

**BRADLEY BEACH BOARD OF EDUCATION**  
**515 Brinley Avenue**  
**Bradley Beach, NJ 07720**

**A G E N D A**

**Regular Meeting**  
**August 15, 2023**

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
  - Student Code of Conduct Update
  - SSDS Summary Report
- 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

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XIV. Approval of Minutes

Approval of Meeting Minutes – The superintendent recommends:

Resolved: That the Board approve the Minutes of:

Special Meeting – July 31, 2023  
 Regular Meeting – July 31, 2023

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. Brittany Dilger, P.E. Teacher, as Boy’s Soccer Coach for the 2023 Fall season under the supervision of Mr. Michael Heidelberg, Principal / Superintendent at a stipend rate of \$3,703.00. [B]
2. Resolved: That the Board approve the attendance and the registration cost of the following staff members for engagement in the designated professional training: [G]

Staff Member	Date(s) of Event	Name/Title of Professional Training	Location		Cost
Ms. A. Schutzbank	8-30-23 8-31-23	Tools of the Mind Training	Virtual	\$1,420	\$540
Ms. S. Schall	8-30-23 8-31-23	Tools of the Mind Training	Virtual	Included in Teacher Cost	\$240

3. Resolved: That the Board approve the resignation, with regret, of the following staff members: (Attachment XV-A.3)

Staff Member	Position	Effective Date
Ms. E. D’Angelo	Elementary School Teacher	September 30, 2023
Ms. J. Hunter-Ormsbee	Paraprofessional	August 10, 2023

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Ms. Tatiana Mincenova	Lunch Aide	August 11, 2023
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MOTION: \_\_\_\_\_ SECOND: \_\_\_\_\_ VOTE: \_\_\_\_\_

B. Students – The superintendent recommends:

- Resolved: The BBES Bullying Specialist reports no incidents of Harassment, Intimidation, and Bullying, with no investigations in the Month of July or August (Extended School Year / Summer Jumpstart Program).

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

C. Curriculum – The superintendent recommends:

- Resolved: That the Board approve Curriculum documents for the following courses:

Course	Grade Level
AVID, Course 1	6-8
AVID, Course 2	6-8
STEAM	K-2
STEAM	3-5
STEAM	6-8

- Resolved: That the Board approve the Bradley Beach School District Professional Development Plan for the 2023/2024 school year. (Attachment XV-C.2)
- Resolved: That the Board approve the Bradley Beach School District Mentoring Plan for the 2023/2024 school year. (Attachment XV-C.3)
- Resolved: That the Board approve the Bradley Beach School District Request to Eliminate a Special Education Program or Service Application for the 2023/2024 school year. (Attachment XV-C.4)
- Resolved: That the Board approve the Bradley Beach School District Code of Student Conduct for the 2023/2024 school year. (Attachment XV-C.5)
- Resolved: That the Board re-adopt the Stronge Teacher and Leader Effectiveness Performance Evaluation System for staff evaluation for the 2023/2024 school year.

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

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D. Policy – The superintendent recommends:

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

<b>Policy/Regulation Number</b>	<b>Policy/Regulation Title</b>
P & R 2624	Grading System
P & R 5420	Reporting Pupil Progress

2. Resolved: That the Board suspend Bylaw 0131 until August 16th, 2023 and adopt the following Policy and Regulations (new Policy 1642.01 and new Regulation 1642.01 and revised Policy 2419 and new Regulation 2419) with one reading based on recently approved sick leave legislation that is effective immediately and recent New Jersey Department of Education guidance provided to school districts that is effective September 1, 2023. (Attachment XV-D.2)

<b>Policy/Regulation Number</b>	<b>Policy/Regulation Title</b>
P & R 2419	School Threat Assessment Team (M) (New)
P & R 1642.01	Sick Leave

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

XVI. Regular Meeting – Business Administrator/Board Secretary

Board Secretary’s Monthly Certification

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 July 31, 2023 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 July amounts:

July 14, 2023 \$41,293.42  
 July 28, 2023 \$47,145.55

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A. The Superintendent Recommends the Approval of Attendance at NJSBA 2023 Workshop and Exhibition October 23<sup>rd</sup> – 26<sup>th</sup>, 2023

Resolved: That the Board approve the attendance of the following board members and administrators to the annual New Jersey School Boards Association Conference, which will be held October 23<sup>rd</sup> – 26<sup>th</sup> at the Atlantic City Convention Center, Atlantic City, NJ, at a total travel cost not to exceed \$5,560. [B]

Name	Registration Amount	Travel: Hotel (Not to Exceed)	Travel: Meals & Incidentals per GSA Rates (Not to Exceed)	Travel: Mileage per State OMB .47 rate (Not to Exceed)	Travel: Tolls/Parking Receipts Needed (Not to Exceed)
Dominic Carrea	\$ 183.33	\$0.00	\$0.00	\$ 220.00	\$ 60.00
Roseann Caruso Walker	183.33	0.00	0.00	220.00	60.00
April Davis	183.33	0.00	0.00	220.00	60.00
Bridget Devane	183.33	0.00	0.00	220.00	60.00
Liza Flynn	183.33	0.00	0.00	220.00	60.00
Elizabeth Franks	183.33	0.00	0.00	220.00	60.00
Felicia Sacci	183.33	0.00	0.00	220.00	60.00
Courtney Walleston	183.33	0.00	0.00	220.00	60.00
Noelle Weinberg	183.34	0.00	0.00	220.00	60.00
Salvatore Catalano	183.34	0.00	0.00	220.00	60.00
Michael Heidelberg	183.34	0.00	0.00	220.00	60.00
David Tonzola	183.34	0.00	0.00	220.00	60.00
<b>Total</b>	<b>\$2,200.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,640.00</b>	<b>\$720.00</b>

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

B. The Superintendent Recommends the Approval of Toilet Room Facilities Waiver for Pre-Kindergarten Classroom-15 for the 2023/2024 School Year

Resolved: That the Board approve the Toilet Room Waiver for pre-kindergarten classroom number-15 for the 2023/2024 school year.

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

C. The Superintendent Recommends the Approval of Toilet Room Facilities Waiver for Pre-Kindergarten Classroom-16 for the 2023/2024 School Year

Resolved: That the Board approve the Toilet Room Waiver for pre-kindergarten classroom number-16 for the 2023/2024 school year.

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

AGENDA  
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D. The Superintendent Recommends the Approval of Toilet Room Facilities Waiver for Pre-Kindergarten Classroom-17 for the 2023/2024 School Year

Resolved: That the Board approve the Toilet Room Waiver for pre-kindergarten classroom number-17 for the 2023/2024 school year.

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

E. The Superintendent Recommends the Approval of Preschool Classroom Square Footage Waiver for Preschool Classroom-15 for the 2023/2024 School Year

Resolved: That the Board approve the Preschool Classroom Square Footage Waiver for Preschool Classroom-15 for the 2023/2024 school year.

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

F. The Superintendent Recommends the Approval of Preschool Classroom Square Footage Waiver for Preschool Classroom-16 for the 2023/2024 School Year

Resolved: That the Board approve the Preschool Classroom Square Footage Waiver for Preschool Classroom-16 for the 2023/2024 school year.

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

G. The Superintendent Recommends the Approval of Preschool Classroom Square Footage Waiver for Preschool Classroom-17 for the 2023/2024 School Year

Resolved: That the Board approve the Preschool Classroom Square Footage Waiver for Preschool Classroom-17 for the 2023/2024 school year.

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

H. The Superintendent Recommends the Approval of Acceptance of FY 2024 IDEA Consolidated Formula Grant Funds

Resolved: That the Board approve the acceptance of the FY 2024 IDEA Part B Consolidated Formula Grant Funds:

Program Name	FY 2022 Award Amount
IDEA Basic	\$121,817
IDEA Preschool	2,871

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

AGENDA  
Regular Meeting  
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I. 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 July 31, 2023 is hereby approved, and the Business Administrator/Board Secretary is instructed to file same. (Attachment XVI-I)

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

J. 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 July 31, 2023 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-J)

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

K. 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 July 31, 2023, 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: \_\_\_\_\_

L. 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-L.

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

M. The Superintendent Recommends the Approval of July 2023 Payroll

Resolved: That the Board approve the July 2023 gross payroll in the amount of \$88,438.97.

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

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N. The Superintendent Recommends the Approval of Bills Payment

Resolved: That the Board approve payment of the August 15, 2023 regular bills lists and as certified and approved. (Attachment XVI-N)

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

XVII. Regular Meeting – Old Business

XVIII. Regular Meeting – New Business

XIX. Public Comments

XX. Executive Session (if needed)

XXI. Adjournment



Emilee D'Angelo

August 1, 2023

Dear Mr. Heidelberg,

Please accept this letter as a formal notice of my resignation from my position as Fifth and Sixth Grade Mathematics Teacher at Bradley Beach Elementary School. I want to thank you, the other administrators, and the staff for giving me such a supportive and special experience teaching these past two years, one I will never forget.

Working at Bradley Beach has given me opportunities and experiences that have undoubtedly strengthened my teaching. Thank you for trusting my skills as an educator and always believing in my ability. The feedback and support, through meetings and professional development, have helped me grow as a professional educator. I feel so lucky to have worked at BBES with the dedicated administrators and staff these past two years. I will truly miss working in a small school community that feels like family.

I have decided to take a position that is closer to my home. Thank you for your feedback and support during my time at BBES.

Thank you to the BBES staff, community, and students for such a memorable experience.

Sincerely,

Emilee D'Angelo

A handwritten signature in cursive script, appearing to read "Emilee D'Angelo". The signature is written in black ink and is positioned below the typed name.

# Jessica Hunter - Ormsbee

## Resignation Letter

August 10, 2023

Jessica Hunter

Bradley Beach Elementary School

515 Brinley Avenue

Bradley Beach, NJ 07720

Dear Mr. Heidelberg and the Bradley Beach Board of Education,

Kindly accept this letter as my formal resignation from my position at Bradley Beach Elementary School. Unfortunately, I will not be returning for the 2023-2024 school year.

I have been fortunate to have had the privilege to work at Bradley Beach Elementary School for the past seven years. I am grateful for the opportunities that Bradley Beach Elementary School, the staff, community, students, and families have provided me as a learner and educator. I value the knowledge and experience I have gained throughout my time, and I expect it to help me in my future endeavors. As a BBES student alumni and staff member, BBES will forever be a special place to me, and the students, staff, and memories will remain close to my heart.

I am thankful to have had the opportunity to gain valuable experience as an educator during my positions at BBES. In formalizing this experience, I am working towards earning my Masters in Counseling, specializing in adolescent and school counseling. I will continue my journey in education while beginning my internship in counseling this Fall. I am excited to see what the future holds for BBES and myself as I take the next step in advancing my future and career.

Best wishes,

*Jessica Hunter - Ormsbee*

Jessica Hunter - Ormsbee

## Michael Heidelberg

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**From:** Tatiana Mincencova on behalf of Tatiana Mincencova  
**Sent:** Friday, August 11, 2023 12:19 AM  
**To:** Michael Heidelberg  
**Subject:** Resignation

Tatiana Mincencova

08.11.2023

BBES  
515 Brinley Avenue,  
Bradley Beach, NJ 07720

Dear, Mr. Heidelberg

I regret to inform you I can't back to school in season 2023.

I'm full time student at present.

I'm incredibly grateful for the opportunity I've had these past two years working closely with you and your staff.

It's been a wonderful experience and I've learned so much .

With respect to Mr.Heidelberg and BBES Family !

Sincerely,

Tatiana Mincencova



**BRADLEY BEACH ELEMENTARY SCHOOL  
PROFESSIONAL DEVELOPMENT PLAN**

District Name	School Name	Plan Begins	Plan Ends
Bradley Beach School District	Bradley Beach Elementary School	September 2023	June 2024

**CONTENTS**

- I. Areas Identified for Development of Professional Practice
- II. Professional Learning Goals and Activities
- III. District and School PDP Support
- IV. PDP Progress Summary



# BBES District PDP

## I: Professional Learning Goals

No.	Areas Identified for Development	Identified Group	Rationale/Sources of Evidence
1	Implement new report cards in grades K-8 and utilize consistent grading procedures and policies, including standards-based rubrics in grades k-5 for assessment of skills and revised grading expectations for grades 6-8, to ensure assessment and communication of assessment data align with standards and skills found within each courses' curriculum.	All teachers	As the district underwent a majority overhaul of the grading procedures, policies, and report cards, we will begin implementation in the 2023-2024 school year. This will be a large project that will need to involve parents, teachers, school personnel, and administrators in order for it to be successful.
2	Utilize a system of Standard and Skill Focused Data Analysis and Standards-Based Curriculum to inform and support differentiated teaching and learning to provide access to rich diverse learning opportunities for all students.	All teachers	The district's development area involves adopting a data-driven, standards-based curriculum to enhance differentiated teaching, targeting increased student achievement. Differentiation supports instruction at the zone of proximal development, offering each student unique learning opportunities, pushing their capacities, and maximizing their individual growth potential. A differentiated approach, driven by data, promises to enrich each student's learning experience, accommodating each student's academic and social needs, and ultimately fostering higher overall achievement levels.
3	Support multilingual learners in their academic and language achievement while enhancing the professional capacity of staff in employing effective	All teachers	As BBES continues to serve a large multilingual learner population, it's increasingly important to support their language and academic success. This means we need to provide our teachers with effective strategies to offer



	strategies and methodologies for ML support in the classroom.		high-quality instruction. By doing so, we can ensure every student thrives, regardless of their language background, and our teachers are always ready to meet the diverse needs of our students.
<b>4</b>	Increase teacher proficiency with the Mathematical Practices within classroom instruction and improve overall proficiency within mathematics (both for staff in teaching mathematics and students in understanding mathematics).	All elementary teachers and middle school math teachers	Amid low student math proficiency rates, we must increase teacher proficiency in Mathematical Practices. This enhancement, essential to effectively navigate a new math program, will foster overall comprehension, elevating staff teaching skills and student understanding, thus addressing our proficiency gaps.
<b>5</b>	Implement the Readers and Writers Workshop Units of Study in grades K-8 with fidelity; to update outdated units to reflect the most current units, and to continuously improve our collective literacy instructional practices.	All teachers	Implementing the Readers and Writers Workshop Units in K-8 classrooms with fidelity fosters consistent, effective instruction and subsequently increasing student achievement. Updating our units and practices, to reflect the latest research and best practices, ensures our strategies stay relevant and up to date.
<b>6</b>	Develop a positive behavior support in school (PBSIS) system that fosters a respectful, inclusive learning environment; encourages positive behaviors, reduces disciplinary issues, and empowers every student to reach their full academic and social potential.	All teachers	PBSIS systems foster an inclusive, respectful learning space, promotes positive behaviors and reduces disciplinary actions. This allows BBES to maximize learning time and minimize disruptions to instruction.
<b>7</b>	Begin implementing the AVID program in designated grades and implement new strategies school wide in applicable grades.	All teachers in applicable grades	AVID is a program that aims to close the achievement gap by equipping students, particularly those traditionally underrepresented in higher education, with the academic and organizational skills necessary to excel in college, career, and life. This will help BBES students be prepared for the level of rigor needed for high school and beyond.
<b>8</b>	Establish and/or develop co-teaching pairs between colleagues and identify and employ the best practices in co-teaching.	All teachers who co-teach	Teachers larger classes and new co-teaching pairs, BBES's goal is to strengthen collaboration and support. By increasing the teacher-to-student ratio through co-teaching, we enhance personalized learning experiences. For novice co-teachers, we provide essential



			strategies and best practices, ensuring their success. This approach fortifies high-quality, inclusive education, embodying BBES's commitment to student achievement and staff development through the power of teamwork and continuous learning.
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## II. Professional Learning Activities

No.	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
1 Assessment	<ul style="list-style-type: none"> <li>Targeted Professional Development sessions at 2023-2024 Opening PD Days</li> <li>Development of Standards-Based Grading Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>Review assessment details at PLCs</li> </ul>	6	September 2023
	<ul style="list-style-type: none"> <li>Administration of assessments, including a Kindergarten Entry Assessment, DRA for students in grades k-5 (fall, winter, and spring), and iReady Diagnostic (fall, winter, and spring)</li> <li>Host teacher help sessions surrounding relevant assessments</li> </ul>	<ul style="list-style-type: none"> <li>Staff PD on Standards-Based Grading Rubrics</li> <li>Implementation of Standards-Based Grading Rubrics</li> <li>Ongoing PLC meetings surrounding Standards-Based Grading Rubrics</li> </ul>	20	June 2024
	<ul style="list-style-type: none"> <li>Professional development from Genesis for staff at October PD Day</li> <li>Structured PLC time for work sessions surrounding the utilization of standards-based grading and the updated grade book</li> </ul>	<ul style="list-style-type: none"> <li>Designated data analysis and discussion during PLC time</li> <li>Dissemination of data with parents and guardians</li> <li>Sharing of school-wide data at faculty meetings and BOE committee meetings</li> </ul>	20	June 2024
		<ul style="list-style-type: none"> <li>Teacher help sessions for finalizing trimester standards-based assessment data</li> </ul>	10	June 2024



	<ul style="list-style-type: none"> <li>• Introduce SBRC at Back to School Night</li> </ul>	<ul style="list-style-type: none"> <li>• Host parent workshops at conferences and at the completion of trimester 1</li> <li>• Assist parents one on one as needed</li> </ul>	6	December 2023
<b>2</b>	<ul style="list-style-type: none"> <li>• Administration of assessments, including a Kindergarten Entry Assessment, DRA for students in grades k-5 (fall, winter, and spring), and iReady Diagnostic (fall, winter, and spring)</li> <li>• PLC discussions surrounding small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Designated data analysis and discussion during PLC time</li> <li>• Dissemination of data with teaching teams</li> </ul>	20	Ongoing
	<ul style="list-style-type: none"> <li>• PLC discussions surrounding small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize data to drive small group instruction</li> </ul>	6	February 2024
<b>3</b>	<ul style="list-style-type: none"> <li>• Review Access Data from 22-23 school year</li> <li>• Create and share Student Language Profiles with ML teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Develop individualized targets for learning for all MLs and scheduling ESL services based in the MLs needs</li> <li>• SLPs are updated as needed on current students and new students entering during the school year. Coordinate strategies and tasks to support MLs in identified language domains that are areas of weakness.</li> </ul>	5	September 2023
	<ul style="list-style-type: none"> <li>• ESL teachers attend grade level PLCs for instructional collaboration</li> <li>• Plan and implement SIOP professional development for identified teachers in BBES</li> </ul>	<ul style="list-style-type: none"> <li>• ESL and content area teachers create on-going collaborative teams to plan academic units</li> <li>• Teachers attend SIOP training with goal of completing the 15 hours required for SIOP certification</li> </ul>	5	October 2023 & on-going
	<ul style="list-style-type: none"> <li>• Utilize data to differentiate classroom instruction</li> <li>• Provide coaching via Math Coach</li> </ul>		15	On-going
<b>4</b>	<ul style="list-style-type: none"> <li>• Utilize data to differentiate classroom instruction</li> <li>• Provide coaching via Math Coach</li> </ul>		3	June 2024
<b>5</b>	<ul style="list-style-type: none"> <li>• Send cohorts to Readers and Writers Summer Institutes</li> <li>• Debrief as a cohort information from Readers and Writers Summer Institutes</li> <li>• Implement new units in appropriate grades and courses</li> </ul>	<ul style="list-style-type: none"> <li>• Turn-key takeaways from Readers and Writers Summer Institutes in PLCs and Professional Development Days</li> <li>• Work in PLCs to develop new units and materials</li> </ul>	6	On-going
			108	May 2024
			18 hours	July 2023
			10	June 2024
			10	June 2024





<b>6</b> <b>PBSIS</b>	• Provide staff training on PBSIS System	• Monitor staff participation of incentive system and address problem areas as needed	3	September 2023
	• Provide student training on PBSIS System	• Assess effectiveness of system mid-year and discuss if adjustments are required	3	September 2023
	• Inform parents of PBSIS system	• Obtain anecdotal feedback from parents on system	1	September 2023
	• Gather and Organize all resources needed for implementation of PBSIS	• Maintain resources necessary to continue incentive program	10	September 2023 & on-going
<b>7</b> <b>AVID</b>	• Designate staff roles and responsibilities for implementing PBSIS	• Adjust staff roles as needed to continue program throughout school year.	10	September 2023 & on-going
	• Provide all middle school teachers, inclusive of related arts teachers PD as needed on AVID program and selected AVID goal	• Establish AVID middle school meetings to review, plan and evaluate progress	15	September 2023 & On-going
	• Develop a schedule to continue AVID Site Team meetings throughout SY to monitor progress on AVID goal	• Assess mid-year the progress on the AVID goal and adjust goal as needed	5	September 2023 & January 2024
<b>8</b> <b>Co-Teaching</b>	• Inform school community of AVID program and goals established by the school AVID team	• Continue to provide information regarding the AVID program and resources to school community	3	September 2023 & On-going
	• Provide PD during the opening week to staff on various co-teaching strategies and best practices	• Conference with co-teaching teams about successes and struggles in pairs	6	September 2023 & On-going
	• Utilize PLC time to continue developing co-teaching best practices and partnerships		5	On-going

**PD Required by Statute or Regulation**

**State Mandated PD**

*All staff will be trained on the following mandated professional development as it applies to their specialty, grade level, or department:*

- Alcohol, tobacco and other drug prevention and intervention



Asthma, Blood Borne Pathogens, Communicable Diseases, use of Nebulizer and Diabetic Student Health Plan Glucagon and Epinephrine Administration

- Billingual Education Inservice Training
- Career and Technical Education
- CPR/AED/First Aid Training
- Epilepsy and and Seizure Disorder Training (Paul's Law)
- Educator Evaluation for teachers and staff conduction observations of teachers and school administrators
- Equity and Affirmative Action
- Ethics, Law, Governance, Harassment, Intimidation, and Bullying
- Erin's Law
- STONGE Effectiveness Performance Evaluation System
- Gang Awareness for New Administrators
- General Student Needs Recognition
- Harassment, Intimidation, and Bullying
- Integrated Pest Management
- Interscholastic Athletic Head Injury Safety, Cardiac Assessment PD Module for student-athletes and school physician
- Incident Reporting of Violence, Vandalism, and Alcohol and Other Drug Abuse
- Janet's Law /AED
- Law Enforcement Operations
- Lyme Disease
- Multi-Tiered System of Support
- NJ Smart
- Potentially Missing/Abused Children Reporting
- Preschool Training
- Reading Disabilities/Dyslexia
- Recognition of Substance Abuse
- School Safety
- School Safety Teams
- School Safety Specialists
- Special Education Training
- Student Code of Conduct
- Student-Athlete Cardiac Assessment Professional Development Module
- Suicide Prevention
- Teacher Mentor Training



### III. Essential Resources

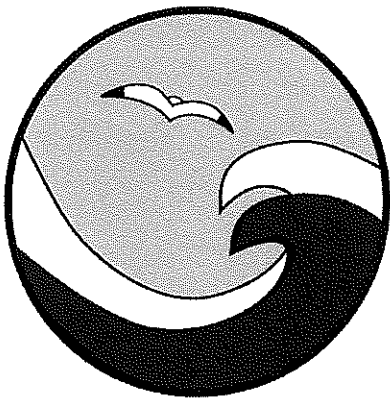
Goal	Resources	Other Implementation Considerations
<b>1</b>	<ul style="list-style-type: none"> <li>• Kindergarten Entry Assessment</li> <li>• iReady Assessment</li> <li>• DRA Kit</li> <li>• PLC Time</li> <li>• PD Time</li> </ul>	
<b>2</b>	<ul style="list-style-type: none"> <li>• Genesis Student Information System</li> <li>• Grading Rubrics</li> <li>• iReady Assessment</li> <li>• DRA Kit</li> <li>• PLC Time</li> <li>• PD Time</li> </ul>	<i>This goal, while targeted for the end of the Trimester, will likely be ongoing for trimester 2 and 3.</i>
<b>3</b>	<ul style="list-style-type: none"> <li>• ACCESS Data</li> <li>• Student Language Profiles</li> <li>• PLC Time</li> <li>• SIOP training</li> </ul>	
<b>4</b>	<ul style="list-style-type: none"> <li>• Math Coach</li> <li>• Substitutes for Coverage</li> </ul>	<i>The math coach will be scheduled on PD days and on instruction days. Significant substitute coverage will be needed</i>
<b>5</b>	<ul style="list-style-type: none"> <li>• Readers and Writers Registration for cohort</li> <li>• PLC time for debrief</li> <li>• PLC and PD time for turn key</li> <li>• Substitutes for coverage</li> <li>• New units</li> </ul>	<i>PLC time should be utilized to monitor progress and success throughout the year.</i>
<b>6</b>	<ul style="list-style-type: none"> <li>• PBSIS system</li> <li>• Time for training</li> <li>• Prizes and rewards for reinforcements</li> <li>• Time for materials development</li> </ul>	
<b>7</b>	<ul style="list-style-type: none"> <li>• Time for training</li> <li>• AVID Program</li> </ul>	<i>As this program is new, there may be additional materials needed that aren't currently anticipated.</i>



8	<ul style="list-style-type: none"> <li>• Time for training</li> <li>• PLC time for further discussion</li> </ul>	
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Superintendent Signature 

Date 8/10/22



**2023-2024 MENTORING PLAN**  
**BRADLEY BEACH ELEMENTARY SCHOOL**

515 Brinley Avenue  
Bradley Beach, New Jersey 07720

Mr. Michael Heidelberg, *Superintendent/Principal*

Ms. Morgan Maclearie-Gonzalez, *Director of Curriculum & Instruction*

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**BRADLEY BEACH ELEMENTARY SCHOOL***District Mentoring Plan***DISTRICT PROFILE SHEET**

The district profile sheet reflects the mentoring data for the 2023-2024 school year.

Name of District	Bradley Beach Elementary School
District Code	0500
County Code	25
District Address	515 Brinley Ave Bradley Beach, New Jersey 07720
Chief School Administrator	Michael Heidelberg
Mentoring Program Contact	Morgan Maclearie-Gonzalez
Mentoring Program Contact Phone	732-775-4413, Ext: 212
Type of District	Pre-K to 8
Number of novice teachers with a Certificate of Eligibility	0
Number of novice teachers with a Certificate of Eligibility with Advanced Standing	0
Number of novice special education teachers with a standard license	0
Number of Mentors: (Year 2 of CE and CEAS programs)	
Identify the number of provisional novice teachers in the following areas	
K-5	
6-8	
Special Education	

**BRADLEY BEACH ELEMENTARY SCHOOL**

*District Mentoring Plan*

**BOARD OF EDUCATION REVIEW NOTICE**

Bradley Beach Elementary School District Board of Education has reviewed the local mentoring plan developed by the Bradley Beach Elementary School Curriculum and Instruction Committee. The Bradley Beach Elementary School District assures that the submitted plan is aligned with the New Jersey Professional Standards for Teachers and meets or exceeds the minimum requirements of the mentoring regulations in N.J.A.C. 6A:9B-8.4.

A copy of the district profile sheet and the board of education's review of the plan have been attached.

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Signature of Board of Education President

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Signature of Board of Education Vice President

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Date



**BRADLEY BEACH ELEMENTARY SCHOOL**

*District Mentoring Plan*

**SELF-ASSESSMENT TOOL**

**To be completed by May 15<sup>th</sup> of the 2023-2024 school year**

Place an "X" in the box that is appropriate for each item

<b>District-wide Planning Process</b>	<b>Yes</b>	<b>No</b>	<b>Partially</b>
Has our district engaged a broad-based group of teachers and school leaders, including representation from teacher associations, as members of the local School Improvement Panel (SciP) to develop a mentoring plan aligned with state regulations?			
Does the SciP monitor the implementation of the mentoring program and use feedback to adjust and make improvements?			
<b>Criteria-based Selection and Matching of Mentors</b>			
Does our district mentoring plan include at least the criteria for mentor selection in state regulations?			
Are mentors selected based on the criteria stated in the regulations?			
Does our district have criteria for matching mentors and novice teachers?			
Are the matches between mentors and novice teachers based on criteria stated in the mentoring plan?			
<b>Mentor Services</b>			
Do mentors receive training in the skills of conferences and feedback?			
Do mentors receive training in the skills of providing support in areas of curriculum, instruction, and assessment?			
Is there a specified expectation regarding the frequency of interactions (conferences, observations) between the mentor and novice teacher?			
<b>Novice Teacher Services</b>			
Do the novice teachers in the district participate in professional development activities (on topics such as classroom management, parent communication, diversity,			

**BRADLEY BEACH ELEMENTARY SCHOOL**

*District Mentoring Plan*

lesson planning) that are specifically tailored to meet the needs of novice teachers?			
Are novice teachers brought together regularly during the year for networking opportunities?			
Are novice teachers given time and support to observe their mentors and other colleagues and to be observed by their mentors and other teachers?			
<b>School Leader Services</b>			
Do school leaders model ways to support novice teachers at their schools?			
Do school leaders use a wide range of approaches to engage all staff in supporting novice teachers?			
Do school leaders use supervision and evaluation as a growth-oriented experience for novice teachers aligned with the New Jersey Professional Standards for Teachers?			
<b>District Board of Education and Community</b>			
Do all district staff and parents know that there is a quality induction program in the schools to support novice and veteran teachers for professional growth aligned with New Jersey Professional Standards for Teachers?			
Is the community invited to support district efforts to nurture novice teachers?			
<b>On-going Program Evaluation</b>			
Does the ScIP engage in ongoing assessment (process/formative evaluation) of a quality induction program			
Does the ScIP gather outcome/summative information on the impact of the mentoring for quality induction program and is this information shared with staff and community?			

## Teacher Mentoring Plan

### **CURRENT NEEDS**

- The implementation of the STRONGE model provide guidance on mentoring and support for novice teachers. The mentoring plan will incorporate best practices that align with the STRONGE teacher evaluation model.
- To develop and implement a comprehensive mentor training program focusing on:
  - Develop a BBES mentoring plan to enhance teacher discussion and discourse techniques, fostering inclusive and thought-provoking classroom interactions that nurture critical thinking and effective communication skills among students.
  - Create a comprehensive BBES mentoring plan focused on designing and implementing high-quality assessments, equipping educators with the tools and strategies needed to accurately measure diverse aspects of student learning, promote meaningful feedback, and drive improved academic outcomes.

BRADLEY BEACH ELEMENTARY SCHOOL

*District Mentoring Plan*

**MENTORING PROCESS EVALUATION #1 - MENTOR TEACHER**

Mentor Teacher: \_\_\_\_\_ Date of Initial Mentor Training: \_\_\_\_\_

Please reflect on your mentoring experience during the first half of the year. Choose the response for each item that most closely indicates your level of agreement with the following statements.

**Possible Responses**

- A. Strongly Agree
- B. Agree
- C. Somewhat Agree
- D. Disagree
- E. Strongly Disagree

- \_\_\_\_\_ I understood what was expected of me as a mentor
- \_\_\_\_\_ I communicated often with my novice teacher
- \_\_\_\_\_ I helped my novice teacher plan lessons
- \_\_\_\_\_ I provided personal support to my novice teacher
- \_\_\_\_\_ I observed lessons and provided feedback on my novice teacher's teaching
- \_\_\_\_\_ I felt prepared to be a mentor
- \_\_\_\_\_ I helped my novice teacher become part of the school culture/community
- \_\_\_\_\_ I helped my novice teacher to work with parents
- \_\_\_\_\_ I helped my novice teacher with classroom management strategies
- \_\_\_\_\_ I have given suggestions for teaching strategies, which my novice teacher implemented
- \_\_\_\_\_ I feel supported by district and building administrators in carrying out my role as a mentor
- \_\_\_\_\_ My novice teacher and I had ample time together during the first half of the year
- \_\_\_\_\_ I am glad that I am a part of the mentoring program

**BRADLEY BEACH ELEMENTARY SCHOOL**

*District Mentoring Plan*

**Please answer the following:**

-As a mentor, what needs (if any) do you have that have not been addressed by the mentoring program?

-What would help you to perform your role as a mentor better? What types of additional support should we provide during the second half of mentoring?

**BRADLEY BEACH ELEMENTARY SCHOOL**

*District Mentoring Plan*

**Bradley Beach Elementary School District**

**Mentoring Process Evaluation #2 - Mentor Teacher**

*The purpose of this survey is to assist the School Improvement Panel in evaluating the effectiveness of the mentoring program in meeting the needs of new teachers.*

Mentor Teacher: \_\_\_\_\_

1. What were your expectations of the Mentoring Teacher Program?
  
  
  
  
  
  
  
  
  
  
2. What component of the mentoring process has been the most positive for you? What component needs improvement?
  
  
  
  
  
  
  
  
  
  
3. Would you recommend being a mentor?
  
  
  
  
  
  
  
  
  
  
4. Did you have adequate information and support to be a mentor? What additional training did you need?
  
  
  
  
  
  
  
  
  
  
5. Do you feel the mentoring program has overlooked any other important area(s)?
  
  
  
  
  
  
  
  
  
  
6. Please provide any additional comments regarding the strengths and needs of the current mentoring program.

**BRADLEY BEACH ELEMENTARY SCHOOL**

*District Mentoring Plan*

**Bradley Beach Elementary School District**

**Mentoring Process Evaluation #1 - Novice Teacher**

Novice Teacher: \_\_\_\_\_

Please reflect on your mentoring experience during the first half of your mentoring program. Choose the response for each item that most closely indicates your level of agreement with the following statements.

*Possible Responses*

- A. *Strongly Agree*
- B. *Agree*
- C. *Somewhat Agree*
- D. *Disagree*
- E. *Strongly Disagree*

\_\_\_\_\_ I understood what was expected of me as a novice teacher.

\_\_\_\_\_ I communicated often with my mentor.

\_\_\_\_\_ My mentor was helpful to me in planning lessons.

\_\_\_\_\_ I felt personally supported by my mentor.

\_\_\_\_\_ My mentor observed lessons and provided feedback on my teaching.

\_\_\_\_\_ I felt prepared to work with parents.

\_\_\_\_\_ I became part of the school culture/community.

\_\_\_\_\_ I received adequate assistance in securing needed resources.

\_\_\_\_\_ I feel my classroom management skills have improved.

\_\_\_\_\_ My mentor made suggestions for teaching strategies, which I found helpful and was able to implement.

\_\_\_\_\_ I feel supported by district and building administrators as a new teacher.

\_\_\_\_\_ My mentor and I had ample time together during the first half of the school year.

**BRADLEY BEACH ELEMENTARY SCHOOL**

*District Mentoring Plan*

**Please answer the following:**

-As a novice teacher, what needs (if any) do you have that have not been addressed by the mentoring program?

-What types of additional support should the district provide to novice teachers?



**BRADLEY BEACH ELEMENTARY SCHOOL**

*District Mentoring Plan*

**Bradley Beach Elementary School District**

**Mentoring Process Evaluation #2 - Novice Teacher**

*The purpose of this survey is to assist the School Improvement Committee in evaluating the effectiveness of the mentoring program in meeting the needs of new teachers.*

Name: \_\_\_\_\_

1. What were your expectations of the Mentoring Teacher Program when you started in September?
  
  
  
  
  
  
  
  
  
2. What component of the mentoring process has been the most positive for you? What component needs improvement?
  
  
  
  
  
  
  
  
  
3. Did the program meet your needs as a novice teacher?
  
  
  
  
  
  
  
  
  
4. Please share any specific concern that was overcome with the help of your mentor or other staff members in your assigned building or within the district.
  
  
  
  
  
  
  
  
  
5. Do you feel the mentoring program has overlooked any other important area?
  
  
  
  
  
  
  
  
  
6. Please provide any additional comments regarding the strengths and needs of the current mentoring program.

## BRADLEY BEACH ELEMENTARY SCHOOL

### *District Mentoring Plan*

#### Bradley Beach Elementary School District

#### Teacher Mentoring Plan

### **Vision and Goals**

"The master teacher that lurks within each of us is likely to burst forth within the intellectual atmosphere that collegiality can create." --author unknown

- Novice Teachers need and deserve ongoing professional learning opportunities.
- Mentoring is THE key component of a successful induction program.
- Within mentoring, novice teachers will focus on survival.
- Mentor and novice teachers can both gain from the experience.
- Good mentoring builds on knowledge that reflects the best teaching practices.
- A formal program of mentoring promotes the program's success.
- Mentoring partnerships can take various forms.

#### **Induction**

- Transition into the teaching profession, which includes mentoring for the novice teacher as well as training and support for the mentors.

#### **Mentoring**

- Part of the complex process of induction where mentors provide ongoing support and guidance to novice teachers as they transition into the teaching profession.

## BRADLEY BEACH ELEMENTARY SCHOOL

### *District Mentoring Plan*

## Bradley Beach Elementary School District

## 2023-2024 Teacher Mentor Plan

### **Section One: Mentor Program Goals**

1. Identify and attract qualified, knowledgeable teachers to serve as mentors to novice teachers
2. Train mentors to enhance personal and professional skills needed to work with and guide novice teachers
3. Ensure confidentiality in the mentor-novice teacher relationship
4. Provide professional development opportunities for the novice, especially in day-to-day activities, core curriculum content standards, evaluation processes, and best practices
5. Provide a contingency plan in the event that problem arise in the relationship between a mentor and a novice or that the relationship is unable to continue
6. Provide a collaborative setting to promote positive and productive interactions

### **Section Two: Application Process**

1. Notice of Vacancy is posted online and via email to all tenured staff
2. Mentor applications and approval forms are available from the Director of Curriculum and Instruction
3. Completed applications and approval forms are returned to the Director of Curriculum and Instruction by interested applicants by deadlines indicated
4. The Director of Curriculum and Instruction, in conjunction with the building principal, screens and selects mentors using the mentor criteria selection checklist.

### **Section Three: Selection Criteria**

1. The teacher has worked for three years in the district and is actively teaching with an effective or highly effective evaluation rating.
2. The teacher is committed to the goals of the local mentor plan including respect for the confidential nature of the mentor teacher/novice teacher relationship
3. The teacher has demonstrated exemplary command of content area knowledge and of pedagogy as indicated through an effective or highly effective evaluation rating for two consecutive years.

## BRADLEY BEACH ELEMENTARY SCHOOL

### *District Mentoring Plan*

4. The teacher is experienced and certified in the subject area in which the novice teacher is teaching, where possible, and where not possible, in a closely aligned subject area.
5. The teacher has completed, or has agreed to complete, the Bradley Beach Elementary School District mentor-training program
6. The teacher is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher

#### **Section Four: Provisions for Mentor Training**

1. Prior to beginning the assignment, mentors will complete an orientation session covering program expectations, participant responsibilities, program activities, confidentiality, STRONGE training, and practical information
2. Additional support for mentors will be provided via periodic meetings with administration and/or other professional development activities

#### **Section Five: Mentor Teacher Responsibilities**

A mentor teacher shall:

- Serve as a professional role model in both professional and classroom practice
- Foster a trusting, confidential relationship
- Serve as a coach—offering constructive criticism and feedback when necessary
- Meet with a novice teacher at least once a week for the first eight weeks and bi-weekly thereafter. Documentation of all meetings shall be kept in a Google Sheets Mentor Log
- Provide appropriate and professional feedback after a non-evaluative observation or visitation
- Model effective instructional techniques for the novice teacher
- Orient the novice teacher to district and school policies
- Provide a variety of resources to help the novice teacher begin forming a repertoire of effective classroom strategies and techniques
- Participate in professional development that will assist the mentoring process
- Encourage the novice teacher to record needs, questions, or comments in a journal (mentee log on Google for discussion purposes).

**BRADLEY BEACH ELEMENTARY SCHOOL**

*District Mentoring Plan*

**Bradley Beach Elementary School District**

**Professional Development and Approval Process**

**Mentoring Contract**

The mentoring contract brings together the mentor, the novice teacher, and the principal and spells out each person's responsibilities. When each person's responsibilities are faithfully discharged, children's education will be substantially enhanced. In addition, the experienced professionals, the mentor and the principal, make it clear that the novice teacher is a colleague, and that collegial relationships strengthen the education of the novice teacher's students.

**The mentor and the novice teacher hereby agree:**

- To develop a professional and collegial working relationship by discussion of expectations and by arriving at a mutual understanding about how to work together effectively.
- To keep all shared information and discussions confidential.

**The mentor hereby agrees:**

- To review the background of the novice teacher to provide the type and amount of support indicated by this background.
- To attend the novice teacher's classes regularly and provide feedback, coaching and support.
- To be available for informal support and consultation.

**The novice teacher hereby agrees:**

- To observe the mentor's teaching as well as the teaching of other experienced professionals
- To work on following the suggestions that the mentor makes
- To seek out the mentor for answers to questions that may arise

**The principal hereby agrees:**

- To observe and evaluate the novice teacher.
- To provide support to both the mentor and the novice teacher.
- Not to solicit evaluative comments from the mentor regarding the novice teacher.
- To allow the mentor up to five periods of release time to observe the novice teacher, if needed.

**All signers agree:**

- To follow all New Jersey regulations for mentoring aligned with the New Jersey Professional Standards for Teachers as outlined in the district mentoring for quality induction program.

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

Novice Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

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

**BRADLEY BEACH ELEMENTARY SCHOOL**

*District Mentoring Plan*

**Bradley Beach Elementary School District**

**Development and Approval Process—Mentor Teacher  
Application and Assignment Form**

Part A. Mentor Teacher Application

I am interested in being considered for the position of a mentor teacher in the district's mentoring for quality induction program. I understand that the role of a mentor is critical to the success of a novice teacher and ultimately a key to student performance.

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

1. What specific personal and professional qualities would you bring to mentoring a novice teacher?

2. How are you keeping current with your own professional development? What steps are you taking to be up-to-date on issues of curriculum and assessment?

3. What do you hope to gain by becoming a mentor?

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

**Part B – office use only**

Local Professional Development Committee Comments:

**Part C—Principal's Mentor—Novice Teacher Match**

School: \_\_\_\_\_

Principal's Name: \_\_\_\_\_

I have selected (name of mentor) \_\_\_\_\_

Who currently hold the position of (subject/grade level) \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date: \_\_\_\_\_

**BRADLEY BEACH ELEMENTARY SCHOOL**

*District Mentoring Plan*

**Bradley Beach Elementary School District**

**Approval Process**

This form indicates your desire to mentor a novice teacher in the school district. A copy must be submitted to the principal.

Name: \_\_\_\_\_ School Phone: \_\_\_\_\_

School: \_\_\_\_\_ Assignment: \_\_\_\_\_

Home Address \_\_\_\_\_ City, State, Zip \_\_\_\_\_

Years Teaching \_\_\_\_\_ Years in Current Position: \_\_\_\_\_

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

**Please check any that apply:**

- ( ) I have been a mentor teacher
- ( ) I have been a cooperating teacher (for student teacher)
- ( ) I have received training in working in a mentoring position
- ( ) I have maintained effective or higher evaluation ratings in the past 2 years
- ( ) I have completed three years in Bradley Beach Elementary School District.

**Experience:** Please list any previous mentoring experience. Include the name of the novice teacher and the year.

It is the responsibility of the applicant to get the signature of the building principal or director, and a colleague to verify the following statement:

*The applicant has the qualities inherent in establishing a trusting relationship with the beginning professional. This applicant will be able to help the novice teacher face the realities of teaching, set appropriate goals, and model effective teaching practices.*

Building Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Assistant Principal: \_\_\_\_\_ Date: \_\_\_\_\_

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

**BRADLEY BEACH ELEMENTARY SCHOOL***District Mentoring Plan***Qualities of Effective Mentors**

<b>Attitude and Character</b>	<b>Professional Competence and Experience</b>
Willing to be a role model for other teachers	Is regarded by colleagues as an outstanding teacher
Exhibits strong commitment to the teaching profession	Has excellent knowledge of pedagogy and subject matter
Believes mentoring improves instructional practice	Has confidence in his/her own instructional skills
Willing to advocate on behalf of colleagues	Demonstrates excellent classroom management skills
Willing to receive training to improve mentoring skills	Feels comfortable being observed by other teachers
Demonstrates a commitment to lifelong learning	Maintains a network of professional contacts
Is reflective and able to learn from mistakes	Understands the policies and procedures of the school, district, and teacher's association
Is eager to share information and ideas with colleagues	Is a meticulous observer of classroom practice
Is resilient, flexible, persistent and open-minded	Collaborates well with other teachers and administrators
Exhibits good humor and resourcefulness	Is willing to learn new teaching strategies from novice teachers
Enjoys new challenges and solving problems	
<b>Communication Skills</b>	<b>Interpersonal Skills</b>
Is able to articulate effective instructional strategies	Is able to maintain a trusting professional relationship
Listens attentively	Knows how to express care for a novice teacher's emotional and professional needs
Asks questions that prompt reflection	Is attentive to sensitive political issues
Offers critiques in positive and productive ways	Works well with individuals from different cultures
Uses email effectively	Is approachable, easily establishes rapport with others
Conveys enthusiasm and passion for teaching	Is patient
Is discreet and maintains confidentiality	



## BRADLEY BEACH ELEMENTARY SCHOOL

### *District Mentoring Plan*

## **FUNDING RESOURCES**

Bradley Beach Elementary School District is committed to supporting the quality mentoring of novice teachers. Funding for the mentoring program will vary each year due to the impact of student enrollment and other fiscal constraints. The annual budget developed for each school and program will include Professional Development funds that can be used at the discretion of the Principal and School Improvement Panel (SciP) for:

1. Reference and Training Materials
2. Substitute Coverage for Approved Release Time
3. Professional Development Workshops

### **Mentor Stipend**

The BBES District Board Office will administer the transaction fees as follows:

#### Traditional Route Teachers (CEAS)

The mentoring fee for novice teachers hired with either a Certificate of Eligibility with Advanced Standing is \$550 for a 30-week program. The novice teacher will complete an "Authorization for Payroll Deduction" and return a signed copy to the Business Administrator upon enrollment into the program. At the end of the 30-week program, the building principal/director will submit a package to the Director of Curriculum and Instruction that contains the following:

1. Certification of Mentoring - 30 Weeks
2. Mentoring Log
3. Exit Surveys - Novice and Mentor Teachers

The Business Administrator will authorize the deduction of \$550 (or the prorated equivalent) in equal installments from either 20 pay periods or the remaining pay periods in a given school year of the novice teacher. Payments to the assigned mentor teacher will be distributed in two installments (the final December paycheck and the final June paycheck) with all applicable tax withholding deducted from the payment. The first installment payment will be for the amount collected from the novice teacher from September 1st through December 31st and the second installment will be for the amount collected from the novice teacher from January 1st through June 30th.

#### Alternate Route Teachers (CE)

The mentoring fee for novice teachers completing the alternate route to certification with a Certificate of Eligibility is \$450 for the Four-Week initial intensive mentoring and \$550 for the remaining 30-weeks (\$1,000). The novice teacher will complete an "Authorization of Payroll Deduction" -return a signed copy to the Business Administrator upon enrollment into the program.

At the end of the 30-week program, the building principal/director will submit a package to the Director of Curriculum and Instruction that contains the following:

1. Certification of Mentoring - 30 Weeks
2. Mentoring Log
3. Exit Surveys - Novice and Mentor Teachers

**BRADLEY BEACH ELEMENTARY SCHOOL**

*District Mentoring Plan*

The Business Administrator will authorize the deduction of \$1,000 (or the prorated equivalent) in equal installments from either 20 pay periods or the remaining pay periods in a given school year of the novice teacher. Payments to the assigned mentor teacher will be distributed in two installments (the final December paycheck and the final June paycheck) with all applicable tax withholding deducted from the payment. The first installment will be for the amount collected from the novice teacher from September 1st through December 31st and the second installment will be for the amount collected from the novice teacher from January 1st through June 30th.



### Request to Eliminate a Special Education Program or Service

District: Bradley Beach School District

School Name Bradley Beach Elementary School

or

Name of Approved Private School for Students with Disabilities \_\_\_\_\_

#### Section 1: Program Type (6A: 14-4.6 and 4.7)

Instructions: Select Program Type and Grade Level Served

##### Resource Program

Select Grade Level:  *Preschool/Elementary*     *Secondary*

- In-class Resource
- Pull-out Resource
- Supplementary Instruction, in-class
- Supplementary Instruction, pull-out
  - Single subject
  - Multiple subjects
- Replacement, pull-out

Note: Secondary resource programs are for grades 6-12 where instruction is departmentalized

##### Special Class Program

Select Grade Level:  *Preschool/Elementary*     *Secondary*

- Auditory Impairments
- Autism
- Intellectual Disability
  - Mild
  - Moderate
  - Severe
- Emotional Regulation Impairment
- Learning/Language Disabilities
  - Mild/Moderate
  - Severe
- Multiple Disabilities
- Preschool Disabilities
- Visual Impairment
- Secondary Special Class Program (see N.J.A.C. 6A:14-4.7(f-g) for program requirements)

##### Other

- Extended School Year Program
- Other program/service, please specify: \_\_\_\_\_



## Request to Eliminate a Special Education Program or Service

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### Section 2: Description of Change Request

*Instructions: Provide responses to questions 1 and 2 below. Attach additional sheets as necessary.*

---

1. Provide a rationale for eliminating the program/service.

The students in the pull-out resource program are all in the same grade and will be provided special education programming within an in-class resources program instead, as this is deemed least restrictive for the two students and was decided at their annual review meeting. The benefits of being educated in the general education classroom outweigh the benefits of the pull-out resource classroom and the IEP team decided their educational needs could be met within the general education classroom. With these two students moving into in-class resource program, the need for a pull-out resource program has been eliminated.

2. If the elimination of the special education program/service will result in a change to one or more students' current IEP(s), describe how the students' needs will be met.

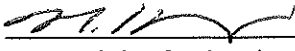
The students' IEP decision making was completed at their annual review meeting in the spring of 2023. All members of the IEP team decided that the students' needs would be able to be met and their goals and objectives achieved within the general education classroom utilizing an in-class resource model of service delivery.

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### Section 3: Statement of Assurance and Board Approval

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I assure that any change in a student's program/placement necessitated by eliminating the special education program/service described in the attached proposal will be implemented in accordance with N.J.A.C. 6A:14, Special Education. (Attach the Board Resolution approving the elimination of the program/service.)

Board Approval Date: 8/15/2023    Signed:   
(Chief School Administrator)

Date Submitted \_\_\_\_\_



### Request to Eliminate a Special Education Program or Service

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#### Section 4: Review and Submission

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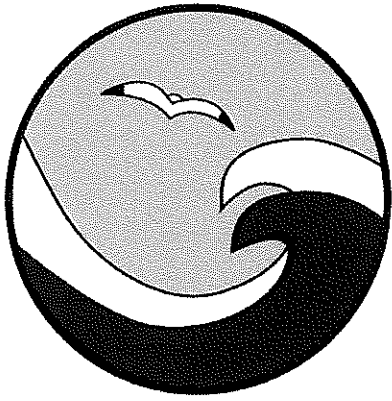
The following items must be submitted with your application. Please check the items that you are submitting with the application.

Submitted	Item
x	Section 1: Program Type
x	Section 2: Description of Change Request
x	Signed and dated Statement of Assurance
x	Copy of Board Resolution

Return the completed form by email the County Office of Education

#### For NJDOE Use Only

Approved_____ Denied_____
Signed:_____ Date_____
(County Special Education Specialist)



**BRADLEY BEACH SCHOOL DISTRICT**  
CODE OF CONDUCT

515 Brinley Avenue  
Bradley Beach, New Jersey 07720

Mr. Michael Heidelberg, *Superintendent/Principal*

Ms. Morgan Maclearie-Gonzalez, *Director of Curriculum & Instruction*

Mrs. Alison Zylisnki, *Director of Special Services*

# BRADLEY BEACH ELEMENTARY SCHOOL

## *Code of Conduct*

### **PURPOSE**

Bradley Beach Elementary School is committed to creating a safe, inclusive, and respectful environment where all individuals can learn, work, and collaborate effectively. This Code of Conduct outlines the clear expectations and consequences that guide our students' behavior, aligning with the state expectations as set forth by the New Jersey Code. By adhering to these principles, we aim to foster a positive and conducive atmosphere for personal growth, academic achievement, and responsible citizenship. By adhering to this Code of Conduct, we will create a thriving community that values integrity, inclusivity, and respectful behavior.

### **RESPONSIBILITIES**

Bradley Beach School District promotes a positive atmosphere through SOLE respect principles: for Self, Others, Learning, and Environment. Our PBSIS initiative reinforces these values, nurturing self-worth, empathy, active learning, and a safe space. As students embody these principles, they cultivate strong relationships and a harmonious community. This respectful environment fosters personal growth, intellectual curiosity, and lifelong learning, while nurturing compassionate leaders. The SOLE framework ensures a brighter future, benefiting both students and the entire school community.

Students are responsible for showing respect for:

#### Self

1. Attend school daily and be on time
2. Review and adhere to all school rules and code of conduct
3. Make responsible behavioral and academic choices
4. Accept consequences when behavioral expectations are not met or when school rules are violated
5. Do work that makes you proud
6. Dress appropriately

#### Others

1. Treat others the way they want to be treated
2. Respect the personal space of others
3. Keep your hands to yourself
4. Be kind
5. Encourage and support classmates
6. Solve disagreements in peaceful ways
7. Be inclusive despite differences

#### Learning

1. Be an active participant in your learning

## BRADLEY BEACH ELEMENTARY SCHOOL

### *Code of Conduct*

2. Be prepared for learning each day
3. Bring an open mind and positive attitude each day
4. Challenge yourself and make your best effort
5. Seek help and assistance when you need it
6. Behave in ways that allows others to keep learning

#### Environment

1. Take care of property that belongs to other students, teachers, and the school
2. Use school materials carefully and for the intended purpose
3. Request permission to use the property of other
4. Make our school community free from violence, intimidation, bullying, harassment, and discrimination
5. Ask for assistance to resolve conflicts or differences
6. Contribute to the safety and well-being of our community

#### **STUDENTS HAVE THE RIGHT TO:**

1. An appropriate education;
2. Advance notice of behaviors that result in suspensions and expulsions set in N.J.S.A. 18A:37-2.
3. Education that supports students' development into productive citizens;
4. Attendance in safe and secure school environments;
5. Attendance at school irrespective of students' marriage, pregnancy, or parenthood
6. Freedom from unreasonable searches and seizures;
7. Due process appeal procedures consistent with Board policy, including the right to be informed of, respond to, and appeal any disciplinary action taken (N.J.A.C. 6A:3-1.3 through 1.17, N.J.A.C. 6A:4 and where applicable, N.J.A.C. 6A:14-2.7 and 2.8 and 7.2 through 7.6).
8. Parent notification consistent with the policies and procedures set for in N.J.A.C. 6A:16-6.2(b)3 and N.J.A.C.6A:16-7.2 through 7.8; and
9. The Protection of their records and information consistent with; The Family Educational Rights and Privacy Act; the Health Insurance Portability and Accountability Act; and other Federal and State statutes and regulations identified at N.J.A.C. 6A:16-7.1(c)3vii.

#### **STUDENT ATTENDANCE**

New Jersey Statute 18A:38-25 and Bradley Beach School District Policy 5200 requires students ages six to sixteen to attend school regularly. Unexcused absenteeism may result in consequences, a district response as outlined in New Jersey Administrative Code



## **BRADLEY BEACH ELEMENTARY SCHOOL**

### *Code of Conduct*

6A:16-7.6(a)4 and Policy 5200, or in extreme cases, retention. Students with 30 or more unexcused absences will be retained and repeat their current grade level.

The following guidelines/procedures have been established to monitor both excused and unexcused absences, as outlined in the School Handbook for Students and Parents.

- Absence 1-4 - Attendance Officer telephones to home
- Absence 5 - Warning Letter No.1
- Absence 6-9 - Student placed on absenteeism monitoring list and parents are contacted by an administrator
- Absence 10 - Warning Letter No.2
- Absence 15 - Mandatory meeting with administration
  - 5-day legal notice may be provided and/or referral to Division of Child Protection and Permanency (DCP&P) for cases of educational neglect.

### **PROVISIONS FOR STUDENTS WITH A DISABILITY**

Additional steps pursuant to N.J.A.C. 6A:14 must be taken when students with disabilities are disciplined, including those students with IEP's and Section 504 Plans,.

Administrators and/or designee shall review our students' 504 Plans, Individual Education Plans (IEPs), and/or Behavioral Plans; and, consult with the Director of Special Services, the student's case manager, or designee before applying the Student Code of Conduct as prescribed in this document.

### **A POLICY AND PROCEDURES REGARDING INTIMIDATION, HARASSMENT AND BULLYING**

HIB means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds as provided for in section 16 of P.L. 2010, c.122 (C. 18A:37-15.3), that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that: a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; has the effect of insulting or demeaning any student or group of students; or creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

## BRADLEY BEACH ELEMENTARY SCHOOL

### *Code of Conduct*

All complaints of HIB shall be investigated and processed in accordance with District Policy 5512 and State Law. An anonymous HIB reporting form can be located on the Bradley Beach Elementary School website [www.bbesnj.org](http://www.bbesnj.org) or through this [link](#). HIB resources are also available on our website [here](#).

School employees, students, or volunteers who have witnessed, or have reliable information that a student has been subject to harassment, intimidation or bullying shall report the incident to the superintendent or the superintendent's designee. All other members of the school community, including parents, and visitors, are encouraged to report any act that may be a violation of this policy.

### COMMUNITY-BASED HEALTH AND SOCIAL SERVICE PROVIDER AGENCIES AND LEGAL RESOURCES

Resource Name	Service Provided	Contact Information
<b>Connect NJ</b>	Resources for families birth to age 5	<a href="https://nj.gov/connectingnj/">https://nj.gov/connectingnj/</a>
<b>Monmouth Resource Net</b>	Information about resources of community & health services (medical, developmental, mental)	<a href="https://www.monmouthresourcesnet.org/">https://www.monmouthresourcesnet.org/</a>
<b>CARC: Community Affairs &amp; Resource Center</b>	Education classes, health and wellness, employment, homelessness, domestic violence, & lead poisoning	913 Sewell Avenue, Asbury Park (732) 774-3282 Hablo Espanol
<b>Child Care Resources of Monmouth County</b>	Support families locating and affording child care resources. Support child care providers. Diaper resource.	3301 C Route 66 PO Box 1234 Neptune, NJ 732-918-9901 info@ccrnj.org
<b>PerformCare</b>	Subsidized mental health services for children & families. Division of Developmental Disabilities registration. 24 hour crisis intervention	1-877-652-7624 <a href="https://www.performcarenj.org/">https://www.performcarenj.org/</a> 24/7
<b>Emergency Numbers &amp; County Hotlines</b>	Crisis help 24/7: Local and in the region. Life threatening emergencies call 9-1-1.	Bradley Beach Police 732-775-6900 JSMC 732-776-4555 Family Crisis Intervention Unit 732-542-2444 After hours: 732-996-7645

**BRADLEY BEACH ELEMENTARY SCHOOL**

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		Mobile Response: 732-842-2000
<b>Outpatient Therapeutic Services</b>	Community Organizations that provide outpatient counseling services to children and families	Jersey Shore Behavioral Health 732-643-4363
<b>Legal Services</b>	Community based providers of legal services	Legal Services of NJ 1-88-576-5529 Disability Rights NJ 1-800-922-7233 NJ Office of Advocacy 1-877-543-7864
<b>Monmouth County Office of Education</b>	County Educational Office in Monmouth County	732-431-7810
<b>Domestic Violence Support</b>	Agency which provides support and services to victims of abuse and violence	180 Turning Lives Around 732-264-4111 DV Hotline: 1-888-360-7711
<b>Gender Identity Issues</b>	Provides support and education on gender identity issues	<a href="http://www.njglesen.org">www.njglesen.org</a> 609-448-8243
<b>Mercy Center</b>	Provides support and services to children and families in the area	Asbury Park 732-774-9397
<b>Developmental Disabilities Resources</b>	Resources for students who require support due to a developmental disabilities	SPAN 1-800-654-SPAN ARC - Monmouth 732-493-1919
<b>Family Support of NJ</b>	Information, family support, and services	800-372-6510 732-528-8080
<b>Special Child Health Services</b>	VNA provides services to children with developmental delays to prevent long term delays.	732-224-6950
<b>Autism Family Services of NJ</b>	Provides support and resources for families with a child with Autism	1-877-237-4477
<b>Monmouth County Child &amp; Family Crisis Clinicians (PESS)</b>	Provide screening and hospitalization to children in crisis with homicidal and/or suicidal ideation and are a risk to themselves or others	732-923-6999

**COMPREHENSIVE BEHAVIORAL SUPPORTS**

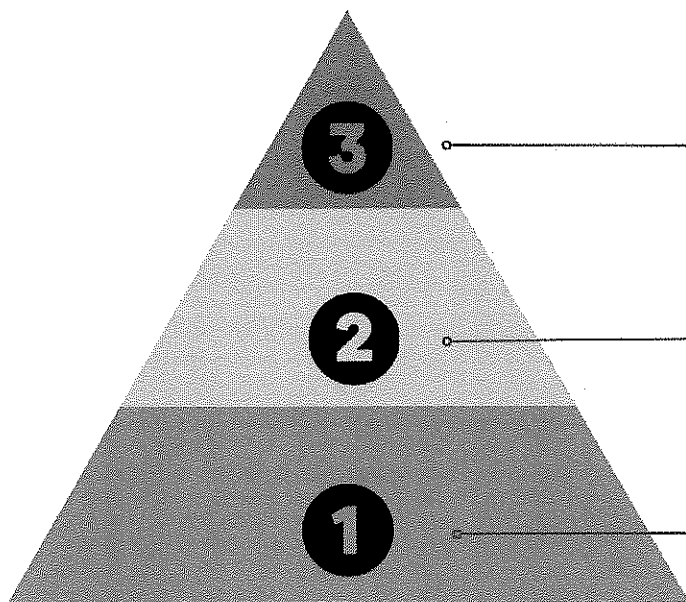
**Tiered Framework for Student Support**

# BRADLEY BEACH ELEMENTARY SCHOOL

## *Code of Conduct*

Bradley Beach Elementary School is committed to creating a safe, supportive learning environment for all students. Therefore, BBES follows a PBSIS framework that is preventive, instructional, and responsive to the strengths, needs, and values of its students, families, and community. The PBSIS multi-tiered framework provides the structure through which academic and behavioral support is provided within the school environment for all students. Social Emotional Learning (SEL) is also supported using this tiered system of supports. Social-emotional skills are developed through practices and strategies during Tier 1 instruction and Tier II and Tier III levels of support address individual student needs. The tiered framework of support is ideal for increasing equity in student outcomes.

# PBSIS MULTI-TIERED FRAMEWORK



### **TIER THREE: FEW**

Individual interventions are provided for more intensive and focused support.

**EXAMPLES:** Individual school counseling, MTSS, *Corrective Action Plan*

### **TIER TWO: SOME**

Small group interventions are available for students who need more universal supports for success.

**EXAMPLES:** Targeted social skills instruction, counselor facilitated small groups,

### **TIER ONE: ALL**

Universal supports establish the foundation for consistent, proactive support and preventing problem behaviors. These supports focus on relationship and community building and social emotional skill development.

**EXAMPLES:** Teaching of school-wide positive expectations and classroom routines, effective procedures and supervision schoolwide, consistent definitions & responses for problem behavior, integration of SEL strategies in instruction

# BRADLEY BEACH ELEMENTARY SCHOOL

## *Code of Conduct*

### TIERS

TIER I	TIER II	TIER III
Cheating/Plagiarism/Forgery	Cutting Class or Leaving Class	Arson
Defiant Conduct	Cheating/Plagiarism/Forgery (Chronic/Severe)	Assault (Student or District Personnel)
Disrupting Educational Process	Defiant Conduct (Chronic/Severe)	Bias Incident
Dress Code	Disrupting Educational Process (Chronic/Severe)	Damage to Property (Chronic/Severe)
Failure to Follow School Rules	Fighting (Minor Physical Injury)	False Public Alarm/Bomb Threat
Inappropriate Objects (Not Requiring Police Notification)	HIB (Confirmed)	Fighting (Major Physical Injury)
Lateness/Tardiness	Inappropriate Objects (Requiring Police Notification)	Fireworks/Chemicals
Prohibited Use of Electronic Devices	Late/Tardiness (Chronic/Severe)	HIB (Confirmed)
Technology Misconduct	Leaving School Grounds	Prohibited Substance Possession
Vandalism	Obscene Materials	Prohibited Substance Sale or Distribution
	Prohibited Use of Electronic Devices (Chronic/Severe)	Sexual Assault / Contact
	Prohibited Substance Use (Confirmed/Refused Exam)	Theft (Chronic/Severe)
	Technology Related Misconduct/Computer Trespass	Threat (Criminal)
	Theft	Weapons
	Threat (Simple)	
	Trespassing	
	Vandalism (Chronic/Severe)	
	Vaping	

**BRADLEY BEACH ELEMENTARY SCHOOL**

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<b>RESPONSES</b>		
TIER I	TIER II	TIER III
Parent/Guardian Contact Conference with Administrator Verbal Warning Confiscation Detention Loss of Privileges	Level I Responses Mandatory Conference with Parent/Administrator Possible Police Notification Restitution/Amends Possible Suspension	Level I and II Responses (as applicable) Mandatory Police Notification Suspension Possible Board of Education Hearing Possible Expulsion

**BRADLEY BEACH ELEMENTARY SCHOOL**

*Code of Conduct*

**CHEATING, PLAGIARISM, OR FORGERY**

*Altercations made on any type of school material ex. Passes, Notes, Grades etc. or Plagiarizing of any work. Forging of a parent/guardian, or adult's signature.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	<ol style="list-style-type: none"> <li>Notification of Parent/Guardian</li> <li>Conference with Teacher</li> </ol>	<ol style="list-style-type: none"> <li>Initiate a Student Centered Discussion about the Incident</li> <li>Family Conference/ Collaboration</li> </ol>	<ol style="list-style-type: none"> <li>Notification of Parent/Guardian</li> <li>Conference with Administrator</li> </ol>	<ol style="list-style-type: none"> <li>Referral to Counseling Group</li> <li>Family Conference/ Collaboration</li> <li>Referral to MTSS</li> <li>Referral to Community Services</li> </ol>
<b>Grades 5-8</b>	<ol style="list-style-type: none"> <li>Notification of Parent/Guardian</li> <li>Conference with Administrator</li> </ol>	<ol style="list-style-type: none"> <li>Initiate a Student Centered Discussion about the Incident</li> <li>Family Conference/ Collaboration</li> </ol>	<ol style="list-style-type: none"> <li>Notification of Parent/Guardian</li> <li>Conference with Administrator</li> <li>Detention</li> </ol>	<ol style="list-style-type: none"> <li>Problem Solving Conference</li> <li>Family Conference/ Collaboration</li> </ol> <p><b>Chronic/Severe:</b></p> <ol style="list-style-type: none"> <li>Referral to MTSS</li> <li>Referral to Community Services</li> </ol>

**BRADLEY BEACH ELEMENTARY SCHOOL**

*Code of Conduct*

**DEFIANT CONDUCT**

*Refusal to obey the directive of the school employee. The teacher will use strategies to address the behavior. If the behavior continues or if the first behavior is egregious, administrative involvement should occur as listed below.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> </ol>	<ol style="list-style-type: none"> <li>1. Positive and specific directives that state expectations</li> <li>2. Re-teaching and rehearsal of desired skill or procedures</li> <li>3. Facilitation of apology to teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> </ol>	<ol style="list-style-type: none"> <li>1. Referral to Counseling Group</li> <li>2. Family Conference/ Collaboration</li> <li>3. Referral to MTSS</li> <li>4. Referral to Community Services</li> </ol>
<b>Grades 5-8</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Detention</li> </ol>	<ol style="list-style-type: none"> <li>1. Verbal prompt, Redirection, and/or Correction</li> <li>2. Possible Facilitation of Apology to Teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Detention</li> <li>4. Possible Suspension (1-3 Days)</li> </ol>	<ol style="list-style-type: none"> <li>1. Referral to Counseling Group</li> <li>2. Family Conference/ Collaboration</li> <li>3. Referral to MTSS</li> <li>4. Referral to Community Services</li> </ol>



# BRADLEY BEACH ELEMENTARY SCHOOL

## *Code of Conduct*

### DISRUPTING EDUCATIONAL PROCESS

*Any act or behavior that disrupts the learning environment, either in person or via remote instruction including entering another teacher's visual classroom without consent.*

*The teacher will use strategies to address the behavior. If the behavior continues or if the first behavior is egregious, administrative involvement should occur as listed.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Possible Detention</li> </ol>	<ol style="list-style-type: none"> <li>1. Verbal prompt, Redirection, and/or Correction</li> <li>2. Positive and Specific Directives that State Classroom/ School-Wide Expectations</li> <li>3. Re-teaching and Rehearsal of Desired Skill or Procedure</li> <li>4. Facilitation of Apology to Teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Detention</li> <li>4. Possible Suspension (1-3 Days)</li> </ol>	<ol style="list-style-type: none"> <li>1. Referral to Counseling Group</li> <li>2. Family Conference/ Collaboration</li> <li>3. Referral to MTSS</li> <li>4. Referral to Community Services</li> </ol>
<b>Grades 5-8</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Detention</li> </ol>	<ol style="list-style-type: none"> <li>1. Verbal prompt, Redirection, and/or Correction</li> <li>2. Possible Facilitation of Apology to Teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Detention</li> <li>4. Possible Suspension (1-3 Days)</li> </ol>	<ol style="list-style-type: none"> <li>1. Referral to Counseling Group</li> <li>2. Family Conference/ Collaboration</li> <li>3. Referral to MTSS</li> <li>4. Referral to Community Services</li> </ol>

**BRADLEY BEACH ELEMENTARY SCHOOL**

*Code of Conduct*

**DRESS CODE VIOLATION**

*Clothing that is not part of the school uniform policy or is distracting, suggestive, or inappropriate is prohibited. Head coverings which include hats, hoodies, and bandanas are not permitted unless for religious, cultural, or medical purposes. The teacher will use strategies to address the behavior. If the behavior continues or if the first behavior is egregious, administrative involvement should occur as listed below.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	1. Notification of Parent/Guardian	1. Positive Directives that State Expectations	1. Written Notification to Parent/Guardian w/ Expectations	1. Referral to Home School Liaison 2. Referral to MTSS 3. Referral to Community Services
<b>Grades 5-8</b>	1. Verbal Warning	1. Positive Directives that State Expectations	1. Written Notification to Parent/Guardian w/ Expectations 2. Detention	1. Referral to Home School Liaison 2. Referral to MTSS 3. Referral to Community Services

**BRADLEY BEACH ELEMENTARY SCHOOL**

*Code of Conduct*

**FAILURE TO ADHERE TO SCHOOL RULES**

*Any act or behavior that does not align with the school rules. The teacher will use strategies to address the behavior. If the behavior continues or if the first behavior is egregious, administrative involvement should occur as listed.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	<ol style="list-style-type: none"> <li>Notification of Parent/Guardian</li> <li>Conference with Administrator</li> </ol>	<ol style="list-style-type: none"> <li>Positive and specific directives that state expectations</li> <li>Re-teaching and rehearsal of desired skill or procedures</li> <li>Facilitation of apology to teacher</li> </ol>	<ol style="list-style-type: none"> <li>Notification of Parent/Guardian</li> <li>Conference with Administrator</li> </ol>	<ol style="list-style-type: none"> <li>Referral to Counseling Group</li> <li>Family Conference/ Collaboration</li> <li>Referral to MTSS</li> <li>Referral to Community Services</li> </ol>
<b>Grades 5-8</b>	<ol style="list-style-type: none"> <li>Notification of Parent/Guardian</li> <li>Conference with Administrator</li> <li>Possible Detention</li> </ol>	<ol style="list-style-type: none"> <li>Verbal prompt, Redirection, and/or Correction</li> <li>Possible Facilitation of Apology to Teacher</li> </ol>	<ol style="list-style-type: none"> <li>Notification of Parent/Guardian</li> <li>Conference with Administrator</li> <li>Detention</li> <li>Possible Suspension (1-3 Days)</li> </ol>	<ol style="list-style-type: none"> <li>Referral to Counseling Group</li> <li>Family Conference/ Collaboration</li> <li>Referral to MTSS</li> <li>Referral to Community Services</li> </ol>

# BRADLEY BEACH ELEMENTARY SCHOOL

## *Code of Conduct*

### INAPPROPRIATE OBJECTS (NOT REQUIRING POLICE NOTIFICATION)

*Possession or use of any instrument/object that poses a disruption to the educational environment.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Confiscation</li> </ol>	<ol style="list-style-type: none"> <li>1. Reflection Activity</li> <li>2. Problem Solving Conference</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Detention</li> <li>4. Confiscation</li> </ol>	<ol style="list-style-type: none"> <li>1. Problem Solving Conference</li> <li>2. Referral to Counseling Group</li> </ol> <p><b>Chronic/Severe:</b></p> <ol style="list-style-type: none"> <li>3. Family Conference/ Collaboration</li> <li>4. Referral to MTSS</li> <li>5. Referral to Community Services</li> </ol>
<b>Grades 5-8</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> </ol>	<ol style="list-style-type: none"> <li>1. Problem Solving Conference</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Detention</li> </ol>	<ol style="list-style-type: none"> <li>1. Problem Solving Conference</li> </ol> <p><b>Chronic/Severe:</b></p> <ol style="list-style-type: none"> <li>2. Family Conference/ Collaboration</li> <li>3. Referral to MTSS</li> <li>4. Referral to Community Services</li> </ol>

**BRADLEY BEACH ELEMENTARY SCHOOL**

*Code of Conduct*

**LATENESS/TARDINESS**

*Arriving at School or Class After the Late Bell Rings.*

*The teacher will use strategies to address the behavior. If the behavior continues or if the first behavior is egregious, administrative involvement should occur as listed below.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	<ol style="list-style-type: none"> <li>Notification of Parent/Guardian</li> </ol>	<ol style="list-style-type: none"> <li>Positive Directives that State Expectations</li> </ol>	<ol style="list-style-type: none"> <li>Notification of Parent/Guardian</li> </ol>	<ol style="list-style-type: none"> <li>Problem Solving Conference</li> </ol> <p><b>Chronic/Severe:</b></p> <ol style="list-style-type: none"> <li>Family Conference/ Collaboration</li> <li>Daily Progress Sheet</li> </ol>
<b>Grades 5-8</b>	<ol style="list-style-type: none"> <li>Notification of Parent/Guardian</li> <li>Verbal Warning</li> </ol>	<ol style="list-style-type: none"> <li>Positive Directives that State Expectations</li> </ol>	<ol style="list-style-type: none"> <li>Notification of Parent/Guardian</li> <li>Conference with Administrator</li> <li>Detention</li> <li>Repeated Detention</li> <li>Progressive and Timely Loss of Privileges</li> <li>Possible Suspension (1-3 Days)</li> </ol>	<ol style="list-style-type: none"> <li>Problem Solving Conference</li> </ol> <p><b>Chronic/Severe:</b></p> <ol style="list-style-type: none"> <li>Family Conference/ Collaboration</li> <li>Create, Implement, and Monitor Attendance Plan</li> </ol>

# BRADLEY BEACH ELEMENTARY SCHOOL

## *Code of Conduct*

### PROHIBITED USE OF ELECTRONIC DEVICES

*Use of any electronic device such as a cell phone or other one-way or two-way remote communications device (such as smart watches) without permission. \*With respect to this policy, private onsite or offsite behavior may have consequences in the school district.*

*The teacher will use strategies to address the behavior. If the behavior continues or of the first behavior is egregious, administrative involvement should occur as listed below.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Possible loss of privileges</li> <li>4. Possible Police Notification</li> </ol>	<ol style="list-style-type: none"> <li>1. Verbal Prompt, Redirection, and/or Correction</li> <li>2. Positive and Specific Directiveness that State Expectations</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Possible loss of privileges</li> <li>4. Possible Police Notification</li> <li>5. Possible Suspension (1-3 Days)</li> </ol>	<ol style="list-style-type: none"> <li>1. Reflection Activity</li> <li>2. Problem Solving Conference</li> <li>3. Family Conference/ Collaboration</li> </ol>
<b>Grades 5-8</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Possible loss of privileges</li> <li>4. Detention</li> <li>5. Possible Police Notification</li> </ol>	<ol style="list-style-type: none"> <li>1. Positive and Specific Directiveness that State Expectations</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Possible loss of privileges</li> <li>4. Detention</li> <li>5. Possible Police Notification</li> <li>6. Possible Suspension (1-3 Days)</li> </ol>	<ol style="list-style-type: none"> <li>1. Problem Solving Conference</li> </ol> <p><b>Chronic/Severe</b></p> <ol style="list-style-type: none"> <li>2. Family Conference/ Collaboration</li> </ol>

**BRADLEY BEACH ELEMENTARY SCHOOL**

*Code of Conduct*

**TECHNOLOGY MISCONDUCT**

*Violation of district acceptable use or any other behavior violating district or building code involving the use of a district computer. Intentionally and without authorization changing, removing, altering, or otherwise interfering or causing disruption or malfunction to any school district computer, computer system computer network, computer program, or data.*

*\*With respect to this policy, accessing illegal content or using the device to commit illegal activity will warrant police notification.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Notification of Superintendent's Office</li> <li>4. Possible Police Notification</li> <li>5. Possible Suspension (1 Day)</li> </ol>	<ol style="list-style-type: none"> <li>1. Verbal Prompt, Re-direction, and/or Correction</li> <li>2. Positive and Specific Directives that State Expectations</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Notification of Superintendent's Office</li> <li>4. Detention</li> <li>5. Possible Police Notification</li> <li>6. Possible Suspension (1-3 Days)</li> </ol>	<ol style="list-style-type: none"> <li>1. Reflection Activity</li> <li>2. Problem Solving Conference</li> <li>3. Family Conference/ Collaboration</li> </ol>
<b>Grades 5-8</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Notification of Superintendent's Office</li> <li>4. Detention</li> <li>5. Possible Police Notification</li> <li>6. Possible Suspension (1-3 Days)</li> </ol>	<ol style="list-style-type: none"> <li>1. Positive and Specific Directives that State Expectations</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Notification of Superintendent's Office</li> <li>4. Detention</li> <li>5. Possible Police Notification</li> <li>6. Possible Suspension (1-3 Days)</li> </ol>	<ol style="list-style-type: none"> <li>1. Problem Solving Conference</li> <li>2. Family Conference &amp; Collaboration</li> </ol> <p><b>Chronic/Severe</b></p> <ol style="list-style-type: none"> <li>3. Individual Group Counseling</li> <li>4. Referral to MTSS</li> <li>5. Referral to Community Service</li> <li>6. Family Conference &amp; Collaboration</li> <li>7. Reintegration Plan</li> </ol>

**BRADLEY BEACH ELEMENTARY SCHOOL**

*Code of Conduct*

**VANDALISM**

*Purposely knowingly, or recklessly destroying or defacing school, contracted, or personal property thereby causing an economic loss due to repair or for replacement.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	<ol style="list-style-type: none"> <li>Notification of Parent/Guardian</li> <li>Conference with Administrator</li> <li>Possible Restitution</li> </ol>	<ol style="list-style-type: none"> <li>Verbal Prompt, Redirection, and/or Correction</li> <li>Positive and Specific Directives that State Expectations</li> <li>Possible Facilitation of Apology</li> </ol>	<ol style="list-style-type: none"> <li>Notification of Parent/Guardian</li> <li>Conference with Administrator</li> <li>Detention</li> <li>Possible Restitution</li> </ol>	<ol style="list-style-type: none"> <li>Verbal Prompt, Redirection, and/or Correction</li> <li>Positive and Specific Directives that State Expectations</li> <li>Family Conference/ Collaboration</li> <li>Referral to Community Services</li> </ol>
<b>Grades 5-8</b>	<ol style="list-style-type: none"> <li>Notification of Parent/Guardian</li> <li>Conference with Administrator</li> <li>Possible Restitution</li> </ol>	<ol style="list-style-type: none"> <li>Problem Solving Conference</li> <li>Possible Facilitation of Apology</li> </ol>	<ol style="list-style-type: none"> <li>Notification of Parent/Guardian</li> <li>Conference with Administrator</li> <li>Detention</li> <li>Possible Suspension (1 Day)</li> <li>Possible Police Notification</li> <li>Possible Restitution</li> </ol>	<ol style="list-style-type: none"> <li>Possible Referral to Counseling Group</li> <li>Family Conference/ Collaboration</li> <li>Referral to MTSS</li> <li>Referral to Community Services</li> </ol>



**BRADLEY BEACH ELEMENTARY SCHOOL**

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**TIER II BEHAVIORS**

**CUTTING CLASS OR LEAVING CLASS**

*Unauthorized absence of a class. Leaving the classroom for any reason without permission.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	1. Notification of Parent/Guardian 2. Conference with Administrator 3. Possible Loss of Privileges	1. Verbal Prompt, Redirection, and/or Correction 2. Positive And Specific Directives that State Expectations	1. Notification of Parent/Guardian 2. Conference with Administrator 3. Possible Loss of Privileges	1. Verbal Prompt, Redirection, and/or Correction 2. Positive And Specific Directives that State Expectations 3. Family Conference/ Collaboration
<b>Grades 5-8</b>	1. Notification of Parent/Guardian 2. Conference with Administrator 3. Possible Loss of Privileges 4. Detention	1. Positive And Specific Directives that State Expectations	1. Notification of Parent/Guardian 2. Conference with Administration 3. Detention 4. Progressive and Timely Loss of Privileges	1. Positive And Specific Directives that State Expectations 2. Referral to MTSS 3. Family Conference/ Collaboration

**BRADLEY BEACH ELEMENTARY SCHOOL**

*Code of Conduct*

**CHEATING/PLAGIARISM/FORGERY (CHRONIC/SEVERE)**

*Altercations made on any type of school material ex. Passes, Notes, Grades etc. or Plagiarizing of any work.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	1. Notification of Parent/Guardian 2. Conference with Teacher	1. Initiate a Student Centered Discussion about the Incident 2. Family Conference/ Collaboration	1. Notification of Parent/Guardian 2. Conference with Administrator	1. Referral to Counseling Group 2. Family Conference/ Collaboration 3. Referral to MTSS 4. Referral to Community Services
<b>Grades 5-8</b>	1. Notification of Parent/Guardian 2. Conference with Administrator 3. Detention	1. Initiate a Student Centered Discussion about the Incident 2. Family Conference/ Collaboration	1. Notification of Parent/Guardian 2. Conference with Administrator 3. Detention	1. Referral to Counseling Group 2. Family Conference/ Collaboration 3. Referral to MTSS 4. Referral to Community Services

**BRADLEY BEACH ELEMENTARY SCHOOL**

*Code of Conduct*

**DEFIANT CONDUCT (CHRONIC/SEVERE)**

*Refusal to obey directive of school employee. The teacher will use strategies to address the behavior. If the behavior continues or if the first behavior is egregious, administrative involvement should occur as listed below.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> </ol>	<ol style="list-style-type: none"> <li>1. Positive And Specific Directives that State Expectations</li> <li>2. Re-Teaching and Rehearsal of Desired Skill or Procedure</li> <li>3. Facilitation of Apology to Teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> </ol>	<ol style="list-style-type: none"> <li>1. Referral to Counseling Group</li> <li>2. Family Conference/ Collaboration</li> <li>3. Referral to MTSS Team</li> <li>4. Referral to Community Services</li> </ol>
<b>Grades 5-8</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Detention</li> </ol>	<ol style="list-style-type: none"> <li>1. Verbal Prompt, Redirection, and/or Correction</li> <li>2. Facilitation of Apology to Teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Detention</li> <li>4. Possible Suspension (1-3 Days)</li> </ol>	<ol style="list-style-type: none"> <li>1. Referral to Counseling Group</li> <li>2. Family Conference/ Collaboration</li> <li>3. Referral to MTSS</li> <li>4. Referral to Community Services</li> </ol>

# BRADLEY BEACH ELEMENTARY SCHOOL

## *Code of Conduct*

### DISRUPTING EDUCATIONAL PROCESS (CHRONIC/SEVERE)

*Any act or behavior that disrupts the learning environment, either in person or via remote instruction, including entering another teacher's virtual classroom without consent. The teacher will use strategies to address the behavior. If the behavior continues or if the first behavior is egregious, administrative involvement should occur as listed below.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> </ol>	<ol style="list-style-type: none"> <li>1. Verbal Prompt, Redirection, and/or Correction</li> <li>2. Positive And Specific Directives that State Classroom/School Expectations</li> <li>3. Re-Teaching and Rehearsal of Desired Skill or Procedure</li> <li>4. Facilitation of Apology to Teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Detention</li> </ol>	<ol style="list-style-type: none"> <li>1. Referral to Counseling Group</li> <li>2. Family Conference/ Collaboration</li> <li>3. Referral to MTSS</li> <li>4. Referral to Community Services</li> </ol>
<b>Grades 5-8</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Detention</li> </ol>	<ol style="list-style-type: none"> <li>1. Verbal Prompt, Redirection, and/or Correction</li> <li>2. Facilitation of Apology to Teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Detention</li> <li>4. Possible Suspension (1-3 Days)</li> </ol>	<ol style="list-style-type: none"> <li>1. Referral to Counseling Group</li> <li>2. Family Conference/ Collaboration</li> <li>3. Referral to MTSS</li> <li>4. Referral to Community Services</li> </ol>

## BRADLEY BEACH ELEMENTARY SCHOOL

### *Code of Conduct*

#### FIGHTING (MINOR PHYSICAL INJURY)

*Mutual engagement in a physical confrontation that may result in bodily injury to either party. Does not include a verbal confrontation or a minor confrontation, such as a shoving match. Any fighting that results in physical injury and/or requires medical attention may warrant Out of School Suspension (1-10 days).*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Possible HIB investigation</li> </ol>	<ol style="list-style-type: none"> <li>1. Mediated Conflict Resolution</li> <li>2. Problem Solving Conference</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administration</li> <li>3. Possible HIB Investigation</li> <li>4. Detention</li> </ol>	<ol style="list-style-type: none"> <li>1. Mediated Conflict Resolution</li> <li>2. Family Conference/Collaboration</li> <li>3. Referral to Counseling Group</li> <li>4. Referral to MTSS</li> <li>5. Referral to Community Service</li> </ol>
<b>Grades 5-8</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Possible HIB investigation</li> <li>4. Detention</li> <li>5. Possible Suspension (1-10 Days)</li> </ol>	<ol style="list-style-type: none"> <li>1. Mediated Conflict Resolution</li> <li>2. Problem Solving Conference</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Possible HIB investigation</li> <li>4. Detention</li> <li>5. Possible Suspension (1-10 Days)</li> </ol>	<ol style="list-style-type: none"> <li>1. Possible Mediated Conflict Resolution</li> <li>2. Family Conference/Collaboration</li> <li>3. Referral to Counseling Group</li> <li>4. Referral to MTSS</li> <li>5. Referral to Community Service</li> </ol>

# BRADLEY BEACH ELEMENTARY SCHOOL

## *Code of Conduct*

### HIB (CONFIRMED)

*HIB means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds as provided for in section 16 of P.L. 2010, c.122 (C. 18A:37-15.3), that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that: a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property, has the effect of insulting or demeaning any student or group of students; or creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student. All complaints of HIB shall be investigated and processed in accordance with District Policy and State Law.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Notification of Superintendent's Office</li> <li>4. Detention</li> </ol>	<ol style="list-style-type: none"> <li>1. Reflection Activity</li> <li>2. Possible Mediation</li> <li>3. Possible Facilitation of Apology</li> <li>4. Family Conference / Collaboration</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Notification of Superintendent's Office</li> <li>4. Detention</li> <li>5. Mandatory Parent, Administrator, Student Conference</li> <li>6. Possible Suspension (1-3 Days)</li> <li>7. Possible Police Notification</li> </ol>	<ol style="list-style-type: none"> <li>1. Problem Solving Conference</li> <li>2. Family Conference/ Collaboration</li> <li>Chronic/Severe:               <ol style="list-style-type: none"> <li>3. Referral to Counseling Group</li> <li>4. Referral to MTSS</li> <li>5. Referral to Community Services</li> <li>6. Reintegration Plan</li> </ol> </li> </ol>
<b>Grades 5-8</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. HIB investigation</li> <li>4. Notification of Superintendent's Office</li> <li>5. Detention</li> <li>6. Possible Suspension (1-3 Days)</li> </ol>	<ol style="list-style-type: none"> <li>1. Reflection Activity</li> <li>2. Possible Mediation</li> <li>3. Possible Facilitation of Apology</li> <li>4. Family Conference / Collaboration</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator/Dean</li> <li>3. Notification of Superintendent's Office</li> <li>4. Detention</li> <li>5. Mandatory Parent, Administrator, Student Conference</li> <li>6. Possible Suspension (1-3 Days)</li> <li>7. Possible Police Notification</li> <li>8. Possible Board of Education Hearing</li> </ol>	<ol style="list-style-type: none"> <li>1. Problem Solving Conference</li> <li>2. Family Conference/ Collaboration</li> <li>Chronic/Severe:               <ol style="list-style-type: none"> <li>1. Referral to Counseling Group</li> <li>2. Referral to MTSS</li> <li>3. Referral to Community Services</li> <li>4. Reintegration Plan</li> </ol> </li> </ol>

**BRADLEY BEACH ELEMENTARY SCHOOL**

*Code of Conduct*

**INAPPROPRIATE OBJECTS  
(REQUIRING POLICE NOTIFICATION)**

*Possession or use of any instrument/object that poses a disruption to the educational environment.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Confiscation</li> <li>4. Police Notification</li> </ol>	<ol style="list-style-type: none"> <li>1. Reflection Activity</li> <li>2. Problem Solving Conference</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Confiscation</li> <li>4. Detention</li> <li>5. Police Notification</li> </ol>	<ol style="list-style-type: none"> <li>1. Problem Solving Conference</li> <li>2. Referral to Counseling Group</li> <li>3. Family Conference/Collaboration</li> <li>4. Referral to MTSS</li> <li>5. Referral to Community Services</li> </ol>
<b>Grades 5-8</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Confiscation</li> <li>4. Detention</li> <li>5. Police Notification</li> </ol>	<ol style="list-style-type: none"> <li>1. Problem Solving Conference</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Detention</li> <li>4. Confiscation</li> <li>5. Police Notification</li> <li>6. Possible suspension (1-3 days)</li> </ol>	<ol style="list-style-type: none"> <li>1. Problem Solving Conference</li> <li>2. Referral to Counseling Group</li> <li>3. Family Conference/Collaboration</li> <li>4. Referral to MTSS</li> <li>5. Referral to Community Services</li> </ol>

**BRADLEY BEACH ELEMENTARY SCHOOL**

*Code of Conduct*

**LATE/TARDINESS  
(CHRONIC/SEVERE)**

*Arriving to School or Class After the Late Bell Rings.  
The teacher will use strategies to address the behavior. If the behavior continues or if the first behavior is egregious, administrative involvement should occur as listed below.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	1. Notification of Parent/Guardian	1. Positive Directives that State Expectations	1. Notification of Parent/Guardian	1. Family Conference/ Collaboration 2. Daily Progress Sheet
<b>Grades 5-8</b>	1. Notification of Parent/Guardian 2. Verbal Warning	1. Positive Directives that State Expectations	1. Notification of Parent/Guardian 2. Conference with Administrator 3. Detention 4. Repeated Detention 5. Progressive and Timely Loss of Privileges	1. Family Conference/ Collaboration 2. Create, Implement, and Monitor Attendance Plan



**BRADLEY BEACH ELEMENTARY SCHOOL**

*Code of Conduct*

**LEAVING SCHOOL GROUNDS**

*Being away from school grounds without authorization.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	1. Notification of Parent/Guardian 2. Conference with Administrator 3. Police Notification	1. Positive Directives that State Expectations 2. Reflection Activity	1. Notification of Parent/Guardian 2. Police Notification 3. Conference with Administrator	1. Problem Solving Conference 2. Classroom Check-In Plan 3. Family Conference/ Collaboration
<b>Grades 5-8</b>	1. Notification of Parent/Guardian 2. Police Notification 3. Conference with Administrator 4. Detention 5. Possible Suspension	1. Positive Directives that State Expectations 2. Reflection Activity	1. Notification of Parent/Guardian 2. Police Notification 3. Conference with Administrator 4. Detention 5. Possible Suspension	1. Problem Solving Conference 2. Attendance Contract 3. Family Conference/ Collaboration

**BRADLEY BEACH ELEMENTARY SCHOOL**

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**OBSCENE MATERIALS**

*Possession or Display of obscene materials while on school grounds (including buses and school trips).*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	1. Notification of Parent/Guardian 2. Conference with Administrator 3. Confiscation *Possible Police Notification	1. Initiate a Student Centered Discussion about the incident 2. Reflection Activity 3. Family Conference/ Collaboration	1. Notification of Parent/Guardian 2. Conference with Administrator 3. Confiscation 4. Detention 5. Possible Police Notification	1. Problem Solving Conference 2. Referral to Counseling Group 3. Family Conference/ Collaboration 4. Referral to MTSS 5. Referral to Community Services
<b>Grades 5-8</b>	1. Notification of Parent/Guardian 2. Conference with Administrator 3. Confiscation 4. Detention 5. Possible Police Notification	1. Initiate a Student Centered Discussion about the incident	1. Notification of Parent/Guardian 2. Conference with Administrator 3. Confiscation 4. Detention 5. Possible Police Notification	1. Problem Solving Conference 2. Referral to Counseling Group 3. Family Conference/ Collaboration

**BRADLEY BEACH ELEMENTARY SCHOOL**

*Code of Conduct*

**Prohibited Use of Electronic Devices (Chronic/Severe)**

*Use of any electronic device such as a cell phone or other one-way or two-way remote communications device without permission. \*With respect to this policy, private onsite or offsite behavior may have consequences in the school district (sexting or illegal activity).*

*The teacher will use strategies to address the behavior. If the behavior continues or if the first behavior is egregious, administrative involvement should occur as listed below.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Possible loss of privileges</li> <li>4. Possible Police Notification</li> </ol>	<ol style="list-style-type: none"> <li>1. Verbal Prompt, Redirection, and/or Correction</li> <li>2. Positive and Specific Directives that State Expectations</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Possible loss of privileges</li> <li>4. Possible Police Notification</li> </ol>	<ol style="list-style-type: none"> <li>1. Reflection Activity</li> <li>2. Problem Solving Conference</li> <li>3. Family Conference / Collaboration</li> </ol>
<b>Grades 5-8</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Possible loss of Privileges</li> <li>4. Detention</li> <li>5. Possible Police Notification</li> </ol>	<ol style="list-style-type: none"> <li>1. Positive and Specific Directives that State Expectations</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Possible loss of Privileges</li> <li>4. Detention</li> <li>5. Possible Police Notification</li> </ol>	<ol style="list-style-type: none"> <li>1. Problem Solving Conference</li> <li>2. Family Conference / Collaboration</li> </ol>

**BRADLEY BEACH ELEMENTARY SCHOOL**

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**Prohibited Substance Use (Confirmed/Refused Exam)**

*A student is suspected of being under the influence of one of the reportable substance types and use is confirmed by medical examination per N.J.S.A.18A:40A-12 or medical examination was refused.*

<b>GRADE LEVEL</b>	<b>Response</b>	<b>Behavioral Supports</b>
<b>Grades K-4</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Possible Notification of Police</li> <li>3. Notification of Superintendent's Office</li> <li>4. Out of School Suspension (1-10 Days)</li> <li>5. Mandatory Drug Screening</li> </ol>	<ol style="list-style-type: none"> <li>1. Referral to Student Counselor</li> <li>2. Problem Solving Conference</li> <li>3. Family Conference &amp; Collaboration</li> <li>4. Referral to Individual/Group Counseling</li> <li>5. Referral to MTSS</li> </ol>
<b>Grades 5-8</b>	<ol style="list-style-type: none"> <li>6. Mandatory Administrator/Parent/Guardian Conference</li> <li>7. Possible Notification of DCP&amp;P</li> <li>8. Possible Board of Education Hearing</li> </ol>	<ol style="list-style-type: none"> <li>6. Referral to Community Services</li> <li>7. Reintegration Plan</li> </ol>

**BRADLEY BEACH ELEMENTARY SCHOOL**

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**Technology Related Misconduct/Computer Trespass**

*Violation of district acceptable use policy or any other behavior violating district or building code involving the use of a district computer. Intentionally and without authorization changing, removing, altering, or otherwise interfering or causing disruption or malfunction to any school district computer, computer system, computer network, computer program, or data.*

*\*With respect to this policy, accessing illegal content or using the device to commit illegal activity will warrant police notification.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Possible Police Notification</li> <li>4. Possible Suspension (1 Day)</li> </ol>	<ol style="list-style-type: none"> <li>1. Verbal Prompt, Redirection, and/or Correction</li> <li>2. Positive and Specific Directives that State Expectations</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Detention</li> <li>4. Possible Police Notification</li> <li>5. Possible Suspension (1 Day)</li> </ol>	<ol style="list-style-type: none"> <li>1. Reflection Activity</li> <li>2. Problem Solving Conference</li> <li>3. Family Conference /Collaboration</li> </ol>
<b>Grades 5-8</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Detention</li> <li>4. Possible Police Notification</li> <li>5. Possible Suspension (1 Day)</li> </ol>	<ol style="list-style-type: none"> <li>1. Positive and Specific Directives that State Expectations</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Detention</li> <li>4. Possible Police Notification</li> <li>5. Possible Suspension (1 Day)</li> </ol>	<ol style="list-style-type: none"> <li>1. Problem Solving Conference</li> <li>2. Family Conference &amp; Collaboration</li> <li>3. Individual/Group Counseling</li> <li>4. Referral to MTSS</li> <li>5. Reintegration Plan</li> </ol>

**BRADLEY BEACH ELEMENTARY SCHOOL**

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<b>Theft</b>				
<i>The taking of the school district's or a person's belongings or property without consent, when the offender knew that consent was needed.</i>				
<b>GRADE LEVEL</b>	<b>1st Occurrence</b>		<b>2nd Occurrence or Greater</b>	
	<b>Response</b>	<b>Behavioral Supports</b>	<b>Response</b>	<b>Behavioral Supports</b>
<b>Grades K-4</b>	1. Notification of Parent/Guardian 2. Conference with Administrator 3. Detention 4. Possible Restitution	1. Reflection Activity 2. Facilitation of Apology	1. Notification of Parent/Guardian 2. Conference with Administrator 3. Detention 4. Possible Restitution	1. Problem Solving Conference 2. Facilitation of Apology 3. Family Conference/ Collaboration 4. Referral to MTSS
<b>Grades 5-8</b>	5. Possible Police Notification		5. Possible Police Notification 6. Possible Suspension (1-3 days)	5. Referral to Community Services 6. Reintegration Plan

<b>Threat (Simple)</b>		
<i>Attempting by physical menace to put another in fear of bodily injury. The offender knew that the threat could make the victim fearful.</i>		
<b>GRADE LEVEL</b>	<b>Response</b>	<b>Behavioral Supports</b>
<b>Grades K-4</b>	1. Notification of Parent/Guardian 2. Conference with Administrator 3. Possible HIB Investigation	1. Problem Solving Conference 2. Individual/Group Counseling 3. Referral to MTSS
<b>Grades 5-8</b>	4. Detention 5. Possible Police Notification 6. Possible Suspension (1-3 Days)	4. Referral to Community Services 5. Family Conference & Collaboration 6. Reintegration Plan

**BRADLEY BEACH ELEMENTARY SCHOOL**

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**Vandalism (Chronic/Severe)**

*Purposely, knowingly, or recklessly destroying or defacing school, contracted, or personal property, thereby causing an economic loss due to repair or for replacement.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Possible Restitution</li> </ol>	<ol style="list-style-type: none"> <li>1. Verbal Prompt, Redirection, and/or Correction</li> <li>2. Positive And Specific Directives that State Expectations</li> <li>3. Reflection Activity</li> <li>4. Facilitation of Apology</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Detention</li> <li>4. Possible Restitution</li> </ol>	<ol style="list-style-type: none"> <li>1. Verbal Prompt, Redirection, and/or Correction</li> <li>2. Positive And Specific Directives that State Expectations</li> <li>3. Referral to Community Services</li> <li>4. Family Conference/ Collaboration</li> </ol>
<b>Grades 5-8</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Possible Restitution</li> </ol>	<ol style="list-style-type: none"> <li>1. Problem Solving Conference</li> <li>2. Possible Facilitation of Apology</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Detention</li> <li>4. Possible Suspension (1-3 Days)</li> <li>5. Possible Police Notification</li> <li>6. Possible Restitution</li> </ol>	<ol style="list-style-type: none"> <li>1. Possible Referral to Counseling</li> <li>2. Referral to MTSS</li> <li>3. Referral to Community Services</li> <li>4. Family Conference/ Collaboration</li> </ol>

**BRADLEY BEACH ELEMENTARY SCHOOL**

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**Vaping**

*In accordance with New Jersey Law and Board of Education Policy #5533, smoking and/or the possession of cigarettes and or tobacco products, lighters or matches, or electronic smoking devices are prohibited in school.*

<b>GRADE LEVEL</b>	<b>Response</b>	<b>Behavioral Supports</b>
<b>Grades K-4</b>	1. Notification of Parent/Guardian 2. Conference with Administrator 3. Confiscation 4. Detention	1. Referral to Student Counselor 2. Family Conference / Collaboration 3. Problem Solving Conference 4. Referral to MTSS
<b>Grades 5-8</b>	5. Possible Drug Screening 6. Possible Police Notification 7. Sale will warrant Out of School Suspension (1-3 Days)	5. Referral to Community Services



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**TIER III BEHAVIORS**

**ARSON**

*Purposely or knowingly starting a fire or causing an explosion in or on the grounds of a school, thereby placing the victim or group of victims in danger of death or bodily injury; or purposely starting a fire or causing an explosion that destroys or damages the victim's or school's property/grounds.*

<b>GRADE LEVEL</b>	<b>Response</b>	<b>Behavioral Supports</b>
<b>All Grades Grades K-8</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Notification of Police and Fire Dept.</li> <li>3. Notification of Superintendent's Office</li> <li>4. Out of School Suspension(1-10 days)</li> <li>5. Mandatory Administrator/Parent Conference</li> <li>6. Possible Board of Education Hearing</li> </ol>	<ol style="list-style-type: none"> <li>1. Problem Solving Conference</li> <li>2. Family Conference/Collaboration</li> <li>3. Referral to MTSS</li> <li>4. Referral to Community Support Services</li> <li>5. Reintegration Plan</li> <li>6. Possible Risk Assessment</li> </ol>

**BRADLEY BEACH ELEMENTARY SCHOOL**

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**ASSAULT (STUDENT OR DISTRICT PERSONNEL)**

*A person attempts to cause - or purposely knowingly causes- bodily injury to another or a District Staff or Board Member.*

<b>GRADE LEVEL</b>	<b>Response</b>	<b>Behavioral Support</b>
<b>Grades K-8</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Possible Notification of Police</li> <li>3. Notification of Superintendent's Office</li> <li>4. Out of School Suspension(1-10 days)</li> <li>5. Mandatory Administrator/Parent Conference</li> <li>6. Possible Board of Education Hearing</li> </ol>	<ol style="list-style-type: none"> <li>1. Problem Solving Conference</li> <li>2. Family Conference/ Collaboration</li> <li>3. Referral to MTSS</li> <li>4. Referral to Community Support Services</li> <li>5. Reintegration Plan</li> <li>6. Possible Risk Assessment</li> </ol>

**BIAS INCIDENT**

*"Bias Crime" means any criminal offense where the person or persons committing the offense acted with a purpose to intimidate an individual or group of individuals because of race, color, gender, disability, religion, sexual orientation, or ethnicity. "Bias-Related Act" means an act that is directed at a person, group of persons, private property, or public property that is motivated in whole or in part by racial, gender, disability, religious, sexual orientation, or ethnic prejudice. A bias-related act need not involve conduct that constitutes a criminal offense. Note that all bias crimes are also bias-related acts, but that not all bias-related acts will constitute a hate crime. In order more fully to explain what conduct constitutes a bias crime or bias-related*

<b>GRADE LEVEL</b>	<b>Response</b>	<b>Behavioral Support</b>
<b>Grades 4-8</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Notification of Police.</li> <li>3. Notification of Superintendent's Office</li> <li>4. Out of School Suspension(1-10 days)</li> <li>5. Mandatory Administrator/Parent Conference</li> <li>6. HIB report filed in Student's Educational Records</li> <li>7. Possible Board of Education Hearing</li> </ol>	<ol style="list-style-type: none"> <li>1. Problem Solving Conference</li> <li>2. Family Conference/ Collaboration</li> <li>3. Referral to MTSS</li> <li>4. Referral to Community Service</li> <li>5. Reintegration Plan</li> <li>6. Possible Risk Assessment</li> </ol>

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**DAMAGE TO PROPERTY (CHRONIC/SEVERE)**

*Purposely, knowingly, or recklessly destroying or defacing school, contracted, or personal property, thereby causing an economic loss due to repair or for replacement.*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	1. Notification of Parent Guardian 2. Conference with Administrator 3. Possible Restitution	1. Verbal Prompt, Redirection and/or Correction 2. Positive And Specific Directive that State Expectation of Apology	1. Notification of Parent Guardian 2. Conference with Administrator 3. Detention 4. Possible Restitution	1. Verbal Prompt, Redirection and/or Correction 2. Positive and Specific Directives that State Expectations 3. Referral to Community Service 4. Family Conference/ Collaboration
<b>Grades 5-8</b>	1. Notification of Parent Guardian 2. Conference with Administrator 3. Possible Restitution	1. Problem Solve Conference 2. Possible Facilitation of Apology	1. Notification of Parent Guardian 2. Conference with Administrator 3. Detention 4. Possible Suspension (1 Day) 5. Possible Police Notification 6. Possible Restitution	1. Possible Referral to Counseling Group 2. Referral to MTSS 3. Referral to Community Services 4. Family Conference/

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**FALSE PUBLIC ALARM/BOMB THREAT**

*Initiating or circulating a report or warning, by any means of communication of an impending fire, explosion, bombing, crime, catastrophe or emergency, knowing that the report or warning is false or baseless and that it is likely to cause evacuation of a school building, school bus, or other place of assembly on school grounds. This includes knowingly setting off a fire alarm when no fire exists or possession or handling of an object that has the appearance of an explosive device.*

<b>GRADE LEVEL</b>	<b>Response</b>	<b>Behavioral Support</b>
<b>Grades K-8</b>	<ol style="list-style-type: none"><li>1. Notification of Parent/Guardian</li><li>2. Notification of Police/Fire Dept.</li><li>3. Notification of Superintendents Office</li><li>4. Out of School Suspension (1-10 days)</li><li>5. Mandatory Administrator/Parent Conference</li><li>6. Possible Board of Education Hearing</li></ol>	<ol style="list-style-type: none"><li>1. Problem Solving Conference</li><li>2. Family Conference/ Collaboration</li><li>3. Referral to MTSS</li><li>4. Referral to Community Service</li><li>5. Reintegration Plan</li><li>6. Possible Risk Assessment</li></ol>

**BRADLEY BEACH ELEMENTARY SCHOOL**

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**Fighting (MAJOR PHYSICAL INJURY)**

*Mutual engagement in a physical confrontation that may result in bodily injury to either party. Does not include a verbal confrontation or a minor confrontation such as a shoving match. Any fighting that results in physical injury and /or requires medical attention may warrant Out of School Suspension (1 to 10 days)*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
<b>Grades K-4</b>	1. Notification of Parent/Guardian 2. Conference with Administrator 3. Possible HIB investigation	1, Mediated Conflict Resolution 2. Problem Solving Conference	1. Notification of Parent/Guardian 2. Conference with Administrator 3. Possible HIB investigation 4. Detention	1, Mediated Conflict Resolution 2. Problem Solving Conference <b>Chronic/Severe</b> 3. Referral to Counseling Group 4. Referral to MTSS 5. Referral to Community Service Group
<b>Grades 5-8</b>	1. Notification of Parent/Guardian 2. Conference with Administrator 3. Possible HIB investigation 4. Detention 5. Possible Suspension (1-10 days)	1. Possible Mediated Conflict Resolution 2. Problem Solving Conference	1. Notification of Parent/Guardian 2. Conference with Administrator 3. Possible HIB investigation 4. Detention 5. Possible Suspension (1-10 Days)	1. Possible Mediated Conflict Resolution 2. Family Conference/Collaboration <b>Chronic/Severe</b> 3. Referral to Counseling Group 4. Referral to MTSS 5. Referral to Community Service Group

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### FIREWORKS/CHEMICALS

*The possession, sale or distribution, or detonation of chemicals or an explosive device. Sale or detonation and/or causing bodily injury and/or destruction of property will warrant Out of School Suspension (1-5 days) and possible Board Disciplinary Hearing.*

GRADE LEVEL	Any Occurrence	
	Response	Behavioral Supports
Grades K-8	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Detention</li> <li>4. Possible Notification of Superintendent's Office</li> <li>5. Possible Police Notification</li> <li>6. Possible Suspension</li> </ol>	<ol style="list-style-type: none"> <li>1. Initiate a Student Centered Discussion about the Incident</li> <li>2. Family Conference/ Collaboration</li> </ol> <p><b>Chronic/Severe:</b></p> <ol style="list-style-type: none"> <li>3. Referral to MTSS</li> <li>4. Reintegration Plan</li> <li>5. Referral to Community Services</li> <li>6. Possible Risk Assessment</li> </ol>

### HIB (CONFIRMED)

*HIB means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school grounds as provided for in section 16 of P.I. 2010, c122 (C. 18A:37-15.3), that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that: a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; has the effect of insulting or demeaning any student or group of students; or creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student. All complaints of HIB shall be investigated and processed in accordance with District Policy and State Law*

GRADE LEVEL	1st Occurrence		2nd Occurrence or Greater	
	Response	Behavioral Supports	Response	Behavioral Supports
Grades K-4	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Notification Of Superintendent's Office</li> </ol>	<ol style="list-style-type: none"> <li>1. Reflection Activity</li> <li>2. Possible Mediation</li> <li>3. Possible Facilitation of Apology</li> <li>4. Family Conference/ Collaboration</li> </ol>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administrator</li> <li>3. Notification Of Superintendent's Office</li> <li>4. Detention</li> <li>5. Mandatory Parent</li> </ol>	<ol style="list-style-type: none"> <li>1, Problem Solving Conference</li> <li>2. Family Conference/ Collaboration</li> </ol> <p><b>Chronic/Severe:</b></p>

## BRADLEY BEACH ELEMENTARY SCHOOL

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	4. Detention 5. Possible Police Notification		Administrator, Student Conference 6. Possible Suspension (1-3 Days) 7. Possible Police Notification	1. Referral to Counseling Group 2. Referral to MTSS 3. Referral to Community Service 4. Reintegration Plan
<b>Grades 5-8</b>	1. Notification of Parent/Guardian 2. Conference with Administrator 3. HIB investigation 4. Notification Of Superintendent's Office 5. Detention 6. Possible Suspension (1-3 Days) 7. Possible Police Notification	1. Reflection Activity 2. Possible Mediation 3. Possible Facilitation of Apology 4. Family Conference/ Collaboration	1. Notification of Parent/Guardian 2. Conference with Administrator 3. Notification Of Superintendent's Office 4. Detention 5. Mandatory Parent Administrator, Student Conference 6. Possible Suspension (1-3 Days) 7. Possible Police Notification 8. Possible Board of Education Hearing	1. Problem Solving Conference 2. Family Conference/ Collaboration  <b>Chronic/Severe:</b> 1. Referral to MTSS 2. Reintegration Plan 3. Referral to Community Services

### PROHIBITED SUBSTANCE POSSESSION

*A student is found with one of the reportable substance types in his or her locker, or on his or her person. A substance found on school grounds with no identified offender should not be reported.*

<b>Any Occurrence</b>		
<b>GRADE LEVEL</b>	<b>Response</b>	<b>Behavioral Supports</b>
<b>Grades K-8</b>	1. Notification of Parent/Guardian 2. Notification of Police 3. Notification of Superintendent's Office 4. Out of School Suspension (1-10 days) 5. Mandatory Administrator/Parent/Guardian Conference 6. Mandatory Drug Screening 7. Possible Board of Education Hearing	1. Referral to Student Assistance Counselor or Designee 2. Referral to Individual/Group Counseling 3. Referral to MTSS 4. Referral to Community Services 5. Family Conference and Collaboration 6. Reintegration Plan

**BRADLEY BEACH ELEMENTARY SCHOOL**

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**PROHIBITED SUBSTANCE SALE OR DISTRIBUTION**

*A student sells, buys, or gives one of the reportable substance types to other, employs others to do the same, or is in possession of substances in such quantities or under such circumstances that it may be inferred that the student intended to distribute to others.*

**Any Occurrence**

<b>GRADE LEVEL</b>	<b>Any Occurrence</b>	
	<b>Response</b>	<b>Behavioral Supports</b>
<b>Grades K-8</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Notification of Police</li> <li>3. Notification of Superintendent's Office</li> <li>4. Out of School Suspension (1-10 days)</li> <li>5. Mandatory Administrator/Parent/Guardian Conference</li> <li>6. Mandatory Drug Screening</li> <li>7. Possible Board of Education Hearing</li> </ol>	<ol style="list-style-type: none"> <li>1. Referral to Student Assistance Counselor of Designee</li> <li>2. Referral to Individual/Group Counseling</li> <li>3. Referral to MTSS</li> <li>4. Referral to Community Services</li> <li>5. Family Conference and Collaboration</li> <li>6. Reintegration Plan</li> </ol>



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<b>SEXUAL ASSAULT / CONTACT</b>		
<i>Sexual Assault occurs when an offender commits an act of sexual penetration as defined by law. Intentional touching by the offender, either directly or through clothing, of the victims or offender's intimate body parts.</i>		
<b>Any Occurance</b>		
<b>GRADE LEVEL</b>	<b>Response</b>	<b>Behavioral Supports</b>
<b>Grades K-8</b>	1. Notification of Parent/Guardian 2. Notification of Police *Possible Notification for Contact 3. Notification of Superintendent's Office 4. Out of School Suspension (1-10 Days) *Contact Possible OSS (1-10 days) 5. Mandatory Administrator/Parent/Guardian Conference 6. Possible Board of Education Meeting	1. Initiate a Student Centered Discussion about the Incident (and Repair, Restore and Reteach Expectations) 2. Referral to MTSS 3. Referral to Community Service 4. Reintegration Plan 5. Family Conference and Collaboration *Contact 6. Problem Solving Conference* Contact 7. Possible Risk Assessment for Assault

<b>THEFT (CHRONIC/SEVERE)</b>		
<i>The Taking of the school district's or person's belongings or property without consent, when the offender knew that consent was needed</i>		
<b>2nd Occurrence or Greater</b>		
<b>GRADE LEVEL</b>	<b>Response</b>	<b>Behavioral Supports</b>
<b>Grades K-8</b>	1. Notification of Parent/Guardian 2. Conference with Administrator/Dean 3. Notification of Superintendent's Office 4. Detention 5. Possible Restitution 6. Possible Police Notification 7. Possible Suspension (1-3 Days)	1. Referral to MTSS 2. Referral to Community Service 3. Family Conference and Collaboration 4. Reintegration Plan

# BRADLEY BEACH ELEMENTARY SCHOOL

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### THREAT (CRIMINAL)

*Expressing - either physically or verbally the intent to commit a violent criminal behavior where the threat is made to place another in imminent fear of a violent act, under the circumstances that would reasonably cause the victim to believe the immediacy of the threat and the likelihood that it would be carried out.*

<b>GRADE LEVEL</b>	<b>Any Occurrence</b>	
	<b>Response</b>	<b>Behavioral Supports</b>
<b>Grades K-8</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Conference with Administration</li> <li>3. Notification of Superintendent's Office</li> <li>4. Police Notification</li> <li>5. Detention</li> <li>6. Possible Suspension (1-3 Days)</li> </ol>	<ol style="list-style-type: none"> <li>1. Problem Solving Conference</li> <li>2. Individual/Group Counseling</li> <li>3. Refer to MTSS</li> <li>4. Referral to Community Service</li> <li>5. Family Conference and Collaboration</li> <li>6. Reintegration Plan</li> </ol>

### WEAPONS

*A weapon is any instrument readily capable of lethal use or inflicting serious bodily injury. Components that can be readily assembled into a weapon are reported in this category. This category includes, but is not limited to: Knife/blade (includes a razor blade and box cutter); Spray (tear gas, pepper spray) Bomb, Handgun; Rifle, Air gun (bb gun, pellet gun, or other weapon of similar nature in which the propelling force is a spring, elastic band, band, carbon dioxide, compressed or other gas or vapor, air or compressed air, or is ignited by compressed air, and ejecting a bullet or missile smaller than three-eighths of an inch in diameter, with sufficient force to injure a person.*

<b>GRADE LEVEL</b>	<b>The District will follow the Zero Tolerance for Guns Act N.J.S.A. 18a:37-38</b>	
	<b>Response</b>	<b>Behavioral Supports</b>
<b>Grades K-8</b>	<ol style="list-style-type: none"> <li>1. Notification of Parent/Guardian</li> <li>2. Notification of Police</li> <li>3. Notification of Superintendent's Office</li> <li>4. Possible Suspension (1-10 days)</li> <li>5. Mandatory Administrator/Parent Conference</li> <li>6. Possible Board of Ed. Meeting</li> <li>7. Possible Expulsion</li> </ol>	<ol style="list-style-type: none"> <li>1. Initiate a Student Centered Discussion about The Incident</li> <li>2. Problem Solving Conference</li> <li>3. Individual Group Counseling</li> <li>4. Referral to MTSS</li> <li>5. Referral to Community Service</li> <li>6. Reintegration Plan</li> </ol>

## **District Policy 2624 - GRADING SYSTEM**

Section: Program

Date Created: October 2000

Date Edited: October 2000

The Board of Education recognizes that a system of measuring, recording, and reporting the achievements of individual pupils is important to the continuing process of learning.

The Board directs that the instructional program of this district include a system of grading in grades Pre-K through eight consistent with the educational goals of the district. Grades will measure the progress of pupils against school district goals and objectives and the New Jersey Student Learning Standards.

Pupils shall be informed at the outset of any course of study of the behaviors and achievements that are expected of them and shall be kept informed of their progress during the course of study. As a rule, grading should reward pupils for positive efforts and minimize failure, and pupils should be encouraged to evaluate their own achievements.

The Superintendent shall develop and continually review in consultation with teaching staff members, parent(s) or legal guardian(s), and pupils, a grading program appropriate to the course of study and maturity of pupils. The final decision on any contested grade will be the responsibility of the Superintendent. A pupil determined to be eligible for Special Education services will be graded in accordance with his/her Individualized Educational Program (IEP).

## **District Regulation 2624 - GRADING SYSTEM**

Section: Program

Date Created: October 2000

Date Edited: October 2000

### **A. Purpose of Grading**

1. The purpose of grading is to assist pupils in the process of learning; all grading systems will be subject to continual review and revision to that end.
2. Grades acknowledge a pupil's:
  - a. Progress towards mastery of New Jersey Student Learning Standards
  - b. Participation in and attention to daily lessons,
  - c. Contribution to discussions,
  - d. Completion of assignments,
  - e. Preparation for tests,
  - f. Eagerness to learn,
  - g. Cooperation with the teacher's efforts, and
  - h. Willingness to work to the best of his/her ability

### **B. Preparation for Grading**

1. Each pupil must be informed of the behavior and achievements expected of him/her at the outset of each course of study or unit of study.
2. Each pupil must be kept informed of his/her progress during the course of a unit of study. Pupils who so request are entitled to see the grades resulting from their performance during the grading period.

3. Each method of grading shall be appropriate to the course of study and the maturity and abilities of the pupils.
4. Pupils should be encouraged to evaluate their own achievements.
5. The process of review and revision will involve teaching staff members, parent(s) or legal guardian(s), and, as appropriate, pupils.

### C. Grading Periods

#### Grades K through Five

1. Progress towards meeting expectations on New Jersey State Learning Standards will be reported at the end of each trimester.
2. Progress will be recorded on report cards for parent(s) or legal guardian(s) notification in accordance with Policy and Regulation No. 5420.

#### Grades Six through Eight

1. Grades will be reported at the end of each marking period in each school year.
2. Pupils will be given a final grade in each subject at the end of the school year.
3. Grades will be recorded on report cards for parent(s) or legal guardian(s) notification in accordance with Policy and Regulation No. 5420.

### D. Basis for Grading

#### Grades K through Five

The teacher responsible for assigning a grade may take into consideration the pupil's:

1. Completion of written assignments prepared in the classroom or elsewhere;
2. Oral contributions in class, including discussion responses, observations, panel participation, presentations, initiation of topics;

3. Performance on oral and written tests and quizzes;
4. Oral and written reports on materials read by the pupil;
5. Other evidences of the pupil's constructive efforts and achievements in learning; and
6. For the final grade, the pupil's attendance record, in accordance with Policy Nos. 5200, and 5410.

## Grades Six through Eight

The teacher responsible for assigning a grade may take into consideration the pupil's:

1. Completion of written assignments prepared in the classroom or elsewhere;
2. Oral contributions in class, including discussion responses, observations, panel participation, presentations, and initiation of topics;
3. Performance on oral and written tests and quizzes;
4. Research into standard references and other background materials;
5. Oral or written reports;
6. Laboratory work;
7. Other evidences of the pupil's constructive efforts and achievements in learning; and
8. For the final grade, the pupil's attendance record, in accordance with Policy Nos. 5200, and 5410.

## E. Meaning of Grades

### Grades Kindergarten through Five

The following proficiency levels will be given in each academic subject at the end of each trimester:

#### **4 = Exceeding the Standard**

Extends key concepts, processes, and skills  
Consistently works beyond grade-level expectations

#### **3 = Meeting the Standard**

Consistently grasps and applies key concepts, processes, and skills  
Consistently meets the grade-level expectations

#### **2 = Approaching the Standard**

Beginning to grasp and apply key concepts, processes, and skills  
Progressing toward grade-level expectations

## **1 = Needs Support**

Not grasping key concepts, processes, and skills  
Area of concern that requires support

**NA = Not Assessed** at this time

## Grades Six through Eight

The following grades will be given in each academic subject at the end of each marking period:

A grade of "A" indicates a superior degree of proficiency in key concepts of the course as demonstrated by assessments and other assignments. The student shows exceptional mastery of course content and consistently demonstrates a high level of initiative and ability to apply knowledge in creative ways.

A grade of "B" indicates a satisfactory degree of proficiency in key concepts of the course as demonstrated by assessments and other assignments. The student shows mastery of most course content and is often able to apply key concepts.

A grade of "C" indicates a developing degree of proficiency and partial mastery of key concepts of the course as demonstrated by assessments and other assignments. The student may be able to recall key concepts, but not apply them in a consistent manner that demonstrates a higher level of understanding.

A grade of "D" indicates a lack of proficiency in many key concepts of the course as demonstrated by assessments and other assignments. There may be minimal mastery of course content and/or a lack of initiative in both completing assignments and preparing for assessments.

A grade of "F" indicates unsatisfactory proficiency in key concepts of the course as demonstrated by assessments and other assignments. The student shows little to no mastery of course content. Coursework is inaccurate, incomplete, or not completed.

Letter grades may be modified by plus or minus signs.

3. A teacher who grades by numerical grades in grades six through eight during the marking period shall convert the number grade to a letter grade in accordance with the following chart.

A+ : 97-100

A : 93-96

A- : 90-92

B+ : 87-89

B : 83-86

B- : 80-82

C+ : 77-79

C : 73-76

C- : 70-72

D : 65-69

F : <65

\*Students earning a grade of "F" at the end of a marking period will receive a numeric grade of 55 for the marking period.

4. A grade of "incomplete" will be given at the end of a marking period to those pupils unable to complete the work assigned to the course for reasons beyond the pupil's control.

a. A teacher who submits a grade of incomplete will accompany the grade with a reasonable estimate of the amount of time the pupil will require to complete the work necessary for the granting of credit.

b. Except as may be required by unusual circumstances, make-up work should be completed within two weeks of the end of the marking period or two weeks after the pupil's return to school.

c. The pupil's work will be graded after the agreed-upon time period and the teacher will submit a grade, which will replace the incomplete grade on the pupil's transcript.

## F. Gradebook

Grades K through 2

Minimum Gradebook Entries per Trimester		
Content Area	Assessments (Major & Minor)	Classwork
Mathematics	3	5
English Language Arts	3	5
Social Studies/Science*	1	3



Grades 3 through 5

Minimum Gradebook Entries per Trimester		
Content Area	Assessments (Major & Minor)	Classwork
Mathematics	5	9
English Language Arts	5	9
Social Studies/Science*	3	6

Grades Six through Eight

Gradebook Assignment Categories	Percentage
<b>Assessments:</b> Tests, Quizzes, Projects, Essays, Written Reports * Major assessments shall be weighted double minor assessments ** A minimum grade of 55% for all major assessments	65
<b>Classwork:</b> General Assignments, Station/Center Work, Exit Tickets, Portfolios	25
<b>Homework</b>	10

Gradebook Entries per Marking Period		
Content Area	Assessments	Classwork
Mathematics	5	9
English Language Arts	5	9
Social Studies/Science*	3	6

\*Assuming the amount of instructional time is half ELA/Math. Otherwise, the number of gradebook entries shall be the same as listed for ELA/Math above.

## **G. Other Grading Policies**

### Grades Six through Eight

#### Assessment Retakes

Students may retake up to 1 test per class each marking period after the teacher and student have worked together to demonstrate improved progress towards standards via multiple methods. If a student receives lower than a 54% on a major assessment, the student must retake up to 1 test per class each marking period after the teacher and student have worked together to demonstrate improved progress towards standards via multiple methods. The higher grade of the two assessments shall be recorded in the gradebook.

#### Extra Credit

- Extra credit will only be offered in extenuating circumstances at the discretion of the teacher and with approval of administration.

#### Late Credit

- Make-up work due to excused student absence will be allowable at no reduction of the overall score. The time given to complete the make-up work will be at the discretion of the teacher / administrator based on the student's grade level, complexity of assignment, and length of absence. Efforts should be made to allow a reasonable amount of time to complete the make-up work.
- Homework may be turned in 1 day late with a 25% grade reduction off the overall score. Special considerations are at the discretion of the teacher / administrator.
- Classwork may be completed at home and turned in the next school day if necessary for full credit. If turned in the subsequent school day, there will be a 25% grade reduction off the overall score. Special considerations are at the discretion of the teacher/administrator.

#### Sports & Club Eligibility

- Students must maintain a 70% average in all classes to participate in sports and clubs \*

#### Honor Roll

- High Honor Roll: At least 90% in all classes (including related arts)
- Honor Roll: At least 80% in all classes (including related arts)

## **H. Grade Validation**

In order that he/she may justify a grade, each teacher is directed to utilize the Student Information System and maintain accurate records of assessment data.

1. The daily attendance and tardiness record;
2. All grades earned for classroom activities such as quizzes, tests, reports, and class recitations;
3. All grades earned for activities conducted elsewhere, such as homework assignments and term papers;
4. Any notation regarding the meaning of each grade and its relation to the type of activity or material covered;
5. Any notation of discussions with the pupil on a grade or the pupil's cumulative grade average;
6. Any referrals for guidance, discipline, and the like; and
7. Any notations recording communications between the teacher and the parent(s) or legal guardian(s), the Superintendent or designee, or other teaching staff members.

## **I. Appeal**

1. Each teacher is responsible for the determination of the grade a pupil receives for participation in the teacher's course of study.
2. Each teacher may be required to furnish reasons, supported by evidence (see ¶E above) to substantiate any grade given.
3. If a grade is challenged by a pupil or a parent(s) or legal guardian(s), the teacher will convene a conference and will explain the grading system and the reasons for the final grade.
4. If the parent(s) or legal guardian(s) or pupil is not satisfied by the teacher's explanations, he/she may appeal the grade to the Superintendent or designee, who will consult with the teacher and the pupil in an attempt to resolve the dispute. The Superintendent or designee will give every reasonable deference to the teacher's professional judgment.

5. If the Superintendent or designee determines that the grade should be changed, he/she will alter the grade on all records and indicate by whose authority the grade has been changed.
6. No reprisals will be taken in any form against a teacher who remains determined in his/her belief that the grade originally given is fair and correct.
7. The Superintendent may hear an appeal from the designee's determination. Only in the most extraordinary circumstances will the Superintendent alter a grade determined at the school building level.

**District Regulation 5420 - REPORTING PUPIL PROGRESS (M)**

Section: Students

Date Created: October 2000

Date Edited: October 2000

Parent Communication

- Notify parent/guardian for failing any major assessment.
- Notify parent/guardian of three or more missed homework assignments.

**A. Purpose**

The purpose of reporting the educational progress of pupils is to:

1. Inform parent(s) or legal guardian(s) of the progress children have made in school;
  2. Apprise pupils of their progress in school;
  3. Prompt teachers to make periodic, formal assessments of each pupil's progress;
  4. Provide a cumulative record of a pupil's progress through the educational system;
- and
5. Enable each pupil to gain a positive sense of his/her intellectual, social, emotional, and physical abilities and growth toward effective citizenship.

**B. Frequency**

1. Report cards will be issued at the following intervals:

Grade Levels	Time Frame
Pre-School	Two Times Annually
K - 5th	Three Times Annually

6th - 8th	Four Times Annually
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2. The schedule of dates on which report cards will be issued will be published on the school's website so that parents or legal guardians can anticipate the receipt of a report card.
3. Parent(s) or legal guardian(s) in grades 6-8 and pupils will be notified in writing of the possibility of a failing grade at the midpoint of the grading period.
4. Parent(s) or legal guardian(s) and pupils will be notified in writing of the possibility of a pupil's retention at grade level in accordance with Policy No. 5410.
5. Notices given pursuant to B2 and B3 will be sent home with the pupil in grades preschool through eight
6. Teachers should implement various forms of communication, as frequently as the circumstances dictate, to keep parent(s) or legal guardian(s) informed of the educational progress of their children.

### **C. Report Card Form**

1. The form of report cards will be periodically reviewed by the Superintendent in order to ensure that report cards effectively and accurately report pupil progress.
2. Grades will be determined in accordance with Regulation No. 2624.
3. At the elementary level, report cards will report individual academic, personal and social growth as well as work and study habits.

- a. The pre-school and kindergarten report card will stress the degree of mastery of skill achieved.
  - b. The primary grades one through two, report card will record a specific symbol for both effort and degree of mastery of specific skills.
  - c. The intermediate grades three through eight, report card will record both effort and degree of mastery of specific skills and will include the instructional level achieved by the pupil in reading, spelling, and mathematics
4. At the middle school level, report cards will record pupil achievement in academic subjects, as well as the pupil's personal growth and development.
  5. Report cards at all levels will record the pupil's absences and tardiness.
  6. Report card forms will include space for the classroom or homeroom teacher's personal comments on the pupil's personal growth and development.
  7. Report card forms will include space for the parent(s) or legal guardian(s) signature and request for a conference with the teacher

### **D. Distribution and Return**

1. Report cards will be shared with parent(s) or legal guardian(s) via paper copy or on the student information system.

### **E. Parent Teacher Conferences**

Parent teacher conferences will be conducted in accordance with Policy No. 9280.

## **District Policy 5420 - REPORTING PUPIL PROGRESS (M)**

Section: Students

Date Created: October 2000

Date Edited: September 2006

The Board of Education believes that the cooperation between school and home in the interests of children is fostered by the systematic communication of pupils' educational welfare to parent(s) or legal guardian(s). The Board directs the establishment of a program of reporting pupil progress to parent(s) or legal guardian(s) by both written reports and by parent-teacher conferences and requires the cooperation of all appropriate teaching staff members in that program as part of their professional responsibilities.

The Superintendent shall develop, in consultation with appropriate teaching staff members, procedures for reporting pupil progress to parent(s) or legal guardian(s) that utilize various methods of reporting appropriate to grade level and curriculum content; ensure that the pupil and parent(s) or legal guardian(s) receive ample warning of a possible failing grade or any grade that would adversely affect the pupil's educational status; enable the scheduling of parent-teacher conferences at such times as will ensure the greatest degree of participation by parent(s) or legal guardian(s); and **require the issuance of report cards at intervals of not less than three times per year in grades kindergarten through fifth.**

Reports of individual achievement on state assessment tests shall be promptly made available to the pupil or the pupil's parent(s) or legal guardian(s).

N.J.A.C. 6:8-7.1

Adopted: 17 October 2000

Revised: 17 September 2006



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[See POLICY ALERT No. 231]

## 1642.01 SICK LEAVE

The Board of Education shall grant sick leave in accordance with N.J.S.A. 18A:30-2. All persons holding any office, position, or employment in the school district, who are steadily employed by the Board or who are protected by tenure in their office, position, or employment under the provisions of this or any other law, except persons in the classified service of the civil service under Title 11, Civil Service, of the Revised Statutes shall be allowed sick leave in accordance with N.J.S.A. 18A:30-2.

Pursuant to N.J.S.A. 18A:30-1.a., sick leave is defined as the absence from an employee's post of duty, for any of the following reasons:

1. The employee is personally ill or injured;
2. For diagnosis, care, or treatment of, or recovery from, an employee's mental or physical illness, injury or other adverse health condition, or for preventive medical care for the employee;
3. For the employee to aid or care for a family member of the employee during diagnosis, care, or treatment of, or recovery from, the family member's mental or physical illness, injury or other adverse health condition, or during preventive medical care for the family member;
4. Absence necessary due to circumstances resulting from the employee, or a family member of the employee, being a victim of domestic or sexual violence, if the leave is to allow the employee to obtain for the employee or the family member:
  - a. Medical attention needed to recover from physical or psychological injury or disability caused by domestic or sexual violence;
  - b. Services from a designated domestic violence agency or other victim services organization;



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- c. Psychological or other counseling;
  - d. Relocation; or
  - e. Legal services, including obtaining a restraining order or preparing for, or participating in, any civil or criminal legal proceeding related to the domestic or sexual violence;
- 5. The death of a family member for up to seven days;
  - 6. To attend a child's school-related conference, meeting, function or other event requested or required by a school administrator, teacher, or other professional staff member responsible for the child's education, or to attend a meeting regarding care provided to the child in connection with the child's health conditions or disability;
  - 7. The school or place of care of a child of the employee is closed by order of a public official or because of a state of emergency declared by the Governor due to an epidemic or other public health emergency;
  - 8. The employee has been exposed to a contagious disease or is quarantined for the disease in the employee's immediate household.

N.J.S.A. 18A:30-1, this Policy, and Regulation 1642.01 shall not supersede any law providing collective bargaining rights for school district employees, and shall not reduce, diminish, or adversely affect an employee's collective bargaining rights pursuant to N.J.S.A. 18A:30-1.b.

The Board reserves the right to require of any employee who claims sick leave sufficient proof in accordance with N.J.S.A. 18A:30-4 and Section C. of Regulation 1642.01.



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The Superintendent or designee will prepare rules for the administration of N.J.S.A. 18A:30-1, N.J.S.A. 18A:30-4, this Policy, and Regulation 1642.01, which shall be binding on all employees.

The Superintendent or designee will submit to the Board the names of those employees absent for non-compensable cause or whose claim for sick leave pay cannot be justified. The willful misuse of sick leave may be subject to discipline.

29 U.S.C. 2601 et seq.  
N.J.S.A. 18A:30-1; 18A:30-2; 18A:30-4

Adopted:



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School Threat Assessment Teams

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M

[See POLICY ALERT No. 231]

## 2419 SCHOOL THREAT ASSESSMENT TEAMS

The Board of Education shall establish a threat assessment team at each school in the district pursuant to N.J.S.A. 18A:17-43.4. The purpose of a threat assessment team shall be to provide school teachers, administrators, and other staff with assistance in identifying students of concern, assessing those students' risk for engaging in violence or other harmful activities, and delivering intervention strategies to manage the risk of harm for students who pose a potential safety risk, to prevent targeted violence in the school, and ensure a safe and secure school environment that enhances the learning experience for all members of the school community.

Threat assessment teams established pursuant to N.J.S.A. 18A:17-43.4.a., and this Policy, and Regulation 2419 must be multidisciplinary in membership and, to the extent possible, shall **must** include the following individuals:

1. A school psychologist, school counselor, school social worker, or other school employee with expertise in student counseling;
2. A teaching staff member;
3. A school Principal or other senior school administrator;
4. A safe schools resource officer or school employee who serves as a school liaison to law enforcement; and
5. The school safety specialist designated pursuant to N.J.S.A. 18A:17-43.3. and Policy 7440, in the event that the school safety specialist is not already a school administrator or school employee required to be a part of the threat assessment team pursuant to N.J.S.A. 18A:17-43.4.b.(5).

Additional school employees may serve as regular members of the threat assessment team or may be consulted during the threat assessment process, as determined to be appropriate by the team.



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Nothing contained in N.J.S.A. 18A:17-43.4 shall be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the effective date pursuant to N.J.S.A. **18A:17-43.3** 18A:14-43.4 (August 1, 2022).

This Policy and Regulation 2419, pursuant to N.J.S.A. 18A:17-43.5, are required pursuant to N.J.S.A. 18A:17-43.4, shall be aligned with the **Guidance on the Establishment of Behavioral Threat Assessment and Management Teams (BTAM) 2023 (Guidance)** guidelines developed by the New Jersey Department of Education (NJDOE) pursuant to N.J.S.A. 18A:17-43.6. and shall include, but need not be limited to:

1. ~~Guidance for students, teaching staff members, and all school staff members regarding the recognition of threatening or aberrant behavior in a student that may represent a threat to the school community;~~
2. ~~The designation of members of the school community to whom threatening behavior shall be reported;~~
3. ~~The development and implementation of policies concerning the assessment and intervention of students whose behavior poses a threat to the safety of the school community, and appropriate actions to be taken, including available social, developmental, and law enforcement resources, for students whose behavior is identified as posing a threat to the safety of the school community;~~
4. ~~Coordination and consultation with the school safety specialist designated pursuant to N.J.S.A. 18A:17-43.3. and Policy 7440; and~~
5. ~~The threat assessment team shall not disclose or disseminate any information obtained during their assessment beyond the purpose for which the information was provided to the threat assessment team, except that the threat assessment team is authorized to disclose the information to applicable agencies to pursue appropriate action pursuant to N.J.S.A. 18A:17-43.5.a.(3) for any student whose behavior is identified as posing a threat to the safety of the school community.~~



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School Threat Assessment Teams

The school district shall structure the threat assessment teams to best meet the needs and resources available, which may include school-based teams and/or district-level teams.

The Superintendent or designee will build a behavioral threat assessment and management program that will: establish a multi-disciplinary team; define prohibited and concerning behaviors; create a central reporting mechanism; define a threshold for law enforcement intervention; establish threat assessment procedures; develop risk management options; create and promote safe school climates; and conduct training for all stakeholders.

The threat assessment and management process will include: the threat assessment team's actions when first learning of a new report or threat; screening the case; gathering information; organizing and analyzing information; making the assessment; developing and implementing a case management/intervention plan; re-assessing and case monitoring; and documenting and closing the case.

When assessing a student whose behavior may pose a threat to the safety of the school community, in the case of a student with an Individualized Education Program (IEP) or 504 Plan, the threat assessment team shall consult with the IEP team or 504 team to determine whether the aberrant behavior is a threat to school safety and is being properly addressed in a manner that is required by N.J.A.C. 6A:14 and all Federal and State special education laws.

Each member of the threat assessment team **must attend** ~~shall participate in~~ training **in accordance with** ~~provided by the school safety specialist designated pursuant to N.J.S.A. 18A:17-43.43,~~ **this and Policy, and Regulation 7440** that is consistent with the **Guidance** guidelines developed by the NJDOE pursuant to N.J.S.A. 18A:17-43.6. **Training must be coordinated with the New Jersey Department of Education, Office of School Preparedness and Emergency Planning (OSPEP).** The training shall ensure the threat assessment team is able to accurately assess student behavior and to ensure that threat assessment teams do not have a disparate impact on students based on their race, ethnicity, homelessness status, religious belief, gender, gender identity, sexual orientation, or socioeconomic status. The training shall, at a minimum, include training on adverse childhood experiences, childhood trauma, cultural competency, and implicit bias.



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School Threat Assessment Teams

~~The NJDOE, in consultation with State law enforcement agencies and the New Jersey Office of Homeland Security and Preparedness, shall develop guidelines for school districts regarding the establishment and training of threat assessment teams pursuant to N.J.S.A. 18A:17-43.4 et seq. The NJDOE shall provide training through the New Jersey School Safety Specialist Academy established pursuant to N.J.S.A. 18A:17-43.2. The school safety specialist designated pursuant to N.J.S.A. 18A:17-43.3, and Policy 7440 shall provide training to school staff consistent with the training and guidelines provided by the NJDOE.~~

**Should a threat assessment team become aware of an allegation of HIB when considering or conducting assessments, they must follow Policy 5512 – Harassment, Intimidation, or Bullying for addressing allegations of HIB in alignment with the Anti-Bullying Bill of Rights Act.**

**Should a threat assessment team become aware of a bias-related act, the team should implement Policy and Regulation 8465 – Bias Crimes and Bias-Related Acts on reporting bias-related acts to law enforcement in accordance with the Memorandum of Agreement Between Education and Law Enforcement Officials and Policy and Regulation 9320 – Cooperation With Law Enforcement Agencies.**

**Questions and concerns about Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) protections often arise as part of the threat assessment planning process. The threat assessment teams must understand how to balance the safety of the school with the privacy of individual students. These laws should not be an impediment to threat assessment and management.**

N.J.S.A. 18A:17-43.3; 18A:17-43.4; 18A:17-43.5; 18A:17-43.6

**Guidance on the Establishment of Behavioral Threat Assessment and Management Teams (BTAM) 2023**

Adopted:



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[See POLICY ALERT No. 231]

## R 1642.01 SICK LEAVE

- A. Definitions – N.J.S.A. 18A:30-1.c. and 18A:30-4.i.
1. “Certified Domestic Violence Specialist” means a person who has fulfilled the requirements of certification as a Domestic Violence Specialist established by the New Jersey Association of Domestic Violence Professionals.
  2. “Child” means a biological, adopted or foster child, stepchild or legal ward of an employee, child of a domestic partner or civil union partner of the employee.
  3. “Designated domestic violence agency” means a county-wide organization whose primary purpose is to provide services to victims of domestic violence and which provides services that conform to the core domestic violence services profile as defined by the Division of Child Protection and Permanency in the Department of Children and Families and is under contract with the division for the express purpose of providing the services.
  4. “Domestic or sexual violence” means stalking, any sexually violent offense, as defined in N.J.S.A. 30:4-27.26, or domestic violence as defined in N.J.S.A. 2C:25-19 and N.J.S.A. 17:29B-16.
  5. “Family member” means a child, grandchild, sibling, spouse, domestic partner, civil union partner, parent, or grandparent of an employee, or a spouse, domestic partner, or civil union partner of a parent or grandparent of the employee, or a sibling of a spouse, domestic partner, or civil union partner of the employee, or any other individual related by blood to the employee or whose close association with the employee is the equivalent of a family relationship.
  6. “Health care professional” means any person licensed under Federal, State, or local law or the laws of a foreign nation, to provide health care services, or any other person who has been authorized to provide health care by a licensed health care professional including, but not limited to, doctors, nurses, and emergency room personnel.





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Sick Leave

7. "Supervisor" means the building or district administrative staff member designated by the Superintendent who is responsible for supervising the employee.

## B. Eligibility for Sick Leave – N.J.S.A. 18A:30-1

1. Sick leave is defined as the absence from an employee's post of duty, for any of the following reasons:
  - a. The employee is personally ill or injured;
  - b. For diagnosis, care, or treatment of, or recovery from, an employee's mental or physical illness, injury or other adverse health condition, or for preventive medical care for the employee;
  - c. For the employee to aid or care for a family member of the employee during diagnosis, care, or treatment of, or recovery from, the family member's mental or physical illness, injury or other adverse health condition, or during preventive medical care for the family member;
  - d. Absence necessary due to circumstances resulting from the employee, or a family member of the employee, being a victim of domestic or sexual violence, if the leave is to allow the employee to obtain for the employee or the family member:
    - (1) Medical attention needed to recover from physical or psychological injury or disability caused by domestic or sexual violence;
    - (2) Services from a designated domestic violence agency or other victim services organization;
    - (3) Psychological or other counseling;
    - (4) Relocation; or



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- (5) Legal services, including obtaining a restraining order or preparing for, or participating in, any civil or criminal legal proceeding related to the domestic or sexual violence;
    - e. The death of a family member for up to seven days;
    - f. To attend a child's school-related conference, meeting, function or other event requested or required by a school administrator, teacher, or other professional staff member responsible for the child's education, or to attend a meeting regarding care provided to the child in connection with the child's health conditions or disability;
    - g. The school or place of care of a child of the employee is closed by order of a public official or because of a state of emergency declared by the Governor, due to an epidemic or other public health emergency; or
    - h. The employee has been exposed to a contagious disease or is quarantined for the disease in the employee's immediate household.
  2. N.J.S.A. 18A:30-1, Policy 1642.01, and this Regulation shall not supersede any law providing collective bargaining rights for school district employees and shall not reduce, diminish, or adversely affect an employee's collective bargaining rights.
- C. Physician's Certificate Required for Sick Leave – N.J.S.A. 18A:30-4
1. In case of sick leave claimed due to personal illness or injury, the Board of Education may require a physician's certificate to be filed with the Secretary of the Board in order to obtain sick leave.



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## Option – Must Select One Option Below

2.  **[Option 1** - If an employee's need to use sick leave as defined pursuant to N.J.S.A. 18A:30-1 and B. above is foreseeable, the Board may require advance notice, not to exceed seven calendar days prior to the date the leave is to begin, of the intention to use the leave and its expected duration, and the employee shall make a reasonable effort to schedule the use of sick leave in a manner that does not unduly disrupt the operations of the Board.]

**OR**

2.  **[Option 2** - If an employee's need to use sick leave as defined pursuant to N.J.S.A. 18A:30-1 and B. above is foreseeable, the Board requires advance notice, not to exceed seven calendar days, as determined by the Superintendent, prior to the date the leave is to begin, of the intention to use the leave and its expected duration, and the employee shall make a reasonable effort to schedule the use of sick leave in a manner that does not unduly disrupt the operations of the Board.]

**OR**

2.  **[Option 3** - If an employee's need to use sick leave as defined pursuant to N.J.S.A. 18A:30-1 and B. above is foreseeable, the Board requires advance notice of  calendar days, (not to exceed seven calendar days) prior to the date the leave is to begin, of the intention to use the leave and its expected duration, and the employee shall make a reasonable effort to schedule the use of sick leave in a manner that does not unduly disrupt the operations of the Board.]

## Option – Must Select One Option Below

3.  **[Option 1** - If the reason for the leave is not foreseeable, the Board of Education may require an employee to give notice of the intention as soon as practicable, provided the Board of Education has notified the employee of this requirement.]

**OR**



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3.   X   **[Option 2 - If the reason for the leave is not foreseeable, the Board of Education requires an employee to give notice of the intention as soon as practicable, provided the Board of Education has notified the employee of this requirement.]**
4. The Board may prohibit an employee from using foreseeable sick leave on certain dates, and require reasonable documentation if sick leave that is not foreseeable is used during those dates.
5. In case of sick leave claimed for three or more consecutive days, the Board may require reasonable documentation that the leave is being taken for a purpose permitted pursuant to N.J.S.A. 18A:30-1.a. and B.1. above.
6. If the leave is permitted under N.J.S.A. 18A:30-1.a.(2) or (3) and B.1.b. or c. above, documentation signed by a health care professional who is treating the employee or the family member of the employee indicating the need for the leave and, if possible, the number of days of leave, shall be considered reasonable documentation.
7. If the leave is permitted under N.J.S.A. 18A:30-1.a.(4) and B.1.d. above because of domestic or sexual violence, any of the following shall be considered reasonable documentation of the domestic or sexual violence:
  - a. Medical documentation;
  - b. A law enforcement agency record or report;
  - c. A court order;
  - d. Documentation that the perpetrator of the domestic or sexual violence has been convicted of a domestic or sexual violence offense;
  - e. Certification from a certified Domestic Violence Specialist or a representative of a designated domestic violence agency or other victim services organization;



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- f. Other documentation or certification provided by a social worker, counselor, member of the clergy, shelter worker, health care professional, attorney, or other professional who has assisted the employee or family member in dealing with the domestic or sexual violence.
8. If the leave is permitted under N.J.S.A. 18A:30-1.a.(7) and B.1.g. above, a copy of the order of the public official or the determination by the health authority shall be considered reasonable documentation.

## D. Sick Leave Charges

1. A sick leave day once commenced may be reinstated as a working day only with the approval of the Superintendent or designee.
2. An employee absent on sick leave on a day when the school is closed early for emergency reasons will be charged with a full sick leave day.
3. An employee scheduled for a sick leave absence on a day on which the schools do not open because of an emergency will not be charged with a sick leave day.

## E. Readmission After Disability

1. An employee absent on sick leave, covered under N.J.S.A. 18A:30-1.a.(1); (2); and (8) and B.1.a.; b.; and h., for more than five consecutive working days who wishes to return to work shall submit the signed statement of their physician or institution indicating the employee's fitness to perform their duties.
2. The Board may, at its discretion, require the employee submit to an examination by a physician or institution designated by the Board to confirm the information submitted by the employee's physician or institution.



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- a. The Board shall bear the cost of the examination if the examination is performed by a physician or institution designated by the Board.
  3. If the results of the examination conducted pursuant to paragraph E.2. above are inconsistent with the statement of the employee's physician in E.1. above, the employee and the Board shall agree to a third physician or institution to conduct the examination. The Board shall bear the cost of this third examination.
- F. Accumulation of Sick Leave
  1. If any employee requires in any school year less than the specified number of days of sick leave with pay allowed, all days of such minimum sick leave not utilized that year shall be accumulative to be used for additional sick leave as needed in subsequent years in accordance with N.J.S.A. 18A:30-3.
- G. Exhaustion of Sick Leave
  1. The Superintendent or designee shall monitor employee accumulated sick leave and charge an employee's accumulated sick leave.
    - a. Sick leave will be charged, first, to the sick leave newly available in the employee's current contract year and, when that sick leave entitlement is exhausted, to the employee's accumulated sick leave.
- H. Records
  1. The personnel file of each person employed by this district will include an accurate record of the employee's use and accumulation of sick leave days.



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- a. The Superintendent or designee will maintain the employees record of accumulated sick leave in accordance with Policy 1642.01 and this Regulation.
2. Each employee's attendance record will record the reason for any absence.

Issued:



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Aug 23  
M

[See POLICY ALERT No. 231]

## R 2419 SCHOOL THREAT ASSESSMENT TEAMS

### A. Definitions

1. “Aberrant behavior” means behavior atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior for an individual involves actions, statements, communications, or responses that are unusual for the person or situation; or actions which could lead to violence toward self or others; or are reasonably perceived as threatening or causing concern for the well-being of the person.
2. “Behavioral Threat Assessment and Management (BTAM)” means a proactive approach to identify, assess, and provide appropriate interventions and resources for individuals who display a behavior that elicits concern for the safety of themselves or others. (U.S. Secret Service National Threat Assessment Center.)
3. “Concerning behavior” means an observable behavior that elicits concerns in bystanders regarding the safety of an individual or those around them. Behaviors that may elicit concern can include unusual interests in violent topics, conflicts between classmates, increased anger, increased substance use, or other noteworthy changes in behavior (e.g., depression or withdrawal from social activities). Some concerning behaviors may be defined as prohibited behaviors and should trigger an immediate response. Prohibited behaviors can include threats, weapons violations, and other aggressive or violent behavior. Concerning behavior does not necessarily imply or predict that an individual or group will become violent. Instead, it serves as an indicator that the student may be in need of intervention or increased supports. Proactive intervention and de-escalation are key and should be part of any approach to violence prevention.





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4. “Concerning communication” means unusual, bizarre, threatening, or violent communication made by an individual or a group that elicit concerns for the safety or wellbeing of the individual or others. Concerning communication may allude to violent intentions, violence as a means to solve a problem, justifying violent acts, unusual interest in weapons, personal grievances, or other inappropriate interests. Concerning communications may also allude to hopelessness or suicide. Concerning communications may be made in the form of written or oral statements, gestures, or visual/electronic media. Communications may be considered concerning regardless of whether a direct verbal threat is expressed. Concerning communication does not necessarily imply or predict that an individual or group will become violent. Instead, it serves as an indicator that the student may be in need of intervention or increased supports. Proactive intervention and de-escalation are key and should be part of any approach to violence prevention.
5. “Multidisciplinary Threat Assessment Team” means a team composed of highly trained school personnel with diverse positions, backgrounds, and experience. The team will receive reports about a concerning person and situations, gather additional information, assess the risk posed to the community, and develop intervention and management strategies to mitigate any risk of harm.
6. “Targeted violence” means a premeditated act of violence directed at a specific individual, group, or location regardless of motivation and generally unrelated to other criminal activity.

## B. Multidisciplinary Threat Assessment Team

### 1. Threat Assessment Team Members

- a. In accordance with N.J.S.A. 18A:17-43.4, the threat assessment team established by the Board of Education shall be multidisciplinary in membership and, to the extent possible, must include the following individuals:

- (1) A Principal or other senior school administrator;



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- (2) A school psychologist, school counselor, school social worker, or other school employee with expertise in student counseling;
  - (3) A safe-schools resource officer or school employee who serves as a school liaison to law enforcement;
  - (4) The school safety specialist (designated pursuant to N.J.S.A. 18A:17-43.3); and
  - (5) A teaching staff member.
- b. Additional school employees may serve as regular members of the threat assessment team or may be consulted during the threat assessment process, as determined to be appropriate by the team. If a student has an Individualized Education Program (IEP), 504 plan, and/or functional behavioral assessment (FBA) plan, the threat assessment team must consult with the appropriate staff or team to determine whether the reported behavior is already part of known baseline behavior or is already being managed under the student's IEP, 504 plan, or FBA plan and addressed in a manner that is required by N.J.A.C. 6A:14 and all other Federal and State special education laws.
- c. The district may choose to name the threat assessment team in a manner that suits the school community needs.
2. Threat Assessment Team Structure
- a. The district can structure the threat assessment teams to best meet the needs and resources available. This may include:
- (1) School-Based Teams: The district may opt to develop teams for each school comprised of those members fulfilling the assigned roles identified in the law in each of its schools.



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- (2) District-Level Team: The district may choose to develop one central team designated to serve each school in cases where staffing at individual schools is not sufficient to meet the membership requirements of the law. In such cases, the district may choose to operate smaller teams trained in the threat assessment process in each school, which can screen cases to determine which situations to refer to the District-Level Team. If the district uses this model, the district must ensure representation of those staff members from the involved school as identified by the law to the fullest extent possible when conducting an assessment.
- (3) District-Level Team and School-Based Teams: The district may have one central team that provides oversight, consistency, and accountability for all threat assessment processes including threats impacting the entire district. School-Based Teams address cases in each school building, while ensuring all information is shared with the District-Level Team.

## C. Building a K-12 Behavioral Threat Assessment and Management Program

The district shall implement the following steps in developing a Behavioral Threat Assessment and Management Program.

1. Step 1: Establish a Multidisciplinary Team
  - a. Identify team membership pursuant to N.J.S.A. 18A:17-3.4.
  - b. Designate a team leader.
  - c. Establish team procedures and protocols.
  - d. Meet on a regular basis and as needed.



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2. Step 2: Define Prohibited and Concerning Behaviors
  - a. Establish policy defining prohibited behaviors
    - (1) These definitions should be included in the code of student conduct policy and shared with staff, parents, and students.
  - b. Identify other behaviors for screening or intervention.
  - c. Define threshold for intervention.
    - (1) The threshold should be relatively low so that teams can identify individuals in distress before the behavior escalates into a violent behavior.
3. Step 3: Create a Central Reporting Mechanism
  - a. Establish one or more anonymous reporting mechanisms.
    - (1) Examples include a mobile application, a dedicated email address or phone number, or on the district website.
  - b. Provide training and guidance to encourage reporting.
    - (1) Students, teachers, staff, school resource officers, and parents should be provided awareness training and guidance on recognizing behaviors of concern, their roles and responsibilities in reporting the behavior, and how to report the information.
  - c. Ensure availability to respond.
  - d. Utilize an Initial Report to collect the threat, concerning behavior, etc.
4. Step 4: Define Threshold for Law Enforcement Intervention
  - a. Most reports can be handled by the School-Based Team.



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- b. Establish which behaviors should be referred for law enforcement intervention (e.g., physical violence, threats of violence, etc.).
5. Step 5: Establish Threat Assessment Procedures
- a. Decide how to document cases.
  - b. Create procedures to screen reports, gather information, make assessments, and decide on interventions.
  - c. Develop/adapt threat assessment forms to organize information around the 11 Investigative Questions referenced in D.4. below.
6. Step 6: Develop Risk Management Options
- a. Identify all available resources for creating individualized management plans.
    - (1) The resources and supports the student needs will differ depending on the information gathered during the assessment.
    - (2) Resources to assist the student could take the form of peer support programs or therapeutic counseling to enhance social learning or emotional competency, life skills classes, tutoring in specific academic subjects, or mental health care. Most programs and supports will be available within the school, but the team may need to also access community resources to assist with the managing the student. Identify resources to assist targets/victims.
    - (3) Make efforts to address the safety of any potential targets by altering or improving security procedures for schools or individuals and providing guidance on how to avoid the concerning person.



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- b. Establish points of contact for all resources.
7. Step 7: Create and Promote Safe School Climates
- a. Assess current school climate.
    - (1) Anti-Bullying Bill of Rights Act (N.J.S.A. 18A:37-21) requires the school safety team in each school in the district "...to develop, foster, and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues..." and to "review and strengthen school climate and the policies of the school.
  - b. Enhance current school climate.
  - c. Strengthen students' connectedness.
    - (1) Encourage teachers and staff to build positive, trusting relationships with students by actively listening to students and taking an interest in what students say.
  - d. Break down "codes of silence" and help students feel empowered to come forward and share concerns and problems with a trusted adult.
  - e. Identify clubs or teams at school students can join or encourage students to start their own special interest group.
8. Step 8: Conduct Training for all Stakeholders
- a. The training is for new threat assessment team members, refresher training, and professional development. This includes training on the screening and threat assessment forms and procedures.



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- b. Training must be coordinated with the New Jersey Department of Education (NJDOE), Office of School Preparedness and Emergency Planning (OSPEP) to ensure that the threat assessment team is able to accurately assess student behavior and to ensure that threat assessment teams do not have a disparate impact on students based on their race, ethnicity, homelessness status, religious belief, gender, gender identity, sexual orientation, or socioeconomic status. This training includes training on adverse childhood experiences, childhood trauma, cultural competency, and implicit bias.
- c. Awareness training for students, teaching staff members, and all school staff members regarding the recognition of concerning or aberrant behavior in an individual that may represent a threat to the school community.
  - (1) Requests for awareness training can be coordinated by the district's School Safety Specialists through the OSPEP.
- d. Training for parents and other community stakeholders to anonymously report dangerous, violent, or unlawful activity to the district or school.

## D. Threat Assessment and Management Process

The district shall implement the following steps in the threat assessment and management process.

- 1. Step 1: Receive a Report of Concern
  - a. When the threat assessment team first learns of a new report of a threat or aberrant or concerning behavior, the team (or one member of the team) should collect initial intake information about the behavior, the concerning person (i.e., the person who engaged in the threatening behavior; the person to be assessed), and other information that is readily available.



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## 2. Step 2: Screen the Case

a. Screen for imminency (of the threat or concerning behavior) and whether there is a need for a full threat assessment.

(1) If the threat assessment team believes the report does present an imminent danger or safety concern, immediately notify law enforcement. Once the emergency has been contained, the team should complete a full threat assessment and make all necessary notifications (i.e., anyone that is or may be directly impacted).

b. If the team does not believe the report presents an imminent danger or safety concern, determine if there is a need for full threat assessment. If not, document the initial report and screening.

c. If there is a need for a threat assessment, the team shall proceed with a full threat assessment using the steps outlined in D.3. through 8. below.

d. The district's Title IX Coordinator must be notified immediately if a report involves sexual harassment, sexual assault, dating violence, stalking, or a domestic violence assault, or if engagement in these actions is uncovered when gathering additional information during the threat assessment process. Notifying the district's Title IX Coordinator is completed parallel to the threat assessment process and does not stop a team from moving forward with gathering information and initiating risk management strategies.

## 3. Step 3: Gather Information from Multiple Sources

a. Gather information about the person displaying the concerning behavior and situation from various sources. These sources can include, but are not limited to, teachers, coaches, parents, and peers.





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4. Step 4: Organize and Analyze
  - a. Organize and analyze information using the 11 Investigative Questions detailed in the U.S. Secret Service and U.S. Department of Education threat assessment guide. The form is comprised of 11 investigative questions adapted from the U.S. Secret Services and U.S. Department of Education Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates and can be found at [www.secretservice.gov/nod/2559](http://www.secretservice.gov/nod/2559).
5. Step 5: Make the Assessment
  - a. Make an assessment about whether the individual of concern poses a threat of violence or self-harm, or if they are otherwise in need of intervention.
6. Step 6: Develop and Implement a Case Management/Intervention Plan
  - a. Develop and implement a case management plan to reduce risk.
  - b. As needed, refer individual of concern to the local mental health authority or healthcare provider for evaluation and/or treatment.
  - c. As needed, refer individual of concern for a full and individual evaluation (FIE) for special education services.
7. Step 7: Re-Assess (Case Monitoring)
  - a. Monitor, re-evaluate, and modify plan as needed to ensure that the identified intervention(s) is effective, and the individual of concern no longer poses a threat of violence or self-harm.
  - b. Re-assessing the person of concern, going through the assessment questions again.



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- c. If there are still concerns, the team shall continue to monitor, adjust plan, and re-assess as needed until there is no longer a concern of harm to self and/or others, and the individual is on a better path.

## 8. Step 8: Document and Close the Case

- a. When the team's assessment is that the concerning person no longer poses a threat of violence or self-harm, the team can close the case or place it on the in-active status.
- b. The threat assessment team should be sure to document the case, including scheduling any future dates to check-in or follow-up, as needed.
- c. The documentation should be stored in a confidential file, with only authorized personnel having access.

## E. Training

- 1. Each member of the threat assessment team must attend training in accordance with N.J.S.A. 18A:17-43.4. The district may also choose to provide awareness training to school community members on the threat assessment process. The awareness training is also outlined as part of one of the steps of the Building a K-12 Behavior Threat Assessment and Management Program.
- 2. Threat assessment team membership:
  - a. In accordance with N.J.S.A. 18A:17-43.4, the NJDOE shall provide training through the New Jersey School Safety Specialist Academy. All threat assessment team members must receive training consistent with the training and guidelines provided by the NJDOE. The school safety specialist, is a member of the threat assessment team and will assist in ensuring this training is provided to school staff in coordination with OSPEP.



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- b. Each new threat assessment team member must complete training by the OSPEP, which shall include training sessions as instructed by *Ontic/SIGMA as part of the Bureau of Justice Assistance (BJA) STOP School Violence Grant Program*.
  - c. The district shall determine membership on the threat assessment team in accordance with N.J.S.A. 18A:17-43.4, including adding and ensuring the training of new members, as needed. The district must ensure all threat assessment team members attend the required initial training and refresher training provided by OSPEP to advance their competency in conducting assessments.
    - (1) These trainings will be offered through the OSPEP for both in person and online platforms.
    - (2) Refresher training will be developed and facilitated by the OSPEP and will be made available through in-person and online platforms, as necessary.
3. Awareness Training for Other School Community Stakeholders
- a. Request for awareness training for school staff members should be directed to the OSPEP email at [school.security@doe.nj.gov](mailto:school.security@doe.nj.gov), which will provide training or coordinate sessions with approved instructors from the U.S. Department of Homeland Security National Threat Evaluation and Reporting Office's Certified Master Training Program.

## F. Other Considerations

- 1. Individualized Education Program (IEP) or 504 Plans
  - a. The district is required by law to meet the needs of students with special needs, who are afforded disciplinary protections not provided to the general education population, to reduce exclusionary practices for special



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education students. When assessing a student whose behavior may pose a threat to the safety of the school community, in the case of a student with an IEP or 504 plan, the threat assessment team shall consult with the IEP team or 504 team to determine whether the aberrant or concerning behavior is a threat to school safety and is being properly addressed in a manner that is required by N.J.A.C. 6A:14 and all Federal and State special education laws. Working with the IEP team or 504 team, the threat assessment team shall determine if the behavior is part of known baseline behavior, or is already being managed under the student's IEP, 504 plan, or FBA plan. If the behavior is not consistent with baseline behaviors or is not able to be effectively managed through current programming, then a threat assessment would need to be conducted. A special education representative must be part of the team and shall engage throughout the process.

2. Allegations of Harassment, Intimidation, & Bullying (HIB) or Bias-Related Acts
  - a. Should the threat assessment team become aware of an allegation of HIB when considering or conducting assessments, they must follow Policy 5512 for addressing allegations of HIB in alignment with the Anti-Bullying Bill of Rights Act. Additionally, during the threat assessment process, it is important to recognize that the student may need remedial services (e.g., counseling) to address behavior that may have prompted the need for the threat assessment and to ensure their well-being.
  - b. Should a threat assessment team become aware of a bias-related act, they should implement Policy and Regulation 8465 on reporting bias-related acts to law enforcement in accordance with the Memorandum of Agreement Between Education and Law Enforcement Officials and Policy and Regulation 9320.



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## 3. Information Sharing

- a. The Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) are two Federal laws protecting the privacy of an individual's personal records. FERPA refers specifically to educational records while HIPAA refers to medical records. Questions and concerns about FERPA and/or the HIPAA protections often arise as part of the threat assessment planning process. It is critical that threat assessment teams understand how to balance the safety of the school with the privacy of individual students. These laws should not be an impediment to threat assessment and management.
- b. Threat assessment teams should consult with the Board Attorney on these elements as needed.

## 4. Family Education Rights & Privacy Act (FERPA) – Educational Records

- a. FERPA is a Federal law that protects the privacy of student education records. FERPA does, however, authorize school officials to disclose information without consent in emergency situations where the health and/or safety of students is at risk. Relevant information can be released to law enforcement, public health, and medical officials, as well as other schools in the event a student transfers or matriculates. The U.S. Department of Education would not find a school in violation of FERPA for disclosing FERPA-protected information under the health or safety exception as long as the school had a rational basis, based on the information available at the time, for making its determination that there was an articulable and significant threat to the health or safety of the student or other individuals.

## 5. Health Insurance Portability and Accountability Act (HIPAA) – Medical and Mental Health Records



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- a. HIPAA protects the confidentiality of information in health records. Confidentiality is held by the patient, not the mental health provider. In cases where HIPAA applies, the following strategies below may assist threat assessment teams in eliminating potential barriers to critical data collection:
  - (1) Ask permission from the student and parent to disclose medical records;
  - (2) Provide information to health and mental professionals; and
  - (3) Ask about duty to warn or duty to protect.
- b. Additionally, medical and mental health providers may disclose protected health information when disclosure:
  - (1) Is necessary to prevent or lessen a serious and imminent threat to health or safety of patient or others and is to someone reasonably able to prevent or lessen the threat; and
  - (2) May include disclosure to law enforcement, or others who can mitigate the threat and disclosure must be consistent with applicable law and standards of ethical conduct.

## 6. Record Keeping

All documentation from the threat assessment process must be maintained in a confidential and secure location. Maintaining records and preserving evidence throughout the process, assists in the establishment of a legal and behavioral justification for the intervention. Records may be electronic or paper and must be maintained in accordance with record retention rules established by the Department of Treasury.

Adopted:



**10 General Fund**

**Assets and Liabilities**

<b>Assets</b>		
101	Cash	815,527.95
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	6,706,612.00
	Accounts Receivable:	
141	A/R: State of NJ	406,177.70
		406,177.70
<b>Resources</b>		
301	Estimated Revenues (Control Account / Normal Debit Balance)	7,197,709.00
302	Revenues	(7,168,892.53)
		<u>28,816.47</u>
	<b>Total assets and resources:</b>	<b>8,555,534.12</b>

10 General Fund

Liabilities and Fund Equity

<b>Liabilities</b>			
402	Interfunds Payable	5,570.61	
421	Accounts Payable	<u>(170,576.11)</u>	(165,005.50)
<b>Fund Balance</b>			
	Appropriated		
	Reserve for Encumbrances		
753	Reserve for Encumbrances: Current	4,601,166.13	
754	Reserve for Encumbrances: Prior	6,000.00	
601	Appropriations (Control Account/Normal Credit Balance)	7,624,933.90	
602	Expenditures	269,564.40	
603	Encumbrances	<u>4,607,166.13</u>	
	Less: Expenditures and Encumbrances	<u>(4,876,730.53)</u>	
	Total Appropriations		<u>7,355,369.50</u>
	Reserved Fund Balance		
761	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>	
766	Emergency Reserve	178,600.00	
607	Add: Increase in Current Expense Emergency Reserve/Interest Deposits	<u>100.00</u>	
75X,76x	Other Reserves	178,700.00	
	Total Reserved Fund Balance:	<u>.00</u>	<u>599,600.00</u>
303	Unappropriated:		
770	Budgeted Fund Balance	(422,253.00)	
	Fund Balance	<u>1,187,823.12</u>	
	Total Unappropriated:		<u>765,570.12</u>



Total Liabilities and Fund Balance

8,555,534.12

10 General Fund

Recapitulation of Budgeted Fund Balance

	Budgeted	Actual	Variance
Appropriations	7,624,933.90	4,876,730.53	2,748,203.37
Revenues	(7,197,709.00)	(7,168,892.53)	(28,816.47)
	<b>427,224.90</b>	<b>(2,292,162.00)</b>	<b>2,719,386.90</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: Budgeted Withdrawal from Cap Reserve (607)	100.00	100.00	.00
Change in Emergency Reserve:			
Plus: 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>-2,297,133.90</b>	<b>2,719,386.90</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	6,707,795.53	28,816.47	
3XXX From State Sources	461,097.00	461,097.00	.00	
	<b>7,197,709.00</b>	<b>7,168,892.53</b>	<b>28,816.47</b>	
Expenditures	Appropriations	Expenditures	Encumbrances	Available Balance
<b>General Current Expenses</b>				
11-1xx-100-xxx Regular Programs	2,333,535.00	6,411.46	2,257,910.88	69,212.66
11-2xx-100-xxx Special Education	1,000.00	.00	.00	1,000.00
11-240-100-xxx Bilingual Education	141,812.00	.00	138,964.36	2,847.64
11-401-100-xxx School-sponsored Co/Extra-Curricular Activities	36,604.00	.00	.00	36,604.00
11-402-100-xxx School-sponsored Athletics	46,315.00	1,600.00	1,189.08	43,525.92
	2,559,266.00	8,011.46	2,398,064.32	153,190.22
<b>Undistributed Expenditures</b>				
11-xxx-xxx-2xx Personal Services - Employee Benefits	621,470.00	64,757.99	520,389.01	36,323.00
11-000-xxx-xxx Other	4,404,984.90	195,053.70	1,688,712.80	2,521,218.40
	5,026,454.90	259,811.69	2,209,101.81	2,557,541.40
<b>Capital Outlay</b>				
12-000-4xx-xxx Facilities Acquisition and Construction Services	21,662.00	.00	.00	21,662.00
	21,662.00	.00	.00	21,662.00
<b>Special Schools</b>				
	.00	.00	.00	.00
<b>Other</b>				
11-* Other General Current Expense	17,551.00	1,741.25	.00	15,809.75
	17,551.00	1,741.25	.00	15,809.75
	<b>7,624,933.90</b>	<b>269,564.40</b>	<b>4,607,166.13</b>	<b>2,748,203.37</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	.00	15,250.00
10-1510 Interest On Investments	1,200.00	.00	1,200.00
10-1990 Miscellaneous Revenue from Local Sources	13,550.00	1,183.53	12,366.47
	<u>6,736,612.00</u>	<u>6,707,795.53</u>	<u>28,816.47</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>7,168,892.53</u>	<u>28,816.47</u>

**10 General Fund**  
**Statement of Appropriations**  
**Compared with Expenditures and Encumbrances**

	Appropriations	Expenditures	Encumbrances	Available Balance
<b>Regular Programs - Instruction</b>				
11-105-100-936 Local Contribution - Transfer to Special Revenue Fund - Inclusion	58,676.00	.00	58,676.00	.00
11-110-100-101 Kindergarten - Salaries of Teachers	253,975.00	.00	250,975.00	3,000.00
11-120-100-101 Grades 1-5 - Salaries of Teachers	1,132,853.00	.00	1,120,853.00	12,000.00
11-130-100-101 Grades 6-8 - Salaries of Teachers	715,191.00	.00	706,191.00	9,000.00
11-110-100-270 Health Benefits	580,342.00	61,212.36	489,806.64	29,323.00
	2,741,037.00	61,212.36	2,626,501.64	53,323.00
<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)	7,500.00	.00	.00	7,500.00
11-190-100-610 General Supplies	121,340.00	1,695.00	86,887.22	32,757.78
11-190-100-800 Other Objects	43,000.00	4,716.46	34,328.66	3,954.88
11-190-100-260 Workmen's Compensation	7,000.00	.00	.00	7,000.00
	178,840.00	6,411.46	121,215.88	51,212.66
<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	141,012.00	.00	138,762.00	2,250.00
11-240-100-610 General Supplies	800.00	.00	202.36	597.64
11-240-100-270 Health Benefits	34,128.00	3,545.63	30,582.37	.00
	175,940.00	3,545.63	169,546.73	2,847.64
<b>School - Sponsored Co-curricular and Extra-curricular Activities</b>				
11-401-100-100 Salaries	36,354.00	.00	.00	36,354.00
11-401-100-600 Supplies and Materials	250.00	.00	.00	250.00
	36,604.00	.00	.00	36,604.00
<b>School - Sponsored Athletics</b>				
11-402-100-100 Salaries	28,815.00	.00	.00	28,815.00

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

	Appropriations	Expenditures	Encumbrances	Available Balance
11-402-100-500	15,000.00	1,600.00	.00	13,400.00
11-402-100-600	2,500.00	.00	1,189.08	1,310.92
	46,315.00	1,600.00	1,189.08	43,525.92
<b>Summer School</b>				
Salaries of Teacher Tutors	17,551.00	1,741.25	.00	15,809.75
	17,551.00	1,741.25	.00	15,809.75
<b>UNDISTRIBUTED EXPENDITURES</b>				
<b>Instruction</b>				
Tuition to Other LEAs Within the State-Regular	1,269,572.00	.00	.00	1,269,572.00
Tuition to Other LEAs Within the State-Special	297,862.00	.00	.00	297,862.00
Tuition to County Vocational School District - Regular	51,618.00	.00	.00	51,618.00
Tuition to County Vocational School District - Special	26,216.00	.00	.00	26,216.00
Tuition to APSSD Within the State	74,135.00	.00	.00	74,135.00
	1,719,403.00	.00	.00	1,719,403.00
<b>Attendance and Social Work Services</b>				
Salaries	62,642.00	2,178.16	57,863.84	2,600.00
Salaries of Family Liaisons/Community Parent Involvement Specialists	19,350.00	.00	.00	19,350.00
Social Security Contributions	6,046.00	.00	6,046.00	.00
Supplies and Materials	800.00	390.23	.00	409.77
	88,838.00	2,568.39	63,909.84	22,359.77
<b>Health Services</b>				
Salaries	70,276.00	.00	64,976.00	5,300.00
Social Security Contributions	715.00	.00	715.00	.00
Purchased Professional and Technical Services	5,000.00	.00	2,000.00	3,000.00
Supplies and Materials	2,500.00	.00	.00	2,500.00
Other Objects	300.00	.00	.00	300.00
	78,791.00	.00	67,691.00	11,100.00
<b>Speech/Occupational Therapy/Physical Therapy and Related Services</b>				
Salaries	67,333.00	.00	67,333.00	.00
Purchased Professional - Educational Services	48,385.00	.00	.00	48,385.00
Supplies and Materials	500.00	.00	.00	500.00
Health Benefits	41,399.00	3,960.80	37,438.20	.00
	157,617.00	3,960.80	104,771.20	48,885.00
<b>Extraordinary Services</b>				
Salaries	17,551.00	.00	14,051.00	3,500.00

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

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-217-270	15,792.00	146.25	15,455.75	190.00
	33,343.00	146.25	29,506.75	3,690.00
<b>Guidance Services</b>				
Salaries of Other Professional Staff	65,222.00	.00	65,222.00	.00
Health Benefits	17,525.00	1,401.82	16,123.18	.00
Supplies and Materials	300.00	.00	.00	300.00
	83,047.00	1,401.82	81,345.18	300.00
<b>Child Study Teams</b>				
Salaries of Other Professional Staff	129,855.00	4,988.58	123,741.42	1,125.00
Purchased Professional - Educational Services	1,500.00	.00	.00	1,500.00
Supplies and Materials	9,000.00	7,503.10	1,106.62	390.28
Other Objects	2,000.00	.00	.00	2,000.00
Health Benefits	74,413.00	5,743.52	65,295.46	3,374.02
	216,768.00	18,235.20	190,143.50	8,389.30
<b>Improvement of Instruction Services</b>				
Salaries of Supervisor of Instruction	104,515.00	8,709.58	95,805.42	.00
Salaries of Other Professional Staff	3,600.00	112.50	.00	3,487.50
Salaries of Secretaries and Clerical Assistants	19,530.00	1,627.50	17,902.50	.00
Social Security Contributions	1,771.00	.00	1,771.00	.00
Supplies and Materials	1,000.00	.00	.00	1,000.00
Other Objects	500.00	.00	.00	500.00
	130,916.00	10,449.58	115,478.92	4,987.50
<b>Educational Media/Library Services</b>				
Salaries of Technology Coordinators	79,447.00	6,620.42	72,826.58	.00
Social Security Contributions	4,924.00	.00	4,924.00	.00
Health Benefits	40,246.00	3,960.80	36,285.20	.00
	124,617.00	10,581.22	114,035.78	.00
<b>Instructional Staff Training Services</b>				
Purchased Professional - Educational Services	1,000.00	.00	.00	1,000.00
Travel - All Other	2,000.00	1,611.00	.00	389.00
	3,000.00	1,611.00	.00	1,389.00
<b>Support Services - General Administration</b>				
Salaries	173,297.00	14,441.26	158,855.74	.00
Legal Services (Note: APSSD - Not Litigation Related Legal Services)	6,000.00	.00	.00	6,000.00
Audit Fees	26,500.00	.00	26,500.00	.00
Architectural/Engineering Services	24,100.00	.69	6,000.00	18,099.31

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

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-230-339				
11-000-230-530	20,293.00	13,519.00	6,730.00	44.00
11-000-230-585	10,753.00	1,030.70	2,020.73	7,701.57
11-000-230-590	4,600.00	.00	675.00	3,925.00
	4,000.00	8.80	.00	3,991.20
11-000-230-610	4,000.00	.00	1,950.69	2,049.31
11-000-230-890	4,410.00	3,335.75	.00	1,074.25
11-000-230-895	4,028.00	4,027.21	.00	.79
	281,981.00	36,363.41	202,732.16	42,885.43
<b>Support Services - School Administration</b>				
11-000-240-103	9,391.00	782.50	8,608.50	.00
11-000-240-600	200.00	.00	.00	200.00
11-000-240-800	1,000.00	.00	.00	1,000.00
	10,591.00	782.50	8,608.50	1,200.00
<b>Central Services</b>				
11-000-251-100	162,168.00	14,064.66	148,102.92	.42
11-000-251-330	335.00	335.00	.00	.00
11-000-251-340	22,020.00	21,470.00	550.00	.00
11-000-251-600	2,815.00	.00	.00	2,815.00
11-000-251-890	3,500.00	1,575.00	.00	1,925.00
	190,838.00	37,444.66	148,652.92	4,740.42
<b>Administrative Information Technology</b>				
11-000-252-100	12,500.00	1,041.83	11,458.17	.00
11-000-252-600	4,500.00	1,011.00	463.60	3,025.40
	17,000.00	2,052.83	11,921.77	3,025.40
<b>Required Maintenance for School Facilities</b>				
11-000-261-420	107,680.00	1,033.20	84,321.18	22,325.62
11-000-261-610	15,171.90	420.50	2,295.00	12,456.40
11-000-261-800	35,009.00	10,683.40	1,250.00	23,075.60
11-000-261-270	.00	-547.24	.00	547.24
	157,860.90	11,589.86	87,866.18	58,404.86
<b>Custodial Services</b>				
11-000-262-100	183,965.00	14,913.75	164,051.25	5,000.00
11-000-262-107	30,798.00	.00	.00	30,798.00
11-000-262-220	17,515.00	.00	17,515.00	.00
11-000-262-260	40,394.00	.00	.00	40,394.00
11-000-262-270	59,530.00	5,033.71	53,799.45	696.84



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

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-262-300				
11-000-262-490	7,400.00	.00	950.00	6,450.00
11-000-262-520	5,150.00	.00	.00	5,150.00
11-000-262-510	74,087.00	13,540.00	.00	60,547.00
11-000-262-621	12,000.00	.00	.00	12,000.00
11-000-262-622	45,000.00	.00	.00	45,000.00
	48,000.00	.00	.00	48,000.00
	523,839.00	33,487.46	236,315.70	254,035.84
<b>Security</b>				
11-000-266-420	8,000.00	1,212.80	3,612.50	3,174.70
11-000-266-610	2,000.00	.00	.00	2,000.00
	10,000.00	1,212.80	3,612.50	5,174.70
<b>Student Transportation Services</b>				
11-000-270-160	48,578.00	4,048.16	44,529.84	.00
11-000-270-503	14,308.00	.00	.00	14,308.00
11-000-270-512	100.00	.00	.00	100.00
11-000-270-513	67,212.00	.00	.00	67,212.00
11-000-270-515	29,708.00	.00	.00	29,708.00
11-000-270-517	59,860.00	.00	.00	59,860.00
11-000-270-518	38,685.00	.00	.00	38,685.00
	258,451.00	4,048.16	44,529.84	209,873.00
<b>Personnel Services - Unallocated Employee Benefits</b>				
11-000-291-220	40,246.00	2,833.91	37,412.09	.00
11-000-291-241	101,269.00	83.01	6,916.99	94,269.00
11-000-291-260	5,000.00	.00	.00	5,000.00
11-000-291-270	103,741.00	8,024.84	88,609.98	7,106.18
11-000-291-280	6,000.00	.00	.00	6,000.00
11-000-291-290	9,000.00	.00	.00	9,000.00
	265,256.00	10,941.76	132,939.06	121,375.18
<b>Facilities Acquisition and Construction Services</b>				
12-000-400-896	21,662.00	.00	.00	21,662.00
	21,662.00	.00	.00	21,662.00
<b>Other Uses</b>				
11-000-500-561	52,828.00	8,176.00	44,652.00	.00

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

	Appropriations	Expenditures	Encumbrances	Available Balance
<b>Equipment</b>	52,828.00	8,176.00	44,652.00	.00
<b>Contribution (Transfer) of Funds to Charter Schools</b>	.00	.00	.00	.00
<b>General Fund</b>	7,624,933.90	269,564.40	4,607,166.13	2,748,203.37

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

8/3/23  
 Date

**20 Special Revenue Fund**

**Assets and Liabilities**

<b>Assets</b>		
101	Cash	(31,928.58)
	Accounts Receivable:	
132	Interfund Receivable	58,676.00
141	A/R: State of NJ	381,693.54
		440,369.54
<b>Resources</b>		
301	Estimated Revenues	1,536,876.37
302	Revenues	(440,070.00)
		<u>1,096,806.37</u>
	<b>Total assets and resources:</b>	<b>1,505,247.33</b>

20 Special Revenue Fund  
 Liabilities and Fund Equity

<b>Liabilities</b>		.00
<b>Fund Balance</b>		
753	Appropriated	
754	Reserve for Encumbrances	
	Reserve for Encumbrances: Current	649,915.53
	Reserve for Encumbrances: Prior	
601	Appropriations	1,536,876.37
602	Expenditures	31,629.04
603	Encumbrances	<u>649,915.53</u>
	Less: Expenditures and Encumbrances	(681,544.57)
	Total Appropriations	<u>1,505,247.33</u>
75X,76x	Reserved Fund Balance	
	Other Reserves	<u>.00</u>
	Total Reserved Fund Balance:	.00
303	Unappropriated:	
770	Budgeted Fund Balance	
	Unassigned Fund Balance	
	Total Unappropriated:	<u>.00</u>
	<b>Total Liabilities and Fund Balance</b>	<u><b>1,505,247.33</b></u>

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

	Budgeted	Actual	Variance
Appropriations	1,536,876.37	681,544.57	855,331.80
Revenues	(1,536,876.37)	(440,070.00)	(1,096,806.37)
	<b>.00</b>	<b>241,474.57</b>	<b>(241,474.57)</b>
Less: Reserve for Encumbrances: Prior Budgeted Fund Balance:	<b>.00</b>	<b>241,474.57</b>	<b>-241,474.57</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	
3XXX From State Sources	381,394.00	381,394.00	.00	
4XXX From Federal Sources	1,096,806.37	.00	1,096,806.37	
5XXX From Other Sources	58,676.00	58,676.00	.00	
	<b>1,536,876.37</b>	<b>440,070.00</b>	<b>1,096,806.37</b>	
Expenditures	Appropriations	Expenditures	Encumbrances	Available Balance
	.00	.00	.00	.00
<b>Local Projects</b>				
<b>State Projects</b>				
20-218-xxx-xxx Preschool Education Aid	440,070.00	12,967.54	412,332.46	14,770.00
	440,070.00	12,967.54	412,332.46	14,770.00
<b>Federal Projects</b>				
20-23x-xxx-xxx ESSA Title I, Part A	86,196.00	.00	53,764.00	32,432.00
20-24x-xxx-xxx ESSA Title III	10,293.00	.00	5,000.00	5,293.00
20-25x-xxx-xxx I.D.E.A. Part B	124,688.00	.00	89,221.00	35,467.00
20-27x-xxx-xxx ESSA Title IIA / IID	11,700.00	.00	3,460.87	8,239.13
20-28x-xxx-xxx ESSA Title IV	10,000.00	.00	8,500.00	1,500.00
20-483-xxx-xxx CRRSA Act-ESSER II Grant Program	13,709.05	2,362.50	1,854.07	9,492.48
20-484-xxx-xxx CRRSA Act-Learning Acceleration Grant Program	1,500.00	.00	.00	1,500.00
20-487-xxx-xxx ARP-ESSER Grant Program	752,156.00	16,299.00	66,844.00	669,013.00
20-488-xxx-xxx ARP ESSER Subgrant (ALCES)	11,339.13	.00	8,939.13	2,400.00
20-489-xxx-xxx ARP ESSER Subgrant (EBSLEA)	40,000.00	.00	.00	40,000.00
20-490-xxx-xxx ARP Evidence Based Learning Beyond the Sch Day	30,864.84	.00	.00	30,864.84
20-491-xxx-xxx ARP ESSER Subgrant (NJTSS)	4,360.35	.00	.00	4,360.35
	1,096,806.37	18,661.50	237,583.07	840,561.80
	<b>1,536,876.37</b>	<b>31,629.04</b>	<b>649,915.53</b>	<b>855,331.80</b>

**20 Special Revenue Fund**  
**Schedule Of Revenues**  
**Actual Compared with Estimated**

	Estimated	Actual	Unrealized
<b>Revenues from State Sources</b>			
20-3218 Preschool Education Aid and Prior Year Carryover	381,394.00	381,394.00	.00
	381,394.00	381,394.00	.00
<b>Revenues from Federal Sources</b>			
20-4411 Title I-Part A	86,196.00	.00	86,196.00
20-4420 I.D.E.A. Part B	124,688.00	.00	124,688.00
20-4451 Title II-A	11,700.00	.00	11,700.00
20-4471 Title IV - Part A - Student Support and Acad Enrichment	10,000.00	.00	10,000.00
20-4491 Title III	10,293.00	.00	10,293.00
20-4534 CRRSA Act - ESSER II	13,709.05	.00	13,709.05
20-4535 CRRSA Act - Learning Acceleration Grant	1,500.00	.00	1,500.00
20-4540 ARP-ESSR	752,156.00	.00	752,156.00
20-4541 ARP ESSER Accelerated Learning Coaching/Ed Support	11,339.13	.00	11,339.13
20-4542 ARP ESSER Evid-Based Sum Learning & Enrichment Act	40,000.00	.00	40,000.00
20-4543 ARP ESSER Evid-Based Comp Beyond the School Day Act	30,864.84	.00	30,864.84
20-4544 ARP ESSER NJTSS Mental Health Support Staffing	4,360.35	.00	4,360.35
	1,096,806.37	.00	1,096,806.37
<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>1,536,876.37</b>	<b>440,070.00</b>	<b>1,096,806.37</b>

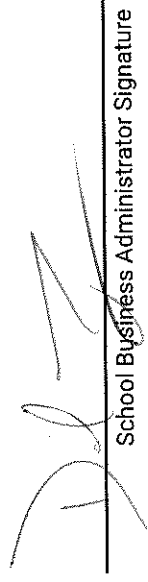
**20 Special Revenue Fund**  
**Statement of Appropriations**  
**Compared with Expenditures and Encumbrances**

	Appropriations	Expenditures	Encumbrances	Available Balance
<b>Preschool Education</b>				
20-218-100-101 Salaries of Teachers	149,443.00	.00	149,443.00	.00
20-218-100-106 Other Salaries for Instruction	111,324.00	.00	111,324.00	.00
20-218-100-600 General Supplies	7,770.00	.00	.00	7,770.00
20-218-200-102 Salaries of Supervisors of Instruction	57,000.00	4,750.00	52,250.00	.00
20-218-200-104 Salaries of Other Professional Staff	25,209.00	.00	25,209.00	.00
20-218-200-200 Personal Services - Employee Benefits	82,324.00	8,217.54	74,106.46	.00
20-218-200-330 Other Purchased Professional Services	7,000.00	.00	.00	7,000.00
	<u>440,070.00</u>	<u>12,967.54</u>	<u>412,332.46</u>	<u>14,770.00</u>
<b>ESSA Title I, Part A</b>				
20-231-100-101 Salaries of Teachers	69,470.00	.00	50,000.00	19,470.00
20-231-200-200 Employee Benefits	16,726.00	.00	3,764.00	12,962.00
	<u>86,196.00</u>	<u>.00</u>	<u>53,764.00</u>	<u>32,432.00</u>
<b>ESSA Title III</b>				
20-241-100-101 Salaries of Teachers	5,247.00	.00	5,000.00	247.00
20-241-100-610 Instructional Supplies	1,288.00	.00	.00	1,288.00
20-241-200-200 Employee Benefits	3,358.00	.00	.00	3,358.00
20-241-200-580 Other Purchased Services	300.00	.00	.00	300.00
20-241-200-600 Supplies and Materials	100.00	.00	.00	100.00
	<u>10,293.00</u>	<u>.00</u>	<u>5,000.00</u>	<u>5,293.00</u>
<b>IDEA Part B</b>				
20-250-100-101 Salaries of Teachers	33,000.00	.00	28,000.00	5,000.00
20-250-100-106 Salaries - Other	55,662.00	.00	55,662.00	.00
20-250-200-200 Employee Benefits	25,378.00	.00	4,259.00	21,119.00
20-250-200-320 Professional Technical Services	7,777.00	.00	.00	7,777.00
	<u>121,817.00</u>	<u>.00</u>	<u>87,921.00</u>	<u>33,896.00</u>
<b>IDEA Part B</b>				
20-252-100-101 Salaries of Teachers	1,750.00	.00	1,300.00	450.00
20-252-200-200 Employee Benefits	1,121.00	.00	.00	1,121.00
	<u>2,871.00</u>	<u>.00</u>	<u>1,300.00</u>	<u>1,571.00</u>
<b>ESSA Title IIA / IID</b>				
20-270-200-320 Program Expenditures	11,700.00	.00	3,460.87	8,239.13



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

	Appropriations	Expenditures	Encumbrances	Available Balance
	11,700.00	.00	3,460.87	8,239.13
<b>ESSA Title IV</b>				
20-280-100-600 Instructional Supplies	1,000.00	.00	.00	1,000.00
20-280-200-320 Professional Technical Services	8,500.00	.00	8,500.00	.00
20-280-200-580 Other Purchased Services	500.00	.00	.00	500.00
	10,000.00	.00	8,500.00	1,500.00
<b>CRRSA Act-ESSER II Grant Program</b>				
20-483-100-101 Program Expenditures	13,709.05	2,362.50	1,854.07	9,492.48
	13,709.05	2,362.50	1,854.07	9,492.48
<b>CRRSA Act-Learning Acceleration Grant Program</b>				
20-484-200-320 Program Expenditures	1,500.00	.00	.00	1,500.00
	1,500.00	.00	.00	1,500.00
<b>ARP-ESSER Grant Program</b>				
20-487-100-101 Program Expenditures	752,156.00	16,299.00	66,844.00	669,013.00
	752,156.00	16,299.00	66,844.00	669,013.00
<b>ARP ESSER Subgrant (ALCES)</b>				
20-488-200-320 Program Expenditures	11,339.13	.00	8,939.13	2,400.00
	11,339.13	.00	8,939.13	2,400.00
<b>ARP ESSER Subgrant (EBSLEA)</b>				
20-489-100-101 Program Expenditures	40,000.00	.00	.00	40,000.00
	40,000.00	.00	.00	40,000.00
<b>ARP Evidence Based Learning Beyond the School Day</b>				
20-490-100-100 Program Expenditures	30,864.84	.00	.00	30,864.84
	30,864.84	.00	.00	30,864.84
<b>ARP ESSER Subgrant (NJTSS)</b>				
20-491-200-104 Program Expenditures	4,360.35	.00	.00	4,360.35
	4,360.35	.00	.00	4,360.35
<b>Special Revenue Fund</b>	<b>1,536,876.37</b>	<b>31,629.04</b>	<b>649,915.53</b>	<b>855,331.80</b>

  
 School Business Administrator Signature

Date

8/3/23

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

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11/11/2023 10:11 AM

**30 Capital Projects Fund**

**Assets and Liabilities**

<b>Assets</b>	
101	Cash
<b>Resources</b>	
301	Estimated Revenues
302	Revenues
	<u>.00</u>

Total assets and resources:

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

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

**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

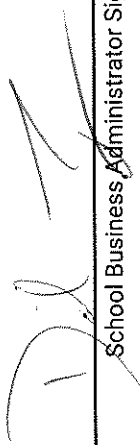
Actual Compared with Estimated

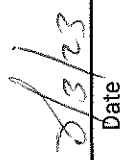
Estimated	Actual	Unrealized
.00	.00	.00

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

  
\_\_\_\_\_  
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
		<u>9.57</u>

Total assets and resources:

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	.00
	Total Reserved Fund Balance:	.00
	Unappropriated:	
303	Budgeted Fund Balance	
770	Fund Balance	9.57
	Total Unappropriated:	9.57
	<b>Total Liabilities and Fund Balance</b>	<b>9.57</b>

**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	
Expenditures	Appropriations	Expenditures	Encumbrances	Available Balance
	.00	.00	.00	
<b>Repayment of Debt</b>				
40-701-510-XXX Repayment of Debt - Regular	.00	.00	.00	.00
	.00	.00	.00	.00
<b>Other</b>				
40-* Other Debt Service Fund	.00	.00	.00	.00
	.00	.00	.00	.00
	.00	.00	.00	.00

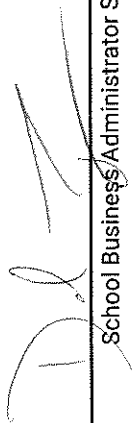
**40 Debt Service Fund**  
**Schedule Of Revenues**  
**Actual Compared with Estimated**

Estimated	Actual	Unrealized
.00	.00	.00

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

8/3/27

Date

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

7/31/23

PAGE 1 OF 6

FUNDS	CASH BALANCE	CASH RECEIPTS THIS MONTH	CASH DISBURSEMENTS THIS MONTH	CASH ENDING BALANCE(1+2-3)
GENERAL FUND--FUND 10	\$1,781,595.27	\$80,337.87	\$448,005.19	\$1,413,927.95
SPECIAL REVENUE FUND--FUND 20	(\$53,337.54)	\$53,038.00	\$31,629.04	(\$31,928.58)
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	\$1,728,267.30	\$133,375.87	\$479,634.23	\$1,382,008.94
ENTERPRISE FUND--FUND 5X	\$41,155.49	\$25.86	\$0.00	\$41,181.35
PAYROLL	\$0.00	\$6.43	\$0.00	\$6.43
PAYROLL AGENCY	\$219,271.95	\$38,065.15	\$149,761.56	\$107,575.54
UNEMPLOYMENT TRUST	\$40,809.50	\$2,872.96	\$0.00	\$43,682.46
TOTAL TRUST & AGENCY FUNDS	\$260,081.45	\$40,944.54	\$149,761.56	\$151,264.43
TOTAL ALL FUNDS	\$2,029,504.24	\$174,346.27	\$629,395.79	\$1,574,454.72

PREPARED & SUBMITTED BY

  
TREASURER OF SCHOOL MONIES      8/3/2023  
DATE

BRADLEY BEACH BOARD OF EDUCATION BANK RECONCILIATION--CASH ACCOUNT  
 BANK: BANK OF AMERICA  
 ACCOUNT #726-010062

STATEMENT DATE:	7/31/23		
BALANCE PER BANK			\$1,784,974.96
ADDITIONS: DEPOSITS IN TRANSIT	DATE	AMOUNT	
REIMBURSEMENT DUE FOR		\$0.00	
		\$0.00	
		\$0.00	
TOTAL DEPOSITS IN TRANSIT			\$0.00
		AMOUNT	
DEDUCTIONS: OUTSTANDING CHECKS		\$402,966.00	
		\$0.00	
OTHER		\$0.02	
TOTAL DEDUCTIONS		\$402,966.02	
NET RECONCILING ITEMS			(\$402,966.02)
ADJUSTED BALANCE PER BANK			\$1,382,008.94

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:	7/31/23		
BALANCE PER BANK			\$107,575.54
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			\$107,575.54

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: 7/31/23

BALANCE PER BANK			\$1,330.86
ADDITIONS: DEPOSITS IN TRANSIT	DATE	AMOUNT	
		\$0.00	
		\$0.00	
		\$0.00	
TOTAL DEPOSITS IN TRANSIT		\$0.00	
		AMOUNT	
DEDUCTIONS: OUTSTANDING CHECKS		\$1,324.43	
OTHER		\$0.00	
TOTAL DEDUCTIONS		\$1,324.43	
NET RECONCILING ITEMS		(\$1,324.43)	
ADJUSTED BALANCE PER BANK			\$6.43

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: 7/31/23

BALANCE PER BANK			\$43,682.46
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			\$43,682.46

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: 7/31/23

\$41,181.35

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			\$41,181.35

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 7/31/23  
SALARY CASH ACCOUNT #726-0100089

CHECK #	AMOUNT	CHECK #	AMOUNT
37351	\$104.53		
37365	\$609.95		
37366	\$609.95		

GRAND TOTAL, SALARY ACCOUNT

\$1,324.43

OUTSTANDING CHECKS AS OF 7/31/23  
 CASH ACCOUNT #726-010062

CHECK #	AMOUNT	CHECK #	AMOUNT
21466	\$4.99	21791	\$2,925.52
21675	\$29.75	21792	\$1,695.00
21680	\$6,300.00	21793	\$89,679.66
21693	\$80.00	21794	\$475.99
21696	\$75.00	21795	\$1,136.05
21704	\$150.00	21796	\$4,027.21
21706	\$197.00	21797	\$2,180.00
21727	\$4,207.50	21798	\$1,250.00
21750	\$2,337.50	21799	\$1,110.00
21755	\$195.00	21800	\$4,004.76
21756	\$80.00	21801	\$206.79
21757	\$50.00	21802	\$2,491.25
21758	\$13,540.00	21803	\$323.91
21759	\$8.80	21804	\$500.00
21760	\$215.38	21805	\$1,022.00
21761	\$16,299.00	21806	\$982.80
21762	\$1,533.00	21807	\$511.00
21763	\$511.00	21808	\$171.90
21764	\$22,284.00	21809	\$1,145.00
21765	\$1,033.20	21810	\$5,100.00
21766	\$22,912.54	21811	\$525.25
21767	\$22.49	21812	\$4,965.00
21768	\$1,330.00	21813	\$511.00
21769	\$5,075.00	21814	\$1,011.00
21770	\$1,050.00	21815	\$178.20
21771	\$12,685.25	21816	\$152.16
21772	\$28,474.00	21817	\$71.15
21773	\$1,680.00	21818	\$1,790.94
21774	\$248.60	21819	\$1,500.00
21775	\$97,394.47		
21776	\$8,030.84		
21777	\$435.00		
21778	\$230.00		
21779	\$511.00		
21780	\$1,912.12		
21781	\$511.00		
21782	\$511.00		
21783	\$511.00		
21784	\$1,267.50		
21785	\$2,310.00		
21786	\$4,804.09		
21787	\$168.34		
21788	\$225.00		
21789	\$1,600.00		
21790	\$8,292.10		

OUTSTANDING CHECKS AS OF 7/31/23  
 PAYROLL/AGENCY ACCOUNT # 0072-6010-2200

CHECK #	AMOUNT	CHECK #	AMOUNT
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Account Maintenance Report

Appropriation Adjustments and Transfers for 2023-24 07/30/2023 - 07/30/2023

[Adjustment] Tx: 25993 July 2023 Transfers

Date	Fund	Act #	Act Desc	Type	Pre	Adjustment	Post
7/30/2023	11	11-000-100-562-00	Tuition other Leas w/i state special	Adjustment	313,942.00	-2,855.00	311,087.00
7/30/2023	11	11-000-100-562-00	Tuition other Leas w/i state special	Adjustment	311,087.00	-7,100.00	303,987.00
7/30/2023	11	11-000-100-562-00	Tuition other Leas w/i state special	Adjustment	303,987.00	-6,125.00	297,862.00
7/30/2023	11	11-000-218-270-00	Health Benefits	Adjustment	14,670.00	2,855.00	17,525.00
7/30/2023	11	11-000-230-332-00	Audit fees	Adjustment	26,138.00	362.00	26,500.00
7/30/2023	11	11-000-230-334-00	Architectural/Engineering Service	Adjustment	10,000.00	8,100.00	18,100.00
7/30/2023	11	11-000-230-339-00	Other purchase prof. services	Adjustment	8,193.00	7,100.00	15,293.00
7/30/2023	11	11-000-230-339-00	Other purchase prof. services	Adjustment	15,293.00	3,000.00	18,293.00
7/30/2023	11	11-000-230-339-00	Other purchase prof. services	Adjustment	18,293.00	2,000.00	20,293.00
7/30/2023	11	11-000-230-530-01	Internet Access	Adjustment	4,023.00	-2,000.00	2,023.00
7/30/2023	11	11-000-230-610-00	General Supplies	Adjustment	7,000.00	-3,000.00	4,000.00
7/30/2023	11	11-000-230-890-00	Miscellaneous expenditures	Adjustment	5,000.00	-590.00	4,410.00
7/30/2023	11	11-000-230-895-00	BOE Membership Dues & Fees	Adjustment	3,800.00	228.00	4,028.00
7/30/2023	11	11-000-251-100-00	Salaries: Business Office	Adjustment	160,118.00	2,050.00	162,168.00
7/30/2023	11	11-000-251-330-00	Purchased Professional Services	Adjustment	300.00	35.00	335.00
7/30/2023	11	11-000-251-340-00	Purchased technical services	Adjustment	21,634.00	386.00	22,020.00
7/30/2023	11	11-000-251-600-00	Supplies and materials	Adjustment	3,250.00	-14.00	3,236.00
7/30/2023	11	11-000-251-600-00	Supplies and materials	Adjustment	3,236.00	-386.00	2,850.00
7/30/2023	11	11-000-251-600-00	Supplies and materials	Adjustment	2,850.00	-35.00	2,815.00
7/30/2023	11	11-000-262-300-00	Purchase prof. and tech. service	Adjustment	15,500.00	-8,100.00	7,400.00
7/30/2023	11	11-000-270-160-00	Salaries: Transportation	Adjustment	50,614.00	-2,036.00	48,578.00
7/30/2023	11	11-190-100-610-00-78	Seventh & Eight Grade Supplies	Adjustment	1,200.00	84.00	1,284.00
7/30/2023	11	11-190-100-610-00-KD	KDG Supplies	Adjustment	400.00	41.00	441.00
7/30/2023	11	11-190-100-610-08-TE	Technology Software	Adjustment	25,000.00	6,000.00	31,000.00

.00

Bradley Beach Board of Education Transfers Request for 8/15/2023 Meeting						
Transfer #	Transfer From	Amount	Transfer To	Amount	Transfer To	Amount
1	11-000-100-562-00	2,855.00	11-000-218-270-00	2,855.00		2,855.00
Balance		2,855.00				2,855.00
	to record transfer for health benefits					
2	11-000-282-300-00	8,100.00	11-000-230-334-00	8,100.00		8,100.00
Balance		8,100.00				8,100.00
	to record transfer for architectural fee					
3	11-000-100-562-00	7,100.00	11-000-230-339-00	7,100.00		7,100.00
	11-000-230-610-00	3,000.00				3,000.00
	11-000-230-530-01	2,000.00				2,000.00
Balance		12,100.00				12,100.00
	to record transfer for additional report card creation					
4	11-000-230-890-00	590.00	11-000-230-332-00	590.00		590.00
Balance		590.00	11-000-230-895-00	228.00		228.00
	to record transfer for reallocation of salaries					
5	11-000-270-160-00	2,035.00	11-000-251-100	2,035.00		2,035.00
	11-000-251-600-00	14.00				14.00
	to record transfer for reallocation of salaries					
6	11-000-251-600-00	2,050.00	11-000-251-330-00	2,050.00		2,050.00
Balance		35.00				35.00
	to record transfer for additional cost of fix asset report					
7	11-000-100-562-00	6,125.00	11-190-100-610-00-78	6,125.00		6,125.00
			11-190-100-610-00 KD	41.00		41.00
			11-190-100-610-08-TE	6,000.00		6,000.00
Balance		6,125.00				6,125.00
	to record transfer for supplies					
8	11-000-251-600-00	386.00	11-000-251-340-00	386.00		386.00
Balance		386.00				386.00
	to record transfer for technical services					



DRAWEY BEACH BOARD OF EDUCATION

Bills and Claims

Batch 24-0026 Aug. Board Meeting (8/1/2023)  
 , Batch 24-0036 NSLP June 2023 (8/11/2023)

Vendor Name	Account Number	id	PO Number	Description	Batch	Check #	Amount to Pay
George Koustas Painting & Construction, LLC	11-000-261-420-00	KOUSTA	PO-24-000002	Service	24-0026	21828	6,500.00
George Koustas Painting & Construction, LLC	11-000-261-420-00	KOUSTA	PO-24-000003	Service	24-0026	21828	6,500.00
George Koustas Painting & Construction, LLC	11-000-261-420-00	KOUSTA	PO-24-000004	Service	24-0026	21828	2,550.00
George Koustas Painting & Construction, LLC	11-000-261-420-00	KOUSTA	PO-24-000005	Service	24-0026	21828	4,900.00
George Koustas Painting & Construction, LLC	11-000-261-420-00	KOUSTA	PO-24-000008	Service	24-0026	21828	4,900.00
George Koustas Painting & Construction, LLC	11-000-261-420-00	KOUSTA	PO-24-000009	Service	24-0026	21828	2,550.00
George Koustas Painting & Construction, LLC	11-000-261-420-00	KOUSTA	PO-24-000012	Service	24-0026	21828	4,900.00
George Koustas Painting & Construction, LLC	11-000-261-420-00	KOUSTA	PO-24-000013	Service	24-0026	21828	2,550.00
							<b>35,350.00</b>
Hilary Karpoff	20-487-200-580-00	71	PO-24-000160	Service	24-0026	21829	872.14
							<b>872.14</b>
Horizon Blue Cross Blue Shield of New Jersey	11-000-216-270-00	HORIZO	PO-24-000090	Health Reimbursement Inv: AUG.	24-0026	21830	3,664.14
Horizon Blue Cross Blue Shield of New Jersey	11-000-217-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0026	21830	1,336.97
Horizon Blue Cross Blue Shield of New Jersey	11-000-218-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0026	21830	1,295.88
Horizon Blue Cross Blue Shield of New Jersey	11-000-219-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0026	21830	7,913.63
Horizon Blue Cross Blue Shield of New Jersey	11-000-222-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0026	21830	3,664.14
Horizon Blue Cross Blue Shield of New Jersey	11-000-262-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0026	21830	5,306.79
Horizon Blue Cross Blue Shield of New Jersey	11-000-291-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0026	21830	9,241.04
Horizon Blue Cross Blue Shield of New Jersey	11-110-100-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0026	21830	5,076.15
Horizon Blue Cross Blue Shield of New Jersey	11-120-100-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0026	21830	34,035.99
Horizon Blue Cross Blue Shield of New Jersey	11-130-100-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0026	21830	16,115.76
Horizon Blue Cross Blue Shield of New Jersey	11-240-100-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0026	21830	3,280.79
Horizon Blue Cross Blue Shield of New Jersey	20-218-200-200-00	HORIZO	PO-24-000090	Health Reimbursement	24-0026	21830	7,709.00
Horizon Blue Cross Blue Shield of New Jersey	20-487-200-270-00	HORIZO	PO-24-000090	Health Reimbursement	24-0026	21830	.00
							<b>98,640.28</b>





Brauney Beach Board of Education

Bills and Claims


Batch 24-0026 Aug. Board Meeting (8/1/2023)  
 , Batch 24-0036 NSLP June 2023 (8/11/2023)

Vendor Name	Account Number	Id	PO Number	Description	Batch	Check #	Amount to Pay
SHI Inc.	10-421	SHI	PO-23-000529-PYPBL	Service	24-0026	21841	638.86
							<b>638.86</b>
State of New Jersey	11-000-230-890-00	LABOR	PO-24-000168	Service Inv: D-216-000-138-/000-00	24-0026	21842	148.50
							<b>148.50</b>
Stronge & Associates LLC	11-000-230-610-00	STRON G	PO-24-000081	Service	24-0026	21843	765.00
							<b>765.00</b>
T & M Landscaping Services LLC.	11-000-261-420-00	80	PO-24-000033	Service Inv: 82	24-0026	21844	1,780.00
							<b>1,780.00</b>
Teachers College Reading and Writing Project	20-487-200-580-00	TEACHE RS_COL LEGE	PO-24-000014	Workshop Inv: TCRWP-184919	24-0026	21845	850.00
Teachers College Reading and Writing Project	20-487-200-580-00	TEACHE RS_COL LEGE	PO-24-000015	Workshop Inv: TCRWP-184921	24-0026	21845	850.00
Teachers College Reading and Writing Project	20-487-200-580-00	TEACHE RS_COL LEGE	PO-24-000016	Workshop Inv: TCRWP-184878	24-0026	21845	850.00
Teachers College Reading and Writing Project	20-487-200-580-00	TEACHE RS_COL LEGE	PO-24-000019	Workshop Inv: TCRWP-184807	24-0026	21845	850.00
							<b>3,400.00</b>
Teaching Strategies, LLC	11-190-100-610-00	TEACHI	PO-24-000144	Supplies Inv: Q-226664	24-0026	21846	587.25
							<b>587.25</b>
Xtel Communications	11-190-100-800-00-CP	530	PO-24-000063	Service Inv: 232120295	24-0026	21847	1,810.09
							<b>1,810.09</b>

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	Fiscal Year	Total
10	General Fund	8	8,596.15		8,596.15
	<b>Fund total:</b>		<b>8,596.15</b>		<b>8,596.15</b>
11	General Current Expense	27	75,188.12		75,188.12
11	General Current Expense	1	5,076.15		5,076.15
11	General Current Expense	1	34,035.99		34,035.99
11	General Current Expense	1	16,115.76		16,115.76
11	General Current Expense	10	27,605.97		27,605.97
11	General Current Expense	1	3,280.79		3,280.79
	<b>Fund total:</b>		<b>161,302.78</b>		<b>161,302.78</b>
20	Special Revenue Fund	1	7,709.00		7,709.00
20	Special Revenue Fund	1	1,500.00		1,500.00
20	Special Revenue Fund	9	8,214.04		8,214.04
	<b>Fund total:</b>		<b>17,423.04</b>		<b>17,423.04</b>
	<b>Grand totals:</b>	60	<b>187,321.97</b>		<b>187,321.97</b>

Batch 24-0026 Aug. Board Meeting (8/1/2023)  
, Batch 24-0036 NSLP June 2023 (8/11/2023)

  
8/10/23

Business Administrator

8/15/23

Cafeteria Bill List					
08/15/23					
Vendor	Amount	Check #	Invoice	Purchase Order#	
Maschio Food Service	8,132.25	1985	Jun-23	23-00010A	
Total Bill List	8,132.25				