
The Somerset Hills School District
Regular Meeting Agenda - September 21, 2022
Executive Session - 5:30 P.M.
Public Input & Action - 7:30 P.M.
Bernards High School Performing Arts Center

I. Call to Order & Welcome

Welcome to a meeting of the Board of Education of Somerset Hills. Please be advised that this and all meetings of the Board are open to the public and media, consistent with the Open Public Meetings Act: (Chapter 231 Laws of 1975), and that advance notice required therein has been provided. This is a meeting of the Board of Education of Somerset Hills at which formal action may be taken. The public will have an opportunity to be heard as shown on the Agenda.

II. Roll Call

III. Executive Session

WHEREAS the “Open Public Meetings Act:” (Chapter 231 Laws of 1975) authorizes a public body to exclude the public from that portion of a meeting at which specified topics are to be discussed under circumstances where the public consideration of such topics will clearly endanger the public, or where the personal privacy or guaranteed rights of individuals whose activities or affairs are to be discussed would be clearly in danger of unwarranted invasions, and

WHEREAS the matters about to be presented for discussion clearly meet the “circumstances” test of such Act:

RESOLVED that the Board of Education of Somerset Hills now adjourns its public session to reconvene in Executive Session for the purpose of discussing the following: Personnel, Student Matters, Contracts, Negotiations and Litigation.

And, be it further,

RESOLVED that the discussion in Executive Session be disclosed when the Board’s consideration of the subject matter has been closed, or that such matter does not adversely affect the rights of prospective, current, or past public officers, or personnel of the Board, unless such individuals have in writing requested the disclosures of such discussion at a public meeting and provided such a public disclosure will no longer clearly endanger the public interest.

IV. Pledge of Allegiance

V. Roll Call

VI. Report of the Superintendent

VII. Public Comments for Actionable Agenda Items

We very much welcome input from the public. Public comments are welcome at this time on any actionable agenda item. Towards the end of the meeting there is a second public forum on any topic. Please state your name and address. Comments are limited to three minutes, but an individual may speak a second time after all others who wish to speak on the topic have been heard. Please understand that our public forums are not structured as question and answer sessions, but are offered as opportunities to share your thoughts with the Board. In instances where the Board feels that there is a misunderstanding or inaccuracy, the Board President or Superintendent may address the comment. In

accordance with New Jersey Statute, the Board will not discuss matters regarding specific personnel. Public Comments will be limited to 30 minutes. Thank you for your input.

VIII. Approval of Minutes*

1. Approval of Minutes

Resolved, that the Somerset Hills Board of Education approve the Public Input & Action and Executive meeting minutes for August 24, 2022.

IX. FINANCE

A. Committee Report & Discussion:

B. Action Items:

1. Board Secretary & Treasurer Reports & Board Certification*

WHEREAS, the Board Secretary has received the Reports of the Secretary and Treasurer for the month of July 2022 showing the following balances:

| FUND | Board Secretary Cash Balance (1) | Treasurer Cash Balance (2) |
|----------------------------|---|---------------------------------------|
| (10) General Fund | \$11,067,150.91 | \$11,067,150.91 |
| (20) Special Revenue Fund | (\$505,152.56) | (\$505,152.56) |
| (30) Capital Projects Fund | \$371,191.25 | \$371,191.25 |
| (40)Debt Service Fund | \$260,301.48 | \$260,301.48 |
| Total Government Funds | \$11,193,491.08 | \$11,193,491.08 |

(1) From Secretary's Report (2) From Treasurer's Report

WHEREAS in compliance with N.J.A.C.6A: 23-2.1(c)3 the secretary has certified that, as of the date of the report(s), no budgetary line item account has encumbrances and expenditures which in total exceed the amount appropriated by the district board of education, now, therefore, be it

RESOLVED, the Board of Education accepts the above referenced report and certifications and orders that they be attached to and made part of the record of this meeting, and be it

FURTHER RESOLVED, in compliance with N.J.A.C.6A: 23-3.11(c) 4, the Board of Education certifies that, after review of the secretary's monthly financial reports (appropriation section) and upon consultation with the appropriate district officials, to the best of its knowledge, no major account or fund has been overexpended in violation of N.J.A.C.6A: 23-2.11(b), and that sufficient funds are available to meet the district's financial obligations for the remainder of the year.

2. Approve 2022-2023 Budget Transfers*

Resolved that the Somerset Hills Board of Education approves the attached list of budget transfers for July 2022.

3. Approve Special Education Schools*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the following schools for the 2022-2023 school year and/or ESY:

| | Student ID # | School | Location | Cost |
|----|--------------------------|--|--------------|------------------------------|
| a. | 1764996066 8026186552 | Celebrate the Children Celebrate the Children | Denville, NJ | \$109,080.00 \$109,080.00 |
| b. | 1764996066 | Limitless - ESY | Denville, NJ | \$8,104.00 |

| | | | | |
|----|--|--|-------------------|---|
| | 8026186552 | Limitless - ESY | | \$10,749.00 |
| c. | 1079125455 | The Center School | Somerset, NJ | \$79,972.20 |
| d. | 2406215244 2406215244 | ECLC of NJ - Chatham ECLC of NJ - Chatham - ESY | Chatham, NJ | \$63,579.60 \$7,064.40 |
| e. | 4469898470 4469898470 7435542741 7435542741 9247137466 9247137466 | Essex Valley School Essex Valley School - ESY Essex Valley School Essex Valley School - ESY Essex Valley School Essex Valley School - ESY | W. Caldwell, NJ | \$78,903.00 \$8,767.00 \$78,903.00 \$8,767.00 \$78,903.00 \$8,767.00 |
| f. | 4980445376 4980445376 6704368293 6704368293 | Hunterdon Prep Hunterdon Prep - ESY Hunterdon Prep Hunterdon Prep - ESY | Annandale, NJ | \$59,247.00 \$9,874.50 \$59,247.00 \$9,874.50 |
| g. | 9206219199 9206219199 | Lakeland Regional HS Lakeland Regional HS - ESY | Wanaque, NJ | \$81,205.20 \$13,534.20 |
| h. | 2102757988 2102757988 | Matheny School Matheny School - ESY | Peapack, NJ | \$92,232.00 \$22,353.00 |
| i. | 3191740990 3191740990 6674065186 6674065186 | Midland School Midland School - ESY Midland School Midland School - ESY | North Branch, NJ | \$76,590.00 \$12,339.50 \$106,614.00 17,176.70 |
| j. | 4129254390 4129254390 5896832951 7712323425 | Montgomery Academy Montgomery Academy - ESY Montgomery Academy Montgomery Academy | Basking Ridge, NJ | \$85,932.00 \$9,548.00 \$85,932.00 \$85,932.00 |
| k. | 3027945811 | Morris School District - ESY | Morristown, NJ | \$8,506.32 |
| l. | 3576316201 3576316201 3919382829 3919382829 | MUJC - DLC Warren MUJC - DLC Warren - ESY MUJC - DLC Warren MUJC - DLC Warren - ESY | Warren, NJ | \$99,824.00 \$16,637.00 \$99,824.00 \$16,637.00 |
| m. | 1353989105 1353989105 | Newmark High School Newmark High School - ESY | Scotch Plains, NJ | \$62,220.60 \$6,222.06 |
| n. | 4430675215 4430675215 7091185137 7091185137 9533446690 | Newmark School Newmark School - ESY Newmark School Newmark School - ESY Newmark School | Scotch Plains, NJ | \$62,476.20 \$6,247.62 \$62,476.20 \$6,247.62 \$62,246.20 |

| | | | | |
|----|--|--|----------------|---|
| | 9533446690 | Newmark School - ESY | | \$6,247.62 |
| o. | 3839380106 3839380106 | New Road School New Road School - ESY | Somerset | \$63,993.60 \$10,665.60 |
| p. | 7841323206 | The Phoenix Center | Nutley, NJ | \$105,424.20 |
| q. | 4169704793 4169704793 8166393899 8166393899 | Pillar School Pillar School - ESY Pillar School Pillar School - ESY | Livingston, NJ | \$67,204.40 \$11,201.40 \$106,808.40 \$17,801.40 |
| r. | 3957424154 3957424154 | Reed Academy Reed Academy - ESY | Oakland, NJ | \$104,299.20 \$17,383.20 |
| s. | 1403500697 2649079881 | Shepard Prep High School Shepard Prep High School | Morristown, NJ | \$58,183.02 \$58,183.02 |
| t. | 8664505632 | Stanhope School | Stanhope, NJ | \$35,245.56 |
| u. | 3027945811 | UCESC | Summit, NJ | \$48,205.00 |

4. Approve Parent Organization Fundraiser*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following parent organization fundraisers for the 2022-2023 school year:

| | Organization | School | Event | Date |
|---|------------------------|--------|-----------------------|--------------|
| a | BHS Cross Country Team | BHS | Pizza/Ice Cream Night | October 2022 |

5. Approve Settlement agreement*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following Settlement Agreement for Student # 4383825343 for the 2022-2023 school year:

6. Approve 2022-2023 Non-Public Security Aid*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the use of funds for Non-Public Security Aid for the following school:

| Non-Public School | Description | Amount |
|-----------------------|---|------------|
| Far Hills Country Day | Brother QL-820NWB- Visitor Badge printer | \$586.04 |
| Far Hills Country Day | Visitor Kiosk Stand Stouchi - stand - for tablet | \$97.50 |
| Far Hills Country Day | Verkada Guest - subscription license (1 year) - 1 device | \$5,818.98 |
| Far Hills Country Day | Verkada CF81-E 12MP Fisheye Security Camera - 30 Days Storage | \$6,447.24 |

| | | |
|-----------------------|--|------------|
| Far Hills Country Day | Verkada ACC-MNT-2 - camera mounting bracket | \$163.12 |
| Far Hills Country Day | Verkada Command - subscription license (10 years) - 1 camera | \$5,817.00 |
| Far Hills Country Day | Verkada ACC-MNT-8 - camera pendant cap | \$127.50 |

7. Approve Lifelines Program*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the implementation of the Lifelines Program funded by *Empower Somerset*.

8. Approve Carmine P. Fusco, Inc. agreement*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the lease agreement with Carmine P. Fusco, Inc. not to exceed \$6,720.

9. Approve YMCA Before/After Care Program

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the Before/After Care Program with the Somerset Hills YMCA for the 2022-2023 school year not to exceed \$20,000.

10. Approve Data Management Consultant Agreement*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the Data Management Consultant Agreement with Hands-On Tech, LLC for the 2022-2023 school year not to exceed \$5,000.

11. Approve Independent Auditor To Prepare A41, A42 and Resource Room Actual Costs Per Pupil*

Resolved, that the Somerset Hills Board of Education approve Wiss, Co. as the independent auditor to prepare the A41, A42 and Resource Room Actual Costs Per Pupil from the 2021-2022 school year at a cost of \$7,500 to be shared with Bedminster Board of Education. The Somerset Hills Board of Education will be responsible for \$3,750.

X. FACILITIES & OPERATIONS

A. Committee Report & Discussion:

B. Action Items:

1. Amend the Safe Return Plan*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, amend the District's *Safe Return Plan* as it is outlined in The American Rescue Plan Elementary and Secondary Schools Emergency Relief (ARP ESSER) Funds Application

2. Amend the Chapter 27, Emergency Virtual or Remote Instruction Plan*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, amend the District's Chapter 27, Emergency Virtual or Remote Instruction Plan.

3. HIB Report

Resolved, that the Somerset Hills Board of Education reviewed the Harassment, Intimidation, and Bullying cases presented on August 24, 2022, and upheld the findings and/or consequences recommended by the Superintendent.

- BMS 2021-2022 #20
- BMS 2021-2022 #24

XI. CURRICULUM

A. Committee Report & Discussion:

B. Action Items:

1. Approve Field Trips

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following field trips:

| | School | Trip | # of Students | # of Faculty | # of Chaperones |
|---|---------------|---------------------|----------------------|---------------------|------------------------|
| a | BMS | Steam Tank: virtual | 10 | 1 | 0 |

2. Approve Field Trips *

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following field trips:

| | School | Trip | # of Students | # of Faculty | # of Chaperones |
|---|---------------|--|----------------------|---------------------|------------------------|
| a | BHS | Six Flags Great Adventure - Jackson, NJ | 68 | 2 | 3 |
| b | BHS | NJ Physics Olympics - Wayne, NJ | 24 | 1 | 0 |
| c | BHS | Somerville Caroling Festival - Somerville, NJ | 24 | 1 | 1 |
| d | BHS | ShopRite - Bernardsville, NJ | 5 | 2 | 0 |
| e | BHS | Peapack Gladstone Bank - Bernardsville, NJ | 5 | 2 | 0 |
| f | BHS | Black River Roasters - Branchburg, NJ | 5 | 2 | 0 |
| g | BHS | Destination Athlete & Sweet Melissa Bakery - Lebanon, NJ | 5 | 2 | 0 |
| h | BHS | Bernardsville Public Library - Bernardsville, NJ | 5 | 2 | 0 |
| i | BHS | Rutgers University - Piscataway, NJ | 16 | 2 | 0 |
| j | BHS | Pequannock Township High School - Pompton Plains, NJ | 24 | 3 | 0 |
| k | BHS | Lenape Valley Regional High School - Stanhope, NJ | 24 | 3 | 0 |

| | | | | | |
|---|-----|---|----|---|---|
| l | BHS | Vernon Township High School - Glenwood, NJ | 24 | 3 | 0 |
| m | BHS | Hillsborough High School - Hillsborough, NJ | 24 | 3 | 0 |

3. Approve Professional Development/School Business

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following professional development/school business, for the 2022-2023 school year:

| | School | Name | Workshop/Conference | Date(s) | Est. Cost |
|---|--------|----------------------------|--|------------------------------------|-----------------------------|
| a | BES | Davis, Emma | Understand the New First Grade Units | 10/4/22 | \$60 (TCRWP contract) |
| b | BES | McCarron, Jim | Together in Art Conference | 10/13/22, 10/14/22 | \$300 |
| c | BES | McShane, Sarah | Studying Third Graders' Writing | 10/4/22 | \$0 |
| d | BMS | Andrews Wright, Rebecca | Make Reader's Notebooks a Transformational Tool | 10/17/22 | \$60 (TCRWP contract) |
| e | BMS | Koellhoffer, Keith | Legal One: The Principal/APs/VPs Survival Guide | 9/29/22 | \$150 |
| f | BMS | McMillan, Patricia | Sparking Joy and Engagement for a Range of Readers | 10/4/22 | \$95.50 (TCRWP contract) |
| g | BMS | Pasquarelli, Jaclyn | International OCD Foundation Training Institute, Pediatric BTTI Conference | 10/13/22, 10/14/22, 10/21/22 | \$0 |

4. Approve Professional Development/School Business*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following professional development/school business, for the 2022-2023 school year:

| | School | Name | Workshop/Conference | Date | Est. Cost |
|---|----------|----------------|---|---|-----------------------------|
| a | District | Barna, Lindsay | MUJC Supervisors Subcommittee | 10/4/22, 2/8/23, 4/25/23 | \$0 |
| b | District | Barna, Lindsay | TCRWP Principal's Conference (22-23 SY) | 10/12, 11/9, 12/7, 1/9, 3/1, 5/11 | \$1,000 (TCRWP contract) |
| c | District | Butler, Coleen | Greater Somerset Association of Curriculum & Instruction (22-23 SY) | 9/16, 10/21, 11/18, 12/16, 1/20, 2/17, 3/17, 4/21, 5/19 | \$0 |
| d | District | Butler, Coleen | NJSBA Workshop 2022 | 10/24-10/26 | \$552.20 |

| | | | | | |
|---|----------|-------------------|--|--|----------|
| e | District | Catelli, Michael | NJPSA: Multilingual Learner Committee (22-23SY) | 9/28, 11/2, 1/12, 3/17, 4/26, 5/25 | \$0 |
| f | District | Dempsey, Gretchen | NJSBA Workshop 2022 | 10/24-10/26 | \$552.20 |
| g | District | DeMarco, Jinnee | SCASBO Meetings for the 22-23 SY | 9/23, 10/21, 11/18, Dec TBD, 1/20, 2/24, 3/24, 4/21, 5/19, June TBD | \$0 |
| h | District | DeMarco, Jinnee | NJSBA Workshop 2022 | 10/24-10/26 | \$552.20 |
| i | District | Kacanski, Jaclyn | SCASBO Meetings for the 22-23 SY | 9/23, 10/21, 11/18, Dec TBD, 1/20, 2/24, 3/24, 4/21, 5/19, June TBD | \$0 |
| j | District | Koransky, Jamie | Somerset County Association of Directors of Special Services Meetings (22-23 SY) | 9/30, 10/28, 11/18, 12/9, 1/27, 2/24, 3/24, 4/28, 5/19, 6/30 | \$0 |
| k | District | Koransky, Jamie | Special Services Academy Workshops (Legal Matters, School Refusal, Transition Services, SEL) | 10/3/22, 12/5/22, 2/27/23, 4/3/23 | \$0 |
| l | District | Koransky, Jamie | MUJC Director of Special Services Meetings (22-23 SY) | 10/14, 11/4, 12/16, 1/13, 2/10, 3/17, 5/5, 6/9 | \$0 |
| m | District | Lucas, Doug | NJBGA Chapter Meetings (22-23 SY) | 9/20, 10/1, 11/15, 12/20, 1/17, 2/21, 3/14, 4/18, 5/16, 6/20 | \$380.70 |
| n | District | Mehan, Kathy | MUJC Subcommittee: Personnel | 11/14/22, 2/27/23, 5/25/23 | \$0 |
| o | District | Schwarz, Jeremy | Edge.com Autumn Conference 2022: Helping Solve Today's Challenges | 10/13/22 | \$35 |
| p | BHS | Ellis, Amanda | RVCC Counselor Breakfast | 10/14/22 | \$0 |
| q | BHS | Hart, Amy | Teachers of Transition Subcommittee | 10/25/22, 1/18/23, 3/21/23, 5/16/23 | \$0 |

| | | | | | |
|---|----------|------------------|---------------------|-------------|----------|
| r | District | Baker, Robert | NJSBA Workshop 2022 | 10/24-10/26 | \$552.20 |
| s | District | Cooper, Nicole | NJSBA Workshop 2022 | 10/24-10/26 | \$552.20 |
| t | District | Frenda, Sam | NJSBA Workshop 2022 | 10/24-10/26 | \$552.20 |
| u | District | Joyce, Ian | NJSBA Workshop 2022 | 10/24-10/26 | \$552.20 |
| v | District | Santoro, Heather | NJSBA Workshop 2022 | 10/24-10/26 | \$552.20 |
| w | District | Tober, Kathy | NJSBA Workshop 2022 | 10/24-10/26 | \$552.20 |
| x | District | Wry, Pat | NJSBA Workshop 2022 | 10/24-10/26 | \$552.20 |

5. Amend Professional Development/School Business*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, amend the following professional development/school business, for the 2022-2023 school year:

| | School | Name | Workshop/Conference | Date | Est. Cost |
|---|----------|----------------|-----------------------|---------|--------------|
| a | District | Butler, Coleen | HIB:New Law, New Year | 7/20/22 | \$0 \$125 |

6. Approve Summer Curriculum*

Resolved that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following teachers and days for the 2022 summer curriculum projects in order to update documents to meet New Jersey Standards and course requirements. As per SHEA contract, 1 day is defined as 5 hours of work at \$40/hour.

| | Course Name | Project Description | Days | Writer(s) |
|---|----------------|---------------------------------|------|------------|
| a | US History 2 H | AAPI Updates, NJSLS - SS update | 1 | D. Szostak |

XII. PERSONNEL

A. Committee Report and Discussion.

B. Action Items:

1. Accept Resignations*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, accepts the resignations of the following employees:

| | Name | School | Position | Effective |
|---|-------------------|----------|------------------------------------|-----------|
| a | Phetwiang, Suriya | BHS | Custodian | 10/7/22 |
| b | Zavacki, Susan | BHS | Special Education Paraprofessional | 9/1/22 |
| c | Milford, Marlene | District | Bus Driver | 8/31/22 |

2. Accept Resignations

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, accepts the resignations of the following employees:

| | Name | School | Position | Effective |
|---|-------------------|--------|------------------------------------|-----------|
| a | Finnigan, Shawna | BES | Regular Paraprofessional | 9/17/22 |
| b | Puhak, Emily | BES | Special Education Teacher | 10/24/22 |
| c | DiSabato, Felicia | BES | Special Education Paraprofessional | 9/21/22 |

3. Accept Termination of Contract*

Resolved, that the Somerset Hills Board of Education accepts the superintendent's request to terminate her employment contract:

| | Name | School | Position | Effective |
|---|-----------------------------------|----------|---------------------------|-----------|
| a | Gretchen (Lucille) Dempsey, Ed.D. | District | Superintendent of Schools | 2/4/23 |

4. Amend Appointment Certified Staff

Resolved, that the Somerset Hills Board of Education amend the appointment of the following non-tenured certified staff for the 2022-2023 school years:

| | Name | School | Position | Replace | Level | Step | Salary | Effective |
|---|------------|--------|---------------------------|---------|-------|------|----------|--------------------|
| a | Cox, Brett | BMS | Teacher Special Education | Pagano | MA+30 | 17 | \$92,855 | 9/23/22 9/27/22 |

5. Approve Appointment Non-Certified Staff*

Resolved, that the Somerset Hills Board of Education approve the appointment of the following non-certified staff for the 2022-2023 school years, *subject to further investigation pursuant to law*:

| | Name | School | Position | Replace | Step | Salary | Effective |
|---|----------------|--------|--------------------------|---------|------|--------------|-------------------------------------|
| a | McGeary, Maura | BHS | Regular Paraprofessional | new | 1 | \$16.34/hour | 9/22/22 <i>pending clearance</i> |

6. Amend Appointment Non-Certified Staff*

Resolved, that the Somerset Hills Board of Education amend the appointment of the following non-certified staff for the 2022-2023 school years:

| | Name | School | Position | Replace | Step | Salary | Effective |
|---|------------------------------|--------|-----------|-------------|------|-------------------|-------------------|
| a | Llinas Zambrano, Maria Paula | BHS | Custodian | S. Rittipun | 6 | \$18,290 (50%) | 8/25/22 9/5/22 |

7. Approve Leave of Absence

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following leave of absence:

| | Employee | Bldg | Position | Type of leave | Dated of Leave/Notes |
|---|----------|------|----------|----------------------|---|
| a | 9089 | BES | Teacher | Disability/Sick days | 11/14/22 - 01/02//23 (paid; w/benefits) |

| | | | | | |
|--|--|--|--|--|--|
| | | | | FMLA Unpaid Leave Anticipated Return | 01/03/23 - 03/24/23 (unpaid; w/benefits) 03/25/23 - 03/31/23 (unpaid: w/benefits) 04/03/23 |
|--|--|--|--|--|--|

8. Amend Leave of Absence

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, amend the following leave of absence:

| | Employee | Bldg | Position | Type of leave | Dated of Leave/Notes |
|---|----------|------|----------|--|--|
| a | 8857 | BES | Teacher | Disability/Sick days FMLA Unpaid Leave Intermittent Leave Anticipated Return | 11/29/21 - 01/31/22 (paid; w/benefits) 02/01/22 - 04/29/22 (unpaid; w/benefits) 05/01/22 - 06/30/22 (unpaid) 09/01/22 - 10/31/22 (w/benefits) 11/01/22 |

9. Approve Student Teaching

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the following student teaching clinical practice for the 2022-2023 school year:

| | Name | Bldg | Subject | Mentor | Effective term/dates |
|---|--------------------|------|----------------------|--------------------|-----------------------|
| a | Szarzynski, Brooke | BES | Elementary Education | Maureen Ziolkowski | 2022-2023 school year |

10. Approve Internship

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approves the following internship for the 2022-2023 school year:

| | Name | Bldg | Subject | Mentor | Effective term/dates |
|---|--------------------|------|-------------------|------------------|-----------------------|
| a | Bale-Pena, Matthew | BHS | School Leadership | Dr. Scott Neigel | 2022-2023 school year |

11. Approve Overloads*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following overload for the 2022-2023 school year:

| | Type of Support | Teacher | Term | Periods | Salary | OVERLOAD Salary <i>prorated</i> |
|---|-------------------|----------------|------|---------|-----------|------------------------------------|
| a | ESL | Garay, Janet | MP1 | 5 | \$90,175 | \$3,758.04 |
| b | ESL | Hart, Amy | MP1 | 5 | \$67,205 | \$2,800.77 |
| c | ESL | Medina, Pilar | MP1 | 5 | \$62,205 | \$2,592.39 |
| d | ESL | Pair, Randall | MP1 | 5 | \$69,105 | \$2,879.95 |
| e | ESL | Pasqua, Jaclyn | MP1 | 5 | \$78,095 | \$3,254.61 |
| f | ESL | Venezio, Maria | MP1 | 5 | \$111,242 | \$4,636.01 |
| g | Special Education | Carey, Amanda | MP1 | 5 | \$65,725 | \$2,739.09 |
| h | Special Education | Fresco, Angela | MP1 | 5 | \$111,242 | \$4,636.01 |

| | | | | | | |
|---|-------------------|---------------------|-----|---|----------|-------------------|
| i | Special Education | Lehnhoff, Robert | MP1 | 5 | \$70,725 | \$2,947.46 |
| j | Special Education | Snyder, Allison | MP1 | 5 | \$86,030 | \$3,585.30 |
| k | Special Education | Stypolkowski, Emily | MP1 | 5 | \$67,205 | \$2,800.77 |
| l | Special Education | Teets, Ashley | MP1 | 5 | \$67,205 | \$2,800.77 |

12. Amend Overload*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, amend the following overload for the 2022-2023 school year:

| | Course | Teacher | Term | Periods | Salary | OVERLOAD Salary prorated |
|---|--------------------|-----------------|------|---------|----------|-------------------------------------|
| a | Financial Literacy | Murphy, Theresa | MP1 | 5 2 | \$90,175 | \$5,069.68 |

13. Approve Co-Curricular & Athletic Positions

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following co-curricular and athletic positions for the 2022-2023 school year:

| | Name | School | Season | Position | Stipend |
|---|----------------|--------|--------|-------------------------|---------|
| a | Shemon, Eileen | BMS | Fall | Soccer: Girls Assistant | \$2,733 |

14. Approve Co-Curricular & Athletic Positions*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following co-curricular & athletic positions for the 2022-2023 school year:

| | Name | School | Season | Position | Stipend |
|---|----------------------|--------|-------------------|--|-------------------------------------|
| a | Voight, Douglas | BHS | Winter | Swimming: Head | \$7,200 |
| b | Ryan, Kelsey Ann | BHS | Spring | Lacrosse: Women's Head | \$8,000 <i>pending clearance</i> |
| c | Day, Brenda | BHS | 22-23 school year | Vocal Music Accompanist | \$4,000 <i>pending clearance</i> |
| d | Anderson, Richard | BHS | 22-23 school year | Math Lab Instructor after school: ARP Grant | \$59.11/hour |
| e | Acuna, Heiner | BHS | 22-23 school year | Math Lab Instructor after school: ARP Grant | \$59.11/hour |
| f | Falletta, LuAnn | BHS | 22-23 school year | Math Lab Instructor after school: ARP Grant | \$59.11/hour |
| g | O'Brien, Kyle | BHS | 22-23 school year | Math Lab Instructor after school: ARP Grant | \$59.11/hour |
| h | Volosin, Lauren | BHS | 22-23 school year | Class Advisor: Freshman | \$2,900 |

15. Approve Translator*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following translator for the 2022-2023 school year:

| | Name | Effective |
|---|-----------------|-----------|
| a | Montaner, Paola | 9/29/22 |

16. Approve Transfer

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following transfer for the 2022-2023 school year

| | Name | Previous Position/Location | New Position/Location | Effective |
|---|----------------|----------------------------|-----------------------|-----------|
| a | Venezia, David | ESL/BHS | ESL/BMS & BES | 9/1/2022 |

17. Approve Extended Substitute Assignments

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following extended substitute assignments for the 2022-2023 school year:

| | Name | Position/Location | Certification | Rate | Effective |
|---|--------------------|-------------------|-------------------------------|-----------|-----------|
| a | Brozyna, Christina | Teacher/BES | County Substitute Certificate | \$190/day | 9/2/22 |
| b | Wieczorek, Renee | Teacher/BES | County Substitute Certificate | \$190/day | 9/1/22 |

18. Rescind Leave Replacement Appointment

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, rescind the following Leave Replacement appointment for the 2022-2023 school year:

| | Name | School | Position | Replace | Level | Step | Salary | Effective Dates |
|---|-------------------|--------|----------|---------|-------|------|----------|-------------------|
| a | Barrett, Michelle | BES | Teacher | 9095 | MA | 1 | \$65,800 | 9/1/22 - 12/23/22 |

19. Approve Substitutes*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following substitutes for the 2022-2023 school year

subject to further investigation pursuant to law:

| | Name | Substitute Position | Certification | Effective |
|---|--------------------|--------------------------|-------------------------------|-------------------------------------|
| a | Malwitz, Donna | Nurse | RPN | 9/1/22 |
| b | Jonach, Kenneth | Teacher/Paraprofessional | Standard Teaching Certificate | 9/22/22 <i>Pending Clearance</i> |
| c | Phetwiang, Suriya | Custodian | n/a | 10/8/2022 |
| d | Machado, Bryan | Computer Technician | n/a | 9/1/22 |
| e | DiSabato, Felicia | Teacher/Paraprofessional | County Substitute Certificate | 10/1/22 |
| f | Gilbert, Jean | Teacher/Paraprofessional | Standard Teaching Certificate | 9/22/22 <i>Pending Clearance</i> |
| g | Stabile, Elizabeth | Teacher/Paraprofessional | Standard Teaching Certificate | 9/22/22 <i>Pending Clearance</i> |
| h | Dallas, Robert | Custodian | n/a | 9/22/22 <i>Pending Clearance</i> |
| i | Barone, Scott | Computer Technician | n/a | 9/22/22 |

| | | | | |
|--|--|--|--|-------------------|
| | | | | Pending Clearance |
|--|--|--|--|-------------------|

XIII. POLICY

- A. Committee Report and Discussion.
 B. Action Items:

1. First Reading*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the first reading of the following bylaw, policy & regulation:

| Policy / Regulation # | Title |
|-----------------------|--|
| P5517 | School District Issued Student Identification Cards <i>(M) (Revised)</i> |
| R5530 | Substance Abuse |
| R5533 | Pupil Smoking |
| P2425 & R2425 | Emergency Virtual or Remote Instruction Plan |

2. Second Reading*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the second reading of the following bylaw, policy & regulation:

| Policy / Regulation # | Title |
|-----------------------|---|
| P2415.04 | Title I - District-Wide Parent and Family Engagement <i>(M) (Revised)</i> |
| P2415.50 | Title I - Bedwell Elementary School Parent and Family Engagement <i>(M) (New)</i> |
| P0143.2 | High School Student Representative to the Board of Education <i>(M) (Revised)</i> |
| P0163 | Quorum <i>(Revised)</i> |
| P1511 | Board of Education Website Accessibility <i>(M) (Revised)</i> |
| P2415 | Every Student Succeeds Act <i>(M) (Revised)</i> |
| P2432 & R2432 | School Sponsored Publications <i>(Abolished-see P5722 below)</i> |
| P5513 & R5513 | Care of School Property <i>(M) (Revised)</i> |
| P5722 | Student Journalism <i>(M) (New)</i> |

XIV. SUPPLEMENTARY MATTERS**XV. PUBLIC COMMENTS**

Public comments are welcome at this time on any topic. Public Comments will be limited to 3 minutes. Please state your name and address. Thank you for your input.

XVI. ADJOURNMENT

***Note: The areas of permitted voting for the Bedminster district representative of the Board of Education are: (a) Tuition to be charged the sending district by the receiving district and the bill lists or**

contracts for the purchase, operation or maintenance of facilities, equipment and instructional materials to be used in the education of the pupils of the sending district; (b) New capital construction to be utilized by sending district pupils; (c) Appointment, transfer or removal of teaching staff members providing services to pupils of the sending district, including any teaching staff member who is a member of the receiving district's central administrative staff; (d) Addition or deletion of curricular and extracurricular programs involving pupils of the sending district; (e) Any matter directly involving the sending district pupils or programs and services utilized by those pupils; (f) Approval of the annual receiving district budget; (g) Any collectively negotiated agreement involving employees who provide services utilized by sending district pupils; (h) Any individual employee contracts not covered by a collectively negotiated agreement, if those employees provide or oversee programs or services utilized by sending district pupils; and (i) Any matter concerning governance of the receiving district board of education including, but not limited to, the selection of the board president or vice-president, approval of board bylaws, and the employment of professionals or consultants such as attorneys, architects, engineers, or others who provide services to the receiving district board of education.

(cf: P.L.1996, c.103, s.1)

Somerset Hills School District

September 21, 2022

ADDENDUM

IX. FINANCE

12. Payment of Bills*

WHEREAS, the Board Secretary has presented attached July 2022 check registers with the recommendation that the checks be paid, and Now, therefore, be it Resolved, that the following bills be paid and an itemized list be filed with the minutes of this meeting:

| FUND | |
|----------------------------|---------------------|
| (10) General Fund | \$163,694.17 |
| (20) Special Revenue Fund | \$20,545.81 |
| (30) Capital Projects Fund | - |
| (40) Debt Service Fund | - |
| (60) Cafeteria Fund | - |
| (90) Agency Fund | - |
| TOTAL | \$184,239.98 |

13. Payment of Bills*

WHEREAS, the Board Secretary has presented attached August 2022 check registers with the recommendation that the checks be paid, and Now, therefore, be it Resolved, that the following bills be paid and an itemized list be filed with the minutes of this meeting:

| FUND | |
|----------------------------|-----------------------|
| (10) General Fund | \$1,468,675.08 |
| (20) Special Revenue Fund | \$75,059.01 |
| (30) Capital Projects Fund | - |
| (40) Debt Service Fund | - |
| (60) Cafeteria Fund | \$20.80 |
| (90) Agency Fund | \$244,522.88 |
| TOTAL | \$1,788,277.77 |

XII. PERSONNEL

19. Approve Substitutes*

Resolved, that the Somerset Hills Board of Education, upon the recommendation of the Superintendent, approve the following substitutes for the 2022-2023 school year *subject to further investigation pursuant to law:*

| | Name | Substitute Position | Certification | Effective |
|---|-----------------|----------------------------|----------------------|-------------------------------------|
| j | Jhonny, Lilian | Bus Driver | CDL | 9/22/22 <i>Pending Clearance</i> |
| k | Honecker, Lisa | Bus Aide | n/a | 9/22/22 |
| l | Cohelech, Ilona | Bus Aide | n/a | 9/22/22 |

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STUDENTS

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School District Issued Student Identification Cards

Jun 22

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[See **POLICY ALERT Nos. 218 and 228**]

5517 SCHOOL DISTRICT ISSUED STUDENT IDENTIFICATION CARDS

The Board of Education recognizes school building security measures are important for the safety and welfare of all students, staff, parents, and community members in school buildings. In recognizing this important responsibility, the Principal or designee may require students to carry a school district issued Identification Card.

An Identification Card will be issued to all students in middle school and high schools.

[Required For Any Grades Seven through Twelve

The Identification Card shall have printed on the back the telephone number for the New Jersey Suicide Prevention Hopeline (NJ Hopeline) and contact information for a crisis text line pursuant to N.J.S.A. 18A:6-113.1. The district may, in addition to the telephone number for the NJ Hopeline and contact information for a crisis text line, provide the contact information for the National Suicide Prevention Lifeline, a school district crisis center, or any other mental health support services pursuant to N.J.S.A. 18A:3B-73.2.]

The Principal or designee may require a student to present their Identification Card at any time during the school day or at any time during a school-sponsored activity on school grounds.



POLICY GUIDE

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School District Issued Student Identification Cards

Notwithstanding any provision of this Policy, the Principal or designee may also require students carry their Identification Card at any school-sponsored, off-campus activity, including but not limited to, field trips or interscholastic sports programs pursuant to N.J.S.A. 18A:36-43a. The provisions of this Policy shall not be construed to require a student to carry the Identification Card while participating in an athletic contest or competition, an activity involving fine arts or performing arts, or any other activity that the Commissioner of Education determines does not require the physical possession of an Identification Card. An Identification Card used in accordance with N.J.S.A. 18A:36-43a shall include, but need not be limited to, the following information: the student's name; an up-to-date photograph; and the current school year.

Any student who fails to have the Identification Card in their possession or fails to present it when required may be denied access to an event or activity and may be subject to appropriate discipline.

An Identification Card issued in accordance with this Policy shall not be considered a government record pursuant to P.L. 1963, c.73 (N.J.S.A. 47:1A-1 et seq.), P.L. 2001, c.404 (N.J.S.A. 47:1A-5), or the common law concerning access to government records.

N.J.S.A. **18A:3B-73.2**; **18A:6-113.1**; 18A:36-43

Adopted:



[< Prev](#) [Next >](#)**To Policy**[Search District Regulations](#)[District Regulations TOC](#)**District Regulation****5530 - SUBSTANCE ABUSE (M)**

Section: Students
 Date Created: October 2008
 Date Edited: October 2019

A. Definitions

1. "Evaluation" means procedures used by a certified or licensed professional to make a positive determination of a student's need for programs and services which extend beyond the general school program by virtue of learning, behavior, or health difficulties of the student or the student's family.
2. "Other drugs" mean substances as defined in N.J.S.A. 18A:40A-9 and substances as defined in N.J.A.C. 6A:16-4.1(a).
3. "Parent" means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s) or parent surrogate(s) of a student. When parents are separated or divorced, "parent" means the person or agency 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.
4. "Referral for evaluation" means programs and services suggested to a student or his or her family in order to make a positive determination regarding a student's need for services that extend beyond the general school program.
5. "Referral for treatment" means programs and services suggested to a student or to his or her family to help implement the recommendations resulting from an evaluation, pursuant to N.J.A.C. 6A:16-1.3 and 4.1(c)5 and 6; in response to a positive alcohol or other drug test result, pursuant to N.J.A.C. 6A:16-4.4; or in response to the family's request for assistance with a learning, behavior, or health difficulty, pursuant to N.J.A.C. 6A:16-4.1(c)7 and 8.
6. "School grounds" means and includes land, portions of land, structures, buildings, and vehicles, owned, operated or used for the provision of academic or extracurricular programs sponsored by the district or community provider and structures that support these buildings, such as school wastewater treatment facilities, generating facilities, and other central facilities including, but not limited to, kitchens and maintenance shops. "School grounds" also include other facilities as defined in N.J.A.C. 6A:26-1.2, playgrounds; and other recreational places owned by local municipalities, private entities, or other individuals during those times when the school district has exclusive use of a portion of such land. "School grounds" also includes athletic stadiums; swimming pools; any associated structures or related equipment tied to such facilities including, but not limited to, grandstands; greenhouses; garages; facilities used for non-instructional or non-educational purposes; and any structure, building, or facility used solely for school administration as defined in N.J.A.C. 6A:26-1.2.
7. "Substance" as defined in N.J.S.A. 18A:40A-9 and N.J.A.C. 6A:16-4.1(a) means alcoholic beverages, controlled dangerous substances, including anabolic steroids as defined at N.J.S.A. 24:21-2 and N.J.S.A. 2C:35-2, any chemical or chemical compound which releases vapors or fumes causing a condition of intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system, including, but not limited to, glue containing a solvent having the property of releasing toxic vapors or fumes as defined at N.J.S.A. 2C:35-10.4, and over-the-counter and prescription medications that are improperly used to cause intoxication, inebriation, excitement, stupefaction, or dulling of the brain or nervous system.
8. "Substance abuse" means the consumption or use of any substance for purposes other than for the treatment of sickness or injury as prescribed or administered by a person duly authorized by law to treat sick and injured human beings.
9. "Under the influence" of substances means that the student is observed in the use of a substance or exhibits physical and/or behavioral characteristics that indicate the immediate use of a substance.

B. Discipline

- I. Any violation of Board rules prohibiting the use, possession, and/or distribution of a substance is a serious offense, and the student who violates a substance abuse rule will be disciplined accordingly. Repeated violations are more severe offenses and warrant stricter disciplinary measures.

If a student and/or parent or legal guardian refuses to submit to a substance screening, it will be considered an automatic positive result. The Student will remain out of school until willing to comply with the consequences detailed below as well as the provisions of N.J.S.A 18A:40A-12 and N.J.A.C. 6A:16-4.3.

a. Level I: Student Under the Influence

Level I First Offense

- (1) High school students: ^{minimum of} four (4) school days of Out-of-School Suspension (OSS); middle school students: four (4) school days of Out-of-School Suspension (OSS) and one (1) transition day upon return.

to a maximum of ten (10) school days of OSS.

(a.) 30 calendar day suspension from all school activities. Student cannot participate in or attend any activities including graduation.

(b.) 30 calendar day loss of on campus parking privileges.

- (2) Complete extended substance evaluation with Certified Drug and Alcohol Counselor.

(3) Mandatory compliance with extended substance evaluation recommendations.

(4) Mandatory re-admittance conference with student, parent(s) or legal guardian(s), administration, and Student Assistance Coordinator (SAC).

(5) Weekly meeting with SAC for one month after re-admittance.

(6) Follow-up urine screening at any time one month after re-admittance.

Level I Subsequent Offenses

- (1) Minimum ten (10) school days of OSS to maximum twenty (20) school days of OSS.

(a.) 60 calendar day suspension from all school activities. Student cannot participate in or attend any activities including graduation.

(b.) Permanent loss of on campus parking privileges.

- (2) Complete extended substance evaluation Certified Drug and Alcohol Counselor.

(3) Mandatory compliance with extended substance evaluation recommendations.

(4) Hearing before the Somerset Hills Board of Education will be held at the recommendation of the Superintendent and for all suspensions that exceed ten (10) school days.

(5) Home instruction begins on day 5.

(6) Mandatory re-admittance conference with student, parent(s) or legal guardian(s), administration, and SAC.

(7) Weekly meeting with SAC for two months after re-admittance.

(8) Follow-up urine screening after re-admittance at any time monthly for the remainder of the school year.

b. Level II: Student in possession of substances for personal use.

Level II First Offense

- (1) Notify the local police, file a formal complaint and follow the procedures set forth in the most current Memorandum of Understanding between Education and Law Enforcement Officials.

- (2) ^{four (4)} Minimum ~~ten (10)~~ school days of OSS to maximum forty-five (45) school days of OSS.

(a.) 60 calendar day suspension from all school activities. Student cannot participate in or attend any activities including graduation.

(b.) 60 calendar day loss of on campus parking privileges.

- (3) Complete extended substance evaluation Certified Drug and Alcohol Counselor.
- (4) Mandatory compliance with extended substance evaluation recommendations.
- (5) Hearing before the Somerset Hills Board of Education will be held at the recommendation of the Superintendent and for all suspensions that exceed ten (10) school days.
- (6) Home instruction begins on day 5.
- (7) Mandatory re-admittance conference with student, parent(s) or legal guardian(s), administration, and SAC.
- (8) Weekly meeting with SAC for one month after re-admittance.
- (9) Follow-up urine screening at any time one month after re-admittance.

Level II Subsequent Offenses

- (1) Notify the local police, file a formal complaint and follow the procedures set forth in the most current Memorandum of Understanding between Education and Law Enforcement Officials.
- (2) Minimum forty-five (45) school days of OSS to ninety (90) school days of OSS.
 - (a.) One calendar year suspension from all school activities. Student cannot participate in or attend any activities including graduation.
 - (b.) Permanent loss of on campus parking privileges.
- (3) Complete extended substance evaluation Certified Drug and Alcohol Counselor.
- (4) Mandatory compliance with extended substance evaluation recommendations.
- (5) Hearing before the Somerset Hills Board of Education.
- (6) Home instruction begins on day 5.
- (7) Mandatory re-admittance conference with student, parent(s) or legal guardian(s), administration, and SAC.
- (8) Weekly meeting with SAC for two months after re-admittance.
- (9) Follow-up urine screening after re-admittance at any time monthly for six months.

c. Level III: Student in possession with intent to distribute

- (1) Notify the local police, file a formal complaint and follow the procedures set forth in the most current Memorandum of Understanding between Education and Law Enforcement Officials.
- (2) Minimum ninety (90) school days of OSS to maximum placement in alternative education program.
 - (a.) One calendar year suspension from all school activities. Student cannot participate in or attend any activities including graduation.
 - (b.) Permanent loss of on campus parking privileges.
- (3) Complete extended substance evaluation with Certified Drug and Alcohol Counselor.
- (4) Mandatory compliance with extended substance evaluation recommendations.
- (5) Hearing before the Somerset Hills Board of Education.
- (6) High school students: home instruction begins on day 5 or alternate education program; Middle school students: home instruction begins on day 5.
- (7) Mandatory re-admittance conference with student, parent(s) or legal guardian(s), administration, and SAC.
- (8) Weekly meeting with SAC for two months after re-admittance.
- (9) Follow-up urine screening after re-admittance at any time monthly for the remainder of the school year.

d. Level IV: Student in possession and distributing substances

- (1) Notify the local police, file a formal complaint and follow the procedures set forth in the most current Memorandum of Understanding between Education and Law Enforcement Officials.

- (2) Placement in alternative education program.
- (3) Complete extended substance evaluation Certified Drug and Alcohol Counselor.
- (4) Mandatory compliance with extended substance evaluation recommendations.
- (5) Hearing before the Somerset Hills Board of Education.
- (6) High school students: alternate education program; Middle school students: home instruction begins on day 5.
- (7) Mandatory re-admittance conference with student, parent(s) or legal guardian(s), administration, and SAC.
- (8) Weekly meeting with SAC for two months after re-admittance.
- (9) Follow-up urine screening after re-admittance at any time monthly for the remainder of the school year.

C. Identification and Remediation of Students Involved with Substances.

1. Teaching staff members shall be alert to the signs of a student's involvement with substances, in accordance with the training offered in in-service training sessions.
2. If a teaching staff member suspects or has direct knowledge that a student is involved with substances, but not under the influence or in possession of them, he/she should refer the student to a trained resource person (School Nurse, Student Assistance Coordinator (SAC), School Counselor, member of Child Study Team, or another professional staff member, as appropriate). The SAC will then notify the Principal of the referral. If appropriate, the Principal or designee should notify the student's parent(s) or legal guardian(s) of the referral and discuss with the parent(s) or legal guardian(s) the possibility of medical or therapeutic treatment.

3. In accordance with N.J.A.C. 6A:16-4.1(c), the following disciplinary action will be taken in the event the student does not follow through on the recommendations of an evaluation for alcohol or other drug abuse and related behaviors:

- a. First Offense: Two (2) days Out of School Suspension with plan for future compliance with the recommendations of the substance abuse evaluation.
- b. Second Offense: Four (4) days Out of School Suspension and mandatory Board of Education Hearing. Student will not be readmitted to school until after BOE hearing and compliance with recommendations of the substance abuse evaluation.
- c. Third offense: Recommendation for alternative placement.

Examples of non-compliance include, but are not limited to: not scheduling an evaluation, not attending an evaluation, not attending recommended therapy sessions, not submitting to required follow-up urine screens at school or a treatment facility, or not meeting with the student assistance counselor.

D. Intervention, Referral for Evaluation, and Referral for Treatment Services

1. The provision of intervention, referral for evaluation, and referral for treatment services for students who are affected by alcohol or other drug use.
 - a. The intervention, referral for evaluation, and referral for treatment services shall be provided by an individual who holds the educational services certificate with the student assistance coordinator endorsement issued by the New Jersey State Board of Examiners, or by an individual who holds one of the following educational services certificate endorsements: school nurse; school nurse/non-instructional; school psychologist; school counselor; school social worker; or student personnel services and is trained in alcohol and other drug abuse intervention, assessment, referral for evaluation, and referral for treatment skills.
 - b. The intervention, referral for evaluation, and referral for treatment services shall include one or more of the following:
 - (1) Provisions for a program of instruction, counseling, and related services provided by the district Board of Education while a student receives medical treatment for a diagnosed alcohol or other drug dependency problem;
 - (2) Referral to a community agency, as defined in N.J.A.C. 6A:16-4.1(b), out-of-State agencies licensed by the appropriate State regulatory agency for alcohol and other drug services, or private practitioners authorized by the appropriate drug and alcohol licensing board;
 - (3) Provisions for support services for students who are in, or returning from, medical treatment for alcohol and other drug dependency; or
 - (4) A special class, course or educational program designed to meet the needs of students with alcohol or other drug use problems.

E. Reporting, Notification, and Examination Procedures

1. Students Suspected of Using Anabolic Steroids – N.J.A.C. 6A:16-4.3(b)

- a. Whenever a teaching staff member, certified or non-certified school nurse, or other educational personnel has reason to believe that a student has used or may be using anabolic steroids, the person shall report the matter as soon as possible to the Principal or, in the Principal's absence, to a person designated by the Principal and either the certified or non-certified school nurse, the school physician, or the student assistance coordinator.
 - b. In response to a report of suspected anabolic steroid use, including instances when a report is made to law enforcement, the Principal or designee shall immediately notify the student's parent and the Superintendent. The Principal or designee shall arrange for an examination of the student by a physician licensed to practice medicine or osteopathy selected by the parent.
 - (1) If the physician chosen by the parent is not available to perform the examination, the examination shall be conducted by the school physician or other physician identified by the Principal.
 - (2) The student shall be examined as soon as possible for the purpose of determining whether the student has been using anabolic steroids.
 - c. The Superintendent or designee may disclose to law enforcement authorities the identity of a student suspected to have used or to be using anabolic steroids.
 - (1) The Superintendent or designee shall disclose to law enforcement authorities the identity of a student reasonably believed to be in possession of anabolic steroids or related paraphernalia or a student reasonably believed to be involved or implicated in distribution activities involving anabolic steroids.
 - d. The examining physician shall provide to the parent, Principal, and Superintendent a written report of the examination.
 - e. If it is determined the student has used anabolic steroids, an individual who holds the Educational Services Certificate with the student assistance coordinator endorsement issued by the New Jersey State Board of Examiners or an individual who holds one of the following educational services certificate endorsements: school nurse, school nurse/non-instructional, school psychologist, school counselor, school social worker, or student personnel services and is trained to assess alcohol and other drug abuse shall interview the student and others, as necessary, for the purpose of determining the extent of the student's involvement with and use of anabolic steroids and the possible need for referral for treatment.
 - (1) To make this determination, the school staff member(s) identified above may conduct a reasonable investigation, which may include interviews with the student's teachers and parents and consultation with experts in student alcohol or other drug abuse.
 - f. If results of a referral for evaluation positively determine the student's involvement with and use of anabolic steroids represents a danger to the student's health and well-being, the school staff member(s) identified in D.1.e. above who is trained to assess alcohol and other drug abuse shall initiate a referral for treatment to appropriate community agencies as defined in N.J.A.C. 6A:16-4.1(b), to out-of-State agencies licensed by the appropriate State regulatory agency for alcohol and other drug services, or to private practitioners certified by the appropriate drug and alcohol licensing board.
2. Students Suspected of Being Under the Influence of Alcohol or Other Drugs Other Than Anabolic Steroids – N.J.A.C. 6A:16-4.3(a)
- a. Any educational staff member or other professional to whom it appears that a student may be currently under the influence of alcohol or other drugs on school grounds shall report the matter as soon as possible to the Principal or, in his or her absence, to his or her designee and either the certified school nurse, non-certified school nurse, school physician, or student assistance coordinator, pursuant to N.J.S.A. 18A:40A-12.
 - (1) In instances where the Principal and either the certified school nurse, non-certified school nurse, school physician or the student assistance coordinator are not in attendance, the staff member responsible for the school function shall be immediately notified.
 - (2) The referring staff member shall file with the Principal a report describing the incident. The form shall include all information necessary for a complete, accurate reporting on the Student Safety Data System (SSDS) according to N.J.S.A. 18A:17-46 and N.J.A.C. 6A:16-5.3.

- b. In response to every report by an educational staff member or other professional of suspected student alcohol or other drug use, including instances when a report is made to law enforcement, the Principal or designee shall:
- (1) Arrange for an immediate medical examination of the student for the purposes of providing appropriate health care and for determining whether the student is under the influence of alcohol or other drugs, other than anabolic steroids.
 - (2) Notify the student's parent and the Superintendent or designee;
 - (3) Any substance screening conducted by the school nurse and/or other staff is not a substitute for the required medical examination required in N.J.S.A. 18A:40A-12.
- c. The Superintendent or designee may disclose to law enforcement authorities the identity of a student suspected to be under the influence of alcohol or other drugs.
- (1) The Superintendent or designee shall disclose to law enforcement authorities the identity of a student reasonably believed to be in possession of a controlled dangerous substance or related paraphernalia or a student reasonably believed to be involved or implicated in distribution activities regarding controlled dangerous substances.
- d. This Medical examination must include a urine and/or blood collection for drug/alcohol screening and/or anabolic steroids. This screening may be done at Quest Diagnostics, located in Bernardsville, at the district's expense. If Quest Diagnostics is closed, another local facility will be recommended. If the parent(s) or legal guardian(s) select another lab, the screening will be done at their expense.
- 1) The medical examination may be performed by the school physician at the district's expense or by any other physician licensed to practice medicine or osteopathy selected by the parent(s) or legal guardian(s) at their expense. If the School physician is not immediately available, another local facility will be recommended. If the parent selects a different physician to perform a medical examination, the examination must be initiated within four hours of the parent being contacted by the school official and the screening will be done at their expense. Any attempt by a participant to tamper with the specimen collection process will deem and constitute the specimen as positive.
 - 2) The medical examination may be performed by a physician licensed to practice medicine or osteopathy who is selected by the parent.
- (a) The parent will be provided, in writing, the minimum requirements for the immediate medical examination, which will include, but not be limited to, the substances to be tested by the physician, the cut-off levels of each substance to be tested, the time period the immediate medical examination must be conducted, and any other requirements of the examination.
 - (b) The examination shall be at the expense of the parent and not the district Board of Education.
- e. If the physician chosen by the parent is not immediately available, the medical examination shall be conducted by the school physician.
- (1) If the school physician is not available, the student shall be accompanied by a member of the school staff designated by the Principal to the emergency room of the nearest hospital for examination.
 - (2) The student's parent, if available, shall also accompany the student.
 - (3) When the medical examination is conducted by the school physician or a physician at the emergency room of the nearest hospital, the examination shall be at the expense of the district Board of Education.
- f. The Board of Education will have a plan in place for the appropriate supervision of the student:
- (1) While waiting for a parent to take the student to the physician selected by the parent, or while the student is waiting for and receiving the medical examination by the school physician or the physician in an emergency room; and
 - (2) Provisions will be made for the appropriate care of the student while awaiting the results of the medical examination.
 - (3) If the student is in need of immediate medical attention, uncooperative, and/or if it appears that the student will be difficult to transport, then the local police and/or emergency squad will be called and asked to transport the student to the hospital. The student will be accompanied by the principal or designee while waiting for the parent(s) or legal guardian(s) to arrive.

- g. A written report of the medical examination of the student shall be furnished to the student's parent, the Principal, and the Superintendent of Schools by the examining physician within twenty-four hours of the referral of the student for suspected alcohol or other drug use.
- (1) The school district, in cooperation with the school physician or medical professionals licensed to practice medicine or osteopathy, shall establish minimum requirements for the medical report. The minimum requirements for the examination will be periodically reviewed and updated as needed.
 - (2) The report's findings shall verify whether the student's alcohol or other drug use interferes with his or her physical and mental ability to perform in school.
- h. When the medical examination is performed by a physician other than the school physician or at the emergency room of the nearest hospital, the school district will require the parent to verify within twenty-four hours of the notification that the student is suspected of alcohol or other drug use that a medical examination was performed in compliance with this Policy.
- (1) The verification shall include, at a minimum, the signature, printed name, address, and phone number of the examining physician, the date and time of the medical examination, and the date by which the report required in this Policy will be provided.
 - (2) Refusal or failure by a parent to comply with this requirement shall be treated as a policy violation and handled in accordance with N.J.A.C. 6A:16-4.3(d).
- i. If the written report of the medical examination is not submitted to the parent, Principal, and Superintendent within twenty-four hours of the referral of the student for suspected alcohol or other drug use, the student shall be allowed to return to school until such time as a positive determination of alcohol or other drug use is received from the examining physician, unless the student was also removed for violating the Code of Student Conduct.
- j. If the written report of the medical examination verifies that alcohol or other drugs do not interfere with the student's physical and mental ability to perform in school, the student will be immediately returned to school.
- k. If there is a positive determination from the medical examination, indicating the student's alcohol or other drug use interferes with his or her physical or mental ability to perform in school:
- (1) The student will be returned as soon as possible to the care of the parent;
 - (2) Attendance at school shall not resume until a written report has been submitted to the parent, the Principal, and Superintendent from a physician licensed to practice medicine or osteopathy who has examined the student to determine whether alcohol or other drug use interferes with his or her physical or mental ability to perform in school.
 - (a) The report shall verify that the student's alcohol or other drug use no longer interferes with the student's physical and mental ability to perform in school.
 - (3) Removal of a student with a disability shall be made in accordance with N.J.A.C. 6A:14.
- l. While the student is home because of the medical examination or after the student returns to school, an individual who holds the Educational Services Certificate with the student assistance coordinator endorsement issued by the New Jersey State Board of Examiners or an individual who holds one of the following Educational Services Certificate endorsements: school nurse, school nurse/non-instructional, school psychologist, school counselor, school social worker, or student personnel services and is trained to assess alcohol and other drug abuse shall:

Prior to returning to school, the student/parent/guardian will set up an appointment with a certified drug and alcohol counselor, who will:

- (1) Conduct an alcohol and other drug assessment of the student and a reasonable investigation of the situation, which may include interviews with the student's teachers and parents and consultation with experts in student alcohol or other drug abuse, for the purpose of making a preliminary determination of the student's need for educational programs, supportive services, or treatment that extend beyond the general school program by virtue of the student's use of alcohol or other drugs.
 - (a) The findings of the assessment alone shall not prevent a student from attending school; and
- (2) Cooperate with community agencies as defined in N.J.A.C. 6A:16-4.1(b) and juvenile justice officials in providing evaluation, referral, and continuity of care for alcohol or other drug abuse treatment.

m. While the student is at home because of the medical examination or after his or her return to school, the Principal or Superintendent may recommend or require alcohol and other drug assessment of the student or evaluation by appropriately certified or licensed professionals to make a positive determination of a student's need for programs and services that extend beyond the general school program, as necessary.

(1) The findings of these additional evaluations alone shall not be used to prevent a student from attending school.

n. If at any time it is determined that the student's use of alcohol or other drugs presents a danger to the student's health and well-being, an individual who holds the Educational Services Certificate with the student assistance coordinator endorsement issued by the New Jersey State Board of Examiners or an individual who holds one of the following Educational Services Certificate endorsements: school nurse, school nurse/non-instructional, school psychologist, school counselor, school social worker, or student personnel services and is trained in alcohol and other drug abuse treatment referral shall initiate a referral for alcohol or other drug abuse treatment.

E. Handling of Alcohol or Other Drugs

1. A student's person, effects, or school storage places may be searched for substances in accordance with Board Policy and applicable laws regarding searches in schools.

2. A school employee who seizes or discovers a substance, or an item believed to be a substance or drug paraphernalia, shall immediately notify and turn it over to the Principal or designee.

a. The Principal or designee shall immediately notify the Superintendent or designee who in turn shall notify the County Prosecutor or other law enforcement official designated by the County Prosecutor to receive such information.

b. In accordance with the provisions of N.J.A.C. 6A:16-6.4(a), the school employee, Principal or designee shall safeguard the alcohol, other drug, or paraphernalia against further destruction and shall secure the alcohol, other drug, or paraphernalia until it can be turned over to the County Prosecutor or designee.

c. The Principal or designee shall provide to the County Prosecutor or designee all information concerning the manner in which the alcohol, other drug, or paraphernalia was discovered or seized, including:

(1) The identity of all persons who had custody of the substance or paraphernalia following its discovery or seizure; and

(2) The identity of the student believed to have been in possession of the substance or paraphernalia.

d. The Principal or designee shall not disclose the identity of a student who voluntarily and on his or her own initiative turned over the alcohol, other drug, or paraphernalia to a school employee, provided there is reason to believe the student was involved with the alcohol, other drug, or paraphernalia for the purpose of personal use and not distribution activities, and further provided the student agrees to participate in an appropriate treatment or counseling program.

(1) For the purposes of N.J.A.C. 6A:16-6.4, an admission by a student in response to questioning initiated by the Principal or teaching staff member, or following the discovery by the Principal or teaching staff member of a controlled dangerous substance, including anabolic steroids, or drug paraphernalia shall not constitute a voluntary, self-initiated request for counseling and treatment.

F. Reporting Students to Law Enforcement Agencies

1. Subject to N.J.A.C. 6A:16-6.5, any staff member who, in the course of his or her employment, has reason to believe that a student has unlawfully possessed or in any way been involved in the distribution of a controlled dangerous substance, including anabolic steroids, or drug paraphernalia shall report the matter as soon as possible to the Principal or, in the absence of the Principal, to the staff member responsible at the time of the alleged violation.

2. Either the Principal or the responsible staff member shall notify the Superintendent, who in turn shall notify as soon as possible the County Prosecutor or other law enforcement official designated by the County Prosecutor to receive such information.
3. The Superintendent or designee shall provide to the County Prosecutor or designee all known information concerning the matter, including the identity of the student involved.
4. The Superintendent or designee; however, shall not disclose the identity of a student who has voluntarily sought and participated in an appropriate treatment or counseling program for an alcohol or other drug abuse problem, provided the student is not reasonably believed to be involved or implicated in drug-distribution activities.
5. For the purpose of N.J.A.C. 6A:16-6.3, an admission by a student in response to questioning initiated by the Principal or teaching staff member, or following the discovery by the Principal or teaching staff member of a controlled dangerous substance, including anabolic steroids, or drug paraphernalia, shall not constitute a voluntary, self-initiated request for counseling and treatment.
6. The Superintendent or designee may disclose to law enforcement authorities the identity of a student suspected to be under the influence of alcohol and/or controlled dangerous substances, pursuant to N.J.A.C. 6A:16-4.3(a), or a student suspected to have used or who may be using anabolic steroids, pursuant to N.J.A.C. 6A:16-4.3(b), and who is referred for a medical examination, pursuant to N.J.A.C. 6A:16-4.3(a) or (b), as appropriate, for the purposes of providing appropriate health care for the student and for determining whether the student is under the influence of alcohol or other drugs or has been using anabolic steroids. The Superintendent or designee shall disclose to law enforcement authorities the identity of a student reasonably believed to be in possession of a controlled dangerous substance or related paraphernalia or a student reasonably believed to be involved or implicated in distribution activities regarding controlled dangerous substances.
7. Law enforcement authorities shall not be notified of the findings if a student's alcohol or other drug test, pursuant to N.J.A.C. 6A:16-4.3(a)3i and N.J.A.C. 6A:16-4.3(b)3i and N.J.A.C. 6A:16-4.3(a)4, was obtained as a result of the district Board of Education's voluntary random drug testing policy, pursuant to N.J.S.A. 18A:40A-22 et seq. and N.J.A.C. 6A:16-4.4.

G. Parent Training Program/Outreach Programs

1. A substance abuse training program will be offered to the parents of students enrolled in the district. The program will be offered at times and places convenient to parents and on school premises or in other suitable facilities.
2. The program shall, at a minimum, provide:
 - a. A thorough and comprehensive review of the substance abuse instruction curriculum to be taught to the children of the parents during the school year, with recommendations as to the ways in which the parent may enhance, reinforce, and supplement that program;
 - b. Information on the pharmacology, physiology, psychosocial, and legal aspects of substance abuse;
 - c. Instruction to assist the parent in the identification of the symptoms and behavioral patterns that might indicate a child may be involved in substance abuse;
 - d. Information on the State, local, and community organizations which are available for the prevention, early intervention, treatment, and rehabilitation of individuals who show symptoms of substance abuse; and
 - e. A review of the Board Policy and Regulation on substance abuse with attention to the role of parents.
3. The Board will establish an outreach program to provide substance abuse education for the parents of students in the district. In establishing the program, the Board shall consult with such local organizations and agencies as are recommended by the Commissioner. The Board shall insure the program is offered at times and places convenient to the parents of the district on school premises, or at other suitable facilities.
 - a. In addition to the substance abuse education program required pursuant to N.J.S.A. 18A:40A-17, the Board shall provide assistance to parents who believe that their child may be involved in substance abuse.

H. Records and Confidentiality of Records

1. Notations concerning a student's involvement with substances may be entered on his/her records, subject to N.J.A.C. 6A:32-7.1 et seq. and Policy 8330.
2. Information concerning a student's involvement in a school intervention or treatment program for alcohol or other drug abuse shall be kept strictly confidential according to 42 CFR Part 2, N.J.S.A. 18A:40A-7.1 and 7.2, and N.J.A.C. 6A:16-3.2.
3. If a student involved in a school-based drug and alcohol counseling program provides information during the course of a counseling session which indicates the student's parent or other person residing in the student's household is dependent upon or illegally using substances pursuant to N.J.S.A. 18A:40A-7.1 and 7.2, that information shall be kept confidential and may be disclosed only under the circumstances expressly authorized as follows:
 - a. Subject to the student's written consent, to another person or entity whom the student specifies in writing in the case of a secondary student, or to a member of the student's immediate family or the appropriate school personnel in the case of an elementary student;
 - b. Pursuant to a court order;
 - c. To a person engaged in a bona fide research purpose; except that no names or other information identifying the student or the person with respect to whose substance abuse the information was provided, shall be made available to the researcher; or
 - d. To the Division of Child Protection and Permanency (DCP&P) or to a law enforcement agency, if the information would cause a person to reasonably suspect that the student or another child may be an abused or neglected child in accordance with statute or administrative code.

Any disclosure made pursuant to H.3.a. and b. above shall be limited to that information which is necessary to carry out the purpose of the disclosure, and the person or entity to whom the information is disclosed shall be prohibited from making any further disclosure of that information without the student's written consent. The disclosure must be accompanied by a written statement from the Superintendent or designee advising the recipient that the information is being disclosed from the records the confidentiality of which is protected by N.J.S.A. 18A:40A-7.1 et seq. and that this law prohibits any further disclosure of this information without the written consent of the person from whom the information originated.

Nothing in this Policy or Regulation prevents the DCP&P or a law enforcement agency from using or disclosing the information in the course of conducting an investigation or prosecution. Nothing in this Policy or Regulation shall be construed as authorizing the violation of any Federal law.

The prohibition on the disclosure of information provided by a student shall apply whether the person to whom the information was provided believes that the person seeking the information already has it, has other means of obtaining it, is a law enforcement or other public official, has obtained a subpoena, or asserts any other justification for the disclosure of this information.

A person who discloses or willfully permits the disclosure of information provided by a student in violation of this Policy is subject to fines in accordance with N.J.S.A. 18A:40A-7.2.

4. Each incident of substance abuse shall be reported to the Commissioner on the SSDS.

Adopted: 1 October 2008
Revised: 15 April 2009
18 January 2012
25 April 2012
20 November 2013
21 January 2015
23 August 2017
13 December 2017

27 February 2019

30 October 2019



REGULATION

Somerset Hills School District

Section: Students
5533. Pupil Smoking
Date Created: March 2010
Date Edited: January 2018

5533. Pupil Smoking

The Board of Education is committed to maintaining a smoke-free environment on school grounds, at events sponsored by the Board away from school, and on any transportation vehicle supplied by the Board of Education. The school administration and all school staff members shall strictly enforce this smoking prohibition and will work together to ensure pupils do not smoke in violation of Board Policy 5533 and the law.

A. Notice Provisions

1. A sign shall be posted in every school building indicating smoking is prohibited in any school building or on school grounds. The sign shall also indicate violators will be subject to a fine.
2. Each school's student handbook will indicate smoking is prohibited on school grounds, at events sponsored by the Board away from school, and on any transportation vehicle supplied by the Board of Education.
3. A public address announcement will be made, when practicable, at school-sponsored events indicating smoking is prohibited in school buildings and on school grounds.

B. Reporting Procedures

1. Any teaching staff member who observes a pupil smoking in violation of Policy 5533 shall inform the pupil to cease smoking and report the violation to the Principal or designee.
2. Any support staff member who observes a pupil smoking in violation of Policy 5533 shall either inform a teaching staff member, who shall report the violation to the Principal or designee or the support staff member may report the violation directly to the Principal or designee.
3. The Principal or designee will investigate each report received from a staff member and make a determination whether the pupil has violated Board Policy 5533.

C. Violation Consequences

1. In the event the Principal or designee determines a pupil has violated Policy 5533, the pupil will be assigned appropriate discipline in accordance with the school's pupil discipline/code of conduct.
2. The Principal or designee will notify the pupil's parent(s) or legal guardian(s) when discipline is being imposed for a violation of Policy 5533-

D. Possession of electronic smoking device

Students in possession of an electronic smoking device on school grounds or at a school event off-school grounds ^{may} will be subject to the Somerset Hills School District Policy 5530 - Substance Abuse. Possession of an electronic smoking device ^{may} will constitute reasonable suspicion of a student potentially being currently under the influence of controlled dangerous substances on school grounds. Students found to be in violation of Policy 5530 will receive discipline in accordance with Regulation 5530. Students found to be in violation of Policy 5533, but not Policy 5530 will be assigned appropriate discipline in accordance with the school's pupil discipline/code of conduct.

Issued: 24 March 2010

Revised: 13 December 2017

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[See POLICY ALERT Nos. 225 and 229]

2425 EMERGENCY VIRTUAL OR REMOTE INSTRUCTION PROGRAM

The Board of Education is committed to providing a high quality educational program, virtually or remotely, in the event **the State or local health department determines that it is advisable to close, or mandates closure of, the schools of a school district due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure for more than three consecutive school days, the Superintendent shall have the authority to implement the school district's program of virtual or remote instruction, pursuant to N.J.S.A. 18A:7F-9** ~~a school or the schools of the district are required to close for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. The district's virtual or remote program of instruction shall be in accordance with N.J.S.A. 18A:7F-9.~~ **In addition, pursuant to N.J.S.A. 18A:7F-9.b. the Commissioner of Education shall allow the district to apply to the 180-day requirement established pursuant to N.J.S.A. 18A:7F-9.a., one or more days of virtual or remote instruction provided to students on the day or days the schools of the district were closed if the program of virtual or remote instruction meets such criteria as may be established by the Commissioner.**

The school district's program of virtual or remote instruction shall be in accordance with the provisions of N.J.S.A. 18A:7F-9; N.J.A.C. 6A:32-13.1; this Policy; and Regulation 2425.

“Remote instruction” means the provision of instruction occurring when the student and the instructor are in different locations due to the closure of the facility(ies) of the Board of Education, charter school, renaissance school project, or approved private school for students with disabilities. The closure of the facility(ies) shall be pursuant to N.J.S.A. 18A:7F-9 or 18A:46-21.1 and for more than three consecutive school days due to a declared state of emergency, a declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure.



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“Virtual instruction” means the provision of active instruction when the student and the instructor are in different locations and instruction is facilitated through the internet and computer technologies due to the closure of the facility(ies) of the Board of Education, charter school, renaissance school project, or approved private school for students with disabilities. The closure of the facility(ies) shall be pursuant to N.J.S.A. 18A:7F-9 or 18A:46-21.1 and for more than three consecutive school days due to a declared state of emergency, a declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure.

~~In the event the school district is required to close a school or the schools of the district for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health related closure, the Commissioner of Education shall allow the district to apply to the 180 day requirement established pursuant to N.J.S.A. 18A:7F-9, one or more days of virtual or remote instruction provided to students on the day or days the schools of the district were closed if the program of virtual or remote instruction meets such criteria as may be established by the Commissioner Education.~~

The Superintendent of Schools shall submit, with Board approval, the school district’s program of virtual or remote instruction to the Commissioner of Education ~~by no later than October 29, 2021 and, annually thereafter~~ **annually**. **If the Board is unable to complete and submit a proposed program of virtual or remote instruction to the Commissioner in accordance with the timeline established by the Commissioner and the school district is required to close its schools for a declared state of emergency, declared public-health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure, the Commissioner of Education may retroactively approve the program.**

~~If provided under the district’s A day of virtual or remote instruction, if provided instituted under the district’s Commissioner of Education’s approved program of virtual or remote instruction that has been approved by the Commissioner, of student attendance for a day of virtual or remote instruction, shall be~~ **accounted for in accordance with N.J.A.C. 6A:32-8.4** ~~considered the~~



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~~equivalent of a full day of school attendance~~ for the purposes of meeting State and local graduation requirements, the awarding of course credit, and other ~~such~~ matters as determined by the Commissioner of Education **in accordance with the provisions of N.J.A.C. 6A:32-13.1(d).**

Pursuant to N.J.A.C. 6A:32-13.1(b), if implemented by the Superintendent, ~~Any~~ the school district's program of virtual or remote instruction shall be provided to an enrolled ~~implemented for the general education~~ students, whether a general education student in preschool through grade twelve or a student with a disability aged three to twenty-one shall ~~provide the same educational opportunities to students with disabilities.~~ The school district shall provide students with a disability with the same educational opportunities provided to general education students to the extent appropriate and practicable. ~~Special education and R~~related services, including speech language services, counseling services, physical therapy, occupational therapy, and behavioral services, may be delivered to **general education students and students with a disability ~~disabilities~~ through the use of electronic communication or a virtual or online platform, **as appropriate** ~~and as required by the student's Individualized Education Program (IEP), to the greatest extent practicable.~~**

In the event the State or local health department determines it is advisable to close or mandates closure of the schools of the district due to a declared state of emergency, declared public-health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure, the Superintendent shall have the authority to implement the school district's program of virtual or remote instruction. The Superintendent shall consult with the Board prior to such decision, if practicable. The Superintendent shall ensure that students, parents, staff, and the Board are informed promptly of the Superintendent's decision.

Nothing in N.J.S.A. 18A:7F-**9.b., c., or d.**; ~~and this Policy;~~ **and Regulation 2425** shall be construed to limit, supersede or preempt rights, privileges, compensation, remedies, and procedures afforded to public employees or a collective bargaining unit under Federal or State law or any provision of a collective bargaining agreement entered into by the school district.



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In the event of the closure of a school or the schools of the district due to a declared state of emergency, declared public-health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure for a period longer than three consecutive school days:

1. District employees shall be entitled to compensation, benefits, and emoluments pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(1) and (2).
2. The district shall continue to make payments of benefits, compensation, and emoluments pursuant to the terms of a contract with a contracted service provider in effect on the date of the closure as if the services for such benefits, compensation, and emoluments had been provided, and as if the school facilities had remained open pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(3).
3. The district shall be obligated to make payments for benefits, compensation, and emoluments and all payments required pursuant to N.J.S.A. 18A:6-51 et seq., to an educational services commission, county special services school district, and a jointure commission, and under any shared services agreement and cooperative contract entered into with any other public entity pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(4).
4. An educational services commission, county special services school district, and a jointure commission shall continue to make payments of benefits, compensation, and emoluments pursuant to the terms of a contract with a contracted service provider or a shared services agreement in effect on the date of the closure as if the services for such benefits, compensation, and emoluments had been provided, and as if the school facilities had remained open pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(4).

The provisions of N.J.S.A. 18A:7F-9.e.(1) through (4) and 1 through 4 above shall not apply to any employee whose weekly hours of work are reduced, and to whom unemployment benefits are provided, pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq. A contracted



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service provider, educational services commission, county special services school district, or jointure commission shall notify the district with which it has entered into a contract to provide services of its intent to reduce the hours of work of its employees pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq.

1. Notwithstanding the provisions of N.J.S.A. 18A:7F-9.e.(3) and 3. above, if a contracted service provider reduces the amount that it pays to its employees providing services to a school district, and that reduction is the result of a reduction of workhours of those employees made pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq., then the amount paid by the district to the contracted service provider shall be reduced by the same amount.
2. Notwithstanding the provisions of N.J.S.A. 18A:7F-9.e.(4) and 4. above, if an educational services commission, county special services school district, or jointure commission reduces the amount that it pays to its employees providing services to a school district, and that reduction is the result of a reduction of workhours of those employees made pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq., then the amount paid by the district to the educational services commission, county special services school district, or jointure commission shall be reduced by the same amount.

This Policy may be revised as necessary by the Superintendent in accordance with N.J.S.A. 18A:7F-9. The school district's emergency virtual or remote instruction program shall be **posted prominently available** on the school district's website.

N.J.S.A. 18A:7F-9
N.J.A.C. 6A:32-2.1; 6A:32-8.4; 6A:32-13.1

Adopted:



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[See POLICY ALERT No. 229]

R 2425 EMERGENCY VIRTUAL OR REMOTE INSTRUCTION PROGRAM

A. Definitions

1. “Remote instruction” means the provision of instruction occurring when the student and the instructor are in different locations due to the closure of the facility(ies) of the Board of Education, charter school, renaissance school project, or approved private school for students with disabilities. The closure of the facility(ies) shall be pursuant to N.J.S.A. 18A:7F-9 or 18A:46-21.1 and for more than three consecutive school days due to a declared state of emergency, a declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure.
2. “Virtual instruction” means the provision of active instruction when the student and the instructor are in different locations and instruction is facilitated through the internet and computer technologies due to the closure of the facility(ies) of the Board of Education, charter school, renaissance school project, or approved private school for students with disabilities. The closure of the facility(ies) shall be pursuant to N.J.S.A. 18A:7F-9 or 18A:46-21.1 and for more than three consecutive school days due to a declared state of emergency, a declared public-health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure.

- B. Pursuant to N.J.A.C. 6A:32-13.1, if the State or local health department determines that it is advisable to close, or mandates closure of, the schools of a school district due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure for more than three consecutive school days, the Superintendent shall have the authority to implement the school district’s program of virtual or remote instruction, pursuant to N.J.S.A. 18A:7F-9.



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1. If implemented by the Superintendent, the school district's program of virtual or remote instruction shall be provided to an enrolled student, whether a general education student in preschool through grade twelve or a student with a disability aged three to twenty-one.
 - a. The school district shall provide students with a disability with the same educational opportunities provided to general education students to the extent appropriate and practicable.
 - b. Related services may be delivered to general education students and students with a disability through the use of electronic communication or a virtual or online platform, as appropriate.

2. The Board of Education may apply to the 180-day requirement established pursuant to N.J.S.A. 18A:7F-9.b., one or more days of virtual or remote instruction under the following conditions and in accordance with N.J.A.C. 6A:32-13.1(c)1. through 4. and B.2.a. through d. below:
 - a. Virtual or remote instruction is provided to students on the day(s) that some or all of the programs of instruction of the district were closed to in-person instruction;
 - b. The virtual or remote instruction meets the Commissioner-established criteria for the occurrence of one of the events at N.J.A.C. 6A:32-13.1(b) and B. above;
 - c. The school district's program of virtual or remote instruction:
 - (1) Explains, to the greatest extent possible, the equitable delivery of, and access to, virtual and remote instruction, including descriptions of the following:



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- (a) The design of synchronous and/or asynchronous virtual or remote learning plans that will maximize student growth and learning;
 - (b) How the school district will continuously measure student growth and learning in a virtual or remote instruction environment; and
 - (c) The school district's plan for measuring and addressing any ongoing digital divide issue(s), including a lack of access to the internet, network access, or devices;
- (2) Addresses the needs of students with disabilities and includes descriptions of the following:
- (a) The delivery of virtual or remote instruction in order to implement, to the greatest extent possible, students' individualized education programs (IEPs), including material and platform access;
 - (b) The methods used to document IEP implementation, including the tracking of student progress, accommodations, and modifications;
 - (c) How case managers follow up with parents to ensure services are implemented, to the greatest extent possible, in accordance with IEPs; and
 - (d) How the school district plans to conduct IEP meetings, evaluations, and other meetings to identify, evaluate, and/or reevaluate students with disabilities;



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- (3) Addresses the needs of English language learners (ELLs) and includes descriptions of the following:
 - (a) How the school district includes an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of ELLs;
 - (b) The process to communicate with parents of ELLs, including providing translation materials, interpretative services, and information available at the parent's literacy level;
 - (c) The use of instructional adaptations, for example, differentiation, sheltered instruction, Universal Design for Learning, access to technology, and strategies to ensure that ELLs access the same standard of education as non-ELL peers; and
 - (d) The training for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, social-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country;
- (4) Accounts for student attendance in accordance with N.J.A.C. 6A:32-13.1(d) and B.3. below and include the following:
 - (a) A description or copy of the school district's attendance policies, including how the school district will determine whether a student is present or absent during virtual or



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remote instruction, and how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will reflect the student's performance;

- (5) Describes how the school district is communicating with the parents when a student is not participating in virtual or remote instruction and/or submitting assignments;
 - (6) Includes a plan for the continued safe delivery of meals to eligible students;
 - (7) Includes an outline of how buildings will be maintained throughout an extended period of closure; and
 - (8) Includes district-specific factors, including, but not limited to, considerations for Title I extended learning programs, 21st Century Community Learning Center Programs, credit recovery, other extended student learning opportunities, accelerated learning, and social and emotional health of staff and students, transportation, extra-curricular programs, childcare, and community programming; and
- d. The Board of Education submitted a proposed program of virtual or remote instruction to the Commissioner annually.
- (1) If the Board is unable to complete and submit a proposed program annually in accordance with the timeline established by the Commissioner, and the school district is required to close its schools for a declared state of emergency, declared public-health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure, the Commissioner may retroactively approve the program.



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3. If provided under the Board's program that has been approved by the Commissioner, student attendance for a day of virtual or remote instruction shall be accounted for in accordance with N.J.A.C. 6A:32-8.4 for the purpose of meeting State and local graduation requirements, the awarding of course credit, and other matters as determined by the Commissioner.

Adopted:



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Title I – District-Wide **Parent and Family Parental
Involvement Engagement**

Apr 22

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[See POLICY ALERT Nos. 191 and 227]

2415.04 TITLE I – DISTRICT-WIDE PARENT AND FAMILY PARENTAL INVOLVEMENT ENGAGEMENT

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

A. General Expectations

1. The school district agrees to implement the following statutory requirements:
 - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs, consistent with Section 1116 of the ESEA. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - b. Consistent with Section 1116 of the ESEA, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESEA.
 - c. The school district will incorporate this district-wide parent and family engagement policy into its school district's plan developed under Section 1112 of the ESEA.



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Title I – District-Wide **Parent and Family Parental Involvement Engagement**

- d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- e. If the school district’s plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan if requested by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserve goes directly to the schools.
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
 - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - (a) That parents play an integral role in assisting their child’s learning;



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Title I – District-Wide **Parent and Family Parental Involvement Engagement**

- (b) That parents are encouraged to be actively involved in their child’s education at school;
- (c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- (d) The carrying out of other activities, such as those described in Section 1116 of the ESEA.

- h. For states where a Parental Information and Resource Center is established, the school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.

B. Description of How District Will Implement Required District-Wide Parent and Family Engagement Policy Components

- 1. The school district will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan under Section 1112 of the ESEA:
 - a. Discuss at Home and School Association (HSA) meetings
 - b. Distribute information in each school and community Friday folders.
 - c. Share information at other community meetings, such as the Municipal Alliance.
- 2. The school district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:

- a. Invite parents to participate on K-12 Curriculum Articulation Committees



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Title I – District-Wide **Parent and Family Parental
Involvement Engagement**

- b. Invite parents to participate during subject area curriculum assessments
 - c. Survey parents about curriculum and school topics as appropriate
 3. The school district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:
 - a. Provide funding for evening family programs, for example Family Math, for parents and their children
 - b. Encourage communication with teachers and administrators through telephone calls, email, meetings, newsletters, etc.
 - c. Hold Back to School Nights and parent-teacher conferences
 - d. Hire a bilingual teacher to facilitate parent and family engagement activities**
 4. The school district will coordinate and integrate parent and family engagement strategies in Title I, Part A with parent and family engagement strategies under the following other programs (Such as: Head Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), by:
 - a. Offer pre-school classes for students with special needs and their non-classified peers
 - b. ~~Offer Reading Recovery~~
 5. The school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation



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Title I – District-Wide **Parent and Family Parental Involvement Engagement**

will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.

- a. ~~Director of Curriculum~~ **Supervisor of ESL** will develop a computer based survey and will also make hard copies of the survey available
 - b. Parents will be informed of the availability of this survey through the school's Friday folder, classroom newsletters, and at HSA meetings
 - c. Survey results will influence changes made to the program or curriculum in an effort to improve understanding and learning for all students.
6. The school district will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - (1) The challenging State academic standards;
 - (2) The State and local academic assessments including alternate assessments;



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Title I – District-Wide **Parent and Family Parental Involvement Engagement**

- (3) The requirements of Title I, Part A;
- (4) How to monitor their child’s progress; and
- (5) How to work with educators:
 - (a) **Provide devices aligned with the district’s 1-to-1 initiative**
 - (b) **Ensure all students have connectivity in their homes, facilitating where needed**
 - (c) **Provide interpreting services as needed**
 - (d) **Provide translated documents as needed, included district and school alerts**
- b. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parent and family engagement, by:
 - (1) offering literacy workshops for parents
 - (2) offering math workshops for parents
- c. The school district will, with the assistance of its schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - (1) encouraging communication between parents and teachers/administrators through email, telephone, and meetings
 - (2) supporting HAS endeavors



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Title I – District-Wide **Parent and Family Parental
Involvement Engagement**

- (3) offering workshops for parents
- d. The school district will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- (1) offering opportunities for parents to participate in pre-school classes for students with special needs and their non-classified peers
 - (2) offering workshops for parents to familiarize themselves with **Reading—Recovery literacy** strategies
- e. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- (1) Send electronic Friday folders
 - (2) Provide hard copies of Friday folders upon request
 - (3) Post announcements on district’s website



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Title I – District-Wide ~~Parent and Family Parental~~
~~Involvement~~ **Engagement**

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

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



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Title I – District-Wide ~~Parent and Family Parental~~
~~Involvement~~ **Engagement**

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

D. Adoption

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

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

Adopted:



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Bedwell Elementary School Title I – School Parent
and Family Engagement

Apr 22

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[See POLICY ALERT No. 227]

2415.50 Bedwell Elementary School TITLE I – SCHOOL PARENT AND FAMILY ENGAGEMENT

A. District Expectations

1. In accordance with the requirements of Title I, Section 1116(a)(2), ESEA, the Board of Education agrees to implement the following statutory requirements:
 - a. The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - b. The school district will work with its schools to ensure the required school-level parent and family engagement policies meet the Title I, Part A requirements, and include, as a component, a school-parent compact.
 - c. The school district will incorporate this School Parent and Family Engagement Policy into its district plan.
 - d. In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.



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Bedwell Elementary School Title I – School Parent
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- e. If the school district plan for Title I, Part A funds is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan upon request by the New Jersey Department of Education (NJDOE).
- f. The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than ninety percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I, Part A allocations greater than \$500,000.)
- g. The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
 - (1) “Parent and family engagement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - (a) That parents play an integral role in assisting their child’s learning;
 - (b) That parents are encouraged to be actively involved in their child’s education at school;
 - (c) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and



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Bedwell Elementary School Title I – School Parent
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(d) The carrying out of other activities, such as those described in section 1116 of the ESEA.

h. The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in New Jersey.

B. School Parent and Family Engagement Policy Required Components

1. The school will take the following actions to involve parents in the joint development of its district/school parent and family engagement plan:

a. Convene parent meetings as required

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

The annual meeting will be held at the start of the school year in the Targeted Title I school.

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

Flexibility is provided by providing meetings both on-site and virtually, both during the school day and in the morning/evening.



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Bedwell Elementary School Title I – School Parent
and Family Engagement

4. The school will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:
(List activities)
 - a. Provide funding for evening family programs, for example Family Math, for parents and their children
 - b. Encourage communication with teachers and administrators through telephone calls, email, meetings, newsletters, etc.
 - c. Hold Back to School Nights and parent-teacher conferences
 - d. Hire a bilingual teacher to facilitate parent and family engagement activities

5. The school will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
 - (1) The challenging, state academic standards;
 - (2) The state and local academic assessments including alternate assessments;
 - (3) The requirements of Title I, Part A;
 - (4) How to monitor their child's progress; and



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Bedwell Elementary School Title I – School Parent
and Family Engagement

- (5) How to work with educators to improve the achievement of their children.
 - (a) Provide devices aligned with the district’s 1-to-1 initiative
 - (b) Ensure all students have connectivity in their homes, facilitating where needed
 - (c) Provide interpreting services as needed
 - (d) Provide translated documents as needed, included district and school alerts
6. The school will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
 - a. The school will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:
 - (1) Facilitating parents’ use of district-issued technology
 - (2) Provide time in Title I teacher’s schedule to facilitate parent outreach
 - b. The school will, with the assistance of its Title I schools and parents, educate its teachers, student services personnel, principals, other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and schools, by:



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Bedwell Elementary School Title I – School Parent
and Family Engagement

- (1) Encourage bilingual staff to coordinate and attend community events
 - c. The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - (1) Offer pre-school classes for students with special needs and their non-classified peers
 - d. The school will take the following actions to ensure that Title I information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - (1) Send electronic Friday folders
 - (2) Provide hard copies of Friday folders upon request
 - (3) Post announcements on district’s website
7. The school will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies under the following programs: [Such as: Head Start, Parents as Teachers, Home Instruction Programs for Preschool Youngsters, and state-operated preschool programs], by:
 - a. Offering opportunities for parents to participate in pre-school classes for students with special needs and their non-classified peers
 - b. Offering workshops for parents to familiarize themselves with literacy strategies



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Bedwell Elementary School Title I – School Parent
and Family Engagement

8. The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise if necessary (and with the involvement of parents) its parent and family engagement policies:
 - a. Supervisor of ESL will develop a computer based survey and will also make hard copies of the survey available
 - b. Parents will be informed of the availability of this survey through the school's Friday folder, classroom newsletters, and at HSA meetings
 - c. Survey results will influence changes made to the program or curriculum in an effort to improve understanding and learning for all students.

9. The school will take the following actions to involve parents in the process of school review and improvement:
 - a. Invite parents to participate during subject area curriculum assessments
 - b. Survey parents about curriculum and school topics as appropriate



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Bedwell Elementary School Title I – School Parent
and Family Engagement

10. If the Annual School Plan (school-wide program plan) is not satisfactory to the parents of participating children, submit any parent comments on the Annual School Plan (ASP) when the school makes the plan available to the local educational agency:
 - a. Submit feedback formally or informally to Supervisor of ESL and/or Assistant Superintendent

C. Shared Responsibilities for High Student Academic Achievement

1. As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement:
 - a. Consistent with Section 1116(d) of the ESEA

D. Discretionary School Parent and Family Engagement Policy Components

1. The School Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:
 - a. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
 - b. Provide necessary literacy training for parents from Title I, Part A funds received, if the school district has exhausted all other reasonably available sources of funding for such training.



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Bedwell Elementary School Title I – School Parent
and Family Engagement

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



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Bedwell Elementary School Title I – School Parent
and Family Engagement

E. Accessibility

1. In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand:
 - a. Parents can opt-in to receive district alerts in Spanish
 - b. District will board-approve interpreters, making them available to staff for communication with families
 - c. Written communication will be translated to the greatest degree practical

1. This School Parent and Family Engagement Policy has been developed jointly with, and agreed on, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes.

2. This Policy was adopted by the Board of Education on the adoption date noted at the end of this Policy and will be in effect for the period of the school year. The school district will distribute this Policy to all parents of participating Title I children on or before October 1 of each school year.

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

Adopted:



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High School Student Representative to the
Board of Education
Jun 22
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[See POLICY ALERT No. 228]

0143.2 HIGH SCHOOL STUDENT REPRESENTATIVE TO THE BOARD OF EDUCATION

The Board of Education recognizes that experience gained by and input from students in the school district is a valued source for improving the operation of the school district. To this end, and in accordance with N.J.S.A. 18A:12-1.3 and N.J.S.A. 18A:36A-11.2, the Board authorizes the appointment of a minimum of one student selected by the student body to serve as a nonvoting student representative on the Board. The student representative must be selected from one of the grades nine through twelve.

The student body may elect or appoint the student representative to the Board in a process to be determined by the Superintendent or designee. When developing the process the Superintendent or designee shall consider input provided by the student body.

The student representative shall serve for a one school year term and their duties shall include:

1. Attending all Board meetings, excluding any discussions of the Board involving subjects which are confidential;
2. Representing all high school students within the district and presenting student proposals and concerns to the Board for its consideration; and
3. Keeping high school students informed of the business of the Board by providing a monthly report to the Student Council concerning the activities of the Board.

The student representative shall rotate each school year among the high schools in the district if the district has more than one high school.



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High School Student Representative to the
Board of Education

Student representatives are expected to adhere to all bylaws, policies, and regulations of the Board in their role. The Board in no way relinquishes any of its authority, powers, prerogatives, or responsibilities, but rather adds to its membership a nonvoting student representative(s) for the mutual benefit of the Board, student body, and the school district.

N.J.S.A. 18A:12-1.3; 18A:36A-11.2

Adopted:



BYLAW GUIDE

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Quorum
Jun 22

[See POLICY ALERT No. 228]

0163 QUORUM

A quorum of the **Board of Education** shall consist of a **minimum of six** Board members, and no business shall be conducted in the absence of a quorum, except when the Doctrine of Necessity is invoked.

All Board meetings shall be called to commence not later than 8:00 p.m. of the designated day but, if ~~In the event~~ a quorum is not present at the time for which the meeting is called, the Board member or Board members present ~~hour of convening, the meeting may be recessed~~ recess the meeting to a time not later than 9:00 p.m. of the same day- and, ~~if~~ a quorum **be not present at that time, is not then present, the member or members present may adjourn the meeting to **commence not later than 8:00 p.m. of another day, but not more than seven days following the date for which the original meeting was called, but no further recess or adjournment of the meeting shall be made a later date within seven days.****

The Board of Education recognizes ~~that~~ there may be matters that come before the Board or acts required of Board members in their official capacity where the Board member may have a conflict of interest or the act **by a Board member** would be in violation of N.J.S.A. 18A:12-24. In these matters, the Board member(s) ~~shall will~~ remove **themselves** ~~himself/herself~~ from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter. The Board will consider this matter without the Board member(s) who has the conflict.

In the event a matter comes before the Board or an act is required of a Board member in ~~their his/her~~ official capacity that is a conflict or would be in violation of N.J.S.A. 18A:12-24, the Board would still be required to have a quorum to consider the matter. However, the New Jersey Department of Education and the School Ethics Commission ~~has~~ envisioned this prohibition could create a situation in which **the number of conflicted Board members would prevent so many Board members have a conflict, that the Board would be unable to take action on a matter.** Therefore, when more than a quorum of the Board members must abstain from voting on a matter **due to a conflict or the act would be in violation of N.J.S.A. 18A:12-24**, the Board will invoke the Doctrine of Necessity consistent with the New Jersey Department of Education and School Ethics Commission guidelines as follows:



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A. Board Member(s) in Conflict - Less Than a Majority of The Board

1. In the event a Board member(s) has a conflict of interest where the Board member will act in **their his/her** official capacity, the Board member must remove **themselves himself/herself** from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter.
2. In the event a Board member is unsure whether **they he/she** or any other Board member has a conflict of interest or whether the matter, if acted upon by a Board member(s) is in violation of N.J.S.A. 18A:12-24 - Prohibited Acts, the School Board Attorney will make a determination.
3. The School Board Attorney will provide the Board of Education an opinion on whether the matter is a conflict of interest or act prohibited by N.J.S.A. 18A:12-24 - Prohibited Acts.
4. If the Board member(s) believes **they he/she have has** a conflict of interest where **they he/she** will act in **their his/her** official capacity or if the School Board Attorney renders an opinion ~~that~~ the Board member has a conflict of interest where the Board member will act in **their his/her** official capacity, the Board member will remove **themselves himself/herself** from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter.

B. **Board Member(s) in Conflict** - A Majority of Board Members in Conflict

1. In the event:
 - a. A Board member(s) believes **they he/she have has** a conflict of interest **or if acted upon by a Board member is in violation of N.J.S.A. 18A:12-24** ~~where he/she will act in his/her official capacity;~~ or
 - b. If the School Board Attorney renders an opinion ~~that the~~ a Board member(s) has a conflict of interest **or if acted upon by a Board member is in violation of N.J.S.A. 18A:12-24** ~~where the Board member will act in his/her official capacity;~~ and



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- c. The number of Board members that have a conflict would make it so the Board would be unable to take action on the matter, then the Board may invoke the “~~Rule [or Doctrine]~~ of Necessity.” (Citing U.S. v. Will, 449 U.S. 200 (1980)).

C. ~~Rule [Or Doctrine]~~ Of Necessity

1. The Doctrine of Necessity may be invoked when more than a quorum of the Board must abstain from voting on a matter.
2. There are three prerequisites necessary for a Board to invoke the Doctrine of Necessity:

- a. The Board must be unable to act without the members in conflict taking part;
- b. There must be a pressing need for action, i.e. the matter cannot be laid aside until another date; and
- c. There can be no alternative forum that can grant the same relief.

~~(Allen v. Toms River Regional Board of Education, 233 N.J. Super 651 (Law Division 1989)).~~

3. When the School Board Attorney advises the Board the Doctrine of Necessity must be invoked in order to obtain a quorum on a vote, the Board must **publicly state: announce that it is invoking the Doctrine.**

- a. **That it is invoking the Doctrine of Necessity; The announcement must include the reason the Board must invoke the Doctrine of Necessity including stating the nature of each Board members conflict.**
- b. **The specific reason/purpose for which the Doctrine of Necessity is being invoked; and The announcement will be in writing and should be recorded in the minutes of the meeting by the Board Secretary at the point when the vote takes place.**



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- c. **The specific nature of the conflict of interest for each Board member that has a conflict of interest: ~~It is enough for the Board to announce it is invoking the Doctrine and a Board Resolution is not required.~~**
 - (1) **The specific nature of the conflict of interest for each Board member should include the Board member's name; the name of the immediate family member or relative which is the basis for the conflict of interest, and the position that immediate family member or relative holds; or**
 - (2) **If the specific nature of the conflict of interest for a Board member is a conflict other than an immediate family member or relative, the announcement should include the conflict which is the basis for the conflict of interest.**

- 4. **When the Board invokes the Doctrine of Necessity, it will adopt a Resolution setting forth the same information as outlined in C.3. above.**

- 54. **When the Board invokes the Doctrine of Necessity, the Resolution will be:**
 - a. **Read at a regularly scheduled public meeting;**
 - b. **Posted in such places the Board posts public notices for thirty days; and**
 - c. **Provided to the School Ethics Commission ~~When the Board announces the Doctrine of Necessity is being invoked, the details, parameters and/or other pertinent facts of the matter to be voted should be revealed on an agenda for the public meeting in which the matter is to be voted upon.~~**



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65. The Board members who have a conflict in the matter are prohibited from:
 - a. Participating in any discussions on the matter prior to the announcement **of the invocation of the Doctrine of Necessity at the** and public meeting; and
 - b. **Being present in an executive session when the matter is being discussed** ~~From entering an executive session in order to discuss the merits of the matter or contract; and~~
 - c. ~~From~~ **Offering** their opinions on the matter at any time prior to the announcement **or the invocation of the Doctrine of Necessity** and public meeting.
6. ~~The Board members who have a conflict in the matter may only participate to the extent they may vote after the motion to approve and/or ratify the matter has been made and seconded and the Doctrine of Necessity has been thoroughly explained to the public.~~
7. **The** Board members **who have a** in conflict may only ask questions regarding the matter to be voted on in public and after the Board has invoked the Doctrine of Necessity.
8. **The** Board members **who have a** in conflict may explain their reasons for not voting just before the vote.

N.J.S.A. **18A:10-6**; 18A:12-24

New Jersey School Ethics Commission – Advisory Opinions A10-93(b), and
A07-94, and **C07-96**

**New Jersey School Ethics Commission – Resolution on Invoking the Doctrine
of Necessity – June 25, 2018**

Adopted:



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Board of Education Website Accessibility

June 22

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[See POLICY ALERT Nos. 212 and 228]

1511 BOARD OF EDUCATION WEBSITE ACCESSIBILITY

It is the goal of the Board of Education that the information on the school district's **internet** websites **are** ~~is~~ accessible to individuals with disabilities in compliance with the requirements of **Federal law** (Section 504 of the Rehabilitation Act of 1973 and that statute's implementing regulations at 34 C.F.R. Part 104, and Title II of the Americans with Disabilities Act of 1990 and that statute's implementing regulations at 28 C.F.R. Part 35) **and New Jersey law** (N.J.S.A. 18A:36-35.1).

A. **Federal Law – American with Disabilities Act (ADA)**

1. For the purposes of ~~this Policy~~ **the Federal law - Section 504 of the Rehabilitation Act of 1973 and that statute's implementing regulations at 34 C.F.R. Part 104, and Title II of the Americans with Disabilities Act of 1990 and that statute's implementing regulations at 28 C.F.R. Part 35 and this Policy**, "school district website" includes, but is not limited to, the internet home page, all subordinate pages, school or school district department pages, intranet pages and sites, and includes online content and functionality, developed by, maintained by, or offered through a third-party vendor or by using open sources.
2. The accessibility of online content and functionality will be measured according to the **most up-to-date version of the** World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) ~~2.0 Level AA~~ and the Web Accessibility Initiative Accessible Rich Internet Application Suite (WAI-ARIA) 1.0 for web content (benchmarks for measuring accessibility).
3. By conforming to the benchmarks for measuring accessibility set forth above, the Board of Education will ensure that people with disabilities have an opportunity equal to that of their nondisabled peers to access the information on the district's website, ~~except where doing so would impose an undue burden or create a fundamental alteration of the district's website.~~ **When**



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~~fundamental alteration or undue burden defenses apply, the district will make reasonable modifications/accommodations for individuals with disabilities in order to provide equally effective alternate access. In providing such access, the district will ensure that to the maximum extent possible individuals with disabilities receive the same benefits or services as their nondisabled peers. To provide equally effective alternate access, alternates are not required to produce the identical result or level of achievement for persons with and without disabilities, but must afford persons with disabilities equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement.~~

4. To ensure ~~that~~ the district's website conforms with the above benchmarks for measuring accessibility, ~~except where doing so would impose an undue burden or create a fundamental alteration of the district's website,~~ the Superintendent of Schools will designate a school staff member to act as the Website Accessibility Coordinator. The Coordinator will:
 - a1. Ensure that in-house staff and contractors responsible for webpages and webpage content development are properly trained on the Board of Education's website accessibility policy and procedures;
 - b2. Ensure that all new, newly added, and modified online content and functionality is accessible to people with disabilities as measured by conformance to the above benchmarks by, among other things:
 - (1)a. Checking the hypertext markup language (HTML) of all new webpages on the website to make sure that accessible elements are used, including "alt" tags, long descriptions, and captions, as needed;
 - (2)b. Ensuring that webpages are designed in a manner that allows them to be displayed using a visitor's own settings for color and fonts, and can be navigated with a keyboard;



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- (3)e. If images are used, including photos, graphics, scanned images, or image maps, making sure to include text equivalents for them, using "alt" tags and/or long descriptions for each and ensuring the text equivalents convey the meaningful information presented visually by the image;
- (4)d. If online forms and tables are used, making those elements accessible;
- (5)e. Ensuring that videos appearing on the website include appropriately synchronized audio description and captions;
- (6)f. Ensuring when posting new documents on the website, the documents shall be provided in HTML or another text-based format (even if they are provided in another format, such as portable document format (PDF)). If documents are provided in both formats, provide both formats at the same time so people with disabilities have the same degree of access as others;
- (7)g. Periodically enlisting people with a variety of disabilities to test the Board of Education's webpages for accessibility and ease of use and use this information to increase the Board's website accessibility;
- (8)h. Periodically coordinating the audit of existing content and functionality of the website to identify online content or functionality that is inaccessible to persons with disabilities; and
- (9)i. Developing and carrying out a corrective action plan, when necessary, for making the district's existing web content accessible.



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- c3. Ensure that alternative means are available for people with disabilities to access information, programs, and services that are normally provided on the Board's website.

B. New Jersey Law – N.J.S.A. 18A:36-35.1

1. **For the purpose of New Jersey law – N.J.S.A. 18A:36-35.1 and this Policy, “internet website or web service” includes any webpage, website, web service, online curriculum, or online third party or open educational resource product that is made available to enrolled students or the public by the school district.**
2. **Pursuant to N.J.S.A. 18A:36-35.1, no school district shall make available to the enrolled students of the district or school or to the public an Internet website or web service unless the Internet website or web service complies with the most up-to-date version of the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) if the Guidelines are approved by the Commissioner of Education, or any other applicable guidelines or requirements as may be designed or approved by the Commissioner of Education.**
3. **In accordance with N.J.S.A. 18A:36-35.1.a. and b., the school district is required to submit a statement of assurance attesting to compliance with N.J.S.A. 18A:36-35.1 as required by the Commissioner of Education.**

This Policy establishes minimum standards for the accessibility of web-based information and services considered necessary to meet the district's goals and ensure compliance with applicable **Federal and State** laws.

Section 504 of the Rehabilitation Act of 1973
Title II of the Americans with Disabilities Act of 1990
34 C.F.R. Part 104; 28 C.F.R. Part 35
N.J.S.A. 18A:36-35.1

Adopted:



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Every Student Succeeds Act

Jun 22

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[See POLICY ALERT Nos. 198, 222, and 228]

2415 EVERY STUDENT SUCCEEDS ACT

The Every Student Succeeds Act (ESSA) is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965 that provides Federal funds to help all New Jersey's school children achieve. The purpose of the ESSA is to ensure all students have equitable access to high-quality educational resources and opportunities and to close educational achievement gaps. The Board of Education elects to augment the instructional program of students by projects supported by Federal funds allocated under the ESSA and the district will comply with the requirements of all the programs authorized by the ESSA.

The district may be eligible for several grant programs funded through the ESSA, including, but not limited to, Title I through Title VII. Many of the Titles of the ESSA have several parts and subparts that provide a funding source for specific purposes.

Application Procedure

The district will submit an annual ESSA Consolidated Formula Subgrant Application to the New Jersey Department of Education (NJDOE). The school district's application shall include all information required by the NJDOE and the ESSA for the district to be considered for funding under the ESSA.

Covered Programs

Formula grants under the ESSA are non-competitive grants that school districts are eligible for based on the make-up of their student bodies. These formula grants for each Title are committed to different purposes and may be used to support different activities and programs.

Title I

The largest Federal program supporting elementary and secondary education is Title I. The ESSA strengthens Title I requirements for the State's assessments, accountability system, and support for school improvement. The law also requires minimum qualifications for teachers and paraprofessionals in Title I programs.



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Every Student Succeeds Act

The school district must use the best available measure for identifying children from low-income families to: identify eligible school attendance areas, determine the ranking of each area, and determine allocations as identified in the Title I guidelines and regulations.

The school district will offer Title I services to eligible children enrolled in private elementary and secondary schools. The services and benefits will be equitable in comparison to services and benefits for participating public school children.

The school district will provide the New Jersey Department of Education assurances it will provide the maximum coordination between the Title I program, the regular school program, and services provided by other programs for specialized populations. The Title I program will consider the special needs of homeless children, migrant children, children with disabilities and limited English Language Learner (ELL) children. Title I funds will be reserved so that migrant children who are otherwise eligible to receive Title I services, even if they arrive during the school year, are served.

Type of Title I Program

The school district will offer a Target Assistance Title I program.

Target Assistance Program

Schools that are not eligible for (or do not choose to operate) school-wide Title I programs must use Title I funds to provide targeted services to low-achieving students. A Target Assistance program must be established in accordance with the Title I guidelines and regulations and the New Jersey Department of Education.

New Jersey Department of Education Accountability System

The district will comply with the accountability system established by the New Jersey Department of Education and outlined in the New Jersey State Plan and approved by the United States Department of Education.

Fiscal Responsibility



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The district will comply with the requirements as outlined in Policy 2415.02 Title I – Fiscal Responsibilities in accordance with the NJDOE and the ESSA.

Staff

The district will comply with the staff certification requirements of the ESSA and the NJDOE. In addition, the district will ensure all paraprofessionals meet the requirements as established by the ESSA and as outlined in Policy 4125 – Employment of Support Staff Members.

Parent and Family Engagement ~~Parental Involvement~~

The district will comply with the requirements as outlined in Policy 2415.04 – **Title I – District-Wide Parent and Family Engagement** ~~Parental Involvement~~ **and Policy 2415.50 – Title I – School Parent and Family Engagement as applicable** in accordance with the NJDOE and the ESSA.

Student Surveys, Analysis, and/or Evaluations

The Protection of Pupil Rights Amendment (PPRA) applies to school districts that receive Federal funding from the United States Department of Education. The district will comply with the requirements as outlined in Policy 2415.05 - Student Surveys, Analysis, and/or Evaluations in accordance with the PPRA.

Unsafe School Choice Option

In the event there is a school in the district designated as Persistently Dangerous in accordance with the Victims of Violent Criminal Offenses as outlined in the ESSA, the district will comply with the requirements of Policy 2415.06 – Unsafe School Choice Option in accordance with the NJDOE and the ESSA.

Property

Property acquired through Title I funds for use in public or private schools will be acquired in accordance with the Public School Contracts Law, will be held in title by the Board of Education, and will not be used for other purposes so long as it is required in the Title I program. Property no longer required for Title I purposes will be used for other, similarly funded projects or disposed of in accordance with State and Federal guidelines.



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Capital Expenses

The Superintendent will assure the district abides by New Jersey's Public Contracts Law; consults appropriate private school officials prior to making any decisions regarding capital expenses; ensure funds that are received to cover capital expenses provide equitable Title I services to private school students; ensure accounts for any capital funding is separately maintained; and assure lease purchase agreements are consistent with applicable statute and administrative code.

Post-Award Requirements

The school district will maintain all project records for five years following the completion of the activity for which the funds were used. The school district will prepare and submit all reports as required by the State Department of Education in a timely manner.

Supplement, Not Supplant

Grant funds provided under Federal programs, including the ESEA of 1965 as amended by the ESSA, shall supplement, not supplant the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under the ESEA of 1965 as amended by the ESSA.

Evaluation

The Superintendent or designee will evaluate the ESSA programs as required by the United States and the New Jersey Departments of Education.

Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the Every Student Succeeds Act.



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Adopted:



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[See POLICY ALERT No. 228]

5513 CARE OF SCHOOL PROPERTY

The Board of Education believes ~~that~~ the schools **district** should help students learn to respect property and ~~instill to develop~~ feelings of pride in **their school community institutions**. The Board **requires** ~~charges~~ each student ~~enrolled in the~~ **this district to responsibly** ~~with responsibility for the proper care for~~ of school property and the school supplies and equipment entrusted to **the student** ~~his/her use by the school district~~.

Students who cause damage to **or lose** school property ~~may will~~ be subject to disciplinary measures. The Board authorizes the imposition of a fine for the loss, damage, or **destruction** ~~defacement~~ of a textbook and reserves the right to withhold a report card or diploma from any student whose payment of a fine is in arrears.

A student who demonstrates chronic and/or serious disregard for property may be referred to the Child Study Team.

The Superintendent shall develop rules for the safekeeping and accounting of textbooks and prepare a schedule of fines for lost, ~~and~~ damaged, **and destroyed** textbooks.

N.J.S.A. 18A:34-2; 18A:37-3
N.J.A.C. 6A:~~23A-20.623-6.6~~

Cross reference: ~~Policy Guide Nos. 2520, 7610, 8461, 9260~~

Adopted:



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[See POLICY ALERT No. 228]

R 5513 CARE OF SCHOOL PROPERTY

A. **Teaching Staff Member** ~~Teachers'~~ Responsibilities

1. ~~Teachers will exercise judgment in the entrustment of school property to students.~~
12. **Teaching staff members** ~~Teachers~~ will impress upon all students the importance of the proper care of school property and instruct students in the proper use of school facilities, equipment, instructional materials, and textbooks.
23. **Teaching staff members** ~~Teachers~~ will keep an accurate inventory of textbooks and other materials **in assigned** ~~to~~ their classrooms.

B. General Rules Governing the Use of School Property

1. Students shall not deface the school building, furnishings, or equipment in any manner.
2. Students shall not use school furnishings or equipment for purposes other than those for which the furnishing or equipment was designed and intended.
3. Students will care for school textbooks in accordance with ~~paragraph D. below.~~ **paragraph D. below.**

C. Distribution and Collection of Textbooks and Materials

1. ~~Each T~~textbooks will be **identified** ~~stamped~~ as the property of the Board of Education ~~and marked with a number unique to that book.~~
2. A label ~~shall will~~ be affixed to ~~the front of~~ each textbook and will include:
 - a. The name of the Board of Education; **and**



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- b. The name of the school,
 - ~~e. The year in which the book was purchased, and~~
 - ~~d. The number assigned to the book.~~
3. The following information will also be entered on the label **or documented in another manner** each time the book is issued to a student:
 - a. The name of the student to whom the book is issued,
 - b. The date on which the book is issued to the student,
 - c. The condition of the book when it is issued, and
 - d. The condition of the book when it is returned.
4. Each classroom teacher will keep a permanent record of the textbooks used in **their his/her** classroom. The record will include all the information listed in ~~paragraph C.2. and paragraph C.3.~~ **above.**
5. A lost textbook must be promptly reported to the **teaching staff member teacher** who issued the book. A replacement textbook will be issued **to the student as soon as possible** ~~immediately.~~
6. Textbooks will be collected and inspected before the end of the school year or marking period, as appropriate. Once inspected, a textbook will be returned to inventory until it is again distributed to a student.
7. Students must remove covers, loose papers, and markings before returning any textbook.
8. Fines **may will** be assessed for lost and damaged textbooks in accordance with **a schedule as approved by the Superintendent or designee** ~~paragraph E.~~



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D. Care of Textbooks by Students

1. Students shall take care not to lose or misplace a textbook or expose a textbook to conditions or circumstances likely to destroy, damage, or degrade it.
2. All textbooks that will be taken home by students must be protected with an appropriate cover to be supplied by the student.
3. Students should not:
 - a. Use pens, pencils, or other implements to mark a place in a textbook;
 - b. Use a textbook to file bulky papers and notes;
 - c. Write in textbooks; or
 - d. Soil textbooks beyond normal use.

E. Fines and Penalties

1. Fines will be assessed as follows for any lost textbook or textbook damaged beyond normal wear.

| <u>Loss or damage</u> | <u>Fine</u> |
|---|-------------------|
| Lost book issued in ————— — new condition | 80% of list price |
| Lost book issued in ————— — good condition | 60% of list price |
| Lost book issued in ————— — fair condition | 40% of list price |
| Lost book issued in ————— — poor condition | 20% of list price |
| Broken bindings ————— | \$1 |
| Defaced cover ————— | 50 cents |
| Missing pages ————— | 25 cents per page |
| Loose or torn pages ————— | 10 cents per page |
| Marks not damaging to text ————— | 5 cents per page |



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| | |
|---|-------------------|
| Marks damaging to text | 25 cents per page |
| Dog-eared pages | 10 cents per page |
| Soil not damaging to text | 5 cents per page |
| Soil damaging to text | 25 cents per page |
| Book so damaged (by water or otherwise) as to be unusable | as for lost books |

2. The **teaching staff member** ~~teacher~~ will inspect each textbook returned and **may** ~~will~~ assess a fine for each lost or damaged books. The teacher will prepare a **report form in triplicate to be submitted to the Principal or designee** that includes:
 - a. The name and number of the textbook damaged or lost;
 - b. The name of the student **that lost or damaged a textbook**;
 - c. The loss or **extent of** damage to the textbook; and
 - d. The amount of the fine **assessed, if any**.
3. In setting fines the **teaching staff member** ~~teacher~~ may take into account verified extenuating circumstances.
4. ~~The student will take the form to the _____ and make payment of the fine assessed. The _____ will sign the form when payment is made.~~
45. **Teaching staff members** ~~Teachers~~ will not collect fines. **Textbook fines shall be submitted to the Principal or designee.**
6. ~~Copies of the form will be distributed as follows:~~
 - a. ~~The _____ (same as #E4) will retain one copy for office records.~~
 - b. ~~The student will be given one copy as receipt for the fine.~~
 - c. ~~The teacher will be given one copy as evidence that the fine has been paid.~~



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57. A student who finds their lost textbook, **after being assessed and paying a fine**, will be reimbursed any fine paid for the lost textbook but **may** ~~will~~ be assessed a fine for any damage done to the book.
68. **The Board of Education may withhold** ~~A student who has not paid a fine owed will not receive a diploma, transcript, transfer card, or report card until the fine has been duly paid and acknowledged. A high school senior who has unpaid fines may participate in the graduation ceremony but will receive a blank diploma.~~
9. ~~If fines remain unpaid, the _____ may request payment from the parent(s) or legal guardian(s), notify the student's employer, or take such other steps as may be appropriate to ensure that moneys due the district are paid and that the importance of taking responsibility for the consequence of one's acts is instilled.~~

Adopted:



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[See **POLICY ALERT No. 228**]

5722 STUDENT JOURNALISM

The Board of Education believes it is important to afford students the opportunity to exercise their creativity, passion, and constitutionally-protected freedom of speech. However, the Board also believes this opportunity must be balanced between ensuring students have the right to speak freely while also preserving the ability of district staff to maintain the safe and orderly operation of the school district. The Board adopts this Policy granting students the right to exercise freedom of speech and of the press in accordance with N.J.S.A. 18A:36-44 and N.J.S.A. 18A:36-45.

For the purpose of this Policy, the following terms shall mean:

“Prior restraint” means a school official informing a student journalist(s) the news, opinion, feature, and advertising content of school-sponsored media, subject to the restrictions listed in N.J.S.A. 18A:36-45.b., N.J.S.A. 18A:36-45.c., and the provisions of this Policy, cannot be published in school-sponsored media or a school official takes any action to prevent a student from doing so.

“Prior review” means a school official reviewing school sponsored media before it is published, broadcast by a student journalist at school or distributed, or generally made available to members of the student body.

“School official” means the Principal or designee or an administrative staff member designated by the Superintendent.

“School-sponsored media” means any material that is prepared, substantially written, published, or broadcast by a student journalist at school, distributed or generally made available to members of the student body, and prepared under the direction of a student media advisor. School-sponsored media does not include media intended for distribution or transmission solely in the classroom in which the media is produced.

“Student journalist” means a student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in school-sponsored media.



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Student Journalism

“Student media advisor” means an individual employed, appointed, or designated by the district to supervise or provide instruction relating to school-sponsored media.

Student journalists have the right to exercise freedom of speech and of the press in school-sponsored media, regardless of whether the media is supported financially by the district or by use of school district facilities, or produced in conjunction with a class in which the student is enrolled. Subject to 1. through 5. below, student journalists are responsible for determining the news, opinion, feature, and advertising content of school-sponsored media. N.J.S.A. 18A:36-45.b. and this Policy shall not be construed to prevent student media advisors from teaching professional standards of English and journalism to student journalists.

This Policy does not authorize or protect expression by a student that:

1. Is libelous or slanderous;
2. Constitutes an unwarranted invasion of privacy;
3. Is profane or obscene;
4. Violates Federal or State law; or
5. So incites students as to create a clear and present danger of the commission of an unlawful act, the violation of school district policies, or the material and substantial disruption of the orderly operation of the school.

The district shall not authorize any prior restraint of any school-sponsored media except for the types of expression prohibited under N.J.S.A. 18A:36-45.c. and as listed in 1. through 5. above.

A school official may implement a procedure for prior review of school-sponsored media. Any prior review of school-sponsored media required by the school official shall be communicated to the student journalist by the school official and be conducted within three school days after submission to the

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school official by the student journalist. If the school official cannot show the school-sponsored media is prohibited under N.J.S.A. 18A:36-45.c. and 1. through 5. above, within the three school days, the student journalist may release the school-sponsored media.

When a school official determines the restraint of student expression is necessary, the school official shall simultaneously identify at least one of the five prohibitions listed in 1. through 5. above under N.J.S.A. 18A:36-45.c. and in this Policy under which the limitation of student expression is appropriate. This determination shall be provided to the student journalist in writing by the school official that made the determination.

A student journalist may appeal, to the Superintendent or designee, a determination by a school official that the restraint of student expression is necessary. An appeal must be submitted in writing to the Superintendent or designee within five school days of the written determination being communicated to the student journalist. The appeal must include a copy of the written determination and the reasons why the student journalist believes the limitation is not appropriate. The Superintendent or designee may, but is not required to, provide the student journalist an opportunity to present their written appeal in person. The Superintendent or designee will make a determination on the appeal within five school days of receiving the written appeal from the student journalist. The student journalist may appeal a decision of the Superintendent or designee to the Board of Education in writing. The Board of Education will make a decision on the appeal at the first Regular Board Meeting after receiving the written appeal or within ten school days after receiving the written appeal.

A student journalist that violates a provision of this Policy may be subject to appropriate discipline.

The school district shall not sanction a student operating as an independent journalist.

A staff member shall not be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under N.J.S.A. 18A:36-44 and N.J.S.A. 18A:36-45 and this Policy, or refusing to infringe upon conduct that is protected by this Policy, the First Amendment to the United States Constitution, or paragraph 6 of Article I of the New Jersey Constitution.

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Student Journalism

The Superintendent or designee shall determine reasonable provisions for the time, place, and manner of student expression for the purposes of school-sponsored media.

N.J.S.A. 18A:36-44; 18A:36-45

Adopted:



Somerset Hills School District (SHSD)
Chapter 27
Emergency Virtual/Remote Instruction Plan
2022-2023 School Year

Pursuant to New Jersey Public Law 2020 Chapter 27, public school districts must annually submit their emergency virtual/remote learning plans, with Board of Education approval, to the Commissioner of Education.

This plan would be implemented during a school closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure.

The Superintendent of Schools will submit the board-approved emergency virtual/remote learning plan and a corresponding virtual/remote learning instruction plan checklist/attestation form to the county office of education by September 30, 2022.

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A. Equitable Access and Opportunity for all Students

1. The district is committed to ensuring equitable access and opportunity to instruction for all students. The district’s technology department partners with building-level administration in all schools to ensure all *SHSD* students have access to computing devices and network/broadband access. Students/families may be surveyed to determine needs and will also be provided contact information for assistance. The district has purchased enough Chromebooks and iPads to accommodate the needs of students. All students in grades K-8 are provided district-owned devices (iPads or Chromebooks, depending on grade-level) to ensure connectivity. In the event that a student in grades 9-12 needs a device, they are issued a Chromebook owned by the district. In the event that a student’s home does not have access to broadband, the IT department distributes district-owned hotspots. The IT department works to prioritize needs and educate families in regards to connectivity options.

2. Each school day will be a minimum of four hours excluding any time designated for lunch and/or recess. Virtual/remote schedules for each grade/school-level across the K-12 continuum have been devised to ensure that students’ varied and age-appropriate needs are met. School-specific learning plans contained herein reflect baselines and may be modified by building principals as needed.

Bedwell Elementary School Remote Learning Plan

| | |
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| Learning Activities and Platforms | <p>Classroom teachers will provide a daily message and overview of the day’s tasks, activities and assignments.</p> <p>Students will have the flexibility to complete tasks, activities and assignments in the order they choose.</p> <p>Parents whose students are unable to participate in remote learning activities should contact your child’s teacher.</p> <ul style="list-style-type: none"> ● All tasks, activities and assignments will be posted daily via SeeSaw (PreK - Gr 1) and Google Classroom (Grades 2 - 4). ● Core subjects will include ELA, Math, Science or Social Studies. ● Lesson formats may include various Google Apps for Education (Docs, Forms, Sheets, Slides, Meet, Gmail) Screencastify, Seesaw or Flipgrid. ● Students’ learning activities may include live/interactive opportunities, as well as links to video recordings of instruction. ● Teachers will provide links to resources that can be used as support for instructional activities or extension. ● Teachers may request students to submit their assignments via Google Classroom |
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| | <ul style="list-style-type: none"> or SeeSaw . ● Some activities may be daily and others may be longer term projects spanning multiple days. ● Students will also receive instructional activities and engage with other staff from whom they receive services such as reading specialists, counseling, speech, math support, etc. |
| Related Arts | <p>Related Arts “Specials” classes will be linked to a specific day of the week for all grade levels.</p> <ul style="list-style-type: none"> ○ Monday - Music ○ Tuesday - PE and World Language ○ Wednesday - Art ○ Thursday - Library/Enrichment ○ Friday - Technology <ul style="list-style-type: none"> ● Related Arts teachers will communicate their activities through your child’s homeroom teacher’s Google Classroom or SeeSaw. |
| Attendance | <ul style="list-style-type: none"> ● If your child is sick, please follow regular absence procedures and notify the school by 9:15 am by calling the Absence Verification number at (908) 204-1920 and press option #1. Please listen to the message and state the requested information and provide as much information as possible when relaying the symptoms of your child’s illness including any positive medical tests such as Strep, Flu, Covid-19 or any other contagious illnesses. |
| Communication and Feedback | <ul style="list-style-type: none"> ● Email is the best form of communication. All Bedwell teachers/staff members will be available via email during regular school hours (8:45 am - 3:45 pm). ● If you need to speak to a teacher/staff member over the phone, please email the teacher to set up a time to speak. ● Teacher/staff members may utilize *67 to make outgoing calls from their personal cell phones. These calls will appear as “Restricted” or “Private Call” or “No Caller ID.” Please keep that in mind when anticipating a phone call from a teacher. ● Teachers/staff members will be available to coordinate with families to provide support during the school day as students work to complete assignments. ● Support and feedback during the school day can be done in several ways. <ul style="list-style-type: none"> ○ Teachers/staff members may comment through Google Classroom (Gr 2-4) or SeeSaw (PreK - Gr 1) on a student’s work to provide feedback. ○ Students/parents can correspond with teachers via email, SeeSaw, and/or Google Classroom. ○ Teachers/staff members may opt to schedule Google Meet and/or Zoom sessions with students on an as needed basis. |
| Technology Resources and | <ul style="list-style-type: none"> ● Requests for tech support can be communicated through the Covid-19 link on the shsd.org homepage. |

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| Support | <ul style="list-style-type: none"> ● Teachers will answer questions specific to technology they are utilizing with their instruction. |
| Audio/Video Guidelines | <ul style="list-style-type: none"> ● As the state’s health-related school closure continues, Somerset Hills School District recognizes that there are teachers and students who would like to participate in video/audio conferencing. Building principals are working with staff members to ensure teachers have a common understanding of the benefits and drawbacks of these mechanisms. Our hope is that this information will serve to similarly ensure a common understanding at home regarding students’ responsibilities for engaging in these experiences appropriately. ● Online conferences are intended for instructional purposes only. Please remember that students will be visible/audible to other participants (i.e. students and district staff) during these conferences. It is also possible that others in participants’ households may see or hear student and staff participants. ● We must accept that these additional educational opportunities bring increased responsibilities. All of the district’s expectations regarding appropriate use of technology continue to apply, and participants are expected to act in a school-appropriate manner throughout these experiences. We encourage you to review Policy and Regulation 2361 – Acceptable Use of Computer Network / Computers and Resources, as well as your school’s Code of Conduct. In the unfortunate event of inappropriate behavior, a student may be removed from a conference/meeting and disciplinary action may be taken. ● Please note that students are forbidden from recording a session and should <u>not</u> create their own Zoom account. If a teacher is using Zoom, they will invite students to the Zoom conference or meeting. ● Please be reminded that in allowing your students to join and participate in educational audio/video conferences, your family is agreeing that students are expected to act in accordance with the rules/policies/procedures of the district and the school. ● Your child will have access to these recorded audio/video conferences for subsequent viewing should he/she be unable or unwilling to participate. It is our hope that teachers and students who choose to explore this type of experience will find it academically rewarding and engaging. |
| Audio/Video Conferencing Considerations | <p>As stated in the audio/video guidelines above, teachers may wish to use video/audio conferencing tools to engage with students. We cannot require teachers or students to use software to live conference, but we are allowing its use.</p> <p>Please be mindful of the following considerations when using Audio/video conferencing tools such as Zoom or Google Meet:</p> <ul style="list-style-type: none"> ● Audio/video conferencing allows teachers to create and share a "meeting" via email or Google Classroom. Students will then follow teacher directions. ● Video conferences should be conducted in a well-lit area. |

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| | <ul style="list-style-type: none"> ● Students and parents should make other people in the home aware that the student is participating in an audio/video conference for school and that other people should not appear in the video scene or on the audio. ● Students and parents should be aware of what appears behind the individual in the conference. Some items visible in the background may reveal private information about the individual, or may not be appropriate for a school meeting. Locations chosen for a video conference should take these things into consideration. ● Headphones may be a good option to help staff members and students to hear the conversations better. Headphones with a built-in microphone can help to prevent the possibility of unwanted audio being picked up from the background. ● Students and parents should check to make sure they have hung up and closed the videoconferencing window at the end of a meeting so that the videoconference does not remain active. |
| Recommended Roles and Responsibilities | |
| Students | <ul style="list-style-type: none"> ● Identify a comfortable and quiet space to do your school work. ● Log-in to Google Classroom or SeeSaw for information about activities from your teachers. ● Contact your teachers if you have questions or need help. ● Be a good digital citizen by acting respectfully in an online setting. ● Do your best and remember to take frequent brain and body breaks. Be sure to get outside every day and get a good night's sleep. |
| Parents | <ul style="list-style-type: none"> ● To the extent possible, designate a quiet place where your child will work with the fewest distractions. ● Encourage students to complete activities to the best of their abilities and/or your family schedule. ● Check in with your child daily about their remote learning activities. ● Students will complete activities at varying rates. Please communicate with your child's teacher(s) if the workload needs to be adjusted to meet student and/or family needs. ● Take care of yourselves. These are unprecedented times for all of us. We know the balance of school, work, home and health is difficult to manage even in the best of times. |

Bernardsville Middle School Remote Learning Plan

Each day school is closed, the schedule will rotate through *one of the four* schedules listed below. A reminder announcement indicating *which schedule to follow* will be posted on the 5th, 6th, 7th and 8th grade classroom pages in Google Classroom at the start of each day that school is closed.

Related Arts Classes and PE

Students should plan to complete activities for their courses during Related Arts Classes (Art, Tech, Music, etc.) and PE according to the schedule below.

| Day 1 | | | | |
|---------------|--|---------|-----------|---------|
| Time | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| 7:50 - 8:50 | Independent work and individually arranged tutorial and teacher planning | | | |
| 8:50 - 9:50 | 5A | 6 | 6 | 5 |
| 9:55 - 10:55 | 7A | 7 | 7 | 6 |
| 11:00 - 12:00 | 8 | 8 | 8A | 8 |
| 12:00 - 12:45 | Lunch | Lunch | Lunch | Lunch |
| 12:45 - 1:45 | 9 | 9 | 9A | 9 |
| 1:45 - 2:46 | Independent work and individually arranged tutorial and teacher planning | | | |

| Day 2 | | | | |
|---------------|--|-----------|---------|-----------|
| Time | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| 7:50 - 8:50 | Independent work and individually arranged tutorial and teacher planning | | | |
| 8:50 - 9:50 | 1 | 1 | 1 | 1A |
| 9:55 - 10:55 | 2 | 2 | 2 | 2A |
| 11:00 - 12:00 | 3 | 3A | 3 | 3 |
| 12:00 - 12:45 | Lunch | Lunch | Lunch | Lunch |
| 12:45 - 1:45 | 4 | 4A | 4 | 4 |
| 1:45 - 2:46 | Independent work and individually arranged tutorial and teacher planning | | | |

| Day 3 | | | | |
|--------------|---|---------|---------|---------|
| Time | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| 7:50 - 8:50 | Independent work and individually arranged tutorial and | | | |

| | | | | |
|---------------|--|-------|-----------|-------|
| | teacher planning | | | |
| 8:50 - 9:50 | 5B | 6 | 6 | 5 |
| 9:55 - 10:55 | 7B | 7 | 7 | 6 |
| 11:00 - 12:00 | 8 | 8 | 8B | 8 |
| 12:00 - 12:45 | Lunch | Lunch | Lunch | Lunch |
| 12:45 - 1:45 | 9 | 9 | 9B | 9 |
| 1:45 - 2:46 | Independent work and individually arranged tutorial and teacher planning | | | |

| Day 4 | | | | |
|---------------|--|-----------|---------|-----------|
| Time | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| 7:50 - 8:50 | Independent work and individually arranged tutorial and teacher planning | | | |
| 8:50 - 9:50 | 1 | 1 | 1 | 1B |
| 9:55 - 10:55 | 2 | 2 | 2 | 2B |
| 11:00 - 12:00 | 3 | 3B | 3 | 3 |
| 12:00 - 12:45 | Lunch | Lunch | Lunch | Lunch |
| 12:45 - 1:45 | 4 | 4B | 4 | 4 |
| 1:45 - 2:46 | Independent work and individually arranged tutorial and teacher planning | | | |

Bernards High School Remote Learning Plan

Students are expected to login to their SHSD Google Account at the start of period 1 on “A” days and the start of period 6 on “B” days (8:45 am). We recognize that there are times when students may not be able to adhere exactly to this. This schedule is designed to give students a framework to guide them through their day.

Each day school is closed, the schedule will alternate between “A” day and “B” day schedules. A reminder announcement indicating whether the day will be an A day or a B day will be posted on the 9th, 10th, 11th and 12th grade classroom pages in Google Classroom at the start of each day that school is closed. Students are expected to access their teachers’ Google Classroom page and are expected to work on assignments during their scheduled class periods. The time at the

start/end of the day, before/after the scheduled class meetings, should be used for independent student work and teacher planning. Here are the schedules for “A” and “B” days:

| "A" Day | | | "B" Day | |
|--|---------------|--|--|---------------|
| Period | Time | | Period | Time |
| Independent work and individually arranged tutorial and teacher planning | 7:45 - 8:45 | | Independent work and individually arranged tutorial and teacher planning | 7:45 - 8:45 |
| 1 | 8:45 - 9:45 | | 6 | 8:45 - 9:45 |
| 2 | 9:50 - 10:50 | | 7 | 9:50 - 10:50 |
| 3 | 10:55 - 11:55 | | 8 | 10:55 - 11:55 |
| Lunch | 11:55 - 12:35 | | Lunch | 11:55 - 12:35 |
| 4 | 12:35 - 1:35 | | 9 | 12:35 - 1:35 |
| 5 | 1:40 - 2:41 | | Independent work and individually arranged tutorial and teacher planning | 1:35 - 2:41 |

3. During emergency virtual/fully-remote instruction, teachers will use a combination of both synchronous and asynchronous activities during scheduled instructional periods. To the greatest extent possible, teachers will devise lessons that maximize engagement opportunities, with plans that leverage whole group, small group, and individual work.
4. Since 2020 staff have had access to and have used a variety of educational software (e.g. Google, PearDeck, Formative, SeeSaw, etc.) to conduct remote assessments to measure student growth and progress towards instructional objectives.
5. The district will communicate procedures to families through its weekly *Friday Folder* to ensure that accessibility issues (lack of internet access, network access, and/or sufficient access to devices) can be addressed in a timely manner.

B. Addressing Special Education Needs

1. In the event that conditions require remote instruction, case managers will support teachers to ensure that IEPs are being followed. Every effort will be made to continue in-person instruction for special education students in self-contained programs, recognizing that there may come a time when even these students need to pivot to a virtual educational environment. Teachers, special education paraprofessionals and case managers will support students and families with remote services through platforms such as Google Meet/Zoom to the greatest extent possible. Bell schedules may be customized to meet the needs of each student so that extraordinary services could be scheduled into the child's day.

The education of students with disabilities during remote instruction will be provided "to the most appropriate extent possible" as per the student's IEP or 504 Accommodation Plan. "The provision of FAPE will include, as appropriate, special education and related services as per the student's typical instructional day program" This will include direct instruction virtually, online, or telephonically" to the extent that it is safe, practicable, and ethical in light of the circumstances with the anticipation that parents/guardians will cooperate and participate as needed.

Special education students will participate in daily instruction through a virtual platform. The instruction is to be provided by either a special education teacher or a general education teacher based on students' IEPs and class schedules. Instruction for remote students will take place via Zoom or Google Meet. Instruction and instructional support will be provided based on the accommodations/modifications listed in the student's IEP/504 Accommodation Plan, to the greatest extent possible.

Case managers will consult with teachers, special education and general education, to ensure that accommodations/modifications are being implemented based on the type of instruction to the greatest extent possible.

Related Services and students Eligible for Speech and Language Services: Sessions will be conducted by related services staff to target IEP goals and objectives. They will be facilitated through an online video conference platform. Both individual and group sessions will be conducted based on the IEP to the maximum extent possible. Teachers will monitor student progress and document student performance and participation. Related service providers will log all services on a daily basis.

Counseling: Support will be provided in person and virtually as dictated by the IEP and as warranted to address relevant concerns. Counselors will log attendance/participation of all sessions as well as all phone and email contacts with families.

Section 504: School Counselors to monitor and provide additional support per individual plans, including communication with staff, parents, and students. Support will be provided in person and virtual as warranted to address relevant concerns. Annual conferences will be conducted through video conference platforms within annual timelines.

- Students will continue to work on their post-secondary plans with the Transition Coordinator, either in person or virtually, and will ensure that graduating seniors or those students turning 21 will be properly transitioned to state agencies such as DVRS or DDD, or other opportunities that exist for these students.
 - Clear and consistent communication will be utilized for communicating with parents and guardians, as always, to ensure that we are aware of issues that arise and that they can be addressed in a timely manner.
 - Classroom paraprofessionals will be present in all classrooms where mandated by IEPs and 504s.
2. Case manager's primary responsibility is to ensure that IEPs are being met, as such they would play an important role in monitoring the services of each of their student's to ensure compliance with the IEP; this work will include, but not be limited to, tracking services, ensuring provision of accommodations and modifications, and gauging progress toward IEP goals. Throughout emergency virtual/remote instruction, case managers will continue to document IEP implementation, including the tracking of services, student progress, and provision of accommodations and modifications. Progress Indicators are provided to parents via the IEP program platform in accordance with individual IEPs and NJAC 6A:14. The District will monitor and implement relevant guidance from the NJDOE. Case managers will be available via email, phone, and online video or chat platforms to facilitate meetings, monitor student progress, answer questions and address all concerns. CST members, related services providers, and teachers will hold mandated meetings, when appropriate, using an online video conference platform or phone conference. In the event a required member of the IEP Team is not available, the case manager, in accordance with NJAC 6A: 14 will receive written consent to proceed with the meeting if the parent/guardian is in agreement. All related documents, including *Parental Rights in Special Education (PRISE)*, will be shared electronically or via US Mail. In the event the meeting cannot be facilitated as noted above, the meeting will be rescheduled.
 3. Case managers will communicate with staff frequently regarding student performance and participation. Case managers will ensure families are informed in a timely manner in regards to services being implemented in accordance with IEPs to the greatest extent possible. Case managers will maintain open lines of communication with parents via email, phone, and online video platforms regarding student progress and compliance with IEPs.

4. In addition, case managers would schedule all requisite IEP meetings and conduct them remotely as necessary. Mandated meetings per NJAC 6A:14: CST members, related services providers, and teachers will conduct all meetings including, but not limited to, Annual Reviews, Initial Planning Meetings, Reevaluation Planning Meetings, and Eligibility Determination Meetings in accordance with mandated timelines. When evaluations are warranted, the CST will complete any and all that can be completed to the greatest extent possible. Corresponding eligibility conferences will occur following the completion of all evaluations. All meetings are recorded in the IEP program platform.

C. Addressing English Language Learners (ELL) Plan Needs

1. Somerset Hills provides services to ESL students according to a state-approved Bilingual Waiver plan. Depending on the assessed needs of the student the district provides either a Newcomer Tutorial, High Intensity English, or Sheltered Instruction program aligned to the NJDOE requirements. Bell schedules may be customized to meet the needs of ESL students.
2. In the event that conditions require emergency virtual or remote instruction:
 - ESL/bilingual teachers will reach out directly to students' families to ensure students' needs are being met to the greatest degree possible, and that connectivity/technology access is not working properly. Bilingual staff and board-approved interpreters will be available to facilitate communication.
 - The district will continue to rely on translated alerts/messages and interpreters to facilitate these efforts.
 - School staff including teachers, counselors, and administration can request translation for any school document or communication through board-approved translators. Translation services are available in case translation is needed beyond these services.
 - Communication expectations that are detailed for all families are expected for families who request communication in a language other than English.
3. The ESL Supervisor will support teachers to ensure that sheltered instruction best practices are leveraged in appropriate courses. The ESL Supervisor will coordinate with the Director of Guidance to be sure that counselors are appropriately focused on the needs of ESL students. Resources and strategies to modify instruction for ESL students of varying proficiencies will continue to be provided through the district ESL learning management system *Ellevation*.
4. Training has been scheduled on culturally responsive teaching in addition to training on sheltered instruction. The district's professional development over the last few years has focused on trauma-informed instruction to help staff be proactive and responsive to the

needs of students suffering from traumatic stress, recognizing the importance of fostering a feeling of safety for all students, including those affected by forced migration.

D. Attendance Plan

1. Students will be marked absent or present by their teachers in the student information system (Powerschool) as a function of their appearance and participation in Zoom/Google Meet classroom meetings. *SHSD* Board of Education Policy 5200 will continue to apply to students, despite the remote environment. Parents/Guardians of students who are not able to login to their Google Account because of illness are expected to call the attendance line to leave pertinent information in regards to the child's absence. If a student is not called out sick, the district expects the child to log into Google Classroom for all classes to complete assignments.
2. Teachers, administrators, and counselors will communicate with families whose students are not in attendance, not participating or not turning in school work. Attendance improvement plans will be instituted as needed.

E. Safe Delivery of Meals Plan

1. The school district participates in the National School Lunch Program and administers a Free and Reduced lunch program. Any student who qualifies will be provided a daily lunch on a free or reduced basis even if the district is closed to in-person instruction and is conducting only virtual/remote instruction; the Business Administrator will facilitate this service with the district's food service provider.

Lunches may be delivered to families' homes or to central locations and the district may utilize the district's transportation services for this purpose. Lunch may also be available for pick-up at regular intervals. Eligible families may be surveyed or contacted to determine their preferences for delivery.

F. Facilities

1. In the event that a remote learning environment is instituted, the Business Administrator will determine the degree to which contracts with outside services can be put on hold for services not being used. Staff schedules for custodians and maintenance staff may be modified, ensuring sufficient staff to monitor safety and security, and to maintain grounds to prevent deterioration while their use is greatly reduced and/or suspended for an extended closure. Prior to reopening all buildings will be deep cleaned and disinfected to establish a baseline level cleanliness to be maintained throughout the school year.

G. Other Considerations

- A. During emergency virtual or remote instruction, accelerated learning opportunities will continue to the greatest extent possible. These learning opportunities will occur along with regularly scheduled classes and be conducted in a remote fashion.
- B. On its website the district maintains online resource hubs of wellness resources for both staff and families. Counselors and mental health professionals will continue to make themselves available to support the social and emotional health of staff and students.
- C. During emergency virtual or remote instruction the district's Title I teacher will continue to provide service for identified Title I students virtually, via Zoom/Google Meet. Services provided outside of the school day will be provided virtually to the greatest degree possible.
- D. N/A
- E. Credit recovery will be scheduled as needed through remote opportunities and classes designed to help students earn the necessary credits to graduate. Services such as *Educere* may be used to facilitate this work.
- F. To the greatest extent practical, all student learning opportunities will continue regardless of whether they take place during the school day or before/after school.
- G. The Business Administrator will determine if transportation contracts not being used can be suspended.
- H. To the greatest extent practical, extra-curricular programs that can be continued on a remote basis will continue; those that cannot may be suspended.
- I. The district will coordinate with the local YMCA in regards to the Before- and After-care services normally provided in-district. These may be suspended or relocated if emergency virtual or remote instruction is replacing in-person learning.
- J. Community programs, including Board of Education meetings, would be conducted remotely via Zoom/Google Meet and live streamed via YouTube if in-person meetings are not advised/possible.

H. Essential Employees

- 1. At the time of the district's transition to virtual or remote instruction, the administrative team will identify essential employees and the Superintendent will provide a list of same to Somerset County's Office of Education, ensuring adherence to any guidance or timelines that have been communicated.

I. Board Approval/Posted on Website

This *Chapter 27 Emergency Virtual or Remote Instruction Plan for 2022-2023* was approved in a public meeting of Somerset Hills Board of Education on September 21, 2022 and subsequently posted to the district website at www.shsd.com. The Chief School Administrator, Dr. Gretchen Dempsey, submitted the plan to the County Office on September 22, 2022. If activated, the plan may be shared directly with district staff and families via email.



LEA Plan for Safe Return to In-Person Instruction and Continuity of Service Pursuant to the Federal American Rescue Plan Act, Section 2001(i)

Introduction and Background

As announced in the New Jersey Department of Education (NJDOE)'s [April 28, 2021 broadcast](#), in March 2021 President Biden signed the Federal [American Rescue Plan \(ARP\) Act](#), Public Law 117-2, into law. The ARP Act provides an additional \$122 billion in Elementary and Secondary School Emergency Relief (ARP ESSER) to States and school districts to help safely reopen, sustain the safe operation of schools, and address the impacts of the COVID-19 pandemic on the nation's students. As with the previous ESSER funds available under the Coronavirus Aid, Relief and Economic Security (CARES) Act, and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), the purpose of the additional funding is to support local educational agencies (LEAs) in preparing for and responding to the impacts of COVID-19 on educators, students, and families. Additional information on ARP ESSER may be found in the NJDOE's [funding comparison fact sheet](#).

Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, no later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools (Safe Return Plan) A Safe Return Plan is required of all fund recipients, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the Safe Return Plan and take those comments into account in finalization of the Safe Return Plan. Under the interim final requirements published in [Volume 86, No. 76 of the Federal Register](#) by the U.S. Department of Education (USDE), an LEA must periodically, but no less frequently than every six months through September 30, 2023, review and, as appropriate, revise its Safe Return Plan.

Pursuant to those requirements, **LEAs must submit to the NJDOE and post on their website their Safe Return Plans by June 24, 2021**. The NJDOE intends to make LEA ARP ESSER Fund applications available in EWEG on May 24, 2021 and LEAs will submit their Safe Return Plans to the NJDOE via EWEG. To assist LEAs with the development of their Safe Return Plans, the NJDOE is providing the following template.

This template incorporates the federally-required components of the Safe Return Plan. The questions in the template below will be included in the LEA ARP ESSER Fund application in EWEG. LEAs will submit responses to the questions within the LEA ARP ESSER Fund application in EWEG by June 24, 2021. The NJDOE hopes that this template will allow LEAs to effectively plan for that submission and to easily post the information to their websites as required by the ARP Act.

Note that on May 17, 2021, Governor Murphy [announced](#) that upon the conclusion of the 2020-2021 school year, portions of Executive Order 175 allowing remote learning will be rescinded, meaning that schools will be required to provide full-day, in-person instruction, as they were prior to the

COVID-19 Public Health Emergency. The NJDOE and New Jersey Department of Health will share additional information regarding State requirements or guidance for health and safety protocols for the 2021-2022 school year as it becomes available.

Template: LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name: Somerset Hills School District

Date (mm/dd/yyyy): 06/02/2021

Date Revised (mm/dd/yyyy): 10/20/21, 9/9/2022

1. Maintaining Health and Safety

For each mitigation strategy listed below (A–H), please describe how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC.

A. Universal and correct wearing of masks: **Somerset Hills School District offered in-person instruction for the entire 2020-2021 and 2021-2022 school years, and continues to do so. The district will continue to implement practices and protocols informed by experts. Practices will be informed by up-to-date information from the Governor's Office, New Jersey Department of Education, New Jersey Department of Health, the district's local health officers, and the district physician. The district's published Restart and Recovery plan enumerates expectations for the universal and correct wearing of masks. As per Governor Murphy's Executive Order 251, there was an expectation of universal masking (with limited exceptions as noted). Noting the significant decline of statewide COVID-19 metrics, Governor Phil Murphy announced that masks and facial coverings would no longer be mandated for students, staff, or visitors in schools and childcare centers effective March 7, 2022. The Somerset Hills School District continues to support staff and students who wish to wear masks. Masks will also be utilized in the following scenarios based on the [redacted] of the New Jersey Department of Health dated 8/29/22: After returning from isolation (students and staff who return to school after 5 full days of isolation should be required to mask during days 6-10, or until they test negative using two antigen tests collected at least 48 hours apart starting on day 6), after a COVID-19 exposure (exposed individuals should wear a well-fitting mask for 10 days from last exposure, regardless of vaccination status), when illness occurs in school (students or staff who become ill with symptoms consistent with COVID-19 while in school or care should wear a mask until they leave the premises).**

B. Physical distancing (e.g., including use of cohorts/podding): Somerset Hills School District offered in-person instruction for the entire 2020-2021 and 2021-2022 school years. and continues to do so. The district will continue to implement practices and protocols informed by experts. Practices will be informed by up-to-date information from the Governor's Office, New Jersey Department of Education, New Jersey Department of Health, the district's local health officers, and the district physician. The district's published Restart and Recovery plan enumerates expectations for appropriate physical distancing, including the use of cohorts in the elementary grades to the greatest extent practical. For 2021-2022, as per the CDC's outlined exceptions for the K-12 indoor classroom setting and as communicated to the community via an alert (8/16/21), contact tracing will not be done when properly masked students are between three and six feet apart in an indoor classroom setting. For the 2022-2023 school year, space constraints are no longer in effect though decisions in regards to large group events will continue to be informed by current health advice

C. Handwashing and respiratory etiquette: Somerset Hills School District offered in-person instruction for the entire 2020-2021 and 2021-2022 school years, and continues to do so. The district will continue to implement practices and protocols informed by experts. Practices will be informed by up-to-date information from the Governor's Office, New Jersey Department of Education, New Jersey Department of Health, the district's local health officers, and the district physician. The district's published Restart and Recovery plan enumerates expectations for appropriate handwashing and respiratory etiquette.

D. Cleaning and maintaining healthy facilities, including improving ventilation: Somerset Hills School District offered in-person instruction for the entire 2020-2021 and 2021-2022 school years. and continues to do so. The district will continue to implement practices and protocols informed by experts. Practices will be informed by up-to-date information from the Governor's Office, New Jersey Department of Education, New Jersey Department of Health, the district's local health officers, and the district physician. The district's published Restart and Recovery plan enumerates expectations for appropriate cleaning and maintenance of facilities. The district leveraged CARES funding to purchase electrostatic sprayers and disinfectant foggers, which have been

used throughout the 2020-2021 school year. For 2021-2022, the district leveraged ESSER II funds to improve air quality by installing bipolar ionization in all 3 school buildings. ARP funds will be allocated to improve older HVAC units in 2 of the schools.

E. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments: Somerset Hills School District offered in-person instruction for the entire 2020-2021 and 2021-2022 school years. and continues to do so. The district will continue to implement practices and protocols informed by experts. Practices will be informed by up-to-date information from the Governor's Office, New Jersey Department of Education, New Jersey Department of Health, the district's local health officers, and the district physician. The district's published Restart and Recovery plan identifies the Assistant Superintendent as the district's contact tracing liaison. The public was kept informed as changing guidelines impacted practice. For 2021-2022, as per NJDOE's Road Forward Health and Safety Guidelines and as approved by the district physician, when community transmission levels are Moderate or Low (yellow or green), exposed close contacts are only excluded from school for 7 days with negative test results collected at 5-7 days. In addition, as per the NJDOE's Road Forward Health and Safety Guidelines, exposed close contacts who are fully vaccinated and have no COVID-like symptoms do not need to quarantine, be excluded from school, or be tested following an exposure to someone with suspected or confirmed COVID-19. Of course, these individuals should continue to monitor for symptoms of COVID-19 for 14 days following an exposure, appropriately isolating/testing if they experience symptoms. Guidance for contact tracing during the 2021-2022 school year was communicated to the community via an alert (8/16/21). The district's website provided a COVID-19 dashboard to track overall numbers real-time through June 2022. Per guidelines set forth by the New Jersey Department of Health on 8/29/22, for the 2022-2023 school year the Somerset Hills School District is following standard procedures for routine cleaning and disinfecting with an EPA-registered product for use against SARS-CoV-2. This means at least daily disinfection of surfaces and objects that are touched often, such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, phones and toys. If there has been a person with COVID-19 compatible symptoms or someone who tested positive for COVID-19 in the facility within the last 24 hours, spaces they occupied should be cleaned and disinfected. Detailed information can be found at CDC's Cleaning and Disinfecting Your Facility.

F. Diagnostic and screening testing: Somerset Hills School District offered in-person instruction for the entire 2020-2021 and 2021-2022 school years, and continues to do so. The district will continue to implement practices and protocols informed by experts. Practices will be informed by up-to-date

information from the Governor's Office, New Jersey Department of Education, New Jersey Department of Health, the district's local health officers, and the district physician. The district's health offices have continued to facilitate communication for the school community with regard to locally-available diagnostic and screening testing opportunities. The district's routine communication mechanism, The Community Friday Folder, has helped inform the larger community of local opportunities for diagnostic and screening testing. As per Governor Murphy's [Executive Order 253](#), as of October 18, 2021 all covered workers will either have to provide adequate proof to the district that they have been fully vaccinated or submit to COVID-19 testing at minimum one to two times weekly. The district has enrolled in a comprehensive end-to-end vendor screening testing program coordinated through the state, which will manage, staff, and operate a school screening testing program. [Per Executive Order 302, this requirement sunset as of September 1, 2022.](#)

G. Efforts to provide vaccinations to educators, other staff, and students, if eligible: [Somerset Hills School District offered in-person instruction for the entire 2020-2021 and 2021-2022 school years, and continues to do so.](#) The district will continue to implement practices and protocols informed by experts. Practices will be informed by up-to-date information from the Governor's Office, New Jersey Department of Education, New Jersey Department of Health, the district's local health officers, and the district physician. [The district shares information regarding locally-available vaccinations through Bernard Township Health Office through its Community Friday Folder.](#)

H. Appropriate accommodations for children with disabilities with respect to the health and safety policies: [Somerset Hills School District offered in-person instruction for the entire 2020-2021 and 2021-2022 school years, and continues to do so.](#) The district will continue to implement practices and protocols informed by experts. Practices will be informed by up-to-date information from the Governor's Office, New Jersey Department of Education,

New Jersey Department of Health, the district's local health officers, and the district physician. The district provided individual appropriate accommodations for children with disabilities, developed through ongoing conversations with parents, health-care providers, and district staff.

2. Ensuring Continuity of Services

A. Describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff's social, emotional, mental health, and other needs, which may include student health and food services. (1000 character limit): **Somerset Hills School District offered in-person instruction for the entire 2020-2021 and 2021-2022 school years, and continues to do so. The district's original Chapter 27 Emergency Virtual or Remote Instruction Plan addresses the ways by which continuity of services can be provided during emergency virtual/remote instruction. All staff and K-8 students are provided with devices (and WIFI hotspots, when needed) to provide access to instruction when remote instruction is deemed necessary. High school students are offered devices and WIFI hotspots as well. A plan is in place to ensure that lunches are available to students/families at accessible locations throughout the communities served. Staff, including counselors and nurses, made accommodations so that services can be provided to both virtual and in-person students during 2020-2021, and these mechanisms can be reactivated as**

needed and sanctioned. A consultant has been secured with CARES funding to assist both staff and students with mental health issues. Instruction for a remote or virtual day will be at least 4 hours excluding lunch & recess.

3. Public Comment

A. Describe how the LEA sought public comment on its plan, and how it took those public comments into account in the development of its plan. Note, the ARP requires that LEAs seek public comment for each 60-day revision to the plan. (1000 character limit): The Somerset Hills School District's 2021-2022 Safe Reopening Plan was initially discussed at the Board of Education's Facilities and Operations Committee meeting on June 2, 2021. The plan was then publicly discussed at the Board of Education's June 9, 2021 meeting, as evidenced by the board agenda. The plan was subsequently posted to the district website, directing the public to send comments to the Board Secretary. The plan that is posted will be updated as changes are made.

B. Describe how the LEA ensured that the plan is in an understandable and uniform format; is to the extent practicable written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, will be orally translated for such a parent; and upon request by a parent who is an individual with a disability as defined by the ADA, will be provided in an alternative format accessible to that parent. (1000 character limit): *The Somerset Hills School District's Safe Reopening Plan is limited to 6 pages and written in an understandable and uniform format. It will be posted on the district's website, which employs Siteimprove's web accessibility tools, guaranteeing adherence to international Web Content Accessibility Guidelines (WCAG). The website will direct community members with limited English proficiency or disabilities preventing their complete understanding to reach out to the Board Secretary, to ensure that reasonable accommodations/modifications can be made to facilitate their understanding.*