

## 2017 OOD Extended School Year Program

ID #	Begin Date	End Date	Time	Attending School
1001241	7/5/2017	7/28/2017	8:30am - 1:30pm	BCSS - Hearing Impaired (Godwin)
1000004	7/3/2017	8/11/2017	9:00am-1:00pm	Ridgefield Memorial H.S.
123	7/5/2016	7/25/2016	8:30am - 12:30	Hasbrouck Heights High School
1000710	7/5/2017	7/31/2017	8:30am-1:30pm	Felician School for Exceptional Children
1000806	7/5/2017	8/15/2017	9:00am - 2:45pm	David Gregory School
294	7/3/2017	8/11/2017	9:00am-1:00pm	Ridgefield Memorial HS - Strive Program
20287	7/5/2017	7/28/2017	8:30am - 1:30pm	N.A. Bleshman Regional Day School
1000008	7/5/2017	7/28/2017	8:30am - 1:30pm	BCSS - Life Skills (Transition Center)
1000485	7/5/2017	8/15/2017	8:30am-12:30pm	Peter Cooper School (REALM)
542	7/10/2017 Closed	8/31/2017 8/14 - 8/18	M-Th (8:30am - 2:00pm)	Cornerstone Day School
990249	7/10/2017	8/10/2017	TBD	Bonnie Brae Academy
20642	7/5/2017	7/28/2017	M-Th (9am-2:30pm) Fri (9am-1:00pm)	FORUM SCHOOL
1000074	7/5/2017	8/15/2017	8:30am - 12:30 pm	Hewitt School REALM Program
465	7/5/2017	7/28/2017	8:30am - 1:30pm	N.A. Bleshman Regional Day School
20354	7/6/2017	7/28/2017	8:00am - 12:00pm	SBJC Lodi Annex
20437	7/5/2017	7/28/2017	8:30am - 1:30pm	BCSS - Bleshman
1001448	7/6/2017	7/28/2017	8:00am - 12:00pm	SBJC Lodi Annex
20240	7/6/2017	7/28/2017	8:00am - 12:00pm	SBJC Lodi Annex
1054	7/5/2017	7/28/2017	8:30am - 1:30pm	BCSS - Life Skills (Springboard)
1106	7/5/2017	8/15/2017	8:30am - 1:30pm	DERON 1 SCHOOL OF N. J., INC.
286	7/5/2017	8/15/2017	9:00am - 2:45pm	Alpine Learning Group
1001365	7/6/2017	7/28/2017	8:30am - 12:30pm	SBJC Maywood Annex
6939	7/3/2017	8/11/2017	9:00am -1:00 pm (no lunch served)	Slocum/Skewes School E.S.
1001456	7/5/2017	7/28/2017	8:30am - 1:30pm	BCSS - Life Skills (Springboard)
1000091	7/5/2016	8/15/2016	8:30am - 2:20pm	WINDSOR LEARNING CENTER
20746	7/6/2017	7/28/2017	8:00am - 12:00pm	SBJC Lodi Annex
1000554	7/6/2017	7/28/2017	8:00am - 12:00pm	SBJC Maywood Annex
1000620	7/6/2017	7/28/2017	8:30am - 12:30pm	SBJC Maywood Annex

ATTACHMENT.

[illegible]

Starting date 2/1/2017 Ending date 2/28/2017

Cknum	Date	Rec date	Vcode	Vendor name	Check amount
001068 H	02/01/17		0092	TREPS EDUCATION, LLC	\$702.00
001069 H	02/14/17		E657	LEUKEMIA & LYMPHOMA SOCIETY	\$242.61
011450 H	02/14/17		1918	PETALOUS PUBLISHING LLC	\$200.00
011460	02/15/17		1895	THEATREWORKS USA	\$786.25
020429	02/01/17		4596	BRADY; ROBERT	\$426.43
020431	02/06/17		1877	FUND TIME INC	\$1,191.60
020432	02/06/17		O937	MARILYN DALCORTIVO	\$68.77
020433	02/07/17		2451	HASBROUCK HEIGHTS TOUCHDOWN CLUB	\$550.00
020434	02/07/17		0419	EJG Sports, LLC	\$107.70
020436	02/14/17		1707	MEZATESTA, GLEN	\$58.00
020437	02/14/17		T345	MAHOUDARABI, JONI	\$209.55
020438	02/15/17		4596	BRADY; ROBERT	\$369.11
020440	02/16/17		A735	NATIONAL SEPTEMBER 11 MEMORIAL	\$1,284.00
020441	02/16/17		0419	EJG Sports, LLC	\$400.00
020442	02/16/17		1293	PRESTIGE AWARDS	\$258.30
020443	02/16/17		6380	MEDIEVAL TIMES DINNER & TOURNAMENT	\$5,398.85
020444	02/17/17		0034	DC SPORTS	\$1,565.00
021317 H	02/13/17		2936	DEPOSITORY TRUST COMPANY	\$80,637.50
022817	02/28/17		PAY	HASBROUCK HEIGHTS PAYROLL	\$1,669,781.52
022917 H	02/28/17		7269	HASBROUCK HEIGHTS PR AGENCY	\$25,465.26
023017 H	02/28/17		7269	HASBROUCK HEIGHTS PR AGENCY	\$95,340.05
023217	02/28/17		0271	PRUDENTIAL RETIREMENT(DCRP)	\$1,096.09
023517 H	02/01/17		0031	HASBROUCK HEIGHTS BD OF ED	\$500,000.00
057554 V	01/09/17	02/10/17	6093	LAKESHORE LEARNING MATERIALS	(\$34.95)
057720	02/02/17		1626	BERGEN COUNTY TECHNICAL SCHOOLS	\$2,000.12
057721	02/02/17		0949	CARRERA, ROSARIO	\$2,487.50
057722	02/03/17		2322	SOUTH BERGEN JOINTURE COMM.	\$1,812.79
057723	02/06/17		Z203	LIFELOCK, INC.	\$1,496.00
057724	02/08/17		2222	AIR GROUP LLC	\$1,393.50
057725	02/08/17		0075	AMERICAN PAPER & SUPPLY COMPANY	\$9,337.36
057726	02/08/17		1771	AMF WALLINGTON LANES	\$319.50
057727	02/08/17		2486	ATLANTIC BUSINESS PRODUCTS	\$4,409.37
057728	02/08/17		5171	ATLANTIC BUSINESS PRODUCTS	\$248.00
057729	02/08/17		0222	BOROUGH OF HASBROUCK HEIGHTS	\$573.22
057730	02/08/17		4336	CABLEVISION	\$89.90
057731	02/08/17		2471	CLIFFSIDE BODY CORPORATION	\$3,790.68
057732	02/08/17		0432	COLANGELO, JOSEPH	\$50.00
057733	02/08/17		4953	DEFINED CONTRIBUTION RETIREMENT PROGRAM	\$345.66
057734	02/08/17		2145	ESDALE, RYAN	\$50.00

Starting date 2/1/2017 Ending date 2/28/2017

Cknum	Date	Rec date	Vcode	Vendor name	Check amount
057735	02/08/17		4011	HEINEMANN PUBLISHING COMPANY	\$27,515.60
057736	02/08/17		1506	HERZ, MARDIA	\$400.00
057737	02/08/17		0716	HOME DEPOT	\$677.15
057738	02/08/17		0865	INVO HEALTHCARE ASSOC, LLC	\$30,561.00
057739	02/08/17		4251	J & B LOCK & ALARM	\$124.40
057740	02/08/17		0884	LITTLE BITS ELECTRONICS INC	\$235.60
057741	02/08/17		1958	MAGIC TOUCH CONSTRUCTION CO., INC	\$13,490.44
057742	02/08/17		6173	MAXIM HEALTHCARE SERVICES, INC.	\$2,851.49
057743	02/08/17		4644	MESSERY, DINA	\$50.00
057744	02/08/17		1016	METRO FIRE & SAFETY CO.	\$203.00
057745	02/08/17		2564	MONTE ELECTRIC, INC.	\$95.00
057746	02/08/17		2366	MUSIC & ARTS CENTER, INC.	\$5,764.73
057747	02/08/17		1004	NASSOR ELECTRIC SUPPLY CO., INC.	\$833.37
057748	02/08/17		4369	NORTH JERSEY MEDIA GROUP/ADVERTISEMENTS	\$91.42
057749	02/08/17		1245	PARAMOUNT EXTERMINATING	\$55.00
057750	02/08/17		0445	PASQUALONE, REGINA	\$1,350.00
057751	02/08/17		1619	PEARSON ASSESSMENT	\$2,256.35
057752	02/08/17		1240	PETTY CASH/HIGH SCHOOL	\$366.21
057753	02/08/17		1568	PHONAK LLC	\$2,214.11
057754	02/08/17		4343	PORTA PHONE / EARTEC	\$385.50
057755	02/08/17		2480	RAMARAJ, BABU	\$179.00
057756	02/08/17		1938	RICHARD M KIKER, LLC	\$15,125.00
057757	02/08/17		1740	RIDDEL	\$2,690.08
057758	02/08/17		2775	STAPLES ADVANTAGE	\$197.25
057759	02/08/17		0639	SUEZ WATER OF NEW JERSEY	\$57.39
057760	02/08/17		5020	TEACHERS COLLEGE READ AND WRITE PROJECT	\$100.00
057761	02/08/17		0945	THE READING & WRITING PROJECT NETWORK	\$4,358.93
057762	02/08/17		4115	VAN DINE MOTORS, INC.	\$1,083.00
057763	02/08/17		2156	VANDERBECK, C.J. & SON INC	\$1,762.85
057764	02/08/17		4454	VERIZON	\$1,753.18
057765	02/08/17		0526	WAGE WORKS	\$100.00
057766	02/08/17		2174	WALLINGTON PLUMBING	\$600.89
057767	02/10/17		2388	4 DIAMOND TRANSPORTATION LLC	\$8,687.50
057768	02/10/17		0343	COMPLETE SAW SERVICE OF	\$313.00
057769	02/14/17		2642	KARL ENVIRONMENTAL GROUP	\$16,160.00
057770	02/15/17		1701	ALPINE LEARNING GROUP, INC.	\$7,082.55
057771	02/15/17		2049	ANDOLENA; CAROL	\$313.32
057772	02/15/17		1627	BAYADA HOME HEALTH CARE, INC.	\$7,010.50
057773	02/15/17		2347	BEHAVIOR INTERVENTION RESOURCES	\$625.00



Starting date 2/1/2017 Ending date 2/28/2017

Cknum	Date	Rec date	Vcode	Vendor name	Check amount
057774	02/15/17		0955	BERGEN COUNTY DEPT OF PARKS	\$500.00
057775	02/15/17		0180	BERGEN COUNTY SPECIAL SERVICES	\$73,727.89
057776	02/15/17		1216	BISCHOFF; MICHELLE	\$630.00
057777	02/15/17		9024	CABLEVISION LIGHTPATH	\$13,093.23
057778	02/15/17		2463	CARE PLUS NJ, INC	\$40.00
057779	02/15/17		4396	CAROLINA BIOLOGICAL SUPPLY CO.	\$778.69
057780	02/15/17		0949	CARRERA, ROSARIO	\$2,050.00
057781	02/15/17		1487	CCL THERAPY, LLC	\$6,820.00
057782	02/15/17		2294	CORNERSTONE DAY SCHOOL	\$8,515.75
057783	02/15/17		1505	DAVID GREGORY SCHOOL, INC.	\$10,133.80
057784	02/15/17		0971	DELTA-T GROUP NORTH JERSEY, INC	\$409.50
057785	02/15/17		2994	DERON SCHOOL OF NJ,INC.	\$6,758.62
057786	02/15/17		0426	DINGERTOPADRE; MARIA	\$1,260.00
057787	02/15/17		0419	EJG Sports, LLC	\$299.00
057788	02/15/17		9049	ENGLEWOOD PUBLIC SCHOOL DISTRICT	\$176.80
057789	02/15/17		1480	FORUM SCHOOL	\$4,541.40
057790	02/15/17		2255	FUN FIT THERAPY LLC	\$3,800.00
057791 V	02/15/17	03/30/17	4338	HIGH POINT SCHOOL OF BERGEN COUNTY	\$7,035.38
057792	02/15/17		0716	HOME DEPOT	\$915.18
057793	02/15/17		1890	HUNTERDON CENTRAL REG. HIGH SCHOOL	\$150.00
057794	02/15/17		1555	IMPALLI, EDNA	\$620.64
057795	02/15/17		1608	JOHNNY ON THE SPOT	\$205.80
057796	02/15/17		1651	JUDITH FERRARO SPEECH LANGUAGE AGENCY	\$1,760.00
057797	02/15/17		2799	LAKEVIEW LEARNING CENTER	\$9,099.72
057798	02/15/17		6697	MASTBETH, JOSEPH	\$1,320.00
057799	02/15/17		6173	MAXIM HEALTHCARE SERVICES, INC.	\$1,245.50
057800	02/15/17		2459	MONTGOMERY ACADEMY	\$7,521.00
057801	02/15/17		3181	NORTH JERSEY COFFEE, PAPER, AND BEVERAGE	\$613.20
057802	02/15/17		1228	OTIS ELEVATOR COMPANY	\$2,096.10
057803	02/15/17		1269	PEPPER, J.W. & SON, INC.	\$39.34
057804	02/15/17		1493	PETTY CASH/LINCOLN SCHOOL	\$292.71
057805	02/15/17		2429	PHILP; MARIA	\$86.35
057806	02/15/17		2103	POCONO PROFOODS	\$180.80
057807	02/15/17		2693	PROFESSIONAL EDUCATION SERVIES INC	\$736.64
057808	02/15/17		1358	RIDGEFIELD BOARD OF EDUCATION	\$20,486.00
057809	02/15/17		0925	SD GAMEDAY, LLC.	\$275.00
057810	02/15/17		2322	SOUTH BERGEN JOINTURE COMM.	\$123,218.26
057811	02/15/17		4286	SPECTRUM CONSULTING, INC.	\$1,500.00
057812	02/15/17		2775	STAPLES ADVANTAGE	\$627.19

Starting date 2/1/2017 Ending date 2/28/2017

Cknum	Date	Rec date	Vcode	Vendor name	Check amount
057813	02/15/17		0639	SUEZ WATER OF NEW JERSEY	\$1,341.38
057814	02/15/17		0944	THE FELICIAN SCHOOL FOR EXCEP CHILDREN	\$6,598.70
057815	02/15/17		4454	VERIZON	\$1,764.98
057816	02/15/17		2691	WINDSOR LEARNING CENTER, INC	\$6,710.00
057817	02/16/17		0949	CARRERA, ROSARIO	\$1,000.00
057818	02/17/17		1506	HERZ, MARDIA	\$2,860.00
057819	02/27/17		0148	BALLY'S ATLANTIC CITY	\$1,592.00
057820 H	02/28/17		6351	COSTCO	\$582.82
057821	02/28/17		0673	HASBROUCK HEIGHTS ATHLETIC	\$7,000.00

Starting date 2/1/2017


Ending date 2/28/2017

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Fund Totals		
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10	General Funds	\$595,340.05
11	GENERAL FUND	\$2,081,333.40
12	Capital Outlay	\$2,214.11
20	Special Revenue Fund	\$102,290.65
30	Capital Projects Fund	\$16,160.00
40	Debt Service Fund	\$80,637.50
60	Enterprise Fund	\$23,442.54
95	STUDENT ACTIVITY	\$13,818.17
Total for all checks listed		\$2,915,236.42

Prepared and submitted by:

  
Board Secretary

  
Date

Report of the Secretary to the Board of Education  
Hasbrouck Heights Board of Ed.

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Starting date 7/1/2016 Ending date 2/28/2017 Fund: 10 General Funds

Assets and Resources

Assets:

101	Cash in bank		\$3,393,386.10
102 - 106	Cash Equivalents		\$2,200.00
111	Investments		\$0.00
116	Capital Reserve Account		\$0.00
117	Maintenance Reserve Account		\$0.00
118	Emergency Reserve Account		\$0.00
121	Tax levy Receivable		\$9,264,190.50

Accounts Receivable:

132	Interfund	\$0.00	
141	Intergovernmental - State	\$786,988.04	
142	Intergovernmental - Federal	\$0.00	
143	Intergovernmental - Other	\$0.00	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	\$786,988.04

Loans Receivable:

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

Other Current Assets

\$0.00

Resources:

301	Estimated revenues	\$29,578,055.00	
302	Less revenues	(\$29,603,214.82)	(\$25,159.82)

Total assets and resources

\$13,421,604.82

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		(\$26,644.55)
421	Accounts payable		\$6,926.25
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$0.00
	Other current liabilities		\$0.00
Total liabilities			(\$19,718.30)

Report of the Secretary to the Board of Education  
Hasbrouck Heights Board of Ed.

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Starting date 7/1/2016 Ending date 2/28/2017 Fund: 10 General Funds

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances			\$11,513,419.31
761	Capital reserve account - July		\$701,912.00	
604	Add: Increase in capital reserve		\$0.00	
307	Less: Bud. w/d cap. reserve eligible costs		\$0.00	
309	Less: Bud. w/d cap. reserve excess costs		\$0.00	\$701,912.00
764	Maintenance reserve account - July		\$0.00	
606	Add: Increase in maintenance reserve		\$0.00	
310	Less: Bud. w/d from maintenance reserve		\$0.00	\$0.00
768	Waiver offset reserve - July 1, 2, _____		\$0.00	
609	Add: Increase in waiver offset reserve		\$0.00	
314	Less: Bud. w/d from waiver offset reserve		\$0.00	\$0.00
762	Adult education programs			\$184,504.00
750-752,76x	Other reserves			\$0.00
601	Appropriations		\$30,078,317.51	
602	Less: Expenditures	(\$18,154,688.30)		
	Less: Encumbrances	(\$11,213,156.80)	(\$29,367,845.10)	\$710,472.41
	Total appropriated			\$13,110,307.72
Unappropriated:				
770	Fund balance, July 1			\$831,277.91
771	Designated fund balance			\$0.00
303	Budgeted fund balance			(\$500,262.51)
	Total fund balance			\$13,441,323.12
	Total liabilities and fund equity			\$13,421,604.82

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$30,078,317.51	\$29,367,845.10	\$710,472.41
Revenues	(\$29,578,055.00)	(\$29,603,214.82)	\$25,159.82
Subtotal	<u>\$500,262.51</u>	<u>(\$235,369.72)</u>	<u>\$735,632.23</u>
Change in capital reserve account:			
Plus - Increase in reserve	\$0.00	(\$701,912.00)	\$701,912.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$500,262.51</u>	<u>(\$937,281.72)</u>	<u>\$1,437,544.23</u>
Change in waiver offset reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$500,262.51</u>	<u>(\$937,281.72)</u>	<u>\$1,437,544.23</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$500,262.51</u>	<u>(\$937,281.72)</u>	<u>\$1,437,544.23</u>

Prepared and submitted by :

Board Secretary

Date



4/25/17

Starting date 7/1/2016 Ending date 2/28/2017 Fund: 10 General Funds

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
	(Total of Accounts W/O a Grid# Assigned)	72,621	0	72,621	0	Under	72,621
00370	SUBTOTAL – Revenues from Local Sources	28,112,872	0	28,112,872	28,110,863	Under	2,009
00520	SUBTOTAL – Revenues from State Sources	1,368,041	0	1,368,041	1,490,103		(122,062)
00570	SUBTOTAL – Revenues from Federal Sources	24,521	0	24,521	2,249	Under	22,272
Total		29,578,055	0	29,578,055	29,603,215		(25,160)

Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
03200	TOTAL REGULAR PROGRAMS - INSTRUCTION	8,958,938	190,989	9,149,927	5,532,658	3,474,787	142,481
10300	Total Special Education - Instruction	3,088,913	(9,058)	3,079,855	1,838,263	1,221,710	19,883
11160	Total Basic Skills/Remedial – Instruct.	99,390	100	99,490	59,718	39,756	16
12160	Total Bilingual Education – Instruction	56,800	41,090	97,890	57,954	38,636	1,300
17100	Total School-Sponsored Co/Extra Curricul	213,920	0	213,920	117,179	90,215	6,526
17600	Total School-Sponsored Athletics – Instr	496,605	6,526	503,131	309,849	161,608	31,674
29180	Total Undistributed Expenditures - Instr	2,732,091	(7,968)	2,724,123	1,474,241	1,249,882	0
29680	Total Undistributed Expenditures – Atten	61,158	0	61,158	40,650	20,508	0
30620	Total Undistributed Expenditures – Healt	241,172	20,250	261,422	151,922	93,251	16,249
40580	Total Undistributed Expend – Speech, OT,	1,047,672	7,756	1,055,428	624,071	182,459	248,899
41080	Total Undist. Expend. – Other Supp. Serv	438,593	0	438,593	243,589	178,378	16,626
41660	Total Undist. Expend. – Guidance	424,518	407	424,925	267,480	156,269	1,176
42200	Total Undist. Expend. – Child Study Team	787,686	(607)	787,079	499,345	279,978	7,756
43200	Total Undist. Expend. – Improvement of I	206,933	639	207,572	137,684	68,067	1,822
43620	Total Undist. Expend. – Edu. Media Serv.	383,196	(325)	382,871	242,747	134,910	5,214
44180	Total Undist. Expend. – Instructional St	6,000	2,465	8,465	6,065	50	2,350
45300	Support Serv. - General Admin	636,197	1,800	637,997	385,519	203,686	48,792
46160	Support Serv. - School Admin	1,154,772	10,902	1,165,674	775,643	377,193	12,838
47200	Total Undist. Expend. – Central Services	344,232	(438)	343,794	216,292	113,615	13,888
47620	Total Undist. Expend. – Admin. Info. Tec	195,696	13,168	208,864	120,568	33,937	54,358
51120	Total Undist. Expend. – Oper. & Maint. O	2,278,092	117,557	2,395,649	1,652,340	690,302	53,007
52480	Total Undist. Expend. – Student Transpor	746,904	193,390	940,294	562,105	350,532	27,657
71260	TOTAL PERSONNEL SERVICES –EMPLOYEE	5,024,671	(306,629)	4,718,042	2,757,170	1,953,094	7,778
75880	TOTAL EQUIPMENT	0	18,249	18,249	18,248	16,677	(16,676)
76260	Total Facilities Acquisition and Constr	153,906	0	153,906	63,388	83,659	6,859
Total		29,778,055	300,263	30,078,318	18,154,688	11,213,157	710,472

Starting date 7/1/2016 Ending date 2/28/2017 Fund: 10 General Funds

Revenues:			Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
			72,621	0	72,621	0	Under	72,621
00100	10-1210	Local Tax Levy	27,951,872	0	27,951,872	27,951,872		0
00190	10-1300	Total Tuition	0	0	0	30,220		(30,220)
00260	10-1910	Rents and Royalties	48,000	0	48,000	300	Under	47,700
00300	10-1____	Unrestricted Miscellaneous Revenues	113,000	0	113,000	128,471		(15,471)
00420	10-3121	Categorical Transportation Aid	40,399	0	40,399	40,399		0
00430	10-3131	Extraordinary Aid	268,258	0	268,258	317,699		(49,441)
00460	10-3176	Equalization Aid	15,477	0	15,477	15,477		0
00470	10-3177	Categorical Security Aid	46,450	0	46,450	46,450		0
00500	10-3____	Other State Aids	997,457	0	997,457	1,070,078		(72,621)
00540	10-4200	Medicaid Reimbursement	24,521	0	24,521	2,249	Under	22,272
Total			29,578,055	0	29,578,055	29,603,215		(25,160)

Expenditures:

			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
02080	11-110-____-101	Kindergarten – Salaries of Teachers	529,590	10,200	539,790	323,874	215,916	0
02100	11-120-____-101	Grades 1-5 – Salaries of Teachers	3,065,896	(31,347)	3,034,549	1,807,349	1,223,897	3,303
02120	11-130-____-101	Grades 6-8 – Salaries of Teachers	1,786,474	21,147	1,807,621	1,085,871	721,750	0
02140	11-140-____-101	Grades 9-12 – Salaries of Teachers	3,030,028	(61,090)	2,968,938	1,767,351	1,201,165	422
02160	11-140-____-101	Salaries of Teachers	67,500	0	67,500	33,750	33,750	0
03020	11-190-1__-320	Purchased Professional – Educational Ser	72,700	0	72,700	23,700	44,520	4,480
03040	11-190-1__-340	Purchased Technical Services	90,750	1,596	92,346	64,541	7,000	20,806
03060	11-190-1__-[4-5]	Other Purchased Services (400-500 series	0	82,287	82,287	61,715	20,572	0
03080	11-190-1__-610	General Supplies	249,000	130,773	379,773	298,198	5,745	75,830
03100	11-190-1__-640	Textbooks	60,000	37,422	97,422	64,722	0	32,701
03120	11-190-1__-8__	Other Objects	7,000	0	7,000	1,588	473	4,940
04500	11-204-100-101	Salaries of Teachers	116,995	0	116,995	70,197	46,798	0
04520	11-204-100-106	Other Salaries for Instruction	87,250	0	87,250	52,350	34,900	0
04600	11-204-100-610	General Supplies	1,000	0	1,000	202	0	798
04620	11-204-100-640	Textbooks	500	0	500	0	0	500
07000	11-213-100-101	Salaries of Teachers	2,034,304	(11,005)	2,023,299	1,203,505	810,869	8,925
07020	11-213-100-106	Other Salaries for Instruction	478,000	3,505	481,505	290,304	191,201	0
07100	11-213-100-610	General Supplies	8,000	(1,200)	6,800	1,244	80	5,476
07140	11-213-100-8__	Other Objects	500	0	500	0	0	500
08500	11-216-100-101	Salaries of Teachers	143,905	7,500	151,405	90,843	60,562	0
08520	11-216-100-106	Other Salaries for Instruction	86,500	0	86,500	51,900	34,600	0
08600	11-216-100-6__	General Supplies	4,000	(150)	3,850	167	0	3,683
09260	11-219-100-101	Salaries of Teachers	55,000	0	55,000	12,300	42,700	0
09500	11-221-100-101	Salaries of Teachers	32,751	(6,342)	26,409	26,409	0	0
09540	11-221-100-106	Other Salaries for Instruction	19,708	(3,121)	16,587	16,587	0	0
09560	11-221-100-320	Purchased Professional-Educational Servi	20,000	2,255	22,255	22,255	0	0
09620	11-221-100-610	General Supplies	500	(500)	0	0	0	0
11000	11-230-100-101	Salaries of Teachers	99,390	0	99,390	59,634	39,756	0

Report of the Secretary to the Board of Education  
Hasbrouck Heights Board of Ed.

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Starting date 7/1/2016 Ending date 2/28/2017 Fund: 10 General Funds

Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
11100	11-230-100-610	General Supplies	0	100	100	84	0	16
12000	11-240-100-101	Salaries of Teachers	55,500	41,090	96,590	57,954	38,636	0
12100	11-240-100-610	General Supplies	1,100	0	1,100	0	0	1,100
12120	11-240-100-640	Textbooks	200	0	200	0	0	200
17000	11-401-100-1__	Salaries	198,420	0	198,420	107,475	90,215	730
17020	11-401-100-[3-5]	Purchased Services (300-500 series)	0	0	0	(1,102)	0	1,102
17040	11-401-100-6__	Supplies and Materials	11,000	0	11,000	6,306	0	4,694
17060	11-401-100-8__	Other Objects	4,500	0	4,500	4,500	0	0
17500	11-402-100-1__	Total Vocational Programs – Local -Instr	325,605	0	325,605	176,448	148,657	500
17520	11-402-100-[3-5]	Purchased Services (300-500 series)	45,000	0	45,000	36,667	0	8,333
17540	11-402-100-6__	Supplies and Materials	91,000	6,526	97,526	73,017	12,164	12,345
17560	11-402-100-8__	Other Objects	35,000	0	35,000	23,718	786	10,497
29020	11-000-100-562	Tuition to Other LEAs within the State -	410,005	195,745	605,750	289,724	316,026	0
29040	11-000-100-563	Tuition to County Voc. School District-R	339,162	22,946	362,108	217,264	144,844	0
29060	11-000-100-564	Tuition to County Voc. School District-S	321,048	(214,248)	106,800	64,080	42,720	0
29080	11-000-100-565	Tuition to CSSD & Regular Day Schools	814,779	(76,151)	738,628	292,191	446,437	0
29100	11-000-100-566	Tuition to Priv. School for the Disabled	788,589	63,740	852,329	582,888	269,441	0
29160	11-000-100-569	Tuition – Other	58,508	0	58,508	28,094	30,414	0
29500	11-000-211-1__	Salaries	61,158	0	61,158	40,650	20,508	0
30500	11-000-213-1__	Salaries	218,672	0	218,672	129,007	89,665	0
30540	11-000-213-3__	Purchased Professional and Technical Ser	8,000	19,988	27,988	15,337	2,535	10,117
30580	11-000-213-6__	Supplies and Materials	11,000	454	11,454	6,271	1,051	4,132
30600	11-000-213-8__	Other Objects	3,500	(192)	3,308	1,308	0	2,000
40500	11-000-216-1__	Salaries	265,685	(65,624)	200,061	133,863	66,198	0
40520	11-000-216-320	Purchased Professional – Educational Ser	774,987	73,332	848,319	485,172	115,234	247,913
40540	11-000-216-6__	Supplies and Materials	7,000	(1,852)	5,148	3,936	576	635
40560	11-000-216-8__	Other Objects	0	1,900	1,900	1,100	450	350
41000	11-000-217-1__	Salaries	348,593	0	348,593	170,215	178,378	0
41020	11-000-217-320	Purchased Professional – Educational Ser	90,000	0	90,000	73,374	0	16,626
41500	11-000-218-104	Salaries of Other Professional Staff	372,710	0	372,710	233,211	139,499	0
41520	11-000-218-105	Salaries of Secretarial and Clerical Ass	50,308	407	50,715	33,945	16,770	0
41600	11-000-218-[4-5]	Other Purchased Services (400-500 series)	500	0	500	149	0	351
41620	11-000-218-6__	Supplies and Materials	500	0	500	0	0	500
41640	11-000-218-8__	Other Objects	500	0	500	175	0	325
42000	11-000-219-104	Salaries of Other Professional Staff	671,070	0	671,070	422,648	248,422	0
42020	11-000-219-105	Salaries of Secretarial and Clerical Ass	102,116	(607)	101,509	68,979	30,581	1,949
42100	11-000-219-[4-5]	Other Purchased Services (400-500 series)	500	500	1,000	145	630	226
42160	11-000-219-6__	Supplies and Materials	12,000	(1,250)	10,750	5,169	345	5,235
42180	11-000-219-8__	Other Objects	2,000	750	2,750	2,404	0	346
43020	11-000-221-104	Salaries of Other Professional Staff	201,433	0	201,433	133,391	68,042	0
43160	11-000-221-6__	Supplies and Materials	3,000	0	3,000	1,565	0	1,436



Report of the Secretary to the Board of Education  
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Starting date 7/1/2016 Ending date 2/28/2017 Fund: 10 General Funds

Expenditures:	Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
43180 11-000-221-8__ Other Objects	2,500	639	3,139	2,728	25	386
43500 11-000-222-1__ Salaries	362,496	200	362,696	227,837	134,859	0
43560 11-000-222-[4-5] Other Purchased Services (400-500 series	6,000	6,420	12,420	12,368	51	1
43580 11-000-222-6__ Supplies and Materials	14,000	(7,170)	6,830	1,733	0	5,097
43600 11-000-222-8__ Other Objects	700	225	925	809	0	117
44120 11-000-223-[4-5] Other Purch. Services (400-500 series)	6,000	2,465	8,465	6,065	50	2,350
45000 11-000-230-1__ Salaries	251,747	0	251,747	155,938	95,809	0
45040 11-000-230-331 Legal Services	75,000	0	75,000	27,995	47,005	0
45060 11-000-230-332 Audit Fees	30,000	0	30,000	25,500	0	4,500
45120 11-000-230-340 Purchased Technical Services	19,050	1,800	20,850	1,800	0	19,050
45140 11-000-230-530 Communications/Telephone	156,900	0	156,900	88,851	58,897	9,152
45160 11-000-230-585 BOE Other Purchased Services	2,500	537	3,037	2,482	0	555
45180 11-000-230-590 Misc Purch Services (400-500 series, O/T	65,000	0	65,000	54,979	1,641	8,380
45200 11-000-230-610 General Supplies	7,000	0	7,000	2,024	0	4,976
45260 11-000-230-890 Miscellaneous Expenditures	15,750	(537)	15,213	13,963	334	916
45280 11-000-230-895 BOE Membership Dues and Fees	13,250	0	13,250	11,987	0	1,263
46000 11-000-240-103 Salaries of Principals/Assistant Princip	713,047	0	713,047	475,365	237,682	0
46020 11-000-240-104 Salaries of Other Professional Staff	121,089	0	121,089	80,726	40,363	0
46040 11-000-240-105 Salaries of Secretarial and Clerical Ass	264,636	742	265,378	178,579	86,799	0
46120 11-000-240-6__ Supplies and Materials	38,000	(4,876)	33,124	20,808	394	11,922
46140 11-000-240-8__ Other Objects	18,000	15,036	33,036	20,165	11,955	916
47000 11-000-251-1__ Salaries	313,928	(742)	313,186	205,956	101,180	6,050
47040 11-000-251-340 Purchased Technical Services	15,804	(500)	15,304	3,280	10,113	1,912
47060 11-000-251-592 Misc. Purch. Services (400-500 Series, O	0	500	500	39	19	441
47100 11-000-251-6__ Supplies and Materials	10,000	304	10,304	3,551	2,303	4,450
47180 11-000-251-890 Other Objects	4,500	0	4,500	3,465	0	1,035
47500 11-000-252-1__ Salaries	90,696	0	90,696	50,563	33,445	6,689
47540 11-000-252-340 Purchased Technical Services	8,000	0	8,000	3,686	0	4,315
47560 11-000-252-[4-5] Other Purchased Services (400-500 series	33,500	6,333	39,833	39,250	0	583
47580 11-000-252-6__ Supplies and Materials	60,000	6,835	66,835	27,070	493	39,272
47600 11-000-252-8__ Other Objects	3,500	0	3,500	0	0	3,500
48500 11-000-261-1__ Salaries	96,743	0	96,743	56,206	40,537	0
48520 11-000-261-420 Cleaning, Repair, and Maintenance Servic	200,000	164,861	364,861	343,843	5,685	15,332
48540 11-000-261-610 General Supplies	2,500	10,506	13,006	11,420	1,035	551
48560 11-000-261-8__ Other Objects	500	(500)	0	0	0	0
49000 11-000-262-1__ Salaries	940,487	(51,877)	888,610	594,865	292,145	1,600
49060 11-000-262-420 Cleaning, Repair, and Maintenance Svc.	50,000	(8,368)	41,632	26,945	4,000	10,686
49120 11-000-262-490 Other Purchased Property Services	33,000	0	33,000	20,990	12,010	0
49140 11-000-262-520 Insurance	137,250	(11,748)	125,502	125,307	0	195
49160 11-000-262-590 Miscellaneous Purchased Services	96,540	1,197	97,737	52,822	44,915	0
49180 11-000-262-610 General Supplies	130,000	22,762	152,762	149,211	0	3,551

Starting date 7/1/2016 Ending date 2/28/2017 Fund: 10 General Funds

Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
49200	11-000-262-621	Energy (Natural Gas)	128,500	(15,000)	113,500	30,087	83,394	19
49220	11-000-262-622	Energy (Electricity)	264,200	0	264,200	121,004	143,196	0
49280	11-000-262-8__	Other Objects	15,600	3,750	19,350	16,743	2,450	157
50040	11-000-263-420	Cleaning, Repair, and Maintenance Svc.	38,000	(525)	37,475	16,982	0	20,493
50060	11-000-263-610	General Supplies	500	2,300	2,800	2,754	0	46
50080	11-000-263-8__	Other Objects	500	(500)	0	0	0	0
51020	11-000-266-3__	Purchased Professional and Technical Ser	100,000	0	100,000	51,648	48,353	0
51040	11-000-266-420	Cleaning, Repair, and Maintenance Svc.	42,772	1,199	43,971	31,388	12,582	1
51060	11-000-266-610	General Supplies	500	0	500	124	0	376
51080	11-000-266-8__	Other Objects	500	(500)	0	0	0	0
52020	11-000-270-160	Sal. For Pupil Trans (Bet Home & Sch) -	30,485	0	30,485	18,026	12,459	0
52060	11-000-270-162	Sal. For Pupil Trans (Other than Bet. Ho	28,756	0	28,756	3,902	24,854	0
52140	11-000-270-420	Cleaning, Repair, & Maint. Services	14,000	(1,705)	12,295	8,948	0	3,347
52220	11-000-270-504	Contract Serv-Aid in Lieu Pymts-Charter	2,652	0	2,652	0	0	2,652
52280	11-000-270-512	Contr Serv (Oth. Than Bet Home & Sch) -	62,000	(5,366)	56,634	35,775	1,052	19,808
52300	11-000-270-513	Contr Serv (Bet. Home & Sch) - Joint Agr	70,068	(19,931)	50,137	34,130	16,006	0
52340	11-000-270-515	Contract Serv. (Sp Ed Stds) - Joint Agre	527,943	225,392	753,335	459,655	293,680	1
52440	11-000-270-615	Transportation Supplies	10,000	(5,000)	5,000	1,519	2,481	1,000
52460	11-000-270-8__	Other objects	1,000	0	1,000	151	0	849
71020	11-000-291-220	Social Security Contributions	320,000	0	320,000	188,957	131,043	0
71060	11-000-291-241	Other Retirement Contributions - PERS	283,000	(4,669)	278,331	263,574	8,453	6,304
71140	11-000-291-250	Unemployment Compensation	30,000	(30,000)	0	0	0	0
71160	11-000-291-260	Workmen's Compensation	150,000	(41,783)	108,217	108,217	0	0
71180	11-000-291-270	Health Benefits	4,125,353	(191,998)	3,933,355	2,144,812	1,787,395	1,148
71200	11-000-291-280	Tuition Reimbursement	50,000	(6,912)	43,088	43,088	0	0
71220	11-000-291-290	Other Employee Benefits	66,318	(31,267)	35,051	8,523	26,203	325
73080	12-140-100-73_	Grades 9-12	0	2,215	2,215	2,214	16,677	(16,676)
75720	12-000-262-73_	Undist. Expnd. - Custodial Services	0	16,034	16,034	16,034	0	0
76080	12-000-400-450	Construction Services	60,000	(3,754)	56,246	0	56,246	0
76140	12-000-400-721	Lease Purchase Agreements - Principal	87,048	3,754	90,802	63,388	27,413	1
76200	12-000-400-800	Other Objects	6,858	0	6,858	0	0	6,858
Total			29,778,055	300,263	30,078,318	18,154,688	11,213,157	710,472

Starting date 7/1/2016 Ending date 2/28/2017 Fund: 20 Special Revenue Fund

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Assets and Resources

Assets:

101	Cash in bank		\$86,667.03
102 - 106	Cash Equivalents		\$0.00
111	Investments		\$0.00
116	Capital Reserve Account		\$0.00
117	Maintenance Reserve Account		\$0.00
118	Emergency Reserve Account		\$0.00
121	Tax levy Receivable		\$0.00

Accounts Receivable:

132	Interfund	\$0.00	
141	Intergovernmental - State	\$0.00	
142	Intergovernmental - Federal	\$0.05	
143	Intergovernmental - Other	\$0.00	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	\$0.05

Loans Receivable:

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

Other Current Assets

\$0.00

Resources:

301	Estimated revenues	\$1,098,677.00	
302	Less revenues	(\$584,771.33)	\$513,905.67

Total assets and resources

\$600,572.75

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$48,817.12
421	Accounts payable		\$2,803.76
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$575.91
	Other current liabilities		\$5,868.70
	Total liabilities		\$58,065.49

Report of the Secretary to the Board of Education  
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Starting date 7/1/2016 Ending date 2/28/2017 Fund: 20 Special Revenue Fund

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances		\$96,338.29
761	Capital reserve account - July	\$0.00	
604	Add: Increase in capital reserve	\$0.00	
307	Less: Bud. w/d cap. reserve eligible costs	\$0.00	
309	Less: Bud. w/d cap. reserve excess costs	\$0.00	\$0.00
764	Maintenance reserve account - July	\$0.00	
606	Add: Increase in maintenance reserve	\$0.00	
310	Less: Bud. w/d from maintenance reserve	\$0.00	\$0.00
768	Waiver offset reserve - July 1, 2_____	\$0.00	
609	Add: Increase in waiver offset reserve	\$0.00	
314	Less: Bud. w/d from waiver offset reserve	\$0.00	\$0.00
762	Adult education programs		\$0.00
750-752,76x	Other reserves		\$0.00
601	Appropriations	\$1,098,677.00	
602	Less: Expenditures	(\$556,169.74)	
	Less: Encumbrances	(\$96,338.29)	(\$652,508.03)
	Total appropriated		\$542,507.26

Unappropriated:

770	Fund balance, July 1		\$0.00
771	Designated fund balance		\$0.00
303	Budgeted fund balance		\$0.00

Total fund balance **\$542,507.26**

Total liabilities and fund equity **\$600,572.75**

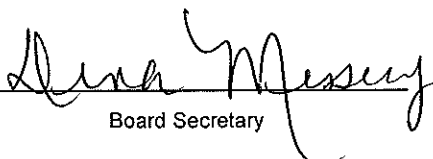
Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$1,098,677.00	\$652,508.03	\$446,168.97
Revenues	(\$1,098,677.00)	(\$584,771.33)	(\$513,905.67)
Subtotal	<u>\$0.00</u>	<u>\$67,736.70</u>	<u>(\$67,736.70)</u>
Change in capital reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$67,736.70</u>	<u>(\$67,736.70)</u>
Change in waiver offset reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$67,736.70</u>	<u>(\$67,736.70)</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$67,736.70</u>	<u>(\$67,736.70)</u>

Prepared and submitted by :

Board Secretary

Date

 4/25/17

Starting date 7/1/2016 Ending date 2/28/2017 Fund: 20 Special Revenue Fund

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
	(Total of Accounts W/O a Grid# Assigned)	28,800	13,523	42,323	26,380	Under	15,943
00745	Total Revenues from Local Sources	1,300	0	1,300	0	Under	1,300
00770	Total Revenues from State Sources	291,200	13,885	305,085	190,930	Under	114,155
00830	Total Revenues from Federal Sources	690,700	59,269	749,969	367,461	Under	382,508
Total		1,012,000	86,677	1,098,677	584,771		513,906
Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
	(Total of Accounts W/O a Grid# Assigned)	47,340	4,781	52,121	6,120	0	46,001
84100	Local Projects	1,300	0	1,300	0	0	1,300
88000	Nonpublic Textbooks	19,650	(917)	18,733	16,457	0	2,276
88020	Nonpublic Auxiliary Services	128,800	4,922	133,722	31,921	0	101,801
88040	Nonpublic Handicapped Services	102,850	10,517	113,367	34,714	0	78,653
88060	Nonpublic Nursing Services	30,950	(890)	30,060	16,907	11,271	1,882
88080	Nonpublic Technology Initiative	8,950	(500)	8,450	0	0	8,450
88740	Total Federal Projects	672,160	68,764	740,924	450,051	85,067	205,806
Total		1,012,000	86,677	1,098,677	556,170	96,338	446,169

Starting date 7/1/2016 Ending date 2/28/2017 Fund: 20 Special Revenue Fund

Revenues:	Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
	28,800	13,523	42,323	26,380	Under	15,943
00740 20-1___ Other Revenue from Local Sources	1,300	0	1,300	0	Under	1,300
00765 20-32___ Other Restricted Entitlements	291,200	13,885	305,085	190,930	Under	114,155
00775 20-441[1-6] Title I	142,000	43,160	185,160	65,594	Under	119,566
00780 20-445[1-5] Title II	36,000	21,755	57,755	21,472	Under	36,283
00785 20-449[1-4] Title III	44,200	15,184	59,384	2,378	Under	57,006
00805 20-442[0-9] I.D.E.A. Part B (Handicapped)	468,500	(20,830)	447,670	278,017	Under	169,653
Total	1,012,000	86,677	1,098,677	584,771		513,906

Expenditures:	Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
	47,340	4,781	52,121	6,120	0	46,001
84100 20-___-___-___ Local Projects	1,300	0	1,300	0	0	1,300
88000 20-___-___-___ Nonpublic Textbooks	19,650	(917)	18,733	16,457	0	2,276
88020 20-___-___-___ Nonpublic Auxiliary Services	128,800	4,922	133,722	31,921	0	101,801
88040 20-___-___-___ Nonpublic Handicapped Services	102,850	10,517	113,367	34,714	0	78,653
88060 20-___-___-___ Nonpublic Nursing Services	30,950	(890)	30,060	16,907	11,271	1,882
88080 20-___-___-___ Nonpublic Technology Initiative	8,950	(500)	8,450	0	0	8,450
88500 20-___-___-___ Title I	142,000	43,160	185,160	83,431	41,562	60,168
88520 20-___-___-___ Title II	36,000	21,611	57,611	34,135	745	22,731
88540 20-___-___-___ Title III	44,200	25,007	69,207	2,378	3,330	63,498
88620 20-___-___-___ I.D.E.A. Part B (Handicapped)	449,960	(21,014)	428,946	330,107	39,430	59,409
Total	1,012,000	86,677	1,098,677	556,170	96,338	446,169

Starting date 7/1/2016 Ending date 2/28/2017 Fund: 30 Capital Projects Fund

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Assets and Resources

Assets:

101	Cash in bank		\$186,073.86
102 - 106	Cash Equivalents		\$0.00
111	Investments		\$0.00
116	Capital Reserve Account		\$0.00
117	Maintenance Reserve Account		\$0.00
118	Emergency Reserve Account		\$0.00
121	Tax levy Receivable		\$0.00

Accounts Receivable:

132	Interfund	\$0.00	
141	Intergovernmental - State	\$0.00	
142	Intergovernmental - Federal	\$0.00	
143	Intergovernmental - Other	\$0.00	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	\$0.00

Loans Receivable:

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

Other Current Assets

\$0.00

Resources:

301	Estimated revenues	\$6,225,106.00	
302	Less revenues	(\$1.86)	\$6,225,104.14

Total assets and resources

\$6,411,178.00

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$0.00
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$0.00
	Other current liabilities		\$0.00
	Total liabilities		\$0.00

Report of the Secretary to the Board of Education  
Hasbrouck Heights Board of Ed.

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Starting date 7/1/2016 Ending date 2/28/2017 Fund: 30 Capital Projects Fund

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances			\$40,795.00
761	Capital reserve account - July	\$0.00		
604	Add: Increase in capital reserve	\$0.00		
307	Less: Bud. w/d cap. reserve eligible costs	\$0.00		
309	Less: Bud. w/d cap. reserve excess costs	\$0.00	\$0.00	
764	Maintenance reserve account - July	\$0.00		
606	Add: Increase in maintenance reserve	\$0.00		
310	Less: Bud. w/d from maintenance reserve	\$0.00	\$0.00	
768	Waiver offset reserve - July 1, 2_____	\$0.00		
609	Add: Increase in waiver offset reserve	\$0.00		
314	Less: Bud. w/d from waiver offset reserve	\$0.00	\$0.00	
762	Adult education programs		\$0.00	
750-752,76x	Other reserves		\$0.00	
601	Appropriations	\$6,725,106.00		
602	Less: Expenditures	(\$313,928.00)		
	Less: Encumbrances	(\$40,795.00)	(\$354,723.00)	\$6,370,383.00
	Total appropriated			\$6,411,178.00
Unappropriated:				
770	Fund balance, July 1		\$500,000.00	
771	Designated fund balance		\$0.00	
303	Budgeted fund balance		(\$500,000.00)	
	Total fund balance			\$6,411,178.00
	Total liabilities and fund equity			\$6,411,178.00

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$6,725,106.00	\$354,723.00	\$6,370,383.00
Revenues	(\$6,225,106.00)	(\$1.86)	(\$6,225,104.14)
Subtotal	<u>\$500,000.00</u>	<u>\$354,721.14</u>	<u>\$145,278.86</u>
Change in capital reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$500,000.00</u>	<u>\$354,721.14</u>	<u>\$145,278.86</u>
Change in waiver offset reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$500,000.00</u>	<u>\$354,721.14</u>	<u>\$145,278.86</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$500,000.00</u>	<u>\$354,721.14</u>	<u>\$145,278.86</u>

Prepared and submitted by :

  
Board Secretary

Date

4/25/17



Starting date 7/1/2016 Ending date 2/28/2017 Fund: 30 Capital Projects Fund

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
(Total of Accounts W/O a Grid# Assigned)		0	6,225,106	6,225,106	2	Under	6,225,104
Total		0	6,225,106	6,225,106	2		6,225,104
Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
(Total of Accounts W/O a Grid# Assigned)		0	6,725,106	6,725,106	313,928	40,795	6,370,383
Total		0	6,725,106	6,725,106	313,928	40,795	6,370,383

Starting date 7/1/2016 Ending date 2/28/2017 Fund: 30 Capital Projects Fund

Revenues:	Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
99999	0	6,225,106	6,225,106	2	Under	6,225,104
Total	0	6,225,106	6,225,106	2		6,225,104

Expenditures:	Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
	0	6,725,106	6,725,106	313,928	40,795	6,370,383
Total	0	6,725,106	6,725,106	313,928	40,795	6,370,383

Starting date 7/1/2016 Ending date 2/28/2017 Fund: 40 Debt Service Fund

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Assets and Resources

Assets:

101	Cash in bank		\$14,878.64
102 - 106	Cash Equivalents		\$0.00
111	Investments		\$0.00
116	Capital Reserve Account		\$0.00
117	Maintenance Reserve Account		\$0.00
118	Emergency Reserve Account		\$0.00
121	Tax levy Receivable		\$0.00

Accounts Receivable:

132	Interfund	\$0.00	
141	Intergovernmental - State	\$0.00	
142	Intergovernmental - Federal	\$0.00	
143	Intergovernmental - Other	\$0.00	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	\$0.00

Loans Receivable:

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

Other Current Assets

\$0.00

Resources:

301	Estimated revenues	\$782,166.00	
302	Less revenues	(\$782,167.69)	(\$1.69)

**Total assets and resources**

**\$14,876.95**

Liabilities and Fund Equity

Liabilities:

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

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Starting date 7/1/2016 Ending date 2/28/2017 Fund: 40 Debt Service Fund

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances			\$0.00
761	Capital reserve account - July		\$0.00	
604	Add: Increase in capital reserve		\$0.00	
307	Less: Bud. w/d cap. reserve eligible costs		\$0.00	
309	Less: Bud. w/d cap. reserve excess costs		\$0.00	\$0.00
764	Maintenance reserve account - July		\$0.00	
606	Add: Increase in maintenance reserve		\$0.00	
310	Less: Bud. w/d from maintenance reserve		\$0.00	\$0.00
768	Waiver offset reserve - July 1, 2_____		\$0.00	
609	Add: Increase in waiver offset reserve		\$0.00	
314	Less: Bud. w/d from waiver offset reserve		\$0.00	\$0.00
762	Adult education programs			\$0.00
750-752,76x	Other reserves			\$0.00
601	Appropriations		\$840,550.00	
602	Less: Expenditures	(\$840,550.00)		
	Less: Encumbrances	\$0.00	(\$840,550.00)	\$0.00
	Total appropriated			\$0.00

Unappropriated:

770	Fund balance, July 1			\$73,260.95
771	Designated fund balance			\$0.00
303	Budgeted fund balance			(\$58,384.00)
	Total fund balance			\$14,876.95
	Total liabilities and fund equity			\$14,876.95

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$840,550.00	\$840,550.00	\$0.00
Revenues	(\$782,166.00)	(\$782,167.69)	\$1.69
Subtotal	<u>\$58,384.00</u>	<u>\$58,382.31</u>	<u>\$1.69</u>
Change in capital reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$58,384.00</u>	<u>\$58,382.31</u>	<u>\$1.69</u>
Change in waiver offset reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$58,384.00</u>	<u>\$58,382.31</u>	<u>\$1.69</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$58,384.00</u>	<u>\$58,382.31</u>	<u>\$1.69</u>

Prepared and submitted by :

  
Board Secretary

Date

4/25/17

Starting date 7/1/2016 Ending date 2/28/2017 Fund: 40 Debt Service Fund

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00885	Total Revenues from Local Sources	620,896	0	620,896	620,898		(2)
0093A	Other	161,270	0	161,270	161,270		0
Total		782,166	0	782,166	782,168		(2)
Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
89660	Total Regular Debt Service	840,550	0	840,550	840,550	0	0
Total		840,550	0	840,550	840,550	0	0

Starting date 7/1/2016 Ending date 2/28/2017 Fund: 40 Debt Service Fund

Revenues:			Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00860	40-1210	Local Tax Levy	620,896	0	620,896	620,898		(2)
00890	40-3160	Debt Service Aid Type II	161,270	0	161,270	161,270		0
Total			782,166	0	782,166	782,168		(2)
Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
89600	40-701-510-834	Interest on Bonds	170,550	0	170,550	170,550	0	0
89620	40-701-510-910	Redemption of Principal	670,000	0	670,000	670,000	0	0
Total			840,550	0	840,550	840,550	0	0

Starting date 7/1/2016 Ending date 2/28/2017 Fund: 60 Enterprise Fund

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Assets and Resources

Assets:

101	Cash in bank		\$775,530.92
102 - 106	Cash Equivalents		\$0.00
111	Investments		\$0.00
116	Capital Reserve Account		\$0.00
117	Maintenance Reserve Account		\$0.00
118	Emergency Reserve Account		\$0.00
121	Tax levy Receivable		\$0.00

Accounts Receivable:

132	Interfund	\$0.00	
141	Intergovernmental - State	\$0.00	
142	Intergovernmental - Federal	\$0.00	
143	Intergovernmental - Other	\$0.00	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	\$0.00

Loans Receivable:

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

Other Current Assets

\$0.00

Resources:

301	Estimated revenues	\$954,388.41	
302	Less revenues	(\$561,074.68)	\$393,313.73

**Total assets and resources**

**\$1,168,844.65**

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$164.00
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$37,606.30
	Other current liabilities		\$0.00
	<b>Total liabilities</b>		<b>\$37,770.30</b>

Report of the Secretary to the Board of Education  
Hasbrouck Heights Board of Ed.

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Starting date 7/1/2016 Ending date 2/28/2017 Fund: 60 Enterprise Fund

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances			\$211,568.65
761	Capital reserve account - July	\$0.00		
604	Add: Increase in capital reserve	\$0.00		
307	Less: Bud. w/d cap. reserve eligible costs	\$0.00		
309	Less: Bud. w/d cap. reserve excess costs	\$0.00		\$0.00
764	Maintenance reserve account - July	\$0.00		
606	Add: Increase in maintenance reserve	\$0.00		
310	Less: Bud. w/d from maintenance reserve	\$0.00		\$0.00
768	Waiver offset reserve - July 1, 2_____	\$0.00		
609	Add: Increase in waiver offset reserve	\$0.00		
314	Less: Bud. w/d from waiver offset reserve	\$0.00		\$0.00
762	Adult education programs			\$0.00
750-752,76x	Other reserves			\$0.00
601	Appropriations	\$954,388.41		
602	Less: Expenditures	(\$432,317.67)		
	Less: Encumbrances	(\$211,568.65)	(\$643,886.32)	\$310,502.09
	Total appropriated			\$522,070.74
Unappropriated:				
770	Fund balance, July 1			\$609,003.61
771	Designated fund balance			\$0.00
303	Budgeted fund balance			\$0.00
	Total fund balance			\$1,131,074.35
	Total liabilities and fund equity			<u>\$1,168,844.65</u>

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$954,388.41	\$643,886.32	\$310,502.09
Revenues	(\$954,388.41)	(\$561,074.68)	(\$393,313.73)
Subtotal	<u>\$0.00</u>	<u>\$82,811.64</u>	<u>(\$82,811.64)</u>
Change in capital reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$82,811.64</u>	<u>(\$82,811.64)</u>
Change in waiver offset reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$82,811.64</u>	<u>(\$82,811.64)</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$82,811.64</u>	<u>(\$82,811.64)</u>

Prepared and submitted by :

  
Board Secretary

Date

4/25/17



Starting date 7/1/2016 Ending date 2/28/2017 Fund: 60 Enterprise Fund

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
(Total of Accounts W/O a Grid# Assigned)		0	954,388	954,388	561,075	Under	393,314
Total		0	954,388	954,388	561,075		393,314
Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
(Total of Accounts W/O a Grid# Assigned)		0	954,388	954,388	432,318	211,569	310,502
Total		0	954,388	954,388	432,318	211,569	310,502

Starting date 7/1/2016 Ending date 2/28/2017 Fund: 60 Enterprise Fund

Revenues:	Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
99999	0	954,388	954,388	561,075	Under	393,314
Total	0	954,388	954,388	561,075		393,314
Expenditures:	Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
99999	0	954,388	954,388	432,318	211,569	310,502
Total	0	954,388	954,388	432,318	211,569	310,502

Starting date 7/1/2016 Ending date 2/28/2017 Fund: 95 STUDENT ACTIVITY

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Assets and Resources

Assets:

101	Cash in bank		\$144,425.00
102 - 106	Cash Equivalents		\$0.00
111	Investments		\$0.00
116	Capital Reserve Account		\$0.00
117	Maintenance Reserve Account		\$0.00
118	Emergency Reserve Account		\$0.00
121	Tax levy Receivable		\$0.00

Accounts Receivable:

132	Interfund	\$0.00	
141	Intergovernmental - State	\$0.00	
142	Intergovernmental - Federal	\$0.00	
143	Intergovernmental - Other	\$0.00	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	\$0.00

Loans Receivable:

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

Other Current Assets

\$0.00

Resources:

301	Estimated revenues	\$221,932.75	
302	Less revenues	(\$162,804.69)	\$59,128.06

**Total assets and resources**

**\$203,553.06**

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$0.00
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$0.00
	Other current liabilities		(\$500.00)
	<b>Total liabilities</b>		<b>(\$500.00)</b>

Report of the Secretary to the Board of Education  
Hasbrouck Heights Board of Ed.

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Starting date 7/1/2016 Ending date 2/28/2017 Fund: 95 STUDENT ACTIVITY

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances			\$29,422.32
761	Capital reserve account - July	\$0.00		
604	Add: Increase in capital reserve	\$0.00		
307	Less: Bud. w/d cap. reserve eligible costs	\$0.00		
309	Less: Bud. w/d cap. reserve excess costs	\$0.00		\$0.00
764	Maintenance reserve account - July	\$0.00		
606	Add: Increase in maintenance reserve	\$0.00		
310	Less: Bud. w/d from maintenance reserve	\$0.00		\$0.00
768	Waiver offset reserve - July 1, 2, _____	\$0.00		
609	Add: Increase in waiver offset reserve	\$0.00		
314	Less: Bud. w/d from waiver offset reserve	\$0.00		\$0.00
762	Adult education programs			\$0.00
750-752,76x	Other reserves			\$0.00
601	Appropriations	\$221,932.75		
602	Less: Expenditures	(\$101,365.22)		
	Less: Encumbrances	(\$29,422.32)	(\$130,787.54)	\$91,145.21
	Total appropriated			\$120,567.53
Unappropriated:				
770	Fund balance, July 1			\$83,485.53
771	Designated fund balance			\$0.00
303	Budgeted fund balance			\$0.00
	Total fund balance			\$204,053.06
	Total liabilities and fund equity			\$203,553.06

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$221,932.75	\$130,787.54	\$91,145.21
Revenues	(\$221,932.75)	(\$162,804.69)	(\$59,128.06)
Subtotal	<u>\$0.00</u>	<u>(\$32,017.15)</u>	<u>\$32,017.15</u>
Change in capital reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>(\$32,017.15)</u>	<u>\$32,017.15</u>
Change in waiver offset reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>(\$32,017.15)</u>	<u>\$32,017.15</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>(\$32,017.15)</u>	<u>\$32,017.15</u>

Prepared and submitted by :

Board Secretary

Date

*Dina Messery*

4/25/17

Starting date 7/1/2016 Ending date 2/28/2017 Fund: 95 STUDENT ACTIVITY

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
(Total of Accounts W/O a Grid# Assigned)		71,886	150,047	221,933	162,805	Under	59,128
Total		71,886	150,047	221,933	162,805		59,128
Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
(Total of Accounts W/O a Grid# Assigned)		71,886	150,047	221,933	101,365	29,422	91,145
Total		71,886	150,047	221,933	101,365	29,422	91,145

Starting date 7/1/2016 Ending date 2/28/2017 Fund: 95 STUDENT ACTIVITY

Revenues:

	Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
	71,886	150,047	221,933	162,805	Under	59,128
Total	71,886	150,047	221,933	162,805		59,128

Expenditures:

	Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
	71,886	150,047	221,933	101,365	29,422	91,145
Total	71,886	150,047	221,933	101,365	29,422	91,145

# HASBROUCK HEIGHTS BOARD OF EDUCATION CASH REPORT

February 28, 2017

	Cash Balance 2/1/2017	Cash Receipts February-17	Cash Disbursements February-17	Cash Balance 2/28/2017
General Fund - 10	3,171,005.91	2,901,491.60	(2,179,111.41)	3,893,386.10
Special Revenue Fund - 20	(179,003.32)	393,841.00	(128,170.65)	86,667.03
Capital Projects Fund - 30	(297,766.14)	0.00	(16,160.00)	(313,926.14)
Debt Service Fund - 40	80,045.14	15,471.00	(80,637.50)	14,878.64
Enterprise Fund - 60	726,950.00	73,170.63	(24,589.71)	775,530.92
<b>Total</b>	<b>3,501,231.59</b>	<b>3,383,974.23</b>	<b>(2,428,669.27)</b>	<b>4,456,536.55</b>
Payroll Account	12.82	947,630.04	(947,630.04)	12.82
Payroll Agency Account	9,171.65	846,481.04	(837,868.89)	17,783.80
Unemployment Account	128,173.77	24.16	(9,151.59)	119,046.34
Summer Escrow Account	159,088.27	31,790.01	(31.06)	190,847.22
Flexible Spending Account	543.86	0.11	0.00	543.97
<b>Grand Total</b>	<b>3,798,221.96</b>	<b>5,209,899.59</b>	<b>(4,223,350.85)</b>	<b>4,784,770.70</b>

*M. Mark*

Chief School Administrator

4/25/17  
Date

District:

Hasbrouck Heights Board of Ed.

Month / Year: Feb 28, 2017

## Monthly Transfer Report NJ

Page 1 of 2  
04/24/17

Line	Budget Category	Account	(col 1)	(col 2)	(col 3)	(col 4)	(col 5)	(col 6)	(col 7)	(col 8)
			Original Budget	Revenues Allowed NJAC - A:23A-2.3	Original Budget For 10% Calc	Maximum Transfer Amount	YTD Net Transfers to / (from)	% Change of Transfers YTD	Remaining Allowable Balance From	Remaining Allowable Balance To
			Data	Data	Col1+Col2	Col3 * .1	+ or - Data	Col5/Col3	Col4+Col5	Col4-Col5
03200	TOTAL REGULAR PROGRAMS - INSTRUCTION	11-1XX-100-XXX	8,958,938	169,892	9,128,830	912,883	21,097	0.23%	933,980	891,786
10300 11160	Total Special Education - Instruction, Total Basic	11-2XX-100-XXX	4,731,368	48	4,731,416	473,142	39,840	0.84%	512,982	433,302
12160 40580	Skills/Remedial - Instruct., Total Bilingual Education -	11-000-216, 217								
41080	Instruction, Total Undistributed Expend - Speech, OT., Total Undist. Expend. - Other Supp. Serv									
15180	TOTAL VOCATIONAL PROGRAMS	11-3XX-100-XXX	0	0	0	0	0	0.00%	0	0
17100 17600	Total School-Sponsored Co/Extra Curricul, Total	11-4XX-X00-XXX	710,525	6,526	717,051	71,705	0	0.00%	71,705	71,705
19160 19620	School-Sponsored Athletics - Instr, Total Before/After School									
20620 21620	Programs - Ins, Total Before/After School Programs, Total									
22620 23620	Summer School, Total Instructional Alternative Education, Total									
25100	Other Supplemental/At-Risk Program, Total Other Alternative Education Progra, Total Other Instructional Programs - Ins									
27100	Total Community Services Programs/Operat	11-800-330-XXX	0	0	0	0	0	0.00%	0	0
29180	Total Undistributed Expenditures - Instr	11-000-100-XXX	2,732,091	0	2,732,091	273,209	(7,968)	-0.29%	265,241	281,177
29680 30620	Total Undistributed Expenditures - Atten, Total Undistributed	11-000-211, 213,	1,897,730	0	1,897,730	189,773	19,725	1.04%	209,498	170,048
41660 42200	Expenditures - Health, Total Undist. Expend. - Guidance, Total	218, 219, 222								
43620	Undist. Expend. - Child Study Team, Total Undist. Expend. - Edu. Media Serv.									
43200 44180	Total Undist. Expend. - Improvement of I, Total Undist. Expend. - Instructional St	11-000-221, 223	212,933	639	213,572	21,357	2,465	1.15%	23,822	18,892
45300	Support Serv. - General Admin	11-000-230-XXX	636,197	1,800	637,997	63,800	0	0.00%	63,800	63,800
46160	Support Serv. - School Admin	11-000-240-XXX	1,154,772	11,000	1,165,772	116,577	(98)	-0.01%	116,479	116,675
47200 47620	Total Undist. Expend. - Central Services, Total Undist. Expend. - Admin. Info. Tec	11-000-25X-XXX	539,928	13,472	553,400	55,340	(742)	-0.13%	54,598	56,082
51120	Total Undist. Expend. - Oper. & Maint. O	11-000-26X-XXX	2,278,092	80,852	2,358,944	235,894	36,705	1.56%	272,599	199,189
52480	Total Undist. Expend. - Student Transpor	11-000-270-XXX	746,904	0	746,904	74,690	193,390	25.89%	268,080	(118,700)
71260	TOTAL PERSONNEL SERVICES -EMPLOYEE	11-XXX-XXX-2XX	5,024,671	0	5,024,671	502,467	(306,629)	-6.10%	195,838	809,096
72020	Total Undistributed Expenditures - Food	11-000-310-XXX	0	0	0	0	0	0.00%	0	0
72120	Transfer of Property Sale Proceeds to De	11-000-520-934	0	0	0	0	0	0.00%	0	0
72160	Increase in Sale/Lease-back Reserve	10-605	0	0	0	0	0	0.00%	0	0
72180	Interest Earned on Maintenance Reserve	10-606	0	0	0	0	0	0.00%	0	0
72200	Increase in Maintenance Reserve	10-606	0	0	0	0	0	0.00%	0	0
72220	Increase in Current Expense Emergency Re	10-607	0	0	0	0	0	0.00%	0	0
72240	Interest Earned on Current Exp. Emergenc	10-607	0	0	0	0	0	0.00%	0	0
72260	TOTAL GENERAL CURRENT EXPENSE		29,624,149	284,229	29,908,378	2,990,838	(2,215)	-0.01%	2,988,623	2,993,053
75880	TOTAL EQUIPMENT	12-XXX-XXX-73X	0	16,034	16,034	1,603	2,215	13.81%	3,818	(612)



Line	Budget Category	Account	(col 1)	(col 2)	(col 3)	(col 4)	(col 5)	(col 6)	(col 7)	(col 8)
			Original Budget	Revenues Allowed NJAC - A:23A-2.3	Original Budget For 10% Calc	Maximum Transfer Amount	YTD Net Transfers to / (from) 2/28/2017	% Change of Transfers YTD	Remaining Allowable Balance From	Remaining Allowable Balance To
			Data	Data	Col1+Col2	Col3 * .1	+ or - Data	Col5/Col3	Col4+Col5	Col4-Col5
76260	Total Facilities Acquisition and Constru	12-000-4XX-XXX	153,906	0	153,906	15,391	0	0.00%	15,391	15,391
76320	Capital Reserve – Transfer to Capital Pr	12-000-4XX-931	0	0	0	0	0	0.00%	0	0
76340	Capital Reserve – Transfer to Debt Servi	12-000-4XX-933	0	0	0	0	0	0.00%	0	0
76360	Increase in Capital Reserve	10-604	0	0	0	0	0	0.00%	0	0
76380	Interest Deposit to Capital Reserve	10-604	0	0	0	0	0	0.00%	0	0
76400	TOTAL CAPITAL OUTLAY		153,906	16,034	169,940	16,994	2,215	1.30%	19,209	14,779
83080	TOTAL SPECIAL SCHOOLS	13-XXX-XXX-XXX	0	0	0	0	0	0.00%	0	0
84000	Transfer of Funds to Charter Schools	10-000-100-56X	0	0	0	0	0	0.00%	0	0
84020	General Fund Contrib. to School-based Bu	10-000-520-930	0	0	0	0	0	0.00%	0	0
84060	GENERAL FUND GRAND TOTAL		29,778,055	300,263	30,078,318	3,007,832	0	0.00%	3,007,832	3,007,832

4/25/17

Date

School Business Administrator Signature

Hasbrouck Heights Board of Education									
Transfers									
Feb-17									
Account Number	Account Description				From	To	Description		
11 000 216 101	Salaries of teachers				65,624				
11 000 216 320	Purchased professional educational services					65,624	Related services per students IEPs		
11 000 219 105	Salaries secretarial/clerical				407				
11 000 218 105	Salaries secretarial/clerical					407	Staff reclassification		
11 000 219 610	General supplies				500				
11 000 219 500	Other purchased services					500	CST travel reimbursement		
11 000 219 105	Salaries secretarial/clerical				200				
11 000 222 101 02	Salaries of teachers				1,500				
11 000 221 101 05	Salaries of teachers					1,700	Staff reclassification		
11 000 240 610 02	General Supplies				2,901				
11 000 240 890 02	Miscellaneous Expenditures					2,901	Dues, top 10% dinner		
11 000 240 610 03	General Supplies				1,135				
11 000 240 890 03	Miscellaneous Expenditures					1,135	Membership dues		
11 000 262 100	Salaries				33,877				
11 000 261 420	Cleaning, repair and maintenance services					33,877	Required maintenance, plumbing and heating repairs		
11 000 262 100	Salaries				3,000				
11 000 261 610	General supplies					3,000	Supplies for building maintenance		
11 000 262 520	Insurance				1,197				
11 000 262 590	Miscellaneous Purchased Services					1,197	New middle school copier		
11 000 262 520	Insurance				801				
11 000 262 610	General supplies					801	Custodial supplies		
11 000 291 250	Unemployment compensation				5,422				
11 000 291 260	Workmens compensation				6,783				
11 000 291 270	Health benefits				6,825				
11 000 291 280	Tuition reimbursement				6,912				
11 000 291 290	Other employee benefits					25,942	Employee retirement payouts		
11 120 100 101	Salaries of teachers				10,200				
11 110 100 101	Salaries of teachers					10,200	Staff reclassification		
11 120 100 101	Salaries of teachers				21,147				
11 130 100 101	Salaries of teachers					21,147	Staff reclassification		

Hasbrouck Heights Board of Education									
Transfers									
Feb-17									
				Account Number	Account Description	From	To	Description	
11	140	100	101	101	Salaries of teachers	41,090			
11	240	100	101	101	Salaries of teachers		41,090	Staff reclassification	
11	140	100	101	07	Salaries of teachers - curriculum writing				
11	140	100	101	01	Salaries of teachers - curriculum substitutes	31,987	31,987	Staff reclassification	
11	213	100	101	03	Salaries of teachers				
11	213	100	101	02	Salaries of teachers	580	580	Staff reclassification	
11	213	100	101	03	Salaries of teachers				
11	213	100	101	04	Salaries of teachers	33,765	33,765	Staff reclassification	
11	213	100	101	03	Salaries of teachers				
11	213	100	101	05	Salaries of teachers	5,792	5,792	Staff reclassification	
11	213	100	101	03	Salaries of teachers				
11	213	100	106	03	Other salaries for instruction	3,505			
11	213	100	106	02	Other salaries for instruction	11,009			
11	213	100	101	03	Salaries of teachers				
11	216	100	101	05	Salaries of teachers	7,500	7,500	Staff reclassification	

**Approve the following CST members for evaluations and case management during the summer at the following rates**

	<b>June</b>	<b>July 1st</b>	<b>Hrs not to exceed</b>
CIRACO, LISA	\$84.22	\$84.92	50
JOHNSON, DAWN	\$83.49	\$84.19	50
JOHNSON-GALLO, SUZANNE	\$84.74	\$85.44	50
BAPTISTA, KATHERINE	\$61.90	\$65.10	50
MONTALTO-PHILP, MARIA	\$57.99	\$60.18	50
PIZZUTE, LINDA	\$84.74	\$85.44	50

# BYLAW GUIDE

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[See POLICY ALERT Nos. 199 and 211]

[For Districts with a Bylaw, Policy and Regulation Manual]

## 0000.02 INTRODUCTION

### Definitions

The following terms used in these bylaws, policies, and regulations shall have the meanings set forth below unless the context requires a different meaning or a different definition is supplied:

“Board” means the Board of Education of Hasbrouck Heights.

“Bylaw” means a rule of the Board for its own operation.

“Chief School Administrator” means the Chief Executive Officer of this school district, whose title in this district is Superintendent.

“Collective Bargaining”, “Negotiated Agreement”, or “Collective Bargaining Agreement” means a contract collectively negotiated by the Board of Education and a recognized bargaining unit.

“Commissioner” means the New Jersey State Commissioner of Education.

“Core Curriculum Content Standards” means the New Jersey **Student Learning Standards** ~~Core Curriculum Content Standards and the Common Core State Standards initiatives coordinated by the Council of Chief State School Officers (CCSSO) and the National Governor’s Association (NGA) in partnership with other national organizations.~~

“County Superintendent” means the Executive County Superintendent of Schools designated by the Department of Education for this school district. ~~“Executive County Superintendent” means the “County Superintendent.”~~

“Day” means a calendar day.

“Division of Youth and Family Services” or “DYFS” means the New Jersey Department of Children and Families – Division of Child Protection and Permanency or DCP&P.

“Executive County Superintendent” means the “County Superintendent designated by the Department of Education for this school district.”



# BYLAW GUIDE

“Full Board” means the authorized number of voting members of the Board of Education.

“Meeting” means a gathering that is attended by or open to all of the members of the Board of Education, held with the intent on the part of the Board members present to discuss or act as a unit on the specific public business of the Board of Education.

**“New Jersey Student Learning Standards” or “NJSLS” means standards adopted by the State Board of Education on May 1, 1996, and as thereafter revised by the State Board, and the Common Core State Standards adopted by the State Board on June 16, 2010, and as thereafter revised by the State Board, that describe the knowledge and skills all New Jersey students are expected to acquire by benchmark grades in the following areas: English language arts; mathematics; science; social studies; visual and performing arts; comprehensive health and physical education; world languages; technology; and 21st century life and careers. The standards are established for the provision of a thorough and efficient education pursuant to N.J.S.A. 18A:7F-46 and as a basis for the evaluation of school districts in accordance with N.J.A.C. 6A:30.**

“Parent” means the natural parent(s), adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a student. Where parents are separated or divorced, “parent” means the person or agency who has legal custody of the student, as well as the natural or adoptive parent(s) of the student provided such parental rights have not been terminated by a court of appropriate jurisdiction.

“Policy” means a Statement, formally adopted by the Board of Education, in which the Board recognizes the mandates and constraints of law, establishes practices and standards binding on staff members and students, and gives direction to the Superintendent.

“President” means the President of the Board of Education.

“Principal” means the administrator in charge of a school building or facility; except where prohibited by law, “Principal or designee” means the qualified person duly delegated by the Principal to discharge a particular duty in place of the Principal.

“Professional employee” means an employee who holds a position for which a certificate issued by the New Jersey State Board of Examiners is required.

“Pupil” means a student enrolled in a school in this district.



# BYLAW GUIDE

“Regulation” means a Statement developed and promulgated by the Superintendent that details the specific operations by which Board policy or a legal mandate is implemented.

“Secretary” means the Secretary of the Board of Education.

“Student” means a pupil enrolled in a school in this district.

“Superintendent” means the Chief School Administrator of this school district; except where prohibited by law, “Superintendent or designee” means the qualified person duly delegated by the Superintendent to discharge a particular duty in place of the Superintendent.

“Support staff member” means an employee who holds a position for which no certificate issued by the New Jersey State Board of Examiners is required.

“Teaching staff member” means an employee who holds a position for which a certificate issued by the New Jersey State Board of Examiners is required.

“Treasurer” means the Treasurer of School Moneys for this school district.

## Construction

The following rules of construction apply to these bylaws, policies and regulations:

1. Wherever possible, language shall be given its clear and ordinary interpretation;
2. Language shall be construed to have a meaning that complies with law;
3. In the event bylaws, policies and regulations conflict with one another, the later adopted bylaw, policy or regulation shall take precedence over the earlier, and the more specific bylaw, policy or regulation shall take precedence over the more general;
4. Except as otherwise provided by the context, the auxiliary verbs “shall,” “will,” and “must” indicate a mandated action, and the auxiliary verb “may” indicates an action that is permitted but is not mandated.



# BYLAW GUIDE

## Effectuation

Except as may otherwise be expressly provided, a bylaw, policy or regulation will become effective on the date it is adopted and a revised bylaw, policy or regulation will become effective on the date it is revised.

## Citations

Bylaws, policies and regulations may contain citations to the following codifications of State and Federal laws and regulations:

1. United States ~~Code Statutes~~ – **U.S.C.**  
~~20 U.S.C.A. Education~~
2. United States Regulations – **Code of Federal Regulations (C.F.R.)** ~~34 C.F.R. Education~~
3. New Jersey Statutes

N.J.S.A. 2C Code of Criminal Justice  
N.J.S.A. 9 Children-Juvenile and Domestic Relations  
N.J.S.A. 10 Civil Rights  
N.J.S.A. 11 Civil Service  
N.J.S.A. 17 Corporations and Institutions for Finance and Insurance  
N.J.S.A. 18A Education  
N.J.S.A. 19 Elections  
N.J.S.A. 24 Food and Drug  
N.J.S.A. 26 Health and Vital Statistics  
N.J.S.A. 27 Highways  
N.J.S.A. 30 Institutions and Agencies  
N.J.S.A. 34 Labor and Worker's Compensation  
N.J.S.A. 36 Legal Holidays  
N.J.S.A. 39 Motor Vehicles and Traffic Regulation  
N.J.S.A. 41 Oaths and Affidavits  
N.J.S.A. 45 Professions and Affidavits  
N.J.S.A. 47 Public Records  
N.J.S.A. 52 State Government, Departments, and Officers  
N.J.S.A. 53 State Police  
N.J.S.A. 54 Taxation  
N.J.S.A. 59 Tort Claims

4. New Jersey Administrative Code

N.J.A.C. 1 Administrative Law  
N.J.A.C. 6 & 6A Education





# BYLAW GUIDE

N.J.A.C. 8 Health  
N.J.A.C. 10 Human Services  
N.J.A.C. 13 Law and Public Safety  
N.J.A.C. 17 Treasury-General

## Severability

If any part of this manual is made invalid by judicial decision or legislative or administrative enactment, all other parts shall remain in full effect unless and until they are amended or repealed by the Board of Education or until regulations issued by the Superintendent are amended.

## Enactment

The official record of the adoption, issuance, amendment, or repeal of the bylaws, policies and regulations of this district shall be the minutes of meetings of the Board of Education. Such alterations shall be duly entered in this manual; a master copy of the bylaw, policy and regulation manual shall be maintained by the Board of Education Secretary and shall be the manual to which all others may be compared for accuracy.

Revised (First Reading): March 23, 2017

Revised (Second Reading): April 27, 2017



# POLICY GUIDE

PROGRAM  
2320/page 1 of 1  
Independent Study Programs  
Feb 17

[See POLICY ALERTS Nos. 181 and 211]

## ABOLISHED

### 2320 INDEPENDENT STUDY PROGRAMS

~~The Board of Education authorizes an independent study program aimed at achieving the Core Curriculum Content Standards for promotion and graduation purposes in accordance with the requirements of N.J.A.C. 6A:8-5.1(a)ii.~~

~~An independent study program and appropriate assessments shall be planned for individuals and/or a group based on specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards. The Principal shall certify completion of the independent study program based on specific instructional objectives.~~

~~The Principal may utilize a performance or competency assessment to approve student completion of an independent study program, including those occurring all or in part prior to the student's high school enrollment.~~

~~A group independent study program shall be approved in the same manner as other approved courses. Independent study programs shall be on file in the school district and subject to review by the Commissioner of Education or designee.~~

~~N.J.A.C. 6A:8-5.1 et seq.~~

~~Adopted:~~

~~First Reading: March 23, 2017  
Second Reading: April 27, 2017~~



# POLICY GUIDE

PROGRAM

2415.06/page 1 of 16

Unsafe School Choice Option

Feb 17

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[See POLICY ALERT Nos. 167 and 211]

## 2415.06 UNSAFE SCHOOL CHOICE OPTION

The New Jersey Department of Education (NJDOE) is required to establish an Unsafe School Choice Option (USCO) Policy per the Elementary and Secondary Act (ESEA) of 1965, as reauthorized under the Federal Every Student Succeeds Act of 2015 (ESSA). The USCO Policy requires that students who attend a persistently dangerous public elementary or secondary school as determined by the NJDOE, or become victims of a violent criminal offense while in or on school grounds of a public school that they attend, be allowed to attend a safe public school within the district. The ~~Unsafe School Choice Option (USCO)~~ USCO provision under the ESSA of The No Child Left Behind Act of 2001 (NCLB) §9532 contains two provisions that apply to school districts that receive funds under ESSA NCLB: Provision I - Persistently Dangerous Schools and Provision II - Victims of Violent Criminal Offenses.

Effective the beginning of each school year, school districts receiving NCLB ESSA funds must be prepared to complete the transfer of students who choose to exercise Provision I and Provision II of NCLB and this ~~Unsafe School Choice Option~~ USCO Policy. Compliance with the Policy is a condition of receiving funds under any and all titles under ESSA NCLB. The Superintendent is required to certify compliance with this USCO Policy to the ~~New Jersey Department of Education (NJDOE)~~ in the application for ESSA NCLB funds.

### USCO Policy Provision I - Persistently Dangerous Schools (PDS)

#### 1. Criteria for Determining ~~PDS Persistently Dangerous Schools~~.

A persistently dangerous school is a public elementary or secondary school building (except for Regional Day Schools, Educational Services Commissions and Special Services School Districts) that meets the objective criteria determined by the ~~New Jersey Department of Education (NJDOE)~~ for three consecutive years and is part of a school district that receives funds under ESSA NCLB. The NJDOE will use the most current available data from the Electronic Violence and Vandalism Reporting System (EVVRS) to identify ~~persistently dangerous schools~~ PDS on or before July 31 of each year, ~~in compliance with Federal regulations (68 FR 16789)~~.



# POLICY GUIDE

## PROGRAM

2415.06/page 2 of 16

Unsafe School Choice Option

2. Procedures and Guidelines for Schools Determined to be Persistently Dangerous.

**A school district will be notified by the NJDOE on or before July 31 of each year if a school(s) in the school district has been identified as a PDS.** Once the district receives notification a school is identified as persistently dangerous, the district must inform all parents of enrolled students in the school of the designation within fifteen calendar days of the **date of the** notice and offer them the option for their children to transfer to a safe public school within the district by the beginning of the respective school year. The district must complete all transfers by the beginning of the school year following the July notification.

Students are not required to accept the transfer option, but they must be afforded the opportunity to do so. Parental notice regarding the status of the school and the offer to transfer students should be made simultaneously. Parents of enrolled students must be notified of the persistently dangerous designation whether or not there is another school within the district for the transferring students.

To the extent possible, the district will allow transferring students to transfer to schools that **have not been identified as low performing, under the State's ESSA accountability system** ~~are making adequate yearly progress in accordance with NCLB and have not been identified as being in need of school improvement, corrective action or restructuring.~~ **When a transfer school is not available within the school district, the district may seek arrangements for students to transfer to the nearest charter school or neighboring district; however, this is not required.** The district ~~may~~ **will** take into account the needs and preferences of the affected students and parents.

3. Corrective Action Plan for a School Identified as Persistently Dangerous.

If a school in the district is identified **by the NJDOE** as persistently dangerous, the district will submit to the NJDOE, ~~on or before August 25,~~ documentation of compliance with the parent



# POLICY GUIDE

## PROGRAM

2415.06/page 3 of 16

### Unsafe School Choice Option

notification requirement and actions taken to complete the transfer arrangements for all students exercising the option by the first day of the school year. **Additionally, the district is required to will** also develop and submit for approval a corrective action plan to the NJDOE on or before September 30 of the same year, which will apply to the respective school year. The corrective action plan, which must be completed in the format provided by the NJDOE, will describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide **the** schools with guidance for ~~its~~ ~~their~~ corrective action plans, as well as monitor the school district's timely completion of the approved plans.

In the spring of each following year, the NJDOE will re-evaluate the status of a school identified as persistently dangerous. The NJDOE will review the school's progress towards completing ~~its~~ ~~their~~ corrective action plan and compare the current year's incidents of violence, as reported on the EVVRS, to the criteria for determining ~~persistently dangerous schools (PDS)~~. A school identified as maintaining the persistently dangerous designation will be notified by the NJDOE on or before July 31 of the respective year and will be required to submit for approval a revised corrective action plan by **September 30** ~~August 25~~ of that year, which will apply to the respective school year. The school district must inform all parents of enrolled students in the school of the designation within fifteen calendar days of the **date of** notice and offer them the option for their children to transfer to a safe public school by the beginning of the respective school year **in accordance with 2. above.**

A school no longer designated persistently dangerous will be notified on or before July 31 of the respective year. The persistently dangerous designation will be removed after one or more years contingent upon successful fulfillment of the criteria for removal, as determined by **evidence of the school's progress toward successfully completing the approved corrective action plan, and evidence of incidents that no longer meet the criteria for determining PDS, described above, for one school year, the year in which the corrective action plan was in effect and in accordance with guidance provided by the NJDOE.**



# POLICY GUIDE

PROGRAM  
2415.06/page 4 of 16  
Unsafe School Choice Option

## 4. Procedures and Guidelines for Early Warning of Schools.

**When a school meets the criteria set forth in this Policy for one year, the district will be informed of the types of offenses reported that have led to an early notification. This notification, on or before August 15 of each year, will be informational only. A school that no longer meets the criteria for PDS for one year will no longer be considered in early notification status. A school that meets the criteria for two consecutive years will move into early warning status outlined below.**

~~Effective in 2004, If a school meets the criteria set forth in this Policy for two consecutive years, the district will be notified of their pattern of offenses on or before August 15 of each year. If notified, the district will develop and submit to the NJDOE for approval a school safety plan to the NJDOE a corrective action plan on or before September 30 of the same year, which will apply to the respective school year. The school safety corrective action plan, which must be completed in the format provided by the NJDOE, will describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide the an early warning school with guidance for its their school safety corrective action plan, as well as monitor the school's timely completion of the approved plan. This school shall become a top priority for intensified district support for research-based programs and technical assistance. A school receiving an "early warning" notice is not required to provide the transfer option to students.~~

In the spring of each following year, the NJDOE will reevaluate the school's progress towards completing ~~its their corrective action~~ **school safety** plan and compare the current year's incidents of violence, as reported on the EVVRS, to the criteria for determining **PDS persistently dangerous schools**. ~~The s~~**Schools** will be notified of ~~its their~~ status on or before July 31 of the respective year.



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A school that ~~has successfully completed their Corrective Action Plan and reported violent incidents that~~ no longer meets the ~~cCriteria for Determining PDS Persistently Dangerous Schools~~ for one school year, (the year in which the **school safety corrective action** plan was in effect), will no longer be required to submit a **school safety Corrective Action pPlan**.

A school that **meets the criteria for PDS** ~~does not successfully complete their Corrective Action Plan and that meets the criteria set forth in this Policy~~ for a third consecutive year will be designated as persistently dangerous and will be required to submit for approval a ~~revised cCorrective aAction pPlan~~ on or before September 30 of that year, which will apply to the respective school year. ~~The district will also~~ **and** provide the transfer option to students in the school designated as persistently dangerous.

5. Schools Not Receiving **ESSA NCLB** Funds, but Meeting the Criteria for PDS.

School buildings and districts that do receive Federal funds under **ESSA NCLB**, but meet any one of the criteria for **PDS persistently dangerous schools**, will be contacted by the NJDOE and be required to develop and submit for approval a **school safety Corrective Action pPlan** on or before September 30 of the respective year. The **school safety Corrective Action pPlan** must be completed in the format provided by the NJDOE and describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide the school **with** guidance for ~~its their school safety Corrective Action pPlan~~, as well as monitor the school's timely completion of the approved plan.

## USCO Policy Provision II – Victims of Violent Criminal Offenses

The **Unsafe School Choice Option** ~~Victim of Violent Criminal Offenses~~ provision **under the of NCLB ESSA** requires a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the district, including a



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public charter school.

The individual victim provision of this Policy attempts to fulfill the requirement for the school district to provide relief to students who have been victimized, while providing a school with a practical means for making determinations on incidents of victimization that are within the purview of the school district. The individual victim section of this Policy has been crafted to enable school staff to make reasonable determinations and actions regarding this Policy. The Superintendent will consult with the Board attorney and communicate with designated local and/or county law enforcement authorities, per the provisions of the *Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials and N.J.A.C. 6A:16-6.2(b)123*, on questions and issues that arise in the implementation of the individual victims of violent criminal offenses section of this Policy.

## 1. Criteria for Determining Victims of Violent Criminal Offenses

The following criteria must be used to determine when an enrolled student has become a victim of a violent criminal offense while in or on the grounds of a public elementary or secondary school that the student attends. These criteria only apply to a student who has become a victim of one or more of the violent criminal offenses enumerated below:

A student is considered a victim of a violent criminal offense when:

- a. A referral has been made to law enforcement officials for suspicion that one of the violent criminal offenses enumerated below has occurred; and
- b. One or more of the following applies:
  - (1) Law enforcement officials have filed formal charges against the **offender(s)** ~~perpetrator(s)~~ for commission of the violent crime; or
  - (2) The **offender(s)** ~~perpetrator(s)~~ of the violent crime has **received sanctions in accordance with the Board of Education's Code of Student Conduct** ~~been disciplined in accordance with school policy;~~ or
  - (3) The **offender(s)** ~~perpetrator(s)~~ of the violent crime either has not been identified or is not an enrolled student(s), but it is clear that the student (victim) has become a victim of a violent criminal offense based on objective indicators such as physical





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evidence, eyewitness testimony, and/or circumstantial evidence; or

- (4) The pre-existence of a restraining order against the **offender(s) perpetrator(s) of the violent crime.**

## 2. Procedures and Guidelines

Effective the first day of each school year ~~beginning in 2003~~, the district must be prepared to begin the transfer of any student who chooses to exercise the **individual** ~~unsafe school~~ choice option provision. The district must offer, within **fourteen** ~~ten~~ calendar days **of the incident**, an opportunity to transfer to a safe public school within the district to any student who has become a victim of a violent criminal offense while in or on the grounds of a public school that the student attends. While the student must be offered the opportunity to transfer, the student may elect to remain at the school.

To the extent possible, the district will allow any transferring student to transfer to a school that **has not been identified as low performing**, ~~is making adequate yearly progress in accordance with NCLB under the State's ESSA accountability system and has not been identified as being in need of school improvement, corrective action or restructuring.~~ **In addition, when a transfer school is not available within the district, the district may seek arrangements for a student to transfer to the nearest charter school or neighboring district; however, this is not required.** The district ~~may~~ **will** take into account the needs and preferences of the affected student and his or her parent(s). Transfers must occur within thirty days of the determination that the student was a victim of a violent criminal offense.

## 3. Violent Criminal Offenses

The violent criminal offenses under New Jersey statutes that apply to the individual victim provision **of this Policy** are identified and explained below. The offenses apply to completed offenses, as well as ~~threats and~~ attempts to commit the offenses. The offenses and attempts to commit the offenses apply only when they occur in or on the **school grounds, as defined in N.J.A.C. 6A:16-1.3,** ~~of~~ **the** a school that the student attends. The offenses apply whether they occur wholly or in part in or on the grounds of a ~~the~~ school that the student attends. The offenses apply only to acts or attempts that are directed at a person (victim) or a group of



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specified individuals (victims), rather than acts that indiscriminately affect the entire school population or non-specified individuals or groups. ~~For the purposes of this Unsafe School Choice Option Policy, the term "victim" shall not include a student who purposely, knowingly or recklessly provokes the conduct constituting the criminal incident against him or her.~~

## 4. Applicable Violent Criminal Offenses

Below is a description of each applicable violent criminal offense that is based upon New Jersey statutes and references to statutory citations that provide complete explanations of each designated offense. The descriptions provided below are not intended to be a complete explanation of each offense or a substitute for the actual provisions of the authorizing statutes. Instead, the descriptions are provided as an aid in facilitating understanding of the general intent and practical applications of the violent criminal offenses that pertain to this ~~Unsafe School Choice Option Policy~~.

- a. Homicide [N.J.S.A. 2C:11-2] - A **student** ~~person~~ is a victim of a homicide when he or she is the child, sibling or other relative of a decedent, resulting from someone purposely, knowingly or recklessly causing the death of the student's parent, sibling, or relative in or on school grounds.
- b. Assault [N.J.S.A. 2C:12-1(A)(a)(1)(1-3) and 2C:12-1(Bb)(1-4)] - A person is a victim of an assault when the actor: purposely, knowingly, or recklessly causes bodily injury to the victim ~~[N.J.S.A. 2C:12-1(a)(1)];~~ negligently, recklessly, knowingly, or purposely causes bodily injury to the victim with a deadly weapon ~~[N.J.S.A. 2C:12-1(a)(2), N.J.S.A. 2C:12-1(b)(2) and N.J.S.A. 2C:12-1(b)(3)];~~ attempts by physical menace to put the victim in fear of imminent serious bodily injury ~~[N.J.S.A. 2C:12-1(a)(3)];~~ or knowingly points a firearm at or in the direction of the victim, whether or not the actor believes it to be loaded. ~~[N.J.S.A. 2C:12-1(d)(4)].~~
- c. ~~Aggravated~~ Sexual Assault [N.J.S.A. 2C:14-2] - A **student** ~~person~~ is a victim of a **sexual assault when the student is a victim of an act of sexual contact when the victim is less than thirteen years old and the actor is at least four years older than the victim, or the student is a victim of aggravated sexual assault when the actor commits an act of**



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sexual penetration with the victim under any of the following circumstances:

- (1) The victim is less than thirteen years old.
- (2) The victim is at least thirteen, but less than sixteen years old; and the actor is at least four years older than the victim.
- (3) The victim is at least sixteen years old, but less than eighteen years old; and the actor has supervisory or disciplinary power over the victim.
- (4) The actor uses physical force or coercion.
- (5) The victim is one whom the actor knew or should have known was physically helpless, mentally defective, or mentally incapacitated.
  - (a) ~~At least thirteen, but less than sixteen years old; and~~
    - (i) ~~The actor is related to the victim by blood or affinity to the third degree; or~~
    - (ii) ~~The actor has supervisory or disciplinary power over the victim by virtue of the actor's legal, professional or occupational status; or~~
    - (iii) ~~The actor is a foster parent, a legal guardian or stands in loco parentis within the household.~~
  - (3) ~~The act is committed on the victim during the commission, or attempted commission, whether alone or with one or more persons, of robbery, kidnapping, homicide, aggravated assault on another, burglary, arson or criminal escape.~~
  - (4) ~~The actor is armed with a weapon or any object fashioned in such a manner as to lead the victim to reasonably believe it to be a weapon and threatens by word or gesture to use the weapon or object on the victim.~~



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~~(5) — The actor is aided or abetted by one or more other persons and the actor uses physical force or coercion on the victim.~~

~~(6) — The actor uses physical force or coercion and severe personal injury is sustained by the victim.~~

~~(7) — The victim is one whom the actor knew or should have known was physically helpless, mentally defective or mentally incapacitated.~~

5. ~~Sexual Assault~~ A person is a victim of a sexual assault when:

a. ~~The actor commits an act of sexual contact with a victim who is less than thirteen years old and the actor is at least four years older than the victim; or~~

b. ~~The actor commits an act of sexual penetration with a victim under any of the following circumstances:~~

~~(1) — The actor uses physical force or coercion, but the victim does not sustain severe personal injury.~~

~~(2) — The victim is at least sixteen but less than eighteen years old.~~

~~(3) — The actor has supervisory or disciplinary power of any nature or in any capacity over the victim.~~

~~(4) — The victim is at least thirteen but less than sixteen years old and the actor is at least four years older than the victim.~~

d6. Bias Intimidation [N.J.S.A. 2C:16-1(Aa)] - A person is a victim of the crime of bias intimidation when an actor commits, attempts to commit, conspires with another to commit or threatens the immediate commission of an offense specified in Chapters 11 through 18 of Title 2C of the New Jersey Statutes; N.J.S.A. 2C:33-4; N.J.S.A. 2C:39-3; N.J.S.A. 2C:39-4 or N.J.S.A. 2C:39-5 in the following circumstances:

(1)a. With a purpose to intimidate a victim or a group of specified victims because of race, color, religion, gender, handicap, sexual orientation, or ethnicity; or



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- (2)b. Knowing that the conduct constituting the offense would cause a victim or a group of specified victims to be intimidated because of race, color, religion, gender, handicap, sexual orientation, or ethnicity; or
  - (3)e. Under circumstances that caused any victim of the underlying offense to be intimidated and the victim, considering the manner in which the offense was committed, reasonably believed either that:
    - (a4) The offense was committed with a purpose to intimidate the victim or any person or entity in whose welfare the victim is interested because of race, color, religion, gender, handicap, sexual orientation, or ethnicity; or
    - (b2) The victim or the victim's property was selected to be the target of the offense because of race, color, religion, gender, handicap, sexual orientation, or ethnicity.
- e7. Terroristic Threat [N.J.S.A. 2C:12-3(Aa) and 2C:12-3(Bb)]
  - A person is a victim of a terroristic threat when the actor threatens to commit one of the violent criminal offenses enumerated under ~~this the USCO Policy Provision II~~ against the victim with the purpose to put the student in imminent fear of one of the violent crimes enumerated in ~~this the USCO Policy Provision II~~ under circumstances reasonably causing the victim to believe the immediacy of the threat and the likelihood that it will be carried out. The definition of terroristic threat applies to N.J.S.A. 2C:12-3(a) insofar as the threat was directed at a person (victim) or a group of specified individuals (victims).
- f8. Robbery [N.J.S.A. 2C:15-1] - A person is a victim of a robbery when the actor, in the course of committing a theft, inflicts bodily injury; or uses force upon the victim; or threatens the victim with or purposely puts the victim in fear of immediate bodily injury.



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g9. Kidnapping [N.J.S.A. 2C:13-1] - A person is a victim of a kidnapping when the actor unlawfully removes the victim from the school or school grounds; or the actor unlawfully confines the victim with the purpose of holding the victim for ransom or reward as a shield or hostage; or the actor unlawfully removes the victim from the school or school grounds or a substantial distance from where he or she is found in school or on school grounds; or if the actor unlawfully confines a student for a substantial period of time **with any of the following purposes:** to facilitate commission of a crime or flight thereafter, or to inflict bodily injury on or terrorize the victim.

h10. Arson [N.J.S.A. 2C:17-1] - A person is a victim of arson when the actor **purposely or knowingly** starts a fire or causes an explosion in or on the grounds of a school whereby ~~purposely or knowingly~~ the victim or group of specified victims are in danger of death or bodily injury; or with the purpose of destroying or damaging the victim's or group of specified victim's property that is in the school or on school grounds.

## Miscellaneous Provisions of USCO

### 1. Transfer Time Period – ~~PDS Persistently Dangerous Schools~~

The transfer will be temporary and will be in effect as long as the student's original school is identified as persistently dangerous.

### 2. Charter School Transfer Option

While ~~ESSA NCLB~~ permits affected students to be afforded the opportunity to attend a public charter school, in addition to a safe public elementary school or secondary school within the school district, the application of this provision in New Jersey is limited. Transfers to a charter school can only occur as a part of the charter school's "equal opportunity" selection process and among charter schools administered under the same managing authority (i.e., charter schools within the charter school district).

Since charter schools in New Jersey are considered public **local education agencies** (LEA's), pursuant to N.J.S.A. 18A:36A-3, operated independently of a local board of education, transfers may only take place among charter schools within the LEA. Therefore, students may be permitted to transfer to another charter school that



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is administered under the same managing authority of the charter school, but are not permitted to transfer to a school in the local public school district administered by a local board of education.

However, pursuant to N.J.S.A. 18A:36A-7, a charter school must be open to all students on a space available basis and may not discriminate in its admission policies or practices (although it may establish reasonable criteria to evaluate prospective students), and in accordance with N.J.S.A. 18A:36A-8, if there are more applications to enroll in the charter school than there are spaces available, the charter school must select students to attend using a random selection process for enrollment.

### 3. Funding Sources for USCO

The ~~USCO Unsafe School Choice Option statute~~ law does not authorize resources specifically to help cover USCO costs **associated with transferring a student from a PDS**. However, under certain circumstances Federal funds may be used. For example, **ESEA Title IV, Part A [Section 4115(b)(2)(E)(v)]** may be used to establish safe zones of passage to and from school to ensure that students travel safely on their way to school and on their way home ~~[Section 4115(b)(2)(E)(v)]~~. In addition, ~~SDFSCA~~ **ESEA Title IV, Part A [Sections 5121(8) and 5131(12) and (25)]** funds may be used to help cover costs such as tuition or transportation related to the ~~USCO Unsafe School Choice Option~~ or expansion of public school choice ~~[Section 5121(8) and 5131(12) and (25)]~~.

### 4. Special Education Students

The district will provide transferred special education students with the program required by the student's Individualized Education Program (IEP).

### 5. Transfer Schools

In the event there is not another school within the school district for a transferring student, the district will explore other appropriate options such as an agreement with a neighboring school district to accept transfer students.

~~Under the Federal regulations (68 FR 16789), this Policy only applies to offenses that occur in the 2003–2004 school year and thereafter. Beginning with the 2004–2005 school year, the district must provide the transfer option to victims of~~



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~~violent criminal offenses that occurred in the previous school year, if the determination that the student was a victim was made thirty days or fewer before the end of the school year.~~

The district will use the school choice option as one response to incidents of victimization. Additionally, the district will develop and implement appropriate strategies for addressing the circumstances that contribute to or support victimization, as well as consistently and proactively manage individuals who have victimized students. The district will promote the importance of school safety and respond to the needs of students and staff. Pursuant to the law, the district will provide an opportunity for students, parents and school district and law enforcement personnel to discuss methods for keeping schools safe from violence; to create school safety plans; and to recognize students in need of help. The district will organize activities to prevent school violence, including, but not limited to, age-appropriate opportunities for student discussion on conflict resolution, issues of student diversity and tolerance. Law enforcement personnel will be invited to join members of the teaching staff in the discussions. Programs shall also be provided for school district employees that are designated to help school district employees recognize warning signs of school violence and to instruct school district employees on recommended conduct during an incident of school violence.

**In accordance with the provisions of N.J.S.A. 18A:17-46, two times each school year, between September 1 and January 1 and between January 1 and June 30, at a public hearing, the Superintendent shall report to the Board of Education all acts of violence; vandalism; and harassment, intimidation, and bullying which occurred during the previous reporting period.** ~~requires a public hearing in the third week in October of each year for the Superintendent to report to the Board all acts of violence and vandalism that occurred in the district during the previous school year. The public hearing shall be transcribed and kept on file in the Board of Education Office. The transcript shall be made available to the public upon request. The Board must also file the transcript with the NJDOE for review.~~

**Title VIII, Part F, Subpart 2, SEC. 8532  
Every Student Succeeds Act (ESSA) of 2015**

~~No Child Left Behind Act of 2001 §9532~~

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[See POLICY ALERT Nos. 95, 101, 104, 108, 112, 119, 129, 132,  
138, 146, 150, 158, 159, 185 and 211]

## 2460 SPECIAL EDUCATION

The Hasbrouck Heights Board of Education assures compliance with Part B of the Individuals with Disabilities Education Act (IDEA) and the New Jersey Administrative Code 6A:14-1.1 et seq. Furthermore, the Board will have programs and procedures in effect to ensure the following:

1. All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3.
2. Homeless students are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.
3. Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.
4. An Individualized Education Program (IEP) is developed, reviewed and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.
5. To the maximum extent appropriate, students with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.
6. Students with disabilities are included in State-wide and district-wide assessment programs with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10. All students with disabilities will participate in State-wide assessments or the applicable ~~a~~Alternative Proficiency ~~a~~Assessment in grades three, four, five, six, seven, eight, and **high school in the applicable courses** ~~eleven in accordance with their assigned grade level.~~



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7. Students with disabilities are afforded procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq., including appointment of a surrogate parent **as set forth in N.J.A.C. 6A:14-2.2 and Policy 2467**, when appropriate.
8. **The rules set forth in N.J.A.C. 6A:14 ensure a** free appropriate public education is available to all students with disabilities between the ages of three and twenty-one, including students with disabilities who have been suspended or expelled from school:
  - a. The obligation to make a free, appropriate public education available to each eligible student begins no later than the student's third birthday and that an individualized education program (IEP) is in effect for the student by that date;
  - b. If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin;
  - c. A free appropriate public education is available to any student with a disability who **needs is** ~~eligible for~~ special education and related services, even though the student is advancing from grade to grade;
  - d. The services and placement needed by each student with a disability to receive a free, appropriate public education are based on the student's unique needs and not on the student's disability; and
  - e. The services and placement needed by each student with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the student's home as possible and, when the IEP does not describe specific restrictions, the student is educated in the school he or she would attend if not a student with a disability.



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9. Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14 will experience a smooth transition and have an IEP developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.
10. Full educational opportunity to all students with disabilities is provided.
11. The compilation, maintenance, access to, and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.
12. Provision is made for the participation of students with disabilities who are placed by their parent(s) in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.
13. Students with disabilities who are placed in private schools by the district Board are provided special education and related services at no cost to their parent(s) according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.
14. All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law, **pursuant to N.J.A.C. 6A:14-1.2(b)13.**
15. **Pursuant to N.J.A.C. 6A:14-1.2(b)4,** The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified, and that appropriate in-service training is provided. The district Board shall maintain information to demonstrate its efforts to:
  - a. Prepare general and special education personnel with content knowledge and collaborative skills needed to meet the needs of children with disabilities;
  - b. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;



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- c. Acquire and disseminate to teachers, administrators, school Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials and technology;
  - d. Ensure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
  - e. Provide for joint training activities of parent(s) and special education, related services and general education personnel.
16. Instructional materials will be provided to blind or print-disabled students in a timely manner, **consistent with a plan developed by the district.**
17. For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the district will provide, pursuant to the **Developmentally Disabled** Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., and **N.J.A.C. 6A:14-1.2(b)17**, the necessary materials to the parent(s) to apply for such services.
18. The school district will accept the use of electronic mail from the parent(s) to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. The parent(s) shall be informed by the Child Study Team Secretary of the procedures to access the electronic mail system, **upon being contacted by parent(s).** The parent(s) may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent as required by N.J.A.C. 6A:14-1.2(b)18.
19. The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's IEP, **pursuant to N.J.A.C. 6A:14-4.5(d).**
20. **The school district has a plan in effect to establish stability in special education programming. The plan takes into account**



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**the consistency of the location, curriculum, and staffing in the provision of special education services as required by N.J.A.C. 6A:14-3.7(c)4.**

- 21. The school district screens students who have exhibited one or more potential indicators of dyslexia or other reading disabilities in accordance with N.J.S.A. 18A:40-5.1 et seq. and Policy 5339.**

The school district shall provide an Assurance Statement to the County Office of Education that the Board of Education has adopted the required special education policies and procedures/regulations and the district is complying with the mandated policies and procedures/regulations.

N.J.A.C. 6A:14-1 et seq.  
20 USC §1400 et seq.  
34 C.F.R. §300 et seq.

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[See POLICY ALERT Nos. 95, 153, 161, 164, and 211]

## 2464 GIFTED AND TALENTED STUDENTS

The Board of Education recognizes its responsibility to identify gifted and talented students within the school district and to provide these students **with** appropriate instructional adaptations and services. To that end, the Board directs each such student in the school district be identified and offered an appropriate educational program and services.

For purposes of this ~~P~~policy, “gifted and talented students” **means** ~~will be defined as those exceptionally able~~ students who possess or demonstrate high levels of **ability** ~~abilities~~, in one or more content areas, when compared to their chronological peers in the district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

The ~~Board~~ **Superintendent** will develop appropriate curricular and instructional modifications ~~to be~~ used for gifted and talented students indicating content, process, products, and learning environments.

The Superintendent will develop procedures, ~~using multiple measures~~, for an ongoing **Kindergarten through grade twelve** identification process and ~~appropriate educational challenges for gifted and talented students initiated in Kindergarten and reviewed annually through grade twelve~~ **that includes multiple measures. Multiple measures may include, but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures.** The identification methodology will be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the district. ~~The~~ **These identification** procedures will be reviewed annually.

The Superintendent will take into consideration the **Pre-Kindergarten through Grade Twelve Gifted Programming Standards of the National Association for Gifted Children in developing programs for gifted and talented students.** The educational program offered to gifted and talented students will encourage and challenge them in the specific areas of their abilities, but will not replace the basic instructional program of the various grades of this district. The program offered to a gifted and talented students may ~~be~~ **include,**



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**but are not limited to: pull-out programs; classroom differentiated instruction; acceleration; flexible pacing; compacted curricula; distance learning; advanced classes; or individual programs** infused into the student's regular instructional program, provided that a written description of the infusion has been prepared and filed in the student's record.

Programs for ~~the~~ gifted and talented **students** will be periodically evaluated for their continuing efficacy and adjusted accordingly.

The parent(s) or legal guardian(s) of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

N.J.S.A. 18A:61A-2; 18A:35-4.16

N.J.A.C. 6:37-1.1; 6A:8-1.3; 6A:8-3.1(a)5-

P.L. 108-382, Sec. 10201 et seq.

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# POLICY GUIDE

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Surrogate Parents and Foster Parents

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[See POLICY ALERT Nos. 170, 185 and 211]

## 2467 SURROGATE PARENTS AND FOSTER PARENTS

Federal and State laws require the Board ensure the rights of a student are protected through the provision of an individual to act as surrogate for the parent(s) and assume all parental rights under N.J.A.C. 6A:14-2.2 when:

1. The parent, (as defined according to N.J.A.C. 6A:14-1.3), cannot be identified ~~or located after reasonable efforts~~;
2. **The parent cannot be located after reasonable efforts;**
32. An agency of the State of New Jersey has guardianship of the student and that agency has not taken steps to appoint a surrogate parent for the student;
43. The student is a ward of the State and no State agency has taken steps to appoint a surrogate parent for the student;
54. No parent can be identified for the student in accordance with N.J.A.C. 6A:14-1.3 except a foster parent, the foster parent does not agree to serve as the student's parent, and no State agency has taken steps to appoint a surrogate parent for the student; and
65. The student is an unaccompanied homeless youth and no State agency has taken steps to appoint a surrogate parent for the student.

### Qualifications and Selection

The district will make reasonable efforts to appoint a surrogate parent within thirty days of its determination that a surrogate parent is required for a student. If the district fails to appoint a surrogate parent for a ward of the State, a judge may appoint a surrogate parent if the judge determines a surrogate parent is necessary for such a student.





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Surrogate Parents and Foster Parents

The person serving as a surrogate parent **shall**:

1. ~~Shall H~~have no interest that conflicts with those of the student he/she represents;
2. ~~Shall P~~ossess the knowledge and skills that ensure adequate representation of the student;
3. ~~Shall N~~ot be replaced without cause;
4. ~~Shall B~~be at least eighteen years of age;
5. ~~Shall H~~have a criminal history review in accordance with N.J.S.A. 18A:6-7.1 completed prior to his or her serving as the surrogate parent, if the school district compensates the surrogate parent for such services; and
6. ~~Shall N~~ot be an employee of the New Jersey Department of Education, this district, or a public or nonpublic agency that is involved in the education or care of the child.

The SAC **shall serve as Surrogate Parent Coordinator and** will: determine whether there is a need for a surrogate parent for a student;; contact any State agency that is involved with the student to determine whether the State has a surrogate parent appointed for the student;; and ~~will~~ make reasonable efforts to appoint a surrogate parent for the student within thirty days of determining that there is a need for a surrogate parent for the student.

When a student (who is or may be a student with a disability) is in the care of a foster parent ~~residing in this district~~, and the foster parent is not the parent of the student as defined in N.J.A.C. 6A:14-1.3, the \_\_\_\_\_ **district where the foster parent resides** shall contact the student's case manager at the Division of **Child Protection and Permanency (DCP&P)** ~~Youth and Family Services (DYFS)~~ in the Department of **Children and Families** ~~Human Services~~ to determine whether the parent(s) retains the right to make educational decisions and ~~to~~ determine the whereabouts of the parent(s).



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Surrogate Parents and Foster Parents

If the parent(s) retains the right to make educational decisions and the parent's whereabouts are known to the school district, the **Surrogate Parent Coordinator** \_\_\_\_\_ shall obtain all required consent from and provide written notices to the parent(s).

If the district cannot ascertain the whereabouts of the parent(s), the **foster parent, unless that person is unwilling to do so, shall serve as the parent pursuant to N.J.A.C. 6A:14-1.3.** \_\_\_\_\_ shall consult with the student's case manager at DYFS to assist in identifying an individual, including the foster parent, who may serve as a surrogate. If there is no foster parent, or if the foster parent is unwilling to serve as the student's parent pursuant to N.J.A.C. 6A:14-1.3, the **Surrogate Parent Coordinator** \_\_\_\_\_ shall consult with the student's case manager at DCP&P DYFS to assist in identifying an individual to serve as a surrogate parent and the \_\_\_\_\_ shall appoint a surrogate parent and obtain all required consent from, and provide written notices to, the surrogate parent.

## Training

N.J.A.C 6A:14-2.2(d) requires the district train surrogate parents so they have the knowledge and skills that ensure adequate representation of the student. The **Surrogate Parent Coordinator** \_\_\_\_\_ shall coordinate the training for surrogate parents. The training will include, but not be limited to:

1. Providing the surrogate parent a copy of:
  - a. Parental Rights in Special Education booklet;
  - b. N.J.A.C. 6A:14;
  - c. The Special Education Process;
  - d. Code Training Materials from the Department of Education website; and
  - e. Other relevant materials.



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2. Providing the surrogate parent an opportunity to meet with the **Surrogate Parent Coordinator** \_\_\_\_\_ to discuss the rights of the surrogate parent and the applicable statutes, administrative codes, and Federal laws. The **Surrogate Parent Coordinator** \_\_\_\_\_ shall provide the surrogate parent the opportunity to review and to become familiar with the State and Federal requirements for assessment, individualized educational program development, and parental rights with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;
3. Providing the surrogate parent adequate time to become familiar with the student and the nature of the student's disability through a review of the student's record;
4. Providing the surrogate parent an opportunity to confer with the student's case manager to discuss the student; and
5. Other information and resources to provide the surrogate parent the knowledge and skills to ensure adequate representation of the student.

## Rights of the Surrogate Parent

A surrogate parent appointed in accordance with N.J.A.C. 6A:14-2.2 shall assume all parental rights under N.J.A.C. 6A:14.

N.J.A.C. 6A:14-2.2

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[See POLICY ALERT Nos. 120, 135, 147, 153, 168, 170, 197, 205, 209,  
and 211]

## 2622 STUDENT ASSESSMENT

The Commissioner of Education, **in accordance with N.J.S.A. 18A:7C-1 et seq. and 18A:7E-2 and 3, may** ~~shall implement a system and related schedule of Statewide assessments to evaluate of student achievement in any grade(s) and by such assessments as he or she deems appropriate. of the Core Curriculum Content Standards in accordance with the provisions of N.J.A.C. 6A:8-4.1 et seq.~~ The Board of Education is required to administer the applicable Statewide assessments according to the schedule prescribed by the Commissioner. **The Commissioner shall report to the State Board of Education the results of such assessments.**

**The Commissioner shall implement a system and related schedule of Statewide assessments to evaluate student achievement of the New Jersey Student Learning Standards (NJSLS). The Commissioner, with the approval of the State Board of Education, shall define the scope and level of student performance on Statewide assessments that demonstrate thorough understanding of the knowledge and skills delineated by the NJSLS at grade levels three through twelve. After consultation with the Commissioner, the State Board of Education shall establish by resolution uniform Statewide criteria defining adequate school district progress toward meeting the NJSLS.**

State assessments provide parents with important information about their child's progress; detailed diagnostic information about each individual student's performance that educators, parents, and students can utilize to enhance foundational knowledge and student achievement; and include item analysis which will clarify a student's level of knowledge and understanding of a particular subject or area of a subject. The data derived from State assessments will be utilized by teachers and administrators to pinpoint areas of difficulty and customize instruction accordingly. Such data can be accessed and utilized as a student progresses to successive school levels.



# POLICY GUIDE

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Student Assessment

**Pursuant to N.J.A.C. 6A:8-4.1(b) and (c), all students at grade levels three through twelve, and at any other grade(s) designated by the Commissioner pursuant to N.J.A.C. 6A:8-4.1(a), shall take all appropriate Statewide assessments as scheduled. The New Jersey Department of Education, pursuant to State law and regulations, requires all students to take State assessments as scheduled. There is no provision for a student to opt-out of Statewide assessments. If a student is absent on a testing date, the student will be expected to take the missed test on another school day. Parents and students will be informed of all scheduled testing dates, including make-up testing dates for students who missed the initial testing date.**

## Statewide Assessment System

The Superintendent of Schools shall develop and annually present to the Board for its approval an assessment program that complies with the rules of the State Board of Education.

**The Board of Education shall, according to a schedule prescribed by the Commissioner, administer the applicable Statewide assessments, including the following major components: the elementary assessment component for grades three through five; the middle school assessment component for grades six through eight; the high school end-of-course PARCC assessments; and the alternative assessment for students with disabilities; and provide notification to each student entering grades three through twelve of the Statewide assessment schedule.**

**The Department of Education shall implement the elementary component of the Statewide assessment of the NJSLs consisting of continued administration of mathematics and English language arts in grades three, four, and five, and of science in grade four.**

**The Department of Education shall implement the middle school component of the Statewide assessment of the NJSLs consisting of the following: continued administration of mathematics and English language arts in grades six, seven, and eight; and of science in grade eight.**



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The Department of Education shall implement a high school assessment program component of the NJSLs that assesses, at a minimum, English language arts, mathematics, and science with the exception that students may receive a waiver from the Board of Education from taking the high school end-of-course PARCC assessment in ELA 11 due to the student's participation in another English language/literature college placement assessment during the same school year.

The Board shall provide appropriate accommodations or modifications to the Statewide assessment system as specified by the Department of Education for English Language Learners (ELLs) and students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act as determined by the IEP or 504 Team in accordance with N.J.A.C. 6A:8-4.1(d)1. The Board may administer the Statewide assessments in mathematics to ELLs in their native language, when available, and/or English. The Board of Education shall have the option for a first-year ELL of substituting a Department of Education-approved language proficiency test only for the English language arts section of the elementary or middle school component of the Statewide assessment, when the student has entered the United States after July 1 of the calendar year prior to the test administration.

The Board of Education shall ensure students with disabilities as defined in N.J.A.C. 6A:14-1.3 participate in Statewide assessments in accordance with N.J.A.C. 6A:14-4.10.

At specific times prescribed by the Commissioner of Education, the Board of Education shall administer the alternative assessment for students with disabilities to students with severe disabilities who cannot participate in other assessments due to the severity of their disabilities. The Department of Education shall implement the alternative assessment for students with disabilities according to the schedules in N.J.A.C. 6A:8-4.1(c)1, 2, and 3. The alternative assessment for students with disabilities measures the progress of students who have been determined eligible for the alternative assessment for students with disabilities by the IEP team in accordance with N.J.A.C. 6A:14-4.10.

The Boards of Education shall implement alternative ways for students to demonstrate graduation proficiency in accordance with N.J.A.C. 6A:8-5.1(f).



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Student Assessment

## Test Administration Procedures and Security Measures

**The Board of Education shall be responsible for ensuring the security of all components of the Statewide assessment system that are administered within the school district.** All Statewide assessments shall be administered in accordance with the Department of Education's required test administration procedures and security measures. Any breach of such procedures or measures shall be immediately reported to the Superintendent or designee.

## Documentation of Student Achievement

The Department of Education shall provide the Superintendent with documentation of student ~~achievement~~ **performance** after **each test** administration ~~of each test~~ in accordance with the provisions of N.J.A.C. 6A:8-4.2(a). The Board shall maintain an accurate record of each student's performance on Statewide assessments in accordance with N.J.A.C. 6A:8-4.2. Information regarding individual student test scores shall only be released in accordance with Federal and State law.

**The Board of Education shall transmit within ten business days any official records, including transcripts, of students who transfer to other school districts or institutions.**

**The Board of Education shall maintain an accurate record of each student's performance on Statewide assessments.**

**The Board of Education shall maintain for every student a ninth grade through graduation transcript that contains the following, as available:**

- 1. Results of all applicable State assessments, including assessments that satisfy graduation requirements set forth in N.J.A.C. 6A:8-5.1(a)6;**
- 2. Results of any English language proficiency assessments according to N.J.A.C. 6A:8-5.1(h);**
- 3. Evidence of instructional experience and performance in the NJSLS;**
- 4. Evidence of technological literacy;**
- 5. Evidence of career education instructional experiences and career development activities;**



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6. **Evidence of State-issued occupational licenses and credentials, industry-recognized occupational credentials, and/or technical skill assessments for students enrolled in Department of Education-approved career and technical education programs pursuant to N.J.A.C. 6A:19-3.2; and**
7. **Any other information deemed appropriate by the Board of Education.**

## Accountability

The Superintendent shall report preliminary and final results of annual assessments to the Board of Education as required by the New Jersey Department of Education. The Board of Education will provide parents, students, and citizens with results of annual assessments according to N.J.A.C. 6A:8-4.23. The Board shall provide appropriate instruction to improve skills and knowledge for students performing below the established levels of student proficiency in any content area either on Statewide or local assessments. All students shall be expected to demonstrate the knowledge and skills of the ~~Core Curriculum Content~~ NJSL Standards as measured by the Statewide assessment system.

## Annual Review and Evaluation of School Districts

**The Department of Education shall review the performance of schools and school districts in accordance with the provisions of N.J.A.C. 6A:8-4.4.**

## Public Reporting

In accordance with the requirements of N.J.A.C. 6A:8-4.5, the Department of Education shall report annually to the State Board of Education and the public on the progress of all students and student subgroups in meeting the ~~NJSL Core Curriculum Content Standards~~ as measured by the Statewide assessment system **by publishing and distributing the Department of Education's annual New Jersey School Report Card in accordance with N.J.S.A. 18A:7E-2 through 5.** After each test administration, the Department of Education shall report to the Board on the performance of all students and of student subgroups. The Department of Education shall report performance on the APA with the same frequency and in the same detail as it reports on other Statewide assessments, including school and school district means, and the number and percentage of participating students. In public reporting of school and district performance data, the Department of Education shall not compromise the confidentiality of individual students.





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Student Assessment

## Parental Notification

Parents shall be informed of the district assessment system and of any special tests that are to be administered to their children.

## Student Accommodations/Modifications

~~The Board shall provide appropriate accommodations or modifications to the Statewide assessment system as specified by the Department of Education for English language learners (ELLs) and students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act as determined by the Individualized Educational Plan (IEP) or 504 Team in accordance with N.J.A.C. 6A:8-4.1(d)1.~~

N.J.S.A. 18A:7C-1

N.J.A.C. 6A:8-4.1 et seq.; 6A:8-5.1; 6A:14-1.1 et seq.; 6A:14-3.7;  
6A:14-4.10

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# POLICY GUIDE

## TEACHING STAFF MEMBERS

[See POLICY ALERT Nos. 97, 103, 110, 139, 165, 175 and 211]

### 3160 PHYSICAL EXAMINATION

The Board of Education requires each **candidate for employment who receives a conditional offer of employment** to ~~newly employed teaching staff member~~ undergo a physical examination(s) to **determine whether the candidate is able to perform with reasonable accommodation job-related functions pursuant to P.L. 101-336, Americans with Disabilities Act of 1990 (ADA).**

If upon completing an examination(s) it is determined a candidate for employment who received a conditional offer of employment is unable to perform with reasonable accommodation job-related functions pursuant to the provisions of the ADA, the conditional offer of employment will be rescinded either by the Superintendent of Schools, if the Board has not yet approved the appointment, or by the Board, if the Board had approved the appointment at a Board meeting.

The physical examination shall include, but is not limited to, a health history to include past serious illnesses and injuries; current health problems; allergies; and a record of immunizations. The physical examination shall also include a health screening to include, **but not limited to:** height and weight; blood pressure; pulse and respiratory rate; vision screening; **and** hearing screening; ~~and Mantoux test for tuberculosis.~~

~~A teaching staff member may provide health status information, including medications, which may be of value to medical personnel in the event of an emergency requiring treatment. The staff member may also choose to share with the Principal and, if desired, with the certified school nurse, information regarding current health status to assure ready access in a medical emergency. School employee physicals, examinations and/or annual medical updates do not require screening or disclosure of HIV status.~~

Candidates for employment **who have received a conditional offer of employment** will also be required to undergo a **comprehensive fitness for duty** physical examination to include a health history, health screening and medical evaluation. This **examination** ~~pre-employment physical examination~~ shall not be used to determine a candidate's disabilities. ~~This examination~~ **and** shall be used only to determine whether the applicant is able to perform with reasonable accommodation job-related functions pursuant to **ADA P.L. 101-336, American with Disabilities Act of 1990. Comprehensive fitness for duty examinations will be required for all candidates for employment who receive a conditional offer of employment.**



# POLICY GUIDE

**Candidates for employment who have received a conditional offer of employment will be required to be tested** ~~The Board of Education will require testing for the usage of controlled dangerous substances as they are defined in N.J.S.A. 2C:35-2 as part of any physical examination which is required of any candidate for employment.~~ This testing will be completed in accordance with New Jersey Department of Health and Department of Education guidelines. **Testing for the usage of controlled or dangerous substances will be required for all candidates for employment who have received a conditional offer of employment.**

~~The physical examinations required by this policy shall be limited to those assessments or information necessary to determine the individual's physical and mental fitness to perform with reasonable accommodation in the position he/she seeks or currently holds and to detect any health risks to students or other employees.~~

**The candidate shall bear the cost of the examination and tests.** ~~The cost of any such examination conducted by the physician or institution designated by the Board shall be borne by the Board. The cost of any such examination conducted by the physician or institution chosen by the employee and approved by the Board shall be borne by the employee.~~

**School employee physicals, examinations, and/or annual medical updates do not require screening or disclosure of HIV status.**

**A Mantoux tuberculosis test shall be required of all student teachers, school bus drivers on contract with the district, and contractors or volunteers who have contact with students.**

All staff members' medical and health records, including computerized records, will be secured, ~~and will be stored, and maintained separately from other personnel files.~~ The information contained in medical records will be kept confidential. Only the staff member, the Superintendent, and the school medical inspector shall have access to medical information regarding an individual employee. **Health records may be shared only with authorized individuals in accordance with N.J.S.A. 18A:16-5.** The staff member may provide health-status information, including medications that may be of value to medical personnel in the event of an emergency requiring treatment. In such instances, the staff member may also choose to share ~~section of the medical record that contains the health history may be shared with the staff member's Building Principal and, if desired, with the certified school nurse, information regarding current health status to assure ready access in a medical emergency with the consent of the staff member.~~



# POLICY GUIDE

Additional individual psychiatric or physical examinations of any staff member may be required by the Board whenever, in the judgment of the Board, a staff member shows evidence of deviation from normal physical or mental health. Any additional individual examinations will be pursuant to the requirements of N.J.A.C. 6A:32-6.3. Additional examinations and/or certifications may be required to verify fitness in accordance with Policy No. 3161 or disability in accordance with Policyies Nos. 3425 and 3435.

42 U.S.C.A. 12101

N.J.S.A. 18A:16-2 ~~et seq.~~

N.J.A.C. 6A:32-6.1; 6A:32-6.2; 6A:32-6.3

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# POLICY GUIDE

## Support Staff Members

[See POLICY ALERT Nos. 97, 103, 110, 139, 165, 175 and 211]

### 4160 PHYSICAL EXAMINATION

The Board of Education requires each **candidate for employment who receives a conditional offer of employment** to ~~newly employed support staff member~~ undergo a physical examination(s) to **determine whether the candidate is able to perform with reasonable accommodation job-related functions pursuant to P.L. 101-336, Americans with Disabilities Act of 1990 (ADA).**

If upon completing an examination(s) it is determined a candidate for employment who received a conditional offer of employment is unable to perform with reasonable accommodation job-related functions pursuant to the provisions of the ADA, the conditional offer of employment will be rescinded either by the Superintendent of Schools, if the Board has not yet approved the appointment, or by the Board, if the Board had approved the appointment at a Board meeting.

The physical examination shall include, but is not limited to, a health history to include past serious illnesses and injuries; current health problems; allergies; and a record of immunizations. The physical examination shall also include a health screening to include, **but not limited to:** height and weight; blood pressure; pulse and respiratory rate; vision screening; **and** hearing screening; ~~and Mantoux test for tuberculosis.~~

~~A support staff member may provide health status information, including medications, which may be of value to medical personnel in the event of an emergency requiring treatment. The staff member may also choose to share with the Principal and, if desired, with the certified school nurse, information regarding current health status to assure ready access in a medical emergency. School employee physicals, examinations and/or annual medical updates do not require screening or disclosure of HIV status.~~

Candidates for employment **who have received a conditional offer of employment** will also be required to undergo a **comprehensive fitness for duty** ~~a physical examination to include a health history, health screening and medical evaluation.~~ This **examination** ~~pre-employment physical examination~~ shall not be used to determine a candidate's disabilities. ~~This examination~~ **and** shall be used only to determine whether the applicant is able to perform with reasonable accommodation job-related functions pursuant to **ADA, P.L. 101-336, American with Disabilities Act of 1990.** **Comprehensive fitness for duty examinations will be required for all candidates for employment who receive a conditional offer of employment.**



# POLICY GUIDE

**Candidates for employment who have received a conditional offer of employment will be required to be tested** ~~The Board of Education will require testing for the usage of controlled dangerous substances as they are defined in N.J.S.A. 2C:35-2 as part of any physical examination which is required of any candidate for employment.~~ This testing will be completed in accordance with New Jersey Department of Health and Department of Education guidelines. **Testing for the usage of controlled or dangerous substances be required for all candidates for employment who have received a conditional offer of employment.**

~~The physical examinations required by this policy shall be limited to those assessments or information necessary to determine the individual's physical and mental fitness to perform with reasonable accommodation in the position he/she seeks or currently holds and to detect any health risks to students or other employees.~~

**The candidate shall bear the cost of the examination and tests.** ~~The cost of any such examination conducted by the physician or institution designated by the Board shall be borne by the Board. The cost of any such examination conducted by the physician or institution chosen by the employee and approved by the Board shall be borne by the employee.~~

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Additional individual psychiatric or physical examinations of any staff member may be required by the Board whenever, in the judgment of the Board, a staff member shows evidence of deviation from normal physical or mental health. Any additional individual examinations will be pursuant to the requirements of N.J.A.C. 6A:32-6.3. Additional examinations and/or certifications may be required to verify fitness in accordance with Policy No. 43161 or disability in accordance with Policyies Nos. 43425 and 43435.

42 U.S.C.A. 12101

N.J.S.A. 18A:16-2 ~~et seq.~~

N.J.A.C. 6A:32-6.1; 6A:32-6.2; 6A:32-6.3

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STUDENTS

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Education of Homeless Children

Feb 17

[See POLICY ALERT Nos. 160, 210 and 211]

## 5116 EDUCATION OF HOMELESS CHILDREN

The Board of Education will admit and enroll homeless children in accordance with Federal and State laws and New Jersey Administrative Code. The Board of Education adopts this Policy to be in compliance with law and administrative code to ensure the enrollment of homeless children in school and to respond to appeals made by parents or other parties related to the enrollment of homeless children.

The Board of Education shall determine that a child is homeless when he or she resides in a publicly or privately operated shelter designed to provide temporary living accommodations, including: hotels or motels; congregate shelters, including domestic violence and runaway shelters; transitional housing; and homes for adolescent mothers. A child is also determined homeless when he or she resides in a public or private place not designated for or ordinarily used as a regular sleeping accommodation, including: cars or other vehicles including mobile homes; tents or other temporary shelters; parks; abandoned buildings; bus or train stations; temporary shelters provided to migrant workers and their children on farm sites; and the residence of relatives or friends where the homeless child resides out of necessity because his or her family lacks a regular or permanent residence of its own. A child is also determined homeless when he or she resides in substandard housing ~~or any temporary location wherein children and youth are awaiting foster care placement.~~

The school district of residence for a homeless child is responsible for the education of the child and shall assume all responsibilities as required in N.J.A.C. 6A:17-2.3. The school district of residence for a homeless child means the school district in which the parent of a homeless child resided prior to becoming homeless.

The school district liaison designated by the Superintendent of Schools for the education of homeless children is the Supervisor of Special Projects. The liaison will facilitate communication and cooperation between the school district of residence and the school district where the homeless child resides and shall assume all responsibilities as outlined in N.J.A.C. 6A:17-2.4(a).





# POLICY GUIDE

## STUDENTS

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### Education of Homeless Children

When a homeless child resides in a school district, the school district liaison shall notify the liaison of the school district of residence within twenty-four hours of receiving notification from the parent, the Department of Human Services or the Department of Children and Families, a shelter director, an involved agency, or a case manager. Upon notification of the need for enrollment of a homeless child, the liaison in the school district of residence shall coordinate enrollment procedures immediately based upon the best interest of the child pursuant to N.J.A.C. 6A:17-2.5(b).

The Superintendent of the school district of residence or designee shall decide in which school district the homeless child shall be enrolled in accordance with the provisions of N.J.A.C. 6A:17-2.5.

Unless parental rights have been terminated by a court of competent jurisdiction, the parent retains all rights under N.J.A.C. 6A:17-2.1 et seq.

When a dispute occurs regarding the determination of homelessness or the determination of the school district of enrollment made by the school district of residence, the Superintendent(s) or the designee(s) of the involved district(s) or the child's parent(s) shall immediately notify the Executive County Superintendent of Schools, who, in consultation with the Department of Education's McKinney-Vento Homeless Education Coordinator or designee, shall immediately decide the child's status. If a dispute remains between the parent and the involved school district(s) following the Executive County Superintendent's determination, the parent or the involved district Board(s) of Education may appeal to the Commissioner of Education for determination pursuant to N.J.A.C. 6A:3, Controversies and Disputes.

When a school district designated as the school district of residence disputes its designation as the school district of residence, or where no designation can be agreed upon by the involved school districts, the Superintendent(s) or designee(s) of the involved school districts shall immediately notify the Executive County Superintendent of Schools, who shall immediately make a determination, if possible, but no later than within forty-eight hours.

If the dispute regarding determination of district of residence does not involve the determination of homelessness and/or district enrollment, the school district disputing the Executive County Superintendent's determination may appeal to the Department of Education pursuant to N.J.A.C. 6A:23A-19.2(d), (e), and (f) and



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### Education of Homeless Children

request a determination from the Division of Administration and Finance. If an appeal of a determination of district of residence also includes an appeal of the determination of homelessness and/or school district of enrollment, the appeal shall be submitted to the Commissioner of Education pursuant to N.J.A.C. 6A:3, Controversies and Disputes.

Any dispute or appeal shall not delay the homeless child's immediate enrollment or continued enrollment in the school district. The homeless child shall be enrolled in the school district in which enrollment or continued enrollment is sought by the parent, pending resolution of the dispute or appeal. Disputes and appeals involving the services provided to a homeless child with a disability shall be made pursuant to N.J.A.C. 6A:14.

Financial responsibility, including the payment of tuition for the homeless child, will be in accordance with N.J.A.C. 6A:17-2.8. The school district of residence shall list the child on its annual Application for State School Aid (ASSA) pursuant to N.J.S.A. 18A:7F-33 until the parent establishes a permanent residence or is deemed domiciled in another jurisdiction pursuant to N.J.S.A. 18A:38-1.d. At that time, the school district of residence shall no longer list the student on its ASSA. The State shall assume fiscal responsibility for the tuition of the child pursuant to N.J.S.A. 18A:7B-12.1 and shall pay the tuition to the school district in which the child is currently enrolled until the parent establishes a permanent residence or is deemed domiciled in another jurisdiction pursuant to N.J.S.A. 18A:38-1.d. under the circumstances outlined in N.J.A.C. 6A:17-2.8(c).

N.J.S.A. 18A:7B-12; 18A:7B-12.1

N.J.A.C. 6A:17-2.1 et seq.

Revised (First Reading) : March 23, 2017

Revised (Second Reading): April 27, 2017



# POLICY GUIDE

[See POLICY ALERT Nos. 90, 95, 121 153, 157, 169, 186, 205, 208, 209, and 211]

## 5460 HIGH SCHOOL GRADUATION

The Board of Education will recognize the successful completion of the secondary school instructional program by the award of a State-endorsed diploma certifying the student has met all State and local requirements for high school graduation. The Board will annually certify to the Executive County Superintendent each student who has been awarded a diploma has met the requirements for graduation.

### A. High School Graduation Requirements

A graduating student must have earned a minimum of 130 credits in courses designed to meet all of the New Jersey ~~Core Curriculum Content~~ **Student Learning** Standards (NJSLs) including, but not limited to, the following credits:

1. **At least twenty** credits in **English** language arts ~~literacy~~ aligned to grade nine through twelve standards;
2. **At least fifteen** credits in mathematics, including Algebra I or the content equivalent; (~~"content equivalent" is defined at N.J.A.C. 6A:8-1.3~~) including geometry or the content equivalent; and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21<sup>st</sup> century careers;
3. **At least fifteen** credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 18A:35-2; five credits in world history; and the integration of civics, economics, geography, and global content in all course offerings;
4. **At least fifteen** credits in science, including at least five credits in laboratory biology/life science or the content equivalent; one additional laboratory/inquiry-based science course, which shall include chemistry, environmental science, or physics; and one additional laboratory/inquiry-based science course;
5. **At least three and three-quarters** credits in health, safety, and physical education during each year of enrollment, distributed as one hundred fifty minutes per week, as required by N.J.S.A. 18A:35-5, 7, and 8;



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6. **At least five** credits in visual and performing arts;
7. **At least five** credits in world languages or student demonstration of proficiency as set forth in N.J.A.C.6A:8-5.1(a)2ii(2);
8. **At least two and one-half** credits in financial, economic, business, and entrepreneurial literacy;
9. Technological literacy, consistent with the **NJSLS Core Curriculum Content Standards**, integrated throughout the curriculum;
10. **At least five** credits in 21<sup>st</sup> century life and careers, or career-technical education; and
11. Electives as determined by the high school program sufficient to total a minimum of 130 credits.

As defined in N.J.A.C. 6A:8-1.3, "credit" means the award for the equivalent of a class period of instruction which meets for a minimum of forty minutes, one time per week during the school year or as approved through N.J.A.C. 6A:8-5.1(a)2.

The high school graduation credit requirement may be met in whole or in part through program completion of a range of experiences that enable students to pursue a variety of personalized learning opportunities, as follows:

1. The district shall establish a process to approve individualized student learning opportunities that meet or exceed the **NJSLS Core Curriculum Content Standards**.
  - a. Individualized student learning opportunities in all **NJSLS Core Curriculum Content Standards** areas include, but are not limited, to the following:
    - (1) Independent study;
    - (2) Online learning;
    - (3) ~~Work-based programs, internships, apprenticeships;~~
    - (43) Study abroad programs;
    - (54) Student exchange programs; and



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- (65) Structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service learning experiences.
  - b. Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the ~~NJSLS Core Curriculum Content Standards~~ shall:
    - (1) Be based on student interest and career goals as reflected in the Personalized Student Learning Plans;
    - (2) Include demonstration of student competency;
    - (3) Be certified for completion based on the district process adopted according to 2. below; and
    - (4) Be on file in the school district and subject to review by the Commissioner or designee.
  - c. Group programs based upon specific instructional objectives aimed at meeting or exceeding the ~~NJSLS Core Curriculum Content Standards~~ shall be permitted and shall be approved in the same manner as other approved courses.
2. The district shall establish a process for granting of credits through successful completion of assessments that verify student achievement in meeting or exceeding the ~~NJSLS Core Curriculum Content Standards~~ at the high school level, including standards achieved by means of the individualized student learning opportunities enumerated as outlined in N.J.A.C. 6A:8-5.1(a)2. Such programs or assessments may occur all or in part prior to a student's high school enrollment; no such locally administered assessments shall preclude or exempt student participation in applicable Statewide assessments at grades three through twelve.
- a. The district shall choose assessments that are aligned with or exceed the ~~NJSLS Core Curriculum Content Standards~~ and may include locally designed assessments.
  - b. The district shall choose from among the following assessment options to determine if students have achieved the level of language proficiency designated as Novice-High as defined by the American Council on the Teaching



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of Foreign Languages (ACTFL) and recognized as fulfilling the world languages requirement of the **NJSLS Core Curriculum Content Standards**:

- (1) The Standards-based Measurement of Proficiency (STAMP) online assessment;
  - (2) The ACTFL Oral Proficiency Interview (OPI) or Modified Oral Proficiency Interview (MOPI); or
  - (3) Department of Education-approved locally designed competency-based assessments.
3. The district shall establish a process to approve post-secondary learning opportunities that may consist of: ~~(select one or more options)~~      Advanced Placement (AP) courses;      the College-Level Examination Program (CLEP); or      concurrent/dual enrollment at accredited higher education institutions.
- a. The district shall award credit for successful completion of an approved, accredited college course that assures achievement of knowledge and skills that meets or exceeds the **NJSLS Core Curriculum Content Standards**.

## B. Additional Graduation Requirements

1. Attendance requirements as indicated in Policy and Regulation 5200;
2. Other requirements established by the Board of Education as indicated below:  
  
40 hours of Community Service;
3. Any statutorily mandated requirements for earning a high school diploma; and
4. Any Statewide assessment graduation requirements as determined by the New Jersey Department of Education (**NJDOE**), and as outlined in C. below.

## C. Statewide Assessment Graduation Requirements

1. **The requirement that all students demonstrate proficiency in the high school end-of-course Partnership for Assessments of Readiness for College and Careers (PARCC) assessment in ELA 10 and Algebra I, or through the alternate means set forth at N.J.A.C. 6A:8-5.1(f) through (i);**



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2. The Board of Education will provide students who have not demonstrated proficiency on the high school end-of-course PARCC assessments in ELA 10 and Algebra I with the opportunity to demonstrate such competence through one of the alternate means set forth below:
  - a. For the graduating classes of 2016, 2017, 2018, and 2019, students who do not take both the ELA 10 and the Algebra I end-of-course PARCC assessments or who take, but do not achieve a passing score on both assessments, as required by N.J.A.C. 6A:8-5.1(a)6, may satisfy the State requirement to demonstrate proficiency in English language arts and mathematics in one of the following ways:
    - (1) Achieve a passing score, as determined by the Commissioner, on a corresponding substitute competency test in English language arts and/or mathematics, as applicable, or substitute a passing score on another end-of-course PARCC assessment, including ELA 9, ELA 11, Geometry, or Algebra II; or
    - (2) Meet the criteria of the portfolio appeals process; and
  - b. For the graduating class of 2020, students who take all applicable high school end-of-course PARCC assessments for all courses in which they are enrolled, including those students who received a waiver for ELA 11 pursuant to N.J.A.C. 6A:8-4.1(c)3i, as of September 6, 2016, and thereafter, but do not achieve a passing score on both the ELA 10 and Algebra I end-of-course PARCC assessments pursuant to N.J.A.C. 6A:8-5.1 (a)6, may satisfy the State requirement to demonstrate proficiency in English language arts and mathematics in one of the following ways:
    - (1) Achieve a passing score, as determined by the Commissioner, on a corresponding substitute competency test in English language arts and/or mathematics, as applicable, or substitute a passing score on another end-of-course PARCC



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assessment, including ELA 9, ELA 11, Geometry, or Algebra II; or

(2) Meet the criteria of the portfolio appeals process.

2. Beginning with the graduating class of 2021, students who take all applicable high school end-of-course PARCC assessments for all courses in which they are enrolled, including those students who received a waiver for ELA 11 pursuant to N.J.A.C. 6A:8-4.1(c)3i, as of September 6, 2016, and thereafter, but do not achieve a passing score on both the ELA 10 and Algebra I end-of-course PARCC assessments pursuant to N.J.A.C. 6A:8-5.1(a)6, by the conclusion of their senior year and after multiple opportunities to take the assessments, may satisfy the State requirement to demonstrate proficiency in English language arts and mathematics by meeting the criteria of the portfolio appeals process.
3. In accordance with a NJDOE Memorandum dated January 24, 2017, students in the graduating cohort of 2020 and 2021 who completed an Algebra I course prior to September 6, 2016 and:
  - a. Took the PARCC Algebra I assessment, but did not pass and are now in an advanced mathematics course (e.g. Geometry or Algebra II); or
  - b. Did not receive a valid test score, but are now in an advanced mathematics course (e.g. Geometry or Algebra II); or
  - c. Did not have an opportunity to take the PARCC Algebra I assessment because the NJDOE did not offer a summer test administration, but are now in advanced mathematics course (e.g. Geometry or Algebra II). Only students in the graduating cohorts of 2020 and 2021 described in the three specific groups above in a, b., and c. are eligible to utilize the following pathways to demonstrate proficiency in mathematics:
    - (1) Take or retake the PARCC Algebra I assessment and pass; or
    - (2) Utilize the NJDOE portfolio appeals process, provided they take the PARCC Geometry





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assessment and the PARCC Algebra II assessment (if enrolled in the Algebra II course) and receive valid scores; or

(3) Take and pass the Geometry or Algebra II assessment.

4. All English Language Learners (ELLs) shall satisfy the requirements for high school graduation, except ELLs may demonstrate they have attained State minimum levels of proficiency through passage of the portfolio appeals process in their native language, when available, and passage of a Department of Education-approved English fluency assessment.

5. Students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act who participate in the alternative assessment for students with disabilities are not required to participate in repeated administration of high school end-of-course PARCC assessments.

~~1. The New Jersey Department of Education (NJDOE) is transitioning from the High School Proficiency Assessment (HSPA) to the Partnership for the Assessment of Readiness for College and Careers (PARCC) End-of-Course assessments for students, including students with disabilities, in the classes of 2016, 2017, 2018, and 2019.~~

~~2. Students in the classes of 2016, 2017, 2018, and 2019 will be able to demonstrate proficiencies in English Language Arts (ELA) and Mathematics required by State statute by either meeting the "cut score" on the PARCC assessments or meeting the "cut score" on a substitute assessment or by meeting the criteria of the NJDOE portfolio appeal process.~~

~~3. A student with a disability, whose Individualized Educational Plan (IEP) team determines the student is exempt from these requirements, would be required to achieve the alternative proficiency in his/her IEP.~~

~~4. [OPTION Select one option below~~

~~\_\_\_\_\_ The NJDOE has developed "concordant" cut scores for additional substitute assessments. For the classes of 2016, 2017, 2018, and 2019, students will be able to demonstrate proficiency in~~



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~~both ELA and Mathematics by meeting one of the criteria under English Language Arts and Mathematics as indicated below:~~

~~a. English Language Arts~~

- ~~—— PARCC ELA Grade 9  $\geq$  750 (Level 4); or~~
- ~~—— PARCC ELA Grade 10  $\geq$  750 (Level 4); or~~
- ~~—— PARCC ELA Grade 11  $\geq$  725 (Level 3); or~~
- ~~—— Prior to 3/1/16 SAT Critical Reading  $\geq$  400; or~~
- ~~—— 3/1/16 or later SAT Evidence Based Reading and Writing Section  $\geq$  450 OR SAT Reading Test  $\geq$  22; or~~
- ~~—— ACT Reading or ACT PLAN Reading  $\geq$  16; or~~
- ~~—— Accuplacer Write Placer  $\geq$  6; or~~
- ~~—— Accuplacer Write Placer ESL  $\geq$  4; or~~
- ~~—— PSAT10 Reading or PSAT/NMSQT Reading\*  $\geq$  40; or~~
- ~~—— PSAT10 Reading or PSAT/NMSQT Reading\*\*  $\geq$  22; or~~
- ~~—— ACT Aspire Reading  $\geq$  422; or~~
- ~~—— ASVAB AFQT Composite  $\geq$  31; or~~
- ~~—— Meet the Criteria of the NJDOE Portfolio Appeal~~

~~b. Mathematics~~

- ~~—— PARCC Algebra I  $\geq$  750 (Level 4); or~~
- ~~—— PARCC Geometry  $\geq$  725 (Level 3); or~~
- ~~—— PARCC Algebra II  $\geq$  725 (Level 3); or~~
- ~~—— Prior to 3/1/16 SAT Math  $\geq$  400; or~~
- ~~—— 3/1/16 or later SAT Math Section  $\geq$  440 OR SAT Math Test  $\geq$  22~~
- ~~—— ACT or ACT PLAN Math  $\geq$  16; or~~
- ~~—— Accuplacer Elementary Algebra  $\geq$  76; or~~
- ~~—— PSAT10 Math or PSAT/NMSQT Math\*  $\geq$  40; or~~
- ~~—— PSAT10 Math or PSAT/NMSQT Math\*\*  $\geq$  22; or~~
- ~~—— ACT Aspire Math  $\geq$  422; or~~
- ~~—— ASVAB AFQT Composite  $\geq$  31; or~~
- ~~—— Meet the Criteria of the NJDOE Portfolio Appeal~~

~~Note: \* PSAT taken prior to October 2015; \*\* PSAT taken after October 2015.~~

~~—— The NJDOE has developed “concordant” cut scores for additional substitute assessments. For the classes of 2016, 2017, 2018, and 2019, students will be able to demonstrate proficiency in both ELA and Mathematics by meeting one of the criteria under English Language Arts and Mathematics in accordance with the~~



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~~current NJDOE approved “concurrent” cut scores for additional substitute assessments.]~~

## D. Attendance

Regular attendance is required for the successful completion of a course of study and graduation. Students are expected to be present in every scheduled class except as their attendance is excused in accordance with Board Policy 5200.

## E. Students with Disabilities

1. Through the **Individualized Educational Plan (IEP)** process and pursuant to N.J.A.C. 6A:14-4.11 - Graduation, the district may specify alternate requirements for a State-endorsed diploma for individual students with disabilities as defined in N.J.A.C. 6A:14-1.3.
  - a. The district shall specifically address any alternate requirements for graduation in a student's IEP, in accordance with N.J.A.C. 6A:14-4.11.
  - b. The district shall develop and implement procedures for assessing whether a student with a disability has met **the specified** any alternate requirements for graduation individually determined in an IEP.
2. If a student with a disability attends a school other than that of the school district of residence, which is empowered to grant a diploma, the student shall have the choice of receiving the diploma of the school attended or the diploma of the school district of residence.
  - a. If the school the student is attending declines to issue a diploma to the student, the district of residence Board of Education shall issue the student a diploma if the student has satisfied all State and local graduation requirements, as specified in the student's IEP.
3. **If the Board of Education grants an elementary school diploma, a student with a disability who fulfills the requirements of his or her IEP shall qualify for and receive a diploma.**



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43. Students with disabilities who meet the standards for graduation according to the school district's graduation requirements shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.
54. A student with a disability whose IEP prescribes continued special education programs beyond the fourth year of high school shall be permitted to participate in commencement ceremonies with his/her graduating class and shall receive a certificate of attendance, provided the student has attended four years of high school.
65. When a student with a disability graduates or exceeds the age of eligibility, the student shall be provided a written summary of his or her academic achievement and functional performance prior to the date of the student's graduation or the conclusion of the school year in which he or she exceeds the age of eligibility. The summary shall include recommendations to assist the child in meeting his or her postsecondary goals.

## F. High School Diploma

1. The Board of Education shall award a State-endorsed high school diploma to prospective graduates who have met all of the requirements adopted in accordance with State and local Board of Education requirements.
2. The Board of Education shall not issue a high school diploma to any student not meeting the criteria specified in State and local requirements.
  - a. The district shall provide students exiting grade twelve without a diploma the opportunity for continued high school enrollment to age twenty, or until the requirements for a State-endorsed diploma have been met, whichever comes first.
  - b. The district shall allow any out-of-school individual to age twenty who has otherwise met all State and local graduation requirements, but has failed to **pass high school end-of-course PARCC assessments to demonstrate proficiency as set forth in N.J.A.C. 6A:8-5.1(f) pursuant to the standards applicable to the student's graduating class. Students in graduating classes prior to 2016 shall demonstrate proficiency as set forth in N.J.A.C. 6A:8-5.1(f)**~~1 meet the Statewide assessment graduation~~



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~~requirements, to return to school at scheduled times for the purpose of meeting the Statewide assessment graduation requirements. Upon certification of passing the test applicable to the student's class in accordance with N.J.A.C. 6A:8 meeting these requirements, a State-endorsed diploma shall be granted by the high school of record.~~

3. The Commissioner of Education shall award a State-issued high school diploma in accordance with the provisions of N.J.A.C. 6A:8-5.2(c) and (d).
4. The Board of Education shall award a State-endorsed high school diploma to any currently enrolled student, **regardless of grade level, who:** ~~formally requesting an early award of the diploma in accordance with the provisions of N.J.A.C. 6A:8-5.2(e) and Board Policy 5465.~~
  - a. **Has demonstrated proficiency in the high school end-of-course PARCC assessments in ELA 10 and Algebra I, or as set forth in N.J.A.C. 6A:8-5.1(f);**
  - b. **Has presented official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education; and**
  - c. **Has formally requested such early award of a State-endorsed high school diploma.**

## G. Notification

Each student who enters or transfers into the high school and the student's parent(s) will be provided a copy of the school district's requirements for a State-endorsed diploma, and the programs available to assist students in attaining the State-endorsed diploma, in accordance with N.J.S.A. 18A:7C-5.

## H. Reporting

The Superintendent, in accordance with N.J.S.A. 18A:7C-7 and 18A:7E-3, shall report annually to the Board of Education **at a public meeting not later than September 30**, and to the Commissioner of Education: ~~the number of students who completed the twelfth grade course requirements and were denied a diploma and the number of students who received State endorsed diplomas.~~



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1. The total number of students graduated;
  2. The number of students graduated under the substitute competency test process;
  3. The number of students graduated under the portfolio appeals process;
  4. The number of students receiving State-endorsed high school diplomas as a result of meeting any alternative requirements for graduation as specified in their IEP's;
  5. The total number of students denied graduation from the twelfth grade class; and
  6. The number of students denied graduation from the twelfth grade class solely because of failure to pass the high school end-of-course PARCC assessments, substitute competency tests, or portfolio appeals process based on the provisions of N.J.A.C. 6A:8.
- I. The Superintendent shall provide to the Executive County Superintendent the district's graduation requirements each year they are evaluated through the Quality Single Accountability Continuum (QSAC) and update the filed copy each time the graduation policy ~~and requirements are~~ is revised.

N.J.S.A. 18A:7C-1 ~~et seq.~~; 18A:35-1;

18A:35-4.9; 18A:35-7; 18A:36-17

N.J.A.C. 6A:8-1 et seq.; 6A:8-5.1; 6A:8-5.2; 6A:14-4.11 et seq.

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[See POLICY ALERT No. 211]

## 7446 SCHOOL SECURITY PROGRAM

The safety of students, staff members, and visitors on school grounds is an important concern for the Board of Education.

### School Resource Officer Program

The Board of Education authorizes a School Resource Officer Program in partnership with the municipality and local law enforcement. The Program is designed for municipal officials, law enforcement officers, and school authorities to work together to identify major problems faced by their schools and to create a more secure school environment through the presence of law enforcement officers within the school district. A School Resource Officer assigned to the school district shall remain an employee of the municipality and its Police Department.

The School Resource Officer may be a full-time Police Officer or a Class Three Special Law Enforcement Officer employed by the municipality in accordance with the provisions of N.J.S.A. 40A:14-146.11. A Class Three Special Law Enforcement Officer is authorized to exercise full powers and duties similar to those of a permanent regularly appointed full-time police officer while providing security at a public school during hours when school is normally in session or when occupied by students or school staff members. The use of a firearm by a Class Three Officer is authorized pursuant to the provisions of N.J.S.A. 40A:14-146.14. A Class Three Officer shall not carry a firearm except when engaged in the actual performance of the Officer's official duties as a School Resource Officer and when specifically authorized by the Chief of Police or in the absence of the Chief, a designee. The Board of Education and the municipality shall enter into a partnership agreement that sets forth the respective obligations of the municipality, local law enforcement, and the school district. The agreement shall include, but is not limited to, the following terms: the number of police officers assigned to the school district; the school(s) to be covered; the days of police coverage in the school district; the process for the Police Department to assign and the process for the Board of Education to approve a School Resource Officer(s); the duties of the assigned School Resource Officer(s); the reporting requirements for the School Resource Officer; and the financial obligations of the parties. The School Resource Officer Program Agreement shall be approved by the Board of Education.

A School Resource Officer who is a full-time Police Officer or a Class Three Special Law Enforcement Officer must comply with all statutes and codes regarding their law enforcement status and all other statutory and administrative code responsibilities.



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This Policy will be reviewed and approved by the Board attorney for compliance with applicable statutes and administrative code provisions before initial adoption and subsequent re-adoptions by the Board.

N.J.S.A. 2C:39-4; 2C:39-5; 2C:39-6; 2C:58-4; 40A:14-146.10; 40A:14-146.11;  
40A:14-146.14

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OPERATIONS  
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Records Retention  
Feb 17

[See **POLICY ALERT No. 211**]

## 8350 RECORDS RETENTION

The New Jersey Department of the Treasury - Records Management Services places all public records on Records Retention Schedules that list the minimum legal and fiscal time periods public records must be retained by State and local governmental and educational agencies. Records Management Services determines these retention periods in conformance with State and Federal codes, regulations, and statutes of limitation. Final approval of the schedules comes from the State Records Committee, which is comprised of representatives of the Attorney General, State Treasurer, State Auditor, Director of Local Government Services, and the director of the division.

Part and parcel to a good records management program is the timely destruction of records once their retention period has expired. This pertains to the destruction of paper records as well as those that are microfilmed, have been imaged, or are electronic. Unique records disposal request (such as the disposal of fire damaged records which have not yet outlived their retention period) require specific authorization from the State Records Committee.

As per the Destruction of Public Records Act of 1953 (P.L. 1953, c. 410), the Board of Education must receive prior written authorization from Records Management Services to dispose of their public records regardless of the medium in which the information is maintained. Authorization to dispose public records shall be submitted electronically by the school district custodian of such records to Records Management Services. Records must be retained in accordance with the Records Retention Schedules and shall not be disposed until approval for such disposal is obtained from Records Management Services.

First Reading: March 23, 2017  
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# REGULATION GUIDE

M

[See POLICY ALERT Nos. 152, 155, 159, 185 and 211]

## R 2460.1 SPECIAL EDUCATION - LOCATION, IDENTIFICATION, AND REFERRAL

All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, and highly mobile students such as migrant ~~workers' children~~ and homeless students regardless of the severity of their disabilities, are located, identified and evaluated according to N.J.A.C. 6A:14-3.3.

### A. Procedures for Locating Students With Disabilities

1. The South Bergen Jointure Commission will coordinate the child find activities to locate, identify and evaluate all children, ages three through twenty-one, who reside within the school district or attend nonpublic schools within the school district and who may **have a disability** ~~be disabled~~.
2. By the end of each school year, the Director of Special Services or his/her designee will conduct child find activities, **in the native language of the population, as appropriate**, including but not limited to:
  - a. Development of child find materials for distribution.
  - b. Broadcasting of child find information on the school district cable television station. (if applicable)
  - c. Distribution of flyers to the parents of all students enrolled in the school district.
  - d. Mailing of child find material to nonpublic schools in the area.
  - e. Mailing of child find material to local pediatricians, hospitals and clergy.



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- f. Public service announcements on the local foreign language radio stations and cable television stations. ~~in the following languages (list languages)~~

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~~or~~

~~The Superintendent or designee ensures that if any native language speakers for languages other than English are identified, public service communications will include but not be limited to native language announcements on local foreign language radio stations and/or cable television stations.~~

- g. Public service announcements in local newspapers.
- h. Distribution of child find materials in supermarkets, convenience stores, shelters for the homeless, public and private social service agency locations and nursery school providers.
- i. Mailing information letters to local physicians, hospitals, nursery schools, non-public schools, health departments, community centers, rescue squads and churches.
- j. A guide to preschool services for potentially disabled children ages three to five is made available to: Parents/Guardians.
- k. Posting of State developed child find materials in the District Website for potentially disabled students and/or early intervention program.
- l. Training of home school advocate/school community liaisons or others to assist in the identification of potentially disabled students.
- m. Listings of Early Intervention Program (EIP), local nursery schools and pediatricians are maintained. The district's



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preschool coordinator (or other) maintains contact with EIP coordinator and nursery school director.

- n. Information is distributed through the Parent Advisory Committee.
  - o. School handbooks distributed to parents contain information describing special education services.
  - p. Distribution of information to the school district's ESL/Bilingual teachers describing child find activities.
  - q. Students entering Kindergarten are screened to identify ~~potentially disabled~~ students **who may have a disability**.
  - r. Intervention and Referral Services Committees (I&RS) have been established in all school buildings.
3. No later than December of each school year the SBJC will contact by mail the Corpus Christi Principal, New World Montessori Director, and Kathy Dunn Director of the nonpublic school(s) to request input from nonpublic school parents and officials for suggestions on ways to conduct child find activities for students attending nonpublic schools.

The child find activities for nonpublic students shall be comparable to the child find activities for public school students.

The following individual(s) shall serve as representatives from nonpublic schools:

<u>School</u>	<u>Title of the Individual Representing the Nonpublic School</u>
Corpus Christi	Principal
New World Montessori	Director
Kathy Dunn	Director

Based on the suggestions from the representatives of the nonpublic schools and parent(s), the SBCS will modify the child find activities for the next school year, as appropriate.



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## B. Procedures for Intervention in the General Education Program

A staff member or agency shall provide in writing a request for intervention services for students ages 3 to 21, to the Building Principal or designee. The request shall contain the following:

1. Reason for request (including parental or adult student request);
2. Descriptive behavior of student performance; and
3. Indication of the prior interventions.

Teachers and other school professionals, as appropriate, will be inserviced annually by the Building Principal or designee regarding the procedures for initiating and providing interventions in the general education program. The parent(s) will be informed of the procedures to initiate interventions in the general education program.

The Superintendent or designee will oversee the district's implementation/~~evaluation and effectiveness of the procedures for~~ interventions **identified in the general education program**.

An Intervention and Referral Services Committee (I&RS) will be in place in each school building pursuant to N.J.A.C. 6A:16-8.1 **et seq. and Policy and Regulation 2417**.

The Building Principal or designee will be responsible for the following:

1. The implementation and effectiveness of building level I&RS Committee;
2. Will identify the roles and responsibilities of building staff who participate in planning and providing intervention services; and
3. Review, assess and document the effectiveness of the services provided in achieving the outcome identified in the intervention plan.

~~\*Sample forms are located in the Resource Manual for Intervention and Referral Services published by the NJDOE.~~

4. The I&RS Committee shall:
  - a. Plan and provide appropriate intervention services;



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- b. Actively involve the parent(s) in the development and implementation of intervention plans;
  - c. Develop an action plan for an identified student which specifies specific tasks, resources, persons responsible, completion dates, date for review;
  - d. Coordinate the services of community based social and health provider agencies;
  - e. Process and complete the documentation forms;
  - f. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan; **and**
  - g. Ensure the type, frequency, duration, and effectiveness of the interventions are documented.
5. The Building Principal will insure that:
- a. I&RS Committee receive in-service training by the Building Principal or designee by June of each school year;
  - b. Staff handbooks are updated by November 1<sup>st</sup> and include information regarding intervention procedures;
  - c. New instructional staff attend the district's orientation program commencing in the month of August which includes information on I&RS Committee;
  - d. School calendars are distributed in the month of September and provide information on intervention services; and
  - e. Parent/student handbooks distributed in the month of October and include information on intervention services.

## C. Procedures for Referral

Referral procedures are included in professional staff handbooks and referral forms are available in the Principal's office, the Child Study Team (CST) office, and the Office of the Superintendent.

### 1. Parental Notification of Referral Procedures



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Referral procedures shall be included in the Parent Handbook. These procedures and publications shall be updated annually and be distributed to the parent(s) and appropriate social service and welfare agencies not later than October 1 of each year.

## 2. Parent Initiated Referral

When a parent makes a written request for an evaluation to determine eligibility for services:

- a. The written request shall be received and dated by the CST Secretary;
- b. The written request shall be immediately forwarded to the office of special services/special education;
- c. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting and any forms used to open a case;
- d. Upon receipt of the referral a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the ~~Child Study Team~~ (CST);
- e. The CST will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date the request was received by the district;
- f. A "Notice of a Referral/Identification Meeting" will be sent to the parent(s);
- g. The notice will contain "Parental Rights in Special Education" (PRISE) Booklet; and
- h. The referral/identification meeting will be attended by the parent(s), CST, and regular education teacher.

## 3. School Initiated Referral

Referral of a student **to the CST** may be made by administrative, instructional, or other professional staff to determine eligibility for special services when:

- a. It is determined (optional: through the I&RS Committee) that interventions in the general education program have



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not **been effective in alleviating** adequately addressed the **student's** educational difficulties and it is ~~believed that the student may be disabled.~~

b. It can be documented that the nature of the student's educational problem(s) is such that an evaluation to determine eligibility for services is warranted without delay.

c. The Director of Special Services, through in-service training, shall ensure that students **are referred** who may **have a disability, but** ~~be potentially disabled are referred even though they~~ are advancing from grade to grade.

(1) A student with a disability, who is advancing from grade to grade with the support of specially designed services, may continue to be eligible when:

(a) As part of the re-evaluation, the Individualized Education Plan (IEP) team determines that the student continues to require specially designed services to progress in the general education curriculum; and

(b) The use of functional assessment information supports the IEP team's determination.

The following procedure will be followed for a school initiated referral:

- a. A referral to the CST will be completed by the referring staff member;
- b. I&RS documentation including, but not limited to: teacher reports, grades and other relevant data (optional: the intervention record) shall be forwarded with the referral to the CST along with any other relevant data;
- c. I&RS documentation does not need to be forwarded for direct referral when the nature of the student's problem is such that the evaluation is warranted without delay;
- d. The referral should be dated upon receipt by the CST;





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- e. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting;
  - f. Upon receipt of the referral, a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the CST;
  - g. The CST will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date recorded on the referral;
  - h. A "Notice of a Referral/Identification Meeting" will be sent to the parent(s);
  - i. The notice shall contain "Parental Rights in Special Education" (PRISE); and
  - j. The referral/identification meeting will be attended by the parent(s), CST, and regular education teacher.
- 4. The district may use community rehabilitation programs approved by the New Jersey Department of Labor, Division of Vocational Rehabilitation Services or any other State agency empowered to accept secondary level student placement according to N.J.A.C. 6A:14-4.7(f)1.
  - 5. Each evaluation of the student requires an assessment to determine appropriate post-secondary outcomes as part of transition services planning.
  - 6. Each IEP Team member is required to certify in writing whether the IEP Team report reflects his or her conclusions. In the event the IEP Team report does not reflect the IEP Team member's conclusion, the IEP Team member must submit a dissenting opinion in order to ensure the parent(s) is aware of dissenting opinions regarding the determination of eligibility for a specific learning disability.
  - 7. The parent(s) must receive a copy of their child's evaluation report and any documentation leading to a determination of eligibility not less than ten calendar days prior to the eligibility conference in



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order to ensure the parent(s) has a reasonable amount of time to review documentation prior to an eligibility conference.

8. A student may be referred directly to the ~~Child Study Team~~ **CST** when warranted.

Revised (First Reading): March 23, 2017

Revised (Second Reading): April 27, 2017



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Special Education - Free and Appropriate Public Education

Feb 17

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[See POLICY ALERT Nos. 95, 101, 104, 108, 112, 119, 129, 132,  
138, 146, 152, 155, 159, 185 and 211]

## R 2460.8 SPECIAL EDUCATION - FREE AND APPROPRIATE PUBLIC EDUCATION

A free and appropriate public education is available to all students with disabilities between the ages of three and twenty-one including students with disabilities who have been suspended or expelled from school.

Procedures regarding the provision of a free and appropriate public education to students with disabilities who are suspended or expelled are as follows:

1. School officials responsible for implementing suspensions/expulsions in the district are the following: (List school officials/designees by district organizational level.)
  - a. **Grades Nine – Twelve 9-12** Principal/Vice Principal or designee;
  - b. **Grades Six – Eight 6-8** Principal/Vice Principal or designee;
  - c. **Grades Pre-Kindergarten – Five PreK—5** Principal/Vice Principal or designee;
2. Each time a student with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager by the Principal or designee. (Notification must be in written format for documentation.)
  - a. Removal for at least half of the school day shall be reported via the Electronic Violence and Vandalism Reporting System.
3. Each Principal or designee will ensure that a system is in place to track the number of days a student with disabilities has been removed for disciplinary reasons. Documentation will include:



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- a. Student's name;
  - b. The infraction;
  - c. Time suspended; and
  - d. The cumulative days suspended including removal for a portion of the school day which is counted proportionately.
4. When a student is suspended from transportation:
- a. Suspension from transportation is not counted as a day of removal if the student attended school.
  - b. Suspension from transportation is counted as a day of removal if the student does not attend school.
  - c. If transportation is included in the student's IEP as a required related service, the school district shall provide alternate transportation during the period of suspension from the typical means of transportation.
  - d. Suspension from transportation may be counted as a day of absence rather than a day of removal if the district made available an alternate means of transportation and the student does not attend school.
5. When a student with a disability participates in an in-school suspension program, the Principal or designee shall ensure that participation in the program is not considered removal when determining whether a manifestation determination must be conducted if the program provides the following:
- a. Opportunity for the student to participate and progress in the general curriculum,
  - b. Services and modifications specified in the student's IEP,
  - c. Interaction with **peers who are not disabled** ~~non-disabled peers~~ to the extent they would have in the current placement, and
  - d. The student is counted as present for the time spent in the in-school suspension program.



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6. When a series of short-term removals will accumulate to more than ten school days in the year:
  - a. The Principal/Vice Principal or designee and the case manager will consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(c)2. Written documentation of the consultation between the school administration and the case manager shall be maintained by the case manager.
  - b. If it is determined that there is no change in placement, the Principal/Vice Principal or designee, the case manager, and special education teacher will consult to determine the extent to which services are necessary to:
    - (1) Enable the student to participate and progress appropriately in the general education curriculum; and
    - (2) Advance appropriately toward achieving the goals set out in the student's IEP.
  - c. Written documentation of the consultation and services provided shall be maintained in the student's file.
7. When a disabled student is removed from his/her current placement for more than ten days and the removal does not constitute a change in placement, the case manager shall convene a meeting of the IEP Team and, as necessary or required, conduct a functional behavior assessment and review the behavioral intervention plan according to N.J.A.C. 6A:14 Appendix A, **Individuals with Disabilities Education Act Amendments of 2004**, 20 U.S.C. §1415(k). The IEP Team shall:
  - a. Review the behavioral intervention plan and its implementation;
  - b. Determine if modifications are necessary; and
  - c. Modify the behavioral intervention plan and its implementation as appropriate. The plan will be modified to the extent necessary if at least one member of the team determines that modifications are necessary.



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The case manager will document the date and the outcome of the meeting.

The documentation shall be placed in the student's file.

## Procedures Regarding the Provision of a Free and Appropriate Public Education to Preschool Age Students with Disabilities

To ensure that preschoolers with disabilities who are not participating in an early intervention program have their initial IEP's in effect by their third birthday, a written request for an initial evaluation shall be forwarded to the district.

The following procedures will be followed:

1. A parent of a preschool-age student suspected of having a disability, who requests a Child Study Team (CST) evaluation by telephone, will be advised to submit a written request for an evaluation to the Preschool Coordinator or Director of Special Services.
2. Upon receipt of the written request, the request shall be dated and signed by the recipient.
3. The district will respond to referrals of preschoolers according to N.J.A.C. 6A:14-3.3(e).
4. A file will be initiated for the potentially disabled preschooler:
  - a. The Child Study Team will convene a referral/identification meeting within twenty calendar days (excluding school holidays but not summer vacation) of the date recorded on the request;
  - b. A "Notice of Referral/Identification Meeting" will be sent to the parent(s);
  - c. The notice will contain "Parental Rights in Special Education" (PRISE) Booklet;
  - d. The meeting will be attended by the CST, including a speech language specialist, the parent(s), and a teacher who is knowledgeable about the district's program; and



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- e. A program shall be in place no later than ninety calendar days from the date of consent.

## Procedures Regarding the Provision of a Free, Appropriate Public Education to Students with Disabilities Who Are Advancing From Grade to Grade

The Child Study Team Member, through in-service training, shall ensure students with disabilities who are advancing from grade to grade with the support of specially designed services, continue to be eligible when as part of a reevaluation, the IEP Team determines the student continues to require specially designed services to progress in the general education curriculum and the use of functional assessment information supports the IEP Team's determination.

## Procedures Involving Procedural Safeguards to Students Not Yet Eligible For Special Education

Disciplinary procedural safeguards will apply to students not yet eligible for special education. The parent(s) and/or adult student may assert any of the protections of the law if the district had knowledge the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

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Special Education - Transition From Early Intervention  
Programs to Preschool Programs

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[See POLICY ALERT Nos. 155, 185 and 211]

R 2460.9 SPECIAL EDUCATION - TRANSITION FROM EARLY  
INTERVENTION PROGRAMS TO  
PRESCHOOL PROGRAMS

Children with disabilities participating in early intervention programs (EIP) assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14-1.1 et seq. will experience a smooth transition and will have an Individualized Education Program (IEP) developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.

Procedure for Child Study Team (CST) Member Attendance at the **Preschool** Transition Planning Conference

1. The district will make available a CST member to participate in the preschool transition planning conference arranged by the designated **Part C** service coordinator from the early intervention system and will:
  - a. Review the Part C Individualized Family Service Plan for the child;
  - b. Provide the parent(s) written **district** registration requirements;
  - c. Provide the parent(s) written information with respect to available district programs for preschool students, including general education placement options; and
  - d. Provide the parent(s) a form to use to request that the Part C service coordinator be invited to the child's **initial** IEP meeting.
2. The district will work collaboratively with the EIP designated **Part C** service coordinator or early intervention system to eliminate barriers regarding meeting times and locations.





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Special Education - Transition From Early Intervention  
Programs to Preschool Programs

3. School district officials shall adhere to all procedures contained in N.J.A.C. 6A:14-1.1 et seq. for transitioning children with disabilities from EIP to preschool programs.
4. The Part C service coordinator shall be invited to the initial IEP meeting for a student transitioning from Part C to Part B.

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Special Education – In-Service Training Needs for  
Professional and Paraprofessional Staff

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[See POLICY ALERT No. 211]

## R 2460.15 SPECIAL EDUCATION – IN-SERVICE TRAINING NEEDS FOR PROFESSIONAL AND PARAPROFESSIONAL STAFF

The in-service training needs for professional and paraprofessional staff who provide special education, general education, or related services will be identified and appropriate in-service special education training will be provided by the district.

The district will maintain information to demonstrate its efforts to:

1. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
3. Acquire and disseminate to teachers, administrators, Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials, and technology;
4. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
5. Provide for joint training activities of parents and special education, related services, and general education personnel.

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[See POLICY ALERT Nos. 110, 139, 141, 165 and 211]

## R 3160 PHYSICAL EXAMINATION

### A. Definitions

1. ~~“Employee assurance statement” means a statement signed by the employee certifying that information supplied by the employee is true to the best of the employee’s knowledge.~~
12. “Employee” or “staff member” means the holder of any full-time or part-time position of employment.
23. “Health history” means the record of a person’s past health events obtained in writing, completed by the individual or their physician.
34. “Health screening” means the **use of testing of people, using one or more diagnostic tools; to test a person for** determine the presence or precursors of a particular disease.
5. ~~“Medical evaluation” means the examination of the body by the school medical inspector or by any physician licensed to practice medicine.~~
46. “Physical examination” means the assessment of an individual’s health **by a professional licensed to practice medicine or osteopathy, or by an advanced practice nurse or physician assistant.**
5. “Physician assistant” means a health care professional licensed to practice medicine with physician supervision.
7. ~~“Psychiatric examination” means an examination for the purpose of diagnosis and treatment of mental disorders.~~

### B. **Employees’ Initial Physical Examinations – Candidates for Employment Who Have Received a Conditional Offer of Employment**

1. ~~Each~~ **Candidates for employment who have received a conditional offer of employment** newly employed teaching staff member shall be required to undergo a physical examination. The physical examination shall include, but is not limited to, a health history; **and** health screenings; ~~and medical evaluation to determine whether the candidate is able to perform with reasonable accommodation job-related functions pursuant to~~



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P.L. 101-336, Americans with Disabilities Act of 1990 (ADA).  
The candidate for employment will be provided the Board's requirements for the physical examination.

a1. A health history ~~shall be completed by the employee or by his/her physician which~~ shall include, **but is not limited to**, the **candidate's employee's**:

- (1) Past serious illnesses and injuries;
- (2) Current health problems;
- (3) Allergies; and
- (4) A record of immunizations.

a. ~~Past serious illnesses and injuries;~~

b. ~~Current health problems;~~

e. ~~Allergies; and~~

d. ~~Record of immunizations.~~

b2. ~~The employee shall submit to~~ A health screenings which shall include, **but is not limited to** ~~his/her~~:

- (1) Height;
- (2) Weight;
- (3) Pulse and respiratory rate;
- (4) Hearing screening;
- (5) Blood pressure;
- (6) Vision screening;

a. ~~Height and weight;~~

b. ~~Blood pressure;~~

e. ~~Pulse and respiration rate;~~

d. ~~Vision screening;~~

e. ~~Hearing screening.~~

## C. Medical Requirements Upon Employment

31. ~~Health screening~~ A Mantoux tuberculosis test shall be required upon employment of all newly hired staff members (full-time



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and part-time), and to all student teachers, school bus drivers on contract with the district, and to contractors or volunteers who have contact with students also ~~include a Mantoux test for the presence of tuberculosis~~. Tuberculosis testing is not required for volunteers working with students less than twenty hours per month.

a. ~~A newly employed member will be exempt from the Mantoux test if he/she presents satisfactory documentation of a test~~

(1) ~~Administered in a New Jersey school district from which the member has transferred, or~~

(2) ~~Administered in any place within the six months previous to the member's initial employment in this district.~~

a. Tuberculosis testing is not required:

(1) For new staff members, student teachers, and contractors of the school district with a documented negative tuberculosis test result in the last six months or a documented positive tuberculosis test, regardless of when this test was done; or

(2) For a school district staff member transferring between school districts or from a non-public school within New Jersey with a documented tuberculosis test result upon his/her initial employment by a New Jersey school.

b. Staff members, student teachers, contractors or volunteers who have contact with students and claim a religious exemption cannot be compelled to submit to tuberculosis testing. In these instances, a symptom assessment must be done (TB-8 Form). If TB-like symptoms are reported, a physician must document that the staff member, student teacher, contractor, or volunteer does not have an active disease. This documentation must include a chest x-ray and/or Quantiferon TB gold test.



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- (1) The school district shall determine the criteria essential to document a valid religious exemption.
  - cb. Procedures for the administration of the Mantoux tuberculosis test, interpretation of reactions, follow-up procedures, and reporting shall be conducted in accordance with the guidelines and requirements issued by of the New Jersey State Department of Health and titled School Tuberculin Testing in New Jersey.
  - e. ~~If the results of the Mantoux test so indicate, the employee shall be referred for a chest X ray and medical evaluation to determine the presence of tuberculosis at the employee's expense. The employee shall submit the report of the X-ray and evaluation to the school medical inspector. If the school medical inspector does not receive the report within four weeks of the referral or is unwilling to accept the findings of the report, he/she may direct the employee to submit to a chest X-ray examination at Board expense, the results of which will be reported directly to the school medical inspector.~~
  - d. ~~An employee who presents a physician's or nurse practitioner's documentation, acceptable to the school medical inspector, showing significant tuberculin reaction and a subsequent negative chest X-ray will be exempt from the Mantoux test.~~
4. ~~A medical evaluation that shall be limited to those assessments or information necessary to determine the employee's physical and mental fitness to perform with reasonable accommodation in the position which the employee seeks or currently holds and to detect any health risks to students and other employees. The employee's medical evaluation shall include, but not be limited to, a record of immunizations. Guidance regarding immunizations for adults may be found in "Adult Immunization: Recommendations of the Immunization Practices Advisory Committee (ACIP)", available from the Immunization Program, Centers for Disease Control, Public Health, U.S. Department of Health and Human Services, Atlanta, GA 30333.~~
25. An individual teaching staff member may provide health-status information, including medications, ~~that~~ which may be of value to medical personnel in the event of an emergency requiring



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treatment. **In such instances,** ~~t~~The **teaching** staff member may also choose to share with the Principal and, if desired, with the certified school nurse, information regarding current health status to assure ready access in a medical emergency.

## **DC.** Health Records

1. All **health records of candidates for employment who have received a conditional offer of employment and of current employees** ~~medical records~~, including computerized records, shall be secured, ~~and shall be stored~~, and maintained separately from other personnel files.
2. **Health records may be shared only with authorized individuals in accordance with N.J.S.A. 18A:16-5** ~~Only the employee, the Superintendent, and the school medical inspector shall have access to the medical information in that individual's file.~~
3. ~~The portion of the employee's medical record containing a health history may be shared with the Principal and the school nurse with the consent of the employee, as provided in B.5.above.~~

## **ED.** Employees' Physical Examination and Medical Updates

1. School employee physicals, examinations, and/or annual medical updates shall not require disclosure of HIV status.
2. **The physician or institution completing the examination will be provided the fitness requirements for each position.**
3. **Comprehensive fitness for duty examinations will be required for all candidates for employment who receive a conditional offer of employment.**

## **F.** ~~Controlled Dangerous Substance Testing for Usage of Controlled or Dangerous Substances for Candidates Who Have Received a Conditional Offer of Employment~~

1. Candidates for **employment** ~~teaching staff member positions~~, who have received a conditional offer of employment **will be required to** ~~must~~ complete testing, conducted at the Board's expense, for the usage of controlled dangerous substances as they are defined in N.J.S.A. 2C:35-2.



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- a1. Candidates will be allowed privacy during specimen collection. Control and accountability of specimens will be maintained with a chain of custody in accordance with accepted practices and as recommended by the approved laboratory. **A The laboratory approved by the New Jersey Department of Health will be selected by the Board for such testing and approved by the New Jersey Department of Health.**
- b2. The laboratory will conduct **the test in accordance with industry standard practices for testing for controlled dangerous substances** ~~an initial or screening test and a confirmatory test.~~ Refusal of employment will not be based on the results of a screening test alone. ~~An initial test is an immunoassay test to eliminate negative test results from further consideration and to identify the potentially positive specimens for the purpose of further testing and confirmation. A confirmatory test is a second analytical procedure to identify the presence of a specific drug which uses more sophisticated technique to ensure reliability and accuracy.~~
- c3. A Medical Review Officer, who is a licensed physician ~~certified and qualified to complete drug testing~~ will review the final results of **all positive drug tests to determine if there is,** ~~scrutinizing them for possible alternative a~~ medical explanations **for the results.** The Medical Review Officer will review the candidate's medical history and **may will** conduct a medical interview **with the candidate** to determine **any the other** relevant factors contributing to the results of the test. The Medical Review Officer will communicate the results of a **an investigation regarding** positive drug tests to the **candidate** ~~applicant~~ and to the Superintendent.
- d4. ~~The American with Disabilities Act (ADA)~~ prohibits employment discrimination against qualified individuals with disabilities. Persons who use drugs illegally (the use of controlled dangerous substances (CDS) and the illegal use of prescription drugs) are not protected by the ADA.
- e5. After a conditional offer of employment, the school district **administration and/or the Medical Review Officer** may ask **the candidate** questions concerning present drug or alcohol use; however, information obtained may not be





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- a1. Candidates will be allowed privacy during specimen collection. Control and accountability of specimens will be maintained with a chain of custody in accordance with accepted practices and as recommended by the approved laboratory. **A The laboratory approved by the New Jersey Department of Health will be selected by the Board for such testing and approved by the New Jersey Department of Health.**
- b2. The laboratory will conduct **the test in accordance with industry standard practices for testing for controlled dangerous substances** ~~an initial or screening test and a confirmatory test. Refusal of employment will not be based on the results of a screening test alone. An initial test is an immunoassay test to eliminate negative test results from further consideration and to identify the potentially positive specimens for the purpose of further testing and confirmation. A confirmatory test is a second analytical procedure to identify the presence of a specific drug which uses more sophisticated technique to ensure reliability and accuracy.~~
- c3. A Medical Review Officer, who is a licensed physician ~~certified and qualified to complete drug testing~~ will review the final results of **all positive drug tests to determine if there is,** ~~scrutinizing them for possible alternative a~~ medical explanations **for the results.** The Medical Review Officer will review the candidate's medical history and **may** ~~will~~ conduct a medical interview **with the candidate** to determine **any** ~~the other~~ relevant factors contributing to the results of the test. The Medical Review Officer will communicate the results of **a an investigation regarding** positive drug tests to the **candidate** ~~applicant~~ and to the Superintendent.
- d4. ~~The American with Disabilities Act (ADA)~~ prohibits employment discrimination against qualified individuals with disabilities. Persons who use drugs illegally (the use of controlled dangerous substances (CDS) and the illegal use of prescription drugs) are not protected by the ADA.
- e5. After a conditional offer of employment, the school district **administration and/or the Medical Review Officer** may ask **the candidate** questions concerning present drug or alcohol use; however, information obtained may not be



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used to exclude an individual with a disability, based on the disability, unless it can be shown that the reason for exclusion meets the following three tests:

- (1)~~a.~~ It must be job-related and cannot be met with reasonable accommodation;
- (2)~~b.~~ It must be consistent with the demonstrated necessity of conducting business; and
- (3)~~c.~~ It must be related to legitimate job criteria.

f6. The school district (**shall/may**) refuse to hire a **candidate** ~~an applicant~~ based upon a test result that indicates the illegal use of drugs **as confirmed by the Medical Review Officer**. This action (**shall/may**) be taken even if the **candidate** ~~applicant~~ claims he/she recently stopped illegally using drugs.

27. ~~The school district would incur liability under ADA if a person is excluded from a job if the school district erroneously regarded the candidate to be an addict currently using drugs illegally when the drug test showed the presence of a lawfully prescribed drug. The Superintendent will confer with the Medical Review Officer regarding all positive tests to prevent any ADA violation liability.~~

3. **Testing for controlled or dangerous substances will be required for all candidates for employment who receive a conditional offer of employment.**

## G. ~~Candidates Records~~ **Review of Examinations and Assessments**

1. ~~All records regarding pre-employment physicals and drug tests will be maintained in separate medical files and treated as confidential medical records. These records will be:~~

a. ~~Kept separate from a candidate's personnel file;~~

b. ~~Kept in a locked cabinet in a central school district location; and~~

c. ~~Accessible only to the Superintendent and/or designee.~~

12. **The results records of the physical examination of a candidate's for employment who has received a conditional offer of employment** ~~physical examination~~ **will be reviewed by** ~~submitted~~



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to the school ~~physician~~ medical inspector, who, in consultation with the Superintendent, will determine the candidate's physical and mental fitness to function with reasonable accommodation in the position for which he/she has made application. That determination will be made a part of the candidate's application.

3. ~~A candidate's medical records will be maintained separately from his/her application and will be kept confidential in accordance with §1D.~~
  - a. ~~If and when the candidate is employed by this district, the records will be kept in the person's medical file.~~
  - b. ~~If the candidate is not employed by this district within one year \_\_\_\_\_ (period of time), the records will be destroyed.]~~

## **HJ. Rescinding a Conditional Offer of Employment – Notice to Candidates for Employment Who Receive a Conditional Offer of Employment**

1. All candidates for employment who receive a conditional offer of employment shall be informed by the district that:
  - a. An offer of employment by the Superintendent of Schools or designee is conditional upon completion of the Board's required physical examinations and assessments;
  - b. The required examinations and assessments will be used to determine the candidate's ability to perform with reasonable accommodations job-related functions pursuant to ADA; and
  - c. If it is determined upon completing the examination(s) or assessment(s) the candidate is unable to perform with reasonable accommodations job-related functions pursuant to the provisions of the ADA, the conditional offer of employment will be rescinded either by the Superintendent if the Board has not yet approved the appointment or by the Board, if the Board had approved the appointment at a Board meeting.

Revised (First Reading): March 23, 2017  
Revised (Second Reading): April 27, 2017



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[See POLICY ALERT Nos. 110, 139, 141, 165 and 211]

## R 4160 PHYSICAL EXAMINATION

### A. Definitions

1. ~~“Employee assurance statement” means a statement signed by the employee certifying that information supplied by the employee is true to the best of the employee’s knowledge.~~
12. “Employee” or “staff member” means the holder of any full-time or part-time position of employment.
23. “Health history” means the record of a person’s past health events obtained in writing, completed by the individual or their physician.
34. “Health screening” means the **use of testing of people, using one or more diagnostic tools, to test a person for determine the presence or precursors of a particular disease.**
5. ~~“Medical evaluation” means the examination of the body by the school medical inspector or by any physician licensed to practice medicine.~~
46. “Physical examination” means the assessment of an individual’s health **by a professional licensed to practice medicine or osteopathy, or by an advanced practice nurse or physician assistant.**
5. “Physician assistant” means a health care professional licensed to practice medicine with physician supervision.
7. ~~“Psychiatric examination” means an examination for the purpose of diagnosis and treatment of mental disorders.~~

### B. ~~Employees’ Initial Physical Examinations – Candidates for Employment Who Have Received a Conditional Offer of Employment~~

1. ~~Each~~ **Candidates for employment who have received a conditional offer of employment** ~~newly employed support staff member~~ shall be required to undergo a physical examination. The physical examination shall include, but is not limited to, a health history, **and health screenings, and medical evaluation to determine whether the candidate is able to perform with reasonable accommodation job-related functions pursuant to**



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**P.L. 101-336, Americans with Disabilities Act of 1990 (ADA).**  
**The candidate for employment will be provided the Board's requirements for the physical examination.**

**a1. A health history shall be completed by the employee or by his/her physician which shall include, but is not limited to, the candidate's employee's:**

- (1) Past serious illnesses and injuries;**
- (2) Current health problems;**
- (3) Allergies; and**
- (4) A record of immunizations.**

**a. — Past serious illnesses and injuries;**

**b. — Current health problems;**

**c. — Allergies; and**

**d. — Record of immunizations.**

**b2. The employee shall submit to A health screenings which shall include, but is not limited to his/her:**

- (1) Height;**
- (2) Weight;**
- (3) Pulse and respiratory rate;**
- (4) Hearing screening;**
- (5) Blood pressure;**
- (6) Vision screening;**

**a. — Height and weight;**

**b. — Blood pressure;**

**c. — Pulse and respiration rate;**

**d. — Vision screening;**

**e. — Hearing screening.**

## **C. Medical Requirements Upon Employment**

**31. Health screening A Mantoux tuberculosis test shall be given upon employment of all newly hired staff members (full-time**



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and part-time), and to all student teachers, school bus drivers on contract with the district, and to contractors or volunteers who have contact with students also include the conduct of a Mantoux test for the presence of tuberculosis infection. Tuberculosis testing is not required for volunteers working with students less than twenty hours per month.

a. ~~A newly employed member will be exempt from the Mantoux test if he/she presents satisfactory documentation of a test~~

(1) ~~Administered in a New Jersey school district from which the member has transferred, or~~

(2) ~~Administered in any place within the six months previous to the member's initial employment in this district.~~

a. Tuberculosis testing is not required:

(1) For new staff members, student teachers, and contractors of the school district with a documented negative tuberculosis test result in the last six months or a documented positive tuberculosis test, regardless of when this test was done; or

(2) For a school district staff member transferring between school districts or from a non-public school within New Jersey with a documented tuberculosis test result upon his/her initial employment by a New Jersey school.

b. Staff members, student teachers, contractors or volunteers who have contact with students and claim a religious exemption cannot be compelled to submit to tuberculosis testing. In these instances, a symptom assessment must be done (TB-8 Form). If TB-like symptoms are reported, a physician must document that the staff member, student teacher, contractor, or volunteer does not have an active disease.

(1) The school district shall determine the criteria essential to document a valid religious exemption.



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- cb. Procedures for the administration of the Mantoux **tuberculosis** test, interpretation of reactions, follow-up procedures, and reporting shall be conducted in accordance with the guidelines **and requirements** issued by of the **New Jersey State Department of Health** and titled **School Tuberculin Testing in New Jersey**.
  - e. ~~If the results of the Mantoux test so indicate, the employee shall be referred for a chest X-ray and medical evaluation to determine the presence of tuberculosis at the employee's expense. The employee shall submit the report of the X-ray and evaluation to the school medical inspector. If the school medical inspector does not receive the report within four weeks of the referral or is unwilling to accept the findings of the report, he/she may direct the employee to submit to a chest X-ray examination at Board expense, the results of which will be reported directly to the school medical inspector.~~
  - d. ~~An employee who presents a physician's or nurse practitioner's documentation, acceptable to the school medical inspector, showing significant tuberculin reaction and a subsequent negative chest X-ray will be exempt from the Mantoux test.~~
4. ~~A medical evaluation that shall be limited to those assessments or information necessary to determine the employee's physical and mental fitness to perform with reasonable accommodation in the position which the employee seeks or currently holds and to detect any health risks to students and other employees. The employee's medical evaluation shall include, but not be limited to, a record of immunizations. Guidance regarding immunizations for adults may be found in "Adult Immunization: Recommendations of the Immunization Practices Advisory Committee (ACIP)", available from the Immunization Program, Centers for Disease Control, Public Health, U.S. Department of Health and Human Services, Atlanta, GA 30333.~~
25. An **individual** support staff member may provide health-status information, including medications, **that** which may be of value to medical personnel in the event of an emergency requiring treatment. **In such instances,** ~~t~~The support staff member may also choose to share with the Principal and, if desired, with the certified school nurse, information regarding current health status to assure ready access in a medical emergency.



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## DC. Health Records

1. All **health records of candidates for employment who have received a conditional offer of employment and of current employees** ~~medical records~~, including computerized records, shall be secured, ~~and shall be stored~~, and maintained separately from other personnel files.
2. **Health records may be shared only with authorized individuals in accordance with N.J.S.A. 18A:16-5** ~~Only the employee, the Superintendent, and the school medical inspector shall have access to the medical information in that individual's file.~~
3. ~~The portion of the employee's medical record containing a health history may be shared with the Principal and the school nurse with the consent of the employee, as provided in paragraph B.5. above.~~

## D. ~~Examination of School Bus Drivers~~

1. ~~School bus drivers employed by this district are subject to Policy No. 4160 and this regulation generally.~~
2. ~~School bus drivers employed by a contractor supplying transportation services to this district shall be tested for tuberculosis in accordance with paragraph B3 of this regulation.~~

## E. Employees' Physical Examination and Medical Updates

1. School employee physicals, examinations, and/or annual medical updates shall not require disclosure of HIV status.

## F. **Comprehensive Fitness for Duty Examination of Candidates for Employment Who Have Received a Conditional Offer of Employment**

1. Candidates for employment **who have received a conditional offer of employment** will also be required to undergo a **comprehensive fitness for duty** physical examination ~~to include a health history, health screening and medical evaluation by a school district approved physician or institution at the Board's expense.~~
  - a. This pre-employment physical examination shall not be used to determine a candidate's disabilities; and





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- b. This examination shall be used only to determine whether the applicant is able to perform with reasonable accommodation job-related functions pursuant to **ADA P.L. 101-336, American with Disabilities Act of 1990.**

- 2. **The physician or institution completing the examination will be provided the fitness requirements for each position.**
- 3. **Comprehensive fitness for duty examinations will be required for all candidates for employment who receive a conditional offer of employment.**

## **HG. ~~Controlled Dangerous Substance~~ Testing for Usage of Controlled or Dangerous Substances for Candidates Who Have Received a Conditional Offer of Employment**

- 1. Candidates for **employment** ~~support staff member positions~~, who have received a conditional offer of employment **will be required to must** complete testing, conducted at the Board's expense, for the usage of controlled dangerous substances as they are defined in N.J.S.A. 2C:35-2.
  - a1. Candidates will be allowed privacy during specimen collection. Control and accountability of specimens will be maintained with a chain of custody in accordance with accepted practices and as recommended by the approved laboratory. **A The laboratory approved by the New Jersey Department of Health** will be selected by the Board **for such testing** and ~~approved by the New Jersey Department of Health.~~
  - b2. The laboratory will conduct **the test in accordance with industry standard practices for testing for controlled dangerous substances** ~~an initial or screening test and a confirmatory test.~~ ~~Refusal of employment will not be based on the results of a screening test alone. An initial test is an immunoassay test to eliminate negative test results from further consideration and to identify the potentially positive specimens for the purpose of further testing and confirmation. A confirmatory test is a second analytical procedure to identify the presence of a specific drug which uses more sophisticated technique to ensure reliability and accuracy.~~



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- c3. A Medical Review Officer, who is a licensed physician ~~certified and qualified to complete drug testing~~ will review the final results of **all** positive drug tests **to determine if there is**, ~~scrutinizing them for possible alternative~~ a medical explanations **for the results**. The Medical Review Officer will review the candidate's medical history and **may** ~~will~~ conduct a medical interview **with the candidate** to determine **any** ~~the other~~ relevant factors contributing to the results of the test. The Medical Review Officer will communicate the results of **a an investigation regarding** positive drug tests to the **candidate** ~~applicant~~ and to the Superintendent.
- d4. The ~~American with Disabilities Act (ADA)~~ prohibits employment discrimination against qualified individuals with disabilities. Persons who use drugs illegally (the use of controlled dangerous substances (CDS) and the illegal use of prescription drugs) are not protected by the ADA.
- e5. After a conditional offer of employment, the school district **administration and/or the Medical Review Officer** may ask **the candidate** questions concerning present drug or alcohol use; however, information obtained may not be used to exclude an individual with a disability, based on the disability, unless it can be shown that the reason for exclusion meets the following three tests:
- (1)a. It must be job-related and cannot be met with reasonable accommodation;
  - (2)b. It must be consistent with the demonstrated necessity of conducting business; and
  - (3)e. It must be related to legitimate job criteria.
- f6. The school district **(shall/may)** refuse to hire **a candidate** ~~an applicant~~ based upon a test result that indicates the illegal use of drugs **as confirmed by the Medical Review Officer**. This action **(shall/may)** be taken even if the **candidate** ~~applicant~~ claims he/she recently stopped illegally using drugs.
27. ~~The school district would incur liability under ADA if a person is excluded from a job if the school district erroneously regarded the candidate to be an addict currently using drugs illegally when the drug test showed the presence of a lawfully prescribed drug. The~~



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Superintendent will confer with the Medical Review Officer regarding all positive tests to prevent any ADA **violation liability.**

3. **Testing for controlled or dangerous substances will be required for all candidates for employment who receive a conditional offer of employment.**

## III. ~~Candidates Records~~ **Review of Examinations and Assessments**

1. ~~All records regarding pre-employment physicals and drug tests will be maintained in separate medical files and treated as confidential medical records. These records will be:~~
  - a. ~~Kept separate from a candidate's personnel file;~~
  - b. ~~Kept in a locked cabinet in a central school district location; and~~
  - c. ~~Accessible only to the Superintendent and/or designee.~~
12. **The results records of the physical examination of a candidate's for employment who has received a conditional offer of employment** ~~physical examination~~ will be **reviewed by** ~~submitted to the school physician medical inspector, who, in consultation with the Superintendent,~~ will determine the candidate's physical and mental fitness to function with reasonable accommodation in the position for which he/she has made application. That determination will be made a part of the candidate's application.
3. ~~A candidate's medical records will be maintained separately from his/her application and will be kept confidential in accordance with §D.~~
  - a. ~~If and when the candidate is employed by this district, the records will be kept in the person's medical file.~~
  - b. ~~If the candidate is not employed by this district within one year \_\_\_\_\_ (period of time), the records will be destroyed.~~

## J. **Rescinding a Conditional Offer of Employment – Notice to Candidates for Employment Who Receive a Conditional Offer of Employment**



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1. All candidates for employment who receive a conditional offer of employment shall be informed by the district that:
  - a. An offer of employment by the Superintendent of Schools or designee is conditional upon completion of the Board's required physical examinations and assessments;
  - b. The required examinations and assessments will be used to determine the candidate's ability to perform with reasonable accommodations job-related functions pursuant to ADA; and
  - c. If it is determined upon completing the examination(s) or assessment(s) the candidate is unable to perform with reasonable accommodations job-related functions pursuant to the provisions of the ADA, the conditional offer of employment will be rescinded either by the Superintendent if the Board has not yet approved the appointment or by the Board, if the Board had approved the appointment at a Board meeting.

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Feb 17

[See POLICY ALERT Nos. 160, 210 and 211]

## R 5116 EDUCATION OF HOMELESS CHILDREN

### A. Definitions (N.J.A.C. 6A:17-1.2)

1. "School district liaison for the education of homeless children" means the person identified in the school district that facilitates all activities needed to ensure the enrollment and attendance of homeless children.
2. "School district of residence" for a homeless child means the school district in which the parent of a homeless child resided prior to becoming homeless. It may not be the school district in which the student currently resides. This is synonymous with the term "school district of origin" referenced in the McKinney-Vento Homeless Education Assistance Act. "School district of residence" for a student in a State facility means the school district in which the parent with whom the student lived prior to placement in a State facility currently resides pursuant to N.J.S.A. 18A:7B-12.b.
3. "Homeless child" means a child or youth who lacks a fixed, regular, and adequate residence, pursuant to N.J.S.A. 18A:7B-12 and N.J.A.C. 6A:17-2.2.
4. "Immediate" or "immediately" means at the instant the need for placement is made known.
5. "Parent" means the natural or adoptive parent, legal guardian, foster parent, surrogate parent, or person acting in the place of a parent such as the person with whom the child legally resides or a person legally responsible for the child's welfare.
6. "Superintendent" means Superintendent and/or Chief School Administrator.

### B. Determination of Homelessness (N.J.A.C. 6A:17-2.2)

1. The Board of Education shall determine that a child is homeless for the purposes of N.J.A.C. 6A:17-2 when he or she resides in any of the following:



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- a. A publicly or privately operated shelter designed to provide temporary living accommodations, including: hotels or motels; congregate shelters, including domestic violence and runaway shelters; transitional housing; and homes for adolescent mothers;
- b. A public or private place not designated for or ordinarily used as a regular sleeping accommodation, including: cars or other vehicles including mobile homes; tents or other temporary shelters; parks; abandoned buildings; bus or train stations; or temporary shelters provided to migrant workers and their children on farm sites;
- c. The residence of relatives or friends where the homeless child resides out of necessity because his or her family lacks a regular or permanent residence of its own; **or**
- d. Substandard housing; ~~or.~~
- e. ~~Any temporary location wherein children and youth are awaiting foster care placement.~~

C. Responsibilities of the School District of Residence (N.J.A.C. 6A:17-2.3)

- 1. The school district of residence for a homeless child is responsible for the education of the child and shall:
  - a. Determine the school district in which the child shall be enrolled after consulting with the parent pursuant to N.J.A.C. 6A:17-2.5;
  - b. Pay the cost of tuition pursuant to N.J.S.A. 18A:38-19, when the child attends school in another school district; and
  - c. Provide for transportation for the child pursuant to N.J.A.C. 6A:27-6.2.



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2. The determination of the homeless child's school district of residence shall be made by the Superintendent of the school district of residence or designee pursuant to N.J.A.C. 6A:17-2.4 based upon information received from the parent, the Department of Human Services or the Department of Children and Families, a shelter provider, another school district, an involved agency, or a case manager.
  3. The district Board of Education identified in accordance with N.J.S.A. 18A:7B-12 as the school district of residence for a homeless child shall be the school district of residence until the parent establishes a permanent residence. Financial responsibility will remain with the homeless child's school district of residence until the family is deemed domiciled in another jurisdiction, pursuant to N.J.S.A. 18A:38-1.d.
- D. Designation of School District Liaisons and Their Responsibilities (N.J.A.C. 6A:17-2.4)
1. The Superintendent identifies the **Supervisor of Special Projects** as the district liaison for the education of homeless children. The school district liaison shall:
    - a. Facilitate communication and cooperation between the school district of residence and the school district where the homeless child resides;
    - b. Develop procedures to ensure a homeless child residing in the school district is enrolled and attending school pursuant to N.J.A.C. 6A:17-2.5;
    - c. Ensure homeless families, children, and youth receive educational services for which they are eligible, including Head Start and Even Start programs, preschool programs administered by the local education agency, and referrals to health care, dental, mental health, and other appropriate services;



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- d. Inform parents of homeless children and youth of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children;
  - e. Ensure that public notice of the educational rights of homeless children and youth is disseminated where such children receive services, such as schools, family shelters, and soup kitchens;
  - f. Ensure enrollment disputes are resolved pursuant to N.J.A.C. 6A:17-2.7;
  - g. Ensure the parent of a homeless child or youth, or any unaccompanied youth, is fully informed of all transportation services, including transportation to the school district of residence, and is assisted in accessing transportation to the school selected under N.J.A.C. 6A:17-2.5;
  - h. Assist the parent to obtain the homeless child or youth's medical records or required immunizations; and
  - i. Assist an unaccompanied youth to ensure he or she is enrolled and is receiving all services pursuant to N.J.A.C. 6A:17.
2. When a homeless child resides in a school district, the district liaison shall notify the liaison of the school district of residence within twenty-four hours of receiving notification from the parent, the Department of Human Services or the Department of Children and Families, a shelter director, an involved agency, or a case manager.
3. Upon notification of the need for enrollment of a homeless child, the liaison in the school district of residence shall coordinate enrollment procedures immediately based upon the best interest of the child pursuant to N.J.A.C. 6A:17-2.5(b).





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E. School District Enrollment (N.J.A.C. 6A:17-2.5)

1. The Superintendent of the school district of residence or designee shall decide in which district the homeless child shall be enrolled as follows:
  - a. Enroll the homeless child in the school district of residence to the extent feasible, except when doing so is contrary to the wishes of the homeless child's parent;
  - b. Continue the homeless child's education in the school district of last attendance if it is not the school district of residence; or
  - c. Enroll the homeless child in the school district where the child resides.
2. The Superintendent of the school district of residence or designee shall decide the school district of enrollment of a homeless child based on what is determined to be in the best interest of the child after considering:
  - a. The enrollment of the homeless child in the school district of residence to the extent feasible, except when doing so is contrary to the wishes of the child's parent.
  - b. The continuity of the child's educational program;
  - c. The eligibility of the child for special instructional programs, including but not limited to bilingual, gifted and talented, special education, early childhood, and career and technical education programs; and
  - d. The distance, travel time, and safety factors in coordinating transportation services from the residence to the school.
3. The Superintendent of the school district of residence or designee shall determine the child's school district enrollment immediately after consultation with the parent. The school district of residence shall adhere to the following procedures:



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- a. Enrollment decisions shall be made immediately upon notification of the need for enrollment. When the decision is made, the child will be enrolled immediately. If a dispute arises regarding enrollment of a homeless child, the homeless child shall be immediately enrolled in the school district in which enrollment is sought by the parent, pending resolution of the dispute pursuant to N.J.A.C. 6A:17-2.7.
  - b. Consultation with the parent regarding the enrollment decision and the right to appeal the decision shall be documented in writing.
  - c. A decision to enroll a homeless child in a school district other than the school district of residence or the school district requested by the parent shall be explained in writing and provided to the parent.
4. When a decision is made to enroll the child in a school district other than the school district of residence, the Superintendent or designee of the school district of residence shall forward to the new school district all relevant school and health records consistent with the provisions of N.J.A.C. 6A:32, School District Operations.
  5. When a homeless child with a disability is enrolled in a school district other than the school district of residence, the school district of enrollment shall treat the student as a transfer student pursuant to N.J.A.C. 6A:14, Special Education.
  6. When the school district of residence for a homeless child cannot be determined, the Superintendent or designee of the school district in which the child currently resides shall enroll the child immediately in the school district of the current residence or the school district of last attendance.
  7. The school district selected pursuant to N.J.A.C. 6A:17-2 shall immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment such as previous academic records, medical records, proof of residency, or other documentation.



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8. Enrollment in the school district of residence, the school district of last attendance if not the school district of residence, or the school district where the child resides shall continue for the duration of homelessness, including when a family becomes homeless between academic years, and also for the remainder of the academic year if the homeless child becomes permanently housed during the academic year.
- F. Parental Rights (N.J.A.C. 6A:17-2.6)
1. Unless parental rights have been terminated by a court of competent jurisdiction, the parent retains all rights under N.J.A.C. 6A:17-2.1 et seq.
- G. Disputes and Appeals (N.J.A.C. 6A:17-2.7)
1. When a dispute occurs regarding the determination of homelessness or the determination of the school district of enrollment made by the school district of residence, the Superintendent(s) or designee(s) of the involved school district(s) or the child's parent(s) shall immediately notify the Executive County Superintendent of Schools, who, in consultation with the Department's McKinney-Vento Homeless Education Coordinator or designee, shall immediately decide the child's status. If a dispute remains between the parent and the involved school district(s) following the Executive County Superintendent's determination, the parent or the involved district Board(s) of Education may appeal to the Commissioner of Education for a determination pursuant to N.J.A.C. 6A:3, Controversies and Disputes.
  2. When a school district designated as the school district of residence disputes its designation as the school district of residence, or where no designation can be agreed upon by the involved school districts, the Superintendent(s) or designee(s) of the involved school districts shall immediately notify the Executive County Superintendent of Schools, who shall make a determination immediately, if possible, but no later than within forty-eight hours.



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- a. If the dispute regarding determination of district of residence does not involve the determination of homelessness and/or district enrollment, the school district disputing the Executive County Superintendent's determination may appeal to the Department of Education pursuant to N.J.A.C. 6A:23A-19.2(d), (e), and (f), and request a determination from the Division of Administration and Finance.
  - b. If an appeal of a determination of district of residence also includes an appeal of the determination of homelessness and/or school district of enrollment, the appeal shall be submitted to the Commissioner pursuant to N.J.A.C. 6A:3, Controversies and Disputes.
  3. Any dispute or appeal shall not delay the homeless child's immediate enrollment or continued enrollment in the school district. The homeless child shall be enrolled in the school district in which enrollment or continued enrollment is sought by the parent, pending resolution of the dispute or appeal.
  4. Disputes and appeals involving the services provided to a homeless child with a disability shall be made pursuant to N.J.A.C. 6A:14.
- H. Tuition (N.J.A.C. 6A:17-2.8)
1. When the homeless child is enrolled in a school district other than the school district of residence, the school district of residence shall pay to the school district of enrollment the tuition costs pursuant to N.J.S.A. 18A:38-19 until the parent establishes a permanent residence or is deemed domiciled in another jurisdiction pursuant to N.J.S.A. 18A:38-1.d. At that time, the school district of residence shall no longer pay tuition to the school district of enrollment.
  2. The school district of residence shall list the child on its annual Application for State School Aid (ASSA) pursuant to N.J.S.A. 18A:7F-33 until the parent establishes a permanent residence or is deemed domiciled in another jurisdiction pursuant to N.J.S.A. 18A:38-1.d. At that time, the school district of residence shall no longer list the student on its ASSA.



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3. The State shall assume fiscal responsibility for the tuition of the child pursuant to N.J.S.A. 18A:7B-12.1 and shall pay the tuition to the school district in which the child is currently enrolled until the parent establishes a permanent residence or is deemed domiciled in another jurisdiction pursuant to N.J.S.A. 18A:38-1.d, under the following circumstances:
  - a. If the school district of residence cannot be determined for the homeless child;
  - b. If the school district of residence is outside of the State; or
  - c. If a child resides in a Department of Community Affairs-licensed emergency shelter or transitional living facility due to domestic violence for more than a year combined for the duration of the placement pursuant to N.J.S.A. 18A:7B-12.d.
    - (1) When the State assumes fiscal responsibility for the tuition of a homeless child, the State shall pay to the school district in which the child is enrolled the weighted base per pupil amount calculated pursuant to N.J.S.A. 18A:7F-49, and the appropriate security and special education categorical aids per pupil pursuant to N.J.S.A. 18A:7F-55 and 56.

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## 5350 STUDENT SUICIDE

The following regulations are established for guidance of staff members in recognizing the student who contemplates suicide, in responding to threatened or attempted suicide, and in preventing contagion when a student commits suicide. Because a prompt response may be essential to a student's life, the designation of a district position in these regulations includes the person who holds that position and, if the position holder is absent or unavailable, the person temporarily charged with the responsibilities of the position.

### A. Recognition of Potential Suicide

All school personnel, both teaching staff members and support staff members, shall be alert to any sign that a student may be contemplating suicide. Such signs include, but are not necessarily limited to, a student's:

1. Overt suggestion, regardless of its context, that he/she is considering or has considered suicide or has worked out the details of a suicide attempt;
2. Evidence of preparation of a will, intention to dispose of his/her effects and belongings, or otherwise get life "in order";
3. Obsession with death or afterlife;
4. Possession of a weapon or other means of suicide or obsession with such means;
5. Sense of hopelessness or unrelieved sadness;
6. Lethargy or despondency, or, conversely, a tendency to become more impulsive or aggressive than usual;
7. Drop in academic achievement, slacking off of energy and effort, or inability to focus on studies;
8. Isolation from others by loss of friends, withdrawal from friends, lack of companionship, or family disintegration;
9. Preoccupation with nonexistent physical ills;
10. Loss of weight, appetite, and/or sleep;
11. Substance abuse; and
12. Loss of economic resources.

### B. Response to Potential Suicide

1. Any indication of a potential suicide, whether personally witnessed or received by report from another, must be taken seriously and must be reported to the Principal immediately.

2. The Principal shall immediately inform the ~~Child Study Team and/or Counselor,~~ **School Psychologist, School Social Worker, Guidance Counselor and/or Student Assistance Counselor** which shall investigate the matter promptly and conduct such evaluations as may be appropriate.
3. The Principal will inform the student's parent in a conference if possible, of the signs demonstrated by the student and of the district's concern and seek parental approval of the student's evaluation. In the event parental abuse or neglect is suspected, the Principal or the employee who forms the suspicion will immediately so inform the Department of Children and Families, Division of Child Protection and Permanency in accordance with Policy 8462.
4. If the threat of suicide is immediate and serious, the assigned Counselor and/or which shall determine the potential of the threat by directly questioning the student, without mincing words, about:
  - a. Whether any suicide plans have been made, how detailed the plans are, and whether any preliminary actions have been taken,
  - b. The student's feelings of hopelessness and the length of time the student has had such feelings,
  - c. The student's thoughts of suicide and how persistent and strong those thoughts are, and
  - d. Whether the student has considered alternative courses of action to resolve his/her problems.
5. After gathering information, the ~~Child Study Team and/or Counselor~~ **School Psychologist, School Social Worker, Guidance Counselor and/or Student Assistance Counselor** shall determine the life-threatening risk of the situation based on the student's signs of possible suicide (paragraph A1) and the student's responses to questioning.
6. If it is determined that a substantial risk of suicide exists, the ~~Child Study Team and/or Counselor~~ **School Psychologist, School Social Worker, Guidance Counselor and/or Student Assistance Counselor** representative shall:
  - a. Assign staff members as required to assure that the student is never out of the presence of an adult who has been fully informed that the student may be in danger of self-destruction,
  - b. Notify the student's parent immediately and strongly recommend consultation with a licensed mental health professional or agency,

- c. Request the parent to sign a release of information form authorizing the chosen mental health professional or agency to share with appropriate district personnel such relevant information as premature termination of treatment, additional threats and/or attempts of suicide, and continuing warning signs.
  7. ~~The Child Study Team and/or Counselor~~ **The School Psychologist, School Social Worker, Guidance Counselor and/or Student Assistance Counselor** will be appointed to follow up on the student's progress and to determine whether the student's parent has consulted a mental health professional or agency. Follow up reports will be made to the Principal.
  8. If the student's parent does not sign the release of information form or does not seek treatment for the student, the Principal shall inform the Department of Children and Families, Division of Child Protection and Permanency.
- C. Response to Suicide Attempt
1. Any attempted suicide, whether or not on school premises or during the school day, must be reported immediately to the Principal.
  2. The staff member who witnesses a suicide attempt on school premises or at a school sponsored event or in the course of school-related travel shall render first aid in accordance with Policy 8441 and summon medical assistance as appropriate.
  3. Procedures outlined at paragraph B2 through paragraph B8 above will be followed.
- D. Prevention of Suicide Contagion
1. All district Principals will be promptly informed when a student of this district commits suicide.
  2. Each Principal will assemble teaching staff members prior to the opening of school to provide them with accurate information, plans for the school day, and guidelines for handling the concerns of students.
  3. The Principal of the school or building that the victim attended will assign a crisis team from the student personnel staff to assist the staff in dealing with the general school situation and any individual problems that may arise.
  4. The suicide will not be given prominence by public announcement or a school-wide assembly. School will not be closed in order to permit students and staff members to attend the victim's funeral.



5. Teachers will respond to the needs of students with as little interruption of the educational program as possible.
6. Students will be provided with accurate information and will be given the opportunity to discuss their feelings of loss and their memories of the victim, both good and bad, without penalty.
7. All school personnel shall be especially alert to signs of contemplated suicide among the victim's peers.
8. Teaching staff members, under the direction of the Principal, shall attempt to prevent social contagion by:
  - a. Preventing glorification or romanticization of the suicide,
  - b. Helping students recognize that suicide is irreversible and permanent and does not truly resolve problems,
  - c. Encouraging students to ask probing questions when a fellow student suggests suicide and to report such suggestions to a teaching staff member, and
  - d. Discussing ways of handling depression and anxiety without resort to self-destruction.
9. Students who were close to the victim, and their parent shall be offered special counseling services and notified of available community mental health services.

Issued: 20 November 2014

Revised: August 25, 2016

Revised: October 20, 2016

Revised (First Reading): March 23, 2017

Revised (Second Reading): April 27, 2017

## 5350 STUDENT SUICIDE PREVENTION

The Board of Education recognizes that depression and self-destruction are problems of increasing severity among children and adolescents. A student under severe stress cannot benefit fully from the educational program and may pose a threat to himself or herself or others.

The Board directs all school personnel to be alert to the student who exhibits behavioral warning signs of potential self-destruction or who threatens or attempts suicide. Any such signs or the report of such signs from another student or staff member should be taken with the utmost seriousness and reported immediately to the Building Principal, who shall notify the student's parent and other professional staff members in accordance with administrative regulations.

A potentially suicidal student shall be referred to the ~~Child Study Team and/or Counselor~~ **School Psychologist, School Social Worker, Guidance Counselor and/or Student Assistance Counselor** for appropriate evaluation and/or recommendation for independent medical or psychiatric services, **utilizing a Suicide Risk Screening Tool**. In the event that the parent objects to the recommended evaluation or indicates an unwillingness to cooperate in the best interests of the student, the school may contact the Department of Children and Families, Division of Child Protection and Permanency to request that agency's intervention on the student's behalf.

In accordance with the provisions of N.J.S.A. 18A:6-111 and 18A:6-112, as part of the required professional development for teachers as outlined in N.J.A.C. 6A:9C-3 et seq., every teaching staff member must complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and 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.

The Superintendent shall prepare and disseminate regulations for the guidance of staff members in recognizing the student who contemplates suicide, in responding to threatened or attempted suicide, and in preventing contagion when a student commits suicide.

N.J.S.A. 18A:6-111; 18A:6-112  
N.J.A.C. 6A:9C-3 et seq.

Adopted: 20 November 2014  
Revised: August 25, 2016  
Revised: October 20, 2016  
Revised (First Reading): March 23, 2017  
Revised (Second Reading): April 27, 2017

## 2412 HOME INSTRUCTION DUE TO HEALTH CONDITION

### M

The Board of Education shall provide instructional services to an enrolled student, whether a general education student in Kindergarten through grade twelve or special education student age three to twenty-one, when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment that precludes participation in their usual education setting, whether general or special education.

A parent's request for home instruction shall include a written determination from the student's physician documenting the projected need for confinement at the student's residence or other treatment setting for more than ten consecutive school days or twenty cumulative school days during the school year. The written determination from the student's physician shall be forwarded to the school physician, who shall either verify the need for home instruction or provide reasons for denial. The parent shall be notified concerning the school physician's verification or reasons for denial within five school days after receipt of the written determination by the student's physician.

The school district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services, including any needed equipment, or through contract with another district Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency. The school district shall provide instructional services within five school days after receipt of the school physician's verification or, if verification is made prior to the student's confinement, during the first week of the student's confinement to the home or out-of-school setting.

The home or out-of-school instruction shall meet the minimum standards as required in N.J.A.C. 6A:16-10.1(c). The school district shall establish a written plan for delivery of instruction and maintain a record of delivery of instructional services and student progress. The teacher providing instruction shall be a certified teacher. The teacher shall provide instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate.

For a student with disabilities, the home instruction shall be consistent with the student's Individualized Education Plan (IEP) to the extent appropriate **given their condition, and to the extent necessary for the student to be given the opportunity to make progress towards their IEP goals,** ~~and shall meet the Core Curriculum Content Standards.~~ When the provision for home instruction for a student with disabilities will exceed thirty consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student's IEP **with the consent of the County Executive Superintendent.**

For a student without a disability, the home instruction shall meet the Core Curriculum Content Standards, and the requirements of the Board for promotion to the next grade level, **to the extent appropriate given the student's condition.** When the provision for home instruction for a

student without disability will exceed sixty calendar days, the school physician shall refer the student to the Child Study Team for evaluation, pursuant to N.J.A.C. 6A:14.

The Board reserves the right to withhold home instruction when the reason for the student's confinement is such as to expose a teacher to a health hazard or dangerous home situation; when a parent or other adult twenty-one years of age or older, who has been designated by the parent, is not present during the hours of instruction; or when the condition of the student is such as to preclude benefit from such instruction. **The Board also reserves the right to require home instruction be provided at an alternative location when the home is not appropriate, as determined by the Superintendent of Schools.**

Students on home instruction will be accounted for on the attendance register as required by the Department of Education. The name of a student on home instruction will not be released at a public Board meeting or placed in a public record.

N.J.S.A. 18A:38-1 through 18A:38-25  
N.J.A.C. 6A:14-4.8; 6A:14-4.9; 6A:16-10.1

Adopted: 20 November 2014  
Revised (First Reading): March 23, 2017  
Revised (Second Reading): April 27, 2017

## **2624.1 HIGH SCHOOL AP/HONORS: ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS and ACCOUNTABILITY**

### Honors & AP Requirements for all Content Areas

All students who enroll in an AP course will take the AP test at the end of the course, or take a school administered 4<sup>th</sup> marking period Quarterly/Final Assessment. When taking the AP test, a score of 4 or 5 will result in a 100% reimbursement of the test fee. (A score of 3 will result in 50% reimbursement)

Starting with students graduating in 2018 - If a student does not pass their content area AP test (3 or higher), or school administered fourth marking period Quarterly/Final Assessment, they do not qualify to take a secondary AP class in that content area the following year.

Transfer Students - Placement in honors classes will be based on past academic records and required pre-requisites that have been achieved. A test may be given for a student to qualify into an Honor's class where transcripts do not match with our course progression/program.

~~(\*Students in the graduating class of 2017, must attain an assessment average of 80 in their current honors course along with the additional criteria stated below to remain in honors/AP)~~

~~\*\*All assessment averages will be based on the first three marking periods exclusive of exams.~~

### **QUALIFYING CRITERIA**

**Honors Criteria-** a minimum semester 1 average of 85 in a current honors course **OR** a minimum semester 1 average of 92 in a current college preparatory course.

**\* Semester 1 averages will be inclusive of homework, classwork, and midterm examination grades.**

**AP Criteria-** a minimum semester 1 average of 85 in a current honors course **OR** a minimum semester 1 average of 92 in a current college preparatory course **AND** a minimum score of 550 on ELA and/or mathematics PSAT/SAT sections, pending course requirements.

~~\*The most current PSAT/SAT SAT/and PSAT results will be utilized. beginning with the SAT as the determining factor.~~

## APPEALS

**\*Current AP students who do not meet the needed PSAT/SAT qualifying score can appeal to the High School Principal with an updated PSAT/SAT score OR passing score of 3 or higher on the upcoming AP examinations. If a student wishes to appeal, a petition must be filed through guidance (See guidance for petition form).**

**\* Students who do not meet the required semester 1 average will be able to appeal to the High School Principal if their semester 2 average meets the qualifying criteria. If a student wishes to appeal, a petition must be filed through guidance (See guidance for petition form).**

**\*Starting SY 18-19, end of year petitions for updated PSAT/SAT scores will no longer be accepted. Students will need noted PSAT/SAT test scores from the fall administration to qualify.**

**\* Starting SY 18-19 all students will need to meet 2 of the 3 following criteria to qualify for Honors courses: the appropriate class average, a 5 on PARCC, and a minimum score of 480 or higher on the fall administration of the PSAT (section(s) pending course requirements).**

## SCIENCE COURSES

### Honors Biology

Student attains a **minimum semester 1** ~~an assessment~~ average of 92 in 8<sup>th</sup> grade Earth Science.

### Honors Chemistry

- Student attains a **minimum semester 1 average** ~~an assessment average of 85 in Honors Biology and student attains a minimum score of 40/22 on both PSAT Reading AND PSAT Mathematics or a minimum score of 400 on both SAT Reading AND SAT Mathematics.~~
- Student attains a **minimum semester 1 average** ~~an assessment average of 92 in CP Biology. Student attains a minimum score of 40/22 on both PSAT Reading AND PSAT Mathematics or a minimum score of 400 on SAT Reading AND SAT Mathematics.~~

### Honors Physics

- Student attains a **minimum semester 1 average of 85** ~~an assessment average of 85 in Honors Chemistry and student attains a minimum score of 40/22 on both PSAT Reading AND PSAT Mathematics or a minimum score of 400 on both SAT Reading AND SAT Mathematics.~~
- Student attains a **minimum semester 1 average of 92** ~~an assessment average of 92 in CP Chemistry. Student attains a minimum score of 40/22 on both PSAT Reading AND~~

~~PSAT Mathematics or a minimum score of 400 on SAT Reading AND SAT Mathematics.~~

### AP Biology

- Student attains a **minimum semester 1 average of 85** ~~an assessment average of 85 in Honors Biology and student attains a minimum score of 40/22 on both PSAT Reading AND PSAT Mathematics or a minimum score of 400 on both SAT Reading AND SAT Mathematics~~ **and a minimum score of 550 on both the ELA and mathematics sections of the PSAT/SAT.**
- Student attains a **minimum semester 1 average of 92** ~~an assessment average of 92 in CP Biology Student attains a minimum score of 40/22 on both PSAT Reading AND PSAT Mathematics or a minimum score of 400 on both SAT Reading AND SAT Mathematics~~ **and a minimum score of 550 on both the ELA and mathematics sections of the PSAT/SAT.**

\*PSAT and SAT score criteria are subject to change based on new high school proficiency requirements to be set by the state of New Jersey.

### AP Chemistry

- Student attains a **minimum semester 1 average of 85** ~~an assessment average of 85 in Honors Chemistry and student attains a minimum score of 40/22 on both PSAT Reading AND PSAT Mathematics or a minimum score of 400 on both SAT Reading AND SAT Mathematics~~ **and a minimum score of 550 on both the ELA and mathematics sections of the PSAT/SAT.**
- Student attains a **minimum semester 1 average of 92** ~~an assessment average of 92 in CP Chemistry and student attains a minimum score of 40/22 on both PSAT Reading AND PSAT Mathematics or a minimum score of 400 on both SAT Reading AND SAT Mathematics~~ **and a minimum score of 550 on both the ELA and mathematics sections of the PSAT/SAT.**

\*PSAT and SAT score criteria are subject to change based on new high school proficiency requirements to be set by the state of New Jersey.

### AP Physics

- Student attains a **minimum semester 1 average of 85** ~~an assessment average of 85 in Honors Physics and student attains a minimum score of 40/22 on both PSAT Reading AND PSAT Mathematics or a minimum score of 400 on both SAT Reading AND SAT Mathematics~~ **and a minimum score 550 on both the ELA and mathematics sections of the PSAT/SAT.**
- Student attains a **minimum semester 1 average of 92** ~~an assessment average of 92 in CP Physics and student attains a minimum score of 40/22 on both PSAT Reading AND PSAT Mathematics or a minimum score of 400 on both SAT Reading AND SAT Mathematics~~ **and a minimum score 550 on both the ELA and mathematics sections of the PSAT/SAT.**

\*PSAT and SAT score criteria are subject to change based on new high school proficiency requirements to be set by the state of New Jersey.

### SOCIAL STUDIES COURSES

#### Honors Early US History (US I)

Student attains **a minimum semester 1 average** ~~an assessment average~~ of 92 in 8<sup>th</sup> grade Social Studies.

#### Honors Modern US History (US II)

Student attains **a minimum semester 1 average** ~~an assessment average~~ of 85 in Honors Early US History I or **a minimum semester 1 average** ~~an assessment average~~ of 92 in CP Early US History I.

#### Honors World History

Student attains **a minimum semester 1 average of 85** ~~an assessment average~~ in Honors Modern US History II or **a minimum semester 1 average** ~~an assessment average~~ of 92 in CP Modern US History II.

#### AP US History /AP Human Geography/AP US Government and Politics/AP Government/AP World History

- Student attains **a minimum semester 1** ~~an assessment average~~ of 85 in Honors Modern US History II ~~and student attains a minimum PSAT Reading score of 40/22 or a minimum SAT Reading score of 400~~ **and minimum score of 550 on ELA section of the PSAT/SAT.**
- Student attains **a minimum semester 1** ~~an assessment average~~ of 92 in CP Modern US History II ~~and student attains a minimum PSAT Reading score of 40/22 or a minimum SAT Reading score of 400~~ **and minimum score of 550 on ELA section of the PSAT/SAT.**

\*PSAT and SAT score criteria are subject to change based on new high school proficiency requirements to be set by the state of New Jersey.

#### AP World History

- ~~Student attains an assessment average of 85 in Honors Modern US History II and student attains a minimum PSAT Reading score of 40/22 or a minimum SAT Reading score of 400.~~
- ~~Student attains an assessment average of 92 in CP Modern US History II and student attains a minimum PSAT Reading score of 40/22 or a minimum SAT Reading score of 400.~~

~~\*PSAT and SAT score criteria are subject to change based on new high school proficiency requirements to be set by the state of New Jersey.~~



### AP Psychology

Student attains **a minimum semester 1** ~~an assessment~~ average of 92 in psychology, developmental psychology or particular topics in psychology ~~and student attains a minimum PSAT Reading score of 40/22 or a minimum SAT Reading score of 400 and a minimum score of 550 on ELA section of the PSAT/SAT.~~

\*PSAT and SAT score criteria are subject to change based on new high school proficiency requirements to be set by the state of New Jersey.

## WORLD LANGUAGE COURSES

### AP Spanish

Student attains **a minimum semester 1** ~~an assessment~~ average of 92 in Spanish III

### AP Italian

Student attains **a minimum semester 1** ~~an assessment~~ average of 92 in Italian III

## ART AND MUSIC COURSES

### AP MUSIC / ART COURSES

A teacher recommendation must be provided in order for a student to take an AP Music or AP Art course.

## LANGUAGE ARTS COURSES

### Honors English 9

Student attains **a minimum semester 1** ~~an assessment~~ average of 85 in Honors 8<sup>th</sup> Grade English or **a minimum semester 1** ~~an assessment~~ average of 92 in regular 8<sup>th</sup> grade English.

### Honors English 10

Student attains **a minimum semester 1** ~~an assessment~~ average of 85 in Honors English 9 or **a minimum semester 1** ~~an assessment~~ average of 92 in CP English 9.

### Honors English 11

Student attains **a minimum semester 1** ~~an assessment~~ average of 85 in Honors English 10 or **a minimum semester 1** ~~an assessment~~ average of 92 in CP English 10.

### Honors English 12

Student attains **a minimum semester 1** ~~an assessment~~ average of 85 in Honors English 11 or **a minimum semester 1** ~~an assessment~~ average of 92 in CP English 11.

### AP English Language and Composition

- Student attains **a minimum semester 1** ~~an assessment~~ average of 85 in Honors English 10 and ~~student attains a minimum PSAT Reading score of 40/22 or a minimum SAT Reading score of 400~~ **a minimum score of 550 on the ELA section of the PSAT/SAT.**
- Student attains **a minimum semester 1** ~~an assessment~~ average of 92 in CP English 10 and ~~student attains a minimum PSAT Reading score of 40/22 or a minimum SAT Reading score of 400~~ **a minimum score of 550 on the ELA section of the PSAT/SAT.**

\*PSAT and SAT score criteria are subject to change based on new high school proficiency requirements to be set by the state of New Jersey).

### AP English Literature and Composition

- Student attains **a minimum semester 1** ~~an assessment~~ average of 85 in Honors English 11 and ~~student attains a minimum PSAT Reading score of 40/22 or a minimum SAT Reading score of 400~~ **a minimum score of 550 on the ELA section of the PSAT/SAT.**
- Student attains **a minimum semester 1** ~~an assessment~~ average of 92 in CP English 11 and ~~student attains a minimum PSAT Reading score of 40/22 or a minimum SAT Reading score of 400~~ **a minimum score of 550 on the ELA section of the PSAT/SAT.**

\*PSAT and SAT score criteria are subject to change based on new high school proficiency requirements to be set by the state of New Jersey).

## MATHEMATICS COURSES

### Algebra 1 Honors

Student attains **a minimum semester 1** ~~an assessment~~ average of 85 in 8<sup>th</sup> grade Honors Mathematics or **a minimum semester 1** ~~an assessment~~ average of 92 in CP 8<sup>th</sup> grade Mathematics.

### Geometry Honors

Student attains **a minimum semester 1** ~~an assessment~~ average of 85 in Algebra 1 Honors or **a minimum semester 1** ~~an assessment~~ average of 92 in CP Algebra 1.

### Algebra II Honors

Student attains **a minimum semester 1** ~~an assessment~~ average of 85 in Geometry Honors or **a minimum semester 1** ~~an assessment~~ average of 92 in CP Geometry.

### Pre-Calculus Honors/ Trigonometry Honors

Student attains **a minimum semester 1** ~~an assessment~~ average of 85 in Algebra 2 Honors or **a minimum semester 1** ~~an assessment~~ average of 92 in Algebra 2.

### AP Calculus

- Student attains **a minimum semester 1** ~~an assessment~~ average of 85 in Pre-Calculus Honors and ~~student attains a minimum PSAT Mathematics score of 40/22 or a minimum SAT Mathematics score of 400~~ **a minimum score of 550 on the mathematics section of the PSAT/SAT.**
- Student attains **a minimum semester 1** ~~an assessment~~ average of 92 ~~assessment in~~ Pre-Calculus and ~~student attains a minimum PSAT Mathematics score of 40/22 or a minimum SAT Mathematics score of 400~~ **a minimum score of 550 on the mathematics section of the PSAT/SAT.**

\*PSAT and SAT score criteria are subject to change based on new high school proficiency requirements to be set by the state of New Jersey.

### AP Statistics

- Student attains **a minimum semester 1** ~~an assessment~~ average of 85 in Algebra II Honors / Pre-Calculus Honors and ~~student attains a minimum PSAT Mathematics score of 40/22 or a minimum SAT Mathematics score of 400~~ **a minimum score of 550 on the mathematics section of the PSAT/SAT.**
- Student attains **a minimum semester 1** ~~an assessment~~ average of 92 in Algebra II / Pre-Calculus and ~~student attains a minimum PSAT Mathematics score of 40/22 or a minimum SAT Mathematics score of 400 and attains a minimum PSAT Reading score of 40/22 or a minimum SAT Reading score of 400~~ **a minimum score of 550 on the mathematics section of the PSAT/SAT.**

\*PSAT and SAT score criteria are subject to change based on new high school proficiency requirements to be set by the state of New Jersey.

## BUSINESS COURSES

### AP Macroeconomics/AP Microeconomics/AP Economics

- Student attains **a minimum semester 1** ~~an assessment~~ average of ~~92~~**85** in honors math and language arts and ~~student attains a minimum PSAT Mathematics score of 40/22 or a minimum SAT Mathematics score of 400~~ **a minimum score of 550 on the ELA and mathematics section of the PSAT/SAT.**
- **Student attains a minimum semester 1 average of 92 in college preparatory math and language arts and a minimum score of 550 on the ELA and mathematics sections of the PSAT/SAT.**

\*PSAT and SAT score criteria are subject to change based on new high school proficiency requirements to be set by the state of New Jersey.

MIDDLE SCHOOL  
MATHEMATICS COURSES

Students must be enrolled in both Math Honor classes in Middle School. Both classes will averaged in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade to qualify.

\*\*All assessment averages will be based on the first three marking periods exclusive of exams.

6TH GRADE HONORS MATH

- Student attains an assessment average of 92 in 5<sup>th</sup> Grade Math AND passes a comprehensive mathematics assessment with a grade of an 85 or higher.

7TH GRADE HONORS MATH

- Student attains an assessment average of 85 in 6<sup>th</sup> grade Math Honors courses.
- Student attains an assessment average of 92 in 6<sup>th</sup> grade Math courses AND passes a comprehensive mathematics assessment with a grade of an 85 or higher.

8<sup>TH</sup> GRADE ALGEBRA 1 HONORS/MATH TOPICS HONORS

- Student attains an assessment average of 85 in 7<sup>th</sup> grade Math Honors courses.
- Student attains an assessment average of 92 in 7<sup>th</sup> grade Math courses AND passes a comprehensive mathematics assessment with a grade of an 85 or higher.

LANGUAGE ARTS COURSES

Student must be enrolled in both Language Arts Honor Classes in 6<sup>th</sup> and 7<sup>th</sup> Grade. Both classes will be averaged from 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grades to qualify.

HONORS READING/WRITING 6

- Student attains an assessment average of 92 in 5<sup>th</sup> Grade Language Arts courses AND passes a comprehensive Language Arts assessment with a grade of an 85 or higher.

HONORS READING/WRITING 7

- Student attains an assessment average of 85 in 6<sup>th</sup> grade Language Arts Honors courses.
- Student attains an assessment average of 92 in 6<sup>th</sup> grade Language Arts courses AND passes a comprehensive Language Arts assessment with a grade of an 85 or higher.

## HONORS LANGUAGE ARTS 8

- ~~o Student attains an assessment average of 85 in 7<sup>th</sup> grade Language Arts Honors courses.~~
- ~~o Student attains an assessment average of 92 in 7<sup>th</sup> grade Language Arts courses AND passes a comprehensive Language Arts assessment with a grade of an 85 or higher.~~

~~Transfer Students Placement in honors classes will be based on past academic records and required pre-requisites that have been achieved. A test may be given for a student to qualify into an Honor's class where transcripts do not match with our course progression/program.~~

Approved: February 26, 2015

Revised: March 31, 2016

Revised: June 23, 2016

Revised (First Reading): April 27, 2017

# Hasbrouck Heights Board of Education

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## District Policy

### **4130.1- ASSIGNMENT AND TRANSFER: CONFLICTS OF INTEREST**

Section: Support Staff

Date Created: January, 2016

Date Edited:

The Board of Education recognizes that allowing support staff to supervise their own child may create a conflict of interest. In order to avoid same, support staff shall be prohibited from serving as their own child's **permanent** paraprofessional, classroom aide, or one-to-one aide. Individuals currently in such positions will be allowed to continue until a change is deemed necessary.

Adopted: January 25, 2017

Revised (First Reading): April 27, 2017

## 8601 PUPIL SUPERVISION AFTER SCHOOL DISMISSAL

### M

The Board of Education adopts this Pupil Supervision After School Dismissal Policy as a result of the New Jersey Supreme Court's decision in *Joseph Jerkins, an infant by his Guardian Ad Litem, Charles Jerkins; Charles Jerkins and Toni Jerkins, individually, v. Soweto Anderson; Kemba N. Anderson; John Does 1-10 (fictitious individuals) and ABC Corporations 1-10 (fictitious entities), and Board of Education of Pleasantville Public Schools and Rosemay Clarke*.

The New Jersey Supreme Court, in *Jerkins*, indicated dangers exist for younger pupils at dismissal as children are susceptible to numerous risks, including negligent conduct, when leaving school property. Because of these risks, the Board of Education adopts and requires the implementation of Policy 8601 for the supervision of younger pupils after dismissal. The supervision provisions of Policy Guide 8601 are applicable to parents or legal guardians of pupils attending district-operated schools or programs in grades Kindergarten to Five who are not eligible for district-provided transportation after dismissal or are eligible and elect not to use district-provided transportation after dismissal.

#### Student Dismissal Procedures:

##### Half Session Days:

Upon request in writing to the respective Building Principals, students may be enrolled in the KEYS Program on 1/2 session days providing:

1. Advance notice of at least three school days
2. Tuition payment to be submitted at the time of request. The rate will be the established per diem rate.
3. Pick up and dismissal times are 4:30 and 6:00 PM in accordance with KEYS procedures.

The elementary schools will only release a student to his/her parent/guardian or a person authorized by the parent/guardian. Authorization must be submitted to the office in writing unless extreme circumstances preclude appropriate notification. In these extreme cases, a student may be released to an appropriate designee at the discretion of the building administrator.

Dismissal will be supervised by classroom teachers, special subject area teachers, teacher (s) in charge, and/or the Principal. Teachers will only release children to designated escorts. Children in grades Pre-Kindergarten through three are not permitted to walk home unescorted at any time.

Children in grades four and five may walk home unescorted if permission is granted by the parent/guardian in writing.

- ~~Any children who are not picked up within 5 minutes of dismissal will be escorted to the office by school staff.~~
- ~~Children will wait in the office until the escort arrives. The office staff will contact the parent/guardian and if necessary call the emergency contacts. If no one comes to pick up the children within 30 minutes the police may be notified to pick up the children.~~

- **If a child is not picked up from school within 5 minutes of dismissal time, they will be brought to the Principal's Office until 3:55 pm when they will be sent to the KEYS After School Program. Parents will subsequently be sent a bill for the time their child spends in KEYS.**
- If circumstances require it, the Hasbrouck Heights Police Department and/or the Division of Child Protection and Permanency ~~will~~ **may** be notified.
- Crossing guards will be stationed at the discretion of the Hasbrouck Heights Police Department.
- The Board of Education's Safety Committee will review dismissal procedures annually.
- The Superintendent of Schools will ensure that all parents are notified via the district website of the school calendar, dismissal procedures, after school programs, and the emergency plan for students who are left at school.

#### Early Dismissal From School:

Whenever possible a student must present his/her classroom teacher with an explanation that includes the date, time, and reason for the early dismissal. The parent/guardian must report to the elementary school's main office and must sign the student out. It is never permissible for a parent/guardian to remove a student directly from the classroom.

In emergency situations, the parent must contact the school's main office and must notify the building administrator of the time and reason for early dismissal. The parent/guardian must report to the elementary school's main office and must sign the student out. It is never permissible for a parent/guardian to remove a student directly from the classroom.

This Policy shall be published in pupil/school handbooks. In addition, the school district shall provide to parent(s) or legal guardian(s) in the beginning of the school year, the school's calendar to include the starting and dismissal times for full session, half-session, and early dismissal days due to weather or other emergencies. Parent(s) or legal guardian(s) shall be required to return to the school a signed acknowledgement of receipt of the pupil/school handbook, which shall include this Policy and the school calendar. In addition, any changes to the school's calendar made during the school year shall also be provided to parent(s) or legal guardian(s).

Adopted: 20 November 2014

Revised (First Reading): April 27, 2017



## 2210 CURRICULUM DEVELOPMENT

### M

The Superintendent, **and his/her designee**, shall be responsible to the Board for the development of curriculum to meet identified pupil needs. He/she shall establish procedures for curriculum development which ensure the effective participation of teaching staff members; pupils, as appropriate to their age and grade; parent(s) or legal guardian(s); the community; members of the Board; and the use of all available resources.

Care shall be taken that certified staff shall not be assigned to teach material outside the limits of their certification and endorsements.

The Superintendent shall report to the Board the objectives, evaluative criteria, and costs of each proposed program before seeking Board adoption. New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation, in order for Board members to have an opportunity to review the proposed program.

Criteria by which the Board will judge the acceptability of new course offerings include:

1. Does it address an identified pupil need?
2. Is it relevant to the Board's philosophy and goals and does it offer real possibilities for progress toward these goals?
3. Does it satisfy the requirements of the Board's school and classroom practices regarding bias and stereotyping?
4. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?
5. Does it include the criteria by which progress can be measured?
6. Does it address the necessary study skills?
7. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?
8. Has a curriculum guide been completed? If not, when can it be expected?
9. Have the associated textbooks been recommended to the Board?
10. Have the costs and time of implementation been reviewed, including in-service training?

A five-year plan for updating curriculum shall be developed and implemented. The Superintendent shall report annually on all progress in curriculum development and the implementation of the five-year curriculum plan at the time of the Board's annual adoption of curriculum.

Adopted: 20 November 2014

Revised (First Reading): April 27, 2017

## 2230 COURSE GUIDES

### **M**

The Superintendent **and the Director of Curriculum** shall oversee development of curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught and attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and evaluation criteria intended to test the extent to which learning objectives have been met.

Teachers shall use the guides as the core of their instructional planning.

It shall be the responsibility of the Principal to ensure that curriculum guides are being followed.

A copy of each guide in use shall be kept on file in each school office. Such guides shall be available for public inspection.

Because curriculum guides are the means of implementing instruction in courses adopted by the Board as the curriculum of the district, the Board shall approve any new curriculum guides or any revision to an existing guide before they are put into effect.

N.J.S.A. 18A:33-1

Adopted: 20 November 2014

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