

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

A G E N D A

Regular Meeting
August 16, 2022

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:

Special Meeting – July 12, 2022
Confidential Executive Sessions – July 12, 2022
Special Meeting – July 13, 2022
Confidential Executive Sessions – July 13, 2022
Special Meeting – July 14, 2022
Confidential Executive Sessions – July 14, 2022
Regular Meeting – July 19, 2022
Confidential Executive Sessions – July 19, 2022
Special Meeting – July 21, 2022
Confidential Executive Sessions – July 21, 2022
Special Meeting – July 22, 2022
Confidential Executive Sessions – July 22, 2022

MOTION: _____ SECOND: _____ VOTE: _____

VI. Superintendent's Report

Executive Session

A. Personnel

1. Resolved: That the Board accept, with regret, the letter of resignation, of Mr. Scott Taylor, Mathematics Teacher, effective August 31, 2022. (Attachment VI-A.1)

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2. Resolved: That the Board approve a change in cooperating teacher for Haley Coleman, a student at Monmouth University, approved on 7/19/2022 to complete her Yearlong Clinical Practice for 2022/2023. Ms. Coleman's cooperating teacher will now be Isabel Segoviano (first grade), not Cara Vilardi (grade 5/6 ELA). During the first semester, the teacher candidate will complete a minimum of 100 hours in the placement (approximately 10 hours/week). The second semester will be full-time 5 days/week student teaching.
3. Resolved: That the Board approve the appointment of Riley Finegan, a student at Monmouth University, to complete her Yearlong Clinical Practice for 2022/2023 under the direction of cooperating teacher Kristin Goldsworthy (grade four). During the first semester, the teacher candidate will complete a minimum of 100 hours in the placement (approximately 10 hours/week). The second semester will be full-time 5 days/week student teaching.
4. Resolved: That the Board approve the appointment of the following Cafeteria Aides for the 2022/2023 school year, at a rate of \$14.46 per hour. [B]
- Tatiana Mincencova
 - Carmen Torres
 - Dawn Stiles (pending Criminal Background History Clearance)
5. Resolved: That the Board approve the appointment of the following substitute teachers for the 2022/2023 school year, at a rate of \$100.00 per day: [B]
- Aurilio, Alyssa
 - Guito, Frances
 - Moir, Stephanie
 - O'Neill, Katelyn
 - Rosenthal, Deborah
 - Osterman, Emily
 - Randall-Goodwin, William
 - Carroll, Parker
 - Schwerthoffer, Lauren
 - Pilger, Bruce (Pending Criminal History Background Clearance)
6. Resolved: That the Board approve the appointment of the following substitute nurses for the 2022/2023 school year, at a rate of \$125.00 per day: [B]
- Neiberlien, Lynn
 - Printon, Kathleen
 - Ruane, Eileen
 - Ryder, Joanne
 - Achong, Rosemary
 - Contella, Filomena

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7. Resolved: That the Board approve the appointment of Megan Jardine as an Elementary Special Education Teacher for the 2022/2023 school year, salary guide BA step 2, (\$55,700), per the negotiated contract agreement. [B]
8. Resolved: That the Board approve the appointment of Vicki Curran to the position of Guidance Counselor for the 2022/2023 school year, salary guide MA step 5, (\$63,200), per the negotiated contract agreement. [B]
9. Resolved: That the Board approve the appointment of Daniel Grothues to the position of Physical Education and Health Teacher for the 2022/2023 school year, salary guide BA step 4, (\$58,400), per the negotiated agreement and pro-rated per start date TBD. [B]
10. Resolved: That the Board approve the appointment of Christina Loucel to the position of Leave Replacement Elementary School Teacher for Amanda Silverstein, Grade 3, Special Education Teacher (on Maternity Leave) from September 1, 2022 and ending on October 6, 2022, at a prorated rate of salary guide BA step 0, (\$54,200), per the negotiated contract agreement. [B]
11. Resolved: That the Board approve the following appointments in the New Jersey/District School Information System:

Position	Name
Anti-Bullying Coordinator	Mrs. Alison Zylinski
District Homeless Education Liaison	Mrs. Alison Zylinski
Intervention and Referral Services Coordinator	Mrs. Alison Zylinski
District Professional Development Chair	Dr. Margaret W. Hayes
State Testing Coordinator	Dr. Margaret W. Hayes
District NCLB Coordinator (ESSA)	Dr. Margaret W. Hayes
District Anti-Bullying Specialist	Mrs. Alison Zylinski
District Educational Stability Liaison	Mrs. Alison Zylinski
District Bilingual/ESL/ELS Point of Contact	Mrs. Alison Zylinski
NJSMART Point of Contact	Ms. Ruth Ramirez
School Safety Specialist	TBD

12. Resolved: That the Board approve the following educational service providers for the 2022/2023 school year: [B]

Provider	Address	Service	22/23 Cost
Sandra Fields Kuhn	West Long Branch Speech & Hearing Ctr 223 Monmouth Rd. West Long Branch NJ 07764	Auditory Testing & Reports	TAP (Central Auditory Processing Eval.) \$560 CAE (Hearing Eval.) \$275

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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/Eval
Dr. Noah Gilson	Neurology Specialists of Mon County, NJ Suite 110 107 Monomouth Rd. West Long Branch, NJ 07764	Neurological Consultations & Reports	\$440/Eval.
Dr. Ankur Desai	Premium Psychiatry Svcs. Of Central Jersey, LLC 901 W Main St # 367 Freehold, NJ 07728	Psychiatric Evaluations & Reports	\$650/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 Evals: \$800 All Other Languages: \$850
NeurAbilities: A Member of CNNH NeuroHealth	1451 NJ-34 #201 Wall Township, NJ 07727	Neurological Consultations & Reports	\$660 Neurological/ Developmental Evaluation \$2,750 Neuropsychological Testing 3,300 On-Site Neurological and Developmental Evals. (5 evals/day) \$96/hr Behavior Services (FBA approx. 10 hours)
Dr. Alison Smoller	Developmental Pediatrics of Central Jersey 1806 Highway 35 South, Suite 107 Oakhurst, NJ 07755	Neurological Consultations & Reports	\$650/Developmental Eval + addit. \$600 for ASD eval..
Aida I. Piereria	60 Crine Road Colts Neck, NJ 07722 7324063361/7329462785 aidaslp14@yahoo.com	Bilingual Speech Evaluations	\$575/Bilingual Eval. \$ 95 per hr/meetings \$125 per hr/consult
Monica Peter	Bilingual Evaluation Services, LLC 732-693-3008	Bilingual Psychological Evaluation	\$495/English Eval. \$525 Bilingual Eval
MOESC Child Study Team Services	900 Hope Road Tinton Falls, NJ 07712	Social, Psychological Educational, Speech, and Occupational Evaluations	\$375/ per Eval. (Social, Psych, Educ.) \$650/per Bilingual Eval. \$375/Speech Eval. \$375/OT / PT Eval.
Joan Bruno, Ph.D., CCC-SLP joanbruno@CTR-NJ.com	Communication Technology Resources LLC 1 Scenic Drive #1405 Highlands, NJ 07732 732-737-4298 joanbruno@CTR-NJ.com www.CTR-NJ.com www.gatewaytolanguageandlearning.com	Communication Device Assessments and Consultation	\$600 for two hr. AAC eval. \$ 40 per 1/2 hour of travel \$140/hr. consult fee
Acelero Learning Monmouth/Middlesex Co., Inc.	310 Augusta Street South Amboy, NJ 08879	Master Teacher Consulting	\$500/month

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13. 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
Alison Zylinski	8/24/2022	STRONGE Annual Inter-Rater Reliability and Recertification Training	Virtual	\$195
Michael Heidelberg	9/14/2022 9/21/2022 9/28/2022	STRONGE Annual Regional Fall New Administrator Training	Virtual	\$585

MOTION: _____ SECOND: _____ VOTE: _____

B. Curriculum

- Resolved: That the Board approve the adoption of the myWorld Interactive Social Studies Program for grades K-4 published by Savvas Learning Company, copyright 2019. (Cost of \$6,743.46 for the 2022-2023 school year includes the student license bundle, consumable texts, and two teacher’s editions per grade level.) [B]
- Resolved: That the Board approve the adoption of the following Curricula as recommended by the Board Curriculum Committee:

Health and Physical Education, Grades K – 8
 Social Studies, Grades K-8
 Civics, Grade 7
 Financial Literacy, Grades 6 and 8
 World Language, Grades K-8

MOTION: _____ SECOND: _____ VOTE: _____

C. Policy

- Resolved: That the Board approve the following Policy for second reading and adoption: (Attachment VI-C.1)

Policy/Regulation Number	Policy/Regulation Title
P 5512	Harassment, Intimidation, and Bullying (M) (Revised)

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2. Resolved: That the Board approve the following Policies and Regulations for first reading:
 (Attachment VI-C.2)

Policy/Regulation Number	Policy/Regulation Title
P 1648.15	Recordkeeping for Healthcare Settings in School Buildings – COVID-19 (M) (New)
P 2415.04	Title I – District – Wide Parent and Family Engagement (M) (Revised)
P 2415.50	Title I – School Parent and Family Engagement (M) (New)
P 2417	Student Intervention and Referral Services (M) (Revised)
P 3161	Examination for Cause (Revised)
P 4161	Examination for Cause (Revised)
P & R 7410	Maintenance and Repair (M) (Revised)
P 8420	Emergency and Crisis Situations (M) (Revised)
P & R 9320	Cooperation with Law Enforcement Agencies (M) (Revised)

3. Resolved: That the Board abolish the following policy:

Policy/Regulation Number	Policy/Regulation Title
P 1648.14	Safety Plan for Healthcare Settings in School Buildings COVID-19 (M) (Abolished)

4. Resolved: That the Board approve the Stronge Teacher and Leader Effectiveness Performance Evaluation System for staff evaluation for the 2022/2023 school year.
5. Resolved: That the Board approve the Bradley Beach School District Mentoring Plan for the 2022/2023 school year. (Attachment VI-C.5)
6. Resolved: That the Board approve the Bradley Beach School District Professional Development Plan for the 2022/2023 school year. (Attachment VI-C.6)

MOTION: _____ SECOND: _____ VOTE: _____

D. Students

1. Resolved: The BBES Bullying Specialist reports no incidents of Harassment, Intimidation, and Bullying in the Month of July 2022.

MOTION: _____ SECOND: _____ VOTE: _____

VII. Business Administrator/Board Secretary’s Report

- A. Approval of Attendance at NJSBA 2022 Workshop and Exhibition October 24th – 26th 2022

Resolved: That the Board approve the attendance of the following board members and administrators to the annual New Jersey School Boards Association Conference, which

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will be held October 24th – 26th at the Atlantic City Convention Center, Atlantic City, NJ, at a total travel cost not to exceed \$4,768. [B]

Name	Registration Amount	Travel: Hotel (Not to Exceed)	Travel: Meals & Incidentals per GSA Rates (Not to Exceed)	Travel: Mileage per State OMB .47 rate (Not to Exceed)	Travel: Tolls/Parking Receipts Needed (Not to Exceed)
Barbara Carlucci	\$ 183.33	\$0.00	\$0.00	\$ 154.00	\$ 60.00
Roseann Caruso Walker	183.33	0.00	0.00	154.00	60.00
April Davis	183.33	0.00	0.00	154.00	60.00
Bridget Devane	183.33	0.00	0.00	154.00	60.00
Liza Flynn	183.33	0.00	0.00	154.00	60.00
Elizabeth Franks	183.33	0.00	0.00	154.00	60.00
Margaret Merenda	183.33	0.00	0.00	154.00	60.00
Felicia Sacci	183.33	0.00	0.00	154.00	60.00
Joanne Shu Hofsess	183.33	0.00	0.00	154.00	60.00
Salvatore Catalano	183.34	0.00	0.00	154.00	60.00
Michael Heidelberg	183.34	0.00	0.00	154.00	60.00
David Tonzola	183.35	0.00	0.00	154.00	60.00
Total	\$2,200.00	\$0.00	\$0.00	\$1,848.00	\$720.00

MOTION: _____ SECOND: _____ VOTE: _____

B. Approval of the Collective Bargaining Agreement Between the Bradley Beach Board of Education and the Bradley Beach Education Association

Resolved: That the Board approve the three year collective bargaining agreement between the Bradley Beach Board of Education and the Bradley Beach Education Association. (Attachment VII-B)

C. Approval of Nonpublic School Transportation Aid (2021/2022 School Year)

Resolved: That the Board accept 2021/2022 State Nonpublic Transportation Aid in the amount of \$3,751. (Attachment VII-C)

MOTION: _____ SECOND: _____ VOTE: _____

D. Approval of Use of School Building – Bradley Beach Parent Teacher Association (PTA)

Resolved: That the Board approve the use of the Bradley Beach Elementary School and school grounds by the Bradley Beach Parent Teacher Association (PTA) on Friday, September 16, 2022 as per Attachment VII-D.

MOTION: _____ SECOND: _____ VOTE: _____

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E. Approval of Use of School Building – Bradley Beach Parent Teacher Association (PTA)

Resolved: That the Board approve the use of the Bradley Beach Elementary School and school grounds by the Bradley Beach Parent Teacher Association (PTA) for monthly meetings as per Attachment VII-E.

MOTION: _____ SECOND: _____ VOTE: _____

F. Approval of Inter-Fund Transfer from Fund 11 to Fund 20

Resolved: That the Board approve the \$83,142 inter-fund transfer from account code 11-105-100-936-00 to account 20-5200 as per the 2022/2023 school budget approved May 3, 2022.

MOTION: _____ SECOND: _____ VOTE: _____

G. 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, 2022 is hereby approved and the Business Administrator/Board Secretary is instructed to file same. (Attachment VII-G)

MOTION: _____ SECOND: _____ VOTE: _____

H. Approval of Treasurer's Financial Report

Resolved: That the Financial Report of the Treasurer of School Funds for the month ending July 31, 2022 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-H)

MOTION: _____ SECOND: _____ VOTE: _____

I. Approval of Monthly Certification

Resolved: That pursuant to N.J.A.C. 6A:23A-16.10(c)3, we certify that as of July 31, 2022, after review of the Secretary's Monthly Financial Report (appropriations section) and upon consultation with the appropriate district officials, that to the best of our knowledge, no major account or fund has been over-expended in violation of N.J.A.C. 6A:23A-16.10(c)3; that no line item appropriation is in violation of N.J.A.C. 6A:23A-16.10(c)3, and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.

MOTION: _____ SECOND: _____ VOTE: _____

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J. Approval of Budget Transfers (2022/2023)

Resolved: That the Board approve the 2022/2023 budget transfers as listed on Attachment VII-J.

MOTION: _____ SECOND: _____ VOTE: _____

K. Approval of July 2022 Payroll

Resolved: That the Board approve the July 2022 gross payroll in the amount of \$89,300.49.

MOTION: _____ SECOND: _____ VOTE: _____

L. Approval of Bills Payment

Resolved: That the Board approve payment of the August 16, 2022 regular bills list and as certified and approved. (Attachment VII-L)

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

7/19/2022

Scott Taylor

Dear Dr. Hayes, Mrs. Seeley, and Mrs. Zylinski,

Please accept this letter as notification that I will not be returning to Bradley Beach Elementary School for the 2022/23 school year. With all the uncertainties in personnel and Administration going into this next school year, it seemed like a good time to seek out a new opportunity. I want to thank everyone, whom over the past 10 years, have helped make BBES a great teaching experience for me. I wish everyone the best of luck and continued success.

Sincerely,

Scott Taylor

POLICY

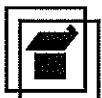
BRADLEY BEACH BOARD OF EDUCATION

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M

5512 HARASSMENT, INTIMIDATION, AND BULLYING

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- A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Harassment, intimidation, or bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s); adoptive parent(s); legal guardian(s); foster parent(s); or parent surrogate(s) of a student. When parents are separated or divorced, "parent" means the person or agency which has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided parental rights have not been terminated by a court of appropriate jurisdiction.

- B. Harassment, Intimidation, and Bullying Definition

"Harassment, intimidation, or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;



3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
 - a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to their person or damage to their property; or
 - b. Has the effect of insulting or demeaning any student or group of students; or
 - c. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Schools are required to address harassment, intimidation, and bullying occurring off school grounds, when there is a nexus between the harassment, intimidation, and bullying and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students).

"Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to: a telephone, cellular phone, computer, or pager.

C. Student Expectations

The Board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the Code of Student Conduct.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of students, staff, and community members.



Students are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and it is the responsibility of staff to use instances of violations of the Code of Student Conduct as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent student conduct problems and foster students' abilities to grow in self-discipline.

The Board expects that students will act in accordance with the student behavioral expectations and standards regarding harassment, intimidation, and bullying, including:

1. Student responsibilities (e.g., requirements for students to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);
2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;
3. Student rights; and
4. Sanctions and due process for violations of the Code of Student Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, students, instructional staff, student support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for student conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for student conduct will take into consideration the developmental ages of students, the severity of the offenses and students' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide to students and their parents the rules of the district regarding student conduct. Provisions shall be made for informing parents whose primary language is other than English.



The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Students are encouraged to support other students who:

1. Walk away from acts of harassment, intimidation, and bullying when they see them;
2. Constructively attempt to stop acts of harassment, intimidation, or bullying;
3. Provide support to students who have been subjected to harassment, intimidation, or bullying; and
4. Report acts of harassment, intimidation, and bullying to the designated school staff member.

D. Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.

Consequences – Students

Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.



Factors for Determining Consequences – Student Considerations

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

Factors for Determining Consequences – School Considerations

1. School culture, climate, and general staff management of the learning environment;
2. Social, emotional, and behavioral supports;
3. Student-staff relationships and staff behavior toward the student;
4. Family, community, and neighborhood situation; and
5. Alignment with Board policy and regulations/procedures.

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension;
7. Out-of-school suspension (short-term or long-term);
8. Reports to law enforcement or other legal action; or
9. Expulsion.

In accordance with N.J.S.A. 18A:37-15.b.(4), the consequences for a student who commits an act of harassment, intimidation, or bullying may vary depending on whether it is the first act of harassment, intimidation, or bullying by a student, the second act, or third or subsequent acts. If it is the third or subsequent act of harassment, intimidation, or bullying by a student, the Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan which shall be approved by the Superintendent or designee, and may require the student, accompanied by a parent, to complete in a satisfactory manner a class or training program to reduce harassment, intimidation, or bullying behavior.



Appropriate Remedial Actions – Students

Appropriate remedial action for a student who commits an act of harassment, intimidation, or bullying that takes into account the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance. The appropriate remedial action may also include a behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team as appropriate; and supportive interventions and referral services, including those at N.J.A.C. 6A:16-8.

Factors for Determining Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Interests;
6. Hobbies;
7. Extra-curricular activities;
8. Classroom participation;
9. Academic performance; and
10. Relationship to students and the school district.

Environmental

1. School culture;
2. School climate;
3. Student-staff relationships and staff behavior toward the student;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.



Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Remedial Measures

Personal – Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways they can solve the problem and change behaviors;
2. Meet with parents to develop a family agreement to ensure the parent and the student understand school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;
5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
6. Develop a learning plan that includes consequences and skill building;
7. Consider wrap-around support services or after-school programs or services;
8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
9. Arrange for an apology, preferably written;
10. Require a reflective essay to ensure the student understands the impact of their actions on others;
11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
14. Schedule a follow-up conference with the student.

Personal – Target/Victim

1. Meet with a trusted staff member to explore the student's feelings about the incident;



2. Develop a plan to ensure the student's emotional and physical safety at school;
3. Have the student meet with the school counselor or school social worker to ensure they do not feel responsible for the bullying behavior;
4. Ask students to log behaviors in the future;
5. Help the student develop skills and strategies for resisting bullying; and
6. Schedule a follow-up conference with the student.

Parents, Family, and Community

1. Develop a family agreement;
2. Refer the family for family counseling; and
3. Offer parent education workshops related to bullying and social-emotional learning.

Examples of Remedial Measures – Environmental (Classroom, School Building, or School District)

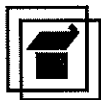
1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in “hot spots” (e.g., locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;
12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;
14. Small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
15. School policy and procedure revisions;
16. Modifications of schedules;
17. Adjustments in hallway traffic;



18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
19. Modifications in student routes or patterns traveling to and from school;
20. Supervision of student victims before and after school, including school transportation;
21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
22. Targeted use of teacher aides;
23. Disciplinary action, including dismissal, for school staff who contributed to the problem;
24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
25. Parent conferences;
26. Family counseling;
27. Development of a general harassment, intimidation, and bullying response plan;
28. Behavioral expectations communicated to students and parents;
29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
30. Recommendations of a student behavior or ethics council;
31. Participation in peer support groups;
32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.

Consequences and Appropriate Remedial Actions – Adults

The district will also impose appropriate consequences and remedial actions to an adult who commits an act of harassment, intimidation, or bullying of a student. The consequences may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.



Target/Victim Support

Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location, and degree of support are directly related to the student's perception of safety.

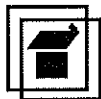
Sufficient safety measures should be undertaken to ensure the victim's physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

Examples of support for student victims of harassment, intimidation, and bullying include:

1. Teacher aides;
2. Hallway and playground monitors;
3. Partnering with a school leader;
4. Provision of an adult mentor;
5. Assignment of an adult "shadow" to help protect the student;
6. Seating changes;
7. Schedule changes;
8. School transfers;
9. Before- and after-school supervision;
10. School transportation supervision;
11. Counseling; and
12. Treatment or therapy.

E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report. The written report shall be on a numbered form developed by the New Jersey Department of Education in accordance with N.J.S.A. 18A:37-15.b.(5). A copy of the form shall be submitted promptly by the Principal to the Superintendent.



The Principal or designee will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal or designee shall keep a written record of the date, time, and manner of notification to the parents. The Principal or designee shall take into account the circumstances of the incident when providing notification to parents of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident.

A person may report, verbally or in writing, an act of harassment, intimidation, or bullying committed by an adult or youth against a student anonymously. The Board will not take formal disciplinary action based solely on the anonymous report. The district shall provide a means for a parent to complete an online numbered form developed by the New Jersey Department of Education to confidentially report an incident of harassment, intimidation, or bullying.

A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.



A school administrator who receives a report of harassment, intimidation, and bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

F. Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate Team(s)

1. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;
 - b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;
 - c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
 - d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
 - e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.



The school Anti-Bullying Specialist shall:

- a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;
 - b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
 - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

- a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;
- b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;



- e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety/School Climate Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and
- g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety/School Climate Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a student, consistent with, at a minimum, the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Student Records and N.J.A.C. 6A:14-2.9, Student Records.

G. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying.

Principal's Preliminary Determination

However, prior to initiating the investigation, the Principal or designee, in consultation with the Anti-Bullying Specialist, may make a preliminary determination as to whether the reported incident or complaint, assuming all facts presented are true, is a report within the scope of the definition of harassment, intimidation, and bullying under the Anti-Bullying Bill of Rights Act, N.J.S.A. 18A:37-14.

The Principal shall report to the Superintendent if a preliminary determination is made that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying. The Superintendent may require the Principal to



conduct an investigation of the incident if the Superintendent determines that an investigation is necessary because the incident is within the scope of the definition of harassment, intimidation, and bullying. The Superintendent shall notify the Principal of this determination in writing. An investigation required by the Superintendent must be completed as soon as possible, but not later than ten school days, from the date of the written notification from the Superintendent to the Principal.

The Principal shall complete the written report form developed by the New Jersey Department of Education, in accordance with N.J.S.A. 18A:37-15.b.(5), even if a preliminary determination is made that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying pursuant to N.J.S.A. 18A:37-14. This written report form shall be kept on file at the school, but shall not be included in any student record unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or Federal law.

The Principal or designee, upon making a preliminary determination the incident or complaint is not within the scope of the definition of harassment, intimidation, and bullying, shall inform the parents of the parties involved, who may appeal the preliminary determination to the Board of Education and thereafter to the Commissioner of Education in accordance with N.J.A.C. 6A:3.

A Board hearing shall be held within ten business days of receipt of the request for a Board hearing. If the preliminary determination, upon review of the facts presented in the reported incident or complaint, is to continue with the harassment, intimidation, and bullying investigation, the investigation shall be completed in accordance with N.J.S.A. 18A:37-15.b.(6) and this Policy.

The Superintendent shall provide annually to the Board of Education information on the number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of harassment, intimidation, or bullying for the purposes of the State's monitoring of the school district pursuant to N.J.S.A. 18A:17-46.]

The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation. Investigations or complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. The Superintendent or designee will appoint a staff member to complete investigations involving allegations against a staff member serving in a supervisory or administrative position.



The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the incident. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Student Conduct has been implemented and may decide to provide intervention services, order counseling as a result of the finding of the investigation, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, or take or recommend other appropriate action including seeking further information, as necessary.

The Superintendent shall report the results of each investigation to the Board of Education no later than the date of the regularly scheduled Board of Education meeting following the completion of the investigation. The Superintendent's report shall include information on any consequences imposed under the Code of Student Conduct, any services provided, training established, or other action taken or recommended by the Superintendent.

Parents of involved student offenders and targets/victims shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, and whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.

A parent may request a hearing before the Board of Education after receiving the written information about the investigation. Any request for such a hearing shall be filed with the Board Secretary no later than sixty calendar days after the written information is provided to the parents. The hearing shall be held within ten business days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the



Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination. A redacted copy of the completed written report form developed by the New Jersey Department of Education that removes all student identification information shall be confidentially shared with the Board of Education after the conclusion of the investigation if a hearing with the Board of Education is requested by the parents pursuant to N.J.S.A. 18A:37-15.b.(6)(d).

At the regularly scheduled Board of Education meeting following its receipt of the Superintendent's report on the results of the investigations to the Board or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

A parent, student, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).

H. Range of Responses to an Incident of Harassment, Intimidation, or Bullying

The Board shall establish a range of responses to harassment, intimidation, and bullying incidents and the Principal and the Anti-Bullying Specialist shall appropriately apply these responses once an incident of harassment, intimidation, or bullying is confirmed. The Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or school district level or by law enforcement officials.



For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.
2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, "acts of kindness" programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, "natural helper" or peer leadership programs, "upstander" programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.
4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

I. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusation against a victim, witness, or one with reliable information, or any other person who has reliable information about an act of harassment,



intimidation, or bullying or who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures. All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances.

Examples of consequences and remedial measures for students who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

Examples of consequences for a school employee or a contracted service provider who has contact with students who engage in reprisal or retaliation may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds.

Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Examples of consequences for a Board member who engages in reprisal or retaliation may include, but not be limited to: reprimand, legal action, and other action authorized by statute or administrative code. Remedial measures may include, but not be limited to: counseling and professional development.

J. Consequences and Appropriate Remedial Action for False Accusation

The Board prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation, or bullying.

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.4, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.



2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
 3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
- K. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

This Policy will be disseminated annually by the Superintendent to all school employees, contracted service providers who have contact with students, school volunteers, students, and parents who have children enrolled in a school in the district, along with a statement explaining the Policy applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14 that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

The Superintendent shall ensure that notice of this Policy appears in the student handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent or designee shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify students and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website.



The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website. The Superintendent or designee shall post the contact information for the New Jersey School Climate State Coordinator on the school district's and on each school's website in the same location as this Policy is posted.

The Superintendent or designee shall post on the school district's and each school's website the current version of "Guidance for Parents on the Anti-Bullying Bill of Rights Act" developed by the New Jersey Department of Education.

L. Harassment, Intimidation, and Bullying Training and Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers; and volunteers who have significant contact with students; and persons contracted by the district to provide services to students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention within each five year professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction shall include information on the risk of suicide and incidents of harassment, intimidation, or bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

Each newly elected or appointed Board member must complete, during the first year of the member's first term, a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.



The school district shall provide time during the usual school schedule for the Anti-Bullying Coordinator and each school Anti-Bullying Specialist to participate in harassment, intimidation, and bullying training programs.

A school leader shall complete school leader training that shall include information on the prevention of harassment, intimidation, and bullying as required in N.J.S.A. 18A:26-8.2.

The school district shall annually observe a “Week of Respect” beginning with the first Monday in October. In order to recognize the importance of character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29.

The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, students, administrators, volunteers, parents, law enforcement, and community members. The programs or approaches and other initiatives shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:37-17.

M. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment, and Review

The Superintendent shall develop and implement a process for annually discussing the school district’s Harassment, Intimidation, and Bullying Policy with students.

The Superintendent, Principal(s), and the Anti-Bullying Coordinator, with input from the schools’ Anti-Bullying Specialists, shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, and any report(s) and/or finding(s) of the School Safety/School Climate Team(s). The Superintendent shall recommend to the Board necessary revisions and additions to the Policy consistent with N.J.S.A. 18A:37-15.c., as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.



N. Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of violence, vandalism, and harassment, intimidation, and bullying which occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

O. School and District Grading Requirements

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with the provisions of N.J.S.A. 18:37-13 et seq. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

P. Reports to Law Enforcement

The Superintendent or designee and the Principal shall consult law enforcement, as appropriate, pursuant to the provisions of the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials, if the student's behavior may constitute a possible violation of the New Jersey Code of Criminal Justice.

Some acts of harassment, intimidation, and bullying may be bias-related-acts and school officials must report to law enforcement officials any bias related acts, in accordance with N.J.A.C. 6A:16-6.3.(e), and pursuant to the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

Q. Collective Bargaining Agreements and Individual Contracts

Nothing in N.J.S.A. 18A:37-13.1 et seq. may be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the Anti-Bullying Bill of Rights Act's effective date (January 5, 2011). N.J.S.A. 18A:37-30.



The Board of Education prohibits the employment of or contracting for school staff positions with individuals whose criminal history record check reveals a record of conviction for a crime of bias intimidation or conspiracy to commit or attempt to commit a crime of bias intimidation.

R. Students with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a student with a disability with regard to disciplinary actions or to general or special education services and supports. N.J.S.A. 18A:37-32.

S. Approved Private Schools for Students with Disabilities (APSSD)

In accordance with the provisions of N.J.A.C. 6A:16-7.7(a).2.ix.(2), the Board of Education shall investigate a complaint or report of harassment, intimidation, or bullying, pursuant to N.J.A.C. 6A:16-7.7(a).2.ix. and Section G. of this Policy, occurring on Board of Education school buses, at Board of Education school-sponsored functions, and off school grounds involving a student who attends an APSSD. The investigation shall be conducted by a Board of Education Anti-Bullying Specialist, in consultation with the APSSD.

The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the Executive County Superintendent of Schools within thirty days of Board adoption.

N.J.S.A. 18A:37-13 through 18A:37-37

N.J.A.C. 6A:16-7.1 et seq.

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011 – New Jersey Department of Education

Memorandum – New Jersey Commissioner of Education – Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act – December 16, 2011

Adopted:



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1648.15 RECORDKEEPING FOR HEALTHCARE SETTINGS IN SCHOOL BUILDINGS – COVID-19

The Board of Education is committed to providing a safe and healthy workplace for all employees. The school district shall maintain its records in accordance with Occupational Safety and Health Act of 1970 (OSHA) COVID-19 Emergency Temporary Standard (ETS) published on June 21, 2021 as adopted by the Public Employees Occupational Safety and Health (PEOSH), the agency with jurisdiction over public employers in New Jersey. The provisions of the ETS have expired and are no longer in effect for school districts except for the provisions addressing recordkeeping, outlined in 29 CFR §1910.502(q). The ETS and this Policy are only applicable for employees working in the school nurse's office and any adjoining clinical areas in the school building.

For the purpose of this Policy, "employee" means any district employee or contracted service provider working in a healthcare setting where people with suspected or confirmed COVID-19 are reasonably expected to be present. Therefore, the provisions of the ETS and this Policy only apply to employees or contracted service providers working in a nurse's office or any adjoining clinical areas.

For the purpose of this Policy, "healthcare setting" means all settings in the school district where any employee or contracted service provider provides healthcare services or healthcare support services. Where a healthcare setting is embedded within a non-healthcare setting (i.e. school nurse's office and any adjoining clinical areas in a school building), the ETS and this Policy only apply to the embedded healthcare setting and not to the remainder of a school building.

The school district will retain all versions of Policy 1648.14 – Safety Plan for Healthcare Settings in School Buildings, to comply with the ETS while the ETS remains in effect, even after Policy 1648.14 has been abolished.

The school district will establish and maintain a COVID-19 log to record each instance in which an employee is COVID-19 positive, regardless of whether the instance is connected to exposure to COVID-19 at work. The COVID-19 log will contain, for each instance, the employee's name, one form of contact information, occupation, location where the employee worked, the date of the employee's last day in the healthcare setting, the date of the positive test for, or diagnosis of, COVID-19, and the date the employee first had one or more COVID-19 symptoms, if any were experienced.



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The school district will record the information in the COVID-19 log within twenty-four hours of learning the employee is COVID-19 positive. The school district will maintain the COVID-19 log as a confidential medical record and will not disclose it except as required by the ETS or other Federal law. The school district will maintain and preserve the COVID-19 log while the ETS remains in effect.

By the end of the next business day after a request, the school district will provide for examination and copying: all versions of Policy 1648.14; the individual COVID-19 log entry for a particular employee to that employee and to anyone having written authorized consent of that employee; and a version of the COVID-19 log that removes the names of employees, contact information, and occupation, and only includes, for each employee in the COVID-19 log, the location where the employee worked, the last day that the employee was in the healthcare setting before removal, the date of that employee's positive test for, or diagnosis of, COVID-19, and the date the employee first had one or more COVID-19 symptoms, if any were experienced, to all employees.

29 CFR §1910.502(q)

Adopted:



2415.04 TITLE I – DISTRICT-WIDE PARENT AND
FAMILY ENGAGEMENT

In support of strengthening student academic achievement, each school district that receives Title I, Part A funds must develop jointly with, agree on, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Elementary and Secondary Education Act (ESEA). This Policy establishes the school district's expectations for parent and family engagement, describes how the school district will implement a number of specific parent and family engagement activities, and is incorporated into the school district's Annual School Plan (ASP).

A. General Expectations

1. The school district agrees to implement the following statutory requirements:
 - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs, consistent with Section 1116 of the ESEA. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - b. Consistent with Section 1116 of the ESEA, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESEA.
 - c. The school district will incorporate this district-wide parent and family engagement policy into its school district's plan developed under Section 1112 of the ESEA.
 - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.



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- e. If the school district's plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan if requested by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserve goes directly to the schools.
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
 - (1) "Parent and family engagement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - (a) That parents play an integral role in assisting their child's learning;
 - (b) That parents are encouraged to be actively involved in their child's education at school;
 - (c) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
 - (d) The carrying out of other activities, such as those described in Section 1116 of the ESEA.
- h. For states where a Parental Information and Resource Center is established, the school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.



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- B. Description of How District Will Implement Required District-Wide Parent and Family Engagement Policy Components
1. The school district will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan under Section 1112 of the ESEA:
(List actions)
 - a. Invite parents to participate in Title I planning meeting via flyer sent home with students, followed by electronic notice of meeting.
 - b. Post notice on district website inviting parents to participate.
 - c. Encourage parent participation at Back-to-School Night.
 2. The school district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:
(List actions)
 - a. Invite parent participation at Title I Annual Parent Meeting and review current improvement outcomes.
 - b. Discuss proposed plan at Title I Annual Parent Meeting and request feedback.
 3. The school district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:
(List activities)
 - a. Schedule meetings with Title I School Administrative Team to support planning parent and family engagement activities.
 - b. Coordinate parent and family engagement programs.
 - c. Provide translation services to support parent and family participation.



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4. The school district will coordinate and integrate parent and family engagement strategies in Title I, Part A with parent and family engagement strategies under the following other programs (Such as: Head Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), by:
(List actions)
 - a. Coordinate parent and family engagement activities with Preschool Program.
 - b. District outreach to community child care providers.
5. The school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.
(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
 - a. Administer needs assessment survey to get parent input.
 - b. Analyze assessment results.
 - c. Conduct parent focus groups at Title I Annual Parent Meeting.
6. The school district will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:



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- a. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
- (1) The challenging State academic standards;
 - (2) The State and local academic assessments including alternate assessments;
 - (3) The requirements of Title I, Part A;
 - (4) How to monitor their child's progress; and
 - (5) How to work with educators:
(List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - (a) Organize and implement parent workshops.
 - (b) Provide translation services at parent workshop meeting and for parent resources.
 - (c) Provide parent resources through the district website.
- b. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent and family engagement, by:
(List activities)
- (1) Organize and implement parent and family workshops about ways they can support their children's academic achievement.
 - (2) Provide information on parent and family access to district's student information system (e.g., Genesis) and/or Google Classroom.



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- (3) Provide translation services as needed.
- c. The school district will, with the assistance of its schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
(List activities)
- (1) Provide teacher/staff in-service training on communicating with parents as equal partners.
 - (2) Support parent and family engagement by having parents and families share ideas for enhancing student learning with staff, including culturally relevant activities.
 - (3) Invite parent and family participation in community partnered events, e.g., One Book, One Read.
- d. The school district will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
(List activities)
- (1) Reach out to other agencies and programs to establish interagency cooperation.
 - (2) Developing resources to share with parents and families.
- e. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon



request, and, to the extent practicable, in a language the parents can understand:
(List actions)

- (1) Translation of letters and resource materials for parents and families.
- (2) Providing translators for parent and family meetings as needed.

C. Discretionary District-Wide Parent and Family Engagement Policy Components

1. The District-Wide Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA:
 - a. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
 - b. Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
 - c. Paying reasonable and necessary expenses associated with parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 - d. Training parents to enhance the involvement of other parents;
 - e. In order to maximize parent and family engagement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;



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- Adopting and implementing model approaches to improving parent and family engagement;
- g. Establishing a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs;
- h. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities; and
- i. Providing other reasonable support for parent and family engagement activities under Section 1116 as parents may request.

D. Adoption

This Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Superintendent of Schools or designee. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of one year and will be updated as needed on an annual basis. The school district will distribute this Policy to all parents of participating Title I, Part A children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:



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2415.50 BRADLEY BEACH ELEMENTARY SCHOOL TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
 - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
 - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
 - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
 - e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
 - f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)



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- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
- (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - (a) That parents play an integral role in assisting their child’s learning;
 - (b) That parents are encouraged to be actively involved in their child’s education at school;
 - (c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
 - (d) The carrying out of other activities, such as those described in section 1116 of the ESEA.
- h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.
- B. School Parent and Family Engagement Policy Required Components
1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:
(List actions)
 - a. Invite parents to participate in Title I planning meeting via flyer sent home with students, followed by electronic notice of meeting.
 - b. Post notice on school website inviting parents to participate.
 - c. Encourage parent participation at Back-to-School Night.



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2. The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of this part and the right of the parents to be involved:
(Describe when and where the annual meeting will be held.)

The annual Title I school meeting will take place at Bradley Beach Elementary School no later than October 15 of each school year.

3. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parent and family engagement:
(Describe how flexibility is provided.)

Both day and evening options will be provided with the support of translation services.

4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:
(List activities)

- a. Schedule meetings with Title I School Administrative Team to support planning parent and family engagement activities.
- b. Develop parent and family engagement programs.
- c. Provide translation services to support parent and family participation.

5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:



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- a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
- (1) The challenging, state academic standards;
 - (2) The state and local academic assessments including alternate assessments;
 - (3) The requirements of Title I, Part A;
 - (4) How to monitor their child's progress; and
 - (5) How to work with educators to improve the achievement of their children.
(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)
 - (a) Parent and family workshops on supporting students' learning, e.g., literacy and mathematics.
 - (b) Parent and family workshops on working with your child's teacher and child development.
 - (c) Parent and family workshops on technology.
6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
- a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:
(List activities)
- (1) Parent and family workshops on supporting students' learning, e.g., literacy and mathematics.



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- (2) Parent and family workshops on working with your child's teacher and child development.
 - (3) Parent and family workshops on technology.
- b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:
(List activities)
- (1) Provide teacher/staff in-service training on communication with parents as equal partners.
 - (2) Support parent and family engagement by having parents and families share ideas on enhancing student learning with staff, including culturally relevant activities.
 - (3) Invite parent and family participation in community partnered events, e.g., One Book, One Read.
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
(List activities)
- (1) Reach out to other agencies and programs to establish interagency cooperation.
 - (2) Developing resources to share with parents and families.



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- d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
(List actions)
- (1) Translation of letters and resource materials for parents and families.
 - (2) Providing translators for parents and family meetings as needed.
7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:
(List activities)
- a. Reach out to other agencies and programs to establish interagency cooperation.
 - b. Developing resources to share with parents and families.
8. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies:



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(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)

- a. School will administer a parent and family survey about parent engagement. Surveys will be translated for parent access.
 - b. Results will be analyzed and shared with parents and families.
 - c. Programs will be revised based with guidance from parent input.
9. The school will take the following actions to involve parents in the process of school review and improvement:
(List activities)
- a. Invite parent and family participation at Title I Annual Parent Meeting and review current school improvement outcomes.
 - b. Discuss proposed school improvement plan at Title I Annual Parent Meeting and request feedback.
10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:
(List actions)
- a. Parent survey responses and results of parent focus groups will be analyzed.
 - b. Parent concerns will be made available to the local educational agency as required.
- C. Shared Responsibilities for High Student Academic Achievement



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1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement:
(List actions)
 - a. The school-parent compact will be reviewed and updated at the end of each school year.
 - b. The school-parent compact will be shared with parents at Title I Annual Parent Meeting and shared electronically with parents and posted on school website.
 - c. Signed school-parent compacts will be collected and kept on file.
- D. Discretionary School Parent and Family Engagement Policy Components
 1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:
 - a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
 - b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.
 - c. Pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
 - d. Train parents to enhance the involvement of other parents.



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- e. In order to maximize parent and family engagement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school.
- f. Adopt and implement model approaches to improve parent and family engagement.
- g. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
- i. Provide other reasonable support for parent and family engagement activities under this section as parents may request.

E. Accessibility

- 1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand:
(List actions)
 - a. Translate documents.
 - b. Survey staff for language fluencies and identify staff to support translation services.
 - c. Provide translated resources where feasible.



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F. Adoption

1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.
2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

Elementary and Secondary Education Act, Title I, Section 1116(a)(2)

Adopted:



2417 STUDENT INTERVENTION AND REFERRAL SERVICES

The Board of Education directs the establishment and implementation in each school building in which general education students are served, a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1 and 6A:16-8.2. The Board of Education shall choose the appropriate multidisciplinary team approach, such as the Response to Intervention (RTI) or a Multi-Tiered System of Support (MTSS) model for planning and delivering the services required under N.J.A.C. 6A:16-8.

Students who are experiencing learning, behavior, or health difficulties shall be referred to the school's Intervention and Referral Services (I&RS) Team.

The intervention and referral services shall be provided to support students in the general education program and may be provided for students who have been determined to need special education programs and services pursuant to N.J.A.C. 6A:16-8.1(a). The intervention and referral services provided for students who have been determined to need special education programs and services shall be coordinated with the student's Individualized Education Program Team, as appropriate. Child Study Team members and, to the extent appropriate, specialists in the area of disability may participate on intervention and referral services teams, pursuant to N.J.A.C. 6A:14-3.1(d)6.

The functions of the system of intervention and referral services in each school building which general education students are served shall be pursuant to N.J.A.C. 6A:16-8.2(a) and as outlined in Regulation 2417.

Records of all requests for assistance, all intervention and referral services action plans, and all related student information shall be maintained in accordance with Federal and State laws and regulations and New Jersey administrative code pursuant to N.J.A.C. 6A:16-8.2(a)9.

The I&RS Team in each school building shall review and assess the effectiveness of each intervention and referral services action plan in achieving the identified outcomes, and modify each action plan to achieve the outcomes, as appropriate.

At a minimum, the I&RS Team shall annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services, and make recommendations to the Principal for improving school programs and services, as appropriate.



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BRADLEY BEACH BOARD OF EDUCATION

PROGRAM
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Student Intervention and Referral Services

At the end of the school year, the Principal shall, in consultation with the I&RS Team, develop a report on the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans. This report shall be provided to the Superintendent of Schools.

N.J.A.C. 6A:14; 6A:16-8.1; 6A:16-8.2

Adopted:



3161 EXAMINATION FOR CAUSE

The Board of Education may require the physical and/or psychiatric examination of any teaching staff member who shows evidence of deviation from normal physical or mental health in accordance with N.J.A.C. 6A:32-6.3(b).

The Superintendent shall require a physical and/or psychiatric examination on a teaching staff member whenever, in the judgment of the Superintendent, a teaching staff member shows evidence of deviation from normal physical or mental health, to determine the teaching staff member's physical and mental fitness to perform with reasonable accommodation the position the teaching staff member currently holds, or to detect any health risks to students and other employees.

A teaching staff member that is required to undergo a physical and/or psychiatric examination shall be provided a written statement of reasons for the required examination(s) and notice the teaching staff member has the right to request a hearing with the Board. The hearing shall be conducted in accordance with the provisions of N.J.S.A. 18A:25-7 and will offer the teaching staff member the opportunity to appear before the Board to refute the reasons for the required examination(s), provided any such hearing is requested by the teaching staff member in writing within five working days of the teaching staff member's receipt of the written statement of reasons. A teaching staff member shall be ordered to submit to the appropriate examination(s) by the physician or institution designated by the Board if the teaching staff member failed to timely request a hearing before the Board or failed to persuade the Board at the hearing that the teaching staff member should not be required to submit to the appropriate examination(s). The Board's determination at the conclusion of such a hearing is appealable to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:4 – Appeals pursuant to N.J.A.C. 6A:32-6.3(b)2.

The Board shall bear the cost of the examination if the examination is performed by a physician or institution designated by the Board. The examination may be performed by a physician or institution of the teaching staff member's own choosing, approved by the Board, and at the teaching staff member's own expense in accordance with N.J.S.A. 18A:16-3 and N.J.A.C. 6A:32-6.3.

If the teaching staff member submits names of physicians or institutions to the Board for consideration to complete the appropriate examination(s) the Board is not required to designate the physician or institution submitted for consideration by the teaching staff member, but shall not act unreasonably in withholding its approval of the physician or institution. The Board shall require the teaching staff member to authorize the release of the examination results to the Superintendent.



POLICY

BRADLEY BEACH BOARD OF EDUCATION

TEACHING STAFF MEMBERS

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Examination for Cause

If the results of any such examination indicate mental abnormality or communicable disease, the teaching staff member shall be ineligible for further service until proof of recovery, satisfactory to the Board, is furnished, but if the teaching staff member is under contract or has tenure, they may be granted sick leave with compensation as provided by law and shall, upon satisfactory recovery, be permitted to complete the term of their contract, if they are under contract, or be reemployed with the same tenure as they possessed at the time their services were discontinued, if they have tenure, unless their absence shall exceed a period of two years in accordance with N.J.S.A. 18A:16-4.

In order to return to work, the teaching staff member must submit to an appropriate examination and submit the results of the examination to the Superintendent. The examination must be conducted by a physician or institution upon which the Board and teaching staff member confer and agree. If the physician or institution conducting the examination is conducted by the Board's choice, the cost shall be borne by the Board; if the physician or institution conducting the examination is conducted by the teaching staff member's choice, the cost shall be borne by the teaching staff member.

A teaching staff member who refuses to submit to the examination required by this Policy and has exhausted the hearing procedures established by law and this Policy shall be subject to discipline, which may include, but not limited to, termination or certification of tenure charges to the Commissioner of Education, as applicable.

42 U.S.C.A. 12101

N.J.S.A. 18A:6-10; 18A:16-2; 18A:16-3; 18A:16-4; 18A:25-7;
18A:28-5; 18A:30-1 et seq.

N.J.A.C. 6A:32-6.2; 6A:32-6.3

Adopted:



4161 EXAMINATION FOR CAUSE

The Board of Education may require the physical and/or psychiatric examination of any support staff member who shows evidence of deviation from normal physical or mental health in accordance with N.J.A.C. 6A:32-6.3(b).

The Superintendent shall require a physical and/or psychiatric examination on a support staff member whenever, in the judgment of the Superintendent, a support staff member shows evidence of deviation from normal physical or mental health, to determine the support staff member's physical and mental fitness to perform with reasonable accommodation the position the support staff member currently holds, or to detect any health risks to students and other employees.

A support staff member that is required to undergo a physical and/or psychiatric examination shall be provided a written statement of reasons for the required examination(s) and notice the support staff member has the right to request a hearing with the Board. The hearing shall be conducted in accordance with the provisions of N.J.S.A. 18A:25-7 and will offer the support staff member the opportunity to appear before the Board to refute the reasons for the required examination(s), provided any such hearing is requested by the support staff member in writing within five working days of the support staff member's receipt of the written statement of reasons. A support staff member shall be ordered to submit to the appropriate examination(s) by the physician or institution designated by the Board if the support staff member failed to timely request a hearing before the Board or failed to persuade the Board at the hearing that the support staff member should not be required to submit to the appropriate examination(s). The Board's determination at the conclusion of such a hearing is appealable to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:4 – Appeals pursuant to N.J.A.C. 6A:32-6.3(b)2.

The Board shall bear the cost of the examination if the examination is performed by a physician or institution designated by the Board. The examination may be performed by a physician or institution of the support staff member's own choosing, approved by the Board, and at the support staff member's own expense in accordance with N.J.S.A. 18A:16-3 and N.J.A.C. 6A:32-6.3.

If the support staff member submits names of physicians or institutions to the Board for consideration to complete the appropriate examination(s) the Board is not required to designate the physician or institution submitted for consideration by the support staff member, but shall not act unreasonably in withholding its approval of the physician or institution. The Board shall require the support staff member to authorize the release of the examination results to the Superintendent.



POLICY

BRADLEY BEACH BOARD OF EDUCATION

SUPPORT STAFF MEMBERS

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Examination for Cause

If the results of any such examination indicate mental abnormality or communicable disease, the support staff member shall be ineligible for further service until proof of recovery, satisfactory to the Board, is furnished, but if the support staff member is under contract or has tenure, they may be granted sick leave with compensation as provided by law and shall, upon satisfactory recovery, be permitted to complete the term of their contract, if they are under contract, or be reemployed with the same tenure as they possessed at the time their services were discontinued, if they have tenure, unless their absence shall exceed a period of two years in accordance with N.J.S.A. 18A:16-4.

In order to return to work, the support staff member must submit to an appropriate examination and submit the results of the examination to the Superintendent. The examination must be conducted by a physician or institution upon which the Board and support staff member confer and agree. If the physician or institution conducting the examination is conducted by the Board's choice, the cost shall be borne by the Board; if the physician or institution conducting the examination is conducted by the support staff member's choice, the cost shall be borne by the support staff member.

A support staff member who refuses to submit to the examination required by this Policy and has exhausted the hearing procedures established by law and this Policy shall be subject to discipline, which may include, but not limited to, termination or certification of tenure charges to the Commissioner of Education, as applicable.

42 U.S.C.A. 12101

N.J.S.A. 18A:6-10; 18A:16-2; 18A:16-3; 18A:16-4; 18A:25-7;

18A:28-5; 18A:30-1 et seq.

N.J.A.C. 6A:32-6.2; 6A:32-6.3

Adopted:



7410 MAINTENANCE AND REPAIR

The Board of Education recognizes the fixed assets of the school district represent a significant investment of this community and maintenance is a prime concern to the Board.

The school district is required to develop, approve, and implement a comprehensive maintenance plan in accordance with the requirements of N.J.A.C. 6A:26-20.5. A "comprehensive maintenance plan" means a school district's multi-year maintenance plan covering required maintenance activities for each school facility in the school district adopted pursuant to N.J.A.C. 6A:26.

Required maintenance activities include those activities outlined in N.J.A.C. 6A:26-20.3. The school district shall determine the required maintenance activities to reasonably maintain each school facility in the school district, and shall report the activities in its annual comprehensive maintenance plan pursuant to N.J.A.C. 6A:26-20.5.

In accordance with N.J.A.C. 6A:26-20.4(a), expenditures for required maintenance activities set forth in N.J.A.C. 6A:26-20.3 shall qualify as investments in maintenance for purposes of calculating the required maintenance expenditure in N.J.A.C. 6A:26-20.4(d) and (e), the annual required maintenance budget amount pursuant to N.J.A.C. 6A:26-20.8, and the maintenance factor (M) in N.J.S.A. 18A:7G-9. Expenditures that qualify as required maintenance shall be in accordance with the provisions of N.J.A.C. 6A:26-20.4.

The school district's comprehensive maintenance plan shall be submitted to the Executive County Superintendent by a Board of Education resolution every school year, pursuant N.J.A.C. 6A:26-20.5(a)1.

The required annual maintenance budget amount as reported in its comprehensive maintenance plan shall be included in the district's annual budget certified for taxes in accordance with the provisions of N.J.A.C. 6A:26-20.8(a). The required annual maintenance budget amount shall be calculated and adjusted in accordance with the provisions of N.J.A.C. 6A:26-20.8(b). The Executive County Superintendent shall not approve the school district's budget that does not comply with the provisions of N.J.A.C. 6A:26-20.1 et seq.

Commencing September 1, 2002, no person shall be employed by the Board of Education as a buildings and grounds supervisor, as defined in N.J.S.A. 18A:17-49, unless the person is a certified educational facilities manager pursuant to N.J.S.A. 18A:17-49 and 18A:17-50.



POLICY

BRADLEY BEACH BOARD OF EDUCATION

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Maintenance and Repair

Maintenance and repair requests and repairs shall be processed in accordance with the procedures as outlined in Regulation 7410.

N.J.S.A. 18A:7G-9; 18A:17-49; 18A:17-50; 18A:18A-43; 18A:21-1
N.J.A.C. 6A:23A-6.9; 6A:26-1.1 et seq.; 6A:26-20.3; 6A:26-20.4; 6A:26-20.5; 6A:26-20.6;
6A:26-20.8

Adopted:



[Required for School Districts with Two or Less District Buildings]

R 7410 MAINTENANCE AND REPAIR

A. Inspection

1. The Principal or designee and the appropriate custodial staff member shall inspect the facility daily for proper functioning and cleanliness.
2. The Principal or designee with the appropriate custodial staff member shall make a regular inspection of the school building, support facilities, and grounds to identify any required repairs or replacements.

B. Reports

1. Reports of each inspection required in A. above will be made on a form and forwarded to the Superintendent or designee.
2. The School Business Administrator will report to the Superintendent those repairs or improvements that can be completed by district staff and those improvements or repairs that require the services of an outside contractor.

C. Repairs by District Staff

1. Any staff member may prepare, on the prescribed form, a work order request for repairs, improvements, and/or maintenance. All work order requests will be submitted to the Head Custodian.
2. The Head Custodian will assign a priority to those work orders to be performed by district staff. The priority code will be:
 - a. Emergency, for work that must be done immediately;
 - b. High Priority, for work that affects health or safety;
 - c. Normal Priority, for work that affects neither health nor safety; and
 - d. Low Priority, for work that can be completed during the summer months or whenever staff is available.



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Maintenance and Repair

3. Work scheduled to be performed by the school district staff shall be entered on a work order form unless an emergency exists in which case the form may be filed after the repair has been made.
 4. The work order form shall include, at a minimum, the following information:
 - a. Name of the person making the request;
 - b. Date of request;
 - c. Location of repair;
 - d. A description of the work to be performed;
 - e. Scheduled date of completion; and
 - f. Signature of approval by the Head Custodian.
- D. Repairs by Outside Contractors
1. When it appears to be necessary to utilize outside contracting services to complete a repair, improvement, or maintenance item, the Principal; appropriate custodial or maintenance staff member; the School Business Administrator/Board Secretary; and any other staff member designated by the Superintendent or School Business Administrator/Board Secretary will confer in the preparation of a project specification.
 2. The School Business Administrator/Board Secretary or designee will prepare the required documents in the event the project requires to be bid or quoted in accordance with law or if it is determined the district wants to obtain quotes for the work even if quotes are not required by law.
 3. In the event the project does not need to be bid or quoted, the School Business Administrator shall prepare a purchase order requisition that indicates:
 - a. The recommended vendor(s);
 - b. A description of the work required and its location; and
 - c. The actual cost of the project.



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BRADLEY BEACH BOARD OF EDUCATION

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Maintenance and Repair

4. The staff member designated by the Superintendent shall be responsible for supervising the conduct of the work.
- E. Replacements and Improvements
1. The Superintendent and School Business Administrator/Board Secretary and others designated by the Superintendent will prepare a replacement schedule that lists all district equipment. Annual recommendations will be made in the budget to maintain the schedule of replacements.
 2. Replacements required, but not scheduled, shall be submitted to the Superintendent, School Business Administrator/Board Secretary, and Principal for a school building level need, by the end of September on a budget request form for consideration in the next annual budget.
 3. A comprehensive district maintenance plan shall be prepared in accordance with N.J.A.C. 6A:26-20.5 in order to meet facility needs and comply with law.

Adopted:



8420 EMERGENCY AND CRISIS SITUATIONS

The Board of Education recognizes its responsibility to provide for the safety and security in each school building in the district. The district will develop and implement comprehensive written plans, procedures, and mechanisms to provide for the protection of health, safety, security, and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and support services for staff, students, and their families.

“School security drill” means an exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a bomb threat, non-fire evacuation, lockdown, or active shooter situation and that is similar in duration to a fire drill.

The Superintendent of Schools or designee shall consult with law enforcement agencies, health and social services provider agencies, emergency management planners, and school and community resources, as appropriate, in the development of the school district’s plans, procedures, and mechanisms for school safety and security. The plans, procedures, and mechanisms shall be consistent with the provisions of N.J.A.C. 6A:16-5.1 and the format and content established by the Domestic Security Preparedness Task Force, pursuant to N.J.S.A. App. A:9-64 et seq., and the Commissioner of Education and shall be reviewed annually, and updated as appropriate.

A copy of the school district’s school safety and security plan shall be disseminated to all school district employees. New employees shall receive a copy of the school district’s safety and security plan, as appropriate, within sixty days of the effective date of their employment. All employees shall be notified in writing, as appropriate, regarding updates and changes to the school safety and security plan.

The school district shall develop and provide an in-service training program for all school district employees to enable them to recognize and appropriately respond to safety and security concerns, including emergencies and crises, consistent with the school district’s plans, procedures, and mechanisms for school safety and security and the provisions of N.J.A.C. 6A:16-5.1. New employees shall receive this in-service training, as appropriate, within sixty days of the effective date of their employment. This in-service training program shall be reviewed annually and updated, as appropriate.

The Board shall ensure individuals employed in the district in a substitute capacity are provided with information and training on the district’s practices and procedures on school safety and security including instruction on school security drills, evacuation procedures, and emergency response protocols in the district and the school building where the individuals are employed in accordance with the provisions of N.J.S.A. 18A:41-7.



Every Principal of a school of two or more rooms, or of a school of one room, when located above the first story of a building, shall have at least one fire drill and one school security drill each month within the school hours, including any summer months during which the school is open for instructional programs, and shall require all teachers of all schools, whether occupying buildings of one or more stories, to keep all doors and exits of their respective rooms and buildings unlocked during the school hours, except during an emergency lockdown or an emergency lockdown drill. Where school buildings have been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill. An actual fire or school security emergency that occurs at a school during the month and that includes activities which are the equivalent of a drill shall be considered a drill for the purposes of meeting the requirements of N.J.S.A. 18A:41-1.

Every school in the district shall conduct a school security drill within the first fifteen days of the beginning of the school year. Notwithstanding any other provision of law to the contrary, the school district shall ensure that a school security drill that occurs when students are present:

1. Includes clear, developmentally and age-appropriate messaging to students and staff at the conclusion of the drill that the event is a drill and that no current danger exists;
2. Does not expose students to content or imaging that is not developmentally or age-appropriate;
3. Is paired with trauma-informed approaches to address any student inquiries or concerns which may arise as a result of a school security drill;
4. Does not include the use of fake blood, real or prop firearms, or the simulations of gun shots, explosions, or other sounds or visuals that may induce panic or traumatic response from a student or school district employee;
5. Does not require a student to role play as a victim, but may include first aid training in which students participate; and
6. Is accessible to students with disabilities and mental health conditions, and provides all necessary accommodations for these students.

The Principal or designee shall provide written notification to the parent of a student enrolled in the school following completion of a school security drill, which notice shall be provided to the parent by no later than the end of the school day on which the school security drill is conducted.



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OPERATIONS
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Emergency and Crisis Situations

The Principal or designee will provide local law enforcement or other emergency responders, as appropriate, with a friendly notification at least forty-eight hours prior to holding a school security drill. A law enforcement officer shall be present at a minimum of one school security drill in each school year in order to make recommendations on any improvements or changes to school security drill procedures that the officer may deem advisable in accordance with N.J.S.A. 18A:41-1. The school district may permit emergency personnel access to the buildings and grounds of its schools for school security drills that are scheduled outside of school hours and during such times as students are not present.

The school district shall review and update its school security drill procedures using a process that coincides with the review of the school safety and security plan developed pursuant to N.J.A.C. 6A:16-5.1 and collects input from emergency personnel; parents of students enrolled in the school district; teachers and staff employed in the district; mental health professionals; and student government representatives from multiple grade levels.

The school district shall annually track data on such measures and information as required by the Commissioner of Education, and shall report the data to the Commissioner.

Such drills and in-service training programs shall be conducted in accordance with a building security drill guide and training materials that educate school employees on proper evacuation and lockdown procedures in a variety of emergency situations on school grounds in accordance with N.J.A.C. 6A:16-5.1.

The school district will be required to annually submit a security drill statement of assurance to the New Jersey Department of Education by June 30 of each school year. Each school in the district will be required to complete a security drill record form as required by the New Jersey Department of Education.

N.J.S.A. 2C:33-3
N.J.S.A. 18A:41-1; 18A:41-2; 18A:41-6; 18A:41-7;
18A:41-7a.
N.J.A.C. 6A:16-5.1;

Adopted:



9320 COOPERATION WITH LAW ENFORCEMENT AGENCIES

The Board of Education recognizes that keeping students and staff safe and helping children understand and respect the law is best served by a close and cooperative relationship with local law enforcement.

The Board adopts this Policy and Regulation 9320 in accordance with N.J.A.C. 6A:16-6.1. to ensure cooperation between school staff and law enforcement authorities in all matters relating to the unlawful possession, distribution and disposition of controlled dangerous substances, including anabolic steroids, as defined in N.J.S.A. 24:21-2 and N.J.S.A. 2C:35-2, drug paraphernalia as defined in N.J.S.A. 2C:36-1, alcoholic beverages; firearms, as defined in N.J.S.A. 2C:39-1.f.; and other deadly weapons as defined in N.J.S.A. 2C:39-1.r.

The Board adopts Policy and Regulation 9320 in accordance with N.J.A.C. 6A:16-6.1. to ensure cooperation between school district staff and law enforcement authorities in all matters relating to the planning and conduct of law enforcement activities and operations occurring on school grounds, including arrest procedures, undercover school operations, and mandatory reporting the offenses listed in the Memorandum of Agreement between Education and Law Enforcement Officials (MOA).

The Superintendent or designee shall institute a program of such communication and cooperation with law enforcement in accordance with N.J.A.C. 6A:16-6.1.

This Policy and Regulation 9320 shall be submitted for review and approval to the Executive County Superintendent in accordance with N.J.A.C. 6A:16-6.2(a)2.

The Superintendent or designee shall annually review the MOA as adopted by the Board to ensure this Policy and Regulation 9320 are in accordance with the requirements outlined therein.

N.J.A.C. 6A:16-6.1.; 6A:16-6.2; 6A:16-6.4.

Adopted:



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Cooperation with Law Enforcement Agencies

M

R 9320 COOPERATION WITH LAW ENFORCEMENT AGENCIES

- A. Policy 9320 and this Regulation shall be in accordance with the provisions of N.J.A.C. 6A:16-6.2, the Memorandum of Agreement between Education and Law Enforcement Officials (MOA), and shall be:
1. Developed, implemented, and revised, as necessary, in consultation with the county prosecutor and other law enforcement officials as may be designated by the county prosecutor;
 2. Reviewed and approved by the Executive County Superintendent;
 3. Made available annually to all school district staff, students, and parents;
 4. Consistent with reporting, notification, and examination procedures of students suspected of being under the influence of alcohol and other drugs pursuant to N.J.A.C. 6A:16-4.3; and
 5. Consistent with N.J.A.C. 6A:16-7, as appropriate.
- B. The school district's policies and procedures for cooperation with law enforcement agencies shall include the following components:
1. The Superintendent has designated school district staff as liaisons to law enforcement agencies in accordance with the MOA. The MOA includes a description of the liaisons' roles and responsibilities;
 2. Specific procedures for and responsibilities of school district staff in summoning appropriate law enforcement authorities onto school grounds, for the purpose of conducting law enforcement investigations, searches, seizures, or arrests shall be in accordance with the MOA;
 3. Specific procedures and responsibilities of school district staff for notifying parents in instances of law enforcement interviews involving their children shall be consistent with the MOA and the following:
 - a. School officials shall not notify the student's parent(s) in instances of suspected child abuse or neglect;



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Cooperation with Law Enforcement Agencies

- b. School officials shall notify the student's parent(s) when the student is the target of the law enforcement investigation; and
 - c. In all other instances, school authorities shall permit law enforcement authorities to determine whether or when a student's parent should be contacted;
4. Specific procedures for and responsibilities of school district staff in cooperating with arrests made by law enforcement authorities on school grounds shall be in accordance with the MOA;
 5. Specific procedures for and responsibilities of school district staff in initiating or conducting searches and seizures of students, their property, and their personal effects shall be in accordance with the MOA and the following:
 - a. All searches and seizures conducted by school district staff shall comply with the standards prescribed by the United States Supreme Court in *New Jersey v. T.L.O.*, 469 U.S. 325 (1985).
 - b. Questions concerning searches conducted by school officials shall be directed to the appropriate county prosecutor.
 - c. School officials may request that law enforcement authorities assume responsibility for conducting a search or seizure.
 - d. No school district staff member shall impede a law enforcement officer engaged in a lawful search, seizure, or arrest whether pursuant to a warrant or otherwise.
 - e. School district staff shall permit law enforcement authorities, upon their arrival, to assume responsibility for conducting a search or seizure.
 - f. All inspections of lockers, desks, or other objects or personal property on school grounds involving the use of law enforcement drug-detection canines may be undertaken with only the express permission of the county prosecutor or the Director of the Division of Criminal Justice or the Director's designee in the New Jersey Department of Law and Public Safety.



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Cooperation with Law Enforcement Agencies

8. The procedures for and responsibilities of school district staff concerning the safe and proper handling of a seized controlled dangerous substance, including anabolic steroids, drug paraphernalia, or a firearm or other deadly weapon, and the prompt delivery of the items to appropriate law enforcement authorities shall be in accordance with N.J.A.C. 6A:16-6.2, Policy and Regulation 5530, and the MOA;
9. The procedures for and responsibilities of school district staff in notifying authorities of a suspected violation of laws prohibiting the possession; sale or other distribution of a controlled dangerous substance, including anabolic steroids; drug paraphernalia; or a firearm or other deadly weapon shall be in accordance with Policy and Regulation 5530 and the MOA;
10. Provisions for requesting uniformed police attendance at extracurricular school events shall be in accordance with the MOA;
11. Provisions for notifying parents as soon as possible whenever a student is arrested for violating a law prohibiting the possession; sale or other distribution of a controlled dangerous substance, including anabolic steroids; drug paraphernalia; or a firearm or other deadly weapon shall be in accordance with Policy and Regulation 5530;
12. Provisions for in-service training of school district staff concerning policies and procedures established in this subchapter, and the exchange of information regarding the practices of the school district and law enforcement agencies shall be in accordance with the MOA;
13. A MOA with appropriate law enforcement authorities in accordance with N.J.A.C. 6A:16-6, Policy 9320, and this Regulation;
14. An annual process for the Superintendent and appropriate law enforcement officials to discuss the implementation and need for revising the MOA, and to review the effectiveness of policies and procedures implemented pursuant to N.J.A.C. 6A:16-6.2 and the MOA;
15. Provisions for contacting the Chief Executive Officer of the involved law enforcement agency, county prosecutor, and/or Division of Criminal Justice, as necessary, to resolve disputes concerning law enforcement activities occurring on school grounds shall be in accordance with the MOA; and



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Cooperation with Law Enforcement Agencies

16. Provisions for directing inquiries or complaints received by school district staff regarding interviews, investigations, arrests, or other operations conducted by sworn law enforcement officers to the appropriate law enforcement agency shall be in accordance with the MOA.
- C. Mandatory Reporting
1. There are seven offenses that must be reported to law enforcement if they qualify as mandatory reports, as set forth and explained in further detail in the MOA. These mandatory reports include:
 - a. Whenever any school district staff has reason to believe a student is in possession of a controlled dangerous substance or related paraphernalia, or is involved or implicated in distribution activities regarding controlled dangerous substances, pursuant to N.J.A.C. 6A:16-6.3;
 - b. Whenever any school district staff in the course of their employment develops reason to believe that a firearm or other dangerous weapon has unlawfully been possessed on or off school grounds, a weapon was used in an assault against a student or other school personnel, or that any student or other person has committed an offense with, or while in possession of, a firearm, whether or not such offense was committed on school grounds or during school operating hours, pursuant to N.J.A.C. 6A:16-5.5, 5.6(d)4 and 6.3(b);
 - c. Whenever any school district staff in the course of their employment develops reason to believe that anyone has threatened, is planning, or otherwise intends to cause death, serious bodily injury, or significant bodily injury to another person under circumstances in which a reasonable person would believe that the person genuinely intends at some time in the future to commit the violent act or to carry out the threat, pursuant to N.J.A.C. 6A:16-6.3(c) through (e);
 - d. Whenever any school district staff in the course of their employment develops reason to believe that a crime involving sexual penetration or criminal sexual contact has been committed on school grounds, or by or against a student during school operating hours or during school-related functions or activities, pursuant to N.J.A.C. 6A:16-6.3(d);



REGULATION

BRADLEY BEACH BOARD OF EDUCATION

COMMUNITY

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Cooperation with Law Enforcement Agencies

- e. Whenever any school district staff in the course of their employment develops reason to believe that an assault upon a teacher, administrator, other school Board employee, or district Board of Education member has been committed, with or without a weapon, pursuant to N.J.A.C. 6A:16-5.7(d)5;
 - f. Whenever any school district staff in the course of their employment develops reason to believe a "bias-related act" has been committed or is about to be committed on or off school grounds, pursuant to N.J.A.C. 6A:16-6.3(e); and
 - g. Whenever any school employee in the course of their employment develops reason to believe a student is potentially missing, abused, or neglected, pursuant to N.J.A.C. 6A:16-11.1(a)3i. through iii.
- D. Nothing in the policies and procedures required under N.J.A.C. 6A:16-6 and Policy 9320 and this Regulation shall be construed to prohibit school district staff from disclosing information, pursuant to N.J.A.C. 6A:32-7.2 and 7.5(f), if necessary, to protect the immediate health or safety of a student or other persons.
- E. The Superintendent or designee shall annually review Policy 9320 and this Regulation as adopted by the Board to ensure each are in accordance with the requirements outlined in the MOA.

Adopted:



Bradley Beach Elementary School District

515 Brinley Ave

Bradley Beach, New Jersey 07720

MENTORING PLAN

2022-2023

Dr. Margaret Hayes, Interim Superintendent/Principal

Sarah Seeley, Director of Curriculum & Instruction

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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 2022-2023 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

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 - Mentor Teacher

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

Mentor Teacher: _____

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

Bradley Beach Elementary School District

Mentoring 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

Teacher Mentoring Plan

Vision and Goals

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

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

Induction

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

Mentoring

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

Bradley Beach Elementary School District

2022-2023 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

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 \$550 for the remaining 30-weeks (\$1,000). The novice teacher will complete an "Authorization of Payroll Deduction" -return a signed copy to the Business Administrator upon enrollment into the program.

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

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

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.

District Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
Bradley Beach Elementary School District	Dr. Margaret Hayes, Interim	Sept 2022- June 2023

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Build capacity of all content-area teachers to align instruction with the WIDA English Language Development Standards as well as best practices for ELLs through SIOP training.	Teachers and principal/directors	<ul style="list-style-type: none"> • Analysis of ACCESS scores • Analysis of home language surveys • Analysis of Words Their Way assessment used in ESL • Analysis of i-Ready progress
2	Build capacity of all teachers to align instruction and assessment to the <u>Principles to Action</u>	Teachers and principal/directors	<ul style="list-style-type: none"> • A state mandate requires alignment of curriculum to NJSLs. • Growing research supports the use of Principles to Action Mathematics Teaching Practices • Analysis of i-Ready data (Year 3)

	<u>Mathematics Teaching Practices</u> [pg 8] & <u>NJSLS Standards for Mathematical Practice (SMP)</u> [pgs 3-5].		
3	Build capacity of teachers to engage in continuous growth by using job-embedded, collaborative PLC practices	Teachers and principal/directors	<ul style="list-style-type: none"> A growing body of research points to job-embedded, collaborative professional learning as an important strategy for improving teacher effectiveness.

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> All teachers, paraprofessionals, and directors will attend SIOP inservice during the professional development days designated on the school calendar. Directors and teachers will continue the ELL advisory group quarterly meetings. Directors and teachers will continue ELL PLC meetings (weekly). 	<ul style="list-style-type: none"> SIOP trainers will provide follow-up feedback, support, and coaching to content-area teachers and paras on ELL best practices. Survey results of incorporating ELL SIOP training.

<ul style="list-style-type: none"> Teachers will be provided 10-12 PD training days with a math consultant/coach to align teaching strategies to the instructional shifts in Principles to Action Mathematics and NJSLS. 	<ul style="list-style-type: none"> Principal and directors will provide time and support for school based mathematics collaborative teams (PLCs) to develop aligned instructional units and assessments.
<ul style="list-style-type: none"> Teachers will work in grade level teams (PLCs) weekly with the Director of Curriculum and Instruction/Director of Special Services in order to collaborate and implement best-practices in pedagogy and subject-areas. 	<ul style="list-style-type: none"> Teachers will work with their respective school leaders and colleagues to implement and/or refine job-embedded, collaborative PL practices.

3: PD Required by Statute or Regulation

State-mandated PD	Recipients	Time	Type of Training
<ul style="list-style-type: none"> Bilingual/ESL NJDOE/SIOP Training 	All Content-Area Teachers and ESL Teachers	Designated District PD Days	Workshop Model & Coaching Support & WIDA
<ul style="list-style-type: none"> Reading Disabilities 	K-3 Gen Ed, Special Ed, ELLs, LDTC, Reading Specialists,	2 Hours Annually	GCN

	Speech-Language Specialists		
<ul style="list-style-type: none"> • Suicide Prevention 	All Teaching Staff	2 Hours (Every 5 years)	PD Day- School Psychologist/Social Worker
<ul style="list-style-type: none"> • Harassment, Intimidation and Bullying 	All Teaching Staff	Back to School Faculty Meeting	Faculty Meeting & GCN
<ul style="list-style-type: none"> • Mentor Training 	All New Teaching Staff & Mentors	Sept 2022	Meeting with Director of C&I
<ul style="list-style-type: none"> • Tools of the Mind Level 2 & Diverse Preschool Learners 	Preschool Staff	October & February Designated District PD Days	Mandated Preschool Trainings
<ul style="list-style-type: none"> • Equity, Affirmative Action, Safety & Security, Code of Student Conduct, Educator Evaluation, Incident Reporting, Law Enforcement Operations 	All Teaching Staff	Back to School Faculty Meeting	Faculty Meeting & GCN
<ul style="list-style-type: none"> • Special Education Training 	All Teaching Staff	TBD	Faculty Meeting & GCN
<ul style="list-style-type: none"> • Ethics 	All Teaching Staff	Back to School Faculty Meeting	Faculty Meeting & GCN
<ul style="list-style-type: none"> • Mandated Health & Safety Trainings (Asthma, Bloodborne Pathogens, Alcohol/Drug, 	All Faculty & Staff	Back to School Faculty Meeting	Faculty Meeting & GCN

Communicable Diseases, Epilepsy)			
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4: Resources and Justification

Resources

To meet the Professional Learning needs of Bradley Beach Elementary School District, the recommendation is to allocate all of the Title 2A grant monies for this purpose. Additional allocations will come from the general fund and will be adjusted if necessary, pending board approval. This amount covers costs for external providers/consultants, materials, technology resources, travel expenses, subscriptions to online resources, and staff stipends. The employee contract stipulates that 5 full days during the school year will be dedicated for teacher-directed PL activities. PL activities involving work by collaborative teams will be implemented through the team structures and procedures in place at the school. Additionally, \$300 per teacher is provided for outside (in-field) professional development capped at 40 teachers.

Justification

2021-2022 data analysis has identified priority areas related to instruction to ensure consistent and successful implementation of the NJSL English Language Arts/Literature and Mathematics, and WIDA English Language Development Standards. High quality professional learning experiences are necessary to support these initiatives and improve educators' practice. Emphasis will be placed on the development of grade level teams, promoting teachers and administrators as reflective practitioners, support for the development of quality SGOs, and effective data use to drive instruction at the student, class, and school (district) levels.

Signature: _____ Date _____
 Superintendent Signature _____

AGREEMENT

Between

BRADLEY BEACH BOARD OF EDUCATION

and

Bradley Beach Education Association

**2022-2023
2023-2024
2024-2025**

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PREAMBLE

This Agreement, entered into this _____ day of _____ 2022, by and between the BOARD OF EDUCATION OF THE BOROUGH OF BRADLEY BEACH, Bradley Beach, New Jersey, hereinafter called the “Board,” and the BRADLEY BEACH EDUCATION ASSOCIATION, hereinafter called the “Association.”

Article I – Recognition

The Board hereby recognizes the Association as the exclusive representative for collective negotiations concerning grievance procedures and the terms and conditions of employment for all persons included in the units described below:

Certified Teachers
Certified Nurses
Certified Special Classroom Teachers
Certified Child Study Team

Unless otherwise indicated, the term “teacher,” when used hereinafter in this Agreement, shall refer to all professional employees represented by the Association in the negotiating unit as above defined, and references to male teachers shall include female teachers.

Article II – Negotiations Procedure for Successor Agreement

The parties agree to enter into collective negotiations over a successor agreement in accordance with Chapter 123, Public Laws 1974. Any agreement so negotiated shall apply to all teachers, be reduced to writing, be signed by the Board and the Association, and be adopted by the Board.

Article III – Grievance Procedure

A. Definitions

(1) A grievance is a claim based upon an event or condition which adversely affects the welfare or working conditions of a teacher or group of teachers. A grievance may be either:

- a. a “binding arbitrable grievance” which is a claim based upon an alleged violation of the terms and conditions of this Agreement, or
- b. a “non-binding arbitrable grievance” which is any grievance other than a binding arbitrable grievance.

(2) An aggrieved person is the person or persons making the claim.

B. Purpose

Both parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at any level of the procedure.

C. A grievance to be considered under the procedure must be initiated by the aggrieved person or persons within thirty (30) calendar days following its occurrence. However, in the event a grievance is filed at such time that it cannot be processed through all steps in this grievance procedure by the end of the school year, and if left unresolved until the beginning of the following school year could result in irreparable harm to an aggrieved person, the time limit set forth herein shall be reduced so that the grievance procedure may be exhausted prior to the end of the school year or as soon thereafter as possible.

D. Failure at any step of this procedure to communicate the decision on a grievance within the specified time limits shall permit the aggrieved teacher to proceed to the next step. Failure at any step of this procedure to appeal a grievance to the next step within the specified time limit shall be deemed to be acceptance of the decision rendered at that step.

E. It is understood that teachers shall, during and notwithstanding the pendency of any grievance, continue to observe all assignments and applicable rules and regulations of the Board until such grievance and any effect thereof shall have been determined.

F. Any aggrieved person may be represented at all steps of the grievance procedure by himself or, at his option by a representative selected or approved by the Association.

G. When a teacher is not represented by the Association in the processing of a grievance, the Association shall, at the time of submission of the grievance to the Superintendent, or at any later level, be notified that the grievance is in process, have the right to be present and present its position in writing at all hearing sessions held concerning the grievance, and shall receive a copy of all decisions rendered. A copy of the Superintendent's written decision made in response to a written grievance shall be given to the Association immediately.

H. The Board and the Association shall assure the individual freedom from restraint, interference, coercion, discrimination or reprisal in presenting his appeal with respect to his personal grievance.

I. No reprisals of any kind shall be taken against any member of the unit solely because he or she has filed a grievance in an attempt to enforce any provisions of this Agreement.

J. All documents, communications and records dealing with the processing of a grievance shall be filed in a separate grievance file and shall not be kept in the personnel file of any of the participants.

K. All meetings and hearings under this procedure shall not be conducted in public and shall include only such parties in interest and their designated or selected representatives heretofore referred to in this article.

L. Procedure

(1) Any teacher who has a grievance shall discuss it first with the Superintendent in an attempt to resolve the matter informally at that level.

(2) If as a result of the discussion, the matter is not resolved to the satisfaction of the teacher, he, no later than seven (7) school days following the discussion shall set forth his grievance in writing to the Superintendent specifying:

- (a) the nature of the grievance;
- (b) the nature and extent of the injury, loss or inconvenience;
- (c) the results of previous discussions;
- (d) his dissatisfaction with decisions previously rendered.

The Superintendent shall communicate his decision to the teacher in writing within seven (7) school days or receipt of the written grievance.

(3) If the grievance is not resolved to the teacher's satisfaction, he, no later than seven (7) school days after receipt of the Superintendent's decision, may request a

review by the Board. The request shall be submitted in writing through the Superintendent who shall attach all related papers and forward the request to the Board.

The Board, or a committee thereof, shall review the grievance and shall hold a hearing with the teacher and render a decision in writing within thirty (30) calendar days of receipt of the grievance by the Board. The thirty (30) day extension shall not be unreasonably denied by the Association.

(4) Should the Association be dissatisfied with the decision on the grievance rendered by the Board, it may, by a written dated notice to the Board, not later than ten (10) school days following the rendering of the Board's decision refer the grievance to binding arbitration, if said grievance is embraced within the definition of A.(1)(a), or in the alternative, to non-binding arbitration if the grievance is embraced within the definition of A.(1)(b) of this Article.

Within ten (10) school days following the reference to arbitration, either party shall have the right to apply to the New Jersey Public Employment Relations Commission (PERC) to appoint the arbitrator. Upon such application, the appointment of the arbitrator shall be governed by the rules established by the Public Employment Relations Commission.

The arbitrator shall issue his decision not later than thirty (30) days from the date of the closing of the hearings, or if oral hearings have been waived, then from the date of transmittal of the final statements and proofs to the arbitrator. The decision shall be in writing and shall set forth the arbitrator's opinion and conclusion on the issue submitted. The arbitrator shall limit his decisions strictly to the application and interpretation of the provisions of this Agreement and shall be without authority to make any decision:

- (a) contrary to or inconsistent with, or modifying or varying in any way, the terms of this Agreement, or applicable law or rules or regulations having the force and effect of law.
- (b) limiting or interfering in any way with the powers, duties and responsibilities of the Board under applicable law, and rules and regulations having the force and effect of law.

The arbitrator's fee shall be shared equally by the parties to the dispute.

The filing or pendency of any grievance under the provisions of this Article shall in no way operate to impede, delay or interfere with the right of the Board to take the action complained of.

The Association shall have the right to grieve in the same manner as an individual whenever its complaint is based upon a wrong suffered by the members of the unit as a whole.

Article IV – School Calendar and Length of School Year

Prior to March 1 of each school year, the Association representatives may make recommendations to the Superintendent concerning the school calendar. Final determination of the school calendar and the length of the school year shall rest with the Board.

The length of the school year shall be 187 days which includes two (2) emergency closing days. The total number of days that teachers are required to be present is 185. If two (2) emergency closing days are not used, they will be deducted from the calendar at the end of the school year or used to extend the Memorial Day weekend. Columbus Day, Martin Luther King Day and Presidents Day are school holidays and the Friday during Back to School Week will be scheduled as a half a day. The date of Back to School Night will be at the discretion of the administration. Every attempt will be made by the administration not to schedule Back to School Night or the first day of school on a religious holiday. Unless observing a religious holiday, no professional staff member shall be permitted the use of a personal day during the evening session scheduled during Back to School Week. Teachers shall return from 6:00 – 8:00 PM for Back to School Night.

The Wednesday before Thanksgiving and the day before the December winter break, and the day before spring break shall be half days. On these days employees shall be able to leave with the students. Spring break shall have a minimum duration of six (6) workdays. The superintendent/principal will consult with the association before making a recommendation to the board. The final decision will be made by the board.

Article V – Non – Teaching Duties

A. The Board and the Association agree as follows:

- (1) Supervision of playground and general supervision will be provided by teachers.

Article VI – Sick Leave

As of September 1st of each school year, all teachers employed shall be entitled to ten (10) sick leave days each school year as of the first official day of said school year, whether or not they report for duty on that day. Unused sick leave days shall be accumulated from year to year with no maximum limit.

At the commencement of each school year, there shall be added to the unused sick leave accumulation of each teacher, a number of additional sick leave allowance days which were earned during the immediately prior school year, based on the following:

The sum of unused personal days and only one (1) unused family illness day may be carried over and added to the accumulated sick leave. Sick leave may not be used during an approved Family Illness leave. However, the total number of unused sick, personal, and family illness days carried over shall not exceed fifteen (15) in any one year.

Article VII – Temporary Leaves of Absence

A. As of the beginning of the school year, teachers shall be entitled to the following temporary, non accumulative leaves of absence, with full pay each school year:

1. Four (4) days leave of absence for personal reasons such as but not limited to legal, observance of religious holidays, business, household or family matters which require absence during school hours. Application to the Superintendent for personal leave shall be made at least three (3) days before taking such leave (except in the case of emergencies) and the applicant for such leave shall not be required to state the reason for taking such leave other than that he is taking it under this section. No personal leave shall be granted immediately prior to or subsequent to school holiday. Personal leave shall not be used during the first three days of school and the last three day of the school year. The superintendent shall have sole discretion to approve personal leave during the first three days of the school year and the last three day of the school year because of an emergency or in extenuating circumstances. The superintendent shall have sole discretion to approve personal leave before or after a school holiday because of an emergency or in extenuating circumstances. Use of three or more consecutive personal days shall be approved at the discretion of the superintendent.

2. Time necessary for appearance in any legal proceedings connected with the teacher's employment or with the school system, if the teacher is required by law to attend, or any court subpoena. This provision shall not apply to absences resulting from an employee's processing of his personal worker's compensation claim or the pursuit of legal action against the Board of Education or its employees. The latter absence shall be without pay.

3. Up to five (5) days total per school calendar year in the event of serious illness of a teacher's spouse, child, father, mother, parent-in-law, brother, sister, sister-or brother-in-law, grandparent, step-grandparent, stepparent and stepchildren of the family, or other related members of the immediate household. Teachers shall be granted five (5) bereavement days of a teacher's spouse, child, father, mother, mother-in-law, father-in-law, brother, sister, son-in-law, daughter-in-law, grandparents, aunt and uncle or other related members of the household. Teachers may be granted one (1) bereavement day for a relative who is not a member of the household. In the event of death of a teacher or student in the Bradley Beach School District, the Superintendent or immediate superior or said teacher or student shall grant to an appropriate number of teachers sufficient time off to attend the funeral. Bereavement leave must be used immediately following the

death except in special circumstances as approved by the superintendent. No reasonable request will be denied.

4. Time necessary for persons called into temporary active duty of any unit of the U.S. Reserves or the State National Guard, provided such obligations cannot be fulfilled on the days when school is not in session. A teacher shall be paid his regular pay in addition to any pay which he may receive from the United States or the State Government. Leaves of absence for active duty for training shall not exceed ninety (90) days in the aggregate in any one year, as provided in Revised Statute 38A: 4-4. All claims arising under this paragraph shall be applied for, in writing, within thirty (30) days following the teacher's return from duty. The teacher shall be required to notify the Board of his intention to return to employment with the Board no later than thirty (30) days prior to his termination from duty with the United States or State government.

Article VIII – Extended Leaves of Absence

A. The Board agrees that up to one (1) tenure teacher designated by the Association shall, on request, be granted a leave of absence without pay or benefits for up to one (1) year for the purpose of engaging in activities of the Association or its affiliates. This leave requires sixty (60) days notice or at the discretion of the Board of Education.

B. A leave of absence without pay or benefits of up to one (1) year shall be granted to any tenure teacher who joins the Peace Corps, VISTA, National Teacher Corps, or serves as an exchange teacher or overseas teacher, and is a full-time participant in either of such programs, or accepts a Fulbright Scholarship. This leave requires sixty (60) days notice or at the discretion of the Board of Education.

C. Military leave without pay or benefits shall be granted to any teacher who is inducted or enlists in any branch of the Armed Forces of the United States for the period of such induction or initial enlistment, or any tenure teacher whose spouse is so inducted or who enlists to join him for the period of special training and preparations for duty overseas in combat zones. This leave requires sixty (60) days notice or at the discretion of the Board of Education.

D. A leave of absence without pay or benefits of up to one (1) year shall be granted to a tenure teacher for the purpose of caring for a sick member of the teacher's immediate family, spouse, children, parents, or any relatives provided any of the foregoing is a member of the teacher's immediate household. This leave requires sixty (60) days notice or at the discretion of the Board of Education.

E. Upon return from leave granted pursuant to paragraphs B or C of this Article, a teacher shall be considered as if he were actively employed by the Board during the leave and shall be placed on the salary schedule at the level he would have achieved if

he had not been absent, provided, however, that time spent on such leave shall not receive towards the fulfillment of the time for acquiring tenure. Teachers shall not count increment credit for time spent on a leave granted pursuant to Section D of this Article nor shall such time count toward fulfillment of the time requirement for acquiring tenure.

F. All benefits to which a teacher was entitled at the time his leave of absence commenced, including unused accumulated sick leave, credits towards sabbatical eligibility, shall be restored to him upon his return, and the teacher will be assigned to an equivalent position consistent with his/her certification. All leaves under this Article or extensions or renewals of such leaves shall be applied for and granted in writing.

Article IX – Maternity Leave

A. Maternity Leave - General

1. No teacher shall be discriminated against in violation of law for reasons of pregnancy.

2. No practice involving the removal of a tenure or non-tenure teacher shall exist for reasons solely based on the fact of pregnancy or a specific number of months of pregnancy.

3. No tenured teacher shall be removed from her regular teaching duties during her pregnancy nor shall a non-tenure teacher be removed from her regular teaching duties during those months of her pregnancy which occur during a school year for which she has signed a contract for employment. However, a teacher, tenured or non-tenured, who is pregnant may be removed from her teaching duties for any one of the following bases:

(a) Performance

Where performance has substantially declined from that which existed immediately prior to her pregnancy.

(b) Physical Capacity

Where her physical condition or capacity is such that her health would be impaired if she were to continue her teaching duties. The physical incapacity of the teacher shall be deemed to exist only if:

(1) The pregnant teacher failed to produce a certificate from her physician that she is medically able to continue her teaching, or

(2) The Board of Education's physician and the teacher's physician agree that she cannot continue teaching, or

(3) In cases of differences of medical opinion, an expert physician chosen with the approval of all parties shall examine the teacher and render a medical opinion regarding the capacity of the teacher.

(c) Just Cause

Just cause for any reasons of "just cause" as provided in N.J.S.A. 18A.

4. The Board of Education need not grant or extend the leave of absence of a non-tenured teacher beyond the end of the school year in which that leave is obtained, nor shall the provision of this section be construed to require the Board of Education to grant salary increment credit for the time involved in a pregnancy leave, nor to require that pregnancy leave time be counted toward the fulfillment of the time recognition for acquiring tenure; however, all benefits other than salary and tenure credit to which teachers are entitled upon return of any extended leave of absence shall be granted to a teacher returning from pregnancy leave of absence.

5. No tenure or non-tenure teacher shall be barred from returning to work after birth of her child solely on the ground that there has not lapsed a sufficient period of time between the birth and the desired date of return. Nothing contained in this Section shall be construed to preclude the Board from requiring a teacher to provide a certificate from her physician establishing physical capacity in agreement with the Board of Education's physician.

B. Maternity Leaves Terminating Within School Year

Any tenured or non-tenured teacher seeking a leave of absence for pregnancy and wishing to return within the same school year shall apply for said leave at a time prior to giving birth. At the time of such application, the teacher shall specify, in writing, the date on which the leave is to commence and the month during which she wishes to return to work after giving birth. Such leave request shall be granted by the Board. Following such approval and prior to the date of the commencement of the granted leave, the date of return may be further extended or reduced within the school year in which the leave is commenced. Such extension or reduction shall be allowed at the discretion of the Board provided such leave or reduction does not substantially interfere with the administration of the school.

C. Leaves Terminating Subsequent to the School Year

Any tenured teacher seeking a leave of absence for pregnancy and wishing to return to employment subsequent to the school year in which the leave commences, shall apply at any time prior to giving birth, and at the time of such application, the teacher shall specify the date on which she wishes to commence leave and the fact that she wishes certain leave to extended beyond the school year. This leave request shall be granted by the Board and the teacher may return to employment at the beginning of any of the two (2) years following the school year in which her leave commences. The Board may require that said teacher return only at the beginning of the school year and that such return be preceded by notice at least six (6) months prior to the September return. The term of such leave may be temporarily reduced to allow the teacher to return to employment during the school year in which said leave commenced, provided that application for the same is made and approved by the Board prior to giving birth, and provided that such return does not substantially interfere with the administration of the school. Board of Education refusal in this case would not preclude the possibility of this teacher then applying to return during any school year subsequent to the one in which her leave commences, but in accordance with time limits as previously describe in this Section.

Article X – Educational Leave

- A. Full Time teachers shall be eligible to apply for educational leave after completion of seven (7) consecutive full school years of employment in the Bradley Beach School District.
- B. An educational leave may be granted for the pursuit of any graduate degree if that degree and proposed graduate course of study is approved by the Board of Education. The requirement for an educational leave will be fifteen (15) graduate credits per semester and a grade average of (B) or better.
- C. The Superintendent may recommend for Board approval not more than one of the eligible teachers for educational leave each year.
- D. Requests for educational leave must be submitted to the Superintendent in writing in such form as may be required 6 months prior to the inception of the leave. A plan of study is to be submitted with the application.
- E. The term of the educational leave shall be for one (1) full academic year or (1) half academic year and shall coincide with the regular school year.
- F. Teachers awarded a full year educational leave shall be compensated at the rate of one-half (1/2) their annual salary. Teachers awarded a half year education leave shall be compensated at their full salary.
- G. All awards under the “Educational Leave Program” are contingent

upon the professional staff member's written agreement to return to employment with the Bradley Beach School District for at least two (2) full school years immediately following completion of the educational leave.

H. Upon return from the educational leave, a teacher shall be placed on the salary schedule at the level which he would have achieved had he remained actively employed in the school system during the period of his absence.

I. Any changes in study plans must receive prior written approval of the Superintendent.

J. The professional staff member on the educational leave shall be required to file written reports with the Superintendent of Schools every ninety (90) days.

Article XI – Professional Development and Educational Improvement

A. Represented employees working a contractual basis of no less than half-time on or before February 1, shall be eligible to receive reimbursement to defray the costs of approved college course credits in accordance with law. Teachers receiving tuition reimbursement are required to remain in the employ of the district for one year after receiving said reimbursement. Said reimbursement shall not exceed six hundred dollars (\$600.00) per credit after completion of one year of successful teaching and a commitment to remain in the district for one (1) year. Courses must be at the graduate level or approved by the superintendent. Courses must be approved by the Superintendent before the course is taken. Proof of successful completion of the course shall be submitted to the Superintendent before payment can be made. A semester is defined as fall, spring or summer terms. Reimbursement in any contractual year shall not exceed twelve (12) credits. A grade of (B) or better is required for reimbursement.

B. Professional Development

1. The Board shall provide twelve thousand dollars (\$12,000) per academic year which shall be used toward teacher professional development/workshops that take place outside of the district. This money shall be in addition to the above college course allotment and professional improvement plan/in district in-service professional development currently sponsored by the Board. These courses or workshops should address the goals and objectives detailed within the Professional Development Plan (PDP) which is accomplished during a yearly conference conducted with each teacher and the appropriate member of the administration. In addition, the district will pay fees for required tests for highly qualified certification. The Superintendent must agree in advance to each of the above courses or workshops to be eligible for reimbursement. The Superintendent shall not arbitrarily deny any professional development request

2. Time will be provided during scheduled in-service days, faculty meetings, or other professional time but excluding prep time for teachers to complete mandatory on-line training.

Article XII – Retirement

At the time of retirement from the Bradley Beach School system, the Board agrees to reimburse each retiree who has acquired twenty (20) or more years of service in the Bradley Beach School District, the sum of One Hundred Dollars (\$100.00) per day for every day of unused accumulated sick leave. The maximum amount payable under this Article shall be limited, however, to twelve thousand (\$12,000.00) dollars.

Notice of retirement by any and all teachers shall be given no later than January 15th of each year. If notice is not given by that date, the unused accumulated sick leave shall not be paid until July 1 of the following school budget year.

Article XIII – Salaries

A. The salaries of all teachers covered by this Agreement are set forth in Schedules “A,” “B” and “C,” which are attached hereto and made a part hereof:

- B. 1. (a) Teachers employed on ten-month (10) basis shall be paid in twenty (20) equal semi-monthly installments.
- (b) Teachers also have the option to be paid in twenty-four (24) equal installments, provided that the option applies for the entire year once initiated.
2. The schedule of payments shall be on the 15th and 30th of each month.

C. Teachers shall receive their final checks on the last working day in June, after final check-out by the school Superintendent.

D. When a payday falls on or during a school holiday, vacation or weekend, an effort shall be made to pay teachers their paychecks on the last previous working day. This is subject to receipt from the bank.

E. Teachers who accompany students on the Washington trip shall be paid beyond their regular salary, one hundred fifty dollars (\$150.00) for each of two nights, for a total of three hundred dollars (\$300.00)

F. Effective July 1, 2007 anyone hired at a recognized level of experience shall be placed at the same step as someone in the District with the same years of credited

experience. However, in areas requiring specialized certification (for example speech therapist, social worker, psychologist, and LDTC) the Superintendent may grant additional salary credit for work related experience. Said additional credit may not exceed placement on the salary guide above step 10.

G. Monies deducted from employees' paychecks from First Financial Federal Credit Union shall be deposited twice per month from each paycheck on the day before pay day.

H. Employees hired effective 9/1/2013 will be eligible for placement on the salary guide on in the following salary columns: BA, MA, or MA+30.

Article XIV – Insurance Protection

A. Medical Insurance Coverage

1. The Board shall pay that portion of the cost of medical benefits including major medical coverage minus the employee contribution required by law, (Chapter 78) for employee and family coverage.
2. Beginning the 1998-1999 school year, during the first three years of employment in the Bradley Beach School District, staff members shall receive 100% coverage for employee only. The employee shall be provided the option to pay the difference for full family coverage at their own cost. Once an employee has achieved three years of employment in the Bradley Beach School District, they will receive coverage, at the Board's expense, for employee and family. All employees hired prior to the 1998-1999 school year shall be grandfathered from this employee only coverage.
3. All teachers will receive Point of Service coverage with the option to pay the difference for another available plan.
4. Effective July 1, 2010 employees who decline medical coverage will receive 25% of the cost of the benefit they are eligible for or \$5,000, whichever is lower.

The Board of Education shall provide full family coverage for dental and prescription coverage, minus the employee contribution required by law, after three years of employment in the Bradley Beach School District. During the first three years of employment in the district employees will receive single coverage only. The maximum amount of the board's contribution for the dental plan premium shall not exceed three thousand dollars (\$3,000.00) per teacher per year. Any further changes in coverage shall be negotiated for a level of benefits equal to or better than the existing coverage.

B. The employee may elect whether he or she desires to have the health,

dental and prescription coverage set out in this Article; provided such election is permitted by statutes, New Jersey Administrative Code and rules and regulations of the insurance carrier issuing the aforementioned coverage.

C. In the event an employee elects to forego the health, dental and prescription coverage, the employee shall so notify the employer in writing no later than September 15 of each year.

D. Should any new employee elect not to enroll for said coverage or any present employee elect to forego said coverage, then and in that event, re-enrollment in any of the insurance programs aforementioned shall be subject to the statutes, New Jersey Administrative Code and the rules and regulations of the insurance carriers in question.

Article XV-Teaching Hours and Teaching Load

All teachers shall be guaranteed one uninterrupted prep period each full day. All teachers will receive a forty minute duty free lunch. Any other period within a Teacher's workday shall be used for meetings, duties and class coverage as needed. Teachers who have less than five prep periods in a week because of additional class coverage assignments will be compensated at \$45 dollars per hour for the lost prep period. The teacher day is defined as six hours and forty five minutes. The teacher day, as defined, will begin five minutes before the student day and end ten minutes after students are dismissed. Teachers working part of the day will begin five minutes before their scheduled class assignment and may leave after their last scheduled assignment. Teachers will be informed of their grade and classroom assignment by June 30th and class rosters will be made available by August 15th subject to change because of unanticipated circumstances.

The Board, through its Superintendent, will make every attempt to secure substitutes for absent teachers.

Teachers shall indicate their presence for duty by placing a check mark in the appropriate column of the faculty "sign-in" roster.

Faculty meetings shall commence at or before 3:20 p.m., but shall not be longer than forty (40) minutes in duration.

Teachers may be required to remain after the end of the regular workday four (4) days each month, or (1) day each week without additional compensation, for an additional time period of 40 minutes beyond 3:20 pm. This shall be for purpose of attending faculty or other professional meetings.

Article XVI – Board’s Rights

The Board of Education has and hereby retains all powers, rights, authority, duties and responsibilities conferred upon and vested in it by the laws and the Constitution of the State of New Jersey, including but not limited to:

- (a) the selection and hiring of any and all persons who are to be employed by the Board of Education. The retention or dismissal, promotion or demotion and transfer of any person so employed shall be within the discretion of the Board of Education.
- (b) managing and administering of the school system, its property and its facilities.
- (c) the establishing, continuing and changing of courses of study including special programs and the providing for an athletic program.
- (d) the deciding upon and implementing of means and methods of instruction, selection of textbooks and other teaching materials, and the use of all teaching aids.
- (e) the determining of class size and schedules, the hours of instruction, and the duties, responsibilities, and assignments of teachers.

The exercise of the foregoing powers, rights, authority, duties and responsibilities by the Board of Education, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith shall be limited only by the specific and express terms of this Agreement.

Proposed new rules or modifications of existing rules governing working conditions shall be negotiated with the majority representative before they are established.

Article XVII – Discharge and Reduction in Rank

No teacher shall be discharged, disciplined, reprimanded, reduced in rank or compensation, or given any adverse evaluation of his professional services without just cause. The Board of Education and the Bradley Beach Education Association agree to abide by all state laws concerning a reduction in force (RIF) of all employees.

Article XVIII – Agency Fee

That all persons hired by the District on or after July 1, 2007 shall be required to pay an agency fee to the BBEA. That those current employees of the District who are not dues paying members of the BBEA are excluded from any requirement that they join the BBEA or pay an Eighty-Five percent (85%) Agency Fee.

Should any such excluded individual hereinafter join the BBEA, or pay an Agency Fee their exclusion from paying an Agency Fee shall be ended and they can no longer be excluded from the Agency Fee requirements.

Purpose of the Fee

If an employee does not become a member of the Association during any membership year (i.e., from September 1 to the following August 31) which is covered in whole or in part by this Agreement, said employee will be required to pay a representation fee to the Association for that membership year. The purpose of this fee will be to offset the employee's per capita cost of services rendered by the Association as majority representative.

Amount of Fee/Notification

Prior to the beginning of each membership year, the Association will notify the Board in writing of the amount of the regular membership dues, initiation fees and assessments charged by the Association to its own members for that membership year. The representation fee to be paid by nonmembers will be determined by the Association in accordance with the law.

Deduction and Transmission of Fee/Notification

On or about the 15th of September of each year the Board will submit to the Association a list of all employees in the bargaining unit. On or about October 1 of each year the Association shall notify the Board of Education as to the names of those employees who are required to pay the representation fee.

Payroll Deduction Schedule

The Board will deduct from the salaries of the employees referred to in this article the full amount of the yearly representation fee in equal installments beginning with the first paycheck in October.

Termination of Employment

If an employee who is required to pay a representative fee terminates his or her employment with the Board before the Association has received the full amount of the representation fee to which it is entitled under the Article, the Board will deduct the unpaid portion of the fee from the last paycheck paid to said employee during the membership year in question.

Mechanics

Except as otherwise provided in this Article, the mechanics for the transmission of such fees to the Association will as nearly as possible be the same as those used for the transmission of regular membership dues to the Association.

Changes

The Association will notify the Board in writing of any changes in the list provided for in paragraph (1) or above and/ or the amount of the representation fee, and such changes will be reflected in any deduction made more than ten (10) days after the Board received said notice.

New Employees

On or about the last day of each month, beginning with the month this Agreement becomes effective, the Board will submit to the Association, a list of all employees who began their employment in a bargaining unit position during the preceding thirty (30) day period. The list will include names, job titles, and dates of employment for all such employees. The Board will also notify the Association of any change in status of an employee regarding leave of absence, return from leave, retirement, resignation, separation from employment, and death. No retro beyond the date of hire.

Indemnification and Save Harmless Provision

The Association agrees to indemnify and hold the Board harmless against any liability which may arise by reason of an action taken by the Board in complying with the provisions of this Article provided that:

- (a) The Board gives the Association notice in writing of any claim, demand suit or other form of liability in regard to which it will seek to implement this paragraph.

Exception

It is expressly understood that paragraph 1 above will not apply to any claim, demand, suit or other form of liability which may arise as a result of any type of willful misconduct by the Board or the Board's imperfect execution of the obligations imposed upon it by this Article.

Article XIX – Miscellaneous Provisions

A. This Agreement constitutes Board policy for the term of said Agreement, and the Board shall carry out the commitments contained herein and give them full force and effect as Board policy.

B. Copies of this Agreement shall be printed at the expense of the Board within thirty (30) days after the agreement is signed, and then it shall be presented to all teachers now employed, hereafter employed, or considered for employment by the Board.

C. Teachers shall be notified of their contract status for the ensuing year no later than the date required by statute, provided negotiations have been completed between the Association and the Board.

D. The Association and its representatives shall be able to use the school building at all reasonable hours for meetings. The Superintendent shall be notified in advance of the time and place of all meetings.

E. The Board shall provide the Association with a copy of all revisions and additions to policy.

F. The Board shall provide the Association with an official set of minutes following their adoption.

G. The parties agree that on or before the first week in October, a representative of the Association shall meet with a Board-designated employee to compile a current roster of all employees covered under the contract including length of service within the District, total teaching experience, and individual salaries.

H. The Board shall provide to the Association access to all members and potential members of the negotiations units.

I. Access to Negotiations Unit Members

Access to members of the Association and potential members (negotiations unit members) shall include, but not be limited to the following:

1. The [Association] shall have the right to meet with individual employees on the premises of the school during the work day to investigate and discuss grievances, workplace-related complaints, and other workplace issues.
2. The [Association] shall have the right to conduct worksite meetings during lunch and other non-work breaks, and before and after the workday, on workplace premises and to use district buildings and facilities to discuss workplace issues, collective negotiations, the administration of collective negotiations agreements, other matters related to the duties of the Bradley Beach Education Association, and internal union matters involving the governance or business of the exclusive representative employee organization.
3. The Bradley Beach Education Association shall have the right to meet with newly hired employees, without charge to the pay or leave time of the employees within thirty (30) calendar days from the date of hire, during new employee orientations, or if the employer does not conduct new employee orientations, at individual or group meetings. Meeting duration time is up to 120 minutes, in no cases less than 30 minutes, with final

duration of time needed to be determined by the Bradley Beach Education Association.

4. Within ten (10) calendar days from the date of hire of any employee, [the board/college] shall provide the following contact information to the Bradley Beach Education Association in an Excel file format or similar delimited style file format that has manipulability and has been agreed to by the [Association]. It shall include: name, job title, worksite location, home address, work telephone numbers, and any home and personal cellular telephone numbers on file with the board, date of hire, and work email address and any personal email address on file with the board.
 5. Beginning on January 1, 2019 and every one hundred and twenty (120) calendar days thereafter, the [board/college] shall provide the Bradley Beach Education Association, in an Excel file or similar delimited style format that has manipulability agreed to by the Bradley Beach Education Association, the following information for all employees: name, job title, worksite location, home address, work, home and personal cellular telephone numbers, date of hire, and work email address and personal email address on file with the board.
 6. The home addresses, phone numbers, email addresses, date of birth, and negotiation units and groupings of employees, and the emails or other communications between employee organizations and their members, prospective members, and non-members, are not government records and are exempt from any disclosure requirements of P.L.1963, c.73 (C.47:1A-1 et seq.) The [board/college] shall not disclose employee information, except as outlined in section (e) above.
 7. The Bradley Beach Education Association shall have the right to use the email systems of the [board/college] to communicate regarding collective negotiations, the administration of collective negotiations agreements, the investigation of grievances, other workplace-related complaints and issues, and internal union matters involving the governance or business of the union. Such communications shall be considered confidential.
- J. Union Protection
1. The Board and/or its agents, members of the administration, shall not encourage negotiation unit members to resign or relinquish membership in the Association and shall not encourage negotiations unit members to revoke authorization of the deduction of fees to the Association or its unified affiliates.
 2. The Board and/or its agents, members of the administration, shall not encourage or discourage an employee from joining or assisting the Association.
- K. Membership Withdraw

1. Should a negotiations unit member notify the Board or its agents that they wish to resign or relinquish membership in the Association, the Board shall require the member to submit a dues termination form and provide a copy of same to the Association's president or his/her designee within five (5) calendar days of receiving the form the unit member. Negotiations unit members may only resign or relinquish their membership or terminate dues deductions during the ten (10) calendar days following each anniversary date of the employee's employment. A withdrawal shall take effect on the thirtieth (30th) calendar day after the anniversary date.
- L. Definition
1. The Parties agree that the date of hire shall be defined as the first day of work in the then current district for any negotiations unit member. This shall include any new employee orientation day(s) required by the Board.
- M. Enforcement
1. This article shall be enforceable through the parties' grievance procedure, which shall include binding arbitration as outlined in the Workplace Democracy Act of 2018.
- O. Release Time
1. The Board shall release, without loss of pay, an Association Representative(s) and/or designee(s) designated by the Association President and permit him/her/them to visit any work station for the purposes of meeting with newly hired employees, to investigate working conditions, employee complaints or problems, or for any other purposes relating to terms and conditions of employment.

Article XX – Savings Clause

Should any provision hereof, or the application of any such provision to any person or circumstances, be rendered or declared invalid by reason of existing or subsequently enacted legislation or by any decree of a court of competent jurisdiction, or by any order of any administrative agency, State or Federal, the remainder of this Agreement, or the application of any such provisions to persons or circumstances other than those to which it is held invalid, shall not be affected thereby.

Article XXI – Evaluation Procedures

Teacher evaluations shall be conducted in accordance with the revised regulations being development consistent with the Teach Effectiveness and Accountability for the Children of New Jersey Act (TEACH-NJ)

A. Frequency

Teacher evaluations shall be conducted in accordance with the revised regulations being developed consistent with the Teach Effectiveness and Accountability for the Children of New Jersey Act, (TEACH-NJ)

Except in cases of emergency, more than one observation shall not occur on the same day, nor except in cases of emergency shall a second observation occur prior to an evaluation conference being held on the prior observation.

A SCIP will be established in accordance with the law to ensure that the mentoring regulations and local mentoring plan are followed. The committee shall also identify professional development opportunities for all instructional staff. The final determination concerning staff evaluation procedures will be made by the Superintendent. The teacher member of the SCIP committee will not evaluate staff.

B. Open Observation

All observation of the work performance of a teacher shall be conducted openly.

C. Evaluation Copies

Prior to preparing a written evaluation of a classroom observation, the evaluator will meet with the teacher to discuss the lesson observed. The evaluator will prepare a written report of the observation and will share this report with the teacher prior to the conference to discuss the written report. The report shall not be submitted to the central office or be placed in the teacher's file prior to this conference. No teacher shall be required to sign a blank or incomplete evaluation form.

D. Evaluation Conferences

Evaluation conferences shall be in accordance with the law.

E. Right to Representation

Since it is not the function of the observation and evaluation process to discipline a teacher, representation shall not be permitted.

F. Personnel Records

A teacher shall have the right, upon request, to review the contents of his or her personnel file and, at his or her expense, obtain a copy of any documents contained therein

G. Separate Personnel File

Although the Board agrees to protect the confidentiality of personal

references, academic credentials and other similar documents, it shall not establish, exclusive of those hereinbefore mentioned, any separate personnel file which is not available for the teacher's inspection.

Article XXII – Longevity

For teachers employed previous to June 30, 2010 (those teachers who are included in the approved scattergram dated January 27, 2010) longevity payments will be based upon certified teaching experiences in both the Bradley Beach School District and other public school districts. For teachers employed after July 1, 2010, longevity payments will be based only upon certified teaching experiences in the Bradley Beach School District.

A. The longevity payment for each employee completing fifteen (15) or more years of teaching experience in the Bradley Beach School District will be \$200.00.

B. The longevity payment for each employee completing twenty (20) or more years of teaching experience in the Bradley Beach School District will be \$1,000.00.

C. The longevity payment for each employee completing twenty-five (25) or more years of teaching experience in the Bradley Beach School District will be \$1,500.00.

D. The longevity payment for each employee at the completion of thirty (30) or more of teaching experience in the Bradley Beach School District will be \$1,000.00.

E. Longevity payments will be cumulative and permanently added to the base salary and qualify for pension purposes.

F. It is understood and agreed that no teacher can qualify for this longevity adjustment more than once.

Article XXIII – Conferences

There will be established by the administration three (3) parent/teacher conferences, two (2) in the fall and one (1) in the spring. An early dismissal schedule will be utilized on the day of each parent/teacher conference. The fall conferences will consist of one (1) night conference and one (1) afternoon conference. The one (1) night conference will fall on the Monday before Thanksgiving. Teachers will be permitted to leave at the end of the early dismissal schedule and they will return from 6:00 - 8:30 PM for the one (1) night conference. The one (1) afternoon conference will fall on the Tuesday before Thanksgiving. Teachers will remain at school at the conclusion of the early dismissal schedule and conduct conferences from 1:00 - 3:30 PM. The spring conference will consist of one (1) night conference. Teachers will be permitted to leave at the end of the early dismissal schedule and they will return from 6:00 - 8:30 PM for the one (1) night conference. Scheduling of the date(s) of spring conference will be at the discretion of administration.

Article XXIV – Duration of Agreement

This Agreement shall be binding and effective as of the 1st day of July 2022, and continue in full force and effect until midnight June 30, 2025.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be signed by their respective Presidents, attested to by their respective Secretaries, and their corporate seals to be placed hereon this _____ day of _____, 2022.

BRADLEY BEACH BOARD OF
EDUCATION

BRADLEY BEACH EDUCATION
ASSOCIATION

President

President

Secretary

Secretary

Schedule "A" - Salary Guide 2022-2023

2022-2023
Year 1 Bradley
 Beach

Salary Guide Step	BA	BA+15	MA/BA+30	MA+15	MA+30
0	54,200	55,550	56,900	58,250	59,600
1	54,700	56,050	57,400	58,750	60,100
2	55,700	57,050	58,400	59,750	61,100
3	56,900	58,250	59,600	60,950	62,300
4	58,400	59,750	61,100	62,450	63,800
5	60,500	61,850	63,200	64,550	65,900
6	62,800	64,150	65,500	66,850	68,200
7	65,200	66,550	67,900	69,250	70,600
8	67,700	69,050	70,400	71,750	73,100
9	70,400	71,750	73,100	74,450	75,800
10	73,200	74,550	75,900	77,250	78,600
11	76,100	77,450	78,800	80,150	81,500
12	79,600	80,950	82,300	83,650	85,000
13	83,200	84,550	85,900	87,250	88,600
14	86,700	88,050	89,400	90,750	92,100
15	90,150	91,500	92,850	94,200	95,550

Longevity: 15 years = \$ 200
 20 years = \$1,000
 25 years = \$1,500
 30 years = \$1,000

Schedule "B" - Salary Guide 2023-2024

2023-2024
Year 2 Bradley
 Beach

Salary Guide Step	BA	BA+15	MA/BA+30	MA+15	MA+30
1	55,125	56,475	57,825	59,175	60,525
2	56,125	57,475	58,825	60,175	61,525
3	57,325	58,675	60,025	61,375	62,725
4	58,825	60,175	61,525	62,875	64,225
5	60,925	62,275	63,625	64,975	66,325
6	63,225	64,575	65,925	67,275	68,625
7	65,625	66,975	68,325	69,675	71,025
8	68,125	69,475	70,825	72,175	73,525
9	70,825	72,175	73,525	74,875	76,225
10	73,625	74,975	76,325	77,675	79,025
11	76,725	78,075	79,425	80,775	82,125
12	80,225	81,575	82,925	84,275	85,625
13	83,825	85,175	86,525	87,875	89,225
14	87,425	88,775	90,125	91,475	92,825
15	91,025	92,375	93,725	95,075	96,425

Longevity: 15 years = \$ 200
 20 years = \$1,000
 25 years = \$1,500
 30 years = \$1,000

Schedule "C" - Salary Guide 2024-2025

2024-2025
Year 3 Bradley
 Beach

Salary Guide Step	BA	BA+15	MA/BA+30	MA+15	MA+30
1	55,550	56,900	58,250	59,600	60,950
2	56,550	57,900	59,250	60,600	61,950
3	57,750	59,100	60,450	61,800	63,150
4	59,250	60,600	61,950	63,300	64,650
5	61,350	62,700	64,050	65,400	66,750
6	63,650	65,000	66,350	67,700	69,050
7	66,050	67,400	68,750	70,100	71,450
8	68,550	69,900	71,250	72,600	73,950
9	71,250	72,600	73,950	75,300	76,650
10	74,050	75,400	76,750	78,100	79,450
11	77,250	78,600	79,950	81,300	82,650
12	80,850	82,200	83,550	84,900	86,250
13	84,450	85,800	87,150	88,500	89,850
14	88,050	89,400	90,750	92,100	93,450
15	91,650	93,000	94,350	95,700	97,050

Longevity: 15 years = \$ 200
 20 years = \$1,000
 25 years = \$1,500
 30 years = \$1,000

Schedule "D" - Special Contracts

Hourly rates \$45.00 per hour.

All co-curricular positions included in Schedule D shall be offered first to the certified staff members covered by this Agreement.

Any co-curricular or extracurricular positions not contained in the list of contracted positions in Schedule D shall be submitted to the Board for approval, posted and compensated at the hourly rate listed on Schedule D.

Employees holding the following positions shall be paid in accordance with the following:

	2022-2023		2023-2024		2024-2025
Boys Baseball	\$ 3,576		\$ 3,703		\$ 3,834
Girls Softball	\$ 3,576		\$ 3,703		\$ 3,834
Boys Basketball	\$ 3,576		\$ 3,703		\$ 3,834
Girls Basketball	\$ 3,576		\$ 3,703		\$ 3,834
Boys Soccer	\$ 3,576		\$ 3,703		\$ 3,834
Girls Soccer	\$ 3,576		\$ 3,703		\$ 3,834
Cheerleaders Advisor	\$ 3,576		\$ 3,703		\$ 3,834
Musical Director	\$ 3,206		\$ 3,320		\$ 3,438
Athletic Director	\$ 2,795		\$ 2,894		\$ 2,997
Computer Club	\$ 2,795		\$ 2,894		\$ 2,997
Environmental Club	\$ 2,795		\$ 2,894		\$ 2,997
Safety Patrol Director	\$ 2,795		\$ 2,894		\$ 2,997
Student Government	\$ 2,795		\$ 2,894		\$ 2,997
Public Realtions Officer/Newspaper/Career Day	\$ 2,795		\$ 2,894		\$ 2,997
Yearbook Advisor	\$ 2,795		\$ 2,894		\$ 2,997
Drama Club	\$ 2,795		\$ 2,894		\$ 2,997
8th Grade Trip Advisor	\$ 2,795		\$ 2,894		\$ 2,997
D.J.	\$ 2,795		\$ 2,894		\$ 2,997
Webmaster	\$ 2,795		\$ 2,894		\$ 2,997

ADDENDUM
Bradley Beach Education Association
Remapped Salary Guide Steps, 2022-2025

2021-2022 Guide Step	remaps to	2022-2025 Guide Steps
1-3	→	0*
4-5	→	1
6-7	→	2
8	→	3
9	→	4
10	→	5
11	→	6
12	→	7
13	→	8
14-15	→	9
16-17	→	10
18-19	→	11
20	→	12
21	→	13
22	→	14
23	→	15

*Year 2022-2023 only. Beginning in the contractual year 2023-2024 *et seq.*, salary guide step 0 shall be eliminated.

Note: Pursuant to **Article XIII, Paragraph F:** "...anyone hired at a recognized level of experience shall be placed at the same step as someone in the District with the same years of credited experience. However, in areas requiring specialized certification (for example, speech therapist, social worker, psychologist, and LDTC) the Superintendent may grant additional salary credit for work related experience. Said additional credit may not exceed placement on the salary guide above step 10."

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

Attachment VII-C

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

DATE: July 11, 2022

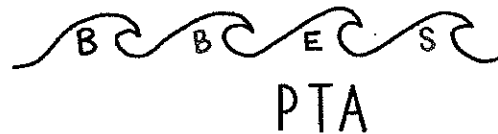
In accordance with NJSA 18A:39-1a, your school district is entitled to reimbursement of all costs, which were in excess of \$710 but not more than \$1,000, incurred by your board of education for the transportation of nonpublic school students. In addition, certain students who attend nonpublic schools 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, 2021 District Report of Transported Resident Students and your certification of nonpublic school transportation costs. You can anticipate receiving:

Cost in excess of \$710:	\$3,751.00
Transportation aid, students over 20 miles:	\$0.00
District Total:	\$3,751.00

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 2021-2022 fiscal year. Cash payment against the receivable in the form of an Automated Clearing House (ACH) transfer will occur during July 2022. Any portion of these funds that can be clearly documented as having not been appropriated during 2021-22 may be used as an allowable adjustment for the 2021-22 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 (2022-2023) 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 22-495-034-5120-014.

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



Bradley Beach Elementary School PTA
515 Brinley Avenue
Bradley Beach, NJ 07720

July 20, 2022

Bradley Beach Elementary School
Board of Education
Attn: David Tonzola
515 Brinley Avenue
Bradley Beach, NJ 07720

Dear Mr. Tonzola,

The Bradley Beach Elementary School PTA is very excited about the opportunity to host a Mexican Independence Day Celebration for our school community. Mexican Independence Day is a very important holiday for many of the families in our school and we are so grateful to have a committee enthusiastically planning the event. On behalf of the committee, I am requesting use of the gym and cafeteria on September 16th, 2022 for a Mexican Independence Day Celebration from 3pm – 10pm.

The timeline of the evening are as follows: 3pm – 6pm – Set-up, 6pm – 9pm – Celebration and 9pm – 10pm – Clean-up.

As in previous years, we would like to hold the event in the gym with optional additional seating in the cafeteria and outside in the school yard. In addition, we would like access to the kitchen area as needed. (All of the food will be prepared at a local restaurant and brought the day of the event).

Our committee chair, Jayla Rios and her committee are finalizing the details. Here are the basics:

- Event will be free to attend
- Light refreshments \ snacks will be available for sale
- Activities will include a photo area with props and Loteria (Mexican Bingo)
- Best Dressed Contest – two categories \ 4 age groups
- Celebration Highlight – Students and families will preform a song and a dance which will be coordinated and taught by the committee

In addition, we will be asking for donations of food items and would like to leave coolers in the school foyer on September 13th for these donations.

I have included a copy of our insurance certificate.

Please let me know if you need any additional information in order to obtain approval for our request. We would appreciate confirmation of the date this request will appear on the BOE agenda and thank you for your assistance.

I may be reached at debbiekremen@gmail.com or by phone at 908-489-1375.

Sincerely,

Debbie Kremen



Bradley Beach Elementary School PTA
515 Brinley Avenue
Bradley Beach, NJ 07720

July 21, 2022

Bradley Beach Elementary School
Board of Education
Attn: David Tonzola
515 Brinley Avenue
Bradley Beach, NJ 07720

Dear Mr. Tonzola,

The Bradley Beach Elementary School PTA would like use of the cafeteria (or suitable location if unavailable) for our monthly PTA Meetings which will be the second Wednesday of every month at 6:30pm beginning Wednesday, September 14th, 2022 and ending June 14th, 2023.

I have included a copy of our insurance certificate.

Please let me know if you need any additional information in order to obtain approval for our request. We would appreciate confirmation of the date this request will appear on the BOE agenda and thank you for your assistance.

I may be reached at debbiekremen@gmail.com or by phone at 908-489-1375.

Sincerely,

Debbie Kremen

10 General Fund

Assets and Liabilities

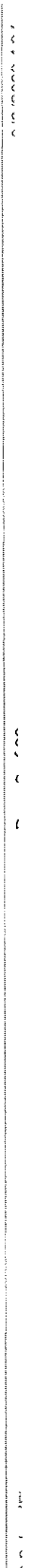
Assets		
101	Cash	796,449.53
116	Capital Reserve Account	210,900.00
117	Maintenance Reserve Account	149,100.00
118	Emergency Reserve Account	178,500.00
121	Tax Levy Receivable	6,575,110.00
	Accounts Receivable:	
132	Interfund Receivable	10.99
141	A/R: State of NJ	507,878.85
		507,889.84
Resources		
301	Estimated Revenues (Control Account / Normal Debit Balance)	7,186,249.00
302	Revenues	(7,156,249.00)
		<u>30,000.00</u>
	Total assets and resources:	8,447,949.37

10 General Fund

Liabilities and Fund Equity

Liabilities		
421	Accounts Payable	(105,764.35)
Fund Balance		
753	Appropriated	
	Reserve for Encumbrances	
754	Reserve for Encumbrances: Current	4,242,702.57
	Reserve for Encumbrances: Prior	33,526.18
601	Appropriations (Control Account/Normal Credit Balance)	7,588,660.18
602	Expenditures	222,927.79
603	Encumbrances	4,276,228.75
	Less: Expenditures and Encumbrances	(4,499,156.54)
	Total Appropriations	7,365,732.39
761	Reserved Fund Balance	
	Capital Reserve	210,900.00
604	Add: Increase in Capital Reserve / Interest Deposit to Capital Reserve	1,000.00
307	Less: Budgeted Withdrawal from Cap Reserve	211,900.00
764	Maintenance Reserve	
606	Add: Increase in Maintenance Reserve	149,200.00
766	Emergency Reserve	
607	Add: Increase in Current Expense Emergency Reserve/Interest Deposits	178,600.00
75X,76x	Other Reserves	.00
	Total Reserved Fund Balance:	539,700.00
303	Unappropriated:	
	Budgeted Fund Balance	(370,085.00)
770	Fund Balance	1,018,366.33
	Total Unappropriated:	648,281.33
	Total Liabilities and Fund Balance	8,447,949.37

Report of the Secretary to the Board of Education
Bradley Beach Board of Education
2022-23 July



10 General Fund

Recapitulation of Budgeted Fund Balance

	Budgeted	Actual	Variance
Appropriations	7,588,660.18	4,499,156.54	3,089,503.64
Revenues	(7,186,249.00)	(7,156,249.00)	(30,000.00)
	402,411.18	-2,657,092.46	3,059,503.64
Change in Capital Reserve:			
Plus: Increase in Capital Reserve /Interest Deposit to Capital Reserve (604)	1,000.00	1,000.00	.00
Less: Budgeted Withdrawal from Cap Reserve (307)	0	0	0
	1,000.00	1,000.00	.00
Change in Maintenance Reserve:			
Plus: Increase in Maintenance Reserve (606)	100.00	100.00	.00
	100.00	100.00	.00
Change in Emergency Reserve:			
Plus: Increase in Current Expense Emergency Reserve/Interest Deposits (607)	100.00	100.00	.00
	100.00	100.00	.00
Less: Reserve for Encumbrances: Prior Budgeted Fund Balance:	33,526.18	33,526.18	.00
	370,085.00	-2,689,418.64	3,059,503.64

10 General Fund

Interim Statements Comparing

Budget Revenue with Actual to Date and
 Appropriations with Expenditures and Encumbrances to Date

Revenue/sources of funds	Budgeted Estimated	Actual To Date	Unrealized Balance	
1XXX From Local Sources	6,605,110.00	6,575,110.00	30,000.00	
3XXX From State Sources	581,139.00	581,139.00	.00	
	7,186,249.00	7,156,249.00	30,000.00	
Expenditures	Appropriations	Expenditures	Encumbrances	Available Balance
General Current Expenses				
11-1xx-100-xxx Regular Programs	2,356,744.00	4,415.94	2,072,902.99	279,425.07
11-2xx-100-xxx Special Education	1,000.00	.00	.00	1,000.00
11-240-100-xxx Bilingual Education	123,894.00	.00	120,844.00	3,050.00
11-401-100-xxx School-sponsored Co/Extra-Curricular Activities	42,260.00	300.00	.00	41,960.00
11-402-100-xxx School-sponsored Athletics	46,311.00	1,300.00	.00	45,011.00
	2,570,209.00	6,015.94	2,193,746.99	370,446.07
Undistributed Expenditures				
11-xxx-xxx-2xx Personal Services - Employee Benefits	563,538.00	56,163.08	499,286.92	8,088.00
11-000-xxx-xxx Other	4,389,716.18	157,418.77	1,563,194.84	2,669,102.57
	4,953,254.18	213,581.85	2,062,481.76	2,677,190.57
Capital Outlay				
12-000-4xx-xxx Facilities Acquisition and Construction Services	41,662.00	.00	20,000.00	21,662.00
	41,662.00	.00	20,000.00	21,662.00
Special Schools				
	.00	.00	.00	.00
Other				
11-* Other General Current Expense	23,535.00	3,330.00	.00	20,205.00
	23,535.00	3,330.00	.00	20,205.00
	7,588,660.18	222,927.79	4,276,228.75	3,089,503.64

10 General Fund
Schedule Of Revenues
Actual Compared with Estimated

	Estimated	Actual	Unrealized
Revenues from Local Sources			
10-1210 Ad Valorem Taxes - Local Tax Levy	6,575,110.00	6,575,110.00	.00
10-1310 Tuition From Individuals	15,250.00	.00	15,250.00
10-1510 Interest On Investments	1,200.00	.00	1,200.00
10-1990 Miscellaneous Revenue from Local Sources	13,550.00	.00	13,550.00
	<u>6,605,110.00</u>	<u>6,575,110.00</u>	<u>30,000.00</u>
Revenues from State Sources			
10-3121 Categorical Transportation Aid	85,575.00	85,575.00	.00
10-3132 Categorical Special Education Aid	221,110.00	221,110.00	.00
10-3177 Categorical Security Aid	134,097.00	134,097.00	.00
10-3178 Adjustment Aid	140,357.00	140,357.00	.00
	<u>581,139.00</u>	<u>581,139.00</u>	<u>.00</u>
	<u>7,186,249.00</u>	<u>7,156,249.00</u>	<u>30,000.00</u>

10 General Fund
Statement of Appropriations
Compared with Expenditures and Encumbrances

	Appropriations	Expenditures	Encumbrances	Available Balance
Regular Programs - Instruction				
11-105-100-936 Local Contribution - Transfer to Special Revenue Fund - Inclusion	83,142.00	.00	.00	83,142.00
11-110-100-101 Kindergarten - Salaries of Teachers	154,878.00	.00	148,378.00	6,500.00
11-120-100-101 Grades 1-5 - Salaries of Teachers	1,117,224.00	.00	1,071,188.00	46,036.00
11-130-100-101 Grades 6-8 - Salaries of Teachers	862,200.00	.00	789,451.00	72,749.00
11-110-100-270 Health Benefits	524,014.00	52,978.75	469,947.25	1,088.00
	2,741,458.00	52,978.75	2,478,964.25	209,515.00
Regular Programs - Home Instruction				
11-150-100-101 Salaries of Teachers	1,000.00	.00	.00	1,000.00
	1,000.00	.00	.00	1,000.00
Regular Programs - Undistributed Instruction				
11-190-100-500 Other Purchased Services (400-500 series)	7,500.00	.00	750.00	6,750.00
11-190-100-610 General Supplies	87,800.00	.00	31,287.21	56,512.79
11-190-100-800 Other Objects	43,000.00	4,415.94	31,848.78	6,735.28
11-190-100-260 Workmen's Compensation	7,000.00	.00	.00	7,000.00
	145,300.00	4,415.94	63,885.99	76,998.07
Special Education - Home Instruction				
11-219-100-101 Salaries of Teachers	1,000.00	.00	.00	1,000.00
	1,000.00	.00	.00	1,000.00
Bilingual Education - Instruction				
11-240-100-101 Salaries of Teachers	123,094.00	.00	120,844.00	2,250.00
11-240-100-610 General Supplies	800.00	.00	.00	800.00
11-240-100-270 Health Benefits	32,524.00	3,184.33	29,339.67	.00
	156,418.00	3,184.33	150,183.67	3,050.00
School - Sponsored Co-curricular and Extra-curricular Activities				
11-401-100-100 Salaries	35,127.00	300.00	.00	34,827.00
11-401-100-600 Supplies and Materials	250.00	.00	.00	250.00
11-401-100-800 Other Objects	6,883.00	.00	.00	6,883.00
	42,260.00	300.00	.00	41,960.00
School - Sponsored Athletics				

Report of the Secretary to the Board of Education
 Bradley Beach Board of Education
 2022-23 July

	Appropriations	Expenditures	Encumbrances	Available Balance
11-402-100-100				
Salaries	27,811.00	.00	.00	27,811.00
11-402-100-500				
Purchased Services (300-500 series)	15,000.00	1,300.00	.00	13,700.00
11-402-100-600				
Supplies and Materials	3,500.00	.00	.00	3,500.00
	46,311.00	1,300.00	.00	45,011.00
Summer School				
11-422-100-178				
Salaries of Teacher Tutors	23,535.00	3,330.00	.00	20,205.00
	23,535.00	3,330.00	.00	20,205.00
UNDISTRIBUTED EXPENDITURES				
Instruction				
11-000-100-561				
Tuition to Other LEAs Within the State-Regular	1,390,050.00	.00	.00	1,390,050.00
11-000-100-562				
Tuition to Other LEAs Within the State-Special	229,500.00	.00	.00	229,500.00
11-000-100-563				
Tuition to County Vocational School District - Regular	57,172.00	.00	.00	57,172.00
11-000-100-564				
Tuition to County Vocational School District - Special	24,968.00	.00	.00	24,968.00
11-000-100-566				
Tuition to APSSD Within the State	72,121.00	.00	.00	72,121.00
11-000-100-568				
Tuition - State Facilities	40,270.00	.00	.00	40,270.00
	1,814,081.00	.00	.00	1,814,081.00
Attendance and Social Work Services				
11-000-211-100				
Salaries	50,893.00	4,039.32	44,432.68	2,421.00
11-000-211-173				
Salaries of Family Liaisons/Community Parent Involvement Specialists	2,000.00	.00	.00	2,000.00
11-000-211-220				
Social Security Contributions	4,047.00	.00	4,047.00	.00
11-000-211-270				
Health Benefits	27,939.00	2,323.91	25,383.97	231.12
11-000-211-600				
Supplies and Materials	800.00	.00	71.16	728.84
	85,679.00	6,363.23	73,934.81	5,380.96
Health Services				
11-000-213-100				
Salaries	79,973.00	675.00	75,323.00	3,975.00
11-000-213-220				
Social Security Contributions	356.00	.00	356.00	.00
11-000-213-270				
Health Benefits	34,057.00	3,664.86	30,392.14	.00
11-000-213-300				
Purchased Professional and Technical Services	5,000.00	.00	.00	5,000.00
11-000-213-600				
Supplies and Materials	2,000.00	.00	.00	2,000.00
11-000-213-800				
Other Objects	100.00	.00	.00	100.00
	121,486.00	4,339.86	106,071.14	11,075.00
Speech/Occupational Therapy/Physical Therapy and Related Services				
11-000-216-100				
Salaries	62,494.00	.00	62,494.00	.00
11-000-216-320				
Purchased Professional - Educational Services	46,551.00	.00	.00	46,551.00
11-000-216-600				
Supplies and Materials	500.00	.00	395.47	104.53
11-000-216-270				
Health Benefits	40,032.00	3,556.83	36,475.17	.00

Report of the Secretary to the Board of Education
 Bradley Beach Board of Education
 2022-23 July

	Appropriations	Expenditures	Encumbrances	Available Balance
Extraordinary Services	149,577.00	3,556.83	99,364.64	46,655.53
Salaries	96,076.00	.00	80,628.00	15,448.00
Health Benefits	72,585.00	6,459.83	66,125.17	.00
	168,661.00	6,459.83	146,753.17	15,448.00
Guidance Services				
Salaries of Other Professional Staff	29,257.00	.00	29,257.00	.00
Health Benefits	11,750.00	1,296.66	.00	10,453.34
Supplies and Materials	600.00	.00	599.95	.05
	41,607.00	1,296.66	29,856.95	10,453.39
Child Study Teams				
Salaries of Other Professional Staff	150,732.00	6,054.76	142,803.24	1,874.00
Purchased Professional - Educational Services	1,000.00	.00	.00	1,000.00
Supplies and Materials	9,000.00	6,979.63	356.06	1,664.31
Other Objects	1,730.00	.00	904.00	826.00
Health Benefits	58,062.00	3,640.60	53,138.70	1,282.70
	220,524.00	16,674.99	197,202.00	6,647.01
Improvement of Instruction Services				
Salaries of Supervisor of Instruction	101,885.00	8,052.00	88,572.00	5,261.00
Salaries of Other Professional Staff	3,200.00	.00	.00	3,200.00
Salaries of Secretaries and Clerical Assistants	19,726.00	1,643.84	18,082.16	.00
Social Security Contributions	2,138.00	.00	2,138.00	.00
Supplies and Materials	1,000.00	.00	.00	1,000.00
Other Objects	800.00	.00	.00	800.00
	128,749.00	9,695.84	108,792.16	10,261.00
Instructional Staff Training Services				
Purchased Professional - Educational Services	1,000.00	.00	.00	1,000.00
Travel - All Other	2,000.00	.00	.00	2,000.00
	3,000.00	.00	.00	3,000.00
Support Services - General Administration				
Salaries	157,580.00	11,205.24	116,007.76	30,367.00
Legal Services (Note: APSSD - Not Litigation Related Legal Services)	6,000.00	.00	.00	6,000.00
Audit Fees	25,500.00	.00	25,500.00	.00
Architectural/Engineering Services	10,000.00	.00	.00	10,000.00
Other Purchased Professional Services	22,115.00	15,972.10	6,100.00	42.90
Communications / Telephone	13,760.00	2,087.91	2,670.41	9,001.68

REPORT OF THE SECRETARY TO THE BOARD OF EDUCATION
 Bradley Beach Board of Education
 2022-23 July

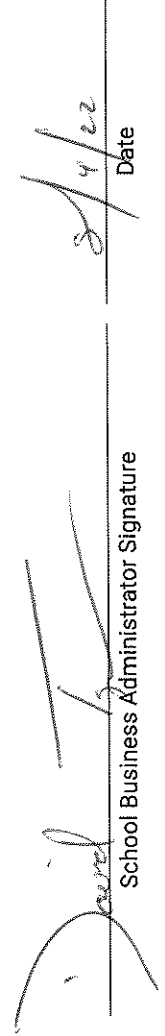
	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-230-585				
11-000-230-590	4,100.00	.00	.00	4,100.00
	5,000.00	.00	45.56	4,954.44
11-000-230-610	6,266.00	.00	.00	6,266.00
11-000-230-890	5,000.00	833.87	195.00	3,971.13
11-000-230-895	3,800.00	3,701.20	.00	98.80
	259,121.00	33,800.32	150,518.73	74,801.95
Support Services - School Administration				
11-000-240-103	10,765.00	897.08	9,867.92	.00
11-000-240-600	200.00	.00	.00	200.00
11-000-240-800	1,200.00	.00	.00	1,200.00
	12,165.00	897.08	9,867.92	1,400.00
Central Services				
11-000-251-100	158,888.00	14,463.42	135,344.92	9,079.66
11-000-251-330	300.00	.00	300.00	.00
11-000-251-340	21,732.80	20,400.00	732.80	600.00
11-000-251-600	2,500.00	.00	.00	2,500.00
11-000-251-890	4,000.00	990.00	115.00	2,895.00
	187,420.80	35,853.42	136,492.72	15,074.66
Administrative Information Technology				
11-000-252-100	17,270.00	.00	.00	17,270.00
11-000-252-600	5,590.95	.00	1,279.84	4,311.11
	22,860.95	.00	1,279.84	21,581.11
Required Maintenance for School Facilities				
11-000-261-100	33,120.00	1,726.34	18,990.66	12,403.00
11-000-261-420	109,778.18	1,405.11	80,501.75	27,871.32
11-000-261-610	18,744.25	.00	8,785.93	9,958.32
11-000-261-800	20,065.00	2,491.25	4,880.00	12,693.75
11-000-261-220	2,534.00	.00	.00	2,534.00
11-000-261-270	37,519.00	3,074.29	33,962.17	482.54
	221,760.43	8,696.99	147,120.51	65,942.93
Custodial Services				
11-000-262-100	178,250.00	14,402.33	158,425.67	5,422.00
11-000-262-107	45,225.00	.00	.00	45,225.00
11-000-262-220	17,097.00	.00	17,097.00	.00
11-000-262-260	36,095.00	.00	.00	36,095.00
11-000-262-270	54,424.00	4,509.22	49,588.58	326.20

Report of the Secretary to the Board of Education
 Bradley Beach Board of Education
 2022-23 July

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-262-300				
11-000-262-490				
11-000-262-520				
11-000-262-610				
11-000-262-621				
11-000-262-622				
	6,000.00	.00	1,570.00	4,430.00
	4,500.00	.00	.00	4,500.00
	83,512.00	910.00	.00	82,602.00
	12,000.00	.00	1,078.23	10,921.77
	42,000.00	.00	.00	42,000.00
	45,000.00	.00	.00	45,000.00
	524,103.00	19,821.55	227,759.48	276,521.97
Security				
"Cleaning, Repair, and Maintenance Services"	9,000.00	228.00	550.00	8,222.00
General Supplies	2,000.00	.00	.00	2,000.00
	11,000.00	228.00	550.00	10,222.00
Student Transportation Services				
Salaries for Pupil Transportation (Between Home and School) - Regular	38,501.00	3,208.42	35,292.58	.00
Contract Services - Aid in Lieu Payments -Non-Public School	5,000.00	.00	.00	5,000.00
Contract Services (Other than Between Home and School)-Vendors	100.00	.00	.00	100.00
Contract Services (Between Home and School)-Joint Agreements	61,800.00	.00	.00	61,800.00
Contract Services (Special Ed Students)-Joint Agreements	13,500.00	.00	.00	13,500.00
Contract Services (Regular Students)-ESCs and CTSAs	27,500.00	.00	.00	27,500.00
Contract Services (Special Ed Students)-ESCs and CTSAs	22,000.00	.00	.00	22,000.00
	168,401.00	3,208.42	35,292.58	129,900.00
Personnel Services - Unallocated Employee Benefits				
Social Security Contributions	30,218.00	3,310.65	26,907.35	.00
Other Retirement Contributions - PERS	110,734.00	87.46	9,912.54	100,734.00
Workmen's Compensation	5,000.00	.00	.00	5,000.00
Health Benefits	67,906.00	2,309.64	41,674.30	23,922.06
Tuition Reimbursement	9,000.00	.00	.00	9,000.00
Other Employee Benefits	12,000.00	.00	.00	12,000.00
	234,858.00	5,707.75	78,494.19	150,656.06
Facilities Acquisition and Construction Services				
Other Objects	20,000.00	.00	20,000.00	.00
Assessment for Debt Service on SDA Funding	21,662.00	.00	.00	21,662.00
	41,662.00	.00	20,000.00	21,662.00
Other Uses				

Report of the Secretary to the Board of Education
 Bradley Beach Board of Education
 2022-23 July

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-500-561				
Transfer of Funds to Charter Schools	14,662.00	818.00	13,844.00	.00
	14,662.00	818.00	13,844.00	.00
Equipment	.00	.00	.00	.00
Contribution (Transfer) of Funds to Charter Schools	.00	.00	.00	.00
General Fund	7,588,660.18	222,927.79	4,276,228.75	3,089,503.64


 School Business Administrator Signature

8/4/22
 Date

20 Special Revenue Fund

Assets and Liabilities

Assets		
101	Cash	(21,172.90)
	Accounts Receivable:	
132	Interfund Receivable	83,142.00
141	A/R: State of NJ	331,611.62
		414,753.62
Resources		
301	Estimated Revenues	1,960,614.39
302	Revenues	(416,843.99)
		<u>1,543,770.40</u>
	Total assets and resources:	1,937,351.12

20 Special Revenue Fund
Liabilities and Fund Equity

Liabilities			
421	Accounts Payable	<u>(458.15)</u>	(458.15)
Fund Balance			
	Appropriated		
	Reserve for Encumbrances		
753	Reserve for Encumbrances: Current	730,824.81	
754	Reserve for Encumbrances: Prior		
601	Appropriations	1,961,099.39	
602	Expenditures	22,805.12	
603	Encumbrances	<u>730,824.81</u>	
	Less: Expenditures and Encumbrances	<u>(753,629.93)</u>	
	Total Appropriations		<u>1,938,294.27</u>
	Reserved Fund Balance		
	Other Reserves	<u>.00</u>	.00
75X,76x	Total Reserved Fund Balance:		
	Unappropriated:		
	Budgeted Fund Balance		
303	Unassigned Fund Balance	<u>(485.00)</u>	(485.00)
770	Total Unappropriated:		
	Total Liabilities and Fund Balance		<u>1,937,351.12</u>

20 Special Revenue Fund
Recapitulation of Budgeted Fund Balance

	Budgeted	Actual	Variance
Appropriations	1,961,099.39	753,629.93	1,207,469.46
Revenues	(1,960,614.39)	(416,843.99)	(1,543,770.40)
	485.00	336,785.94	-336,300.94
Less: Reserve for Encumbrances: Prior	485.00	485.00	.00
Budgeted Fund Balance:	.00	336,300.94	-336,300.94

20 Special Revenue Fund

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

Revenue/sources of funds	Budgeted Estimated	Actual To Date	Unrealized Balance	
1XXX From Local Sources	2,167.44	1,133.99	1,033.45	
3XXX From State Sources	332,568.00	332,568.00	.00	
4XXX From Federal Sources	1,542,736.95	.00	1,542,736.95	
5XXX From Other Sources	83,142.00	83,142.00	.00	
	1,960,614.39	416,843.99	1,543,770.40	
Expenditures	Appropriations	Expenditures	Encumbrances	Available Balance
20-* Local Projects				
Other Special Revenue Fund	2,652.44	485.00	1,133.99	1,033.45
	2,652.44	485.00	1,133.99	1,033.45
20-218-xxx-xxx State Projects				
Preschool Education Aid	415,710.00	11,885.18	399,213.82	4,611.00
	415,710.00	11,885.18	399,213.82	4,611.00
20-23x-xxx-xxx Federal Projects				
ESSA Title I, Part A	115,042.00	.00	59,663.00	55,379.00
ESSA Title III	10,190.00	.00	.00	10,190.00
I.D.E.A. Part B	122,716.00	.00	88,875.00	33,841.00
ESSA Title IIA / IID	10,886.00	.00	.00	10,886.00
ESSA Title IV	10,000.00	.00	4,993.00	5,007.00
CRRSA Act-ESSER II Grant Program	174,270.46	10,014.94	115,833.00	48,422.52
CRRSA Act-Learning Acceleration Grant Program	3,260.00	420.00	.00	2,840.00
CRRSA Act-Mental Health Grant Program	2,751.00	.00	.00	2,751.00
ARP-ESSER Grant Program	939,479.00	.00	42,706.00	896,773.00
ARP ESSER Subgrant (ALCES)	29,600.00	.00	18,407.00	11,193.00
ARP ESSER Subgrant (EBSLEA)	40,000.00	.00	.00	40,000.00
ARP Evidence Based Learning Beyond the Sch Day	39,542.49	.00	.00	39,542.49
20-491-xxx-xxx ARP ESSER Subgrant (NJTSS)	45,000.00	.00	.00	45,000.00
	1,542,736.95	10,434.94	330,477.00	1,201,825.01
	1,961,099.39	22,805.12	730,824.81	1,207,469.46

20 Special Revenue Fund
Schedule Of Revenues
Actual Compared with Estimated

	Estimated	Actual	Unrealized
Revenues from Local Sources			
Revenue from Local Sources	2,167.44	1,133.99	1,033.45
	2,167.44	1,133.99	1,033.45
Revenues from State Sources			
Preschool Education Aid and Prior Year Carryover	332,568.00	332,568.00	.00
	332,568.00	332,568.00	.00
Revenues from Federal Sources			
Title I-Part A	115,042.00	.00	115,042.00
I.D.E.A. Part B	122,716.00	.00	122,716.00
Title II-A	10,886.00	.00	10,886.00
Title IV - Part A - Student Support and Acad Enrichment	10,000.00	.00	10,000.00
Title III	10,190.00	.00	10,190.00
CRRSA Act - ESSER II	174,270.46	.00	174,270.46
CRRSA Act - Learning Acceleration Grant	3,260.00	.00	3,260.00
CRRSA Act - Mental Health Grant	2,751.00	.00	2,751.00
ARP-ESSR	939,479.00	.00	939,479.00
ARP ESSER Accelerated Learning Coaching/Ed Support	29,600.00	.00	29,600.00
ARP ESSER Evid-Based Sum Learning & Enrichment Act	40,000.00	.00	40,000.00
ARP ESSER Evid-Based Comp Beyond the School Day Act	39,542.49	.00	39,542.49
ARP ESSER NJTSS Mental Health Support Staffing	45,000.00	.00	45,000.00
	1,542,736.95	.00	1,542,736.95
Revenues from Other Financing Sources			
Interfund Transfers	83,142.00	83,142.00	.00
	83,142.00	83,142.00	.00
	1,960,614.39	416,843.99	1,543,770.40

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

	Appropriations	Expenditures	Encumbrances	Available Balance
Other Local Projects				
Program Expenditures	2,652.44	485.00	1,133.99	1,033.45
	2,652.44	485.00	1,133.99	1,033.45
Preschool Education				
Salaries of Teachers	222,276.00	.00	222,276.00	.00
Other Salaries for Instruction	53,884.00	.00	53,752.00	132.00
Salaries of Supervisors of Instruction	40,200.00	3,349.99	36,850.01	.00
Salaries of Other Professional Staff	13,709.00	.00	13,709.00	.00
Personal Services - Employee Benefits	81,641.00	8,535.19	72,626.81	479.00
Other Purchased Professional Services	4,000.00	.00	.00	4,000.00
	415,710.00	11,885.18	399,213.82	4,611.00
ESSA Title I, Part A				
Salaries of Teachers	76,690.00	.00	50,000.00	26,690.00
Employee Benefits	18,352.00	.00	3,663.00	14,689.00
	95,042.00	.00	53,663.00	41,379.00
ESSA Title I, Part A				
Salaries of Teachers	13,245.00	.00	6,000.00	7,245.00
Employee Benefits	6,755.00	.00	.00	6,755.00
	20,000.00	.00	6,000.00	14,000.00
ESSA Title III				
Salaries of Teachers	6,351.00	.00	.00	6,351.00
Employee Benefits	3,239.00	.00	.00	3,239.00
Other Purchased Services	500.00	.00	.00	500.00
Supplies and Materials	100.00	.00	.00	100.00
	10,190.00	.00	.00	10,190.00
IDEA Part B				
Salaries of Teachers	33,000.00	.00	30,000.00	3,000.00
Salaries - Other	53,752.00	.00	53,752.00	.00
Employee Benefits	20,942.00	.00	4,123.00	16,819.00
Professional Technical Services	12,111.00	.00	.00	12,111.00
	119,805.00	.00	87,875.00	31,930.00

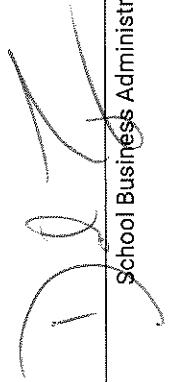
IDEA Part B

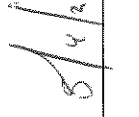
Report of the Secretary to the Board of Education
 Bradley Beach Board of Education
 2022-23 July

	Appropriations	Expenditures	Encumbrances	Available Balance
20-252-100-101	1,928.00	.00	1,000.00	928.00
20-252-200-200	983.00	.00	.00	983.00
	2,911.00	.00	1,000.00	1,911.00
ESSA Title IIA / IID				
Program Expenditures	10,886.00	.00	.00	10,886.00
	10,886.00	.00	.00	10,886.00
ESSA Title IV				
Salaries of Teachers	2,793.00	.00	.00	2,793.00
Instructional Supplies	500.00	.00	.00	500.00
Employee Benefits	214.00	.00	.00	214.00
Professional Technical Services	4,993.00	.00	4,993.00	.00
Other Purchased Services	1,275.00	.00	.00	1,275.00
Supplies and Materials	225.00	.00	.00	225.00
	10,000.00	.00	4,993.00	5,007.00
CRRSA Act-ESSER II Grant Program				
Program Expenditures	174,270.46	10,014.94	115,833.00	48,422.52
	174,270.46	10,014.94	115,833.00	48,422.52
CRRSA Act-Learning Acceleration Grant Program				
Program Expenditures	3,260.00	420.00	.00	2,840.00
	3,260.00	420.00	.00	2,840.00
CRRSA Act-Mental Health Grant Program				
Program Expenditures	2,751.00	.00	.00	2,751.00
	2,751.00	.00	.00	2,751.00
ARP-ESSER Grant Program				
Program Expenditures	939,479.00	.00	42,706.00	896,773.00
	939,479.00	.00	42,706.00	896,773.00
ARP ESSER Subgrant (ALCES)				
Program Expenditures	29,600.00	.00	18,407.00	11,193.00
	29,600.00	.00	18,407.00	11,193.00
ARP ESSER Subgrant (EBSLEA)				
Program Expenditures	40,000.00	.00	.00	40,000.00
	40,000.00	.00	.00	40,000.00
ARP Evidence Based Learning Beyond the School Day				
Program Expenditures	39,542.49	.00	.00	39,542.49
	39,542.49	.00	.00	39,542.49
ARP ESSER Subgrant (NJTSS)				

Report of the Secretary to the Board of Education
 Bradley Beach Board of Education
 2022-23 July

	Appropriations	Expenditures	Encumbrances	Available Balance
20-491-200-104	45,000.00	.00	.00	45,000.00
Program Expenditures	45,000.00	.00	.00	45,000.00
Special Revenue Fund	1,961,099.39	22,805.12	730,824.81	1,207,469.46


 School Business Administrator Signature


 Date

30 Capital Projects Fund
Assets and Liabilities

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

Total assets and resources:

30 Capital Projects Fund
Liabilities and Fund Equity

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

Total Liabilities and Fund Balance

30 Capital Projects Fund
Recapitulation of Budgeted Fund Balance

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

30 Capital Projects Fund

Interim Statements Comparing

Budget Revenue with Actual to Date and
 Appropriations with Expenditures and Encumbrances to Date

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

Expenditures	Appropriations	Expenditures	Encumbrances	Available Balance

30 Capital Projects Fund

Schedule Of Revenues

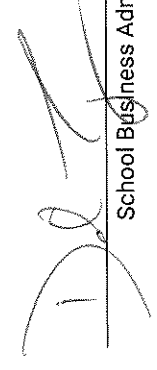
Actual Compared with Estimated

Estimated Actual Unrealized

_____ .00 .00 .00

30 Capital Projects Fund
Statement of Appropriations
Compared with Expenditures and Encumbrances

	Appropriations	Expenditures	Encumbrances	Available Balance
Capital Projects Fund	.00	.00	.00	.00



School Business Administrator Signature



Date

40 Debt Service Fund

Assets and Liabilities

Assets		
101	Cash	9.57
121	Tax Levy Receivable	174,300.00
Resources		
301	Estimated Revenues	174,300.00
302	Revenues	(174,300.00)
		<u>.00</u>
	Total assets and resources:	174,309.57

40 Debt Service Fund

Liabilities and Fund Equity

Liabilities		.00
Fund Balance		
753	Appropriated	
754	Reserve for Encumbrances	
	Reserve for Encumbrances: Current	
	Reserve for Encumbrances: Prior	
601	Appropriations	174,300.00
602	Expenditures	
603	Encumbrances	
	Less: Expenditures and Encumbrances	
	Total Appropriations	174,300.00
75X,76x	Reserved Fund Balance	
	Other Reserves	.00
	Total Reserved Fund Balance:	.00
303	Unappropriated:	
770	Budgeted Fund Balance	
	Fund Balance	9.57
	Total Unappropriated:	9.57

Total Liabilities and Fund Balance 174,309.57

40 Debt Service Fund
Recapitulation of Budgeted Fund Balance

	Budgeted	Actual	Variance
Appropriations	174,300.00	.00	174,300.00
Revenues	(174,300.00)	(174,300.00)	(.00)
	.00	-174,300.00	174,300.00
Less: Reserve for Encumbrances: Prior Budgeted Fund Balance:	.00	-174,300.00	174,300.00

40 Debt Service Fund

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

Revenue/sources of funds	Budgeted Estimated	Actual To Date	Unrealized Balance
1XXX From Local Sources	174,300.00	174,300.00	.00
	174,300.00	174,300.00	.00
Expenditures	Appropriations	Expenditures	Available Balance
40-701-510-xxx Repayment of Debt	174,300.00	.00	174,300.00
Repayment of Debt - Regular	174,300.00	.00	174,300.00
Other			
40-* Other Debt Service Fund	.00	.00	.00
	.00	.00	.00
	174,300.00	.00	174,300.00

40 Debt Service Fund

**Schedule Of Revenues
Actual Compared with Estimated**

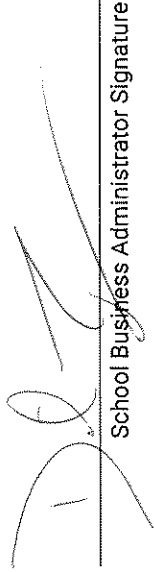
	Estimated	Actual	Unrealized
Revenues from Local Sources			
Ad Valorem Taxes - Local Tax Levy	174,300.00	174,300.00	.00
40-1210	174,300.00	174,300.00	.00
	<u>174,300.00</u>	<u>174,300.00</u>	<u>.00</u>

40 Debt Service Fund

**Statement of Appropriations
 Compared with Expenditures and Encumbrances**

	Appropriations	Expenditures	Encumbrances	Available Balance
Regular Debt Service				
Redemption of Principal-Early Retirement Bonds	168,000.00	.00	.00	168,000.00
Interest on Bonds	6,300.00	.00	.00	6,300.00
	<u>174,300.00</u>	<u>.00</u>	<u>.00</u>	<u>174,300.00</u>
Debt Service Fund	174,300.00	.00	.00	174,300.00

40-701-510-910
 40-701-510-834


 School Business Administrator Signature

8/4/22
 Date

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

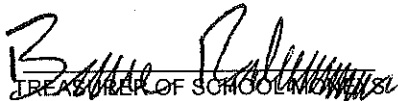
7/31/2022

Attachment VII-H

PAGE 1 OF 6

FUNDS	CASH		CASH		CASH ENDING BALANCE(1+2-3)
	BALANCE	RECEIPTS THIS MONTH	DISBURSEMENTS THIS MONTH		
GENERAL FUND--FUND 10	\$1,579,964.20	\$107,394.21	\$352,408.88		\$1,334,949.53
SPECIAL REVENUE FUND--FUND 20	(\$33,876.62)	\$35,966.99	\$23,263.27		(\$21,172.90)
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	\$1,546,097.15	\$143,361.20	\$375,672.15		\$1,313,786.20
ENTERPRISE FUND--FUND 5X	\$29,137.78	\$18,488.42	\$7,968.49		\$39,657.71
PAYROLL	\$0.00	\$159,859.16	\$159,859.16		\$0.00
PAYROLL AGENCY	\$218,599.84	\$35,901.14	\$147,726.61		\$106,774.37
UNEMPLOYMENT TRUST	\$35,525.10	\$2,829.78	\$0.00		\$38,354.88
TOTAL TRUST & AGENCY FUNDS	\$254,124.94	\$198,590.08	\$307,585.77		\$145,129.25
TOTAL ALL FUNDS	\$1,829,359.87	\$360,439.70	\$691,226.41		\$1,498,573.16

PREPARED & SUBMITTED BY


TREASURER OF SCHOOL DISTRICT

8/11/2022
DATE

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

STATEMENT DATE: 7/31/2022

BALANCE PER BANK			\$1,346,812.81
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		\$33,026.59	
		\$0.00	
OTHER		\$0.02	
TOTAL DEDUCTIONS		\$33,026.61	
NET RECONCILING ITEMS			(\$33,026.61)
ADJUSTED BALANCE PER BANK			\$1,313,786.20

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: 7/31/2022

BALANCE PER BANK			\$108,624.37
ADDITIONS: DEPOSITS IN TRANSIT	DATE	AMOUNT	
		\$0.00	
		\$0.00	
		\$0.00	
TOTAL DEPOSITS IN TRANSIT			\$0.00
		AMOUNT	
DEDUCTIONS: OUTSTANDING CHECKS		\$1,850.00	
OTHER		\$0.00	
TOTAL DEDUCTIONS		\$1,850.00	
NET RECONCILING ITEMS			(\$1,850.00)
ADJUSTED BALANCE PER BANK			\$106,774.37

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: 7/31/2022

BALANCE PER BANK			\$248.17
ADDITIONS: DEPOSITS IN TRANSIT	DATE	AMOUNT	
		\$0.00	
		\$0.00	
		\$0.00	
TOTAL DEPOSITS IN TRANSIT		\$0.00	
		AMOUNT	
DEDUCTIONS: OUTSTANDING CHECKS		\$248.17	
OTHER		\$0.00	
TOTAL DEDUCTIONS		\$248.17	
NET RECONCILING ITEMS		(\$248.17)	
ADJUSTED BALANCE PER BANK			\$0.00

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: 7/31/2022

BALANCE PER BANK			\$38,354.88
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			\$38,354.88

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: 7/31/2022

BALANCE PER BANK \$39,657.71

ADDITIONS: DEPOSITS IN TRANSIT	DATE	AMOUNT
		\$0.00
		\$0.00
		\$0.00
		\$0.00
TOTAL DEPOSITS IN TRANSIT		\$0.00
		AMOUNT
DEDUCTIONS: OUTSTANDING CHECKS		\$0.00
		\$0.00
OTHER		\$0.00
TOTAL DEDUCTIONS		\$0.00

NET RECONCILING ITEMS \$0.00
ADJUSTED BALANCE PER BANK \$39,657.71

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 7/31/2022
SALARY CASH ACCOUNT #726-0100089

CHECK #	AMOUNT	CHECK #	AMOUNT
37223	\$67.60		
37267	\$180.57		

GRAND TOTAL, SALARY ACCOUNT

\$248.17

OUTSTANDING CHECKS AS OF 7/31/2022
CASH ACCOUNT #726-0100062

PAGE 6 OF 6

CHECK #	AMOUNT	CHECK #	AMOUNT
20994	\$650.00		
21032	\$1,210.00		
21041	\$818.00		
21047	\$27,211.50		
21052	\$500.00		
21053	\$500.00		
21054	\$455.00		
21056	\$1,433.09		
21058	\$225.00		
21066	\$24.00		

OUTSTANDING CHECKS AS OF 7/31/2022
PAYROLL/AGENCY ACCOUNT # 0072-6010-2200

CHECK #	AMOUNT	CHECK #	AMOUNT
7462	\$1,850.00		

Appropriation Adjustments and Transfers for 2022-23 07/29/2022 - 07/29/2022

[Adjustment] Tx: 19310 to record July 2022 Transfers						
Date	Fund	Act #	Act Desc	Type	Pre	Post
7/29/2022	11	11-000-216-270-00	Health Benefits	Adjustment	38,198.00	40,032.00
7/29/2022	11	11-000-216-320-00	Purchase Prof-Educ Services	Adjustment	48,385.00	46,551.00
7/29/2022	11	11-000-218-270-00	Health Benefits	Adjustment	12,050.00	11,750.00
7/29/2022	11	11-000-218-600-00	Supplies and materials	Adjustment	300.00	600.00
7/29/2022	11	11-000-230-332-00	Audit fees	Adjustment	23,766.00	25,500.00
7/29/2022	11	11-000-230-610-00	General Supplies	Adjustment	8,000.00	6,266.00
7/29/2022	11	11-000-251-100-00	Salaries: Business Office	Adjustment	143,038.00	158,888.00
7/29/2022	11	11-000-252-100-00	Salaries: Technology	Adjustment	33,120.00	17,270.00
7/29/2022	11	11-000-270-160-00	Salaries: Transportation	Adjustment	20,000.00	38,501.00
7/29/2022	11	11-130-100-101-00	Salaries Teachers Grades 6-8	Adjustment	869,451.00	850,950.00
7/29/2022	11	11-190-100-610-00	General Supplies	Adjustment	28,000.00	27,000.00
7/29/2022	11	11-190-100-610-00-01	First Grade Supplies	Adjustment	400.00	600.00
7/29/2022	11	11-190-100-610-00-02	Second Grade Supplies	Adjustment	400.00	600.00
7/29/2022	11	11-190-100-610-00-78	Seventh & Eight Grade Supplies	Adjustment	1,200.00	1,600.00
7/29/2022	11	11-190-100-610-00-PK	Preschool Supplies	Adjustment	3,000.00	3,200.00
						.00

**DRAFTNEY BOARD OF EDUCATION
Bills and Claims**
Batch 23-0012 Bank EFT (7/20/2022)
Batch 23-0014 August Board Meeting (8/1/2022)
Batch 23-0013 Supply Chain Assistance Funding (7/22/2022)
Batch 23-0027 NSLP (7/29/2022)
Batch 23-0028 Board Meeting 08/16/22 (8/1/2022)

Vendor Name	Account Number	Id	PO Number	Description	Batch	Check #	Amount to Pay
Curriculum Associates	11-190-100-610-08-TE	1403	PO-23-000062	Service Inv: 90189513	23-0014	21085	2,640.00
							2,640.00
Delisa Demolition and Disposal	11-000-261-420-00	DELISA	PO-23-000042	Service Inv: 239751 AUG.	23-0014	21086	469.35
							469.35
Direct Energy Business	11-000-262-621-00	DE	PO-23-000185	Service Inv: JULY 2022	23-0014	21087	31.63
							31.63
e2e Exchange, LLC	11-000-261-800-00	EZE	PO-23-000050	Service Inv: C1 2023-2046	23-0014	21088	665.00
							665.00
Environmental Connection	11-000-262-300-00	4246	PO-23-000057	Service Inv: 22121-02	23-0014	21089	905.00
Environmental Connection	11-000-262-300-00	4246	PO-23-000058	Service Inv: 22288-01	23-0014	21089	665.00
							1,570.00
George Koustas Painting & Construction, LLC	11-000-261-420-00	KOUSTA	PO-23-000001	Service	23-0014	21090	5,400.00
George Koustas Painting & Construction, LLC	11-000-261-420-00	KOUSTA	PO-23-000002	Service	23-0014	21090	2,550.00
George Koustas Painting & Construction, LLC	11-000-261-420-00	KOUSTA	PO-23-000003	Service	23-0014	21090	2,550.00
George Koustas Painting & Construction, LLC	11-000-261-420-00	KOUSTA	PO-23-000005	Service	23-0014	21090	4,900.00
George Koustas Painting & Construction, LLC	11-000-261-420-00	KOUSTA	PO-23-000006	Service	23-0014	21090	4,900.00
George Koustas Painting & Construction, LLC	11-000-261-420-00	KOUSTA	PO-23-000010	Service	23-0014	21090	4,800.00
							25,100.00
Global Compliance Network, Inc.	11-000-261-800-00	GCN	PO-23-000047	Service Inv: 12568	23-0014	21091	1,400.00
							1,400.00
Gorsenger Brothers Hardwood Floors	11-000-261-420-00	G	PO-23-000007	Service Inv: 13049	23-0014	21092	3,116.00
Gorsenger Brothers Hardwood Floors	11-000-261-420-00	G	PO-23-000008	Service Inv: 13050	23-0014	21092	3,116.00

BRANEY BEACH BOARD OF EDUCATION
Bills and Claims
Batch 23-0012 Bank EFT (7/20/2022)
Batch 23-0014 August Board Meeting (8/1/2022)
Batch 23-0013 Supply Chain Assistance Funding (7/22/2022)
Batch 23-0027 NSLP (7/29/2022)
Batch 23-0028 Board Meeting 08/16/22 (8/1/2022)

Vendor Name	Account Number	PO Number	Description	Batch	Check #	Amount to Pay
Gorsenger Brothers Hardwood Floors	11-000-261-420-00	G PO-23-000009	Service Inv: 12127	23-0014	21092	3,116.00
Grainger	11-000-261-610-00	GRAING PO-23-000023	Supplies Inv: 937475339	23-0014	21093	338.92
Herff Jones, LLC	10-421	HERFF PO-22-000626-PYPBL	Supplies Inv: 29001200000	23-0014	21094	376.56
Herff Jones, LLC	10-421	HERFF PO-22-000627-PYPBL	Supplies Inv: 29000548000	23-0014	21094	814.50
						1,191.06
Horizon Blue Cross Blue Shield of New Jersey	11-000-211-270-00	HORIZO PO-23-000024	Service Inv: AUGUST 2022	23-0014	21095	3,654.63
Horizon Blue Cross Blue Shield of New Jersey	11-000-213-270-00	HORIZO PO-23-000024	Service	23-0014	21095	3,516.53
Horizon Blue Cross Blue Shield of New Jersey	11-000-216-270-00	HORIZO PO-23-000024	Service	23-0014	21095	3,408.50
Horizon Blue Cross Blue Shield of New Jersey	11-000-217-270-00	HORIZO PO-23-000024	Service	23-0014	21095	6,180.23
Horizon Blue Cross Blue Shield of New Jersey	11-000-218-270-00	HORIZO PO-23-000024	Service	23-0014	21095	.00
Horizon Blue Cross Blue Shield of New Jersey	11-000-219-270-00	HORIZO PO-23-000024	Service	23-0014	21095	4,722.00
Horizon Blue Cross Blue Shield of New Jersey	11-000-261-270-00	HORIZO PO-23-000024	Service	23-0014	21095	3,408.50
Horizon Blue Cross Blue Shield of New Jersey	11-000-262-270-00	HORIZO PO-23-000024	Service	23-0014	21095	4,936.54
Horizon Blue Cross Blue Shield of New Jersey	11-000-291-270-00	HORIZO PO-23-000024	Service	23-0014	21095	2,634.37
Horizon Blue Cross Blue Shield of New Jersey	11-110-100-270-00	HORIZO PO-23-000024	Service	23-0014	21095	1,205.47
Horizon Blue Cross Blue Shield of New Jersey	11-120-100-270-00	HORIZO PO-23-000024	Service	23-0014	21095	28,041.70
Horizon Blue Cross Blue Shield of New Jersey	11-130-100-270-00	HORIZO PO-23-000024	Service	23-0014	21095	22,274.30
Horizon Blue Cross Blue Shield of New Jersey	11-240-100-270-00	HORIZO PO-23-000024	Service	23-0014	21095	3,051.90
Horizon Blue Cross Blue Shield of New Jersey	20-218-200-200-00	HORIZO PO-23-000024	Service	23-0014	21095	8,238.53
						95,273.20
Horizon Blue Cross/Blue Shield	11-000-211-270-00	DENTAL PO-23-000033	Service Inv: AUGUST 2022	23-0014	21096	52.97

BRANEY BEACH BOARD OF EDUCATION
Bills and Claims
Batch 23-0012 Bank EFT (7/20/2022)
Batch 23-0014 August Board Meeting (8/1/2022)
Batch 23-0013 Supply Chain Assistance Funding (7/22/2022)
Batch 23-0027 NSLP (7/29/2022)
Batch 23-0028 Board Meeting 08/16/22 (8/1/2022)

Vendor Name	Account Number	ID	PO Number	Description	Batch	Check #	Amount to Pay
Horizon Blue Cross/Blue Shield	11-000-213-270-00	DENTAL	PO-23-000033	Service	23-0014	21096	148.33
Horizon Blue Cross/Blue Shield	11-000-216-270-00	DENTAL	PO-23-000033	Service	23-0014	21096	148.33
Horizon Blue Cross/Blue Shield	11-000-217-270-00	DENTAL	PO-23-000033	Service	23-0014	21096	317.82
Horizon Blue Cross/Blue Shield	11-000-218-270-00	DENTAL	PO-23-000033	Service	23-0014	21096	.00
Horizon Blue Cross/Blue Shield	11-000-219-270-00	DENTAL	PO-23-000033	Service	23-0014	21096	201.30
Horizon Blue Cross/Blue Shield	11-000-261-270-00	DENTAL	PO-23-000033	Service	23-0014	21096	148.33
Horizon Blue Cross/Blue Shield	11-000-262-270-00	DENTAL	PO-23-000033	Service	23-0014	21096	211.88
Horizon Blue Cross/Blue Shield	11-000-291-270-00	DENTAL	PO-23-000033	Service	23-0014	21096	148.33
Horizon Blue Cross/Blue Shield	11-110-100-270-00	DENTAL	PO-23-000033	Service	23-0014	21096	52.97
Horizon Blue Cross/Blue Shield	11-120-100-270-00	DENTAL	PO-23-000033	Service	23-0014	21096	1,311.98
Horizon Blue Cross/Blue Shield	11-130-100-270-00	DENTAL	PO-23-000033	Service	23-0014	21096	1,006.52
Horizon Blue Cross/Blue Shield	11-240-100-270-00	DENTAL	PO-23-000033	Service	23-0014	21096	132.43
Horizon Blue Cross/Blue Shield	20-218-200-200-00	DENTAL	PO-23-000033	Service	23-0014	21096	296.66
							4,177.85
Intrado	11-000-261-800-00	INTRAD O	PO-23-000156	Service Inv. 289511	23-0014	21097	1,250.00
							1,250.00
IXL Learning	11-190-100-610-08-TE	IXL	PO-23-000063	service Inv. S437359	23-0014	21098	4,700.00
							4,700.00
Jersey Central Power & Light	11-000-262-622-00	3021	PO-23-000184	Service Inv. JULY 2022	23-0014	21099	3,231.56
							3,231.56
Kennedy, Gross, Kovats & Parton	10-421	000002	PO-22-000625-PYPBL	Service Inv. MAY 2022	23-0014	21100	715.00
							715.00

**BRITNEY BEACH BOARD OF EDUCATION
Bills and Claims**
Batch 23-0012 Bank EFT (7/20/2022)
Batch 23-0014 August Board Meeting (8/1/2022)
Batch 23-0013 Supply Chain Assistance Funding (7/22/2022)
Batch 23-0027 NSLP (7/29/2022)
Batch 23-0028 Board Meeting 08/16/22 (8/1/2022)

Vendor Name	Account Number	IG	PO Number	Description	Batch	Check #	Amount to Pay
Pella Windows and Doors	10-421	90082	PO-22-000544-PYPBL	Service Inv: 7327754413	23-0014	21112	1,404.80
Pella Windows and Doors	20-421	90082	PO-22-000544-PYPBL	Service Inv: 7327754413	23-0014	21112	608.06
							2,012.86
Purchase Power	11-000-230-530-00	PURCH A	PO-23-000051	Service Inv: 8000-9000-0651-6458	23-0014	21113	500.00
							500.00
Really Good Stuff, LLC	11-190-100-610-00-78	70000	PO-23-000074	Supplies Inv: 8014954	23-0014	21114	133.35
Really Good Stuff, LLC	11-190-100-610-00-03	70000	PO-23-000082	Supplies Inv: 8015609	23-0014	21114	83.92
Really Good Stuff, LLC	11-190-100-610-00-78	70000	PO-23-000104	Supplies Inv: 8017668	23-0014	21114	80.91
							298.18
RFP Solutions, Inc.	11-000-261-420-00	RFP	PO-22-000552-PYPO	Service/Facilities Construction Inv: P26420	23-0014	21115	4,458.18
RFP Solutions, Inc.	12-000-400-720-00-AL	RFP	PO-22-000552-PYPO	Service/Facilities Construction Inv: P26420	23-0014	21115	20,000.00
							24,458.18
Schindler Elevator Corporation	10-421	SCH001	PO-22-000619-PYPBL	Service Inv: 7153515087	23-0014	21116	660.26
							660.26
Scoles System	11-000-261-610-00	1098	PO-23-000027	Supplies Inv: 446074	23-0014	21117	425.08
Scoles System	11-000-261-610-00	1098	PO-23-000145	Supplies Inv: 446447	23-0014	21117	1,226.40
							1,651.48
Scrubber Doctor	11-000-262-610-00	SCRUBB	PO-23-000060	Service Inv: S19259	23-0014	21118	1,078.23
							1,078.23
Staff Development Workshops Inc.	20-421	STAFF	PO-22-000385-PYPBL	Service Inv: 12659	23-0014	21119	1,700.00


BRADLEY BEACH BOARD OF EDUCATION
 Bills and Claims
 Batch 23-0012 Bank EFT (7/20/2022)
 , Batch 23-0014 August Board Meeting (8/1/2022)
 , Batch 23-0013 Supply Chain Assistance Funding (7/22/2022)
 , Batch 23-0027 NSLP (7/29/2022)
 , Batch 23-0028 Board Meeting 08/16/22 (8/1/2022)

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

Fund	Program	Purchase Orders	Current	Prior Year	Total
10	General Fund	10	23,021.53		23,021.53
	Fund total:		23,021.53		23,021.53
11	General Current Expense	64	107,898.36		107,898.36
11	General Current Expense	2	1,258.44		1,258.44
11	General Current Expense	2	29,353.68		29,353.68
11	General Current Expense	2	23,280.82		23,280.82
11	General Current Expense	10	12,109.78		12,109.78
11	General Current Expense	2	3,184.33		3,184.33
	Fund total:		177,085.41		177,085.41
12	Capital Outlay	1	20,000.00		20,000.00
	Fund total:		20,000.00		20,000.00
20	Special Revenue Fund	2	2,308.06		2,308.06
20	Special Revenue Fund	2	8,535.19		8,535.19
	Fund total:		10,843.25		10,843.25
	Grand totals:	97	230,950.19		230,950.19

BRUNY BOARD OF EDUCATION
Bills and Claims

Batch 23-0012 Bank EFT (7/20/2022)
, Batch 23-0014 August Board Meeting (8/1/2022)
, Batch 23-0013 Supply Chain Assistance Funding (7/22/2022)
, Batch 23-0027 NSLP (7/29/2022)
, Batch 23-0028 Board Meeting 08/16/22 (8/1/2022)


8/12/22
Business Administrator


8/16/22