

BRADLEY BEACH BOARD OF EDUCATION

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

A G E N D A

**Regular Meeting
August 18, 2020**

I. Call To Order

II. 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.

III. Flag Salute/Roll Call

IV. Discussion Items

V. Minutes:

Approval of Meeting Minutes

Resolved: That the Board approve the Minutes of:

Regular Meeting – July 21, 2020

Confidential Executive Session – June 21, 2020

MOTION: _____ SECOND: _____ VOTE: _____

VI. Superintendent's Report

Executive Session

A. Personnel

1. Resolved: That the Board approve the appointment of Marissa Raia to the position English as a Second Language Teacher, effective on September 1, 2020, at BA Step 1, at a salary of \$52,185.00 as established by the collective agreement between the Bradley Beach Board of Education and the Bradley Beach Educational Association. (Attachment VI-A.1) [B]

2. Resolved: That the Board approve the appointment of Brian Auriemma to the position of 2.5 days per week Information Technology Coordinator effective on, or about August 24, 2020, depending on the completion of mandated background check, at a prorated annual salary of \$41,629. (Attachment VI-A.2) [B]

3. Resolved: That the Board approve the appointment of the following substitute teachers for the 2020/2021 school year, at a rate of \$75.00 per day: [B]

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- Azzarella, Margaret
- Brown, Jennifer
- Buzy, Danielle
- Cesareo, Frederick
- Catrambone, Mary Ann
- Ginnane, Anne Marie
- Guito, Frances
- Holcombe Procyson, Debora
- Kremen, Lyndsey
- Mastrantonio-D'Amore, Lisa
- Mehos, Lisa
- Miklacki, Hilary
- Mullooly, Erin
- O'Neill, Katelyn
- Rosenthal, Deborah
- Soto, Jesmarie

4. Resolved: That the Board approve the appointment of the following substitute nurses for the 2020/2021 school year, at a rate of \$105.00 per day: [B]

- Lynn Neiberlien
- Kathleen Printon

5. 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
Yolanda Roeder Marissa Raia Chloe Grady	9-4-20	Stronge Evaluation Training New Teacher Training Dr. Lisa Gleason, Presenter	BBES	\$1,050.00 (6 hrs. @ \$175/hour)

6. Resolved: That the Board approve the following educational service providers for the 2020/2021 school year: [B]

Provider	Address	Service	2020/21 Cost
Sandra Fields Kuhn	West Long Branch Speech & Hearing Center 223 Monmouth Rd. West Long Branch NJ 07764	Auditory Testing and Reports	TAP (Central Auditory Processing Eval) \$535.00 CAE (Hearing Evaluation) \$275.00

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Keelam Kharod Sell, MD	The Milestones Center 65 Mechanic Street Suite L3 Red Bank, NJ 07701 (new address)	Developmental Behavioral Pediatrician	\$575.00/eval
Dr. Noah Gilson	Neurology Specialists of Monmouth Co., NJ Suite 110 107 Monomouth Rd. West Long Branch, NJ 07764	Neurological Consultations & Reports	\$410.00/eval.
Dr. Ankur Desai	Premium Psychiatry Services of Central Jersey, LLC 901 W Main St # 367 Freehold, NJ 07728	Psychiatric Evaluations & Reports	\$600.00/Eval.
The Learning Tree Multicultural/Multilingual Evaluation and Consulting, Inc	18 Sheppard Place, Suite G Edison, NJ 08817 (908) 754-8593 Fax: 908-754-8597 learningtreenj@yahoo.com	Multicultural/Multilingual Evaluations and Consulting	All Spanish Evaluations: \$750 All Other Languages: \$800
Center for Neurological and Neurodevelopmental Health	3350 NJ-138 #117 Wall, NJ	Neurological Consultations & Reports	\$660/Neurological Evaluation \$2,750 Neuropsychological Evaluation
Dr. Alison Smoller	Developmental Pediatrics of Central Jersey 1806 Highway 35 South, Suite 107 Oakhurst, NJ 07755	Neurological Consultations & Reports	\$600.00/Eval.
Aida I. Piereria	60 Crine Road Colts Neck, NJ 07722 7324063361/7329462785 aidaslp14@yahoo.com	Bilingual Speech Evaluations	\$575/Bilingual Eval \$95per hr/meetings \$125per hr/consult
Monica Peter	Bilingual Evaluation Services, LLC 732-693-3008	Bilingual Psychological Evaluation	\$495.00/evaluation
Marc Seidenstein	302 Wellington PL Matawan, NJ 07747	Bilingual LDTC	\$500/evaluation
MOESC Child Study Team Services	900 Hope Road Tinton Falls, NJ 07712	Social, Psychological Educational, Speech, and Occupational Evaluations	\$360/evaluation \$545/bilingual evaluation \$345/speech eval \$325/OT eval
Joan Bruno, Ph.D., CCC-SLP joanbruno@CTR-NJ.com	Communication Technology Resources, LLC 200 Portland Road, A-20 Highlands, NJ 07732 732-737-4298 joanbruno@CTR-NJ.com www.CTR-NJ.com www.gatewaytolanguageandlearning.com	Communication Device Assessments and Consultation	\$550.00 for two hour evaluation \$35.00 per 1/2 hour of travel \$120/hr consult fee

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Acelero Learning Monmouth/Middlesex County, Inc.	310 Augusta Street South Amboy, NJ 08879	Master Teacher Consulting	\$ 500/month
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MOTION: _____ SECOND: _____ VOTE: _____

B. Policy

1. Resolved: That the Board approve the Bradley Beach School District Mentoring Plan for the 2020/2021 school year, together with the Statement of Assurance. (Attachment VI-B.1)
2. Resolved: That the Board approve the Stronge Teacher and Leader Effectiveness Performance Evaluation System for staff evaluation for the 2020/2021 school year.
3. Resolved: That the Board approve the second reading of Policy 1684. (Attachment VI-B.3)

MOTION: _____ SECOND: _____ VOTE: _____

C. Students

1. Resolved: The BBES Bullying Specialist reports no incidents of Harassment, Intimidation, and Bullying in the Month of July.
2. Resolved: That the Board approve the following tuition contracts: [B]

ID No.	School	Location	Start Date	Annual Tuition Rate
2733	New Road School	Lakewood, NJ	7/1/20	\$64,715.70
2455	Rugby	Wall, NJ	9/9/20	\$72,263.04

MOTION: _____ SECOND: _____ VOTE: _____

VII. Business Administrator/Board Secretary's Report

A. Approval of Attendance at Virtual NJSBA 2020 Workshop and Exhibition October 20th - 22nd 2020

Resolved: That the Board approve the attendance of the following board members and administrators to the annual Virtual New Jersey School Boards Association Conference, which will be held on October 20th – 22nd at a total travel cost not to exceed \$900.00. [B]

Name	Registration Amount
JohnEric Advento	\$81.82
Barbara Carlucci	81.82
Bridget Devane	81.82

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Elizabeth Franks	81.82
Dwight Gerdes	81.82
Stephen Lozowick	81.82
Margaret Merenda	81.82
Susan Monroe	81.82
Donald Warnet	81.82
David Tonzola	81.81
Stephen Wisniewski	81.81
Total	\$900.00

MOTION: _____ SECOND: _____ VOTE: _____

B. Approval of Nonpublic School Transportation Aid (2019/2020 School Year)

Resolved: That the Board accept 2019/2020 State Nonpublic Transportation Aid in the amount of \$455.00. (Attachment VII-B)

MOTION: _____ SECOND: _____ VOTE: _____

C. Approval of Extraordinary State Aid (2019/20 School Year)

Resolved: That the Board accept the State (Extraordinary) Aid in the amount of \$26,776. (Attachment VII-C)

MOTION: _____ SECOND: _____ VOTE: _____

D. 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, 2020 is hereby approved and the Business Administrator/Board Secretary is instructed to file same. (Attachment VII-D)

MOTION: _____ SECOND: _____ VOTE: _____

E. Approval of Treasurer's Financial Report

Resolved: That the Financial Report of the Treasurer of School Funds for the month ending July 31, 2020 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 VII-E)

MOTION: _____ SECOND: _____ VOTE: _____

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F. Approval of Monthly Certification

Resolved: That pursuant to N.J.A.C. 6A:23-2.11(e), we certify that as of July 31, 2020, 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:23-2.11(b); that no line item appropriation is in violation of N.J.A.C. 6A:23-2.11 (1) and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.

MOTION: _____ SECOND: _____ VOTE: _____

G. Approval of Budget Transfers (2020/2021)

Resolved: That the Board approve the 2020/2021 budget transfers as listed on Attachment VII-G.

MOTION: _____ SECOND: _____ VOTE: _____

H. Approval of July 2020 Payroll

Resolved: That the Board approve the July 2020 gross payroll in the amount of \$89,174.46.

MOTION: _____ SECOND: _____ VOTE: _____

I. Approval of Bills Payment

Resolved: That the Board approve payment of the August 18, 2020 regular bills list and as certified and approved. (Attachment VII-I)

MOTION: _____ SECOND: _____ VOTE: _____

VIII. Old Business

IX. New Business

X. Committee Reports

XI. President's Report

XII. Public Comments (Agenda Items Only)

XIII. Public Comments (Other Items Only)

XIV. Executive Session (if required)

XV. Adjournment

MARISSA RAIA

CONTACT

OBJECTIVE

My objective is to incorporate positivity, encouragement, and mindfulness into the classroom while using NJ state standards, social emotional learning and culturally responsive teaching to create a safe, comfortable and educational environment for all students in the school. This will help increase higher order thinking, student development, self-motivation and an overall effective learning atmosphere.

SKILLS

- Google Classroom
- Communication Skills
- Instructional Skills
- Teaching Strategies
- Organization Skills
- Compassion, Empathy, and Patience

EXPERIENCE

Cloud Forest Elementary School (CEC), Costa Rica.

2019-2020

Position Title: 5th and 6th Grade ESL Teacher

- Developed and implemented weekly, monthly and yearly English plans
- Quarterly conferences with parents
- Kept strong rapport with students
- Designed adult ESL program and taught the faculty at the CEC
- 3rd and 4th grade English tutor for struggling students

West Freehold Elementary School West Freehold, NJ.

2018-2019 – 3rd Grade Student Teacher

- Created and implemented lesson plans and projects for all subjects using NJ state standards (reading, math, science, social studies, writing)
- Classroom and time management
- Participated in parent-teacher conferences
- Built good rapport with students

Anastasia Elementary School West Long Branch, NJ.

Spring 2018- 5th Grade Classroom Observer

Fairview Elementary School Middletown School District, NJ.

Fall 2017 – 2nd Grade Classroom Observer

Littleton Elementary School Parsippany School District, NJ.

2013-2014 – 1st Grade Classroom Observer

EDUCATION

Rowan University

2020 - Current

ESL Certification

Maximo Nivel

June-July 2019

200 Hour Certification

Monmouth University

2016-2019

B.A K-6 Elementary Education and Anthropology /
MU Travel Soccer Alumni

DeSales University

2014-2016

DSU Women's Soccer Alumni / Conference
Champions 2015

Brian M. Auriemma

Objective:

A proven IT professional with success implementing and managing new solutions to increase effective productivity within our organization. Proven leadership skills needed to lead effectively and communicate with technical and non-technical users across all levels of our organization.

Awards:

2019 Future Ready-NJ Bronze Certification (Tinton Falls Middle School)

2004 Star Employee of the Year (Empire Technologies)

Experience:

Tinton Falls School District, Tinton Falls, NJ

6/2006 - 10/2019

Technology Supervisor / Network Administrator

- Manage a network of internet, data, voice, and security covering four buildings, 25 Windows 2012-2016 Servers, 1200 Chromebooks, 400 laptops, 500 Desktops, and 2000 student and staff user accounts.
- Manage two desktop support technicians and provide daily directives to technical points of contact at each building for day to day troubleshooting and problem resolution.
- Provide training to staff for new software.
- Works closely with the Board of Education Members and District Administration at weekly and monthly meetings.
- Responsible for the administration of Cisco Call Manager VOIP Phone System and Cisco Unity Voicemail.
- Migration of Active Directory users to Google Domain while maintaining a dual Microsoft/Google environment.
- Upgraded firewall web and spam filters to most current Barracuda appliances.
- Responsible for creating and working under a \$400,000 annual budget.
- Negotiation and Implementation of multiple EVPL and EDI Circuit upgrades for the district since June of 2006.
- Worked with reseller/vendor on a complete network upgrade from HP to Cisco switches and routers which also included a 150 camera rollout and Genetec Door access system across the district.
- Manage inventory of Promethean Boards, Smart Boards, document cameras, projectors and sound systems that reside in every classroom in the school district.
- Maintenance of Exchange Server 2010
- Responsible for obtaining quotes for all district technology, providing research on newly anticipated purchases to the Superintendent and Business Administrator and submit recommendations for the best solution.
- Collaborated on 21st- Century Classroom for the Tinton Falls Middle School
- Provided technical documentation for 2019 Future Ready-NJ Bronze Certification

Monmouth County IS, Freehold, NJ – Desktop Support	2005 – 2006
Empire Technologies, Freehold, NJ - Network Administrator	2003 – 2005
QMed Inc, Laurence Harbor, NJ – System Support Specialist	2001 – 2003
Enterprise Technology Group, Secaucus, NJ – Automation Consultant	1997 – 2001

Technical Experience:

- Windows Campus agreement, Exchange Server 2003 and 2010, Windows Server 2003 - 2019, Windows XP -Windows 10, SQL Server 2005-2008 R2
- Google Apps for Education, Admin Console, Vault, GoGuard, Apple iMac, iPad
- Cisco routers and switches, Cisco Call Manager Phone System, Cisco Unity VoiceMail, HP Switches, Sonicwall NSA firewall,
- Barracuda Spam and Virus Firewall, Web filter and Message Archiver, Server Backup and Cloud Backup Services
- Microsoft Defender, ESET AV, Symantec, Symantec Backup Exec, Ghost
- Aruba Wireless Access Point/Clear Pass
- Meru Wireless Controller Administration, Aruba Wireless Access Point/Clear Pass
- Genesis Student Information System
- Promethean Boards, Smart Boards, ELMO Document Cameras
- Genetec Security, Axis Security Cameras, Bosch Security Systems, Point of Sale Cafeteria system, Honeywell Instant Alert Notification System

Education:

Delaware Valley College (1992-1994)

Middlesex Community College (1993-1994)

References available, upon request

Bradley Beach Elementary School District

515 Brinley Ave

Bradley Beach, New Jersey 07720

MENTORING PLAN

2020-2021

Dr. Stephen Wisniewski, Superintendent

Sarah Poppe, Director of Curriculum

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Bradley Beach Elementary School

District Mentoring Plan

District Profile Sheet

The district profile sheet reflects the mentoring data from the 2020-2021 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: Stephen Wisniewski

Mentoring Program Contact: Sarah Poppe

Mentoring Program Contact Phone: 732-775-4413 Ext: 212

Mentoring Program Contact Email: spoppe@bbesn.org

Type of District: Pre-K to 8

Please provide the following information:

Number of novice teachers with a Certificate of Eligibility: 0

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: 2

Number of novice special education teachers with a standard license: 0

Number of Mentors: 3 (Year 2 of CE and CEAS programs)

Identify the number of provisional novice teachers in the following areas:

K-5: 2 6-8: 1 Special Education:

Bradley Beach Elementary School District
Teacher Mentoring Plan
Board of Education Review Notification

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.

Signature of Board of Education President

Signature of Board of Education Vice President

Date

Bradley Beach Elementary School District

Self-Assessment Tool for District Mentoring Plan

To be completed by May 15th of the 2020-2021 school year

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

District-wide Planning Process	Yes	No	Partially
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 implementation of the mentoring program and use feedback to adjust and make improvements?			
Criteria-based Selection and Matching of Mentors			
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?			
Mentor Services			
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?			
Novice Teacher Services			
Do the novice teachers in the district participate in professional development activities (on topics such as classroom management,			

parent communication, diversity, 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?			
School Leader Services			
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?			
District Board of Education and Community			
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?			
On-going Program Evaluation			
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 changes in teacher evaluation and 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.
- Establish written guidelines for the successful matching of mentors with novice teachers.
- Provide information about the district's mentoring plan on the district's website.
- To develop and implement a comprehensive mentor training program focusing on:
 - Developing conferring and feedback skills
 - Providing support in the areas of curriculum, instruction, and assessment
 - Establish twice a year meetings with SCIP to review Mentoring Plan needs assessments/goals
- SCIP Committee Development

Bradley Beach Elementary School District

Mentoring Process Evaluation #1

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

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 Process Evaluation #2

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 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.

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 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 expectation 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

Teacher Mentoring Plan

Vision and Goals

“The master teacher that lurks within each of us is likelier 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

2020-2021 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 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.
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
3. Train the trainer type sessions*

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 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 which 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

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 and 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

District Mentoring Plan

Qualities of Effective Mentors

Attitude and Character	Professional Competence and Experience
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	
Communication Skills	Interpersonal Skills
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	

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 \$50 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

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.

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

Bradley Beach
Board of Education

Fall 2020

RESTART & RECOVERY PLAN

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RESTART & RECOVERY PLAN

Introduction

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back – Restart and Recovery Plan for Education” (NJDOE Guidance), a Guidance document to assist New Jersey school districts to develop, in collaboration with community stakeholders, a Restart and Recovery Plan (Plan) to reopen schools in September 2020 that best fits the school district's local needs. The NJDOE Guidance presents information for New Jersey public school districts related to four key subject areas: Conditions for Learning; Leadership and Planning; Policy and Funding; and Continuity of Learning.

The Board of Education Restart and Recovery Plan (Plan) has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to the school district's local needs in order to ensure school(s) in the district reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

To ensure consistency with respect to the health and safety of school communities across the State, the NJDOE Guidance speaks specifically to health and safety measures identified as “anticipated minimum standards.” These “anticipated minimum standards” are items the NJDOE Guidance recommends a school district incorporate into the Plan as definite components related to health, safety, and operations. Through this established set of Statewide standards, the NJDOE can ensure the State's educational health does not come at the expense of public health. The “anticipated minimum standards” in the NJDOE Guidance are listed and have been incorporated into the school district's locally developed Plan.

The NJDOE Guidance also provides “considerations” that may help school officials in strategizing ways to adhere to the “anticipated minimum standards”, but do not represent necessary components of the Plan. These “considerations” are not listed in the school district Plan, but school officials have reviewed and incorporated the “considerations” included in the NJDOE Guidance when developing the Plan.

The NJDOE Guidance uses the term “should” throughout the document when referencing “anticipated minimum standards ... that school districts should incorporate into their reopening plans as definitive components related to health, safety, and operations.” Therefore, those provisions in the NJDOE Guidance listed as “anticipated minimum standards” have been interpreted to be required components in the Plan.

The NJDOE Guidance uses the term “school districts” or “schools” or “districts” when referring to the completion of tasks. For example, “districts must develop a schedule for increased routine cleaning and disinfection.” This Plan assigns the responsibility for completing tasks to “school officials” which would be the Superintendent of Schools or a designee of the Superintendent of Schools.

RESTART & RECOVERY PLAN

The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The Board of Education has adopted Board Policy 1648 – Restart and Recovery Plan that includes the policies required in the NJDOE Guidance.

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan include the school district’s unique and locally developed protocols to ensure school(s) in the district reopen safely and are prepared to accommodate staff and students' unique needs during this unprecedented time. Also included in the Appendices section is a chart that includes all websites and outside guidance information that are listed in the NJDOE Guidance.

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change.

RESTART & RECOVERY PLAN

THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

The Board of Education's Restart and Recovery Plan addresses four key subject areas:

- A. Conditions for Learning;
 - B. Leadership and Planning;
 - C. Policy and Funding; and
 - D. Continuity of Learning.
- A. Conditions for Learning

Conditions for learning involve the social, emotional, and environmental factors that can impact educator capacity to teach and student capacity to learn, including standards for maintaining healthy and safe school conditions. As schools reopen, the impact of social isolation on both educators and students is a key area of concern.

Conditions for Learning include: Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

The Health and Safety Section of the Board's Plan identifies Ten Critical Areas of Operation which the Board has addressed in the Plan: General Health and Safety Guidelines; Classrooms, Testing, and Therapy Rooms; Transportation; Student Flow, Entry, Exit, and Common Areas; Screening, PPE, and Response to Students and Staff Presenting Symptoms; Contact Tracing; Facilities Cleaning Practices; Meals; Recess/Physical Education; and Field Trips, Extra-Curricular Activities, and Use of Facilities Outside School Hours.

Throughout this Health and Safety Section, the provisions marked "anticipated minimum standards" as outlined in the NJDOE Guidance have been incorporated into the Board's Plan and related protocols, as applicable.

RESTART & RECOVERY PLAN

The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the Board's general obligation to ensure the health and safety of its students and staff pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1. District officials should abide by the advice of local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board's Plan.

Ten Critical Areas of Operation

- a. Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan
 - (1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:
 - (a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
 - (b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.
 - (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
 - (d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.

RESTART & RECOVERY PLAN

- (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
 - (i) Chronic lung disease or asthma (moderate to severe);
 - (ii) Serious heart conditions;
 - (iii) Immunocompromised;
 - (iv) Severe obesity (body mass index, or BMI, of 40 or higher);
 - (v) Diabetes;
 - (vi) Chronic kidney disease undergoing dialysis;
 - (vii) Liver disease;
 - (viii) Medically fragile students with Individualized Education Programs (IEPs);
 - (ix) Students with complex disabilities with IEPs; or
 - (x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

[See Appendix A – Critical Area of Operation #1 – General Health and Safety Guidelines]

- b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan

- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at

RESTART & RECOVERY PLAN

least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

- (2) When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
 - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks, but should be worn when moving about the classroom.
- (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (5) Use of shared objects should be limited when possible or cleaned between use.
- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).

RESTART & RECOVERY PLAN

- (b) At entrances and exits of buildings.
 - (c) Near lunchrooms and toilets.
 - (d) Children ages five and younger should be supervised when using hand sanitizer.
 - (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- (8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
- (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

[See Appendix B – Critical Area of Operation #2 – Classroom, Test, and Therapy Rooms]

c. Critical Area of Operation #3 – Transportation – Anticipated Minimum Standards Incorporated into the Plan

- (1) If the school district is providing transportation services on a school bus and is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.
- (2) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- (3) Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.

[See Appendix C – Critical Area of Operation #3 – Transportation]

RESTART & RECOVERY PLAN

d. Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas – Anticipated Minimum Standards Incorporated into the Plan

- (1) The Board's Plan should establish the process and location for student and staff health screenings.
- (2) If physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.
- (3) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

[See Appendix D – Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas]

e. Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms – Anticipated Minimum Standards Incorporated into the Plan

- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
 - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (c) Results must be documented when signs/symptoms of COVID-19 are observed.

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- (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
 - (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
 - (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
 - (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
 - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.

RESTART & RECOVERY PLAN

- (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (5) Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- (6) Exceptions to requirements for face coverings shall be as follows:
- (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.

RESTART & RECOVERY PLAN

- (c) The individual is in water.
- (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
- (e) The student is under the age of two and could risk suffocation.

(7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

[See Appendix E – Critical Area of Operation #5 – Screening, PPE, and Response to Students and Staff Presenting Symptoms]

f. Critical Area of Operation #6 – Contact Tracing

- (1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.
- (2) School officials should engage the expertise of their school nurses on the importance of contact tracing.
- (3) The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

[See Appendix F – Critical Area of Operation #6 – Contact Tracing]

g. Critical Area of Operation #7 – Facilities Cleaning Practices – Anticipated Minimum Standards Incorporated into the Plan

- (1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.

RESTART & RECOVERY PLAN

- (2) The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
- (a) A schedule for increased routine cleaning and disinfection.
 - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).
 - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
 - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - (i) Classroom desks and chairs;
 - (ii) Lunchroom tables and chairs;
 - (iii) Door handles and push plates;
 - (iv) Handrails;
 - (v) Kitchens and bathrooms;
 - (vi) Light switches;
 - (vii) Handles on equipment (e.g. athletic equipment);
 - (viii) Buttons on vending machines and elevators;
 - (ix) Shared telephones;

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- (x) Shared desktops;
- (xi) Shared computer keyboards and mice;
- (xii) Drinking fountains; and
- (xiii) School bus seats and windows.

- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

[See Appendix G – Critical Area of Operation #7 – Facilities Cleaning Practices]

h. Critical Area of Operation #8 – Meals – Anticipated Minimum Standards Incorporated into the Plan

- (1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:
 - (a) Stagger times to allow for social distancing and clean and disinfect between groups.
 - (b) Discontinue family style, self-service, and buffet.
 - (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
 - (d) Space students at least six feet apart.
 - (e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

[See Appendix H – Critical Area of Operation #8 – Meals]

i. Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan

- (1) The Board’s Plan regarding recess and physical education should include protocols to address the following:

RESTART & RECOVERY PLAN

- (a) Stagger recess, if necessary.
 - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
 - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
 - (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
 - (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
 - (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
 - (g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
 - (i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.
 - (ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

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- (3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

[See Appendix I – Critical Area of Operation #9 – Recess/Physical Education]

- j. Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours – Anticipated Minimum Standards Incorporated into the Plan

- (1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

- (2) The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

[See Appendix J – Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours]

2. Academic, Social, and Behavioral Supports

In addition to taking the steps listed in the Health and Safety Guidelines section to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students. School officials are not mandated to develop protocols for these elements as these elements are not “anticipated minimum standards” in the NJDOE Guidance. However, the NJDOE recommends school officials consider the following elements while developing the Board’s Plan.

While only a small introduction to these elements is included in this Plan, a more detailed explanation and further considerations in the NJDOE Guidance are under the Academic, Social, and Behavioral Supports section to reference as the Plan is being developed. School officials may use the supports listed in the NJDOE Guidance.

The elements listed below in A.2.a. through A.2.e. provide an explanation for school officials to indicate if the strategy is:

- Not being utilizing
- Being developed by school officials
- Currently being utilizing

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There is space provided below in A.2.a. through A.2.e. for a brief explanation of the school district's status for each element.

[See Appendix K – Supplemental Materials and Explanations for Academic, Social, and Behavioral Supports]

a. Social Emotional Learning (SEL) and School Culture and Climate

SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

Our district currently utilizes Morning Meeting to meet with students each day for 20 minutes in homeroom setting to engage students in building relationships. Our district also utilizes the SOLE Positive Behavioral Program to develop common expectations and language to support our students.

b. Multi-Tiered Systems of Support (MTSS)

MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through twelve for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The district currently utilizes our I&RS Team, which will be renamed the MTSS Team. This group meets when needed to address academic, social, and behavioral concerns.

c. Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic,

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behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

d. Food Service and Distribution

School meals are critical to student health and well-being, especially for low-income students. The NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of students during all phases of school reopening.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The district currently utilizes a two day a week feeding system for all community members under the age of 18. The feeding is a grab and go style pre-bagged system. The district will continue to feed students during the school year in a similar fashion.

e. Quality Child Care

Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize child care will now require it.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

[See Appendix K – Supplemental Materials and Explanations for Academic, Social, and Behavioral Supports]

B. Leadership and Planning

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The Leadership and Planning Section of the Board's Plan references guidance, requirements, and considerations for the school district regarding district and school-wide logistical and operational issues with which administrators will contend in planning to reopen schools.

The provisions marked "anticipated minimum standards" as outlined in the Guidance have been incorporated into the Board's Plan and corresponding protocols, as applicable.

The Leadership and Planning section of the Guidance also provided "additional considerations" that assisted school officials in considering ways to adhere to the "anticipated minimum standards".

1. Establishing a Restart Committee
 - a. A Restart Committee should be established as collaboration is critical to the development of the Board's Plan.
 - b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.
 - c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.
 - d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
 - e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

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- a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
- b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
- d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
- e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
 - (1) School Principal or Lead Person;
 - (2) Teachers;
 - (3) Child Study Team member;
 - (4) School Counselor or mental health expert;
 - (5) Subject Area Chairperson/Director;
 - (6) School Nurse;
 - (7) Teachers representing each grade band served by the school district and school;
 - (8) School safety personnel;
 - (9) Members of the School Safety Team;
 - (10) Custodian; and
 - (11) Parents.
- g. The Pandemic Response Team is responsible for:

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- (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
 - (2) Adjusting or amending school health and safety protocols as needed.
 - (3) Providing staff with needed support and training.
 - (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
 - (6) Providing necessary communications to the school community and to the school district.
 - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3. Scheduling

- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.

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- (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
 - (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
- (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:
- (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.

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- (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
- (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
- (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
- (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

4. Staffing

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.

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- c. The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
 - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
 - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
 - (3) Certification
 - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

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- (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

- 5. In-Person and Hybrid Learning Environments: Roles and Responsibilities
 - a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.
 - b. Instructional staff should:
 - (1) Reinforce social distancing protocol with students and co-teacher or support staff.
 - (2) Limit group interactions to maintain safety.
 - (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
 - (4) Become familiar with district online protocols and platforms.
 - (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
 - (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
 - (7) Provide regular feedback to students and families on expectations and progress.
 - (8) Set clear expectations for remote and in-person students.

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- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
 - (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
 - (11) Instruct and maintain good practice in digital citizenship for all students and staff.
 - (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
 - (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
 - (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
 - (15) Limiting on-line activities for pre-school students.
- c. Mentor teachers should:
- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
 - (5) Continue to maintain logs of mentoring contact.
 - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.

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- (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
 - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
 - (3) Prioritize vulnerable student groups for face-to-face instruction.
 - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
 - (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
 - (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
 - (7) Define and provide examples of high-quality instruction given context and resources available.
 - (8) Assess teacher, student, and parent needs regularly.
 - (9) Ensure students and parents receive necessary supports to ensure access to instruction.

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- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
 - (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
 - (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
 - (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
 - (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
 - (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
 - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
 - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.

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- (2) Facilitate the virtual component of synchronous online interactions.
 - (3) Manage online platform for small groups of in-person students while teacher is remote.
 - (4) Assist with the development and implementation of adjusted schedules.
 - (5) Plan for the completion of course requests and scheduling (secondary school).
 - (6) Assist teachers with providing updates to students and families.
 - (7) Support embedding of SEL into lessons.
 - (8) Lead small group instruction to ensure social distancing.
 - (9) Consider student grouping to maintain single classroom cohorts.
 - (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/paraprofessionals may:
- (1) Lead small group instruction to ensure social distancing.
 - (2) Consider student grouping to maintain single classroom cohorts.
 - (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
 - (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
 - (5) Provide real-time support during virtual sessions.
 - (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.

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- (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- (8) Lead small group instruction in a virtual environment.
- (9) Facilitate the virtual component of synchronous online interactions.
- (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

- (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- (2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- (3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.
- (4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:
 - (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
 - (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).

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- (3) To the extent possible, provide district one-to-one instructional devices and connectivity.
 - (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
- (1) Train student teachers to use technology platforms.
 - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
 - (3) Survey assistant teachers to determine technology needs/access (Pre-school).
 - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- c. Student teachers should:
- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - (2) Lead small group instruction (in-person to help with social distancing).
 - (3) Co-teach with cooperating teacher and maintain social distancing.
 - (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.

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- (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.
 - (10) Pre-record direct-instruction videos.
 - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
 - (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
 - (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
 - (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
 - (5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

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7. Athletics

Under Executive Order 149, high school sports under the jurisdiction of the NJSIAA may resume only in accordance with reopening protocols issued by NJSIAA and cannot resume earlier than June 30, 2020.

[See Appendix P – Athletics]

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C. Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in addition to other basic operational needs. Readyng facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Board's Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

1. School Funding

- a. The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. The options the Board shall explore include, but are not limited to, the following:

- (1) Elementary and Secondary School Emergency Relief Fund;
- (2) Federal Emergency Management Agency – Public Assistance; and
- (3) State School Aid.

b. School District Budgets

Districts have finalized their FY20 budget year and have already finalized their FY21 budgets. Because of the timing of the budget process, many of the activities listed below have not been, and cannot be, factored into either budget year without additional revenue outside the amount they anticipated for FY21 in February, and budget transfers that current statute does not authorize at the start of the school year.

c. School Funding

School officials will review the Policy and Funding section of the NJDOE Guidance that includes information on Federal and State funding sources; purchasing practices; use of reserve accounts, transfers, and cash flow; and costs and contracting, including E-Rate funding and cooperative purchasing contracting.

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(1) Purchasing

The school district may likely need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement the Plan. The school district shall continue to comply with the provisions of the “Public School Contracts Law”, N.J.S.A. 18A:18A-1 et seq.

(2) Use of Reserve Accounts, Transfers, and Cashflow

The school district shall apply for the approval from the Commissioner of Education prior to performing certain budget actions, such as withdrawing from the emergency reserve or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

(3) Costs and Contracting

The school district shall follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.

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D. Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials should work closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

Curriculum, instruction, assessment, professional learning, and career and technical education (CTE) are all constructs that can be adjusted to serve as levers for equity.

Except where otherwise indicated, the provisions and elements of this section are “additional considerations” that may help districts in considering ways to adhere to the “anticipated minimum standards”.

While only a small introduction to these elements is included in this Plan, school officials can find a more detailed explanation and considerations in the NJDOE Guidance under the Continuity of Learning section to reference while developing their Plan for the reopening of schools.

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
 - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
 - b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
 - c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

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- (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
- (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
- (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.
- (6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

2. Technology and Connectivity

- a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.

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- b. Districts should:
 - (1) Conduct a needs assessment.
 - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
 - (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
 - (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
 - (a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
- b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
- c. Virtual and Hybrid Learning Environment
 - (1) Curriculum
 - (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.

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- (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
 - (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.
- (2) Instruction
- (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
 - (b) In crafting an instructional plan, the school district should consider the following:
 - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
 - (ii) Design for student engagement and foster student ownership of learning.
 - (iii) Develop students' meta-cognition.
 - (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.

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- (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
 - (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.
- (3) Assessment
- (a) For the purposes of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
 - (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
 - (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
 - (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
 - (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
 - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

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4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
- b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
- c. Professional learning opportunities should be:
 - (1) Presented prior to the beginning of the year;
 - (2) Presented throughout the school year;
 - (3) Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
 - (4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and
 - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.
- d. Mentoring and Induction
 - (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
 - (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
 - (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
 - (4) Mentoring must be provided in both a hybrid and fully remote learning environment.

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- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.
- e. Evaluation
- (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
 - (2) School districts should develop observation schedules with a hybrid model in mind.
 - (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
 - (4) School districts should consider the School Improvement Panel's (SeIP) role in informing professional learning, mentoring, and other evaluation-related activities.
 - (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.
5. Career and Technical Education (CTE)
- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
 - b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
 - c. Guiding Principles
 - (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
 - (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

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d. Quality CTE Programs

- (1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLs, CTE Core Content Standards, industry certifications, college credit agreements, etc.
- (2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.

e. Work-Based Learning

Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person. The school district should consider work-based learning opportunities addressed in the administrative code.

f. Career Advisement and Development

Strong career advisement in conjunction with business and community partnerships are essential components of CTE programs and cannot be compromised in a time of increased social distancing; therefore, modifications must be developed to maintain program quality.

g. CTE Recruitment and Retention

CTE teachers require support in transforming their curricula and shifting their instructional practices to meet the needs of the changing classroom environments in a time of social distancing.

h. Funding to Support CTE Programs

The school district has the ability to utilize the CARES Act – Elementary and Secondary School Emergency Relief Fund (ESSER) grants, local district funding, Perkins funding (if eligible), discretionary grant funding (if participating), and other Federal entitlement funds.

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Appendices

Restart and Recovery Plan to Reopen Schools

**Bradly Beach
Board of Education**

Fall 2020

RESTART & RECOVERY PLAN

Appendix A

Critical Area of Operation #1 - General Health and Safety Guidelines

This school district should include in Appendix A the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.a., including, but not limited to:

- Protocol for High Risk Staff
 - Establishing and maintaining communication with local and state authorities to determine current mitigation levels in our community
 - Work with the local Office of Emergency Management and the Department of Health to recognize potential health threats
 - Supporting high risk staff with options for telework and virtual learning
 - Promoting best practices with signs and messages on entrance doors, in hallways, in bathrooms, and in classrooms

- Protocol for High Risk Students
 - Establishing and maintaining communication with local and state authorities to determine current mitigation levels in our community
 - Work with the local Office of Emergency Management and the Department of Health to recognize potential health threats
 - Supporting high risk students with options for telework and virtual learning
 - Promoting best practices with signs and messages on entrance doors, in hallways, in bathrooms, and in classrooms

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Appendix B

Critical Area of Operation #2 - Classrooms, Testing, and Therapy Rooms

This school district should include in Appendix B the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.b., including, but not limited to:

- Social Distancing in Instructional and Non-instructional Rooms
 - Students will attend school 5 days per week
 - Students will have lunch at home
 - Students that qualify for free and reduced lunch will be provided a take home meal
 - Students in Grades 4-8 will begin their school day at 8:45 and end at 12:45
 - Students in Grades PreK-3 will begin their school day at 9:00 and end at 1:00
 - All students and staff will be required to wear masks at all times
 - Student desks will be spaced 6 feet apart, if this is not possible:
 - Implement social distancing modifications to the greatest extent practicable, including the possible use of physical barriers between desks and turning desks to face the same direction or having students sit on only one side of the table, spaced apart
 - All desks will be in rows and facing the same direction
 - All non-instructional Rooms will require students and staff to wear masks
 - All small group instruction rooms will require a mask or plexiglass shield if social distancing is not an option.
 - Use of shared objects limited or cleaned between use
 - Filters for A/C units must be maintained and changed according to manufacturer recommendations.
 - Open windows when possible
 - Avoid close group learning activities
 - Keeping students in Cohort Model
 - Allow minimal mixing between cohorts
- Procedures for Hand Sanitizing/Washing
 - All Instructional and Non-instructional classrooms will have hand sanitizing stations with alcohol-based hand sanitizer with at least 70% alcohol
 - Hand Sanitizer - Purell Hand Sanitizer Foam - Ethyl alcohol 70%
 - All bathrooms will have hand sanitizing stations with alcohol-based hand sanitizer with at least 70% alcohol
 - All entrances and exits will have hand sanitizing stations with alcohol-based hand sanitizer with at least 70% alcohol

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- Hand washing station for preschool
 - Supervised hand washing
- Bathrooms for hand washing for kindergarten students
- Utilize hand sanitizer/hand washing:
 - At the start of the day when entering the classroom
 - After using the toilet
 - After sneezing, wiping, blowing noses
 - After returning to classroom from outside activities

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Appendix C

Critical Area of Operation #3 – Transportation

This school district should include in Appendix C the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.c., including, but not limited to:

- Student Transportation
 - Students will not be transported via school buses as this is a walking district
 - Students will not utilize transportation as field trips, athletics, or other needs of transportation will be canceled during the pandemic
- Social Distancing on School Buses
 - Students will not be transported via school buses as this is a walking district
 - Students will not utilize transportation as field trips, athletics, or other needs of transportation will be canceled during the pandemic

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Appendix D

Critical Area of Operation #4 - Student Flow, Entry, Exit, and Common Areas

This school district should include in Appendix D the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.d., including, but not limited to:

- Location of Student and Staff Screening
 - Student Screening will be conducted at the entrance doors -
 - Doors along Hammond Ave for PreK-3
 - Gym Door and East Entrance for 4-8
 - All staff members will be required to conduct screenings at home

- Social Distancing in Entrances, Exits, and Common Areas
 - Minimize interaction of students between drop-off and entrance to school facilities.
 - Parents will not be permitted to enter school grounds during drop-off and pick-up
 - Create a system that allows for physical distancing.
 - Circles will be painted on the blacktop at drop-off and pick-up locations at six foot intervals
 - Students will be required to remain on a circle until they enter the school building
 - Students will be required to remain on a circle until they are picked-up by parent/guardian for grades PreK-3
 - Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
 - Students in Grades 4-8 will begin their school day at 8:45 and end at 12:45
 - Students in Grades PreK-3 will begin their school day at 9:00 and end at 1:00
 - Require visitors and parent/guardians use their own pen for signing in/out.
 - Create “one-way routes” in hallways.
 - Minimize the number of non-essential interactions between students and staff throughout the school day.
 - Create student cohorts as an effective strategy to limit exposure and contact.
 - Limit commingling between classes or other district-set groups of students.
 - Minimize large group gatherings
 - All assemblies will be canceled

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- All concerts will be canceled
- All in-person night functions will be canceled
- Provide hand sanitizer at school entrances.
- Put signage around school buildings to provide hygiene advice and reminders (CDC offers printable resources and handwashing posters).
- Increase frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students).
- If feasible, install physical barriers, such as sneeze guards and partitions, at reception desks
- Lockers will not be utilized to keep traffic in the hallways within social distancing protocols.
- All visitors must remain in the vestibule
- All deliveries must remain in the elevator lobby

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Appendix E

Critical Area of Operation #5 - Screening, PPE, and Response to Students and Staff Presenting Symptoms

This school district should include in Appendix E the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.e., including, but not limited to:

- Screening Procedures for Students and Staff
 - All staff members will be required to conduct screenings at home to confirm they are free of the following symptoms:
 - A fever of 100° F or greater
 - Cough
 - Shortness of breath or difficulty breathing
 - Chills
 - Repeated shaking with chills
 - Muscle pain
 - Headache
 - Sore throat
 - New loss of taste or smell
 - Fatigue
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
 - Staff members will confirm such screenings have been conducted by completing a district created form before arriving at school
 - All student families will be required to conduct screening at home to confirm they are free of the following symptoms:
 - A fever of 100° F or greater
 - Cough
 - Shortness of breath or difficulty breathing
 - Chills
 - Repeated shaking with chills
 - Muscle pain
 - Headache
 - Sore throat
 - New loss of taste or smell
 - Fatigue
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea

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- Additionally, students will be screened on arrival by staff for a fever of 100° F or greater with a district provided non-contact forehead thermometer
- Protocols for Symptomatic Students and Staff
 - Symptomatic staff members will be required to remain at home
 - If a staff member becomes symptomatic during the day, they will be required to leave the building
 - Symptomatic students who arrive at school will be isolated to the annex building where they will be screened at a minimum two more times. They will be safely and respectfully isolated from others.
 - Students will remain in isolation with continued supervision and care until picked up by an authorized adult.
 - Re-admittance policies/ Reentry policies
 - All students and staff will have reentry meeting with school nurse for clearance for in-person attendance of school
 - Follow NJDOH guidelines for isolation and quarantine
 - 10 day quarantine for symptomatic students after being symptom free.
 - Those students or staff who would like to return to school before the end of the isolation period must present proof of negative COVID 19 test, medical note with alternative diagnosis and fever free for 24 hours without the use of medication to reduce fever
 - All close contacts must complete the 14 day quarantine
 - All students and staff who test positive for COVID 19 must present proof of two negative COVID 19 test and be fever free for 72 hours without the use of medication to reduce fever
 - Students and staff will contact nurse if they become symptomatic during the quarantine period
 - Written protocols will be provided to parents prior to the school year start
 - Contact local health officials and parents/community if a student or staff member test positive for COVID 19.
- Protocols for Face Coverings
 - All students and staff will be required to wear masks at all times except:
 - Doing so would inhibit the individual's health as documented by a medical professional
 - The individual is in extreme heat outdoors.
 - A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
 - The student is under the age of two (2) and could risk suffocation

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- The district will provide students and staff one disposable mask per day
- The district will encourage students and staff to utilize their own personal mask as long as it meets the CDC approved guidelines
- Students who are unable to wear a mask will be required to wear a face shield and utilize an additional barrier in their classroom setting

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Appendix F

Critical Area of Operation #6 - Contact Tracing

This school district should include in Appendix F the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.f.

- Contact Tracing will be conducted by the Monmouth county Board of Health
- The Bradley Beach Elementary School nurse will be responsible for:
 - Identifying the criteria an individual must meet in order to activate the board's contact tracing policy
 - Clearly describe the BBES responsibilities regarding notification of its local health department, staff, families and the public
 - Identifying BBES role in assisting its local health department conduct contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
 - Ensuring adequate information and training is provided to school and district staff as necessary to enable staff to carry out responsibilities assigned to them under the policy
 - Adhering to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA).
 - Designation of school nurse and administration responsible for providing notifications and carrying out other components of the board's contact tracing policy could help ensure that notifications are carried out in a prompt and responsible manner
 - Open communication systems that allow staff, students, and families to self-report symptoms and/or suspected exposure could assist school districts provide prompt notification

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

This school district should include in Appendix G the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.g.

- Cleaning and Disinfecting of Schools and School Equipment
 - Schedule for increased, routine cleaning and disinfection
 - 1 Custodian 7:00 AM - 3:00 PM
 - 1 Custodian 8:30 AM - 4:30 PM
 - 2 Custodians 1:00 PM - 9:00 PM
 - Routinely clean and disinfect surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops).
 - Morning Custodian will begin the day by cleaning and disinfecting all touchpoints on entry doors and refilling all hand sanitizer dispensers by doors.
 - Hand Sanitizer - Purell Hand Sanitizer Foam - Ethyl alcohol 70%
 - The school will be split into two sections during the day and night:
 - Top Floor and Main Front Hallway
 - Bottom Floor and Primary Wing
 - Day custodians will clean the common areas of their assigned section every hour for touchpoints (e.g., doorknobs, light switches, crash bars on doors, water fountains)
 - Night custodians will clean and disinfect all classrooms at night for touchpoints utilizing a backpack sprayer
 - Examples of frequently touched areas:
 - Classroom desks and chairs
 - Lunchroom tables and chairs
 - Door handles and push plates
 - Handrails
 - Kitchens and bathrooms
 - Light switches
 - Handles on equipment (e.g. athletic equipment)
 - Buttons on vending machines and elevators
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice

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- Drinking fountains
 - Night custodians will also be responsible for restocking all bathroom soap dispensers, hand sanitizer dispensers, and paper towels
- Staff members will be provided cleaning products for use in their classrooms, which can include
 - Gloves
 - Rags
 - Spray Disinfectant Cleaner
 - Disinfecting wipes
- Use all cleaning products according to the directions on the label and follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.)
 - Spray Disinfectant Cleaner
 - Avistat-D by National Chemical Laboratories
 - EPA REG. NO 1839-83-2296
 - Backpack Disinfectant Cleaner
 - Neutral Q by National Chemical Laboratories
 - EPA REG. NO 10324-154-2296
- Bathrooms will be cleaned and disinfected every 30 minutes using protocols outlined by the Environmental Protection Agency (EPA).
 - Regarding bathrooms:
 - Avoid crowds by limiting the number of students who can enter at a time.
 - Utilize open trash cans to avoid touchpoints
 - Prop doors open to avoid touching handles.
 - All sinks, toilets, and urinals are no touch
 - Kindergarten Classroom Bathrooms will be cleaned every 30 minutes
- Drinking fountains will be cleaned and sanitized but the district will encourage staff and students to bring their own water to minimize use and touching of water fountains.
 - Additionally, fewer drinking fountains will be in service to limit the number of drinking fountains to clean.
- Provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.
- Ensure adequate supplies to support cleaning and disinfection practices.
- Ensure safe and correct use and storage of cleaning and disinfection supplies, including storing products securely away from children, and ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.
- Restrict the use of specific sinks to maintain 6 foot barrier in bathroom
- Cleaning and disinfecting a school building after a person has been identified as COVID-19 positive. Cleaning staff will clean and disinfect all areas (e.g., offices,

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bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.

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Appendix H

Critical Area of Operation #8 – Meals

This school district should include in Appendix H the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.h.

- Breakfast and Lunch will be provided in a grab and go format at the end of the school day.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

This school district should include in Appendix I the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.i.

- Stagger recess and PE if two or more groups are participating in recess at the same time, they should have at least 6 feet of open space between them
- Use cones, flags, tape, or other signs to create boundaries between groups.
- Always wash hands immediately after outdoor playtime
- Locker rooms will be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
- Students will be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
- Mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment) and do not allow sharing of equipment. If equipment must be shared, clean and disinfect between each use.
- Use of playground equipment will be discontinued due to sanitation and social distancing concerns
- Mandated recess omitted due to shortened day

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Appendix J

Critical Area of Operation #10 - Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours

This school district should include in Appendix J the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.j.

- All extra-curricular activities will be canceled unless the activity can maximize the use of technology and online resources to continue some activities without additional person-to-person contact
- Restrict use of school/district facilities to district-sponsored extracurricular activities and groups
- Restrict public use of school facilities to ensure the use will not conflict with hygiene standards.
- Cancel field trips, assemblies, and other large gatherings.
- Cleaning/disinfecting schedule may not allow for in-person gatherings outside school hours

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Appendix K

Academic, Social, and Behavioral Supports

This school district should include in Appendix K supplemental materials, evidence, and further explanations of the elements listed in the Academic, Social, and Behavioral Supports section in the Board's Plan – Section A.2.a. through A.2.e.

Educator Well-being

- Provide resources to all staff for mental/behavioral services & self care
- Extended return to school to provide PD and time to re-connect
 - Academic Universal Screening/MTSS
 - Preschool: ESI-R Screening Tool
 - Students in grades 1-4 administered DRA
 - Students in grades 1-8 assessed using iReady
 - Staff PD on iReady as universal screening tool
 - Data utilized to plan for MTSS interventions within teams
 - Referral process to I&RS continues as per district policy and procedures
 - Parent involvement in process to be facilitated virtually/teleconference
 - Tier I, II, III interventions:
 - Classroom Based Instructional and Behavioral Strategies
 - Student/Family Check-Ins as needed
 - Referrals to outside agencies as needed
 - SOLE (PBIS) and Morning Meeting
 - Mentoring Program Breaker Buddies - establish virtual protocol
 - Reading Intervention with Reading Specialist
 - Counseling support with guidance counselor
 - Supplemental Instructional Support - virtual protocol
 - Consultation with BCBA & Child Study Team as needed
 - Referrals to outside agencies as needed
 - Referral to Child Study Team / FBA-BIP as warranted
 - Social Emotional / School Culture and Climate
 - Staff PD on expectations for SEL & Trauma Informed Practices
 - Acknowledgement of potential traumas in school community
 - Morning Meeting incorporated into daily schedule/HR
 - Preschool continue focus on SEL via Pyramid Model
 - Implementation of SEL Curriculum (CASEL based) in Morning Meeting
 - Focus on Relationships, Coping, and Stress Management
 - PBIS program SOLE to continue
 - Utilize Student Support Team: School Counselor, School Psychologist, School Nurse, Supervisor of SS, Administration

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- Referral for BCBA consultation as needed
- Resources & Referrals to Services as needed
- Special Education Programs and Related Services continue as per IEPS with time adjustments as needed due to shortened day
- Wraparound Supports
- Mental Health Supports
 - Utilize Student Support Team (defined above)
 - Provide Student/Family Outreach
 - Provide Check-ins with identified at-risk students
 - Referrals to outside agencies as needed
 - Safety Screenings as needed
- Primary Health and Dental Care
 - School Nurse will conduct screenings & referrals to clinics
- Family Engagement
 - Parent surveys in native languages
 - Parent representatives on planning committees
 - Community organizations on committees
 - Plan for virtual parent trainings and supports
- Academic Enrichment/After School Learning (Title 1)
 - Supportive academic services to be available after school virtually
- Food Service and Distribution
 - Breakfast and Lunch programs to continue
 - Breakfast and lunch program will be a grab and go at end of school day
- Quality Child Care
 - Partnership with Child Care Resources
 - Provide referrals and assistance with child care needs
 - Collaborate with borough recreation for child care option

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Appendix L

Restart Committee

This school district should include in Appendix L the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.1.

- Dr. Stephen Wisniewski, Superintendent/Principal
- Mrs. Sarah P. Seeley, Director of Curriculum and Instruction
- Mrs. Alison Zylinski, Supervisor of Special Services
- Mr. David Tonzola, School Business Administrator
- Mr. Samuel Bullock, Head Custodian
- Dr. Elizabeth Franks, Board of Education President
- Mrs. Peggy Merenda, Board of Education Member
- Mrs. Bridget Devane, Board of Education Member
- Amanda Lapa, School Counselor
- Amanda Silverstein, Special Education Teacher
- Marissa Finch, Special Education Teacher
- Traci Rankel Paraprofessional
- Penelope O'Boyle Caldwell, Parent
- Jessica Hunter, Paraprofessional
- Morgan Maclearie, Teacher
- Lisa Meil, Teacher
- Kristin Goldsworthy, Teacher
- Cynthia Aurilio, Teacher
- Christina Boyle, Teacher
- Kelli A. O'Keefe RN, CSN, School Nurse
- Heather Keith, Special Education Teacher
- Isabel Segoviano, Teacher
- Laurel Degnan, Teacher
- Amy Roth, Teacher
- Kirsty Sucato, Teacher
- Lucy Newberry, Teacher
- Marjorie Zaccaro Teacher/BBEA Co-President
- Kevin Cosgrove, Teacher/BBEA Co-President
- Alisyn Morder, Special Education Teacher
- Jessica Stephan, School Psychologist
- Liza Flynn, Parent
- Armando Cruz, MS - SNAP-ED Community Partner
- Joanne Shu Hofsess, Parent

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Appendix M

Pandemic Response Teams

This school district should include in Appendix M the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.2.

- Dr. Stephen Wisniewski, Superintendent/Principal
- Mrs. Sarah P. Seeley, Director of Curriculum and Instruction
- Mrs. Alison Zylinski, Supervisor of Special Services
- Mr. David Tonzola, School Business Administrator
- Mr. Samuel Bullock, Head Custodian
- Dr. Elizabeth Franks, Board of Education President
- Mrs. Peggy Merenda, Board of Education Member
- Mrs. Bridget Devane, Board of Education Member
- Amanda Lapa, School Counselor
- Amanda Silverstein, Special Education Teacher
- Marissa Finch, Special Education Teacher
- Traci Rankel Paraprofessional
- Penelope O'Boyle Caldwell, Parent
- Jessica Hunter, Paraprofessional
- Morgan Maclearie, Teacher
- Lisa Meil, Teacher
- Kristin Goldsworthy, Teacher
- Cynthia Aurilio, Teacher
- Christina Boyle, Teacher
- Kelli A. O'Keefe RN, CSN, School Nurse
- Heather Keith, Special Education Teacher
- Isabel Segoviano, Teacher
- Laurel Degnan, Teacher
- Amy Roth, Teacher
- Kirsty Sucato, Teacher
- Lucy Newberry, Teacher
- Marjorie Zaccaro Teacher
- Alisyn Morder, Special Education Teacher
- Jessica Stephan, School Psychologist
- Liza Flynn, Parent
- Armando Cruz, MS - SNAP-ED Community Partner
- Joanne Shu Hofsess, Parent

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Appendix N

Scheduling of Students

This school district should include in Appendix N the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.3., including, but not limited to:

- School Year
 - Move all professional days to the beginning of the school calendar - Adjusted calendar would then begin September 9th. This will allow for extensive Professional Development and it would allow the district to open after Labor Day to observe other district openings.
- School Day
 - Students will attend school 5 days per week
 - Students will have lunch at home
 - Students that qualify for free and reduced lunch will be provided a take home meal
 - Students in Grades 4-8 will begin their school day at 8:45 and end at 12:45
 - Students in Grades PreK-3 will begin their school day at 9:00 and end at 1:00
 - Teacher prep and lunch at the end of day. Surplus time for virtual instruction
 - Students will be provided all core academic subjects daily
 - All students and staff will be required to wear masks at all times
 - Student desks will be spaced 6 feet apart, if this is not possible:
 - Implement social distancing modifications to the greatest extent practicable, including the possible use of physical barriers between desks and turning desks to face the same direction or having students sit on only one side of the table, spaced apart
 - All desks will be in rows and facing the same direction
 - All Non-instructional Rooms will require students and staff to wear masks
 - All small group instruction rooms will require a mask or plexiglass shield if social distancing is not an option.
 - Use of shared objects limited or cleaned between use
 - Filters for A/C units must be maintained and changed according to manufacturer recommendations.
 - Open windows when possible
 - Avoid close group learning activities
 - Keeping students in Cohort Model
 - Allow minimal mixing between cohorts

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Educational Program

- **Schedule-** The 2020-2021 school year will begin on September 9, 2020 for K-8 students. All students, PK-8 will have access to a minimum of four hours per day of in-class instruction 5 days a week (Monday-Friday). Students in grades 5-8 will attend class 8:45-12:45 and students in grades PK-4 will attend classes from 9:00-1:00. All teachers will begin the 2021 school year on September 1, 2020 and be provided 5 professional development days prior to the start of the school year.
- **Communication-** The Honeywell phone system will be used to announce updates on the school website which will be utilized as the single point of contact for information and will be regularly maintained, with outdated information removed to ensure that messaging remains clear to all stakeholders. The district will provide all stakeholders clear and consistent communication regarding the Educational Plan using multiple platforms including: the Honeywell phone system, parent letters home (in English and Spanish), parent contact emails, BOE updates, and faculty meetings.
- **Attendance-** The district will mark students present for in-class attendance 5 days a week. Although there will be synchronous morning meetings, the district will provide flexible solutions for those students who need accommodations (parent work schedules, student engagement, etc.).
- **Access to Technology-**The district will supplement gaps in student access to devices and internet connectivity by deploying available devices for those without technology as well as provide hotspots for students without home connectivity. The district will support the use of Google Classroom to ensure integration of synchronous online teaching and self-paced courses where blended learning is incorporated (ie: Health/PE instruction for middle school students).
- **Professional Development-** The district will provide PD to educators focusing on health and safety specific to COVID-19, curriculum development (ie: new standards and iReady assessment monitoring), and online learning tailored to the educational technology.
- **Feedback Loops-**The district will utilize a Google Form for administrators, educators, students, and parents to communicate the reality of what is working well and what can be improved via the website in a survey form. This will be updated regularly and housed in the same location on the website. Administration and staff will also hold weekly team meetings and monthly faculty meetings.
- **Contingency Planning-**The district will use a Google-based virtual instructional plan for students and staff who are medically vulnerable and for those learners with special needs. The district will also prepare for the possibility of a virtual instruction transition if necessary to ensure that students and staff are able to transition on short notice seamlessly; administrators will request teachers incorporate technology during in-person instruction to help with preparation given a change to remote learning.

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- **School Personnel-** Given a shortage in staff, the district will utilize long-term substitutes and/or virtually conduct asynchronous instruction for educators to support the in-person student populations sustainably.
 - **Access to Supports-** If the district must use the contingency plan, access to school supports such as the school nurse, the school counselor, school psychologist, and/or school social worker will be available to all students as needed via email, Google Meets, or Google Voice
 - **Class Schedules:**
 - **Preschool:**
 - PreK - students will be in school from 9 am until 1 pm
 - Students will be broken up into three classrooms to allow for more distancing, no more than 10 per class. Preschool will be one cohort.
 - Follow modified procedures as per guidance from Tools of the Mind.
 - Modified Procedures Include:
 - Personal Supplies for Each Child
 - Creating Space in Centers
 - Laminate Materials to allow for sanitizing
 - Use Disposable Materials
 - Sanitizing Hands Before and After Activity
 - Use of SMART Board based Tools Activities
 - Use of Visual Reminders for Distancing
 - Only sanitizable/disposable materials will be used
 - All materials used will be sanitized daily
 - Schedule throughout week will include:
 - Free Choice
 - Opening Group
 - Make Believe Play
 - Literacy Groups
 - Math/Science Groups
 - Snack
 - Daily Schedule will NOT include
 - Rest Time
 - Lunch (bagged lunch will be provided as needed)
- **Students in Grades K-8**
- **In-person instruction approximate breakdown of weekly instruction minutes (4 hours):**
 - Morning Meeting- SEL- 20 minutes
 - ELA & Reading - 80 minutes
 - Math - 60 minutes
 - Social Studies or Science - 40 minutes

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- Related Arts/Enrichment/Special Services In-Person - 40 minutes (PE/Health, STEM, Music, Art, Spanish, ELL, Reading Support & Special Services)
- **Additional Virtual Instruction**
 - Virtual Health/PE- 110 min. weekly (150/week -Grades 6-8 only)
 - IXL practice at home-approx 20 minutes daily/100 minutes weekly (math, science, social studies, ELA)
 - G&T
 - Title I Support Services (as needed)
- **Full Time Remote Learning Option for Grades PK-8**
 - Unconditional Eligibility for Full Time Remote Learning
 - All students will be allowed to participate in Full Time Remote Learning; no eligibility requirements.
 - Procedures for Submitting Full Time Remote Learning Requests
 - The district will provide families a survey for Full Time Remote Learning requests.
 - Surveys will be sent out on or around August 4th and family requests will need to be submitted to the school by Friday, August 14th.
 - The survey will allow for questions and concerns to be addressed with administrative follow up as needed the week of August 17th.
 - The district will determine whether IEP meetings or amendments will need to be made for students with disabilities who select the option for Full Time Remote Learning.
 - The district will notify and approve all family requests for Full Time Remote Learning.
 - Scope and Sequence for Full Time Remote Learning
 - The Full Time Remote Learning plan will afford all students the same quality and scope of instruction (ie: provide educational technology, standards-based instruction, rigor, and respective special education and related services).
 - In-Person instructional sessions will be recorded daily via Webcam to provide flexibility for instruction.
 - Webcam recordings will be released by the end of the teacher contracted school day (3:20pm).
 - Teachers will hold daily Google Meets following in-person instruction (Office Hours) to answer

RESTART & RECOVERY PLAN

- questions or address concerns based on the previous day's recorded lessons.
- Google Classroom will be used for daily instructional resources and links for practice.
- Google Classroom will be used for assignment submission.
- Remote Learning attendance will be monitored daily using Google Classroom check-in procedures following daily pre-recorded instruction.
- The district will provide resources and support to families as needed for meeting the district's Remote learning option.
- Procedures to Transition from Full Time Remote Learning to In-Person
 - The district will support a maximum time of 5 school days of Remote Learning sessions, prior to approving an In-Person instructional change.
 - Parents must submit a request to transition to In-Person instruction using the school designated email link (linked to the school website).
 - Educational Support Staff will provide guidance for students transitioning from Remote to In-Person instruction.
- Procedures to Transition from In-Person to Remote Learning
 - Parents must submit a request to transition to Remote Learning using the school designated email link (linked to the school website)
 - Students will be transitioned within two school day from the request.
- Reporting
 - Data will be provided to the State regarding the number of students participating in Remote Learning based on subgroups.
- Procedures for Communicating District Policy with Families
 - A district email link (posted on the school website) will be provided for families to communicate with administration on fulltime remote learning (summaries of, and opportunities to review full time remote learning; procedures for submitting fulltime remote learning requests; scope and expectations of fulltime remote learning, the transition from fulltime remote learning to in-person services and vice-versa, the district's procedures for ongoing communication with families and for addressing families' questions or concerns).

RESTART & RECOVERY PLAN

- **Accommodations-** Technology will be leveraged to provide flexibility and accommodations for students and staff members to address a variety of learning and health needs.

Learning Management Systems-The district will utilize Google's G Suite for Education as the LMS or school's operational hub to facilitate easy access to academic content, student performance data, and necessary information for administrators, teachers, students, and parents. Screen time will be limited as appropriate by grade band through a schedule which facilitates students interacting with instructional content in the LMS, disconnecting to complete work outside of the system, and then returning to demonstrate their progress.

RESTART & RECOVERY PLAN

Appendix O

Staffing

This school district should include in Appendix O the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Sections B.4., B.5., and B.6.

- Roles and Responsibilities: In a fully in-person/hybrid learning environment the district will leverage staff to stand in doorways between classes to monitor student movement, as well as establish instructional staff and non-instructional support staff schedules to monitor hallway traffic and maintain safety according to guidelines.
- Instructional Staff Responsibilities:
 - Reinforce social distancing protocol with students and co-teacher or support staff.
 - Limit group interactions to maintain safety.
 - Support school building safety logistics (entering, exiting, restrooms, etc.).
 - Become familiar with district online protocols and platforms.
 - Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.
 - Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
 - Provide regular feedback to students and families on expectations and progress.
 - Set clear expectations for remote and in-person students.
 - Assess student progress early and often and adjust instruction and/or methodology accordingly.
 - Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
 - Instruct and maintain good practice in digital citizenship for all students and staff.
 - Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
 - Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
 - Providing materials, manipulatives and items for at-home activities at no cost to families (particularly in preschool).
 - Limiting on-line activities for preschool students.

RESTART & RECOVERY PLAN

- Mentor Teacher Responsibilities:
 - Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 - Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 - Continue to maintain logs of mentoring contact.
 - Mentor teachers should consider all health and safety measures when doing in-person observations.
 - Plan for “in-person” contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - Consider alternative methods for classroom observations and avoiding in-person contact where possible.

- Administrator Responsibilities:
 - Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
 - Provide time for staff collaboration and planning (team meetings).
 - Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment (reading specialist, counselor, ELL teachers, case managers).
 - Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
 - Hone collaboration, cooperation and relationship building skills using alternative methods to remain connected to virtual instruction.
 - Assess teacher, student, and parent needs regularly.
 - Ensure students and parents receive necessary supports to ensure access to instruction (ie: technology support, hot spots, and devices).
 - Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE’s Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
 - Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
 - Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school.
 - Create feedback loops with parents and families about students’ academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their student’s experience and learning while out of school.

RESTART & RECOVERY PLAN

- Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- Ensure the Preschool Director/Contact person is involved in the planning so development activities and supports are in place for Preschool and supports transition to kindergarten.

- Educational Services Staff Responsibilities:
 - Lead individual or small group instruction/therapies in person or virtual based on need (in person within same cohort following safe protocols)
 - All Child Study Team evaluations in person following safety protocols
 - Assist with the development and implementation of adjusted schedules
 - Support teachers with providing updates to students and families.
 - Support embedding of SEL into lessons.

- Support Staff Responsibilities:
 - Reinforce social distancing and safety protocols with students and teachers
 - Support teachers and students with in person and virtual instructional lessons.
 - Implementation of instructional lessons as advised by teacher
 - Support disinfecting/sanitizing of materials as needed
 - Support monitoring of students in hallways, entering, and exiting

- Substitutes
 - Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
 - Develop protocols, roles and responsibilities for substitute teachers.

- Student Teacher Responsibilities:
 - Survey potential student teachers over the summer to determine technology needs/access.
 - Provide district loaner devices (where possible) or work with partner institutions to provide loaner devices.
 - Prior to the start of the school year, provide district email addresses and access to online platforms
 - Train student teachers to use technology platforms.

RESTART & RECOVERY PLAN

- Communicate district expectations/guidelines regarding professional online etiquette/ interactions with students.
- Communicate district expectations/guidelines regarding professional online etiquette/ interactions with students.
- District Responsibilities for Educator Technology Support:
 - Designate staff members to provide ongoing support with technology to students, teachers and families.
 - Develop a schedule, assigning a technology point person to teachers.
 - Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
 - To the extent possible, provide district one-to-one instructional devices and connectivity.
 - Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

RESTART & RECOVERY PLAN

Appendix P

Athletics

This school district should include in Appendix P the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.7.

The district will not participate in Athletics during a pandemic

RESTART & RECOVERY PLAN

CHART OF USEFUL LINKS

Conditions for Learning		
Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschoolday-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/

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Section	Title	Link
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TB_P.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/

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Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtbgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm

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Section	Title	Link
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualprofllearning.shtml

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Section	Title	Link
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

**BRADLEY BEACH BOARD OF EDUCATION
515 BRINLEY AVENUE
BRADLEY BEACH, NJ 07720**

**MONTHLY TIME SHEET
Extended School Year**

EMPLOYEE NAME: Jessica Stephan

Week Ending	Monday	Tuesday	Wednesday	Thursday	Friday
7/24/20			10:30-11:30		
7/31/20			11-11:30		
8/7/20			10:30-11:30		
8/14/20	9-9:30	9:00-11:00	11-11:30 / 1-2:00	2:30-3:00	
Totals	.5	2	4	.5	

Counseling
Counseling
Counseling
1EP
MTG

TOTAL HOURS: 7

 Jessica Stephan 8/13/20
EMPLOYEE SIGNATURE **DATE**

APPROVED BY: _____ **DATE** _____

- Time Sheets must be submitted to the Board Office with the **PROPER SIGNATURE** by 9:00 a.m. on the following dates for the Extended School Year Program:
- Friday: July 3rd For July 15th Payroll
 - Friday: July 17th For July 30th Payroll
 - Friday : July 31st For August 14th Payroll
 - Friday : August 14th For August 28th Payroll

Last Cutoff for August 28th Payroll will be August 14th. Please submit any final time sheets in by 9:00 a.m. with the PROPER SIGNATURE by this time to have your Time Sheet processed for the last payroll in August.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
OFFICE OF SCHOOL FINANCE
Reimbursement of Nonpublic School Transportation Costs

COUNTY: 25 - MONMOUTH
 DISTRICT: 0500 - BRADLEY BEACH BORO

DATE: July 27, 2020

In accordance with NJSA 18A:39-1a, your school district is entitled to reimbursement of all costs, which were in excess of \$710 but not more than \$1000, incurred by your board of education for the transportation of nonpublic school students. In addition, certain students who attend nonpublic schools located more than 20 miles from their homes are eligible for transportation services and reimbursement.

The amount you will receive is based upon your October 15, 2019 District Report of Transported Resident Students and your certification of nonpublic school transportation costs. You can anticipate receiving:

Cost in excess of \$710:	\$455.00
Transportation aid, students over 20 miles:	\$0.00
District Total:	\$455.00

This additional nonpublic school transportation reimbursement aid must be recorded as revenue (Other State Aid 10-319X) and as a receivable in your detailed general ledger for the 2019-2020 fiscal year. Cash payment against the receivable in the form of an Automated Clearing House (ACH) transfer will occur during July 2020. Any portion of these funds that can be clearly documented as having not been appropriated during 2019-20 may be used as an allowable adjustment for the 2019-20 audited excess surplus calculation, and in accordance with N.J.A.C. 6A:23A-13.3(d)6 you may also appropriate that amount in the next fiscal year (2020-2021) without Commissioner approval. Note that on the Schedule of Expenditures of State Financial Assistance this aid is reported as Transportation Aid using NJCFS/Project Number 20-495-034-5120-014.

If you have any questions regarding this notice, please contact the Student Transportation Unit at student.trans@doe.nj.gov.

STATE OF NEW JERSEY - DEPARTMENT OF EDUCATION
OFFICE OF SCHOOL FINANCE
2019-20 STATE SCHOOL AID

07/20/2020

COUNTY: 25-MONMOUTH
DISTRICT: 0500-BRADLEY BEACH BORO
BUDGET: K-12

Page EXA

EXTRAORDINARY AID

PUBLIC PLACEMENT WITH NON-DISABLED PEERS

Number of Applications	0 (A-1)
Excess Costs >=\$40,000	0 (A-2)
Item (A-2) times 0.90	0 (A)

PUBLIC PLACEMENT WITH ONLY DISABLED PEERS

Number of Applications	0 (B-1)
Excess Costs >=\$40,000	0 (B-2)
Item (B-2) times 0.75	0 (B)

OUT OF DISTRICT PRIVATE PLACEMENT

Number of Applications	2 (C-1)
Excess Costs >=\$55,000	62,801 (C-2)
Item (C-2) times 0.75	47,101 (C)

Total Number of Applications	
Item (A-1) + Item (B-1) + Item (C-1)	2 (D)

FY20 Extraordinary Aid prior to proration [Item (A) + Item (B) + Item (C)]	47,101 (E)
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FY20 Actual Extraordinary Aid* Item (E) times 0.56847	26,776 (F)
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*SUBJECT TO THE PROVISIONS OF THE APPROPRIATIONS ACT FOR FY2021.

TO THE BOARD OF EDUCATION
BRADLEY BEACH BOARD OF ED
FUND 10
INTERIM BALANCE SHEET
07/31/20

ASSETS AND RESOURCES

ASSETS:

101	Cash In Bank		586,142.29
102-106	Cash and cash equivalents		.00
111	Investments		.00
116	Capital Reserve Account		205,000.00
117	Maintenance Reserve		26,325.00
118	Emergency Reserve		178,300.00
121	Tax levy receivable		6,319,790.00
	Accounts receivable:		
132	Interfund	.00	
141	Intergovernmental-state	782,469.88	
142	Intergovernmental-federal	.00	
143	Intergovernmental-other		
153, 154	Other (net uncollect. of)	.00	16,714.01
			799,183.89
	Loans receivable:		
131	Interfund	.00	
151, 152	Other (net uncollect. of)	.00	.00
	Other Current Assets		.00

RESOURCES:

301	Estimated revenues	7,209,011.00	
302	Less Revenues	-7,209,011.00	.00
	Total assets and resources		8,114,741.18

LIABILITIES AND FUND EQUITY

LIABILITIES:

421	Accounts payable		31,714.17
431	Contracts payable		.00
451	Loans payable		.00
	Other current liabilities		92.08
	Total liabilities		31,806.25



TO THE BOARD OF EDUCATION
 BRADLEY BEACH BOARD OF ED
 FUND 10
 INTERIM BALANCE SHEET
 07/31/20

FUND BALANCE:

	Appropriated:				
753,754	Reserve for Encumbrances				1,977,506.01
	Reserved fund balance:				
761	Capital Reserve Account				205,000.00
764	Maintenance Reserve Account				26,325.00
765	Tuition Reserve Account				.00
766	Emergency Reserve Acct				178,300.00
762	Adult education program				.00
751,2,6X	Other Reserves				
601	Appropriations		7,640,295.00		
602	Less: Expenditures	265,658.25			
603	Encumbrances	1,977,506.01	-2,243,164.26		5,397,130.74
604	Increase in capital reserve				1,100.00
606	Increase in Maintenance Reserve				100.00
607	Increase in Emergency Reserve				.00
	Total appropriated				7,785,461.75
	Unappropriated:				
770	Fund balance July 1, 2020				729,957.18
303	Less-Budgeted fund balance				-432,484.00
307	Less-Bdgt'd w/d frm Cap Rsv Elig				.00
309	Less Bdgt'd w/d frm Cap Rsv Xcss				
310	Less Bdgt'd w/d frm Maint Reserv				
311	Less Bdgt'd w/d frm Tuition Rsv				
312	Less Bdgt'd w/d frm Emergency Rs				
	Total fund balance				8,082,934.93
	Total liabilities and fund equity				8,114,741.18



TO THE BOARD OF EDUCATION
 BRADLEY BEACH BOARD OF ED
 FUND 10
 INTERIM BALANCE SHEET
 07/31/20

RECAPITULATION OF FUND BALANCE

	BUDGETED	ACTUAL	VARIANCE
Appropriations	7,640,295.00	2,243,164.26	5,397,130.74
Less Revenues	7,209,011.00	7,209,011.00	.00
 Subtotal	 431,284.00	 -4,965,846.74	 5,397,130.74
Change in Capital Reserve Account:			
Plus-Increase in reserve	1,100.00		1,100.00
Less-Withdrawl from Reserve-Elig costs	.00		.00
Less-Withdrawl from Resv-Excess costs	.00		
Change in Maintenance Reserve Account			
Plus-Increase in Reserve	100.00		100.00
Less-Withdrawl from Reserve	.00		.00
Change in Tuition Reserve Account			
Less-Withdrawl from Reserve	.00		.00
Change in Emergency Reserve Acct			
Plus-Increase in Reserve	.00		.00
Less-Withdrawl from Reserve	.00		
Sub Total	432,484.00		5,398,330.74
Less: Adjustment Prior Year Encumbrances	.00	.00	
 Budgeted Fund Balance	 <u>432,484.00</u>	 <u>-4,965,846.74</u>	 <u>.00</u>



TO THE BOARD OF EDUCATION
 BRADLEY BEACH BOARD OF ED
 FUND 20
 INTERIM BALANCE SHEET
 07/31/20

ASSETS AND RESOURCES

ASSETS:

101	Cash In Bank		-9,041.61
102-106	Cash and cash equivalents		.00
111	Investments		.00
116	Capital Reserve Account		.00
	Accounts receivable:		
132	Interfund	.00	
141	Intergovernmental-state	574.64	
142	Intergovernmental-federal	.00	
143	Intergovernmental-other		
153, 154	Other (net uncollect. of)	.00	574.64
131	Interfund loans receivable		.00
	Other Current Assets		.00

RESOURCES:

301	Estimated revenues	747,424.74	
302	Less Revenues	.00	747,424.74
Total assets and resources			738,957.77

LIABILITIES AND FUND EQUITY

LIABILITIES:

411	Intergovt accts payable -state		.00
412	Intergovt accts payable - federal		.00
421	Accounts payable		245.00
402	Interfund accounts payable		.00
431	Contracts payable		.00
451	Loans payable		.00
481	Deferred revenues		918.33
	Other current liabilities		.00
	Total liabilities		1,163.33



TO THE BOARD OF EDUCATION
 BRADLEY BEACH BOARD OF ED
 FUND 20
INTERIM BALANCE SHEET
 07/31/20

FUND BALANCE:

	Appropriated:				
753	Reserve for Encumbrances Curr Y			152,183.42	
754	Reserve for Encumbrances Prior Y			.00	
	Reserved fund balance:				
761	Capital Reserve Account		.00		
604	Increase in capital reserve				
307	Budget withdrawl frm cap reserve			.00	
601	Appropriations		747,424.74		
602	Less: Expenditures	9,630.30			
603	Encumbrances	152,183.42	-161,813.72	585,611.02	
	Total fund balance				737,794.44
	Total liabilities and fund equity				<u>738,957.77</u>



TO THE BOARD OF EDUCATION
 BRADLEY BEACH BOARD OF ED
 FUND 30
 INTERIM BALANCE SHEET
 07/31/20

ASSETS AND RESOURCES

ASSETS:

101	Cash In Bank		.00
102-106	Cash and cash equivalents		.00
105	Cash With Fiscal Agents		.00
111	Investments		.00
	Accounts receivable:		
132	Interfund	.00	
141	Intergovernmental-state		
142	Intergovernmental-federal		
153, 154	Other (net uncollect. of)	.00	.00
131	Interfund loans receivable		.00
161	Bonds proceeds receivable		.00
	Other Current Assets		.00

RESOURCES:

301	Estimated revenues		.00
302	Less Revenues		.00
Total assets and resources			.00

LIABILITIES AND FUND EQUITY

LIABILITIES:

421	Accounts payable		.00
402	Interfund accounts payable		.00
431	Contracts payable		.00
432	Construct contracts payable-retain %		.00
433	Construction contracts payable		.00
451	Loans payable		.00
	Other current liabilities		.00
	Total liabilities		.00



TO THE BOARD OF EDUCATION
 BRADLEY BEACH BOARD OF ED
 FUND 30
 INTERIM BALANCE SHEET
 07/31/20

FUND BALANCE:

	Appropriated:		
753,754	Reserve for Encumbrances		.00
751,2,6X	Other Reserves		.00
601	Appropriations	.00	
602	Less: Expenditures	.00	
603	Encumbrances	.00	.00
	Total appropriated		
	Unappropriated:		
770	Fund balance July 1, 2020		.00
303	Less-Budgeted fund balance		
	Total fund balance		.00
	Total liabilities and fund equity		.00



TO THE BOARD OF EDUCATION
 BRADLEY BEACH BOARD OF ED
 FUND 40
 INTERIM BALANCE SHEET
 07/31/20

ASSETS AND RESOURCES

ASSETS:

101	Cash In Bank		9.57
102-106	Cash and cash equivalents		.00
105	Cash With Fiscal Agents		.00
111	Investments		.00
119	Debt Service Reserve		.00
121	Tax levy receivable		178,300.00
	Accounts receivable:		
132	Interfund	.00	
141	Intergovernmental-state		
153, 154	Other (net uncollect. of)	.00	.00
	Other Current Assets		.00

RESOURCES:

301	Estimated revenues	178,300.00	
302	Less Revenues	-178,300.00	.00
	Total assets and resources		178,309.57

LIABILITIES AND FUND EQUITY

LIABILITIES:

455	Interest payable		.00
441	Matured bonds payable		.00
	Other current liabilities		.00
	Total liabilities		.00



TO THE BOARD OF EDUCATION
 BRADLEY BEACH BOARD OF ED
 FUND 40
 INTERIM BALANCE SHEET
 07/31/20

FUND BALANCE:

Appropriated:				
767	Debt Service Reserve Acct	.00		
751,2,6X	Other Reserves			
601	Appropriations	178,307.00		
602	Less: Expenditures	.00	178,307.00	
608	Increase in Debt Service Reserve		.00	
Unappropriated:				
770	Fund balance July 1, 2020		9.57	
303	Less-Budgeted fund balance		-7.00	
313	Less Bdgtd w/d frm Debt Svs Rsv		.00	
	Total fund balance			178,309.57
	Total liabilities and fund equity			178,309.57
	Change in Debt Service Reserve Acct			
	Plus-Increase in Reserve	.00		.00
	Less-Withdrawl from Reserve	.00		
	Sub Total	.00		



REPORT OF THE SECRETARY TO THE BOARD OF EDUCATION
DISTRICT: BRADLEY BEACH BOARD OF ED
FUND 10
INTERIM STATEMENT
COMPARING BUDGETED REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBERANCES TO DATE
FOR ONE MONTH PERIOD ENDING 07/31/2020

REVENUE		Budgeted Estimated	Actual To Date	Note: Over or (Under)	Unrealized Balance
CURRENT EXPENSE					
52XX	From transfers	.00	.00	.00	.00
51XX	Sale of bonds	.00	.00	.00	.00
1XXX	From local sources	6,349,790.00	6,349,790.00	.00	.00
2XXX	From intermediate sources	.00	.00	.00	.00
3XXX	From state sources	859,221.00	859,221.00	.00	.00
4XXX	From federal sources	.00	.00	.00	.00
TOTAL REVENUE/SOURCES OF FUNDS		7,209,011.00	7,209,011.00	.00	.00

EXPENDITURES		Appropriations	Expenditures	Encumbrance	Avail Balance
CURRENT EXPENSE					
11-1XX-100-XXX	Regular programs-instruction	2,829,908.00	72,055.04	556,244.17	2,201,608.79
11-2XX-100-XXX	Special education-instruction	1,000.00	.00	.00	1,000.00
11-230-100-XXX	Basic skills-remedial-instruction	.00	.00	.00	.00
11-240-100-XXX	Bilingual education-instruction	112,749.00	1,764.29	13,895.59	97,089.12
11-3XX-100-XXX	Voc.programs-local-instruction	.00	.00	.00	.00
11-401-100-XXX	School-spons. cocurr. activ. instr.	43,795.00	6,258.00	.00	37,537.00
11-402-100-XXX	School-spons. athletics-instruction	44,014.00	1,200.00	.00	42,814.00
11-421-XXX-XXX	Before/After School Programs	8,100.00	.00	.00	8,100.00
11-422-XXX-XXX	Summer School	23,535.00	5,540.00	17,995.00	.00
11-423-XXX-XXX	Alternative Education Programs	.00	.00	.00	.00
11-424-XXX-XXX	Other Supplemental/At-Risk Prgms	.00	.00	.00	.00
11-4XX-100-XXX	Other instructional prog.-instr.	.00	.00	.00	.00
11-800-330-XXX	Community service programs/operatio	.00	.00	.00	.00
UNDISTRIBUTED EXPENDITURES					
11-000-100-XXX	Instruction	2,010,537.00	.00	.00	2,010,537.00
11-000-211-XXX	Attendance and social work services	76,328.00	3,402.38	68,933.62	3,992.00
11-000-213-XXX	Health services	114,578.00	3,324.24	27,833.76	83,420.00
11-000-216-XXX	Related Services	127,620.00	3,324.24	29,830.76	94,465.00
11-000-217-XXX	Extraordinary Services	157,574.00	4,757.73	33,404.27	119,412.00
11-000-218-XXX	Other support services-stud-regular	57,684.00	1,176.19	11,188.99	45,318.82
11-000-219-XXX	Other support serv - stud-spec-serv	196,180.00	17,085.75	173,924.14	5,170.11
11-000-221-XXX	Improvmnt of inst/supp serv inst sf	122,974.00	9,276.42	107,040.58	6,657.00
11-000-222-XXX	Educational media serv/schl library	.00	.00	.00	.00
11-000-223-XXX	Staff Training Services	6,000.00	.00	.00	6,000.00
11-000-230-XXX	Supp. serv.- general administration	273,617.00	26,919.26	186,219.60	60,478.14
11-000-240-XXX	Supp. serv. - school administration	9,513.00	676.08	7,436.92	1,400.00
11-000-251-XXX	Supp. serv. - Central Services	191,385.00	16,948.54	160,035.22	14,401.24
11-000-252-XXX	Supp. serv. - Admin Info Technology	27,160.00	6,934.84	.00	20,225.16
11-000-261-XXX	Allowable Maint. for School Fac.	149,144.00	24,195.22	24,303.90	100,644.88
11-000-262-XXX	Custodial Services	491,609.00	28,961.53	290,836.47	171,811.00
11-000-263-XXX	Care and Upkeep of Grounds	.00	.00	.00	.00
11-000-266-XXX	Security	11,000.00	756.00	.00	10,244.00
11-000-270-XXX	Student transportation services	180,585.00	2,742.50	30,167.50	147,675.00
11-000-290-XXX	Other support services	.00	.00	.00	.00
11-000-291-XXX	Unallocated Benefits	196,044.00	21,122.80	85,997.20	88,924.00
11-000-310-XXX	Food services	.00	.00	12,000.00	-12,000.00



REPORT OF THE SECRETARY TO THE BOARD OF EDUCATION
 DISTRICT: BRADLEY BEACH BOARD OF ED
 FUND 10
INTERIM STATEMENT
 COMPARING BUDGETED REVENUE WITH ACTUAL TO DATE AND
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBERANCES TO DATE
 FOR ONE MONTH PERIOD ENDING 07/31/2020

11-000-500-56X	Transfer of funds to Chtr Schls	57,000.00	7,237.20	40,883.20	8,879.60
11-000-515-XXX	Retirement of ERIP Liability	.00	.00	.00	.00
11-000-520-XXX	Transfers to other funds	.00	.00	.00	.00
	Total general current expense				
	expenditures/uses of funds	7,519,633.00	265,658.25	1,878,170.89	5,375,803.86



REPORT OF THE SECRETARY TO THE BOARD OF EDUCATION
DISTRICT: BRADLEY BEACH BOARD OF ED
FUND 10
INTERIM STATEMENT
COMPARING BUDGETED REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBERANCES TO DATE
FOR ONE MONTH PERIOD ENDING 07/31/2020

EXPENDITURES	cont'd:	Appropriations	Expenditures	Encumbrance	Avail Balance
CAPITAL OUTLAY					
12-XXX-XXX-73X	Equipment	70,000.00	.00	70,000.00	.00
12-4XX-400-780	Infrastructure	.00	.00	.00	.00
12-000-4XX-XXX	Facilities acquis. & Const serv	50,662.00	.00	29,000.00	21,662.00
12-000-520-93X	Transfers	.00	.00	.00	.00
	Total capital outlay expenditures/ uses of funds	120,662.00	.00	99,000.00	21,662.00
SPECIAL SCHOOL					
13-422-100-XXX	Summer school-instruction	.00	.00	.00	.00
13-422-200-XXX	Summer school-support services	.00	.00	.00	.00
113-4XX-100-XXX	Other spec. schools-instruction	.00	.00	.00	.00
13-4XX-200-XXX	Other spec. schools-support serv	.00	.00	.00	.00
13-601-200-XXX	Accr. evening/adult H.S. p/g sup svc	.00	.00	.00	.00
13-602-100-XXX	Adult education-local-instruction	.00	.00	.00	.00
13-602-200-XXX	Adult education-local-support serv	.00	.00	.00	.00
13-629-100-XXX	Vocational evening-local-instruction	.00	.00	.00	.00
13-631-100-XXX	Evening school foreign born lcl-inst	.00	.00	.00	.00
13-631-200-XXX	Evening school foreign born lcl-ssvc	.00	.00	.00	.00
13-000-520-XXX	Transfers	.00	.00	.00	.00
	Total special schools expenditures/uses of funds	.00	.00	.00	.00
TOTAL FUNDS 11-13 EXPENDITURES		7,640,295.00	265,658.25	1,977,170.89	5,397,465.86
ARRA ESF FND16					
16-1XX-100-XXX	Distributed Expenditures	.00	.00	.00	.00
16-2XX-100-XXX	Special Ed Programs	.00	.00	.00	.00
16-4XX-100-XXX	School Sponsored Activities	.00	.00	.00	.00
16-8XX-100-XXX	Community Services	.00	.00	.00	.00
16-000-XXX-XXX	Undistributed Expenses	.00	.00	.00	.00
	TOTAL FUND 16	.00	.00	.00	.00
ARRA GSF FND17					
17-1XX-100-XXX	Distributed Expenditures	.00	.00	.00	.00
17-2XX-100-XXX	Special Ed Programs	.00	.00	.00	.00
17-4XX-100-XXX	School Sponsored Activities	.00	.00	.00	.00
17-8XX-100-XXX	Community Services	.00	.00	.00	.00
17-000-XXX-XXX	Undistributed Expenses	.00	.00	.00	.00
	Total Fund 17	.00	.00	.00	.00
TOTAL FUNDS 16&17 EXPENDITURES		.00	.00	.00	.00
TOTAL FUNDS 11-19 EXPENDITURES		7,640,295.00	265,658.25	1,977,170.89	5,397,465.86



REPORT OF THE SECRETARY TO THE BOARD OF EDUCATION
DISTRICT: BRADLEY BEACH BOARD OF ED
FUND 20
INTERIM STATEMENT
COMPARING BUDGETED REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBERANCES TO DATE
FOR ONE MONTH PERIOD ENDING 07/31/2020

		Budgeted Estimated	Actual To Date	Note: Over or (Under)	Unrealized Balance
REVENUE					
52XX	From transfers	.00	.00	.00	.00
1XXX	From local sources	5,057.74	.00	.00	5,057.74
2XXX	From intermediate sources	.00	.00	.00	.00
3XXX	From state sources	334,275.00	.00	.00	334,275.00
4XXX	From federal sources	408,092.00	.00	.00	408,092.00
TOTAL REVENUE/SOURCES OF FUNDS		747,424.74	.00	.00	747,424.74
		Appropriations	Expenditures	Encumbrance	Avail Balance
EXPENDITURES					
20-00X-09X	Local Projects	5,057.74	.00	.00	5,057.74
20-290-309	Other Special Projects	.00	.00	.00	.00
State Projects:					
20-211	Early Childhood Prog Aid	.00	.00	.00	.00
20-212	Demonstrably Eff Prog Aid	.00	.00	.00	.00
20-213	Distance Learning Network Aid	.00	.00	.00	.00
20-214	Instructional Supplemental Aid	.00	.00	.00	.00
20-217	Targeted At Risk Aid	.00	.00	.00	.00
20-218	Preschool Education	334,275.00	9,385.30	101,902.70	222,987.00
20-501	Nonpublic Textbooks	.00	.00	.00	.00
20-502-505	Nonpublic Auxilliary Services	.00	.00	.00	.00
20-506-508	Nonpublic Handicapped Services	.00	.00	.00	.00
20-509	Nonpublic Nursing Services	.00	.00	.00	.00
20-510	Nonpublic Technology	.00	.00	.00	.00
20-603-618	Adult Education	.00	.00	.00	.00
20-331-360	Vocational Education State	.00	.00	.00	.00
	Other Special Projects State	.00	.00	.00	.00
	Total State Projects	334,275.00	9,385.30	101,902.70	222,987.00
Federal Projects:					
20-231-239	NCLB Title I	144,171.00	.00	.00	144,171.00
20-260-269	NCLB Title V & VI	.00	.00	.00	.00
20-250-259	I.D.E.A. Part B (Handicapped)	133,520.00	.00	.00	133,520.00
20-361-399	P.L. 101-392 (Voc. Education)	.00	.00	.00	.00
20-619-628	P.L.91-230 (Adlt Basic Education)	.00	.00	.00	.00
	Other Special Projects Federal	24,825.00	.00	.00	24,825.00
	Total Federal Projects	302,516.00	.00	.00	302,516.00
	Total Expenditures	641,848.74	9,385.30	101,902.70	530,560.74

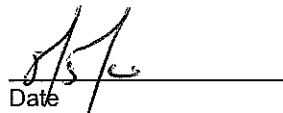


REPORT OF THE SECRETARY TO THE BOARD OF EDUCATION
DISTRICT: BRADLEY BEACH BOARD OF ED
FUND 30
INTERIM STATEMENT
COMPARING BUDGETED REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBERANCES TO DATE
FOR ONE MONTH PERIOD ENDING 07/31/2020

		Budgeted Estimated	Actual To Date	Note: Over or (Under)	Unrealized Balance
REVENUE					
51XX	Sale of bonds	.00	.00	.00	.00
52XX	Transfer from other funds	.00	.00	.00	.00
	Other	.00	.00	.00	.00
	TOTAL REVENUE/SOURCES OF FUNDS	.00	.00	.00	.00
		Appropriations	Expenditures	Encumbrance	Avail Balance
EXPENDITURES					
30-XXX-XXX-73X	Equipment	.00	.00	.00	.00
	Facilities acquisition and constr serv:				
30-000-4XX-100	Salaries	.00	.00	.00	.00
30-000-4XX-331	Legal Services	.00	.00	.00	.00
30-000-4XX-390	Other purchased prof. & tech. serv.	.00	.00	.00	.00
30-000-4XX-450	Construction services	.00	.00	.00	.00
30-000-4XX-610	General supplies	.00	.00	.00	.00
30-000-4XX-710	Land and improvements	.00	.00	.00	.00
30-000-4XX-722	Bldgs other than lease pur agrmnts	.00	.00	.00	.00
30-000-4XX-8XX	Other objects	.00	.00	.00	.00
	Total fac. acq. and constr. serv.	.00	.00	.00	.00
	Total expenditures	.00	.00	.00	.00
30-000-520-93X	Transfer to other funds	.00	.00	.00	.00
	Total expenditures and transfers	.00	.00	.00	.00

Prepared and submitted by:


Board Secretary


Date

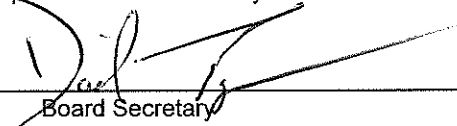


REPORT OF THE SECRETARY TO THE BOARD OF EDUCATION
DISTRICT: BRADLEY BEACH BOARD OF ED
FUND 40
INTERIM STATEMENT
COMPARING BUDGETED REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBERANCES TO DATE
FOR ONE MONTH PERIOD ENDING 07/31/2020

REVENUE	Budgeted Estimated	Actual To Date	Note: Over or (Under)	Unrealized Balance
51XX Sale of bonds	.00	.00	.00	.00
52XX Transfer from other funds	.00	.00	.00	.00
Local Sources:				
1210 Local Tax Levy	178,300.00	178,300.00	.00	.00
40-1XXX Miscellaneous	.00	.00	.00	.00
Total	178,300.00	178,300.00	.00	.00
State Sources:				
3160 Debt Service Aid Type II	.00	.00	.00	.00
3251 Add. State School Bld Aid Ch. 17	.00	.00	.00	.00
3252 Add. State School Bldg Aid Ch. 1	.00	.00	.00	.00
3253 Add. State School Bldg Aid Ch. 7	.00	.00	.00	.00
Total	.00	.00	.00	.00
TOTAL REVENUE/SOURCES OF FUNDS	178,300.00	178,300.00	.00	.00

EXPENDITURES	Appropriations	Expenditures	Encumbrance	Avail Balance
40-000-515-XXX Retirement of ERIP Liability	.00	.00	.00	.00
Debt Service - Regular				
40-701-510-723 Princ Pmt-Comm Appr Lease Pur Agrmt	.00	.00	.00	.00
40-701-510-830 Interest	.00	.00	.00	.00
40-701-510-833 Interest Pmts-Comm Appr Ls Pur Agrm	.00	.00	.00	.00
40-701-510-834 Interest on Bonds	18,307.00	.00	.00	18,307.00
40-701-510-835 Interest on Rearly Ret Bonds	.00	.00	.00	.00
40-701-510-910 Redemption of principal	160,000.00	.00	.00	160,000.00
40-701-510-920 Amnts paid into sinking fund	.00	.00	.00	.00
Total	178,307.00	.00	.00	178,307.00
Additional State School Bldg. Aid-C.177				
40-702-510-830 Interest	.00	.00	.00	.00
40-702-510-910 Redemption of principal	.00	.00	.00	.00
Total	.00	.00	.00	.00
Additional State School Bldg. Aid-C.10				
40-703-510-830 Interest	.00	.00	.00	.00
40-703-510-910 Redemption of principal	.00	.00	.00	.00
Total	.00	.00	.00	.00
Additional State School Bldg. Aid-C.74				
40-704-510-830 Interest	.00	.00	.00	.00
40-704-510-910 Redemption of principal	.00	.00	.00	.00
Total	.00	.00	.00	.00
Total uses of funds before transfers	178,307.00	.00	.00	178,307.00
40-000-520-930 Transfers to other funds	.00	.00	.00	.00
Total uses of funds	178,307.00	.00	.00	178,307.00

Prepared and submitted by:



Board Secretary



Date



REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
BRADLEY BEACH BOARD OF ED
FUND 10

SCHEDULE OF REVENUES

ACTUAL COMPARED TO ESTIMATED
07/31/20

	Estimated	Actual	Unrealized
51XX Bond Principal ERIP	.00	.00	.00
52XX Transfers from other funds	.00		.00
LOCAL SOURCES:			
1210 Local Tax Levy	6,319,790.00	6,319,790.00	.00
1211 Local Tax Levy - Capital Resrv Incrs	.00	.00	.00
121X Other Local Sources	.00		.00
12XX Other governmental units	.00		.00
131X Tuition-from individuals	15,250.00	15,250.00	.00
132X -from other LEA'S within NJ	.00	.00	.00
1330-1340 -other	.00		.00
142X Transp.-from other LEA's within NJ	.00		.00
1430-1440 -other	.00		.00
1XXX Miscellaneous	14,750.00	14,750.00	.00
TOTAL	6,349,790.00	6,349,790.00	.00
2XXX INTERMEDIATE SOURCES	.00	.00	.00
STATE SOURCES			
3110 Foundation Aid	.00	.00	.00
3111 Core Curric Std. Aid	.00		.00
3112 Addtnl Core Curr Std. Aid	.00		.00
3113 Addtnl Suppmnt Core Curr Aid	.00		.00
3114 Abbot Parity Remedy Aid	.00		.00
3115 Addtnl Abbot vs Burke Aid	.00		.00
3116 School Choice Aid	.00		.00
3117 School Choice Stabilization Aid	.00		.00
3118 Discretionary Ed OpportunityAid	.00		.00
312X Transportation Aid	85,575.00	85,575.00	.00
313X Special Education Aid	221,110.00	221,110.00	.00
314X Bilingual Aid	.00	.00	.00
315X Aid for At-Risk Pupils	.00		.00
317X Transition Aid	552,536.00	552,536.00	.00
318X NEW Aid	.00	.00	.00
3191 Public School Law Enforcement	.00		.00
3193 Teacher Quality Employment Act	.00		.00
3194 Capital Grant Entitlement Program	.00		.00
3195 Consolidated Aid	.00		.00
3196 Additional Formula Aid	.00		.00
3197 Full Day Kindgtn Spl Aid	.00		.00
3XXX Other State Aids	.00		.00
TOTAL	859,221.00	859,221.00	.00



REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
BRADLEY BEACH BOARD OF ED
FUND 10

SCHEDULE OF REVENUES

ACTUAL COMPARED TO ESTIMATED
07/31/20

FEDERAL SOURCES:				
4100	P.L.81-874 (IMPACT)	.00	.00	.00
4200	Medical Reimbursement	.00		.00
4522	Fund 18 Jobs Fund	.00		.00
	TOTAL	.00		.00
	TOTAL REVENUES/SOURCES OF FUNDS	7,209,011.00	7,209,011.00	.00



REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
BRADLEY BEACH BOARD OF ED
FUND 10

STATEMENT OF APPROPRIATIONS

COMPARED WITH EXPENDITURES AND ENCUMBERANCES
07/31/20

	Appropriations	Expenditures	Encumbrances	Balance	
	-----	-----	-----	-----	
Regular programs - Instruction					
11-105-100-101	Pre/Kindgtn salaries of teachers	61,535.00	.00	.00	61,535.00
11-105-100-2XX	Allocated Benefits	10,884.00	1,123.22	9,760.78	.00
11-110-100-101	Kindergarten Salaries of teachers	149,860.00	.00	.00	149,860.00
11-110-100-2XX	Allocated Benefits	25,220.00	1,176.19	24,043.81	.00
11-120-100-101	Grades 1-5 salaries of teachers	1,059,352.00	.00	.00	1,059,352.00
11-120-100-2XX	Allocated Benefits	320,964.00	29,340.44	291,623.56	.00
11-130-100-101	Grades 6-8 salaries of teachers	849,040.00	.00	.00	849,040.00
11-130-100-2XX	Allocated Benefits	200,842.00	20,422.83	180,419.17	.00
	Total Instruction	2,677,697.00	52,062.68	505,847.32	2,119,787.00
Home Instruction:					
11-150-100-101	Salaries of teachers	1,000.00	.00	.00	1,000.00
	Total Home Instr	1,000.00	.00	.00	1,000.00
Regular programs - undis. instr.:					
11-190-100-2XX	Allocated Benefits	13,000.00	.00	.00	13,000.00
11-190-100-5XX	Other purchased services	15,000.00	.00	.00	15,000.00
11-190-100-610	General supplies	76,095.00	14,722.40	15,247.28	46,125.32
11-190-100-8XX	Other objects	47,116.00	5,269.96	35,149.57	6,696.47
	Total Reg Prog-Undist	151,211.00	19,992.36	50,396.85	80,821.79
	Total Regular Progs	2,829,908.00	72,055.04	556,244.17	2,201,608.79
SPECIAL EDUCATION - PROGRAMS					
Neurologically impaired					
Multiply handicapped:					
Resource room:					
Autistic:					
Preschool handicapped-full-time:					
Home instruction:					
11-219-100-101	Salaries of teachers	1,000.00	.00	.00	1,000.00
	Total	1,000.00	.00	.00	1,000.00
	Total Special Education-Instruction	1,000.00	.00	.00	1,000.00



REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
BRADLEY BEACH BOARD OF ED
FUND 10
STATEMENT OF APPROPRIATIONS

COMPARED WITH EXPENDITURES AND ENCUMBRANCES
07/31/20

	Appropriations	Expenditures	Encumbrances	Available Balance
	-----	-----	-----	-----
Basic skills/remedial - Instruction				
Bilingual education - Instruction				
11-240-100-101 Salaries of teachers	96,843.00	.00	.00	96,843.00
11-240-100-2XX Allocated Benefits	15,476.00	1,764.29	13,711.71	.00
11-240-100-610 General supplies	430.00	.00	183.88	246.12
Total	112,749.00	1,764.29	13,895.59	97,089.12
School spons.cocurricular activities-Instruction				
11-401-100-1XX Salaries	34,940.00	.00	.00	34,940.00
11-401-100-6XX Supplies and materials	250.00	.00	.00	250.00
11-401-100-8XX Other objects	8,605.00	6,258.00	.00	2,347.00
Total	43,795.00	6,258.00	.00	37,537.00
School sponsored athletics-Instruct.				
11-402-100-1XX Salaries	26,014.00	.00	.00	26,014.00
11-402-100-5XX Purchased services	15,000.00	1,200.00	.00	13,800.00
11-402-100-6XX Supplies and materials	3,000.00	.00	.00	3,000.00
Total	44,014.00	1,200.00	.00	42,814.00
Before/After School Programs - Instruction				
11-421-100-1XX Salaries	8,100.00	.00	.00	8,100.00
Total	8,100.00	.00	.00	8,100.00
Summer School - Instruction				
11-422-100-1XX Salaries	23,535.00	5,540.00	17,995.00	.00
Total	23,535.00	5,540.00	17,995.00	.00
Other Instructional programs - Instruction				
Total Distributed Expenditures	3,063,101.00	86,817.33	588,134.76	2,388,148.91



REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
BRADLEY BEACH BOARD OF ED
FUND 10
STATEMENT OF APPROPRIATIONS

COMPARED WITH EXPENDITURES AND ENCUMBERANCES
07/31/20

		Appropriations	Expenditures	Encumbrances	Available Balance
UNDISTRIBUTED EXPENDITURES					
Instruction					
11-000-100-561	Tuition LEAs w/i state - reg.	1,400,000.00	.00	.00	1,400,000.00
11-000-100-562	Tuition LEAs w/i state - spec.	301,000.00	.00	.00	301,000.00
11-000-100-563	Tuition to co.voc.sch. dist-reg.	48,200.00	.00	.00	48,200.00
11-000-100-564	Tuition to co voc schl dist-spec	36,000.00	.00	.00	36,000.00
and regional day schools					
11-000-100-566	Tuit-priv.sch.handi.w/i state	213,337.00	.00	.00	213,337.00
	Total	1,998,537.00	.00	.00	1,998,537.00
Attendance and social work services					
11-000-211-1XX	Salaries	47,600.00	1,050.00	46,550.00	.00
11-000-211-2XX	Allocated Benefits	28,378.00	2,352.38	22,383.62	3,642.00
11-000-211-6XX	Supplies and materials	350.00	.00	.00	350.00
	Total	76,328.00	3,402.38	68,933.62	3,992.00
Health services					
11-000-213-1XX	Salaries	76,625.00	.00	.00	76,625.00
11-000-213-2XX	Allocated Benefits	31,453.00	3,324.24	27,833.76	295.00
11-000-213-3XX	Purchased prof.& tech. services	3,900.00	.00	.00	3,900.00
11-000-213-6XX	Supplies and materials	2,500.00	.00	.00	2,500.00
11-000-213-8XX	Other objects	100.00	.00	.00	100.00
	Total	114,578.00	3,324.24	27,833.76	83,420.00
Undist. Expend. Other Supp. Serv.					
Students - Related Services:					
11-000-216-100	Salaries	60,580.00	.00	.00	60,580.00
11-000-216-2XX	Allocated Benefits	33,155.00	3,324.24	29,830.76	.00
11-000-216-320	Purchased prof.- ed. services	33,385.00	.00	.00	33,385.00
11-000-216-6XX	Supplies and materials	500.00	.00	.00	500.00
	Total	127,620.00	3,324.24	29,830.76	94,465.00
Undist. Expend. Other Supp. Serv.					
Students - Extraordinary Services:					
11-000-217-100	Salaries	119,412.00	.00	.00	119,412.00
11-000-217-2XX	Allocated Benefits	38,162.00	4,757.73	33,404.27	.00
	Total	157,574.00	4,757.73	33,404.27	119,412.00
Other supp.serv.-					
students - regular					
11-000-218-104	Salaries of other prof. staff	45,228.00	.00	.00	45,228.00
11-000-218-2XX	Allocated Benefits	12,156.00	1,176.19	10,979.81	.00
11-000-218-6XX	Supplies and materials	300.00	.00	209.18	90.82
	Total	57,684.00	1,176.19	11,188.99	45,318.82

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
BRADLEY BEACH BOARD OF ED
FUND 10
STATEMENT OF APPROPRIATIONS

COMPARED WITH EXPENDITURES AND ENCUMBERANCES
07/31/20

	Appropriations	Expenditures	Encumbrances	Available Balance
Other supp. serv.-				
students - special services				
11-000-219-104 Salaries of other prof. staff	148,039.00	6,106.58	140,332.42	1,600.00
11-000-219-2XX Allocated Benefits	37,481.00	4,500.43	32,980.57	.00
11-000-219-320 Purchased prof.- ed. services	1,000.00	.00	.00	1,000.00
11-000-219-6XX Supplies and materials	7,810.00	6,309.74	177.82	1,322.44
11-000-219-8XX Other objects	1,850.00	169.00	433.33	1,247.67
Total	196,180.00	17,085.75	173,924.14	5,170.11
Improvement of Instruction services				
other support serv.-Instr.staff				
11-000-221-102 Salaries of supervisors of instr	97,867.00	7,738.92	90,128.08	.00
11-000-221-104 Salaries of oth profess. staff	3,200.00	.00	.00	3,200.00
11-000-221-105 Salaries of secr & cler. assts.	18,450.00	1,537.50	16,912.50	.00
11-000-221-2XX Allocated Benefits	1,657.00	.00	.00	1,657.00
11-000-221-6XX Supplies and materials	1,000.00	.00	.00	1,000.00
11-000-221-8XX Other objects	800.00	.00	.00	800.00
Total	122,974.00	9,276.42	107,040.58	6,657.00
Educational media serv/sch. library				
Instructional Staff Training Services:				
11-000-223-320 Purchased prof.- ed. services	3,000.00	.00	.00	3,000.00
11-000-223-5XX Other purchased services	3,000.00	.00	.00	3,000.00
Total	6,000.00	.00	.00	6,000.00
Support services - general administration				
11-000-230-1XX Salaries	175,492.00	14,618.14	160,873.86	.00
11-000-230-331 Legal services	5,000.00	.00	.00	5,000.00
11-000-230-332 Audit Fees	23,000.00	.00	22,650.00	350.00
11-000-230-334 Architectural/Engineering Svcs.	22,000.00	.00	.00	22,000.00
11-000-230-339 Other purchased prof. services	11,205.00	10,913.50	.00	291.50
11-000-230-530 Communications/telephone	9,520.00	1,287.92	2,062.40	6,169.68
11-000-230-585 BOE Other Purch Svcs(ex Tvl)	5,600.00	.00	.00	5,600.00
11-000-230-590 Other purchased services	4,500.00	99.70	200.00	4,200.30
11-000-230-6XX Supplies and materials	8,500.00	.00	.00	8,500.00
11-000-230-890 Miscellaneous expenditures	5,000.00	.00	433.34	4,566.66
11-000-230-895 BOE Memberships,Dues,&Fees	3,800.00	.00	.00	3,800.00
Total	273,617.00	26,919.26	186,219.60	60,478.14

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
BRADLEY BEACH BOARD OF ED
FUND 10
STATEMENT OF APPROPRIATIONS

COMPARED WITH EXPENDITURES AND ENCUMBERANCES
07/31/20

	Appropriations	Expenditures	Encumbrances	Available Balance
	-----	-----	-----	-----
Support services- school admin				
11-000-240-103 Salaries of principals/asst.prin	8,113.00	676.08	7,436.92	.00
11-000-240-6XX Supplies and materials	200.00	.00	.00	200.00
11-000-240-8XX Other objects	1,200.00	.00	.00	1,200.00
Total	9,513.00	676.08	7,436.92	1,400.00
Support Services-Central Services				
11-000-251-1XX Salaries	163,843.00	14,053.11	149,789.89	.00
11-000-251-330 Purchased prof services	300.00	.00	.00	300.00
11-000-251-340 Purchased tech services	19,242.00	892.00	9,812.00	8,538.00
11-000-251-600 Supplies And Materials	4,000.00	.00	.00	4,000.00
11-000-251-890 Misc Expenditures	4,000.00	2,003.43	433.33	1,563.24
Total	191,385.00	16,948.54	160,035.22	14,401.24
Support Services-Admin Info Tech				
11-000-252-1XX Salaries	15,660.00	.00	.00	15,660.00
11-000-252-330 Purchased prof services	7,000.00	6,934.84	.00	65.16
11-000-252-600 Supplies And Materials	4,500.00	.00	.00	4,500.00
Total	27,160.00	6,934.84	.00	20,225.16
Required Maintenance for School Facilities				
11-000-261-100 Salaries	18,969.00	.00	.00	18,969.00
11-000-261-420 Cleaning, repair & Maint Serv	90,000.00	7,725.06	23,638.90	58,636.04
11-000-261-610 General Supplies	20,000.00	3,136.98	.00	16,863.02
11-000-261-800 Other Objects	20,175.00	13,333.18	665.00	6,176.82
Total	149,144.00	24,195.22	24,303.90	100,644.88
Other Oper. & Maint. of Plant Services				
11-000-262-1XX Salaries	217,208.00	14,175.28	155,928.72	47,104.00
11-000-262-2XX Allocated Benefits	111,342.00	6,852.81	65,897.19	38,592.00
11-000-262-300 Purchased Prof & Tech Services	6,000.00	.00	.00	6,000.00
11-000-262-490 Other Purchased Property Srvcs	4,500.00	.00	4,000.00	500.00
11-000-262-520 Insurance	52,719.00	4,944.00	.00	47,775.00
11-000-262-610 General Supplies	13,000.00	.00	.00	13,000.00
11-000-262-621 Energy - Natural Gas	40,040.00	13.49	31,986.51	8,040.00
11-000-262-622 Energy - Electricity	46,800.00	2,975.95	33,024.05	10,800.00
Total	491,609.00	28,961.53	290,836.47	171,811.00

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
BRADLEY BEACH BOARD OF ED
FUND 10
STATEMENT OF APPROPRIATIONS

COMPARED WITH EXPENDITURES AND ENCUMBERANCES
07/31/20

	Appropriations	Expenditures	Encumbrances	Available Balance
	-----	-----	-----	-----
Care and Upkeep of Grounds				
Security				
11-000-266-420 Cleaning, repair & Maint Serv	9,000.00	756.00	.00	8,244.00
11-000-266-610 General Supplies	2,000.00	.00	.00	2,000.00
Total	11,000.00	756.00	.00	10,244.00
Student transportation serv				
11-000-270-160 Salaries (btw. home & school reg	32,910.00	2,742.50	30,167.50	.00
11-000-270-503 Contrac. serv. (aid in lieu non	3,000.00	.00	.00	3,000.00
11-000-270-512 Con. Serv. (oth than home & sch)	100.00	.00	.00	100.00
11-000-270-513 Contr Serv Btwn Hm/School	42,875.00	.00	.00	42,875.00
11-000-270-515 Contr Servs (Specd Ed Joint)	15,000.00	.00	.00	15,000.00
11-000-270-517 Contr Serv/Reg Stu. ESC's	22,750.00	.00	.00	22,750.00
11-000-270-518 Contr Serv/Spl Ed Stu. ESC's	63,950.00	.00	.00	63,950.00
Total	180,585.00	2,742.50	30,167.50	147,675.00



REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
BRADLEY BEACH BOARD OF ED
FUND 10
STATEMENT OF APPROPRIATIONS

COMPARED WITH EXPENDITURES AND ENCUMBERANCES
07/31/20

	<u>Appropriations</u>	<u>Expenditures</u>	<u>Encumbrances</u>	<u>Available Balance</u>
Business & other supp. serv.				
Unallocated Benefits:				
11-000-291-220 Soc. security contrib.	34,592.00	3,181.04	31,410.96	.00
11-000-291-241 Other retirement contrib - reg	80,359.00	89.99	8,645.01	71,624.00
11-000-291-250 Unemployment compensation	2,000.00	.00	.00	2,000.00
11-000-291-260 Workmen's Compensation	6,300.00	.00	.00	6,300.00
11-000-291-270 Health Benefits	51,793.00	5,851.77	45,941.23	.00
11-000-291-280 Tuition Reimbursement	9,000.00	.00	.00	9,000.00
11-000-291-290 Other Employee Benefits	12,000.00	12,000.00	.00	.00
TotalL	196,044.00	21,122.80	85,997.20	88,924.00
Food services				
11-000-310-930 Transfers to cover deficit	12,000.00	.00	12,000.00	.00
TotalL	12,000.00	.00	12,000.00	.00
11-000-500-56X Transfr of Fnds to Chrtr Schls	57,000.00	7,237.20	40,883.20	8,879.60
Total undistributed expenditures	4,456,532.00	178,840.92	1,290,036.13	2,987,654.95
Total general current expense expenditures	7,519,633.00	265,658.25	1,878,170.89	5,375,803.86
Total general current expense expenditures and transfers	7,519,633.00	265,658.25	1,878,170.89	5,375,803.86



REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 BRADLEY BEACH BOARD OF ED
 FUND 10
 STATEMENT OF APPROPRIATIONS

COMPARED WITH EXPENDITURES AND ENCUMBERANCES
 07/31/20

	Appropriations -----	Expenditures -----	Encumbrances -----	Available Balance -----
CAPITAL OUTLAY				
EQUIPMENT:				
Reg. programs - instruction:				
Special education - instruction:				



REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
BRADLEY BEACH BOARD OF ED
FUND 10
STATEMENT OF APPROPRIATIONS

COMPARED WITH EXPENDITURES AND ENCUMBERANCES
07/31/20

	Appropriations	Expenditures	Encumbrances	Available Balance
Undistributed expenditures:				
12-000-26X-730 Required Maintenance for Schl Facil	70,000.00	.00	70,000.00	.00
Undistr expend.-student transp.:				
12-XXX-X00-730 Special schools (all programs)				
Total Equipment 73X	70,000.00	.00	70,000.00	.00
FACILITIES ACQ. AND CONSTR. SERV.				
12-000-4XX-450 Construction services	29,000.00	.00	29,000.00	.00
12-000-4XX-8XX Other objects	21,662.00	.00	.00	21,662.00
Total	50,662.00	.00	29,000.00	21,662.00
Total capital outlay expenditures	120,662.00	.00	99,000.00	21,662.00



REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 BRADLEY BEACH BOARD OF ED
 FUND 10
 STATEMENT OF APPROPRIATIONS

COMPARED WITH EXPENDITURES AND ENCUMBERANCES
 07/31/20

	<u>Appropriations</u>	<u>Expenditures</u>	<u>Encumbrances</u>	<u>Available Balance</u>
SPECIAL SCHOOLS				
Summer School - Instruction				
Summer School - support services				
Other special schools - instruction				
Other special schools - supp services				
Acc Evn Adlt HS Post Grad Instruction				
Acc Evn Adult HS Post Grd-support services				
Adult Education - local - instruction				
Adult Education - local - support services				
Vocational Evening-local Instruction				
Vocational Evening-local-Support Serv.				
Eve. Sch-Foreign Born Local Instr.				
Eve. Sch.-Foreign Born Local Supp. Serv.				
TOT FNDS 11-13 EXPENDITURES	7,640,295.00	265,658.25	1,977,170.89	5,397,465.86

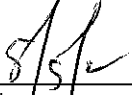


REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
BRADLEY BEACH BOARD OF ED
FUND 10
STATEMENT OF APPROPRIATIONS

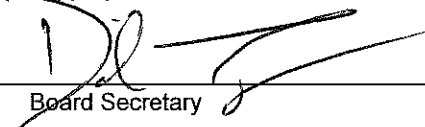
COMPARED WITH EXPENDITURES AND ENCUMBERANCES
07/31/20

	<u>Appropriations</u>	<u>Expenditures</u>	<u>Encumbrances</u>	<u>Available Balance</u>
Fund 16				
Distributed Expenditures				
Special Ed Programs				
School Sponsd Activities				
Community Services				
Undistributed Expenditures				
Fund 17				
Distributed Expenditures				
Special Ed Programs				
School Sponsd Activities				
Community Services				
Undistributed Expenditures				
Fund 18				
Undistributed Expenditures				
Distributed Expenditures				
TOTAL FUNDS 11-18	7,640,295.00	265,658.25	1,977,170.89	5,397,465.86

I hereby certify that no line item has encumbrances or expenditures which in total exceed the line item appropriation in violation of 6:20-2A.10(a).



 Date



 Board Secretary



REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
BRADLEY BEACH BOARD OF ED
FUND 20
STATEMENT OF APPROPRIATIONS

COMPARED WITH EXPENDITURES AND ENCUMBERANCES
07/31/20

	Appropriations	Expenditures	Encumbrances	Available Balance
	-----	-----	-----	-----
Early Childhood Program Aid-Instruct.				
Early Childhood Program Aid-Supp Serv				
Early Childhood Program Aid-Fac Acq				
Demonstrably Effective Prog Aid-Instr.				
Demonstrably Effec Prg Aid-Supp Serv				
Demonstrably Effec Prgm Aid-Fac Acq				
Distance Learn Network Aid-Supp Serv				
Distance Learn Network Aid-Fac Acq				
Instructional Supplemental Aid-Instr.				
Instructional Supplem Aid-Supp Serv.				
Targeted At Risk Aid Instruction				
Targeted At Risk Aid Supp Serv.				
Facility Acq Equipment				
Preschool Education				
20-218-100-101 Salaries of teachers	154,882.00	.00	.00	154,882.00
20-218-100-106 Other salaries for instruction	50,396.00	.00	.00	50,396.00
Total	205,278.00	.00	.00	205,278.00
Preschool Education Aid-Supp Serv.				
20-218-200-102 Salaries of supv of instr	32,842.00	2,736.82	30,105.18	.00
20-218-200-104 Salaries of othr prof staff	13,709.00	.00	.00	13,709.00
20-218-200-200 Persl serv-empl benf.	78,446.00	6,648.48	71,797.52	.00
20-218-200-330 Purchsd Prof Srvc	4,000.00	.00	.00	4,000.00
Total	128,997.00	9,385.30	101,902.70	17,709.00
Facility Acq Equipment				
Total Preschool Aid	334,275.00	9,385.30	101,902.70	222,987.00
 TOTAL FUND 20	 334,275.00	 9,385.30	 101,902.70	 222,987.00

I hereby certify that no line item has encumbrances or expenditures which in total exceed the line item appropriation in violation of 6:20-2A.10(a).



REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
BRADLEY BEACH BOARD OF ED
FUND 20
STATEMENT OF APPROPRIATIONS

COMPARED WITH EXPENDITURES AND ENCUMBERANCES
07/31/20

	Appropriations	Expenditures	Encumbrances	Available Balance
<u>8/5/20</u> Date	<u>[Signature]</u>	_____	_____	_____
	Board Secretary			



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

7/31/20

PAGE 1 OF 6

FUNDS	CASH BALANCE	CASH RECEIPTS THIS MONTH	CASH DISBURSEMENTS THIS MONTH	ENDING CASH BALANCE(1+2-3)
GENERAL FUND--FUND 10	\$1,278,364.12	\$124,109.89	\$406,706.72	\$995,767.29
SPECIAL REVENUE FUND--FUND 20	(\$32,519.31)	\$32,863.00	\$9,385.30	(\$9,041.61)
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	\$1,245,854.38	\$156,972.89	\$416,092.02	\$986,735.25
ENTERPRISE FUND--FUND 5X	\$8,543.31	\$0.00	\$4,109.01	\$4,434.30
PAYROLL	\$8.23	\$153,215.71	\$153,215.71	\$8.23
PAYROLL AGENCY	\$249,481.16	\$37,871.25	\$171,314.34	\$116,038.07
UNEMPLOYMENT TRUST	\$21,767.27	\$2,408.86	\$0.00	\$24,176.13
TOTAL TRUST & AGENCY FUNDS	\$271,256.66	\$193,495.82	\$324,530.05	\$140,222.43
TOTAL ALL FUNDS	\$1,525,654.35	\$350,468.71	\$744,731.08	\$1,131,391.98

PREPARED & SUBMITTED BY


TREASURER OF SCHOOL MONEYS

8/14/2020
DATE

BRADLEY BEACH BOARD OF EDUCATION BANK RECONCILIATION--CASH ACCOUNT
 BANK: BANK OF AMERICA
 ACCOUNT #726-0100062

STATEMENT DATE:	7/31/20		
BALANCE PER BANK			\$1,005,934.15
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		\$19,198.88	
		\$0.00	
OTHER		\$0.02	
TOTAL DEDUCTIONS		\$19,198.90	
NET RECONCILING ITEMS			(\$19,198.90)
ADJUSTED BALANCE PER BANK			\$986,735.25

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:	7/31/20		
BALANCE PER BANK			\$116,748.07
ADDITIONS: DEPOSITS IN TRANSIT	DATE	AMOUNT	
		\$0.00	
		\$0.00	
		\$0.00	
TOTAL DEPOSITS IN TRANSIT		\$0.00	
		AMOUNT	
DEDUCTIONS: OUTSTANDING CHECKS		\$710.00	
OTHER		\$0.00	
TOTAL DEDUCTIONS		\$710.00	
NET RECONCILING ITEMS			(\$710.00)
ADJUSTED BALANCE PER BANK			\$116,038.07

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: 7/31/20

BALANCE PER BANK			\$2,261.65
ADDITIONS: DEPOSITS IN TRANSIT	DATE	AMOUNT	
		\$0.00	
		\$0.00	
		\$0.00	
TOTAL DEPOSITS IN TRANSIT		\$0.00	
		AMOUNT	
DEDUCTIONS: OUTSTANDING CHECKS		\$2,253.42	
OTHER		\$0.00	
TOTAL DEDUCTIONS		\$2,253.42	
NET RECONCILING ITEMS		(\$2,253.42)	
ADJUSTED BALANCE PER BANK			\$8.23

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: 7/31/20

BALANCE PER BANK			\$24,176.13
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			\$24,176.13

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: 7/31/20

BALANCE PER BANK				\$8,543.31
ADDITIONS: DEPOSITS IN TRANSIT	DATE	AMOUNT		
		\$0.00		
		\$0.00		
		\$0.00		
TOTAL DEPOSITS IN TRANSIT		\$0.00		
		AMOUNT		
DEDUCTIONS: OUTSTANDING CHECKS		\$4,109.01	#1954	
		\$0.00		
OTHER		\$0.00		
TOTAL DEDUCTIONS		\$4,109.01		
NET RECONCILING ITEMS			(\$4,109.01)	
ADJUSTED BALANCE PER BANK				\$4,434.30

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 7/31/20
SALARY CASH ACCOUNT #726-0100089

CHECK #	AMOUNT	CHECK #	AMOUNT
26477	\$973.47		
28581	\$302.55		
30002	\$433.21		
30879	\$407.21		
31827	\$136.98		

GRAND TOTAL, SALARY ACCOUNT

\$2,253.42

OUTSTANDING CHECKS AS OF 7/31/20
CASH ACCOUNT #726-0100062

CHECK #	AMOUNT	CHECK #	AMOUNT
18477	\$720.00		
19164	\$395.53		
19328	\$126.18		
19340	\$665.00		
19341	\$10,667.67		
19347	\$228.00		
19350	\$1,500.00		
19351	\$1,722.50		
19357	\$1,500.00		
19359	\$999.00		
19377	\$675.00		

OUTSTANDING CHECKS AS OF 7/31/20
PAYROLL/AGENCY ACCOUNT # 0072-6010-2200

CHECK #	AMOUNT	CHECK #	AMOUNT
7080	\$466.22		
7175	\$81.26		
7178	\$81.26		
7181	\$81.26		

EFF. DATE	GAAP ACCOUNT	AMOUNT	DESCRIPTION	NOTES
7/30/20	FROM 11-000-252-100.00- -	-7,000.00	Salaries	Budget Transfer - FROM
7/30/20	FROM 11-190-100-610.00- -	-900.00	General supplies	Budget Transfer - FROM
7/30/20	TO 11-000-252-330.00- -	7,000.00	Purchased Professional Svc	Budget Transfer - TO
7/30/20	TO 11-190-100-610.00-02-	20.00	Second Grade Supplies	Budget Transfer - TO
7/30/20	TO 11-190-100-610.00-04-	60.00	Fourth Grade Supplies	Budget Transfer - TO
7/30/20	TO 11-190-100-610.00-78-	150.00	7th and 8th Grade Supplies	Budget Transfer - TO
7/30/20	TO 11-190-100-610.00-PK-	640.00	Preschool Supplies	Budget Transfer - TO
7/30/20	TO 11-240-100-610.00- -	30.00	General supplies	Budget Transfer - TO
7/30/20	FROM 11-000-262-260.00- -	-15,000.00	Workman's Comp	Budget Transfer - FROM
7/30/20	FROM 11-000-262-520.00- -	-4,000.00	Insurance	Budget Transfer - FROM
7/30/20	TO 12-000-400-450.00- -	19,000.00	Construction services	Budget Transfer - TO
7/30/20	FROM 11-000-100-561.00- -	-12,000.00	Tuition-other LEAs w/i state-reg.	Budget Transfer - FROM
7/30/20	FROM 11-190-100-610.07-TE-	-3,000.00	Tech. Supplies	Budget Transfer - FROM
7/30/20	TO 11-000-310-930.00- -	12,000.00	Transfers to cover food defic	Budget Transfer - TO
7/30/20	TO 11-190-100-610.08-TE-	3,000.00	Technology software	Budget Transfer - TO
		0.00		
			TOTAL	

BRADLEY BEACH BOARD OF ED
2020 - 2021

CURRENT PAYMENT REGISTER BY CHECK

RUN: 08/13/20
15:17:1

DATE RANGE: 07/22/20 thru 08/18/20

VENDOR NAME	VEND CODE	PAYMENT	GAAP ACCOUNT	DESCRIPTION	P.O.	P/F	TYPE
CHECK 19383 dated 08/18/20		2,815.20	11-000-500-561.00-	To Charter Sch	21-000109	P	OV
ACADEMY CHARTER HIGH SCHOOL 2124		2,815.20					
CHECK TOTAL							
CHECK 19384 dated 08/18/20	ZYLINS	159.77	11-190-100-800.00-	Other objects	21-000107	F	OV
ALISON ZYLINSKI		25.00	11-000-230-890.00-	Misc expend	21-000119	F	OV
CHECK TOTAL		184.77					
CHECK 19385 dated 08/18/20		95.00	11-000-261-420.00-	Maintenance	21-000039	P	OV
ALLIANCE COMMERCIAL PEST 90060		95.00					
CHECK TOTAL							
CHECK 19386 dated 08/18/20		528.00	11-000-266-420.00-	Sec. Maint.	21-000100	F	OV
ALLIED FIRE & SAFETY EQUIP. CO 88		396.00	11-000-266-420.00-	Sec. Maint.	21-000121	F	OV
CHECK TOTAL		924.00					
CHECK 19387 dated 08/18/20	AMERFL	50.00	11-000-251-340.00-	Purch tech serv	21-000096	P	OV
AMERIFLEX		50.00					
CHECK TOTAL							
CHECK 19388 dated 08/18/20	1003	45.80	11-000-230-590.00-	Ot purch serv	21-000105	F	OV
ASBURY PARK PRESS		47.60	11-000-230-590.00-	Ot purch serv	21-000128	F	OV
CHECK TOTAL		13.05	11-000-230-590.00-	Ot purch serv	21-000136	F	OV
CHECK 19389 dated 08/18/20	4211	106.45					
ASCD		169.00	11-000-219-800.00-	Other objects	21-000104	F	OV
CHECK TOTAL		169.00					
CHECK 19390 dated 08/18/20	ATLA	405.32	11-000-230-590.00-	Ot purch serv	20-000590	F	OV PYAP
Atlantic Tomorrows Office		234.53	11-190-100-800.00-	Other objects	20-000590	F	OV PYAP
CHECK TOTAL		639.85					



BRADLEY BEACH BOARD OF ED
2020 - 2021

CURRENT PAYMENT REGISTER BY CHECK

RUN: 08/13/20
15:17:1

DATE RANGE: 07/22/20 thru 08/18/20

VENDOR NAME	VEND CODE	PAYMENT	GAAP ACCOUNT	DESCRIPTION	P.O.	P/F	TYPE
CHECK 19391 dated 08/18/20	1017	4,890.00	11-000-261-420.00- -	Maintenance	21-000041	F	OV
CENTRAL BOILER		1,078.00	11-000-261-420.00- -	Maintenance	21-000127	F	OV
CHECK TOTAL		5,968.00					
CHECK 19392 dated 08/18/20	COL	4,422.00	11-000-500-561.00- -	To Charter Sch	21-000108	P	OV
College Achieve Greater		4,422.00					
CHECK TOTAL							
CHECK 19393 dated 08/18/20	1403	4,000.00	11-190-100-610.08-TE-	Tech software	21-000033	F	OV
CURRICULUM ASSOCIATES		4,000.00					
CHECK TOTAL							
CHECK 19394 dated 08/18/20		450.11	11-000-261-420.00- -	Maintenance	21-000094	P	OV
DELISA DEMOLITION AND DISPOSA	DELISA	450.11					
CHECK TOTAL							
CHECK 19395 dated 08/18/20	4246	1,000.00	11-000-262-300.00- -	Pur Prof & Tech	21-000118	F	OV
ENVIRONMENTAL CONNECTION		1,000.00					
CHECK TOTAL							
CHECK 19396 dated 08/18/20	GRAING	2,122.40	20-477-200-600.00- -	Supplies	21-000073	F	OV
GRAINGER		2,122.40					
CHECK TOTAL							



BRADLEY BEACH BOARD OF ED
2020 - 2021

CURRENT PAYMENT REGISTER BY CHECK

RUN: 08/13/20
15:17:1

DATE RANGE: 07/22/20 thru 08/18/20

VENDOR NAME	VEND CODE	PAYMENT	GAAP ACCOUNT	DESCRIPTION	P.O.	P/F	TYPE
CHECK 19397 dated 08/18/20							
HORIZON BLUE CROSS BLUE SHIE	HORIZO	3,175.91	11-000-213-270.00-	Health Benefits	21-000049	P	OV
		3,175.91	11-000-216-270.00-	Health Benefits	21-000049	P	OV
		6,739.32	11-000-217-270.00-	Health Benefits	21-000049	P	OV
		1,123.22	11-000-218-270.00-	Health Benefits	21-000049	P	OV
		4,299.13	11-000-219-270.00-	Health Benefits	21-000049	P	OV
		6,545.57	11-000-262-270.00-	Health Benefits	21-000049	P	OV
		5,555.11	11-000-291-270.00-	Health Benefits	21-000049	P	OV
		1,123.22	11-105-100-270.00-	Health Bene	21-000049	P	OV
		1,123.22	11-110-100-270.00-	Health Benefits	21-000049	P	OV
		28,795.68	11-120-100-270.00-	Health Benefits	21-000049	P	OV
		19,437.50	11-130-100-270.00-	Health Benefits	21-000049	P	OV
		1,684.83	11-240-100-270.00-	Health Benefits	21-000049	P	OV
		6,351.82	20-218-200-200.00-EX-	Employee benef.	21-000049	P	OV
		89,130.44					
CHECK TOTAL							
CHECK 19398 dated 08/18/20							
HORIZON BLUE CROSS/BLUE SHIE	DENTAL	148.33	11-000-213-270.00-	Health Benefits	21-000050	P	OV
		148.33	11-000-216-270.00-	Health Benefits	21-000050	P	OV
		264.85	11-000-217-270.00-	Health Benefits	21-000050	P	OV
		52.97	11-000-218-270.00-	Health Benefits	21-000050	P	OV
		201.30	11-000-219-270.00-	Health Benefits	21-000050	P	OV
		307.24	11-000-262-270.00-	Health Benefits	21-000050	P	OV
		296.66	11-000-291-270.00-	Health Benefits	21-000050	P	OV
		52.97	11-110-100-270.00-	Health Benefits	21-000050	P	OV
		1,350.81	11-120-100-270.00-	Health Benefits	21-000050	P	OV
		985.33	11-130-100-270.00-	Health Benefits	21-000050	P	OV
		79.46	11-240-100-270.00-	Health Benefits	21-000050	P	OV
		296.66	20-218-200-200.00-EX-	Employee benef.	21-000050	P	OV
		4,184.91					
CHECK TOTAL							
CHECK 19399 dated 08/18/20							
INTELLIGENT BUSINESS SYSTEMS	182	842.00	11-000-251-340.00-	Purch tech serv	21-000090	P	OV
CHECK TOTAL		842.00					



BAP150

INCLUDES

No Payroll

BRADLEY BEACH BOARD OF ED
2020 - 2021

CURRENT PAYMENT REGISTER BY CHECK

RUN: 08/13/20
15:17:1

DATE RANGE: 07/22/20 thru 08/18/20

VENDOR NAME	VEND CODE	PAYMENT	GAAP ACCOUNT	DESCRIPTION	P.O.	P/F	TYPE
CHECK 19400 dated 08/18/20 Jersey Central Power & Light	3021	2,975.95	11-000-262-622.00- -	Energy Elec	21-000085	P	OV
CHECK TOTAL		2,975.95					
CHECK 19401 dated 08/18/20 KAPLAN EARLY LEARNING COMPAN	1347	26.48	11-190-100-610.00-PK-	PRK Supplies	21-000023	F	OV
CHECK TOTAL		1,301.35	11-190-100-610.00-PK-	PRK Supplies	21-000045	F	OV
CHECK TOTAL		1,327.83					
CHECK 19402 dated 08/18/20 KENNEY, GROSS, KOVATS & PART	000002	812.50	11-000-230-331.00- -	Legal Services	20-000591	F	OV PYAP
CHECK TOTAL		812.50					
CHECK 19403 dated 08/18/20 LEARNING A-Z	LEAR	248.40	11-190-100-610.08-TE-	Tech software	21-000047	F	OV
CHECK TOTAL		248.40					
CHECK 19404 dated 08/18/20 MUNICIPAL CAPITAL FINANCE	MCF	1,406.23	11-190-100-800.00-CP-	Copier/Telep	21-000093	P	OV
CHECK TOTAL		1,406.23					
CHECK 19405 dated 08/18/20 NEW JERSEY AMERICAN WATER	1206	267.87	11-000-262-490.01- -	Water	21-000087	P	OV
CHECK TOTAL		267.87					
CHECK 19406 dated 08/18/20 NEW JERSEY NATURAL GAS	NJNG	983.47	11-000-262-621.00- -	Energy Nat Gas	20-000191	F	OV PYAP
CHECK TOTAL		983.47					
CHECK 19407 dated 08/18/20 New Jersey School Boards Assoc	NEW JE	3,701.20	11-000-230-530.00- -	Telephone	21-000129	F	OV
CHECK TOTAL		3,701.20					
CHECK 19408 dated 08/18/20 Orni Data LLC.	OM	3,467.42	11-000-252-330.00- -	Purch Prof Svc	21-000072	F	OV
CHECK TOTAL		3,467.42					
CHECK 19409 dated 08/18/20 Purchase Power	PURCHA	500.00	11-000-230-530.00- -	Telephone	21-000103	F	OV
CHECK TOTAL		500.00					



BRADLEY BEACH BOARD OF ED
2020 - 2021

CURRENT PAYMENT REGISTER BY CHECK

RUN: 08/13/20
15:17:1

DATE RANGE: 07/22/20 thru 08/18/20

VENDOR NAME	VEND CODE	PAYMENT	GAAP ACCOUNT	DESCRIPTION	P.O.	P/F	TYPE
CHECK 19410 dated 08/18/20		98.91	11-190-100-610.00-78-	7th & 8th Suppl	21-000020	F	OV
REALLY GOOD STUFF	70000	98.91					
CHECK TOTAL							
CHECK 19411 dated 08/18/20		2,460.72	11-190-100-610.08-TE-	Tech software	21-000032	F	OV
SCHOLASTIC	CHOLAS	2,460.72					
CHECK TOTAL							
CHECK 19412 dated 08/18/20		29.22	11-190-100-610.00-78-	7th & 8th Suppl	21-000002	F	OV
SCHOOL SPECIALTY	69	29.22					
CHECK TOTAL							
CHECK 19413 dated 08/18/20		3,136.98	11-000-261-610.00- -	Gen supplies	21-000040	F	OV
SCRUBBER DOCTOR	SCRUBB	245.00	20-477-200-600.00- -	Supplies	21-000077	F	OV
		549.72	11-000-262-610.00- -	Supplies	21-000120	F	OV
CHECK TOTAL		3,931.70					
CHECK 19414 dated 08/18/20		97.99	11-190-100-610.00-78-	7th & 8th Suppl	21-000019	F	OV
STAPLESLINK	STAPLE	97.99					
CHECK TOTAL							
CHECK 19415 dated 08/18/20		194.40	11-000-230-590.00- -	Of purch serv	21-000154	F	OV
THE COAST STAR	4278	194.40					
CHECK TOTAL							
CHECK 19416 dated 08/18/20		13.49	11-000-262-621.00- -	Energy Nat Gas	21-000114	P	OV
UGI ENERGY SERVICES, LLC	UGI	13.49					
CHECK TOTAL							
CHECK 19417 dated 08/18/20		1,919.45	11-190-100-800.00-CP-	Copier/Telep	21-000084	P	OV
XTel Communications, Inc.	530	1,919.45					
CHECK TOTAL							
CHECK 123456 dated 08/13/20		12,000.00	11-000-310-930.00- -	Trans cov defic	21-000099	F	MV
BRADLEY BEACH BOE	429	523.43	11-000-251-890.00- -	Misc expend	21-000111	F	MV
BANK OF AMERICA	BOAMER	92.08	11-899-000-001.00- -	PYAP DUE CAFETE	21-000140	F	MV
BRADLEY BEACH BOE	429	412.03	11-899-000-001.00- -	PYAP DUE CAFETE	21-000142	F	MV
CHECK TOTAL		13,027.54					

BRADLEY BEACH BOARD OF ED
2020 - 2021

CURRENT PAYMENT REGISTER BY CHECK

RUN: 08/13/20
15:17:1

DATE RANGE: 07/22/20 thru 08/18/20

VENDOR NAME VEND CODE PAYMENT GAAP ACCOUNT DESCRIPTION P.O. P/F TYPE

GRAND TOTAL 154,568.42

FUND SUMMARY

FUND	TOTAL
11 GENERAL CURRENT EXPENSES	145,552.54
20 SPECIAL REVENUES FUNDS	9,015.88
GRAND TOTAL	154,568.42

CHECKED AS TO RECEIPT OF MATERIAL AUDITED AND APPROVED
FOR PAYMENT FOR SERVICES RENDERED.

APPROVED FOR PAYMENT BY THE BOARD OF EDUCATION ON 8/18/20

[Signature] 8/13/20

