Disease.
- Selected fly line with the best phenotype of neurodegeneration in the eye.
- Continuing ongoing research into how caffeine and coffee can prevent and or treat the disease.
- Utilized multiple analytical techniques and instruments for quantification of chemicals.

❖ **Summer Undergraduate Research and Creative Activities (SURCA)** ..... May 2020 — Sep 2021

- Faro Undergraduate Science Research Award for 2020-21, which provided funds for materials needed.
- Used multiple analytical techniques and instruments to better understand the pathology of Vapes and E-cigarettes on the human body.
- Developed an original GC/MS method for qualitative analysis.
- Presented findings remotely at the annual SURCA symposium.
- Oral Presentation: SURCA Symposium, Widener University
  - "GC/MS Analysis of Vape Products."

❖ **Laboratory Skills** .....



- HPLC, GCMS, LCMS, 96 well plate reader, UV/vis spectroscopy, qPCR / PCR, aseptic technique, microbiology cell culture, loading/ running gel electrophoresis, CRISPR Cas9 system, western blot, SDS-PAGE isolating and purifying RNA/DNA, Graham stain, pipeting (micro, Pasteur), NMR (C13, H), FTIR, titration, BLAST, mirrored UCSC genome browser, ChemDraw, Microsoft office suite, Google suite.

## EMPLOYMENT HISTORY

- ❖ **General Chemistry Peer Teaching Assistant , Widener Univeristy** ..... Sep 2021 — May 2021
  - Facilitated and answered student questions during remote (Zoom) learning.
  - Assisted professor as needed through breakout rooms and group learning.
  
- ❖ **Organic Chemistry Peer Teaching Assistant , Widener University** ..... Aug 2021 — May 2023
  - Facilitated organic chemistry lab for second-year STEM students.
  - Ensured safety of students and experiments before, during, and after laboratory period.
  - Weekly preparation for laboratory period included studying the procedures and materials needed for the experiment, pre-watching any available media, and arriving early to make sure laboratory was properly set and ready to receive students.
  
- ❖ **U.S Soccer Referee** ..... Jan 2015 — Present
  - Worked most weekends starting at age 14 to present.
  - 2019 New Jersey Youth Soccer Referee of the Year.
  - 2021/2022 Selected to officiate US Youth Soccer National Championships.
  - Began officiating youth soccer matches in 2014, progressing to professional matches in 2021. Demonstrated leadership and teamwork on and off the field often as the youngest member of the officiating team.
  
- ❖ **Substitute Teacher** ..... Sep 2023 — Present
  - Instructional Substitute at Holmdel High School

## CONTACT ME



## Education

Bachelor's in Elementary  
Education K-6 with TSD  
Certification  
Kean University  
2022-2024

Associate's in Liberal Arts  
Ocean County College  
2020-2022

## Skills

Adaptable

Bilingual in Spanish and English

iReady Curriculum Associates

Amplify CKLA

## Certifications

Seal of Biliteracy

Google Level 1 Educator Certified

Substitute Teaching Certificate

## Professional Development

Grade Level Tier 1 Intervention

Morning Meeting Revisited

Social Studies Engagement  
Strategies

## Volunteer Experience

Kean STAYS Project

NJ Stars Club/Program

# Nicole Cohen-Perez

Elementary Education K-6 with  
TSD Certification

## Professional Objective:

A soon-to-be certified Elementary Education Teacher with a strong foundation in collaboration and adaptability skills. With a commitment to ignite students' curiosity and to foster essential life skills. Ultimately, I aspire to equip students with the confidence to excel, molding them into inquisitive individuals, and to persevere through any obstacle.

## Work Experience:

2023 - Present

Student Teacher

Silver Bay Elementary School | Toms River, New Jersey

- Developed and instructed effective lesson plans based on NJ Student Learning Standards in a fourth-grade classroom.
- Differentiated instruction with the integration of technology, manipulatives, and small group instruction based on formative assessments.
- Collaborated with cooperating teacher and grade-level teachers.
- Built positive student relationships to facilitate a warm, learning environment.
- Executed and maintained classroom management expectations.
- Attended faculty meetings, professional development training, Back-to-School Night, and Parent-Teacher Conferences.

2020 - 2021

Daycare Assistant Teacher

The Learning Experience | Bayville, New Jersey

- Aided children ranging from the ages of 3 months to 7 years old.
- Assisted in creating thematic unit lessons that would aid the development of fine and gross motor skills.
- Interacted with children of differing backgrounds and needs.
- Communicated with parents.

2021 - 2023

Barista/Trainer

Starbucks Coffee Company | Forked River, New Jersey

# Michele Thompson

## Work Experience

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### **Engineering Department Coordinator**

City of Venice - Venice, FL

September 2021 to August 2023

Coordinate and successfully execute the daily tasks within the Engineering and Stormwater Departments. Support the City Engineer, Assistant Engineer, Stormwater Engineer and Field Inspectors. Responsibilities include: yearly department budget/rollover, requisition, vendor quotes, invoicing, department payroll, purchasing card reconciliation for department card holders, stormwater calculations, manage various surety bonds, process and issuing of Right of Way Permits and Site Prep Permits via ETrackIt, routing drawings for approval via Project Dox, Record Drawing distribution, addressing resident concerns, public record requests, ordering of field inspector uniforms. Successful completion of FEMA courses, True Colors Workshop, Sunshine Law, Sarasota County Illicit Discharge Training.

### **Administrative Assistant**

Township of Freehold - Freehold, NJ

March 2017 to June 2021

Successfully completed various tasks within Engineering and Planning Department, while at times covering in the Township Administrators Office and Tax Collectors Office. Responsibility within the assigned department included, but were not limited to; assisting Township Engineer, Assistant Engineer and Inspector with various types of correspondence/reports regarding site plan/subdivision/variance applications, computer database programs, grant applications, project bid process, street-opening permits, maintained project escrow accounts, process payments for outside consultant professionals, in-house time-billing, handling of OPRA requests, assistance to the public and other Township Departments in person, by telephone, and by email.

### **Motor Vehicle Clerk**

Ray Catena Mercedes of Freehold - Freehold, NJ

May 2016 to September 2016

Processed New Jersey Motor Vehicle requirements for each vehicle sold within state mandated time frame including registrations, insurance and tax certificates, vehicle identification numbers, verifications and titles. Assisted in accounting break-down of all vehicles sold.

### **Administrative Assistant**

Genesis Biotechnology Group - Township of Hamilton, NJ

March 2013 to June 2015

Assisted Vice President of Real Estate and Development and Fleet Manager in an Administrative Assistant capacity. Responsibilities included: assisting with the detail oriented turning over 100+ company owned Fleet vehicles to an outside company, systematic electronic record keeping for each vehicle (titles, registrations, insurance, maintenance, etc.), company invoicing, working closely with internal Corporate, Safety, Legal and Accounting Departments.



### **Managed Care Regional Sales Coordinator**

BRISTOL-MYERS SQUIBB COMPANY - Princeton, NJ  
February 1993 to January 1994

Supported the Managed Care and National Accounts Sales Department.

Responsibilities included: word-processing, data entry into spreadsheet database and file management programs, gathering, maintaining and distributing to home office personnel all Regional Health Maintenance Organizations account information, maintaining expense budgets, meeting planning, internal and external follow-up with field sales, vendors, and coordination with other in-house departments.

### **Northeast Regional Sales Coordinator**

BRISTOL-MYERS SQUIBB COMPANY - Princeton, NJ  
July 1992 to February 1993

Provided support to the Princeton Pharmaceutical Products Northeast Regional Sales Director, District Managers, and Professional Sales Representatives. Responsibilities included: management and coordination of daily tasks with the Regional Office, setting priorities for accomplishing work, coordination and completion of administrative tasks, problem solving and detailed follow-up, word processing, spreadsheets, file management, communicating and providing clarification of Company policy and procedures, gathering information from all levels of employees and external sources, meeting planning, maintaining expense and salary budgets.

### **Sales Administration Coordinator**

BRISTOL-MYERS SQUIBB COMPANY - Princeton, NJ  
April 1991 to February 1992

Coordinated various programs with the Sales Administrative Department. Areas of involvement included: field sales incentive programs, field sales award programs, product launch meeting team member, meeting break-out room coordinator, division trainer payoffs, extensive contact with field sales and Regional Sales Directors, on-site meeting administration, territory data base, home office rosters, tracking, processing and coordinating field equipment, outside contact with various vendors.

### **Marketing Department Secretary**

BRISTOL-MYERS SQUIBB COMPANY - Princeton, NJ  
January 1989 to April 1991

Assisted in the administrative duties for the Capoten Cardiovascular Marketing Department including: preparing Physician Scientific Round Table Meeting guidelines for in-house coordination, extensive contact with field sales through follow-up on various programs and field sales materials, set-up and maintenance of Physician Scientific Round Table Meeting tracking programs, written and verbal follow-up with field sales, vendors, management and other in-house departments, tracking and follow-up on Advertising Program Approvals, follow-up on outstanding invoices, coordination of materials for meetings, tracking of department expenses.

## **Education**

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### **Bachelor of Science in Business Administration**

RIDER UNIVERSITY - Lawrenceville, NJ  
May 1992 to May 1992

## **Associate in Retail/Merchandising**

CENTENARY COLLEGE - Hackettstown, NJ

May 1988 to May 1988

### Skills

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- Filing
- Billing
- Computer
- General Office
- Computer Skills
- Microsoft Office Microsoft Word Microsoft Excel
- Facebook
- Organized Powerpoint Receptionist Retail Social Media Time Management Typing Team Player Troubleshooting Ultipro Wordperfect Administrative Assistant Accounts Payable/Receivable MS Office Outlook Word Accounting Edmonds Naviline ProjectDox ETrackIt
- Logistics
- Communication
- Detail Oriented
- Fax
- Data Entry
- Keyboarding
- GIS
- Payroll
- Accounts receivable
- Information security
- Windows
- Budgeting
- Typing
- Project planning
- Project coordination
- Accounting
- Accounts payable
- Procurement

# BRADLEY BEACH ELEMENTARY SCHOOL Attachment XV-B.2

515 BRINLEY AVENUE  
BRADLEY BEACH, NEW JERSEY 07720  
TELEPHONE: (732) 775-4413  
www.bbesnj.org

Dr. Elizabeth J. Franks, Ed. D.  
Board President

Mr. Michael Heidelberg  
Superintendent/Principal

Ms. Morgan Maclearie-Gonzalez  
Director of Curriculum/Instruction

Mr. David Tonzola  
Business Administrator/Board Secretary

Mrs. Alison Zylinski  
Director of Special Services



## Bradley Beach Summer Jumpstart Program

### Overview:

The Summer Jumpstart Program is a 5-week-long, grant-funded educational initiative designed for PK-8 students who have been specifically invited to participate. This program aims to help close learning gaps, provide remediation, and foster personal growth. Supported by ESSER funds, it is dedicated to ensuring that every invited child receives the strong academic foundation they need to succeed in the upcoming school year and beyond. Additionally, the program serves as a corollary to the Extended School Year (ESY) program for students who require specialized support.

### Student Selection Criteria:

- Students with an active Individualized Education Program (IEP).
- Students participating in the Multi-Tiered System of Supports (MTSS) process.
- Students recommended by teachers based on their academic performance and needs.

### Program Objectives:

- Address learning gaps and academic challenges due to COVID-19 disruptions or other factors.
- Strengthen students' academic skills in core subjects such as reading, writing, math, and science.
- Provide targeted intervention and support for students with IEPs or those identified as at-risk.
- Enhance social-emotional learning and promote personal development through group activities and project-based learning.
- Prepare students for a successful transition to the next grade level or new academic environment.



# BRADLEY BEACH ELEMENTARY SCHOOL

515 BRINLEY AVENUE  
BRADLEY BEACH, NEW JERSEY 07720

TELEPHONE: (732) 775-4413

[www.bbesnj.org](http://www.bbesnj.org)

Dr. Elizabeth J. Franks, Ed. D.  
Board President

Mr. Michael Heidelberg  
Superintendent/Principal

Ms. Morgan Maclearie-Gonzalez  
Director of Curriculum/Instruction

Mr. David Tonzola  
Business Administrator/Board Secretary

Mrs. Alison Zylinski  
Director of Special Services



## Program Highlights:

- Small class sizes to ensure personalized attention and support for each student.
- Highly qualified and experienced teachers and support staff to deliver specialized instruction and intervention.
- Individualized learning plans tailored to each student's unique needs, abilities, and goals.
- Collaborative, hands-on, and engaging activities designed to promote active learning and critical thinking.
- Integration of technology to support and enhance the learning process.
- Support for English Language Learners (ELLs) to improve language proficiency and academic achievement.
- Weekly progress monitoring and assessments to track student growth and make data-driven adjustments to instruction.
- Opportunities for parent involvement and communication to foster a strong home-school connection.

Dates: Monday, July 8, 2024, until Thursday, August 8, 2024 (5 weeks)

Days: Monday - Thursday

Time: 8:30 AM - 12:00 PM

Teachers Hours: 8:15 - 12:00 PM

Invitations for eligible students to participate in the Summer Jumpstart Program will be sent out by June 1st, 2024.

# BRADLEY BEACH ELEMENTARY SCHOOL Attachment XV-C.1

## 2023 - 2024

### September 2023

S	M	T	W	T	F	S
					1	2
3	4	5	*6*	7	8	9
10	11	12	13	14	15	16
17	18	19	20	*21*	22	23
24	25	26	27	28	29	30

18 Student/ 20 Teacher Days

### October 2023

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

21 Student/ 22 Teacher Days

### November 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

15 Student/ 15 Teacher Days

### December 2023

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

16 Student/ 16 Teacher Days

### January 2024

S	M	T	W	T	F	S
	1	*2*	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

20 Student/ 21 Teacher Days

**Total Student Days - 180**

**Total Teacher Days - 185**

**Emergency Closing - 2**

### September

- 1 - Professional Day - School Closed for Students
- 4 - Labor Day - School Closed
- 5 - Professional Day - School Closed for Students
- 6 - First Day for Students
- 21 - Back to School Night - 6:00 PM
- 22 - 1:00 Dismissal

### October

- 9 - Professional Day - School Closed for Students

### November

- 6-10 - Fall Recess / NJEA Convention - School Closed
- 20 & 21 - Parent/Teacher Conferences 1:00 Dismissal
- 22 - 1:00 Dismissal
- 23 & 24 - Thanksgiving Recess - School Closed

### December

- 22 - 1:00 Dismissal
- 23-31 - Winter Recess - School Closed

### January

- 1 - New Year's Day - School Closed
- 2 - School Reopens
- 15 - Dr. King Observance - School Closed
- 29 - Professional Day - School Closed for Students

### February

- 16 - Professional Day - School Closed for Students
- 19 - Presidents' Day - School Closed

### March

- 28 - 1:00 Dismissal
- 29 - Spring Recess - School Closed

### April

- 1-5 - Spring Recess - School Closed
- 11 - Parent/Teacher Conferences 1:00 Dismissal

### May

- 27 - Memorial Day - School Closed

### June

- 18 - 1:00 Dismissal
- 19 - Graduation - 1:00 Dismissal
- 20 - Last Day of School - 1:00 Dismissal
- 21 - Juneteenth - School Closed

### Emergency Closing Days

- \* If no Emergency Closing Days are used, school will be closed May 24th and 28th
- \* If one Emergency Closing Day is used, school will be in session on May 24th
- \* If two Emergency Closing Days are used, school will be in session on May 24th and 28th
- \* If an additional Emergency Closing Day is needed then it will be added to the end of the calendar as a 1:00 Dismissal

### February 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

19 Student/ 20 Teacher Days

### March 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

16 Student/ 16 Teacher Days

### April 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

21 Student/ 21 Teacher Days

### May 2024

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

22 Student/ 22 Teacher Days

### June 2024

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	*19*	20	21	22
23	24	25	26	27	28	29
30						

14 Student/14Teacher Days

	Closed
	Teacher Inservice/ School Closed
	1:00 P.M. Dismissal
	Unused Emergency Closing

Updated 4/11/2024



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**Educational Equity Policies/Affirmative  
Action Program**

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[See POLICY ALERT Nos. 191, 209, and 232]

## 1140 EDUCATIONAL EQUITY POLICIES/AFFIRMATIVE ACTION PROGRAM

The Board of Education shall adopt and implement written educational equality and equity policies in accordance with the provisions of N.J.A.C. 6A:7 – Managing For Equality And Equity in Education.

The Board's **educational equity policies** ~~affirmative action program~~ shall recognize and value the diversity of persons and groups within **the community** society and promote the acceptance of persons of diverse backgrounds regardless of **the protected categories listed at N.J.A.C. 6A:7-1.1(a) and pursuant to N.J.A.C. 6A:7-1.4(a)<sup>1</sup> race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. The **educational equity policies** ~~affirmative action program~~ will also promote **equitable** equal educational opportunity and foster a learning environment that is free from all forms of prejudice, discrimination, and harassment based upon **the protected categories listed at N.J.A.C. 6A:7-1.1(a) and pursuant to N.J.A.C. 6A:7-1.4(a)<sup>2</sup> race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status in the policies, programs, and practices of the Board of Education.****

The Board shall inform the school community ~~it serves~~ of these policies in a manner including, but not limited to, the district's customary methods of information dissemination **pursuant to N.J.A.C. 6A:7-1.4(b)**. ~~The Board shall develop a Comprehensive Equity Plan once every three years, which shall identify and correct all discriminatory and inequitable educational and hiring policies, patterns, programs, and practices affecting its facilities, programs, students, and staff.~~

~~The Board shall assess the district's needs for achieving equality and equity in educational programs based on an analysis of student performance data such as: National Assessment of Educational Progress and State assessment results, Pre-Kindergarten through grade twelve promotion/retention data, Pre-Kindergarten through grade twelve completion rates; re-examination and re-evaluation of~~





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classification and placement of students in special education programs if there is

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## Educational Equity Policies/Affirmative Action Program

an overrepresentation within certain groups; staffing practices; student demographic and behavioral data; quality of program data; and stakeholder satisfaction data prior to developing the Comprehensive Equity Plan. The purpose of the needs assessment is to identify and eliminate discriminatory practices and other barriers in achieving equality and equity in educational programs.

**Pursuant to N.J.A.C. 6A:7-1.5,** ~~t~~The Board **annually** shall ~~annually~~ designate a member of its staff as the Affirmative Action Officer and form an Affirmative Action Team, ~~of whom the Affirmative Action Officer is a member,~~ to coordinate and implement the requirements of N.J.A.C. 6A:7 – Managing ~~f~~For Equality And Equity in Education. The Board shall **ensure** assure that all stakeholders know who the Affirmative Action Officer is and how to **contact the Affirmative Action Officer** ~~access him or her.~~

The Affirmative Action Officer shall have a New Jersey standard **certificate** ~~certification~~ with an administrative, instructional, or educational services endorsement, pursuant to N.J.A.C. 6A:9B – **State Board of Examiners and Certification** ~~et seq.~~ The Affirmative Action Officer shall: coordinate the required professional development training for **all personnel** ~~certificated and non-certificated staff~~ pursuant to N.J.A.C. 6A:7-1.6; notify all students and employees of ~~the~~ district's grievance procedures for handling discrimination complaints; and ensure the district's grievance procedures, **including** ~~which include~~ investigative responsibilities and reporting information, are followed; **and serve as a member of the Affirmative Action Team. The Affirmative Action Officer may also serve as the school district's Title IX Coordinator.**

**In accordance with N.J.A.C. 6A:7-1.5(a)4.,** ~~t~~The Affirmative Action Team shall: **include, to the extent possible, members who represent the diversity of the school district's student population;** develop the Comprehensive Equity Plan (CEP) pursuant to N.J.A.C. 6A:7-1.4(c); oversee the implementation of the ~~school district's CEP Comprehensive Equity Plan~~ pursuant to N.J.A.C. 6A:7-1.4(c); collaborate ~~with the Affirmative Action Officer~~ on coordination of the required professional development training for **all personnel** ~~certificated and non-certificated staff~~ pursuant to N.J.A.C. 6A:7-1.6; monitor the implementation of the ~~CEP Comprehensive Equity Plan;~~ and conduct the annual district internal



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monitoring to ensure continuing compliance with State and Federal statutes governing educational equality and equity, pursuant to N.J.A.C. 6A:7-1.4(d).

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**Educational Equity Policies/Affirmative  
Action Program**

**In accordance with N.J.A.C. 6A:7-1.6, the Board shall provide, on a continuing basis, professional development training for to all school personnel certified and non-certified school staff members on a continuing basis to identify and resolve problems associated with the student achievement and opportunity gaps and other inequities arising from prejudice on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a) race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. The professional development training shall be differentiated based on staff position type and shall be based on the analysis of data conducted pursuant to N.J.A.C. 6A:7-1.4(c)1. All new certified and non-certified staff members shall be provided with professional development training on educational equality and equity issues within the first year of employment. The district shall ensure that parents and other community members are aware of shall be invited to participate in the professional development training provided to school district personnel regarding topics around equity. The district shall ensure all new personnel are provided within the first ninety days of employment with professional development training on educational equity issues.**

The Commissioner or his/her designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures, and in-service training for Affirmative Action Officers so as to aid in the elimination of prejudice on the basis of **the protected categories listed at N.J.A.C. 6A:7-1.1(a) race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.**

N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:7-1.4; 6A:7-1.5; 6A:7-1.6





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[See POLICY ALERT Nos. 191, 209, and 232]

## 1523 COMPREHENSIVE EQUITY PLAN

The Board of Education shall **complete** ~~submit~~ a Comprehensive Equity Plan (CEP) ~~based on an assessment of the district's needs for achieving equity in educational programs~~ that includes a cohesive set of policies, programs, and practices that ensure high expectations and positive achievement patterns and **equitable** ~~equal~~ access to educational **opportunities** ~~opportunity~~ for all learners, including students and teachers, **in accordance with the provisions of N.J.A.C. 6A:7-1.8.**

The Board's obligation to be accountable for the requirements in N.J.A.C. 6A:7 is not precluded or alleviated by any rule or regulation of any **recreational** organization, club, athletic association, or other league or **organizing** group.

Pursuant to N.J.A.C. 6A:7-1.4(c), the district shall develop, once every three years, a CEP that shall identify and correct all discriminatory and inequitable educational policies, patterns, programs, and practices affecting its facilities, programs, students, and staff.

1. Prior to developing the CEP, the district shall assess its needs for achieving equity in educational activities and programs pursuant to N.J.A.C. 6A:7-1.4(c)1. The needs assessment shall identify discriminatory practices and other barriers to achieving equity in educational activities and programs, if applicable.
2. The CEP shall address:
  - a. Professional development, pursuant to N.J.A.C. 6A:7-1.6; and
  - b. Equity in school and classroom practices, educational activities, and programs pursuant to N.J.A.C. 6A:7-1.7.
3. The CEP shall include measurable and actionable goals, objectives, timelines, and benchmarks for measuring progress.





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Comprehensive Equity Plan

4. **The Board shall submit the CEP to the Executive County Superintendent for confirmation of completion.**
  - a. **If the Executive County Superintendent determines that the CEP is not complete, the Board shall revise the plan in accordance with the Executive County Superintendent's instructions and shall submit to the Executive County Superintendent the revised plan within thirty days of the notification of incompleteness.**

**Pursuant to N.J.A.C. 6A:7-1.8(c), the CEP Comprehensive Equity Plan shall include the following:**

1. An assessment of the school district's needs for achieving equity in educational **activities and** programs. The assessment shall include staffing practices; quality-of-program data; stakeholder-satisfaction data; and student assessment and behavioral data disaggregated by gender; race; ethnicity; **multilingual learner status; homeless status; limited English proficiency; special education; migrant; date of enrollment; student suspension; expulsion; Child Study Team referrals; preschool through grade twelve promotion/retention data; preschool through grade twelve completion rates; attendance data;** and re-examination and re-evaluation of classification and placement **process** of students in special education programs if there is **disproportionality overrepresentation** within a certain groups;
2. A description of how other Federal, State, and district policies, programs, and practices are aligned to the **CEP Comprehensive Equity Plan;**
3. Progress targets for closing the achievement **and opportunity** gaps;
4. Professional development targets regarding the knowledge and skills needed to provide a thorough and efficient education as defined by the **New Jersey Student Learning Standards (NJSLS), Core Curriculum Content Standards;** differentiated instruction and formative assessments aligned to **the NJSLS, Core Curriculum Content Standards;** and **professional standards for**



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~~teachers and school leaders high expectations for teaching and learning; and~~

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Comprehensive Equity Plan

5. Annual targets **that address** ~~addressing~~ district needs in equity in school and classroom practices **and** ~~that~~ are aligned to professional development targets.

~~The A Comprehensive Equity Plan shall be written every three years and the Board of Education shall~~ **implement** ~~initiate the CEP Comprehensive Equity Plan within sixty days of the Executive County Superintendent's certification of completion its approval and shall implement the plan in accordance with the timelines approved by the New Jersey Department of Education.~~

~~If In the event the Board of Education does not implement the CEP Comprehensive Equity Plan within sixty one hundred eighty days of the Executive County Superintendent's certification of completion its approval date, or fails to report its progress annually, sanctions deemed to be appropriate by the Commissioner of Education or his/her designee shall be imposed, and may include action to suspend, terminate, or refuse to award continued Federal or State financial assistance, pursuant to N.J.S.A. 18A:55-2.~~

N.J.A.C. **6A:7-1.1; 6A:7-1.3; 6A:7-1.4; 6A:7-1.79; 6A:7-1.8**



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Equal Employment Opportunities

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[See POLICY ALERT Nos. 191, 209, and 232]

## 1530 EQUAL EMPLOYMENT OPPORTUNITIES

The Board of Education shall, in accordance with law, guarantee equal employment opportunity throughout the district.

The Board shall ensure all persons shall have equal and bias-free access to all categories of employment and equal pay for equal work in this district without **discriminating on the basis of any of** ~~regard to the~~ **protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~candidate's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability, pursuant to N.J.A.C. 6A:7-1.1.~~

The school district's employment applications and pre-employment inquiries **will** conform to the guidelines of the New Jersey Division of Civil Rights.

The Board will use equitable **hiring** practices that **correct** ~~prevent~~ imbalance and isolation based on **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability~~ among the district's ~~certificated and non-certificated~~ staff and within every category of employment, including administration. Promotions and transfers will be monitored to ensure non-discrimination.

The Board shall not assign, transfer, promote, or retain staff, or fail to assign, transfer, promote, or retain staff, on the sole basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability or socioeconomic status, pursuant to N.J.A.C. 6A:7-1.1.~~

The Board will target underutilized groups in every category of employment. The Board will provide among the faculty of each school role models of diverse ~~racial~~ and cultural backgrounds.





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Equal Employment Opportunities

The Board shall not enter into **or maintain** a contracts with a persons, **agencies** ~~agency~~, or organizations that discriminates in employment ~~practices~~ or in the provision of benefits or services, on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability~~, either in employment practices or in the provision of benefits or services to students or employees, ~~pursuant to N.J.A.C. 6A:7-1.1.~~

The Superintendent shall promulgate a complaint procedure for the adjudication of disputes alleging violation of the law prohibiting discrimination in employment or this ~~P~~policy.

The Board shall not discriminate against any person for that person's exercise of rights under the laws prohibiting discrimination in employment or this ~~P~~policy.

N.J.S.A. **10:5-4; 10:5-12;**

N.J.S.A. 18A:6-5; 18A:6-6; 18A:28-10; 18A:29-2

N.J.A.C. 6A:7-1.1 et seq.; **6A:7-1.3** ~~6A:7-1.8~~

Adopted:



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[See POLICY ALERT Nos. 191, 209, and 232]

## R 1530 EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE

### A. Purpose and Application

1. The purpose of this procedure is to give any district employee or candidate for employment the opportunity to appeal an alleged denial of equal employment opportunity in violation of State statutes and administrative codes, and Federal laws and Policy 1530, guaranteeing “equal access to all categories of employment without **discriminating on the basis of** ~~regard to~~ **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~candidate’s~~ ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.”~~
2. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and should be implemented in an informal manner.
3. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
4. All participants in the procedure will respect the confidentiality that this district accords to information about individual employees.

### B. Definitions

1. “Board of Education” means the Board of Education of ~~this the~~                      ~~sSchool dDistrict.~~
2. “Complaint” means an alleged discriminatory act or practice.



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3. "Complainant" means a staff member who alleges a discriminatory act or practice.
4. "Day" means a working or calendar day as identified.
5. "Discriminatory act or practice" means denial of equal employment opportunity in violation of State statutes and administrative codes and Federal laws and Policy 1530.
6. "School district" means ~~this the~~ \_\_\_\_\_ ~~School d~~District.

## C. Procedure

1. A complainant who believes that **they have** ~~he/she~~ has been harmed or adversely affected by a discriminatory practice or act prohibited by law and/or policy shall discuss the matter with **their** ~~his/her~~ immediate supervisor in an attempt to resolve the matter informally.
2. If the matter is not resolved to the satisfaction of the complainant within thirty working days **of the discussion with their supervisor**, the complainant may submit a ~~written~~ complaint to the Affirmative Action Officer. **The complaint may be reported: in person; in writing; verbally by telephone; by mail to the office address; or by electronic mail. The complaint may be reported during business or non-business hours.**
3. The complaint **shall** ~~will~~ include:
  - a. The complainant's name and address;
  - b. The specific act or practice **of which** ~~that~~ the complainant complains ~~of~~;
  - c. The school employee, if any, responsible for the allegedly discriminatory act;
  - d. The results of discussions conducted in accordance with ~~paragraph C.1. above~~; and





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- e. The reasons why ~~the these results of the discussions were~~ **are not satisfactory to the complainant.**
43. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than seven working days after receipt of the ~~written~~ **complaint filed in accordance with C.2. above.** A copy of the complaint and the response will be forwarded to the Superintendent.
54. The ~~response of the~~ Affirmative Action Officer's **written response** may be appealed to the Superintendent in writing within three working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have acted discriminatorily.
65. On ~~their his/her~~ timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than seven working days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with a discriminatory act and any other person with knowledge of the act ~~complained of.~~
76. The Superintendent will render a written decision in the matter no later than seven working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties.
87. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than three working days after receipt of the Superintendent's decision. The appeal shall include:
- a. The original complaint;;
  - b. The response to the complaint;;



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- c. The Superintendent's decision;;
  - d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented;; and
  - e. The complainant's reason for believing the Superintendent's decision should be changed.
98. A copy of the appeal to the Board must be given to the staff member, if any, charged with a discriminatory act.
109. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
1140. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
1244. The complainant will be informed of **their** his/her right to appeal the Board's decision to the:
- a. Commissioner of Education  
New Jersey State Department of Education  
P.O. Box 500  
Trenton, New Jersey 08625-0500 **or the**  
~~Telephone: (877) 900-6960 or the~~
  - b. New Jersey Division on Civil Rights  
**Central Trenton** Regional Office  
Office of the Attorney General  
140 East Front Street – 6<sup>th</sup> Floor  
Trenton, New Jersey 08625-0090  
~~Telephone: (609) 292-4605~~



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D. Record

1. The records of any complaint processed in accordance with this procedure shall be maintained in a file kept by the Affirmative Action Officer.
2. A copy of the decision rendered at the highest level of appeal **finding a discriminatory act has occurred shall** will be kept in the **personnel file of the employee found to have committed a discriminatory act** employee's personnel file.

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[See POLICY ALERT Nos. 209 and 232]

## R 2200 CURRICULUM CONTENT

Courses of study and instructional materials and programs shall be designed to eliminate discrimination **on the basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** and promote understanding and mutual respect between children regardless of race, color, creed, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, ancestry, national origin, socioeconomic status, and/or disability.

**The Superintendent or designee shall develop a procedure to address and eliminate any possible bias in the curriculum.**

~~In order to eliminate possible bias in the curriculum, staff shall use the following criteria:~~

- ~~A. — When instructional material contains stereotypes or discriminatory statements, staff should help students identify the stereotypes or discriminatory statement(s) and discuss with students the consequences of repeated stereotyping and discriminatory statements.~~
- ~~B. — If a particular instructional material is highly objectionable, staff should not use it, such material should be brought to the attention of the Building Principal so that the Affirmative Action Officer can evaluate the objectionable material. Alternatively, the **teaching staff member** teacher might discuss the questionable material instead of eliminating it, depending on the makeup and maturity of the class and the purposes of the instruction.~~
- ~~C. — Another recommended technique for handling materials that contain biases or stereotypes is to offset it by using unbiased supplementary materials.~~
- ~~D. — Community involvement when developing instructional programs and attendant materials shall be encouraged.~~

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Equity in Affirmative Action Program for School  
and Classroom Practices

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[See POLICY ALERT Nos. 191, 209, and 232]

## 2260 EQUITY IN AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES

The Board of Education shall provide **all students with equitable** equal and bias-free access ~~for all students~~ to all school facilities, courses, programs, activities, and services, regardless of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status,~~ by:

1. Ensuring ~~equal and~~ barrier-free access to all school and classroom facilities;
2. Attaining minority representation ~~within each school~~, **that** which approximates the district's overall minority representation. Exact apportionment is not required, ~~however~~, the ultimate goal is a reasonable plan achieving the greatest degree of **a representative racial** balance; **that** which is feasible and consistent with sound educational values and procedures;
3. Utilizing, **on an annual basis**, a State-approved English language proficiency **assessment that evaluates a student's English language proficiency on the four domains of listening, speaking, writing, and reading** ~~measure on an annual basis~~ for determining the **eligibility and placement** ~~special~~ needs of **students who may be identified as multilingual** English language learners and ~~their progress in learning English~~ pursuant to N.J.A.C. 6A:15-1.3(a)**3.(b)**;
4. Utilizing bias-free multiple measures for determining the special needs of students with disabilities, pursuant to N.J.A.C. 6A:14-3.4;





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5. Ensuring ~~that~~ support services, including intervention and referral services and school health services pursuant to N.J.A.C. 6A:16, are available to all students; and
6. Ensuring ~~that~~ a student is not discriminated against because of a medical condition. A student shall not be excluded from any education program or activity because of a long-term medical condition unless a physician certifies ~~that~~ such exclusion is necessary. ~~If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.~~
  - a. **If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.**

## **7. Utilizing bias-free multiple measures for determining the gifted and talented program and advanced placements, pursuant to N.J.A.C. 6A:14-3.4**

**Pursuant to N.J.A.C. 6A:7-1.7(b),** ~~t~~The Board of Education shall ensure ~~that~~ the district's curriculum and instruction are aligned to the **New Jersey Student Learning Standards (NJSLs)**. ~~State's Core Curriculum Content Standards and~~ **The Board also shall ensure its curriculum and instruction** address the elimination of discrimination by narrowing the achievement **and opportunity** gaps, by providing equity in educational **activities and** programs, and by providing opportunities for students to interact positively with others regardless of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status,~~ by:

1. Ensuring there are no differential requirements for completion of course offerings or programs of study solely on the basis of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;~~
2. Ensuring courses shall not be offered separately on the basis of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or~~





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~~sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;~~

- a. Portions of classes ~~that which~~ deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions **based on gender identity** ~~for male and female students~~, provided that the course content for such separately conducted sessions is the same.
3. **Increasing and promoting equitable representation** ~~Reducing or preventing the underrepresentation of all minority, female, and male students in all classes and programs including gifted and talented, accelerated, and advanced classes;~~
4. Ensuring that schools demonstrate the inclusion of a multicultural curriculum in its instructional content, materials and methods, and **ensuring** ~~that~~ students understand the basic tenet of multiculturalism;
5. Ensuring **the Amistad Commission Curriculum** ~~that African American history, as well as the history of other cultures, is infused into the curriculum and is taught as part of the history of the United States, pursuant to N.J.S.A. 18A:35-1 and the New Jersey Core Curriculum Content Standards; and~~
6. Ensuring **the Commission** ~~that instruction on the Holocaust Education curriculum and other acts of genocide is included in the curriculum of all elementary and secondary schools, as developmentally appropriate, pursuant to N.J.S.A. 18A:35-28; and~~
7. **Ensuring all curricular requirements pursuant to N.J.A.C. 6A:8 and the NJSLS are taught, including any curriculum developed concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) or curriculum developed by any commissions constituted for the development of curriculum concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a).**

~~The Board of Education shall ensure all students have access to adequate and appropriate counseling services. When informing students about possible careers, professional or vocational opportunities, the Board shall not restrict or limit the options presented to students on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender~~



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~~identity or expression, religion, disability, or socioeconomic status. The district will not use tests, guidance, or counseling materials which are biased or stereotyped on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.~~

The Board of Education shall ensure that the district's physical education program and its athletic programs are **is in a** equitable, co-educational **setting that is developmentally appropriate**, and **does** do not discriminate on the basis of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status~~, as follows:

1. The district shall provide separate restroom, locker room, and shower facilities on the basis of gender, but such facilities provided for students of each gender shall be comparable;
2. ~~The A school within the school~~ district may choose to operate separate teams **based on sex** ~~for both genders~~ in one or more sports or single teams open competitively to members of **all sexes** ~~both genders~~, **as so** long as the athletic program as a whole provides equal opportunities for students of **all sexes** ~~both genders~~ to participate in sports at comparable levels of difficulty and competency; and
3. The activities comprising such athletic programs shall receive equitable treatment, including, but not limited to, staff salaries, purchase and maintenance of equipment, quality and availability of facilities, scheduling of practice and game time, length of season, and all other related areas or matters.

N.J.S.A. 18A:36-20

N.J.A.C. **6A:7-1.1; 6A:7-1.3; 6A:7-1.7**

Adopted:







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## Equity in Affirmative Action Program for School and Classroom Practices Complaint Procedure

5. "Complaint" means an unresolved problem concerning the interpretation or application by an officer or employee of this school district of law and regulations regarding the Affirmative Action Plan.
6. "Day" means a working or calendar day as identified.
7. "Student" means an individual enrolled in any formal educational program provided by the school district.
8. "School district" means **this** the \_\_\_\_\_ sSchool dDistrict.
9. "Violation" means the failure of a district official or employee to take the positive steps outlined in Policy 2260 and/or included in the Affirmative Action Plan.

### C. Procedure

1. A complainant shall discuss **their** ~~his/her~~ complaint with the staff member most closely involved in an attempt to resolve the matter informally.
2. If the matter is not resolved to the satisfaction of the complainant within thirty working days **of the discussion with the staff member most closely involved**, the complainant may submit a ~~written~~ complaint to the Affirmative Action Officer. **The complaint may be reported: in person; in writing; verbally by telephone; by mail to the office address; or by electronic mail. The complaint may be reported during business or non-business hours.**
3. The complaint **shall** ~~will~~ include:
  - a. The student's name and, in the complaint of a person acting on behalf of the student, the name and address of the complainant;;
  - b. The specific failure to act **of which** ~~that~~ the complainant complains of;;



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## Equity in Affirmative Action Program for School and Classroom Practices Complaint Procedure

- c. The school employee, if any, responsible for the alleged violation of the Affirmative Action Plan;
  - d. The results of discussions conducted in accordance with ~~paragraph C.1. above;~~ and
  - e. The reasons why ~~the these results of the discussions were~~ are not satisfactory **to the complainant.**
43. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than seven working days after receipt of the ~~written~~ complaint **filed in accordance with C.2. above.** A copy of the complaint and the response will be forwarded to the Superintendent.
54. ~~The response of the Affirmative Action Officer's~~ **written response** may be appealed to the Superintendent in writing within three working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have violated the Affirmative Action Plan.
65. On ~~their~~ **his/her** timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than seven working days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with violation of the Affirmative Action Plan and any other person with knowledge of the violation ~~explained of.~~
76. The Superintendent will render a written decision in the matter no later than seven working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties and to the Board.



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## Equity in Affirmative Action Program for School and Classroom Practices Complaint Procedure

87. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than three working days after receipt of the Superintendent's decision. The appeal shall include:
- a. The original complaint;;
  - b. The response to the complaint;;
  - c. The Superintendent's decision;;
  - d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented;; and
  - e. The complainant's reason for believing the Superintendent's decision should be changed.
98. A copy of the appeal to the Board must be given to the staff member, if any, charged with a violation of the Affirmative Action Plan.
109. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
1140. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
1244. The complainant will be informed of **their** ~~his/her~~ right to appeal the Board's decision to the Commissioner of Education or to the New Jersey Division on Civil Rights.





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**Equity in Affirmative Action Program for School  
and Classroom Practices Complaint Procedure**

D. Record

1. The records of any complaint processed in accordance with this procedure shall be maintained in a file separate from the student's cumulative file. A notation shall be made in the student's file of the presence of the record in the separate file.
2. **A copy of the decision rendered at the highest level finding a violation of the Affirmative Action Plan has occurred shall be kept in the personnel file of the employee found to have committed a violation of the Affirmative Action Plan.**

Issued:



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Guidance Counseling  
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M

[See POLICY ALERT Nos. 209 and 232]

## 2411 GUIDANCE COUNSELING

The Board of Education requires that a planned program of guidance and counseling be an integral part of the educational program of the schools to assist students in making and implementing informed educational and occupational choices including academic, career, and personal/social development.

A program of guidance and counseling, including developmental career guidance and exploration, shall be offered to all students in this school district and shall

### **Choose only one of the following alternatives:**

- be conducted entirely by teaching staff members certified as guidance personnel.
- include the services of teaching staff members certified as guidance personnel and other designated teaching staff members.
- be the responsibility of the classroom teacher, who may draw upon the services of other, more specialized staff members as required.
- involve the coordinated efforts of all teaching staff members under the leadership of certified guidance and counseling personnel.

The Superintendent is directed to implement a guidance program that carries out the purposes of this Policy and:

1. Involves teaching staff members at all appropriate levels;
2. Honors the individuality of each student;
3. Is integrated with the total educational program;
4. Is coordinated with available resources of the community;



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5. Provides for cooperation of school staff with parents and shares parents' concern for the development of their children;
6. Provides for the means of sharing information among appropriate staff members in the student's interest;
7. **Ensures all students have access to adequate and appropriate counseling services, pursuant to N.J.A.C. 6A:7-1.7(c).**
  - a. **When informing students about possible careers or professional or vocational opportunities, the Board shall not restrict or limit the options presented to students on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a).**
  - b. **The Board shall not use tests or guidance or counseling materials that are biased or stereotyped on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a); and**

~~Is available equitably to all students and prohibits biased counseling and the use of materials that discriminate among students on the basis of their race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability; and~~

8. Establishes a referral system that utilizes all the aid the schools and community offer, guards the privacy of the student, and monitors the efficacy of such referrals.

N.J.A.C. 6A:19-1.2; 6A:8-2.2

N.J.A.C. **6A:7-1.1; 6A:7-1.3; 6A:7-1.7; 6A:8-3.2**





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TEACHING STAFF MEMBERS

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Code of Ethics

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[See POLICY ALERT No. 232]

## 3211 CODE OF ETHICS

The Board of Education endorses the code of ethics for professional educators published by the National Education Association (**NEA**).

### Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nature of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues; of students; of parent(s) or legal guardian(s); and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

### Principle I -- Commitment to the Student

The educator strives to help each student realize **their** his/her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:--



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1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not, on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation~~, unfairly:
  - a. Exclude any student from participation in any program;
  - b. Deny benefits to any student; **or**
  - c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

## Principle II -- Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.



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In fulfillment of the obligation to the profession, the educator:--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent **their** his/her professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

**N.J.A.C. 6A:7-1.1; 6A:7-1.3**

Adopted:





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Honoring Student Achievement  
Feb 24

[See POLICY ALERT No. 232]

## R 5440 HONORING STUDENT ACHIEVEMENT

### A. Honor Rolls

1. Students in grades 6-8 who distinguish themselves by high academic achievement will be listed on an honor roll at the end of each marking period. Two rolls will be published: honors and high honors.
  - a. The high honor roll will include all students who have achieved a grade of not less than A in all subjects in that marking period.
  - b. The honor roll will include all students who have a grade of A and B or better in all subjects, excluding those students named to the high honor roll in that marking period.
  - c. A student who has been given a grade of incomplete in any subject will be ineligible for an honor roll in that marking period.
  - d. A student who has dropped a course after the mid-point of the marking period will be ineligible for an honor roll in that marking period.
2. Students in grades 6-8 who have achieved academic distinction for the school year will be listed on an honor roll at the end of the school year. Two year-end rolls will be published: honors and high honors.
  - a. The high honor roll will include all students who have achieved a final grade of at least A in all subjects.



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- b. The honor roll will include all students who have a final grade of \_\_\_\_\_ B \_\_\_\_ or better in all subjects, excluding those students named to the high honor roll.

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Honoring Student Achievement

- c. A student who has been given a final grade of incomplete in any subject will be ineligible for a year-end honor roll.
- d. A student who has dropped a course after the mid-point of the last marking period will be ineligible for a year-end honor roll.
3. The honor rolls will be prepared by school administration, who will review all report cards to ensure that all eligible students are listed.

## B. National Junior Honor Society

Students who meet the admission qualifications established by the National Junior Honor Society Chapter will be elected to membership in the Society.

Issued:



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Sportsmanship  
Feb 24

[See POLICY ALERT No. 232]

## 5570 SPORTSMANSHIP

The Board of Education requires that all individuals involved in or attending the athletic and intramural programs sponsored by the Board exhibit sportsmanship when representing the school at any athletic event. Sportsmanship is defined as abiding by the rules of the contest as defined or accepted by the participating teams ~~and the gracious acceptance of victory or defeat~~. In exhibiting sportsmanship all participants shall:

1. **Respect** ~~Understand~~ and follow the rules of the contest;
2. Recognize skilled performance of others regardless of affiliation;
3. Display respect for all individuals participating in the athletic event;
4. Treat opponents in an empathetic manner; and
5. Congratulate opponents in victory or defeat.

**Unsportsmanlike conduct** ~~Failure to exhibit good sportsmanship~~ shall include, but not be limited to, the following ~~conduct~~:

1. Any person (**athletic department, staff member, student athlete, or a fan or spectator associated with the school district**) who strikes or physically abuses an official, coach, player, or spectator;
2. Any person (**athletic department, staff member, student athlete, or a fan or spectator associated with the school district**) who intentionally incites participants or spectators to **violent or** abusive action;
3. Any person (**athletic department, staff member, student athlete, or a fan or spectator associated with the school district**) who





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uses obscene gestures or **profane** or unduly provocative language or action towards officials, coaches, opponents, or spectators;

- ~~4. Any school or athletic staff member who is publicly critical of a game official or opposing coaches and/or players;~~
45. Any person (**athletic department, staff member, student athlete, or a fan or spectator associated with the school district**) who engages in **harassing verbal or physical** conduct which exhibits bias based on **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability; and
5. **Any school or athletic staff member who is publicly critical of a game official, opponents, and/or opposing coaches/players;**
- ~~6. Schools or school organizations engaging in pre-event activities of an intimidating nature, e.g. use of fog machines, blaring sirens, unusual sound effects or lighting, or similar activities.~~

## **Optional**

- ~~6}7. Other conduct judged by the **Principal or designee** \_\_\_\_\_ to be unsportsmanlike in character; and -}~~

## **Optional**

- ~~7}8. Any violation of the rules of the New Jersey State Interscholastic Athletic Association.}~~

**Schools are not permitted to conduct pre-meet/game activities of an intimidating nature, e.g., the use of fog machines, the blaring of sirens or loud music/unusual sound effects, strobe/unusual lighting effects, or similar type activities.**

Failure to exhibit good sportsmanship may **subject the individual to disciplinary action as deemed appropriate by the Board** result in the Board denying the opportunity for any individual to participate in the athletic program or attend athletic events.

**NJSIAA General Information Constitution By-laws Rules and Regulations  
2023-2024 Guidelines  
N.J.A.C. 6A:7-1.1; 6A:7-1.3**



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**Equitable** ~~Equal~~ Educational Opportunity

Feb 24

M

[See POLICY ALERT Nos. 209 and 232]

## 5750 EQUITABLE ~~EQUAL~~ EDUCATIONAL OPPORTUNITY

The Board of Education **will ensure** ~~directs that~~ all students enrolled in the schools of this district shall be afforded **an equitable** ~~equal~~ educational **opportunity** ~~opportunities~~ in strict accordance with law. No student shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability~~. The Board shall assure that all students are free from harassment, sexual or otherwise.

The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will ~~eliminate discrimination~~, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability~~:

1. School climate/learning environment;
2. Courses of study, including ~~p~~Physical ~~e~~Education;
3. Instructional materials and strategies;
4. Library materials;
5. Software and audio-visual materials;
6. Guidance and counseling;
7. Extra-curricular programs and activities; **and**
8. Testing and other assessments.



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## Equitable Equal Educational Opportunity

~~The school district's curricula will include Multi-cultural Education content and practices, instruction on African American History in the teaching of U.S. History and instruction on the Holocaust and other acts of genocide.~~

Affirmative action shall be taken to ensure that students are protected from the effects of discrimination, in accordance with Policy 2260. Students who experience less than equal educational opportunities or experience discrimination shall use the procedure established by Regulation 5750 to report and/or appeal any harassment or discriminatory practice.

The conduct of teaching staff members shall exemplify the highest principles of equality and democracy. Conduct and attitudes that display discrimination are contrary to the policies of this Board and, further, are destructive to the self esteem that this Board wishes to encourage in all students. A teaching staff member's act of derision or enmity, in any form, against a person or persons on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability~~ shall be considered to be conduct unbecoming to a professional staff member of this district and shall be subject to appropriate discipline.

The Superintendent shall develop and promulgate a procedure by which a student or parent may appeal Board policy, district practice, or the act or omission of any district employee that allegedly violates this Ppolicy.

42 U.S.C.A. 12101

N.J.S.A. 10:5-1 **et seq.**

N.J.S.A. 18A:4A-1 et seq.; 18A:6-5 et seq.; 18A:36-20

N.J.S.A.

N.J.A.C. 6A:7-1.1 et seq.; **6A:7-1.3**; 6A:14-1.2

Adopted:





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Secret Societies  
Feb 24

[See POLICY ALERT No. 232]

## 5841 SECRET SOCIETIES

The Board of Education ~~prohibits certain~~ affirms the legislative prohibition of student organizations **declared harmful as defined in N.J.S.A. 18A:42-5 and 18A:42-6** with closed membership practices as hostile to the democratic ideals of public education.

No **student** social organization of students will be granted the use of school facilities or permitted the use of the name of the school or this school district unless that organization has first been approved by the **Principal or designee** \_\_\_\_\_. The application for such approval will set forth the purposes, constitution, and bylaws of the organization; its membership qualifications; and the process by which a person becomes a member.

No **student** organization will be approved if its purposes conflict with the authority and goals of this Board or the best interests of the students of this district; if membership is drawn from outside the currently enrolled student body; if membership qualifications are based on considerations of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, disability or political beliefs,~~ or any other consideration not appropriate to the purpose of the organization; or if any qualifying student who applies may be denied membership.

Nothing in this Policy shall prevent or otherwise deny participation in constitutionally protected prayer consistent with protections of the First Amendment of the United States Constitution.

A student who seeks to form or is a member of a fraternity, sorority, or other secret organization formed in whole or in part of students enrolled in this district may be disciplined by this Board. The Board reserves the right to require that any student attest as to **their** ~~his/her~~ membership in a secret organization.

N.J.S.A. 18A:42-5; 18A:42-6  
N.J.A.C. 6A:7-1.1; 6A:7-1.3

Adopted:



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Equal Access of Student Organizations

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[See POLICY ALERT No. 232]

## 5842 EQUAL ACCESS OF STUDENT ORGANIZATIONS

The Board of Education will permit the use of school facilities by student-initiated organizations for non-curricular student activities. A student-initiated organization, regardless of the size of the group, will not be denied an opportunity to meet and use school facilities on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** or the religious, political, philosophical, or other content of the speech at their meeting.

An application for permission to meet on school premises shall be made to the **Principal or designee** \_\_\_\_\_, who shall grant permission provided **it is that he/she determines** that:

1. The activity has been initiated by students;
2. Attendance at the meeting is voluntary;
3. ~~No agent or employee of the district will promote, lead, or participate in the meeting;~~
34. The meeting is for a lawful purpose;
45. The meeting does not materially and substantially interfere with the orderly conduct of instructional activities in the school;
56. Nonschool persons do not direct, conduct, control, or regularly attend the activity; and
67. The activity is adequately supervised by appropriately certified school district staff.

A student-initiated group granted permission to meet on school premises shall be subject to the same rules and regulations that govern the meetings of student organizations sponsored by this Board, except as provided by this **P**olicy.



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Equal Access of Student Organizations

Participation in a student-initiated meeting must be available to all students who wish to attend and cannot be denied on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~a student's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability.~~ The Board will not permit the organization of a fraternity, sorority, or secret society **in accordance with N.J.S.A. 18A:42-5 and 18A:42-6.** ~~A student-initiated meeting may be attended by no more than \_\_\_\_\_ outside resource person(s).~~

Access to school facilities by student organizations will be provided within the governing principles of the First Amendment of the Constitution of the United States.

**School district staff involvement in student organizations shall be in accordance with the governing principles of the First Amendment of the Constitution of the United States.**

An appropriately certified staff member shall be assigned to attend a student-initiated meeting in a custodial capacity and shall not participate in the activity while serving in this custodial capacity. No teaching staff member shall be **required** ~~compelled~~ to attend a student-initiated meeting if the content of the speech at the meeting is contrary to **their** ~~his/her~~ beliefs.

The ~~Building~~ Principal **or designee** may take such actions as may be necessary to maintain order and discipline on school premises and to protect the safety and well-being of students and staff members.

20 U.S.C.A. 1701 et seq.

United State Department of Education – Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools

**N.J.A.C. 6A:7-1.1; 6A:7-1.3**

Adopted:





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[See POLICY ALERT No. 232]

## 7610 VANDALISM

The Board of Education believes that all school district property should be respected and all persons who use or have access to school district property should respect such property and take pride in the institutions of this community and the schools of this district.

Any person who purposely or knowingly damages school district property or damages school district property recklessly or negligently in the employment of fire, explosives, or another dangerous means listed in accordance with N.J.S.A. 2C:17-2 or purposely or recklessly tampers with the tangible property of the school district so as to endanger school district property shall be reported to the appropriate law enforcement agency. **Pursuant to N.J.S.A. 18A:37-3, the parent(s) of any minor who shall injure any public or nonpublic school property shall be liable for damages for the amount of injury to be collected by the Board or the owner of the premises in any Court of competent jurisdiction, together with costs of suit** ~~Where the damage to district property is more than minimal or has been caused by a student or a minor not a student of this district, the Board will hold liable for the amount of the damage the parent(s) or legal guardian(s) having legal custody and control of the minor responsible for the damage.~~

A person convicted of an offense of **criminal mischief** that involves an act of graffiti **may, in addition to any other penalty imposed by the Court, will be required to pay reimburse the school district monetary restitution in the amount of the pecuniary damage caused by the act of graffiti** ~~the cost of damages and may be required to perform community service, which may include removing the graffiti from the property, in accordance with N.J.S.A. 2C:17-3.c. the law. If community service is ordered by the Court, it shall be for either not less than twenty days or not less than the number of days necessary to remove the graffiti from the property~~ ~~In addition, the courts may suspend or postpone driving privileges of any person, at least thirteen and under eighteen years of age, if convicted of an act of graffiti.~~



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A person who purposely defaces or damages district property with any symbol that exposes persons to violence, contempt, or hatred on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability~~ **may have committed guilty** of a crime and shall be reported to the appropriate law enforcement agency **in accordance with Policy and Regulation 8465, N.J.A.C. 6A:16-6.3, and the Memorandum of Agreement with Local Law Enforcement.**

The Board may also report to the appropriate law enforcement agencies any person whose vandalism of school property is serious or chronic.

~~The Superintendent shall develop regulations to implement this policy and to protect textbooks, school equipment, and school facilities from undue wear, damage, or loss.~~

N.J.S.A. 2C:33-10 et seq.  
N.J.S.A. 18A:34-2; 18A:37-3  
**N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:16-6.3**

Adopted:



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## R 7610 VANDALISM

### A. Definitions

1. “Vandalism” means the willful and malicious acts of any person that result in the destruction, defacement, or damage of any property, real or personal, belonging to or entrusted to the Board of **Education**. Vandalism includes arson and ~~acts an~~ act of graffiti.
2. “Arson” means the willful and malicious burning or setting on fire of any building or part of any building owned or operated by the Board, by any person.
3. “Act of graffiti” means the drawing, painting, or making of any mark or inscription on school district real or personal property without the permission of the school district.

### B. Reporting Vandalism

1. Any school employee who has reason to believe ~~that~~ an act of vandalism has occurred shall immediately report that belief or suspicion to the Principal of the affected building or, if the vandalism occurs at a facility other than a school, the supervisor in charge of the facility.
2. The Principal or supervisor shall promptly institute an investigation of the report by taking these steps as appropriate to the extent and seriousness of the vandalism:
  - a. Requesting the reporting employee to file a report of the evidence giving rise to ~~their his/her~~ belief or suspicion that vandalism has occurred;
  - b. Visiting the site of the vandalism and examining its extent, taking photographs as necessary;
  - c. Determining and recording the names of witnesses, if any;





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- d. Interviewing witnesses and requesting their written reports of events;
  - e. Assessing the costs of repair and replacement of any parts of the building, furnishings, and/or equipment; and
  - f. Questioning the ~~person or~~ person(s), if any, identified as having caused the vandalism.
3. The Principal will complete and file with the Superintendent a detailed vandalism and property damage report.
  4. The Principal will notify **law enforcement** ~~the police~~ **when appropriate and in accordance with applicable laws.** ~~if the vandalism involves:~~
    - a. ~~Significant damage, or~~
    - b. ~~Arson, or~~
    - c. ~~Theft or burglary, or~~
    - d. ~~The use of any symbol that exposes persons to violence, contempt, or hatred on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability, or~~
    - e. ~~An act of graffiti.~~
- C. Penalties and Restitution
1. A student who vandalizes school property is subject to discipline, which may include suspension or expulsion, in accordance with **Board Policy, Board Regulation, and law Policy Nos. 5600, 5610, and 5620.**
  2. A student who vandalizes school property will be held liable for any damages caused by the act of vandalism.



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3. The parent(s) ~~or legal guardian(s)~~ of any minor who **shall injure any injures/vandalizes public or nonpublic** school property, ~~whether or not the minor is enrolled in this district~~, shall be liable for damages ~~for to~~ the amount of the injury **to be collected by the Board or the owner of the premises in any Court of competent jurisdiction**, together with costs of suit **in accordance with** ~~if the Board must resort to legal process to obtain payment of damages.~~ N.J.S.A. 18A:37-3.
  - a. The **Principal or designee** \_\_\_\_\_ shall obtain a professional estimate of the cost of repairs and/or replacements necessitated by the vandalism.
  - b. The **Principal or designee** \_\_\_\_\_ shall present the student's parent(s) ~~or legal guardian(s)~~ with an itemized bill based on the estimated costs.
  - c. If, within **thirty** \_\_\_\_\_ calendar days, the student's parent(s) ~~or legal guardian(s)~~ has not paid the bill or made arrangements with the **Principal or designee** \_\_\_\_\_ for the payment of the bill in periodic installments, the Superintendent shall inform the Board and **may** recommend ~~that~~ the Board Attorney commence civil action for the amount due together with costs.
  - d. No diploma, transcript, transfer card, or report card will be issued to the student until all obligations to the Board have been met.
4. ~~The Principal will recommend to the Superintendent and the Superintendent will recommend to the Board, a student whose vandalism of school property is so serious or chronic as to warrant reporting the student to the police.~~
45. Any person who purposely defaces or damages school property with any symbol that exposes persons to violence, contempt, or hatred on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin,~~



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~~ancestry, age, marital status, affectational or sexual orientation or~~

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~~sex, social or economic status, or disability is~~ **may have committed** ~~guilty~~ of a crime and shall be reported to the appropriate law enforcement agency **in accordance with Policy and Regulation 8465; N.J.A.C. 6A:16-6.3; and the Memorandum of Agreement with Local Law Enforcement.**

56. Any person who purposely or knowingly damages school district property recklessly or negligently in the employment of fire, explosives, or another dangerous means listed in accordance with N.J.S.A. 2C:17-2, or purposely or recklessly tampers with the tangible property of the school district so as to endanger school district property, will be reported to the appropriate law enforcement agency.
67. A person convicted of an offense **of criminal mischief** that involves an act of graffiti **may, in addition to any other penalty imposed by the Court,** will be required to **pay** reimburse the school district **monetary restitution in the amount of the pecuniary damage caused by the act of graffiti** ~~the cost of~~ damages and ~~may be required to perform community service,~~ which may include removing the graffiti from the property, in accordance with N.J.S.A. 2C:17-3.c. ~~the law.~~ **If community service is ordered by the Court, it shall be for either not less than twenty days or not less than the number of days necessary to remove the graffiti from the property.** ~~In addition, the courts may suspend or postpone driving privileges of any person, at least thirteen and under eighteen years of age, if convicted of an act of graffiti.~~





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[See **POLICY ALERT No. 232**]

## 9323 NOTIFICATION OF JUVENILE OFFENDER CASE DISPOSITION

School Principals have a need to receive and have access to juvenile justice proceedings involving juveniles who are registered students in the school building. The school Principal **or designee** shall have access to information relating to juvenile justice proceedings in accordance with N.J.S.A. 2A:4A-60.

The school Principal **or designee, on a confidential basis**, may request from law enforcement agencies at the time of charge, adjudication, or disposition, information as to the identity of a juvenile student charged, **the offense charged**, the adjudication, and the disposition. The school Principal **or designee** may inform school staff members of this information if the Principal **or designee** deems it appropriate for maintaining order, safety, or discipline in the school or for planning programs relevant to the juvenile's educational and social development. This information will not become part of the juvenile student's permanent school record and shall not be maintained except as authorized by regulation of the **New Jersey** Department of Education (**NJDOE**).

A law enforcement or prosecuting agency shall, at the time of a charge, adjudication, or disposition, **send written notice to** advise the school Principal **or designee** of the school where the juvenile is enrolled, of the identity of the juvenile charged, the offense charged, the adjudication, and the disposition if:

1. The offense occurred on school property or a school bus, occurred at a school-sponsored function, or was committed against an employee or official of the school; or
2. The juvenile was taken into custody as a result of information or evidence provided by school officials; or
3. **The An** offense, if committed by an adult, would constitute a crime, and the offense:
  - a. Resulted in death or serious bodily injury or involved an attempt or conspiracy to cause death or serious bodily injury; or



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- b. Involved the unlawful use or possession of a firearm or other weapon; ~~or~~
- c. Involved the unlawful manufacture, distribution, or possession with intent to distribute a controlled dangerous substance or controlled substance analog; ~~or~~
- d. Was committed by a juvenile who acted with a purpose to intimidate an individual or group of individuals because of race, color, ~~creed~~, religion, ~~national origin, ancestry, age, marital status, affectational or sexual orientation or sex, or ethnicity~~ social or economic status, or disability; or
- e. Would be a crime of the first, ~~or~~ second, **or third** degree.

Information provided **to the Principal or designee pursuant to** ~~in accordance with N.J.S.A. 2A:4A-60.d. the section above~~ shall be treated as confidential **but may be made available to such members of the staff and faculty of the school as** ~~The school Principal may inform school staff members of this information if the Principal or designee deems it appropriate for maintaining order, safety, or discipline in the school or for to planning programs relevant to a the juvenile's educational and social development. This information will not become part of the juvenile student's permanent school record and shall not be maintained except as authorized by regulation of the NJDOE Department of Education.~~

Law enforcement or the prosecuting agency may provide the ~~school~~ Principal **or designee** with information identifying one or more **juvenile students** ~~juveniles~~ who are under investigation or ~~who~~ have been taken into custody for the commission of any act that would constitute an offense if committed by an adult when the law enforcement or prosecuting agency determines that the information may be useful to the Principal **or designee** in maintaining order, safety, or discipline in the school or in planning programs relevant to the juvenile's educational and social development. Information provided in accordance with **N.J.S.A. 2A:4A-60.e.** ~~the section above~~ shall be treated as confidential, but the ~~school~~ Principal **or designee** may inform school staff members of this information if the Principal **or designee** deems it appropriate for maintaining order, safety, or discipline in the school or for planning programs relevant to the juvenile's educational and social development. No information provided **pursuant to N.J.S.A. 2A:4A-60** ~~in accordance with this paragraph~~ shall be maintained.





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## Notification of Juvenile Offender Case Disposition

The Principal **or designee** who requests and/or receives information as specified in this Policy shall notify the Superintendent or designee within twenty-four hours of the request being made. **In accordance with N.J.S.A. 53:1-20.6, the Principal or designee shall notify the Superintendent or designee of any applicable fees associated with the request.**

The school district shall comply with the ~~NJDOE Department of Education~~ rules and regulations concerning the creation, maintenance, and disclosure of student records regarding school Principal **or designee** notification of juvenile offender case disposition and this Policy.

~~N.J.S.A. 2A:4A-60 P.L.1982, e.79~~

~~N.J.S.A.R.S. 53:1-15; 53:1-20.6~~

~~N.J.A.C. 6A:7-1.1; 6A:7-1.3~~

~~P.L.1985, e.69~~

Adopted:



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[See POLICY ALERT Nos. 187, 191, 209, 229, and 232]

## 2423 BILINGUAL AND ESL EDUCATION

The Board of Education will provide programs of bilingual education, English as a second language (ESL), and culturally and linguistically responsive, researched-based, and effective language instruction educational programs (LIEP) to all multilingual learners (ML) as required by law and rules of the New Jersey State Board of Education. MLs are those students whose primary language is not English and who have varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English-speaking ability pursuant to N.J.S.A. 18A:35-15 through 18A:35-26.1 and N.J.A.C. 6A:15-1.1 et seq.

The school district shall use, at the time of enrollment, the multi-step process to identify MLs enrolled in the district in accordance with N.J.A.C. 6A:15-1.3. The district shall administer to each student enrolled in the district the Statewide home-language survey (HLS) to determine which students in preschool to twelfth-grade have a primary language(s) other than English and, therefore, may be a ML.

The district shall then determine the English language proficiency of all Kindergarten to twelfth-grade students who are found eligible through N.J.A.C. 6A:15-1.3(a)1 or (a)2 and whose primary language is other than English by administering an English language proficiency (ELP) assessment. Students who do not meet the New Jersey Department of Education (Department)-established cut score standard on the ELP assessment shall be considered MLs and shall be offered entry into the district's LIEP. Preschool students who are identified as having a primary language other than English shall be identified as MLs. Prior to the start of their Kindergarten year, the district shall administer an ELP assessment to preschool MLs as part of the screener process to determine the ML's English language proficiency level. The district shall also use age-appropriate methodologies to identify preschool MLs to determine their individual language development needs.

The district shall provide to all preschool to twelfth-grade MLs enrolled in the district pursuant to N.J.S.A. 18A:7F-46 and N.J.S.A. 18A:7F-54 with equal



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educational opportunities and all educational activities and programs in accordance with the provisions of N.J.A.C. 6A:15-1.4.

The school district providing a LIEP shall submit a plan every three years to the Department in accordance with the provisions of N.J.A.C. 6A:15-1.5.

Students enrolled in a LIEP shall have equal educational opportunities, including full access to educational opportunities and services available to other students in the school district pursuant to N.J.A.C. 6A:15-1.6.

As part of the district- and school-level plans for professional development requirements pursuant to N.J.A.C. 6A:9C-4.2, the Board shall describe professional learning for bilingual, ESL, and academic content teaching staff members whose classroom instruction is in English; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teaching staff members of MLs in accordance with the provisions of N.J.A.C. 6A:15-1.7.

All teachers of bilingual programs shall hold a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or academic content area and a standard certificate with a bilingual/bicultural education endorsement, pursuant to N.J.S.A. 18A:6-38 et seq., N.J.S.A. 18A:35-15 to 26, and N.J.A.C. 6A:9B-11.5 in accordance with the provisions of N.J.A.C. 6A:15-1.8.

Students identified as MLs shall be assessed annually using English Language Placement (ELP) assessments to measure the progress toward English language proficiency and to determine readiness for exiting the LIEP in accordance with the provisions of N.J.A.C. 6A:15-1.9. Students who meet the criteria for Statewide alternate assessments, pursuant to N.J.A.C. 6A:14-4.10(a)2., shall be assessed annually using an alternate ELP assessment. Every student participating in a bilingual, ESL, or English language services program established pursuant to N.J.S.A. 18A:35-15 et seq. shall be entitled to continue such participation until **the ML has demonstrated readiness to exit an LIEP first by achieving the Department-established cut score on an ELP or alternate ELP assessment. The student's readiness shall be further assessed by the use of a Department established English language observation form that considers, at a minimum: classroom performance; the student's reading level in English; the observations of the teaching staff members responsible for the educational program of the student; and performance on achievement tests in English.**





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MLs enrolled in the LIEP shall be placed in a classroom(s) where the primary language of instruction is English when the ML has demonstrated readiness to exit a LIEP first by achieving the Department-established cut score on an ELP or alternate ELP assessment. The student's readiness shall be further assessed by the use of a Department-established English language observation form that considers, at a minimum: classroom performance; the student's reading level in English; the observations of the teaching staff members responsible for the educational program of the student; and performance on achievement tests in English.

In accordance with the provisions of N.J.S.A. 18A:35-22.1, a parent may remove a student who is enrolled in a bilingual education program at any time; except that during the first three years of a student's participation in a bilingual education program, a parent may only remove the student at the end of each school year.

If a parent wishes to remove the student prior to the end of each school year, the removal shall be approved by the Executive County Superintendent. If the Executive County Superintendent determines the student should remain in the bilingual education program until the end of the school year, the parent may appeal the Executive County Superintendent's decision to the Commissioner of Education or designee pursuant to the provisions of N.J.S.A. 18A:35-19.2.

Newly exited students who are not academically progressing in classes where English is the primary language of instruction may be considered for reentry to a LIEP in accordance with the provisions of N.J.A.C. 6A:15-1.9(g)1 through (g)5.

All MLs shall satisfy requirements for high school graduation pursuant to N.J.A.C. 6A:8-5.1(a) and Policy 5460 in accordance with the provisions of N.J.A.C. 6A:15-1.10.

All Kindergarten through twelfth-grade LIEPs shall be conducted within classrooms within the school district pursuant to N.J.S.A. 18A:35-20 in accordance with the provisions of N.J.A.C. 6A:15-1.11.

The parent of a ML shall be notified in accordance with the provisions of N.J.A.C. 6A:15-1.12 that their child has been identified as eligible for placement in a LIEP. Notice shall be in writing and in the language in which the parent possesses a primary speaking ability, and in English. The notice must also include the provisions detailed at N.J.A.C. 6A:15-1.12(b). Progress reports shall be written in English and in the primary language spoken by the parent of students enrolled in the LIEP.



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Pursuant to N.J.A.C. 6A:15-1.13, with approval of the Executive County Superintendent on a case-by-case basis, the Board may join with another district Board to provide a LIEP and an individualized learning opportunity, pursuant to N.J.A.C. 6A:8-5.1(a)2, to a ML who chooses to utilize it to meet the 120-credit graduation requirement, in whole or in part.

The Superintendent or designee shall provide for the maximum practicable engagement of the parent of MLs in the development and review of program objectives and dissemination of information to and from the Boards and communities served by the LIEP in accordance with the provisions of N.J.A.C. 6A:15-1.14. With the exception of a Board implementing an English language services or ESL program, each Board implementing a LIEP shall establish a parent advisory committee on bilingual education of which the majority membership shall be the parents of MLs.

N.J.S.A. 18A:35-15 through 18A:35-26.1  
N.J.A.C. 6A:14-4.10; 6A:15-1.1 et seq.



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## R 2423 BILINGUAL AND ESL EDUCATION

### A. Definitions – N.J.A.C. 6A:15-1.2

1. “Alternate English language proficiency assessment” (alternate ELP assessment) means a New Jersey Department of Education (Department)-approved assessment for students with the most significant cognitive disabilities that assesses a student’s English language proficiency (ELP) on the four domains of listening, speaking, reading, and writing, and that is aligned with the English Language Development (ELD) standards and the Individuals with Disabilities Education Act (IDEA).
2. “Bilingual education program” means a full-time language instruction educational program (LIEP) in all courses or subjects provided in accordance with N.J.S.A. 18A:35-18. Students in a bilingual education program receive instruction in the primary language of multilingual learners (ML) enrolled in the program and in English, while also receiving English as a second language (ESL) instruction. Educators use the primary language of instruction to enhance literacy in the primary language and as a support in the development of listening, speaking, reading, and writing skills in English. Students also receive instruction in the history and culture of the country, territory, or geographic area that is the native land of the parents and families of MLs enrolled in the program, and in the history and culture of the United States.
3. “Bilingual part-time program” means an instructional program alternative in which students receive their academic content area classes in English language arts (ELA) and mathematics instruction with a certified bilingual teacher who provides instruction in the primary language of the MLs in the program, as well as ESL instruction.
4. “Bilingual resource program” means an instructional program alternative in which students receive instruction and resources that are individualized for each student, daily instruction from a certified bilingual teacher in academic content areas as identified by the school district, as well as ESL instruction.





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5. “Bilingual tutorial program” means an instructional program alternative in which students receive one period of instruction from a certified bilingual teacher in an academic content area required for graduation, a second period of tutoring in another required content area, as well as ESL instruction.
6. “Class period” means the time allocated for instruction in academic content areas as part of the regular school schedule for each day in session as set forth at N.J.A.C. 6A:32-8.3. In a block schedule, weekly instruction is equivalent to one class period for each day of school in a given week.
7. “Cut score” means the same as that term is defined pursuant to N.J.A.C. 6A:8-1.3.
8. “Dual language immersion program” means, for the purpose of meeting the LIEP requirements at N.J.S.A. 18A:35-18 and N.J.A.C. 6A:15, a full-time LIEP that provides students structured English language instruction and instruction in a second language in all academic content areas. MLs in the program receive instruction in their primary language, as well as ESL instruction. A dual language immersion program provides daily instruction in English and a minimum of fifty percent of instruction in the primary language of enrolled MLs. A dual language immersion program that is designed to support MLs is sometimes referred to as a two-way bilingual education program.
9. “Early Language Development Standards” means the preschool English language development standards for preschool students developed by WIDA. The standards correspond to five domains of children’s development and learning: approaches to learning, language and communication development, cognition and general knowledge, physical well-being and motor development, and social and emotional development. The standards incorporated herein by reference, are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium and are available at <https://wida.wisc.edu/teach/early>.
10. “Educational activities and programs” means the same as that term is defined pursuant to N.J.A.C. 6A:7-1.3.



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11. “Educational equity” means the same as that term is defined pursuant to N.J.A.C. 6A:7-1.3.
12. “Educational needs” means the particular educational requirements of MLs; the fulfillment of which will provide them with equal educational opportunities.
13. “English as a second language (ESL) program” means a daily class period of second-language acquisition instruction within a LIEP and based on a student’s English language proficiency that teaches the English language development standards and incorporates the cultural aspects of the students’ experiences in their ESL instruction.
14. “English language development standards” or “ELD standards” means the 2020 Amplification of the English Language Development Standards, Kindergarten – Grade 12 incorporated herein by reference, as amended and supplemented, developed by WIDA. They are the standards and language competencies in listening, speaking, reading, and writing that MLs in preschool programs, and elementary and secondary schools, need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic content areas. The standards are a version of ELA that have been crafted to address the specific developmental stages of students learning English. The standards are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium ([www.wida.us](http://www.wida.us)) and are available for review at <https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>.
15. “English language proficiency assessment” or “ELP assessment” means a Department-approved assessment that evaluates a student’s English language proficiency on the four domains of listening, speaking, reading, and writing, and that is aligned with the ELD standards.
16. “English language services” means services designed to improve the English language skills of MLs. The services, provided in school districts with less than ten MLs in Kindergarten through twelfth-grade, are part of the regular school program and are designed to develop proficiency in the ELD standards.





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17. “Equal educational opportunity” means the same as that term is defined pursuant to N.J.A.C. 6A:7-1.3.
18. “Exit criteria” means the criteria that must be applied before a student may be exited from a LIEP.
19. “High-intensity ESL program” means an instructional program alternative in which students receive two or more class periods each day in session of ESL instruction. One period is the standard ESL class, and the other period is a tutorial or ESL reading class.
20. “Instructional program alternative” means a LIEP, other than bilingual education and/or dual language immersion, that may be established by the Board of Education in consultation with, and approval of, the New Jersey Department of Education through a waiver request pursuant to N.J.S.A. 18A:35-18. All students in an instructional program alternative receive an ESL class period each day in session.
21. “Language instruction educational program” or “LIEP” means the program of services in which a ML receives instruction and support to develop and attain English language proficiency while meeting or exceeding the New Jersey Student Learning Standards (NJSLS) in academic content areas. MLs in a LIEP develop proficiency in the English language while they develop skills and knowledge within the academic content areas. A LIEP includes the services that all MLs are entitled to receive, pursuant to N.J.S.A. 18A:35-16 and N.J.A.C. 6A:15. LIEP includes “programs of bilingual education,” pursuant to N.J.S.A. 18A:35-16, and “instructional alternative programs,” pursuant to N.J.S.A. 18A:35-18.
22. “Multicultural curriculum” means the same as that term is defined pursuant to N.J.A.C. 6A:7.
23. “Multilingual learner” or “ML” means a student whose primary language is not English, who is identified through the process set forth in N.J.A.C. 6A:15, and who is developing proficiency in multiple languages (e.g., English and a primary language). The





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term is synonymous with “English learner” or “English language learner”.

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24. “Newcomer” means any student born outside of the United States who has recently arrived in the United States. Newcomer is an umbrella term that includes a heterogenous group of immigrants; some newcomers may also be MLs or students with interrupted formal education (SIFE).
25. “NJSLS” means the New Jersey Student Learning Standards as defined at N.J.A.C. 6A:8-1.3.
26. “Parent(s)” means the natural or adoptive parent, legal guardian, surrogate parent appointed pursuant to N.J.A.C. 6A:14-2.2, or a person acting in the place of a parent (such as a grandparent or stepparent with whom the student lives or a person legally responsible for the student’s welfare). Unless parental rights have been terminated by a court of appropriate jurisdiction, the parent retains all rights pursuant to N.J.A.C. 6A:32. In addition, a resource family parent may act as a parent pursuant to N.J.A.C. 6A:32 if the parent’s authority to make education decisions on the student’s behalf has been terminated by a court of appropriate jurisdiction.
27. “Primary language” means the language or mode of communication in which a ML is most fluent or speaks more regularly than any other language. In the case of a student, the primary language is the language normally used by the student’s parent.
28. “Sheltered English instruction” means an instructional program alternative to make academic instruction in English understandable to MLs. Sheltered English classes are taught by classroom teachers who deliver instruction in English, may not hold a bilingual/ESL endorsement, but have received training on strategies for instructional adaptation, pursuant to N.J.A.C. 6A:8-1.3, to make academic content areas comprehensible for MLs.
29. “State Seal of Biliteracy” means a recognition awarded pursuant to N.J.A.C. 6A:8-5.3.



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30. “Statewide home-language survey” or “Statewide HLS” means a standardized questionnaire developed by the Department for school districts to use to help identify which students are potential MLs and which students will require a record review and an ELP assessment to determine whether they are eligible for placement in a LIEP.
31. “Student with interrupted formal education” or “SIFE” means a ML in grades four to twelve who has experienced disruptions in their formal education that took place outside of the United States.

## B. Identification of Eligible Multilingual Learners – N.J.A.C. 6A:15-1.3

1. The school district shall use, at the time of enrollment, the multi-step process set forth at N.J.A.C. 6A:15-1.3(a)1 through (a)3 and B.1.a. through B.1.c. below to identify MLs enrolled in the school district.
  - a. The district shall administer to each student enrolled in the school district the Statewide HLS. The district shall use the Statewide HLS to determine which students in preschool to twelfth-grade have a primary language(s) other than English and, therefore, may be a ML. The Statewide HLS shall be completed, in writing, or by verbal interview by an individual with knowledge of the student, such as a parent(s), trained school district personnel, or a bilingual or ESL teacher;
  - b. Following the administration of the Statewide HLS, the district shall conduct a records review process to determine whether the student is a ML.
    - (1) The records review process may include, but is not limited to, reviewing available information about the student’s overall academic performance from current or prior years; observations of teaching staff members who have worked with the student; interviews with the student or the student’s parent or family in their primary language; and/or



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additional school records as needed in compliance with State and Federal student privacy laws; and

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- c. The district shall then determine the English language proficiency of all Kindergarten to twelfth-grade students who are found eligible through N.J.A.C. 6A:15-1.3(a)1 or (a)2 and B.1.a. or B.1.b. above and whose primary language is other than English by administering an ELP assessment. Students who do not meet the Department-established cut score on the ELP assessment shall be considered MLs and shall be offered entry into the district's LIEP.
    - (1) Preschool students who are identified, pursuant to the processes set forth at N.J.A.C. 6A:15-1.3(a)1 and (a)2 and B.1.a. and B.1.b. above, as having a primary language other than English shall be identified as MLs. Prior to the start of their Kindergarten year, the district shall administer an ELP assessment to preschool MLs as part of the screener process to determine the ML's English language proficiency level.
    - (2) The district shall also use age-appropriate methodologies to identify preschool MLs to determine their individual language development needs.
  2. The district shall maintain a roster indicating all identified students whose primary language is other than English and who are MLs.
- C. Board Requirements, Including Language Instruction Educational Programs for Multilingual Learners – N.J.A.C. 6A:15-1.4
1. The district shall provide all preschool to twelfth-grade MLs enrolled in the school district pursuant to N.J.S.A. 18A:7F-46 and 18A:7F-54 with equal educational opportunities and all educational activities and programs, including required courses and support services defined at N.J.A.C. 6A:15-1.4(b) through (e) and C.2. through C.5. below to prepare MLs to meet or exceed the NJSLS for high school graduation. The instructional opportunities





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shall be designed to assist MLs to fully comprehend all subject matter and demonstrate their mastery of all NJSLs academic content areas.

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- a. Instructional opportunities may also include individualized and targeted supports, as needed by MLs.
  - b. The district shall ensure that all educational services, activities, and programs incorporate a linguistically and culturally responsive, multicultural curriculum in accordance with N.J.S.A. 18A:35-4.35, 18A:35-4.36, and 18A:35-4.36a. to ensure educational equity aligned to the Board of Education's Comprehensive Equity Plan, pursuant to N.J.A.C. 6A:7.
2. The Board shall provide all MLs with a LIEP.
- a. The Board shall provide appropriate instructional programs to preschool MLs pursuant to N.J.A.C. 6A:15-1.4(c) and C.3. below.
  - b. Whenever there are twenty or more MLs in Kindergarten through twelfth-grade in any one language classification enrolled in the school district, a LIEP shall include bilingual education or dual language immersion programs pursuant to N.J.A.C. 6A:15-1.4(e) and C.5. below, unless waived pursuant to N.J.A.C. 6A:15-1.15 and N. below.
  - c. Whenever there are ten or more MLs in Kindergarten through twelfth-grade enrolled in the school district, an ESL program shall be provided.
  - d. Whenever there are at least one, but fewer than ten MLs in Kindergarten through twelfth-grade enrolled in the school district, the Board shall provide the MLs with English language services. English language services shall be provided as part of the regular school program.
  - e. Instructional program alternatives may be implemented pursuant to N.J.A.C. 6A:15-1.15 and N. below.
3. The Board shall provide appropriate instructional programs to eligible preschool MLs based on the New Jersey Preschool



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Program Implementation Guidelines and the New Jersey Preschool Teaching and Learning Standards of Quality, pursuant to N.J.A.C. 6A:13A – Elements of High-Quality Preschool Programs.

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- a. A program that meets the New Jersey Preschool Teaching and Learning Standards of Quality and is approved, pursuant to N.J.A.C. 6A:13A, will be considered a preschool LIEP.
4. The Board shall establish bilingual education or dual language immersion programs whenever there are twenty or more MLs in any one language classification enrolled in the school district in Kindergarten through twelfth-grade, pursuant to N.J.S.A. 18A:35-18. Bilingual education or dual language immersion programs shall:
    - a. Be designed to prepare MLs to acquire sufficient English knowledge and skills to meet the NJSLs. All MLs participating in bilingual and dual language immersion programs shall also receive a class period of ESL instruction each day in session;
    - b. Include a curriculum that is aligned to the NJSLs and the ELD standards and includes primary language instruction delivered to further master literacy in the primary language and as a support in the development of English proficiency;
    - c. Include the full range of required courses and activities offered on the same basis and under the same rules that apply to all students within the school district; and
    - d. Utilize a curriculum for bilingual education programs that is adopted by the Board.
  5. The Board shall provide at least one class period of ESL instruction each day in session based on a student's English language level to all MLs placed in a LIEP.
    - a. The Board shall develop and adopt an ESL curriculum that addresses the ELD standards to address the instructional needs of MLs.



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- b. The ESL curriculum shall be cross-referenced to the school district's bilingual education and academic content area curricula to ensure that ESL instruction is correlated to all academic content areas taught.

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- 6. The Board may establish dual language immersion programs to meet the requirement at N.J.A.C. 6A:15-1.4(b)2. and C.2.b. above and N.J.S.A. 18A:35-15 through 18A:35-26.

- a. Dual language immersion programs shall be designed to help students achieve proficiency in English and in a second language while mastering academic content area skills.
- b. Instruction shall be in all courses or subjects of study that allow students to meet all grade promotion and graduation standards.
- c. Classes in dual language immersion programs shall be comprised of at least fifty percent MLs.
- d. The program may be coordinated with the school district's world languages program.
- e. Dual language immersion programs that are not established to provide the LIEP services required pursuant to N.J.S.A. 18A:35-15 through 18A:35-26 do not have to comply with the requirements of N.J.A.C. 6A:15, Policy 2423, and this Regulation.

- 7. The Board may establish a newcomer program for a limited duration in time to address the needs of recent immigrant students, particularly SIFEs, before the students transition to a general education classroom. A high-quality newcomer program shall:

- a. Be age-appropriate;
- b. Include content that relates to the NJSLs;
- c. Include social-emotional learning; and





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- d. Include courses that are credit-bearing and count toward graduation pursuant to N.J.A.C. 6A:8, or promotion requirements to allow students to meet grade-level standards within a reasonable period of time.

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- 8. The Board shall offer sufficient courses and other relevant supplemental instructional opportunities in grades nine through twelve to enable MLs to meet or exceed the NJSLs for graduation. When sufficient numbers of students are not available to form a bilingual class in an academic content area, the Board shall develop, in consultation with and approved by the Department, plans to meet the needs of the students.
- 9. In addition to N.J.A.C. 6A:15-1.4(a) through (h) and C.1. through C.8. above, the Board shall design additional programs and services to meet the special needs of eligible MLs. The additional programs and services shall include, but not be limited to, individualized and targeted supports through Title I programs; special education; career and technical education programs; gifted and talented education services; supports to help MLs earn a State Seal of Biliteracy pursuant to N.J.A.C. 6A:8-5.3; and individualized learning opportunities pursuant to N.J.A.C. 6A:8-5.1.
- 10. The Board may establish a program in bilingual education or dual language immersion for any language classification with fewer than twenty students.
- 11. The Board shall establish a process for how MLs in high school may meet the world language or ELA course graduation requirements, pursuant to N.J.A.C. 6A:8-5.1, by applying credits earned in an ESL course. The Board shall verify on a student's record that the applicable ESL credits meet or exceed the NJSLs at the high school level.

## D. Approval Procedures – N.J.A.C. 6A:15-1.5

- 1. The school district providing a LIEP shall submit a plan every three years to the Department for approval.
- 2. The Board of Education's LIEP plan shall demonstrate that:



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- a. For Kindergarten through twelfth-grade, LIEP curricula include or are aligned with:

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- (1) The NJSLS;
  - (2) The ELD standards; and
  - (3) A multicultural curriculum, pursuant to N.J.S.A. 18A:35-4.36a and N.J.A.C. 6A:7.
- b. For preschool, the ML instruction and support meets the language instruction requirements in the New Jersey Preschool Program Implementation Guidelines and the New Jersey Preschool Teaching and Learning Standards of Quality, pursuant to N.J.A.C. 6A:13A and the curricula include or are aligned with:
- (1) The NJSLS;
  - (2) The ELD standards for preschool; and
  - (3) A multicultural curriculum, pursuant to N.J.S.A. 18A:35-4.36a and N.J.A.C. 6A:7.
- c. MLs have equitable access to educational activities and programs in a manner aligned to the Board's Comprehensive Equity Plan, pursuant to N.J.A.C. 6A:7.
- d. School district staff engage in ongoing and continuous program evaluations that shall include regular reviews of student performance data (for example, graduation rates and assessment results) and other measures (for example, absenteeism, disciplinary records, and course enrollment) to evaluate whether MLs in the district have equitable access to educational opportunities, including, but not limited to, gifted and talented programs; advanced coursework and dual enrollment; work-based learning opportunities; extra-curricular activities; and career counseling.



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- e. Preschool students participate in instructional activities pursuant to N.J.A.C. 6A:13A.

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- f. Bilingual and dual language immersion programs promote bilingualism, biliteracy, cross-cultural competency, high levels of academic achievement in both languages, and a path, if available, toward attaining the State Seal of Biliteracy.

- 3. The Board's LIEP plan submitted to the Department for approval shall include information on the following:

- a. Identification of MLs in preschool through twelfth-grade;
- b. LIEP description;
- c. The number of staff hired for the LIEP by certificate type;
- d. Bilingual and ESL curriculum;
- e. Evaluation design;
- f. Review process for a student's exit from ML status; and
- g. A budget for all components of the LIEP.

- 4. The Department will review the plan to ensure the Board has a system of support for all MLs that is aligned to N.J.A.C. 6A:15, Policy 2423, and this Regulation. The Department may request modifications of the plan, as appropriate, and shall determine whether to approve the Board's plan.

## E. Supportive Services – N.J.A.C. 6A:15-1.6

- 1. Students enrolled in a LIEP shall have equal educational opportunities, including full access to educational opportunities and services available to other students in the district.





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2. The school district shall provide MLs with linguistically and culturally responsive supportive services, such as academic counseling; tutoring; career guidance; and mental health counseling. Bilingual personnel who are trained in social-emotional learning and are familiar with and knowledgeable about the unique assets and needs of the MLs, including newcomers and SIFEs, and their parents, shall provide the services.

F. Professional Development – N.J.A.C. 6A:15-1.7

1. As part of the district- and school-level plans for professional development requirements at N.J.A.C. 6A:9C-4.2, the Board of Education shall describe professional learning for bilingual, ESL, and academic content teachers whose classroom instruction is in English; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of MLs.
2. The district- and school-level professional development plan shall:
  - a. Include instructional adaptational strategies, pursuant to N.J.A.C. 6A:8-3.1, and training on appropriate assessments to help MLs meet the NJSLs and the ELD standards;
  - b. Address the needs of bilingual and ESL teachers, who shall receive training in the use of the ESL curriculum and the ELD standards; and
  - c. Ensure all teachers receive training on the ELD standards and how to provide linguistically and culturally accessible instruction and appropriate modifications and accommodations for MLs.

G. Certification – N.J.A.C. 6A:15-1.8



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1. All teachers of bilingual programs shall hold a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or academic content area and a standard certificate with a bilingual/bicultural education endorsement, pursuant to N.J.S.A. 18A:6-38 et seq., N.J.S.A. 18A:35-15 to 26, and N.J.A.C. 6A:9B-11.5.

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2. Dual language immersion programs, for the purpose of meeting the LIEP requirements at N.J.S.A. 18A:35-18; N.J.A.C. 6A:15; Policy 2423; and this Regulation may be taught by one or more teaching staff members. In these dual language immersion programs, the following endorsements to an instructional certificate shall be fulfilled by one or more teaching staff members:

- a. An endorsement for the appropriate grade level and/or academic content area being taught; and
- b. An endorsement in bilingual/bicultural education or world languages.

- (1) A teaching staff member of a language other than English has demonstrated linguistic competence in the language of their instruction, pursuant to N.J.A.C. 6A:9B-10.5 or 11.5(a)2.

3. All teaching staff members of ESL classes shall hold a valid New Jersey instructional certificate with an ESL endorsement, pursuant to N.J.S.A. 18A:6-38 et seq. and N.J.A.C. 6A:9B-11.6.
4. All teaching staff members providing English language services shall hold a valid New Jersey instructional certificate.

## H. Language Instruction Educational Program Placement, Assessment, Exit, and Reentry – N.J.A.C. 6A:15-1.9

1. All MLs from Kindergarten through twelfth-grade shall be enrolled in a LIEP established by the Board of Education in accordance with N.J.A.C. 6A:15-1.4(b) through (f) and C.2. through C.6. above, N.J.A.C. 6A:15-1.15(a) and N.1. below, and N.J.S.A. 18A:35-18 and N.J.S.A. 18A:35-22.



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2. Students identified as MLs shall be assessed annually using ELP assessments to measure the progress toward English language proficiency and to determine readiness for exiting the LIEP. Students who meet the criteria for Statewide alternate assessments, pursuant to N.J.A.C. 6A:14-4.10(a)2, shall be assessed annually using an alternate ELP assessment.

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3. A ML enrolled in the LIEP shall be placed in a classroom(s) where the primary language of instruction is English when the ML has demonstrated readiness to exit a LIEP first by achieving the Department-established cut score on an ELP or alternate ELP assessment. The student's readiness shall be further assessed by the use of a Department-established English language observation form that considers, at a minimum: classroom performance; the student's reading level in English; the observations of the teaching staff members responsible for the educational program of the student; and performance on achievement tests in English.
  - a. Pursuant to 34 CFR §200.6(h)(4)(ii), a ML with a disability whose disability makes it impossible for the student to be assessed in a particular domain because there are no appropriate accommodations for assessing the student in that domain may be exited from ML status based on the student meeting the Department-determined cut score on the remaining domains in which the student was assessed.
4. When the review process for exiting a student from a LIEP has been completed, the district shall notify, by written communication, the student's parent of the placement determination. If the parent or a teaching staff member disagrees with the student's placement, the parent or teaching staff member may appeal the placement to the Commissioner of Education, pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3, after exhausting the school district's appeal process.
5. A parent may remove a student who is enrolled in a LIEP pursuant to N.J.S.A. 18A:35-22.1.
  - a. A student who is identified as a ML and whose parent refuses placement in a LIEP shall still access and meet the academic expectations of the NJSLS. Pursuant to N.J.A.C.





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6A:8, N.J.A.C. 6A:15-1.6, and E. above, the district shall ensure that students whose parents refuse placement are provided the appropriate instructional adaptations and appropriate assessment modifications and accommodations for Statewide assessments.

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6. The district shall monitor, for a minimum of two years, the academic progress of students who are exited from a LIEP to ensure that the students are continually meeting or exceeding the NJSLs when the curriculum and instruction are delivered in English.
7. Newly exited students who are not academically progressing in classes where English is the primary language of instruction may be considered for reentry to a LIEP as follows:
  - a. After a minimum of one-half an academic year and within two years of exit, the teaching staff member delivering instruction in English may recommend retesting with the approval of the Principal.
  - b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon request of the Superintendent if the student is experiencing extreme difficulty in adjusting to classes where English is the primary language of instruction.
  - c. The recommendation for retesting shall be based on the teaching staff member's documented observation of a student's academic performance and data-based determination that the student is experiencing difficulties due to problems in using the English language to communicate effectively with peers and adults; understand directions given by the teaching staff member; and/or comprehend basic verbal and written materials.
  - d. The student shall be tested using a different form of the English language proficiency assessment than the one used to exit the student from the LIEP.



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- e. If the student scores below the Department-determined cut score on the English language proficiency assessment, the student shall be reenrolled into a LIEP.

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I. Graduation Requirements for Multilingual Learners – N.J.A.C. 6A:15-1.10

All MLs shall satisfy requirements for high school graduation pursuant to N.J.A.C. 6A:8-5.1(a).

J. Location – N.J.A.C. 6A:15-1.11

- 1. All Kindergarten through twelfth-grade LIEPs shall be conducted within classrooms within the school district pursuant to N.J.S.A. 18A:35-20, except under the following circumstances:

- a. A LIEP is conducted in another school district as part of a joint program, pursuant to N.J.A.C. 6A:15-1.13 and L. below; or
- b. A ML's individualized learning opportunity, pursuant to N.J.A.C. 6A:8-5.1(a)2, occurs outside of the school district's classrooms.

K. Notification – N.J.A.C. 6A:15-1.12

- 1. The district shall notify, by written communication, the parent of a ML of the fact that their child has been identified as eligible for placement in a LIEP.
  - a. The district shall issue the notification within thirty calendar days of the start of the school year.
  - b. For a student who enrolls after the beginning of the school year, the district shall issue the notification within fourteen calendar days of the student being placed in a LIEP.



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2. The notice shall be in writing and in the language in which the parent possesses a primary speaking ability, and in English, and shall include the following information:

a. Why the student was identified as a ML;

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b. Why the school district determined the student needs to be placed in a LIEP that will help the student develop and attain English proficiency and meet the NJSLs;

c. The student's level of English language proficiency, how the level of English language proficiency was assessed, and the student's performance in academic content areas;

d. The method of instruction the school district will use to serve the student, including a description of other instruction methods available and how those methods differ in content, instructional goals, and the use of English and a primary language, if applicable;

e. How the program will meet the student's specific needs in attaining English language proficiency and meeting or exceeding the NJSLs;

f. The program's exit requirements, the expected amount of time that the ML will need to successfully achieve in classrooms where the language of instruction is English, and, in the case of high school students, the expected rate of graduation;

g. How the LIEP will meet the objectives of the individualized education program of a student with a disability; and

h. A statement that the parent may decline the child's enrollment in a LIEP, and that the parent shall be given an opportunity to do so or to select a different type of LIEP service available at the child's school.





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3. The district shall send progress reports to the parents of students enrolled in a LIEP in the same manner and frequency as progress reports are sent to the parent of other students enrolled in the school district.
4. Progress reports shall be written in English and in the primary language spoken by the parent of students enrolled in the LIEP.

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5. The district shall notify the parent when the student meets the exit criteria and is placed in a monolingual English program. The notice shall be in English and in the language in which the parent possesses a primary speaking ability.

## L. Joint Programs – N.J.A.C. 6A:15-1.13

1. With approval of the Executive County Superintendent on a case-by-case basis, the Board of Education may join with another district Board to provide:
  - a. A LIEP; and
  - b. An individualized learning opportunity, pursuant to N.J.A.C. 6A:8-5.1(a)2, to a ML who chooses to utilize it to meet the 120-credit graduation requirement, in whole or in part.

## M. Parental and Family Engagement – N.J.A.C. 6A:15-1.14

1. The Superintendent or designee shall provide for the maximum practicable engagement of the parent of MLs in the development and review of program objectives and dissemination of information to and from the Boards of Education and communities served by the LIEP.
  - a. This duty includes ensuring all information regarding a ML's educational experience is available in the language in which the parent possesses a primary speaking ability, and in English. This information includes, but it not limited to: district- and school-level policies; invitational letters regarding school or district programs; information regarding student discipline policies and procedures;



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registration and enrollment; report cards; requests for parent permission for student participation in district or school activities; parent-teacher conferences; parent handbooks; and gifted and talented programs.

2. With the exception of a Board implementing an English language services or ESL program, each Board implementing a LIEP shall establish a parent advisory committee on bilingual education of which the majority membership shall be the parents of MLs.

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## N. Waiver Process Provided by Statute – N.J.A.C. 6A:15-1.15

1. A school district that has twenty or more students eligible for the bilingual education program in Kindergarten through twelfth-grade may request annual approval from the Department to waive the requirement at N.J.A.C. 6A:15-1.4(d) and C.4. above and, instead, to establish an instructional program alternative if the school district is able to demonstrate that it would be impractical to provide a full-time bilingual program due to the age range, grade span, and/or geographic location of eligible students.
  - a. Instructional program alternatives that shall be established include, but are not limited to: the bilingual part-time program; the bilingual resource program; the bilingual tutorial program; the sheltered English instruction program; and the high-intensity ESL program.
  - b. All instructional program alternatives shall be designed to assist MLs to develop English language proficiency while learning the knowledge and skills for academic content areas to meet or exceed the NJSLS.
  - c. Instructional program alternatives shall be developed in consultation with the Department based on student enrollment and achievement data.
  - d. A Board of Education implementing instructional program alternatives annually shall submit to the Department student enrollment and achievement data that demonstrate the continued need for the programs.



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- e. Instructional program alternatives shall be approved annually by the Department based on the Department's review of student enrollment and achievement data.

Issued:





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Prevention and Treatment of Sports-Related  
Concussions and Head Injuries

Feb 24

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[See POLICY ALERT Nos. 190, 194, 197, and 232]

## 2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

A concussion is a traumatic brain injury caused by a blow or motion to the head or body that disrupts the normal functioning of the brain and can cause significant and sustained neuropsychological impairments including, but not limited to, problem solving, planning, memory, and behavioral problems. In order to ensure safety, it is imperative that student-athletes participating in a program of athletic competition, coaches, and parents are educated about the nature and treatment of sports-related concussions and other head injuries. Allowing a student-athlete to return to a program of athletic competition before recovering from a concussion increases the chance of a more serious brain injury.

This Policy and Regulation 2431.4 are consistent with the requirements of N.J.S.A. 18A:40-41.1 et seq., the New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions, and the recommendations developed by the Center for Disease Control and Prevention (CDC).

For the purpose this Policy and Regulation 2431.4, “program of athletic competition” shall include any competition or practice in high school interscholastic athletic programs, middle school interscholastic athletic programs where school teams or squads play teams or squads from other school districts, intramural athletic programs within a school or among schools in the district, and any cheerleading program or activity in the school district.

For the purpose of this Policy and Regulation 2431.4, “student-athlete” shall mean any student enrolled in a public or nonpublic school in New Jersey who is a participant in a program of athletic competition organized by the school district.

The staff member supervising the program of athletic competition shall take steps to prevent concussions and head injuries; ensure student-athletes have appropriate supervision and safety equipment; and ensure student-athletes avoid unsafe conditions.



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Prevention and Treatment of Sports-Related  
Concussions and Head Injuries

School staff members supervising programs of athletic competition; licensed athletic trainers; nurses; and school/team physicians shall be trained on the possible signs or symptoms of a concussion. Any possible signs or symptoms of a concussion shall be reported by the student-athlete or an observer to the staff member supervising the program of athletic competition; athletic trainer; school/team physician; school nurse; and/or parent.

The district will adopt an Interscholastic Head Injury Training Program to be completed by the school/team physician, licensed athletic trainer, coaches, and other appropriate district personnel pursuant to N.J.S.A. 18A:40-41.2.

Pursuant to N.J.S.A. 18A:40-41.4, a student-athlete who participates in a program of athletic competition and who sustains or is suspected of having sustained a concussion or other head injury while engaged in a program of athletic competition shall be immediately removed from the program of athletic competition by the staff member supervising the program or athletic competition. A student-athlete who was removed from a program of athletic competition shall not participate in further programs of athletic competition until the student-athlete: is examined by a physician or other licensed healthcare provider trained in the evaluation and management of concussions; receives written medical clearance from a physician trained in the evaluation and management of concussions to return to a program of athletic competition; and progresses through the steps outlined in the CDC's Six-Step Return to Play Progression. The student-athlete's written medical clearance shall be reviewed and approved by the school physician.

School personnel shall contact the parent of a student-athlete to inform them of a suspected sports-related concussion or head injury as soon as possible after the incident. School personnel shall provide the parent with a checklist or copy of the return to play protocols outlined in this Policy and Regulation 2431.4.

The student-athlete may not begin the CDC's Six-Step Return to Play Progression until the student-athlete receives a medical examination, provides the required written medical clearance, and the medical clearance is approved by the school physician.

Some symptoms may require immediate medical treatment. Emergency medical responders (911) shall be called if the student-athlete is experiencing a deterioration of symptoms; loss of consciousness; direct neck pain associated with the injury; or any other symptom that may require immediate medical treatment.





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Prevention and Treatment of Sports-Related  
Concussions and Head Injuries

The district will provide temporary supports to a student-athlete that has sustained a concussion or other head injury.

The Commissioner of Education and Commissioner of Health educational fact sheet that provides information concerning the use and misuse of opioid drugs in the event a student-athlete is prescribed an opioid for a sports-related injury shall be provided to the parents of student-athletes. The district shall obtain a signed acknowledgement of receipt by the student-athlete and their parent in accordance with the provisions of N.J.S.A. 18A:40-41.10.

The Board shall review this Policy and Regulation 2431.4 annually and update as necessary to ensure it reflects the most current information available on the prevention, risk, and treatment of sports-related concussions and head injuries pursuant to N.J.S.A. 18A:40-41.3.

The district shall provide a copy of this Policy and Regulation 2431.4 to all youth sports team organizations that operate on school grounds. In accordance with the provisions of N.J.S.A. 18A:40-41.5, the district shall not be liable for the injury or death of a person due to the action or inaction of persons employed by, or under contract with, a youth sports team organization that operates on school grounds, if the youth sports team organization provides the school district proof of an insurance policy of an amount of not less than \$50,000 per person, per occurrence insuring the youth sports team organization against liability for any bodily injury suffered by a person and a statement of compliance with this Policy and Regulation 2431.4.

Pursuant to N.J.S.A. 18A:40-41.5 and for the purpose of this Policy, a “youth sports team organization” means one or more sports teams organized pursuant to a nonprofit or similar charter or which are member teams in a league organized by or affiliated with a county or municipal recreation department.

New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions – August 2023

N.J.S.A. 18A:40-41.1; 18A:40-41.2; 18A:40-41.2a;  
18A:40-41.3; 18A:40-41.3a; 18A:40-41.4;  
18A:40-41.5

Adopted:





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Prevention and Treatment of Sports-Related  
Concussions and Head Injuries

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[See POLICY ALERT Nos. 194, 197, 226, and 232]

## R 2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

The following procedures shall be followed to implement N.J.S.A. 18A:40-41.1 et seq., the New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions, and Policy 2431.4.

### A. Prevention

1. The following steps may be taken to prevent concussions and head injuries and ensure the safety of student-athletes:
  - a. Limit the number of stunts during cheerleading practice.
    - (1) When stunting is performed, spotters shall be used and the surface shall be soft and in good condition; and
    - (2) Safe stunting techniques shall be taught and student-athletes shall not be permitted to attempt new or difficult stunts without proper instruction and a coach on hand.
  - b. Ensure student-athletes have appropriate supervision during practices and a designated safe practice facility in good condition for the activity.
  - c. Ensure the use of appropriate fitted and maintained safety equipment.
  - d. Ensure student-athletes avoid unsafe actions such as:
    - (1) Hitting another student-athlete in the head;
    - (2) Using their head to contact another student-athlete;



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- (3) Making illegal contacts; and
  - (4) Trying to injure or put another student-athlete at risk for injury.
  - e. Limit the amount of contact during practices. This may include:
    - (1) Limiting the amount of practice time that includes scrimmages or full-speed drills.
  - f. Teach student-athletes proper techniques and ways to avoid hits to the head.
  - g. Keep a close eye on student-athletes in positions that are at increased risk for concussion to help spot a potential concussion.
- B. Possible Signs or Symptoms of Concussion
- 1. Some mild traumatic brain injuries and concussion symptoms may appear right away, while others may not appear for hours or days after the injury. These symptoms may be observed by coaches, licensed athletic trainers, school/team physicians, school nurses, teachers, parents, or a teammate. Below are a few examples of possible signs and symptoms of a concussion:
    - a. The student-athlete grabs or holds head after a play or hit - "Hands to Head";
    - b. The student-athlete appears to be "shaking it off";
    - c. The student-athlete appears dazed or "foggy";
    - d. The student-athlete forgets plays or demonstrates short term memory difficulty;
    - e. The student-athlete cannot recall injury or events just before or just after the injury;



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- f. The student-athlete answers questions slowly or inaccurately;
  - g. The student-athlete has a headache;
  - h. The student-athlete is nauseous or is vomiting;
  - i. The student-athlete is experiencing balance problems or dizziness;
  - j. The student-athlete is experiencing double vision or changes in vision;
  - k. The student-athlete is experiencing sensitivity to light or sound/noise;
  - l. The student-athlete is feeling sluggish or foggy;
  - m. The student-athlete is having difficulty with concentration and short-term memory;
  - n. The student-athlete is experiencing sleep disturbance; and
  - o. The student-athlete is experiencing irritability and/or mood changes.
2. Any possible signs or symptoms of a concussion shall be reported by the student-athlete participating in a program of athletic competition to the coach(es), athletic trainer, school or team physician, school nurse, and/or parent.

## C. Treatment

1. Pursuant to N.J.S.A. 18A:40-41.4, a student-athlete who participates in a program of athletic competition and who sustains or is suspected of having sustained a concussion or other head injury while engaged in a program of athletic competition shall be immediately removed from the program of athletic competition by the staff member supervising the program of athletic competition.





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2. The staff member supervising the student-athlete during the program of athletic competition shall immediately contact the school physician, athletic trainer, or school nurse to examine the student-athlete.
3. Emergency medical responders (911) shall be called if the student-athlete is experiencing a deterioration of symptoms, loss of consciousness, or direct neck pain associated with the injury pursuant to D. below.
4. A student-athlete who is removed from a program of athletic competition shall not participate in further programs of athletic competition until:
  - a. The student-athlete is evaluated by a physician or other licensed healthcare provider trained in the evaluation and management of concussions and receives written clearance from a physician trained in the evaluation and management of concussions to return to the program of athletic competition; and
    - (1) The student-athlete's written medical clearance from a physician must indicate a medical examination has determined:
      - (a) The student-athlete's injury was not a concussion or other head injury, the student-athlete is asymptomatic at rest, and the student-athlete may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities; or
      - (b) The student-athlete's injury was a concussion or other head injury and the student-athlete's physician will monitor the student-athlete to determine when the student-athlete is asymptomatic at rest and when the student-athlete may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities.



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Prevention and Treatment of Sports-Related  
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- (2) The student-athlete's written medical clearance shall be reviewed and approved by the school physician.
  - (3) A student-athlete who has suffered a concussion or other head injury may not begin the CDC's Six-Step Return to Play Progression as outlined in E. below until the student-athlete receives a medical examination and provides the required written medical clearance to the Principal or designee.
  - (4) A written medical clearance not in compliance with the provisions of C.4.a. above will not be accepted.
- b. A student-athlete who has suffered a concussion or other head injury returns to regular school activities without the need for additional support and is no longer experiencing symptoms of the injury when conducting those activities.
- (1) If school is in session, a student-athlete who has suffered a concussion or other head injury must return to regular school activities without symptoms or need for additional support before returning to a program of athletic competition as part of the CDC's Six-Step Return to Play Progression.
  - (2) If school is not in session, a student-athlete who has suffered a concussion or other head injury must return to their normal daily activities without symptoms as part of the CDC's Six-Step Return to Play Progression.
- D. Symptoms Requiring Immediate Medical Assessment (911/Emergency Evaluation)
1. The following symptoms requiring immediate medical assessment include, but are not limited to:
    - a. The student-athlete loses consciousness;



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- b. The student-athlete has a headache that gets worse and does not go away;
  - c. The student-athlete is experiencing weakness, numbness, decreased coordination, convulsions, or seizure;
  - d. The student-athlete is experiencing repeated vomiting and/or intractable retching;
  - e. The student-athlete is slurring speech or exhibiting unusual behavior (disoriented);
  - f. The student-athlete has one pupil (the black part in the middle of the eye) larger than the other; and
  - g. The student-athlete cannot recognize people or places and/or gets confused, restless, or agitated.
- E. CDC's Six-Step Return to Play Progression for Students Who Have Suffered a Concussion or Other Head Injury
- 1. The return of a student-athlete to a program of athletic competition shall be in accordance with the CDC's Six-Step Return to Play Progression recommendations and any subsequent changes or other updates to those recommendations as developed by the CDC. Recovery is individual.
    - a. As applicable, the student-athlete's treating healthcare provider may guide the student-athlete through the return to play protocol while experiencing mild symptoms as part of the treatment.
    - b. In addition, the student-athlete's treating healthcare provider may adjust the treatment plan prior to Step Six, full return to competition.
    - c. Clearance from a student-athlete's physician trained in the evaluation and management of concussions is required before returning to full competition.





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## 2. Six-Step Return to Play Progression

### a. Step 1: Back to Regular Activities

The student-athlete is back to their regular activities (such as school).

### b. Step 2: Light Aerobic Activity

The student-athlete shall begin with light aerobic exercise only to increase a student-athlete's heart rate. This means about five to ten minutes on an exercise bike, walking, or light jogging. No weightlifting at this point.

### c. Step 3: Moderate Activity

The student-athlete shall continue with activities to increase a student-athlete's heart rate with body or head movement. This includes moderate jogging, brief running, moderate-intensity stationary biking, or moderate-intensity weightlifting (less time and/or less weight from their typical routine).

### d. Step 4: Heavy, Non-Contact Activity

The student-athlete shall add heavy, non-contact physical activity, such as sprinting/running, high-intensity stationary biking, regular weightlifting routine, or non-contact sport-specific drills (in three planes of movement).

### e. Step 5: Practice & Full Contact

The student-athlete may return to practice and full contact (if appropriate for the sport) in controlled practice.

### f. Step 6: Competition

The student-athlete may return to competition.



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Prevention and Treatment of Sports-Related  
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3. It is important for a student-athlete's parent(s), coach(es), and teachers to watch for concussion symptoms after each day's Six-Step Return to Play Progression activity.
  4. A student-athlete should only move to the next step if they do not exhibit any new symptoms at the current step.
  5. If a student-athlete's symptoms return or if they develop new symptoms, this could be a sign the student-athlete is overexerting. The student-athlete shall stop these activities and the student-athlete's medical provider shall be contacted. After more rest and no concussion symptoms, the student-athlete can start at the previous step.
- F. Temporary Supports for Student-Athletes with Sports-Related Head Injuries or Concussions
1. Initial rest followed by a gradual return to activity during healing is recommended. Accordingly, consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports-related concussions and head injuries.
  2. Mental exertion increases the symptoms from concussions and affects recovery. To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, texting, even watching movies if a student-athlete is sensitive to light/sound, can slow a student-athlete's recovery. Managing the symptoms through a balance of rest and activity is the key to recovery.
    - a. The district will provide support for student-athletes diagnosed with a concussion.
    - b. The student-athlete's health care provider will handle short-term medical accommodations.
  3. Collaboration between the student-athlete's health care provider and the school may be necessary. If accommodations are needed for an extended time, the district may want to consider implementing accommodations via a formalized 504 plan.



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4. The Principal or designee may address the student-athlete's cognitive needs in the following ways:
  - a. Limit the student-athlete's screen time;
  - b. Have the student-athlete take rest breaks as needed;
  - c. Have the student-athlete spend fewer hours at school;
  - d. Provide the student-athlete more time to take tests or complete assignments. (All courses should be considered);
  - e. Provide the student-athlete help with schoolwork;
  - f. Reduce the student-athlete's time spent on the computer, reading, and writing;
  - g. Provide or grant the student-athlete early passing time to avoid crowded hallways; and/or
  - h. Allow the student-athlete extra time to complete tests or coursework.
5. These supports and/or short-term medical accommodations may be addressed in an individualized healthcare plan for a student-athlete who has suffered a concussion or other head injury.
6. Concussions affect several aspects of brain function, including cognition, balance and coordination, visual tracking and processing, behavior, and others. The symptoms experienced, difficulties faced, and timeline for recovery will vary for each individual.
7. A brief period of relative rest followed by a gradual return to lighter activities is generally considered the best "medicine" for healing concussions or other head injuries. This may include relative rest from both physical and cognitive activities. Each injury, and therefore each treatment plan, is different. School personnel, in collaboration with the student-athlete, parents, and the student-athlete's health care provider, are in the best position to create flexible, temporary supports to meet the needs of each student-athlete.





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## G. Education

1. The CDC offers tips for health professionals and educators on their website. Interscholastic Head Injury Training Programs are available via the CDC website or the National Federation of State High School Associations.
2. This training shall be completed by the school/team physician, licensed athletic trainer, school nurses, coaches, and other relevant school personnel.

## H. Other Considerations

1. Educational information for student-athletes on the prevention of concussions shall be reviewed.
2. The importance of early identification and treatment of concussions to improve recovery shall be reinforced.
3. School personnel shall contact the student-athlete's parent and inform them of the suspected sports-related concussion or head injury before allowing the student-athlete to go home after a program of athletic competition.
4. School personnel shall provide the parent of the student-athlete with a checklist or copy of the return to play protocols including the requirement of written clearance from a physician trained in the evaluation and management of concussions before the student-athlete is able to return to a program of athletic competition.

## I. Interscholastic Head Injury Training Program

1. The district will adopt an Interscholastic Head Injury Training Program to be completed by the school/team physician, licensed athletic trainer, coaches, and other appropriate district personnel pursuant to N.J.S.A. 18A:40-41.2. The training program shall include:



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- a. The recognition of the signs of head and neck injuries, concussions, and second impact syndrome; and
    - (1) Pursuant to N.J.S.A. 18A:40-41.1.d., if a student-athlete sustains a second concussion while still having symptoms of a previous concussion, it can lead to the severe impairment and even the death of the student-athlete, and is referred to as second-impact syndrome.
  - b. The CDC's Six-Step Return to Play Progression or any subsequent changes or other updates developed by the CDC.
- J. "Return to Play Progressions" vs. "Therapeutic Progressions"
1. In many cases, after the initial rest period, concussed individuals may be encouraged to resume limited activities, including light physical and cognitive activities, even in the presence of some continued symptoms. This may be referred to as "therapeutic progressions," and while some of the activities may overlap with the CDC's Six-Step Return to Play Progression, it is different in the goals and intent from "return to play."
    - a. "Return to play" progressions are intended to test the concussed individual's readiness to perform the activity correctly, and to do so with no symptoms.
    - b. "Therapeutic" progressions are intended to help the individual recover and to help them improve their performance and tolerance to those activities. This may take several days, or longer, at any given step.
    - c. "Therapeutic progressions" should be recommended and supervised by a health care provider familiar with the evaluation and management of concussions, and monitored by a team including the student-athlete, parents, health care provider, and school personnel. Adjustments to



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the program should be in response to the student-athlete's

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overall symptom load and progress. It should be remembered that student-athletes may progress at different rates for various aspects of their injury, such as tolerating light to moderate aerobic activity before tolerating being in the classroom, or tolerating schoolwork done at home before tolerating the classroom and school environment. Of note, progressions in one aspect of the treatment plan can have a positive effect on other areas as the brain is returning to a more typical overall level of function. A successful treatment plan is one that can adapt appropriately for each student-athlete.

- K. Educating the Community on the District Sports-Related Concussions and Head Injuries Policy
1. The Board shall review Policy 2431.4 and this Regulation annually, and update as necessary to ensure Policy 2431.4 and this Regulation reflect the most current information available on the prevention, risk, and treatment of sports-related concussions and head injuries.
  2. The district may provide regular education and training for staff including administrators, teachers, paraprofessionals, and school counselors regarding concussions and other head injuries as head injuries can happen at any time during the school day or outside of school.
  3. The district is in a unique position to promote healthy behaviors. The district can embed education related to the prevention and treatment of concussions and head injuries through the New Jersey Student Learning Standards Comprehensive Health and Physical Education Standard 2.3 – Safety. In addition, N.J.S.A. 18A:6-2 requires education in accident and fire prevention and N.J.S.A. 18A:35-5 requires education in injury or illness emergencies.





**10 General Fund**

**Assets and Liabilities**

<b>Assets</b>		
101	Cash	1,141,796.87
116	Capital Reserve Account	234,800.00
117	Maintenance Reserve Account	185,000.00
118	Emergency Reserve Account	178,600.00
121	Tax Levy Receivable	1,788,429.00
141	Accounts Receivable: A/R: State of NJ	138,333.36
	Total Other Assets	138,333.36 .00
<b>Resources</b>		
301	Estimated Revenues (Control Account / Normal Debit Balance)	7,197,709.00
302	Revenues	(7,197,918.13)
	<b>Total assets and resources:</b>	<u>3,666,750.10</u> (209.13)

10 General Fund

Liabilities and Fund Equity

Liabilities			
402	Interfunds Payable	<u>.35</u>	.35
<b>Fund Balance</b>			
753	Appropriated		
	Reserve for Encumbrances		
754	Reserve for Encumbrances: Current	2,079,243.13	
	Reserve for Encumbrances: Prior	5,550.00	
601	Appropriations (Control Account/Normal Credit Balance)	7,624,933.90	
602	Expenditures	5,188,074.74	
603	Encumbrances	<u>2,084,793.13</u>	
	Less: Expenditures and Encumbrances	(7,272,867.87)	
	<b>Total Appropriations</b>		<u>2,436,859.16</u>
761	Reserved Fund Balance		
	Capital Reserve	234,800.00	
604	Add: Increase in Capital Reserve /Interest Deposit to Capital Reserve	1,000.00	
307	Less: Budgeted Withdrawal from Cap Reserve		<u>235,800.00</u>
764	Maintenance Reserve	185,000.00	
606	Add: Increase in Maintenance Reserve	<u>100.00</u>	<u>185,100.00</u>
766	Emergency Reserve	178,600.00	
607	Add: Increase in Current Expense Emergency Reserve/Interest Deposits	<u>100.00</u>	<u>178,700.00</u>
75X,76x	Other Reserves	<u>.00</u>	<u>599,600.00</u>
	<b>Total Reserved Fund Balance:</b>		
303	Unappropriated:		
	Budgeted Fund Balance	(422,253.00)	
770	Fund Balance	<u>1,052,543.59</u>	
	<b>Total Unappropriated:</b>		<u>630,290.59</u>
	<b>Total Liabilities and Fund Balance</b>		<u><b>3,666,750.10</b></u>

REPORT OF THE SECRETARY TO THE BOARD OF EDUCATION  
Bradley Beach Board of Education  
2023-24 March

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10 General Fund

Recapitulation of Budgeted Fund Balance

	Budgeted	Actual	Variance
Appropriations	7,624,933.90	7,272,867.87	352,066.03
Revenues	(7,197,709.00)	(7,197,918.13)	(-209.13)
	<b>427,224.90</b>	<b>74,949.74</b>	<b>352,275.16</b>
Change in Capital Reserve:			
Plus: Increase in Capital Reserve /Interest Deposit to Capital Reserve (604)	1,000.00	1,000.00	.00
Less: Budgeted Withdrawal from Cap Reserve (307)	1,000.00	1,000.00	.00
Change in Maintenance Reserve:			
Plus: Increase in Maintenance Reserve (606)	100.00	100.00	.00
Less: Increase in Current Expense Emergency Reserve/Interest Deposits (607)	100.00	100.00	.00
Less: Reserve for Encumbrances: Prior Budgeted Fund Balance:	6,171.90	6,171.90	.00
	<b>422,253.00</b>	<b>69,977.84</b>	<b>352,275.16</b>

10 General Fund

Interim Statements Comparing  
 Budget Revenue with Actual to Date and  
 Appropriations with Expenditures and Encumbrances to Date

Revenue/sources of funds	Budgeted Estimated	Actual To Date	Unrealized Balance
1XXX From Local Sources	6,736,612.00	6,736,821.13	-209.13
3XXX From State Sources	461,097.00	461,097.00	.00
	<b>7,197,709.00</b>	<b>7,197,918.13</b>	<b>-209.13</b>
<b>Expenditures</b>	<b>Appropriations</b>	<b>Expenditures</b>	<b>Encumbrances</b>
			<b>Available Balance</b>
<b>General Current Expenses</b>			
11-1xx-100-xxx Regular Programs	2,311,933.00	1,569,833.55	614,310.10
11-2xx-100-xxx Special Education	1,000.00	.00	.00
11-240-100-xxx Bilingual Education	144,312.00	95,947.31	40,449.10
11-401-100-xxx School-sponsored Co/Extra-Curricular Activities	36,704.00	24,411.63	.00
11-402-100-xxx School-sponsored Athletics	48,315.00	33,069.29	2,055.43
	2,542,264.00	1,723,261.78	656,814.63
<b>Undistributed Expenditures</b>			
11-xxx-xxx-2xx Personal Services - Employee Benefits	600,565.00	410,682.03	140,756.60
11-000-xxx-xxx Other	4,441,428.90	3,020,003.78	1,280,723.30
	5,041,993.90	3,430,685.81	1,421,479.90
<b>Capital Outlay</b>			
12-000-4xx-xxx Facilities Acquisition and Construction Services	21,662.00	15,163.40	6,498.60
	21,662.00	15,163.40	6,498.60
<b>Special Schools</b>			
	.00	.00	.00
<b>Other</b>			
11-* Other General Current Expense	19,014.00	18,963.75	.00
	19,014.00	18,963.75	.00
	<b>7,624,933.90</b>	<b>5,188,074.74</b>	<b>2,084,793.13</b>
			<b>352,066.03</b>

10 General Fund

Schedule Of Revenues  
 Actual Compared with Estimated

	Estimated	Actual	Unrealized
<b>Revenues from Local Sources</b>			
10-1210 Ad Valorem Taxes - Local Tax Levy	6,706,612.00	6,706,612.00	.00
10-1310 Tuition From Individuals	15,250.00	2,287.50	12,962.50
10-1510 Interest On Investments	1,200.00	1,200.00	.00
10-1990 Miscellaneous Revenue from Local Sources	13,550.00	26,721.63	-13,171.63
	<u>6,736,612.00</u>	<u>6,736,821.13</u>	<u>-209.13</u>
<b>Revenues from State Sources</b>			
10-3121 Categorical Transportation Aid	85,575.00	85,575.00	.00
10-3132 Categorical Special Education Aid	221,110.00	221,110.00	.00
10-3177 Categorical Security Aid	134,097.00	134,097.00	.00
10-3178 Adjustment Aid	20,315.00	20,315.00	.00
	<u>461,097.00</u>	<u>461,097.00</u>	<u>.00</u>
	<u>7,197,709.00</u>	<u>7,197,918.13</u>	<u>-209.13</u>



10 General Fund

Statement of Appropriations  
 Compared with Expenditures and Encumbrances

	Appropriations	Expenditures	Encumbrances	Available Balance
<b>Regular Programs - Instruction</b>				
11-105-100-101 Preschool - Salaries of Teachers	98,975.00	68,982.50	29,392.50	600.00
11-105-100-936 Local Contribution - Transfer to Special Revenue Fund - Inclusion	58,676.00	58,676.00	.00	.00
11-110-100-101 Kindergarten - Salaries of Teachers	166,850.00	112,035.00	47,205.00	7,610.00
11-120-100-101 Grades 1-5 - Salaries of Teachers	1,022,646.00	650,531.32	272,875.38	99,239.30
11-130-100-101 Grades 6-8 - Salaries of Teachers	767,191.00	535,908.99	227,673.84	3,608.17
11-110-100-270 Health Benefits	563,342.00	385,323.32	132,531.44	45,487.24
	2,677,680.00	1,811,457.13	709,678.16	156,544.71
<b>Regular Programs - Home Instruction</b>				
11-150-100-101 Salaries of Teachers	1,000.00	.00	.00	1,000.00
	1,000.00	.00	.00	1,000.00
<b>Regular Programs - Undistributed Instruction</b>				
11-190-100-500 Other Purchased Services (400-500 series)	13,405.00	2,183.00	10,675.00	547.00
11-190-100-610 General Supplies	133,640.00	108,011.73	11,479.77	14,148.50
11-190-100-800 Other Objects	49,550.00	33,505.01	15,008.61	1,036.38
11-190-100-260 Workmen's Compensation	3,095.00	2,094.43	.00	1,000.57
	199,690.00	145,794.17	37,163.38	16,732.45
<b>Special Education - Home Instruction</b>				
11-219-100-101 Salaries of Teachers	1,000.00	.00	.00	1,000.00
	1,000.00	.00	.00	1,000.00
<b>Bilingual Education - Instruction</b>				
11-240-100-101 Salaries of Teachers	143,512.00	95,671.06	40,323.88	7,517.06
11-240-100-610 General Supplies	800.00	276.25	125.22	398.53
11-240-100-270 Health Benefits	34,128.00	23,264.28	8,225.16	2,638.56
	178,440.00	119,211.59	48,674.26	10,554.15
<b>School - Sponsored Co-curricular and Extra-curricular Activities</b>				
11-401-100-100 Salaries	36,354.00	24,157.00	.00	12,197.00
11-401-100-600 Supplies and Materials	350.00	254.63	.00	95.37
	36,704.00	24,411.63	.00	12,292.37

School - Sponsored Athletics

Report of the Secretary to the Board of Education  
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	Appropriations	Expenditures	Encumbrances	Available Balance
11-402-100-100				
Salaries	28,815.00	20,540.80	.00	8,274.20
11-402-100-500				
Purchased Services (300-500 series)	15,000.00	10,600.00	.00	4,400.00
11-402-100-600				
Supplies and Materials	4,500.00	1,928.49	2,055.43	516.08
	48,315.00	33,069.29	2,055.43	13,190.28
<b>Summer School</b>				
11-422-100-178				
Salaries of Teacher Tutors	19,014.00	18,963.75	.00	50.25
	19,014.00	18,963.75	.00	50.25
<b>UNDISTRIBUTED EXPENDITURES</b>				
<b>Instruction</b>				
11-000-100-561				
Tuition to Other LEAs Within the State-Regular	1,213,808.00	757,430.51	437,713.94	18,663.55
11-000-100-562				
Tuition to Other LEAs Within the State-Special	253,326.00	148,065.56	96,446.40	8,814.04
11-000-100-563				
Tuition to County Vocational School District - Regular	88,488.00	34,290.30	54,197.70	.00
11-000-100-564				
Tuition to County Vocational School District - Special	19,662.00	19,662.00	.00	.00
11-000-100-566				
Tuition to APSSD Within the State	77,102.00	51,401.00	25,700.50	.50
	1,652,386.00	1,010,849.37	614,058.54	27,478.09
<b>Attendance and Social Work Services</b>				
11-000-211-100				
Salaries	66,542.00	46,421.79	14,395.08	5,725.13
11-000-211-173				
Salaries of Family Liaisons/Community Parent Involvement Specialists	7,370.00	547.52	.00	6,822.48
11-000-211-220				
Social Security Contributions	6,046.00	387.51	5,658.49	.00
11-000-211-600				
Supplies and Materials	1,300.00	871.13	329.30	99.57
	81,258.00	48,227.95	20,382.87	12,647.18
<b>Health Services</b>				
11-000-213-100				
Salaries	72,600.00	51,212.50	20,437.50	950.00
11-000-213-220				
Social Security Contributions	715.00	.00	715.00	.00
11-000-213-270				
Health Benefits	12,000.00	8,142.16	3,393.64	464.20
11-000-213-300				
Purchased Professional and Technical Services	4,850.00	2,600.00	750.00	1,500.00
11-000-213-600				
Supplies and Materials	3,450.00	3,062.08	272.19	115.73
11-000-213-800				
Other Objects	325.00	314.86	10.14	.00
	93,940.00	65,331.60	25,578.47	3,029.93
<b>Speech/Occupational Therapy/Physical Therapy and Related Services</b>				
11-000-216-100				
Salaries	67,333.00	47,133.10	20,199.90	.00
11-000-216-320				
Purchased Professional - Educational Services	48,385.00	22,932.92	24,572.56	879.52
11-000-216-600				
Supplies and Materials	400.00	374.63	22.96	2.41
11-000-216-270				
Health Benefits	41,399.00	30,522.01	9,523.34	1,353.65
	157,517.00	100,962.66	54,318.76	2,235.58

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	Appropriations	Expenditures	Encumbrances	Available Balance
<b>Extraordinary Services</b>				
11-000-217-100 Salaries	40,801.00	29,548.59	7,561.81	3,690.60
11-000-217-270 Health Benefits	15,792.00	12,546.83	840.57	2,404.60
	56,593.00	42,095.42	8,402.38	6,095.20
<b>Guidance Services</b>				
11-000-218-104 Salaries of Other Professional Staff	63,972.00	44,775.22	19,189.38	7.40
11-000-218-270 Health Benefits	17,525.00	11,347.34	5,704.56	473.10
11-000-218-600 Supplies and Materials	400.00	304.22	33.96	61.82
	81,897.00	56,426.78	24,927.90	542.32
<b>Child Study Teams</b>				
11-000-219-104 Salaries of Other Professional Staff	129,355.00	90,926.98	35,625.54	2,802.48
11-000-219-320 Purchased Professional - Educational Services	1,000.00	600.00	.00	400.00
11-000-219-600 Supplies and Materials	11,750.00	9,487.46	2,244.70	17.84
11-000-219-800 Other Objects	2,250.00	1,693.64	431.64	124.72
11-000-219-270 Health Benefits	74,413.00	54,034.94	15,998.16	4,379.90
	218,768.00	156,743.02	54,300.04	7,724.94
<b>Improvement of Instruction Services</b>				
11-000-221-102 Salaries of Supervisor of Instruction	104,515.00	78,386.22	26,128.78	.00
11-000-221-104 Salaries of Other Professional Staff	11,400.00	11,197.50	.00	202.50
11-000-221-105 Salaries of Secretaries and Clerical Assistants	19,530.00	13,833.75	4,882.50	813.75
11-000-221-220 Social Security Contributions	1,771.00	.00	1,771.00	.00
11-000-221-600 Supplies and Materials	1,450.05	1,450.05	.00	4.95
11-000-221-800 Other Objects	1,325.00	1,325.00	.00	.00
	139,996.00	106,192.52	32,782.28	1,021.20
<b>Educational Media/Library Services</b>				
11-000-222-177 Salaries of Technology Coordinators	79,447.00	59,583.78	19,863.22	.00
11-000-222-220 Social Security Contributions	4,924.00	.00	4,924.00	.00
11-000-222-270 Health Benefits	40,246.00	29,373.10	9,504.80	1,368.10
11-000-222-320 Purchased Professional and Technical Services	1,720.00	1,000.00	720.00	.00
	126,337.00	89,956.88	35,012.02	1,368.10
<b>Instructional Staff Training Services</b>				
11-000-223-320 Purchased Professional - Educational Services	11,250.00	10,515.00	256.87	478.13
11-000-223-580 Travel - All Other	2,300.00	2,245.00	15.00	40.00
	13,550.00	12,760.00	271.87	518.13
<b>Support Services - General Administration</b>				
11-000-230-100 Salaries	173,297.00	129,689.46	43,607.54	.00



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	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-230-331	7,000.00	3,997.50	1,007.50	1,995.00
11-000-230-332	26,500.00	26,500.00	.00	.00
11-000-230-334	24,320.00	454.44	23,857.15	8.41
11-000-230-339	21,293.00	19,401.50	1,850.00	41.50
11-000-230-530	8,903.00	6,841.98	1,309.45	751.57
11-000-230-585	5,300.00	5,066.22	150.00	83.78
11-000-230-590	3,700.00	2,390.00	424.00	886.00
11-000-230-610	6,780.00	5,426.53	1,325.53	27.94
11-000-230-890	4,560.00	4,402.78	110.13	47.09
11-000-230-895	4,028.00	4,027.21	.00	.79
	285,681.00	208,197.62	73,641.30	3,842.08
<b>Support Services - School Administration</b>				
11-000-240-103	9,391.00	7,042.50	2,348.50	.00
11-000-240-600	200.00	160.00	.00	40.00
11-000-240-800	1,000.00	860.00	.00	140.00
	10,591.00	8,062.50	2,348.50	180.00
<b>Central Services</b>				
11-000-251-100	165,168.00	126,215.88	36,864.75	2,087.37
11-000-251-330	335.00	335.00	.00	.00
11-000-251-340	22,020.00	21,870.00	150.00	.00
11-000-251-600	3,115.00	2,329.00	762.80	23.20
11-000-251-890	3,200.00	1,968.26	1,159.24	72.50
	193,838.00	152,718.14	38,936.79	2,183.07
<b>Administrative Information Technology</b>				
11-000-252-100	12,500.00	9,376.47	3,123.53	.00
11-000-252-600	4,500.00	4,124.01	3.31	372.68
	17,000.00	13,500.48	3,126.84	372.68
<b>Required Maintenance for School Facilities</b>				
11-000-261-420	140,680.00	128,417.38	9,607.38	2,655.24
11-000-261-610	13,171.90	9,761.77	555.03	2,855.10
11-000-261-800	35,009.00	33,542.04	1,370.00	96.96
	188,860.90	171,721.19	11,532.41	5,607.30
<b>Custodial Services</b>				
11-000-262-100	177,965.00	129,485.15	44,741.25	3,738.60
11-000-262-107	19,798.00	18,581.23	.00	1,216.77

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	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-262-220				
11-000-262-260	17,515.00	10,888.44	6,626.56	.00
11-000-262-270	40,394.00	40,394.00	.00	.00
11-000-262-300	59,530.00	43,396.47	14,391.43	1,742.10
11-000-262-490	7,400.00	1,950.00	840.00	4,610.00
11-000-262-520	5,150.00	4,566.17	583.83	.00
11-000-262-610	74,087.00	65,737.67	.00	8,349.33
11-000-262-621	12,000.00	9,018.73	.00	2,981.27
11-000-262-622	45,000.00	29,782.16	12,217.84	3,000.00
	48,000.00	25,026.87	19,973.13	3,000.00
	506,839.00	378,826.89	99,374.04	28,638.07
<b>Security</b>				
11-000-266-420	9,600.00	8,737.70	471.40	390.90
11-000-266-610	400.00	.00	.00	400.00
	10,000.00	8,737.70	471.40	790.90
<b>Student Transportation Services</b>				
11-000-270-160	48,578.00	36,433.94	12,144.06	.00
11-000-270-503	14,308.00	4,660.00	4,660.00	4,988.00
11-000-270-512	100.00	70.00	.00	30.00
11-000-270-513	87,151.00	52,130.25	32,402.26	2,618.49
11-000-270-515	86,063.00	46,150.25	39,912.67	.08
11-000-270-517	29,860.00	16,981.83	8,028.17	4,850.00
11-000-270-518	18,685.00	12,700.29	4,884.24	1,100.47
	284,745.00	169,126.56	102,031.40	13,587.04
<b>Personnel Services - Unallocated Employee Benefits</b>				
11-000-291-220	40,246.00	40,246.00	.00	.00
11-000-291-241	110,702.00	104,407.41	2,025.59	4,269.00
11-000-291-260	5,000.00	2,094.44	.00	2,905.56
11-000-291-270	94,308.00	68,218.65	20,823.90	5,265.45
11-000-291-280	6,000.00	4,600.00	.00	1,400.00
11-000-291-290	9,000.00	.00	.00	9,000.00
	265,256.00	219,566.50	22,849.49	22,840.01
<b>Facilities Acquisition and Construction Services</b>				
12-000-400-896	21,662.00	15,163.40	6,498.60	.00
	21,662.00	15,163.40	6,498.60	.00

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	Appropriations	Expenditures	Encumbrances	Available Balance
<b>Other Uses</b>				
11-000-500-561 Transfer of Funds to Charter Schools	56,376.00	.00	56,376.00	.00
Equipment	56,376.00	.00	56,376.00	.00
Contribution (Transfer) of Funds to Charter Schools	.00	.00	.00	.00
General Fund	7,624,933.90	5,188,074.74	2,084,793.13	352,066.03

*Daniel J. [Signature]*  
 School Business Administrator Signature

*4/10/24*  
 Date







**20 Special Revenue Fund**  
**Recapitulation of Budgeted Fund Balance**

	Budgeted	Actual	Variance
Appropriations	1,559,723.89	1,349,529.01	210,194.88
Revenues	(1,559,723.89)	(813,648.63)	(746,075.26)
	<b>.00</b>	<b>535,880.38</b>	<b>(535,880.38)</b>
Less: Reserve for Encumbrances: Prior Budgeted Fund Balance:	<b>.00</b>	<b>535,880.38</b>	<b>-535,880.38</b>



**20 Special Revenue Fund**

**Interim Statements Comparing**

**Budget Revenue with Actual to Date and**

**Appropriations with Expenditures and Encumbrances to Date**

Revenue/sources of funds	Budgeted Estimated	Actual To Date	Unrealized Balance
1XXX From Local Sources	2,105.00	2,105.00	.00
3XXX From State Sources	386,202.00	386,202.00	.00
4XXX From Federal Sources	1,112,740.89	366,665.63	746,075.26
5XXX From Other Sources	58,676.00	58,676.00	.00
	<b>1,559,723.89</b>	<b>813,648.63</b>	<b>746,075.26</b>
<b>Expenditures</b>	<b>Appropriations</b>	<b>Expenditures</b>	<b>Encumbrances</b>
20* Local Projects			Available Balance
20-218-xxx-xxx Other Special Revenue Fund	2,105.00	2,095.97	9.03
20-492-xxx-xxx State Projects	2,105.00	2,095.97	9.03
20-218-xxx-xxx Preschool Education Aid	440,070.00	332,558.58	105,239.24
20-492-xxx-xxx SDA Emergent Needs and Capital Maint	4,808.00	.00	.00
	444,878.00	332,558.58	105,239.24
<b>Federal Projects</b>			
20-23x-xxx-xxx ESSA Title I, Part A	86,196.00	51,264.76	21,970.24
20-24x-xxx-xxx ESSA Title III	10,614.00	3,672.90	1,574.10
20-25x-xxx-xxx I.D.E.A. Part B	131,086.52	70,520.54	38,324.98
20-27x-xxx-xxx ESSA Title IIA / IID	16,632.00	4,822.94	7,631.50
20-28x-xxx-xxx ESSA Title IV	14,283.00	9,000.00	4,490.00
20-483-xxx-xxx CRRSA Act-ESSER II Grant Program	13,709.05	13,709.05	.00
20-484-xxx-xxx CRRSA Act-Learning Acceleration Grant Program	1,500.00	1,500.00	.00
20-487-xxx-xxx ARP-ESSER Grant Program	752,156.00	224,682.86	408,844.30
20-488-xxx-xxx ARP ESSER Subgrant (ALCES)	11,339.13	10,839.13	500.00
20-489-xxx-xxx ARP ESSER Subgrant (EBSLEA)	40,000.00	14,621.74	1,661.91
20-490-xxx-xxx ARP Evidence Based Learning Beyond the Sch Day	30,864.84	14,383.76	1,251.13
20-491-xxx-xxx ARP ESSER Subgrant (NJTSS)	4,360.35	3,052.28	1,308.07
	1,112,740.89	422,069.96	487,556.23
	<b>1,559,723.89</b>	<b>756,724.51</b>	<b>592,804.50</b>
			<b>210,194.88</b>

**20 Special Revenue Fund**

**Schedule Of Revenues**

**Actual Compared with Estimated**

	Estimated	Actual	Unrealized
<b>Revenues from Local Sources</b>			
20-1000 Revenue from Local Sources	2,105.00	2,105.00	.00
	2,105.00	2,105.00	.00
<b>Revenues from State Sources</b>			
20-3218 Preschool Education Aid and Prior Year Carryover	381,394.00	381,394.00	.00
20-3257 SDA Emergent Needs and Capital Maint in School Districts	4,808.00	4,808.00	.00
	386,202.00	386,202.00	.00
<b>Revenues from Federal Sources</b>			
20-4411 Title I-Part A	86,196.00	43,941.60	42,254.40
20-4420 I.D.E.A. Part B	131,086.52	63,549.29	67,537.23
20-4451 Title II-A	16,632.00	2,628.00	14,004.00
20-4471 Title IV - Part A - Student Support and Acad Enrichment	14,283.00	3,595.00	10,688.00
20-4491 Title III	10,614.00	3,148.00	7,466.00
20-4534 CRRSA Act - ESSER II	13,709.05	13,709.05	.00
20-4535 CRRSA Act - Learning Acceleration Grant	1,500.00	1,500.00	.00
20-4540 ARP-ESSR	752,156.00	197,098.69	555,057.31
20-4541 ARP ESSER Accelerated Learning Coaching/Ed Support	11,339.13	8,940.00	2,399.13
20-4542 ARP ESSER Eyd-Based Sum Learning & Enrichment Act	40,000.00	14,622.00	25,378.00
20-4543 ARP ESSER Eyd-Based Comp Beyond the School Day Act	30,864.84	11,318.00	19,546.84
20-4544 ARP ESSER NJTSS Mental Health Support Staffing	4,360.35	2,616.00	1,744.35
	1,112,740.89	366,665.63	746,075.26
<b>Revenues from Other Financing Sources</b>			
20-5200 Interfund Transfers	58,676.00	58,676.00	.00
	58,676.00	58,676.00	.00
	<b>1,559,723.89</b>	<b>813,648.63</b>	<b>746,075.26</b>

**20 Special Revenue Fund**  
**Statement of Appropriations**  
**Compared with Expenditures and Encumbrances**

	Appropriations	Expenditures	Encumbrances	Available Balance
<b>Other Local Projects</b>				
Program Expenditures	2,105.00	2,095.97	9.03	.00
	2,105.00	2,095.97	9.03	.00
<b>Preschool Education</b>				
Salaries of Teachers	149,443.00	106,225.00	43,218.00	.00
Other Salaries for Instruction	111,324.00	76,256.94	35,067.06	.00
General Supplies	7,770.00	4,356.34	3,413.66	272.18
Salaries of Supervisors of Instruction	57,000.00	42,750.00	14,250.00	.00
Salaries of Other Professional Staff	25,209.00	17,646.30	7,562.70	.00
Personal Services - Employee Benefits	82,324.00	82,324.00	.00	.00
Other Purchased Professional Services	7,000.00	3,000.00	2,000.00	2,000.00
	440,070.00	332,558.58	105,239.24	2,272.18
<b>ESSA Title I, Part A</b>				
Salaries of Teachers	69,470.00	48,629.00	20,841.00	.00
Employee Benefits	16,726.00	2,635.76	1,129.24	12,961.00
	86,196.00	51,264.76	21,970.24	12,961.00
<b>ESSA Title III</b>				
Salaries of Teachers	5,247.00	3,672.90	1,574.10	.00
Instructional Supplies	1,288.00	.00	.00	1,288.00
Employee Benefits	3,358.00	.00	.00	3,358.00
Other Purchased Services	300.00	.00	.00	300.00
Supplies and Materials	100.00	.00	.00	100.00
	10,293.00	3,672.90	1,574.10	5,046.00
<b>ESSA Title III</b>				
Program Expenditures	321.00	.00	.00	321.00
	321.00	.00	.00	321.00
<b>IDEA Part B</b>				
Salaries of Teachers	33,000.00	23,100.00	9,900.00	.00
Salaries - Other	55,662.00	35,067.06	20,594.94	.00
Employee Benefits	25,378.00	2,682.65	1,575.35	21,120.00
Professional Technical Services	7,777.00	2,966.67	4,810.33	.00
	121,817.00	63,816.38	36,880.62	21,120.00



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	Appropriations	Expenditures	Encumbrances	Available Balance
<b>IDEA Part B</b>				
20-251-200-320 Program Expenditures	6,398.52	5,479.16	919.36	.00
	6,398.52	5,479.16	919.36	.00
<b>IDEA Part B</b>				
20-252-100-101 Salaries of Teachers	1,750.00	1,225.00	525.00	.00
20-252-200-200 Employee Benefits	1,121.00	.00	.00	1,121.00
	2,871.00	1,225.00	525.00	1,121.00
<b>ESSA Title IIA / IID</b>				
20-270-200-320 Program Expenditures	11,700.00	4,822.94	2,699.50	4,177.56
	11,700.00	4,822.94	2,699.50	4,177.56
<b>ESSA Title IIA / IID</b>				
20-271-200-320 Program Expenditures	4,932.00	.00	4,932.00	.00
	4,932.00	.00	4,932.00	.00
<b>ESSA Title IV</b>				
20-280-100-600 Instructional Supplies	1,000.00	.00	207.00	793.00
20-280-200-320 Professional Technical Services	8,500.00	8,500.00	.00	.00
20-280-200-580 Other Purchased Services	500.00	500.00	.00	.00
	10,000.00	9,000.00	207.00	793.00
<b>ESSA Title IV</b>				
20-281-200-320 Program Expenditures	4,283.00	.00	4,283.00	.00
	4,283.00	.00	4,283.00	.00
<b>CRRSA Act-ESSER II Grant Program</b>				
20-483-100-101 Program Expenditures	13,709.05	13,709.05	.00	.00
	13,709.05	13,709.05	.00	.00
<b>CRRSA Act-Learning Acceleration Grant Program</b>				
20-484-200-320 Program Expenditures	1,500.00	1,500.00	.00	.00
	1,500.00	1,500.00	.00	.00
<b>ARP-ESSER Grant Program</b>				
20-487-100-101 Program Expenditures	752,156.00	224,682.86	408,844.30	118,628.84
	752,156.00	224,682.86	408,844.30	118,628.84
<b>ARP ESSER Subgrant (ALCES)</b>				
20-488-200-320 Program Expenditures	11,339.13	10,839.13	500.00	.00
	11,339.13	10,839.13	500.00	.00
<b>ARP ESSER Subgrant (EBSLEA)</b>				
20-489-100-101 Program Expenditures	40,000.00	14,621.74	1,661.91	23,716.35
	40,000.00	14,621.74	1,661.91	23,716.35

Report of the Secretary to the Board of Education  
 Bradley Beach Board of Education  
 2023-24 March

	Appropriations	Expenditures	Encumbrances	Available Balance
<b>20-490-100-100</b>				
<b>ARP Evidence Based Learning Beyond the School Day</b>				
Program Expenditures	30,864.84	14,383.76	1,251.13	15,229.95
	30,864.84	14,383.76	1,251.13	15,229.95
<b>20-491-200-104</b>				
<b>ARP ESSER Subgrant (NJTSS)</b>				
Program Expenditures	4,360.35	3,052.28	1,308.07	.00
	4,360.35	3,052.28	1,308.07	.00
<b>20-492-200-420</b>				
<b>SDA Emergent Needs and Capital Maintenance in School Districts</b>				
Program Expenditures	4,808.00	.00	.00	4,808.00
	4,808.00	.00	.00	4,808.00
	<b>1,559,723.89</b>	<b>756,724.51</b>	<b>592,804.50</b>	<b>210,194.88</b>

*[Handwritten Signature]*  
 School Business Administrator Signature

4/10/24  
 Date

**30 Capital Projects Fund**  
**Assets and Liabilities**

<b>Assets</b>		
101	Cash	
<b>Resources</b>		
301	Estimated Revenues	
302	Revenues	<u>.00</u>
	<b>Total assets and resources:</b>	



**30 Capital Projects Fund**  
**Liabilities and Fund Equity**

<b>Liabilities</b>		_____	
			.00
<b>Fund Balance</b>			
	Appropriated		
	Reserve for Encumbrances		
753	Reserve for Encumbrances: Current		
754	Reserve for Encumbrances: Prior		
601	Appropriations		
602	Expenditures		
603	Encumbrances		
	Less: Expenditures and Encumbrances		
	Total Appropriations	_____	.00
	Reserved Fund Balance		
75X,76x	Other Reserves	_____	.00
	Total Reserved Fund Balance:		
	Unappropriated:		
303	Budgeted Fund Balance		
770	Fund Balance	_____	.00
	Total Unappropriated:		

**Total Liabilities and Fund Balance**

\_\_\_\_\_

**30 Capital Projects Fund**  
**Recapitulation of Budgeted Fund Balance**

	Budgeted	Actual	Variance
Appropriations	.00	.00	.00
Revenues	(.00)	(.00)	(.00)
	<u>.00</u>	<u>.00</u>	<u>.00</u>
Less: Reserve for Encumbrances: Prior			
Budgeted Fund Balance:	<u>.00</u>	<u>.00</u>	<u>.00</u>

**30 Capital Projects Fund**

**Interim Statements Comparing**

**Budget Revenue with Actual to Date and**

**Appropriations with Expenditures and Encumbrances to Date**

Revenue/sources of funds	Budgeted Estimated	Actual To Date	Unrealized Balance
	.00	.00	.00

Expenditures	Appropriations	Expenditures	Encumbrances	Available Balance



**30 Capital Projects Fund**

**Schedule Of Revenues**

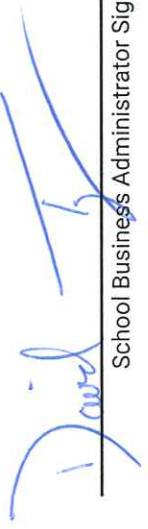
**Actual Compared with Estimated**

Estimated                      Actual                      Unrealized

\_\_\_\_\_ .00                      .00                      .00

30 Capital Projects Fund

Statement of Appropriations  
Compared with Expenditures and Encumbrances

Capital Projects Fund	Appropriations	Expenditures	Encumbrances	Available Balance
	.00	.00	.00	.00
				
	School Business Administrator Signature			
				4/15/24
				Date

**40 Debt Service Fund**

**Assets and Liabilities**

<b>Assets</b>		
101	Cash	9.57
121	Tax Levy Receivable	
<b>Resources</b>		
301	Estimated Revenues	
302	Revenues	.00
		<hr/>
	<b>Total assets and resources:</b>	<b>9.57</b>



40 Debt Service Fund

Liabilities and Fund Equity

<b>Liabilities</b>		_____
		.00
<b>Fund Balance</b>		
	Appropriated	
	Reserve for Encumbrances	
753	Reserve for Encumbrances: Current	
754	Reserve for Encumbrances: Prior	
601	Appropriations	
602	Expenditures	
603	Encumbrances	
	Less: Expenditures and Encumbrances	
	Total Appropriations	_____
		.00
	Reserved Fund Balance	
75X,76x	Other Reserves	_____
	Total Reserved Fund Balance:	.00
	Unappropriated:	
303	Budgeted Fund Balance	
770	Fund Balance	_____
	Total Unappropriated:	9.57
	<b>Total Liabilities and Fund Balance</b>	<u>9.57</u>

**40 Debt Service Fund**

**Recapitulation of Budgeted Fund Balance**

	Budgeted	Actual	Variance
Appropriations	.00	.00	.00
Revenues	(.00)	(.00)	(.00)
	<u>.00</u>	<u>.00</u>	<u>.00</u>
Less: Reserve for Encumbrances: Prior			
Budgeted Fund Balance:	<u>.00</u>	<u>.00</u>	<u>.00</u>

40 Debt Service Fund

Interim Statements Comparing  
 Budget Revenue with Actual to Date and  
 Appropriations with Expenditures and Encumbrances to Date

Revenue/sources of funds	Budgeted Estimated	Actual To Date	Unrealized Balance
	.00	.00	.00
<b>Expenditures</b>	<b>Appropriations</b>	<b>Expenditures</b>	<b>Encumbrances</b>
			<b>Available Balance</b>
40-701-510-xxx	.00	.00	.00
	.00	.00	.00
40-*	.00	.00	.00
	.00	.00	.00
	.00	.00	.00

**Repayment of Debt**  
 Repayment of Debt - Regular

**Other**  
 Other Debt Service Fund





40 Debt Service Fund

Statement of Appropriations  
 Compared with Expenditures and Encumbrances

	Appropriations	Expenditures	Encumbrances	Available Balance
Regular Debt Service	.00	.00	.00	.00
Debt Service Fund	.00	.00	.00	.00



School Business Administrator Signature



Date


REPORT OF THE TREASURER TO THE BRADLEY BEACH BOARD OF EDUCATION  
FOR THE MONTH ENDING

3/31/24

PAGE 1 OF 6

FUNDS	CASH BALANCE	CASH RECEIPTS THIS MONTH	CASH DISBURSEMENTS THIS MONTH	ENDING CASH BALANCE(1+2-3)
GENERAL FUND--FUND 10	\$1,722,378.32	\$710,408.18	\$692,589.63	\$1,740,196.87
SPECIAL REVENUE FUND--FUND 20	(\$71,816.89)	\$105,781.00	\$91,452.94	(\$57,488.83)
CAPITAL PROJECTS FUND--FUND 30	\$0.00	\$0.00	\$0.00	\$0.00
DEBT SERVICE FUND--FUND 40	\$9.57	\$0.00	\$0.00	\$9.57
TOTAL GOVERNMENTAL FUNDS	\$1,650,571.00	\$816,189.18	\$784,042.57	\$1,682,717.61
ENTERPRISE FUND--FUND 5X	\$46,986.80	\$12,932.58	\$30,189.93	\$29,729.45
PAYROLL	\$155.15	\$229,777.07	\$229,769.91	\$162.31
PAYROLL AGENCY	\$132,437.99	\$195,804.51	\$172,262.87	\$155,979.63
UNEMPLOYMENT TRUST	\$45,577.57	\$32.13	\$0.00	\$45,609.70
TOTAL TRUST & AGENCY FUNDS	\$178,170.71	\$425,613.71	\$402,032.78	\$201,751.64
TOTAL ALL FUNDS	\$1,875,728.51	\$1,254,735.47	\$1,216,265.28	\$1,914,198.70

PREPARED &amp; SUBMITTED BY

 4/15/2024  
TREASURER OF SCHOOL MONIES DATE



BRADLEY BEACH BOARD OF EDUCATION BANK RECONCILIATION--CASH ACCOUNT

BANK: BANK OF AMERICA

ACCOUNT #726-0100062

STATEMENT DATE: 3/31/24

BALANCE PER BANK

\$1,709,956.10

ADDITIONS: DEPOSITS IN TRANSIT	DATE	AMOUNT
REIMBURSEMENT DUE FOR		\$0.00
		\$0.00
		\$0.00

TOTAL DEPOSITS IN TRANSIT \$0.00

DEDUCTIONS: OUTSTANDING CHECKS	AMOUNT
	\$27,238.47
OTHER	\$0.00
OTHER	\$0.02
TOTAL DEDUCTIONS	\$27,238.49

NET RECONCILING ITEMS (\$27,238.49)  
 ADJUSTED BALANCE PER BANK

\$1,682,717.61

BALANCE PER BOARD SECRETARY'S RECORDS AS OF \_\_\_\_\_

RECONCILING ITEMS:

ADDITIONS

INTEREST EARNED \_\_\_\_\_

OTHER (EXPLAIN) \_\_\_\_\_

TOTAL ADDITIONS \_\_\_\_\_

DEDUCTIONS

BANK CHARGES \_\_\_\_\_

OTHER (EXPLAIN) \_\_\_\_\_

TOTAL DEDUCTIONS \_\_\_\_\_

NET RECONCILING ITEMS \_\_\_\_\_

ADJUSTED BOARD SECRETARY'S BALANCE AS OF \_\_\_\_\_

BANK OF AMERICA CERTIFICATES OF DEPOSIT: \$0.00

BRADLEY BEACH BOARD OF EDUCATION BANK RECONCILIATION--PAYROLL/AGENCY

BANK: BANK OF AMERICA

ACCOUNT #726-0102200

STATEMENT DATE: 3/31/24

BALANCE PER BANK

\$161,869.11

ADDITIONS: DEPOSITS IN TRANSIT	DATE	AMOUNT
		\$0.00
		\$0.00
		\$0.00

TOTAL DEPOSITS IN TRANSIT \$0.00

DEDUCTIONS: OUTSTANDING CHECKS	AMOUNT
	\$5,889.48
OTHER	\$0.00
TOTAL DEDUCTIONS	\$5,889.48

NET RECONCILING ITEMS (\$5,889.48)  
 ADJUSTED BALANCE PER BANK

\$155,979.63

BALANCE PER BOARD SECRETARY'S RECORDS AS OF \_\_\_\_\_

RECONCILING ITEMS:

ADDITIONS

INTEREST EARNED \_\_\_\_\_

OTHER (EXPLAIN) \_\_\_\_\_

TOTAL ADDITIONS \_\_\_\_\_

DEDUCTIONS

BANK CHARGES \_\_\_\_\_

OTHER (EXPLAIN) \_\_\_\_\_

TOTAL DEDUCTIONS \_\_\_\_\_

NET RECONCILING ITEMS \_\_\_\_\_

ADJUSTED BOARD SECRETARY'S BALANCE AS OF \_\_\_\_\_

BRADLEY BEACH BOARD OF EDUCATION BANK RECONCILIATION--PAYROLL ACCOUNT

BANK: BANK OF AMERICA  
ACCOUNT #726-0100089

STATEMENT DATE: 3/31/24

BALANCE PER BANK			\$2,806.33
ADDITIONS: DEPOSITS IN TRANSIT	DATE	AMOUNT	
		\$0.00	
		\$0.00	
		\$0.00	
TOTAL DEPOSITS IN TRANSIT		\$0.00	
		AMOUNT	
DEDUCTIONS: OUTSTANDING CHECKS		\$2,644.02	
OTHER		\$0.00	
TOTAL DEDUCTIONS		\$2,644.02	
NET RECONCILING ITEMS		(\$2,644.02)	
ADJUSTED BALANCE PER BANK			\$162.31

BALANCE PER BOARD SECRETARY'S RECORDS AS OF \_\_\_\_\_

RECONCILING ITEMS:

ADDITIONS		
INTEREST EARNED	_____	
OTHER (EXPLAIN)	_____	
TOTAL ADDITIONS		_____
DEDUCTIONS		
BANK CHARGES	_____	
OTHER (EXPLAIN)	_____	
TOTAL DEDUCTIONS		_____
NET RECONCILING ITEMS		_____
ADJUSTED BOARD SECRETARY'S BALANCE AS OF	_____	_____

BRADLEY BEACH BOARD OF EDUCATION BANK RECONCILIATION--UNEMPLOYMENT INSURANCE

BANK: BANK OF AMERICA  
ACCOUNT #726-0101875

STATEMENT DATE: 3/31/24

BALANCE PER BANK			\$45,609.70
ADDITIONS: DEPOSITS IN TRANSIT	DATE	AMOUNT	
		\$0.00	
		\$0.00	
		\$0.00	
TOTAL DEPOSITS IN TRANSIT		\$0.00	
		AMOUNT	
DEDUCTIONS: OUTSTANDING CHECKS		\$0.00	
OTHER		\$0.00	
TOTAL DEDUCTIONS		\$0.00	
NET RECONCILING ITEMS		\$0.00	
ADJUSTED BALANCE PER BANK			\$45,609.70

BALANCE PER BOARD SECRETARY'S RECORDS AS OF \_\_\_\_\_

RECONCILING ITEMS:

ADDITIONS		
INTEREST EARNED	_____	
OTHER (EXPLAIN)	_____	
TOTAL ADDITIONS		_____
DEDUCTIONS		
BANK CHARGES	_____	
OTHER (EXPLAIN)	_____	
TOTAL DEDUCTIONS		_____
NET RECONCILING ITEMS		_____
ADJUSTED BOARD SECRETARY'S BALANCE AS OF	_____	_____

BRADLEY BEACH BOARD OF EDUCATION BANK RECONCILIATION--CAFETERIA ACCT.  
BANK: BANK OF AMERICA  
ACCOUNT #726-0101344

STATEMENT DATE: 3/31/24

BALANCE PER BANK \$29,729.45

ADDITIONS: DEPOSITS IN TRANSIT	DATE	AMOUNT
		\$0.00
		\$0.00
		\$0.00
TOTAL DEPOSITS IN TRANSIT		\$0.00

	AMOUNT
DEDUCTIONS: OUTSTANDING CHECKS	\$0.00
	\$0.00
OTHER	\$0.00
TOTAL DEDUCTIONS	\$0.00

NET RECONCILING ITEMS	\$0.00	
ADJUSTED BALANCE PER BANK		\$29,729.45

BALANCE PER BOARD SECRETARY'S RECORDS AS OF \_\_\_\_\_

RECONCILING ITEMS:

ADDITIONS

INTEREST EARNED \_\_\_\_\_

OTHER (EXPLAIN) \_\_\_\_\_

TOTAL ADDITIONS \_\_\_\_\_

DEDUCTIONS

BANK CHARGES \_\_\_\_\_

OTHER (EXPLAIN) \_\_\_\_\_

TOTAL DEDUCTIONS \_\_\_\_\_

NET RECONCILING ITEMS \_\_\_\_\_



OUTSTANDING CHECKS AS OF 3/31/24  
SALARY CASH ACCOUNT #726-0100089

CHECK #	AMOUNT	CHECK #	AMOUNT
37454	\$632.50		
37461	\$2,011.52		

GRAND TOTAL, SALARY ACCOUNT

\$2,644.02

OUTSTANDING CHECKS AS OF 3/31/24  
CASH ACCOUNT #726-0100062

CHECK #	AMOUNT	CHECK #	AMOUNT
21675	\$29.75		
21706	\$197.00		
21763	\$511.00		
22135	\$109.96		
22163	\$46.44		
22174	\$582.50		
22190	\$582.50		
22192	\$582.50		
22195	\$4,200.00		
22198	\$3,612.50		
22220	\$60.00		
22222	\$650.00		
22240	\$9,500.00		
22242	\$675.00		
22243	\$3,782.50		
22248	\$1,873.80		
22249	\$243.02		

OUTSTANDING CHECKS AS OF 3/31/24  
PAYROLL/AGENCY ACCOUNT # 0072-6010-2200

CHECK #	AMOUNT	CHECK #	AMOUNT
7557	\$122.78		
7558	\$5,276.50		
7559	\$490.20		

Appropriation Adjustments and Transfers for 2023-24 03/29/2024 - 03/31/2024

[Adjustment] Tx: 28563 to record March 2024 Budget transfers

Date	Fund	Act #	Act Desc	Type	Pre	Adjustment	Post
3/29/2024	11	11-000-100-561-00	Tuition to other LEAs w/i state regular	Adjustment	1,227,856.00	-10,500.00	1,217,356.00
3/29/2024	11	11-000-100-561-00	Tuition to other LEAs w/i state regular	Adjustment	1,217,356.00	-3,548.00	1,213,808.00
3/29/2024	11	11-000-211-173-00	Salaries of Translation/Interpret	Adjustment	7,570.00	-200.00	7,370.00
3/29/2024	11	11-000-211-600-00	Supplies Attendance	Adjustment	1,100.00	200.00	1,300.00
3/29/2024	11	11-000-217-100-00	Salaries	Adjustment	31,551.00	1,000.00	32,551.00
3/29/2024	11	11-000-217-100-01	Sub Salaries	Adjustment	4,250.00	4,000.00	8,250.00
3/29/2024	11	11-000-230-331-00	Legal services	Adjustment	6,000.00	1,000.00	7,000.00
3/29/2024	11	11-000-230-334-00	Architectural/Engineering Service	Adjustment	18,100.00	220.00	18,320.00
3/29/2024	11	11-000-230-610-00	General Supplies	Adjustment	7,000.00	-220.00	6,780.00
3/29/2024	11	11-000-251-100-00	Salaries: Business Office	Adjustment	162,168.00	3,000.00	165,168.00
3/29/2024	11	11-000-251-600-00	Supplies and materials	Adjustment	2,815.00	300.00	3,115.00
3/29/2024	11	11-000-251-890-00	Miscellaneous expenditures	Adjustment	3,500.00	-300.00	3,200.00
3/29/2024	11	11-000-500-561-00	Transfer of funds to charter school	Adjustment	52,828.00	3,548.00	56,376.00
3/29/2024	11	11-110-100-101-01	Sub. Salaries - KDG	Adjustment	2,000.00	500.00	2,500.00
3/29/2024	11	11-120-100-101-00	Salaries: Teachers Grades 1-5	Adjustment	1,025,146.00	-5,000.00	1,020,146.00
3/29/2024	11	11-120-100-101-00	Salaries: Teachers Grades 1-5	Adjustment	1,020,146.00	-1,000.00	1,019,146.00
3/29/2024	11	11-120-100-101-00	Salaries: Teachers Grades 1-5	Adjustment	1,019,146.00	-3,000.00	1,016,146.00
3/29/2024	11	11-120-100-101-00	Salaries: Teachers Grades 1-5	Adjustment	1,016,146.00	-5,500.00	1,010,646.00
3/29/2024	11	11-130-100-101-00	Salaries Teachers Grades 6-8	Adjustment	753,191.00	5,000.00	758,191.00
3/29/2024	11	11-190-100-610-00	General Supplies	Adjustment	56,315.00	7,000.00	63,315.00
3/29/2024	11	11-190-100-800-00	Other Objects	Adjustment	5,050.00	500.00	5,550.00
3/29/2024	11	11-190-100-800-00-CP	Copier Lease/Telephone	Adjustment	42,000.00	2,000.00	44,000.00
3/29/2024	11	11-240-100-101-01	Sub Salary	Adjustment	2,250.00	1,000.00	3,250.00
						.00	



Bradley Beach Board of Education  
Transfers Request for 4/23/2024

Transfer #	Transfer From	Amount	Transfer To	Amount
1	11-000-211-173-00	200.00	11-000-211-600-00	200.00
	Balance	200.00		200.00
	to record transfer for supplies			
2	11-120-100-101-00	5,000.00	11-000-217-100-00	1,000.00
	Balance	5,000.00	11-000-217-100-01	4,000.00
	to record transfer for salaries			5,000.00
3	11-120-100-101-00	1,000.00	11-000-230-331-00	1,000.00
	Balance	1,000.00		1,000.00
	to record transfer for lawyer			
4	11-000-230-610-00	220.00	11-000-230-334-00	220.00
	Balance	220.00		220.00
	to record transfer for architect			
5	11-120-100-101-00	3,000.00	11-000-251-100-00	3,000.00
	Balance	3,000.00		3,000.00
	to record transfer for salaries			
6	11-000-251-890-00	300.00	11-000-251-600-00	300.00
	Balance	300.00		300.00
	to record transfer for supplies			
7	11-120-100-101-00	5,500.00	11-110-101-01	500.00
	Balance	5,500.00	11-130-100-101-00	5,000.00
	to record transfer for salaries			
8	11-000-100-561-00	10,500.00	11-190-100-610-00	7,000.00
	Balance	10,500.00	11-190-100-600-00	500.00
	to record transfer for salaries		11-190-100-690-00-CP	2,000.00
			11-240-100-101-01	1,000.00
	to record transfer for security maintenance			10,500.00
9	11-000-100-561-00	3,548.00	11-000-500-561-00	3,548.00
	Balance	3,548.00		
	to record transfer for charter school change			



Board of Education  
 Bills and Claims  
 Batch 24-0229 NSLP January 2024 (3/21/2024)  
 , Batch 24-0245 April Board Meeting (4/1/2024)

Vendor Name	Account Number	Id	PO Number	Description	Batch	Check #	Amount
Bradley Beach BOE	10-141	429	PO-24-000546	Service	24-0229	No Check	10,726.36 <b>10,726.36</b>
Cara Turcich	11-190-100-800-00	124	PO-24-000568	Service Inv: OOKBBHEOLY	24-0245	22261	300.00 <b>300.00</b>
CDWG	11-190-100-610-07-TE	CDWG	PO-24-000518	Service	24-0245	22262	774.52 <b>774.52</b>
Delisa Demolition and Disposal	11-000-261-420-00	DELISA	PO-24-000037	Service Inv: APRIL	24-0245	22264	526.05 <b>526.05</b>
DI Cara Rubino Architects	11-000-230-334-00	DICARA	PO-24-000300	Service Inv: 0012073	24-0245	22265	12,307.15
DI Cara Rubino Architects	11-000-230-334-00	DICARA	PO-24-000560	Service Inv: 0012073	24-0245	22265	307.15 <b>12,614.30</b>
Direct Energy Business	11-000-262-622-00	DE	PO-24-000244	Service Inv: 02/21 - 03/21	24-0245	22266	2,144.37 <b>2,144.37</b>
First Student/Laidlaw Bus Company	11-190-100-500-00	1880	PO-24-000484	Service Inv: 11959936	24-0245	22267	300.00 <b>300.00</b>
Go To Technologies	11-000-262-300-00	50	PO-24-000519	Service Inv: 600001462435	24-0245	22269	839.99 <b>839.99</b>
Grainger	11-000-261-610-00	GRAING	PO-24-000543	Supplies Inv: 9060500726	24-0245	22270	110.55 <b>110.55</b>
Horizon Blue Cross Blue Shield of New Jersey	11-000-213-270-00	HORIZO	PO-24-000090	Health Reimbursement Inv: APRIL	24-0245	22271	1,295.88
Horizon Blue Cross Blue Shield of New Jersey	11-000-216-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0245	22271	3,664.14
Horizon Blue Cross Blue Shield of New Jersey	11-000-217-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0245	22271	840.57
Horizon Blue Cross Blue Shield of New Jersey	11-000-218-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0245	22271	1,295.88
Horizon Blue Cross Blue Shield of New Jersey	11-000-219-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0245	22271	7,444.41



**Bills and Claims**  
**Batch 24-0229 NSLP January 2024 (3/21/2024)**  
**, Batch 24-0245 April Board Meeting (4/1/2024)**

Vendor Name	Account Number	Id	PO Number	Description	Batch	Check #	Amount
Horizon Blue Cross Blue Shield of New Jersey	11-000-222-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0245	22271	3,664.14
Horizon Blue Cross Blue Shield of New Jersey	11-000-262-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0245	22271	5,306.79
Horizon Blue Cross Blue Shield of New Jersey	11-000-291-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0245	22271	9,241.04
Horizon Blue Cross Blue Shield of New Jersey	11-110-100-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0245	22271	7,983.59
Horizon Blue Cross Blue Shield of New Jersey	11-120-100-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0245	22271	37,762.95
Horizon Blue Cross Blue Shield of New Jersey	11-130-100-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0245	22271	17,411.64
Horizon Blue Cross Blue Shield of New Jersey	11-240-100-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0245	22271	2,632.85
Horizon Blue Cross Blue Shield of New Jersey	20-218-200-200-00	HORIZO	PO-24-000090	Health Reimbursement	24-0245	22271	.00
Horizon Blue Cross Blue Shield of New Jersey	20-487-200-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0245	22271	3,291.32
							<b>101,835.20</b>
Horizon Blue Cross/Blue Shield	11-000-213-270-00	DENTAL	PO-24-000096	Dental Health Premium Inv. APRIL	24-0245	22272	52.97
Horizon Blue Cross/Blue Shield	11-000-216-270-00	DENTAL	PO-24-000096	Dental Health Premium	24-0245	22272	59.03
Horizon Blue Cross/Blue Shield	11-000-217-270-00	DENTAL	PO-24-000096	Dental Health Premium	24-0245	22272	.00
Horizon Blue Cross/Blue Shield	11-000-218-270-00	DENTAL	PO-24-000096	Dental Health Premium	24-0245	22272	238.55
Horizon Blue Cross/Blue Shield	11-000-219-270-00	DENTAL	PO-24-000096	Dental Health Premium	24-0245	22272	.00
Horizon Blue Cross/Blue Shield	11-000-222-270-00	DENTAL	PO-24-000096	Dental Health Premium	24-0245	22272	.00
Horizon Blue Cross/Blue Shield	11-000-262-270-00	DENTAL	PO-24-000096	Dental Health Premium	24-0245	22272	211.88
Horizon Blue Cross/Blue Shield	11-000-291-270-00	DENTAL	PO-24-000096	Dental Health Premium	24-0245	22272	215.09
Horizon Blue Cross/Blue Shield	11-110-100-270-00	DENTAL	PO-24-000096	Dental Health Premium	24-0245	22272	754.33
Horizon Blue Cross/Blue Shield	11-120-100-270-00	DENTAL	PO-24-000096	Dental Health Premium	24-0245	22272	1,866.50
Horizon Blue Cross/Blue Shield	11-130-100-270-00	DENTAL	PO-24-000096	Dental Health Premium	24-0245	22272	818.67
Horizon Blue Cross/Blue Shield	11-240-100-270-00	DENTAL	PO-24-000096	Dental Health Premium	24-0245	22272	105.94
Horizon Blue Cross/Blue Shield	20-218-200-200-00	DENTAL	PO-24-000096	Dental Health Premium	24-0245	22272	.00
Horizon Blue Cross/Blue Shield	20-487-200-270-00	DENTAL	PO-24-000096	Dental Health Premium	24-0245	22272	.00
							<b>4,322.96</b>

**Board of Education  
Bills and Claims  
Batch 24-0229 NSLP January 2024 (3/21/2024)  
, Batch 24-0245 April Board Meeting (4/1/2024)**

Vendor Name	Account Number	Id	PO Number	Description	Batch	Check #	Amount
Jack Hartmann's	11-190-100-500-00	JACK	PO-24-000456	Service Inv: 6513	24-0245	22273	300.00
							<b>300.00</b>
Jenkinson's Aquarium	11-190-100-500-00	117	PO-24-000506	Service Inv: 24-3085	24-0245	22274	416.00
							<b>416.00</b>
Jersey Central Power & Light	11-000-262-622-00	3021	PO-24-000241	Service Inv: 02/21-03/21	24-0245	22275	1,105.45
							<b>1,105.45</b>
Jessica Mack	20-251-200-320-00	JESSIC A	PO-24-000361	Service	24-0245	22276	919.36
Jessica Mack	20-250-200-320-00	JESSIC A	PO-24-000361	Service	24-0245	22276	810.33
Jessica Mack	20-218-200-330-00	JESSIC A	PO-24-000361	Service	24-0245	22276	1,000.00
Jessica Mack	11-000-216-320-00	JESSIC A	PO-24-000361	Service	24-0245	22276	1,707.81
							<b>4,437.50</b>
Kean University	11-000-230-585-01	51	PO-24-000457	Service Inv: LEC-172255	24-0245	22277	75.00
Kean University	11-000-230-585-01	51	PO-24-000458	Service Inv: LEC-172253	24-0245	22277	75.00
							<b>150.00</b>
Kenney, Gross, Kovats & Parton	11-000-230-331-00	000002	PO-24-000557	Service	24-0245	22278	1,007.50
Kenney, Gross, Kovats & Parton	11-000-230-331-00	000002	PO-24-000580	Service Inv: FEBRUARY	24-0245	22278	975.00
							<b>1,982.50</b>
Keyboard Consultants, Inc.	11-190-100-610-07-TE	KEYBOA	PO-24-000486	Service Inv: 90296	24-0245	22279	1,976.00
							<b>1,976.00</b>
Kiefer Awards Company	11-000-230-610-00	KIE	PO-24-000502	Supplies Inv: 5635	24-0245	22280	271.80
Kiefer Awards Company	11-000-230-610-00	KIE	PO-24-000514	Supplies Inv: 5657	24-0245	22280	15.00
							<b>286.80</b>
M-OESC	11-000-270-517-00	1085	PO-24-000296	Service Inv: MARCH	24-0245	22281	3,351.67

**Township Board of Education  
Bills and Claims  
Batch 24-0229 NSLP January 2024 (3/21/2024)  
, Batch 24-0245 April Board Meeting (4/1/2024)**

Vendor Name	Account Number	Id	PO Number	Description	Batch	Check #	Amount
M-OESC	11-000-270-518-00	1085	PO-24-000296	Service	24-0245	22281	2,737.94
							<b>6,089.61</b>
Maclearie Printing	11-000-251-890-00	MACLE A	PO-24-000551	Supplies Inv: 00053850	24-0245	22282	332.50
Maclearie Printing	11-000-251-890-00	MACLE A	PO-24-000552	Supplies Inv: 00053852	24-0245	22282	220.00
							<b>552.50</b>
Maschio Food Service	11-190-100-800-00	MASCHI	PO-24-000545	Service Inv: 0093086	24-0245	22283	1,292.00
Maschio Food Service	11-190-100-800-00	MASCHI	PO-24-000547	Service Inv: 0093085	24-0245	22283	75.72
Maschio Food Service	11-000-261-800-00	MASCHI	PO-24-000581	Service Inv: MARCH	24-0245	22283	1,398.00
							<b>2,765.72</b>
Michael Heidelberg	11-190-100-610-00	HEIDEL BERG	PO-24-000573	supplies	24-0245	22284	199.24
							<b>199.24</b>
Mon. Cty. Assoc. of Directors of Special Ed.	11-000-219-800-00	MCADS P	PO-24-000523	Service Inv: SY 2023-2024	24-0245	22285	150.00
							<b>150.00</b>
Monmouth County Vocational School District	11-000-100-563-00	1296	PO-24-000326	Tuition Contract Inv: MARCH	24-0245	22286	8,684.80
							<b>8,684.80</b>
MIRA International, Inc.	20-280-100-600-00	MIRA	PO-24-000434	Supplies Inv: 32221	24-0245	22287	207.00
MIRA International, Inc.	20-487-100-610-00	MIRA	PO-24-000434	Supplies Inv: 32221	24-0245	22287	12,671.00
							<b>12,878.00</b>
Municipal Capital Finance	11-190-100-800-00-CP	MCF	PO-24-000064	Service Inv: 147513	24-0245	22288	1,462.76
							<b>1,462.76</b>
Museum of American Revolution	11-190-100-500-00	AMERR EV	PO-24-000526	Service Inv: 124942	24-0245	22289	100.00
							<b>100.00</b>
Neptune Township Board of Education	11-000-100-561-00	1261	PO-24-000328	Tuition Contract Inv: MARCH	24-0245	22290	87,319.63



**Prairie Board of Education  
Bills and Claims  
Batch 24-0229 NSLP January 2024 (3/21/2024)  
, Batch 24-0245 April Board Meeting (4/1/2024)**

Vendor Name	Account Number	Id	PO Number	Description	Batch	Check #	Amount
Neptune Township Board of Education	11-000-100-562-00	1261	PO-24-000328	Tuition Contract	24-0245	22290	27,168.00
							<b>114,487.63</b>
New Jersey American Water	11-000-262-490-01	1206	PO-24-000235	Service	24-0245	22291	858.32
							<b>858.32</b>
New Jersey Natural Gas	11-000-262-621-00	NJNG	PO-24-000240	Service Inv: 2/13-3/13	24-0245	22292	4,948.62
							<b>4,948.62</b>
Ocean Academy	11-000-100-566-00	41	PO-24-000170	Service Inv: MARCH	24-0245	22293	2,937.20
							<b>2,937.20</b>
Oceanside Service, Inc.	11-000-261-420-00	1958	PO-24-000548	Service Inv: 43689950	24-0245	22294	150.00
Oceanside Service, Inc.	11-000-261-420-00	1958	PO-24-000561	Service Inv: 43688817	24-0245	22294	329.00
							<b>479.00</b>
Optimum	11-000-230-530-00	OPT	PO-24-000065	Service Inv: 3/15-04/14	24-0245	22295	101.40
							<b>101.40</b>
Oriental Trading Company	11-190-100-800-00	4152	PO-24-000444	Supplies	24-0245	22296	147.87
Oriental Trading Company	20-001-200-800-24-BA	4152	PO-24-000444	Supplies	24-0245	22296	9.03
							<b>156.90</b>
Pearson Assessment	11-000-219-600-00	PEARAS	PO-24-000461	Supplies	24-0245	22297	466.82
							<b>466.82</b>
Red Bank Regional High School	11-000-100-561-00	1196	PO-24-000329	Tuition Contract Inv: APRIL	24-0245	22298	42,090.00
Red Bank Regional High School	11-000-270-513-00	1196	PO-24-000397	Service Inv: APRIL	24-0245	22298	4,932.00
							<b>47,022.00</b>
School Health Corporation	11-000-213-600-00	1186	PO-24-000532	Supplies Inv: CINV000014958	24-0245	22299	200.30
							<b>200.30</b>
Signs, Sealed and Delivered, Inc.	11-402-100-600-00	123	PO-24-000538	Supplies Inv: 7617	24-0245	22300	210.00

**Board of Education  
Bills and Claims  
Batch 24-0229 NSLP January 2024 (3/21/2024)  
, Batch 24-0245 April Board Meeting (4/1/2024)**

Vendor Name	Account Number	Id	PO Number	Description	Batch	Check #	Amount
Staff Development Workshops Inc.	20-281-200-320-00	STAFF	PO-24-000391	Service	24-0245	22301	210.00
Staff Development Workshops Inc.	20-487-200-320-00	STAFF	PO-24-000391	Service	24-0245	22301	4,283.00
Staff Development Workshops Inc.	20-488-200-320-00	STAFF	PO-24-000391	Service	24-0245	22301	1,000.00
							417.00
							<b>5,700.00</b>
Stapleslink	11-000-211-600-00	STAPLE	PO-24-000536	Supplies	24-0245	22302	310.50
Stapleslink	11-190-100-800-00-CP	STAPLE	PO-24-000559	Supplies Inv: 6001064755	24-0245	22302	1,714.65
							<b>2,025.15</b>
Superior Environmental Equipment Corp.	11-000-261-420-00	SUP	PO-24-000544	Service Inv: 040153	24-0245	22303	1,300.00
							<b>1,300.00</b>
Synergy Rehab LLC	11-000-216-320-00	SYN	PO-24-000238	Service Inv: MARCH	24-0245	22304	3,740.00
							<b>3,740.00</b>
Taylor Hardware	11-000-261-610-00	1370	PO-24-000571	Supplies	24-0245	22305	43.46
							<b>43.46</b>
The College of New Jersey	20-270-200-580-00	THE	PO-24-000531	Service Inv: 3724220	24-0245	22263	285.00
							<b>285.00</b>
The Franklin Institute	11-190-100-500-00	105	PO-24-000411	Service Inv: 918426	24-0245	22268	125.00
							<b>125.00</b>
Twin Rocks Water	11-000-213-800-00	TW	PO-24-000234	Service	24-0245	22306	10.14
Twin Rocks Water	11-000-219-800-00	TW	PO-24-000234	Service	24-0245	22306	221.76
							<b>231.90</b>
Verizon	11-000-230-530-01	VER	PO-24-000243	Service Inv: 9959918660	24-0245	22307	152.32
							<b>152.32</b>
Wilson Language Training Corporation	20-270-200-580-00	119	PO-24-000510	Service	24-0245	22308	960.00






Resolved that the Bills & Claims against the Board of Education as herein enumerated for equipment, material, and supplies, furnished and delivered and for work done and performance, and certified as correct by the Secretary of the Board of Education be and the same are ordered paid when approved by the Finance Committee, and when funds are available.

Fund	Program	Purchase Orders	Current	Prior Year	Total
10	General Fund	1	10,726.36		10,726.36
	<b>Fund total:</b>		<b>10,726.36</b>		<b>10,726.36</b>
11	General Current Expense	65	288,420.82		288,420.82
11	General Current Expense	2	8,737.92		8,737.92
11	General Current Expense	2	39,629.45		39,629.45
11	General Current Expense	2	18,230.31		18,230.31
11	General Current Expense	16	11,829.26		11,829.26
11	General Current Expense	2	2,738.79		2,738.79
11	General Current Expense	1	210.00		210.00
	<b>Fund total:</b>		<b>369,796.55</b>		<b>369,796.55</b>
12	Capital Outlay	1	2,166.20		2,166.20
	<b>Fund total:</b>		<b>2,166.20</b>		<b>2,166.20</b>
20	Special Revenue Fund	1	9.03		9.03
20	Special Revenue Fund	4	1,030.00		1,030.00
20	Special Revenue Fund	2	1,310.33		1,310.33
20	Special Revenue Fund	1	919.36		919.36
20	Special Revenue Fund	4	1,675.00		1,675.00
20	Special Revenue Fund	1	207.00		207.00
20	Special Revenue Fund	1	4,283.00		4,283.00
20	Special Revenue Fund	4	16,962.32		16,962.32
20	Special Revenue Fund	1	417.00		417.00
	<b>Fund total:</b>		<b>26,813.04</b>		<b>26,813.04</b>
	<b>Grand totals:</b>	111	<b>409,502.15</b>		<b>409,502.15</b>

BRADLEY BEACH BOARD OF EDUCATION

Bills and Claims

Batch 24-0229 NSLP January 2024 (3/21/2024)  
, Batch 24-0245 April Board Meeting (4/1/2024)

  
Business Administrator

4/18/20

4/23/24

Cafeteria Bill List				
04/23/24				
Vendor	Amount	Check #	Invoice	Purchase Order#
Maschio Food Service	13,874.60	1991	Mar-24	24-00007A
Carmen Torres	8.75	1992	Return of Lunch Balance	24-00008A
Total Bill List	13,883.35			