

Work Session

Attachments

August 22, 2017

Office of the Superintendent
Township of Ocean School District
August 18, 2017

MEMORANDUM FOR: All Members of the Board

FROM: James Stefankiewicz, Ed.D., Superintendent of Schools

RE: **Miscellaneous Information**

1. **On the Calendar**

August 21, 2017

- 7:30 pm – **Legislative Ad Hoc Meeting** to be held in the Superintendent's Office
 - Board Members James Dietrich, Steven Clayton, Joseph Hadden and Amy McGovern will meet with Assembly Members Eric Houghtaling and Joann Downey.

August 22, 2017

- 5:00 pm – 7:00 pm - **Board of Education Vacancy Interviews**
- 7:00 pm - Executive Session (Closed) – Superintendent's Office
 - Dawn Kaszuba, Principal, Ocean Township High School will be in attendance to discuss student matters.
- 7:30 pm - Work Meeting – Auditorium

August 29, 2017

- 8:30 am - 9:00 am – **New Faculty Induction Program**
 - Welcome Address
 - Introduction of District Administrators
 - Introduction of Board of Education Members
- 6:00 pm – Technology Committee Meeting
- 7:00 pm – Executive Session (Closed) – Superintendent's Office
- 7:30 pm – Work Meeting– Superintendent's Office
- 8:00 pm – Regular Monthly Meeting– Auditorium

September 5, 2017 – No Meeting

- 2:00 pm – Ribbon Cutting – Wanamassa Elementary School

September 12, 2017

- 6:00 pm – Finance Committee Meeting
- 7:00 pm - Executive Session (Closed) – Superintendent's Office
- 7:30 pm - Work Meeting– Auditorium

September 19, 2017

- 7:00 pm – Executive Session (Closed) – Superintendent's Office
- 7:30 pm – Work Meeting– Superintendent's Office
- 8:00 pm – Regular Monthly Meeting– Auditorium

September 26, 2017 – No Meeting

Office of the Superintendent of Schools

Township of Ocean Schools



MEMORANDUM FOR: All Non-Professional Staff Members

FROM: James Stefankiewicz, Ed.D., Superintendent of Schools 

DATE: August 11, 2017

RE: Employment Opportunities/2017-2018 School Year

POSITION:

- (3) Full Time Instructional Assistants

QUALIFICATIONS:

- Aptitude and competence for assigned responsibilities
- Demonstrated ability to assist with instructional activities and communicate effectively with students, parents and school staff
- 60 college credits, Associates Degree or ParaPro Assessment

SALARY: Salary will be commensurate with the Township of Ocean School District Instructional Assistants' 2017-2018 Salary Guide.

APPLICATION DEADLINE: Qualified candidates should apply on line at <http://www.applitrack.com/ocean/onlineapp> by the end of the day, Monday, August 21, 2017.

*Culturally Diverse and Bilingual candidates encouraged to apply.

Office of the Superintendent of Schools

Township of Ocean Schools



MEMORANDUM FOR: All Non-Professional Staff Members

FROM: James Stefankiewicz, Ed.D., Superintendent of Schools

DATE: August 16, 2017

RE: Employment Opportunity/2017-2018

POSITION: Custodian

SALARY: Salary will be commensurate with the Township of Ocean School District's Custodians 2017-2018 Salary Guide.

APPLICATION DEADLINE: Qualified candidates should notify the Personnel Office in writing at 163 Monmouth Rd., Oakhurst, NJ 07755 by the end of the business day, Friday, August 25, 2017, 4:00 pm.

Office of the Superintendent of Schools

Township of Ocean Schools



MEMORANDUM FOR: All Non-Professional Staff Members

FROM: James Stefankiewicz, Ed.D., Superintendent of Schools

DATE: August 16, 2017

RE: Employment Opportunities/2017-2018 School Year

POSITION:

- Full Time Instructional Assistants

QUALIFICATIONS:

- Aptitude and competence for assigned responsibilities
- Demonstrated ability to assist with instructional activities and communicate effectively with students, parents and school staff
- 60 college credits, Associates Degree or ParaPro Assessment

SALARY: Salary will be commensurate with the Township of Ocean School District Instructional Assistants' 2017-2018 Salary Guide.

APPLICATION DEADLINE: Qualified candidates should apply on line at <http://www.applitrack.com/ocean/onlineapp> by the end of the day, Friday, August 25, 2017.

*Culturally Diverse and Bilingual candidates encouraged to apply.

Office of the Superintendent of Schools

Township of Ocean Schools



MEMORANDUM FOR: All Non-Professional Staff Members

FROM: James Stefankiewicz, Ed.D., Superintendent of Schools

DATE: August 16, 2017

RE: Employment Opportunity

POSITION: Substitute Bus Drivers

QUALIFICATIONS:

- Valid CDL Drivers License with P, S and Air Brake Endorsements in good standing with a valid medical certificate and current criminal history background check preferred.
- Some training available.

SALARY: Substitute Salary: \$18.75 per hour

APPLICATION DEADLINE: Qualified candidates should notify the Personnel Office in writing at 163 Monmouth Rd., Oakhurst, NJ 07755.

Office of the Superintendent of Schools

Township of Ocean Schools



MEMORANDUM FOR: All Professional Staff Members

FROM: James Stefankiewicz, Ed.D., Superintendent of Schools

DATE: August 16, 2017

RE: Employment Opportunity/2017-2018 School year

POSITION: **ATHLETIC:**
• Assistant Football Coach

APPLICATION REQUIREMENTS: Include resume or letter listing your qualifications, background knowledge and experience in the particular activity or sport.

SALARY: Salary will be commensurate with the Township of Ocean School District's Athletic Program 2017-2018 Salary Guide.

APPLICATION DEADLINE: Qualified candidates should apply in writing to Rusty Todd Athletic Director, High School, 550 West Park Avenue, Oakhurst, NJ 07755 or htodd@oceanschools.org, by the end of the day, Friday, August 25, 2017.

*Culturally Diverse and Bilingual candidates encouraged to apply.

Office of the Superintendent of Schools
Township of Ocean Schools



MEMORANDUM FOR: All Professional Staff Members

FROM: James Stefankiewicz, Ed.D., Superintendent of Schools

DATE: August 18, 2017

RE: Employment Opportunity/2017-2018 School Year

POSITION: School Monitor – Intermediate School
10 month position

QUALIFICATIONS:

- High School Diploma
- Valid New Jersey driver's license
- Knowledge of security measures, fire prevention, and crowd control
- Aptitude and competence for assigned responsibilities
- Ability to maintain order and to work with groups and individuals on matters of security and crisis management
- Previous law enforcement experience preferred

SALARY: Salary to be determined by the Board of Education.

APPLICATION DEADLINE: Qualified candidates should apply in writing to the Personnel Office at 163 Monmouth Rd., Oakhurst, NJ 07755 by the end of the day Monday, August 28, 2017, 4:30 pm.

*Culturally Diverse and Bilingual candidates encouraged to apply.

Office of the Superintendent of Schools

Township of Ocean Schools



MEMORANDUM FOR: All Professional Staff Members

FROM: James Stefankiewicz, Ed.D., Superintendent of Schools

DATE: August 18, 2017

RE: Employment Opportunity/Available Immediately

POSITION: SAT Test Center Supervisor

QUALIFICATIONS:

- Faculty or staff of an approved educational institution

- Experience administering standardized tests

- Recruit and train staff

RESPONSIBILITIES:

- Ensure the security of test materials from their arrival until their return

- Keep records and prepare reports

- Plan efficient use of facilities

- Supervise all activities of every test administration

- Handle emergencies

- Supervise admission of students

- Complete and return all forms immediately after the test

- Currently OTHS administers the test on four Saturdays per year, twice in the Fall and twice in the Spring

FREQUENCY OF TEST:

HONORARIUM:

- Paid directly by ETS (Educational Testing Service)

- Commensurate with number of students (i.e., 131-180=\$245, 351-400=\$370, 451-500=\$430)

- Additional honorarium of \$71 paid for non-standard administration for classified and 504 students

APPLICATION DEADLINE: Qualified candidates interested in applying for this position should notify the Personnel Office in writing by the end of the business day, Monday, August 28, 2017, 4:00 p.m.

**COMMUNITY LIAISON, COMMUNICATIONS
&
CO-CURRICULAR STUDENT ACTIVITIES**

5460 HIGH SCHOOL GRADUATION (M)

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

A. High School Graduation Requirements

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

1. 20 credits in language arts literacy aligned to grade nine through twelve standards;
2. 15 credits in mathematics, including Algebra I or the content equivalent (“content equivalent” is defined at N.J.A.C. 6A:8-1.3) including geometry or the content, and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21st century careers;
3. 20 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 18A:35-2: five credits in world history, and the integration of civics, economics, geography, and global content in all course offerings;
4. 15 credits in science, including at least five credits in laboratory biology/life science or the content equivalent one additional laboratory/inquiry-based science course which shall include chemistry, environmental science, or physics and one additional laboratory/inquiry-based science course;
5. 3-5 (three to five) credits in health, safety, and physical education during each year of enrollment, distributed as one hundred fifty minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8;



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HIGH SCHOOL GRADUATION (M)

- 6. 5 credits in visual and performing arts;
- 7. 5 credits in world languages or student demonstration of proficiency as set forth in N.J.A.C. 6A:8-5.1(a)2ii(2);
- 8. 2.5 credits in financial, economic, business, and entrepreneurial literacy;
- 9. Technological literacy, consistent with the ~~NJSLS Core Curriculum Content Standards~~, integrated throughout the curriculum;
- 10. 5 credits in 21st century life and careers, or career-technical education; and
- 11. Electives as determined by the high school program sufficient to total a minimum of 130 credits.

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

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

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



- (65) Service learning experiences; and
 - (76) Structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service learning experiences.
- b. Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the **NJSLS Core Curriculum Content Standards** shall:
- (1) Be based on student interest and career goals as reflected in the Personalized Pupil Learning Plans as they are phased in according to the schedule of implementation set forth at N.J.A.C. 6A:8-3.2(a)1;
 - (2) Include demonstration of student competency;
 - (3) Be certified for completion based on the district process adopted according to 2. below; and
 - (4) Be on file in the school district and subject to review by the Commissioner or designee.
- c. Group programs based upon specific instructional objectives aimed at meeting or exceeding the **NJSLS NJCCCS and CCSS** shall be permitted and shall be approved in the same manner as other approved courses.
2. The district shall establish a process for granting of credits through successful completion of assessments that verify student achievement in meeting or exceeding the **NJSLS Core Curriculum Content Standards** at the high school level, including standards achieved by means of the individualized student learning opportunities enumerated as outlined in N.J.A.C. 6A:8-5.1(a)2. Such programs or assessments may occur all or in part prior to a student's high school enrollment; no such locally administered assessments shall preclude or exempt student participation in applicable Statewide assessments at grades three through twelve.
- a. The district shall choose assessments that are aligned with or exceed the **NJSLS Core Curriculum Content Standards** and may include locally designed assessments.



b. The district shall choose from among the following assessment options to determine if students have achieved the level of language proficiency designated as Novice-High as defined by the American Council on the Teaching of Foreign Languages (ACTFL) and recognized as fulfilling the world languages requirement of the ~~NJSLS NJCCCS and CCSS~~:

- (1) The Standards-based Measurement of Proficiency (STAMP) online assessment;
- (2) The ACTFL Oral Proficiency Interview (OPI) or Modified Oral Proficiency Interview (MOPI); or
- (3) Department **of Education**-approved locally designed competency-based assessments.

3. The district shall establish a process to approve post-secondary learning opportunities that may consist of Advanced Placement (AP) courses and concurrent/dual enrollment at accredited higher education institutions.

a. The district shall award credit for successful completion of an approved, accredited college course that assures achievement of knowledge and skills that meets or exceeds the ~~NJSLS Core Curriculum Content Standards~~.

B. Additional Graduation Requirements

1. Attendance requirements as indicated in Policy and Regulation 5200;
2. Other requirements established by the Board of Education as indicated below:
 - a. Instructional Technology
 - b. United States History III
3. Any statutorily mandated requirements for earning a high school diploma;
4. Any Statewide assessment graduation requirements as determined by the New Jersey Department of Education, and as outlined in C. below.

C. Statewide Assessment Graduation Requirements



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



- (1) Achieve a passing score, as determined by the Commissioner, on a corresponding substitute competency test in English language arts and/or mathematics, as applicable, or substitute a passing score on another end-of-course PARCC assessment, including ELA 9, ELA 11, Geometry, or Algebra II; or
 - (2) Meet the criteria of the portfolio appeals process.
- 2. Beginning with the graduating class of 2021, students who take all applicable high school end-of-course PARCC assessments for all courses in which they are enrolled, including those students who received a waiver for ELA 11 pursuant to N.J.A.C. 6A:8-4.1(c)3i, as of September 6, 2016, and thereafter, but do not achieve a passing score on both the ELA 10 and

Algebra I end-of-course PARCC assessments pursuant to N.J.A.C. 6A:8-5.1(a)6, by the conclusion of their senior year and after multiple opportunities to take the assessments, may satisfy the State requirement to demonstrate proficiency in English language arts and mathematics by meeting the criteria of the portfolio appeals process.
- 3. In accordance with a NJDOE Memorandum dated January 24, 2017, students in the graduating cohort of 2020 and 2021 who completed an Algebra I course prior to September 6, 2016 and:
 - a. Took the PARCC Algebra I assessment, but did not pass and are now in an advanced mathematics course (e.g. Geometry or Algebra II); or
 - b. Did not receive a valid test score, but are now in an advanced mathematics course (e.g. Geometry or Algebra II); or
 - c. Did not have an opportunity to take the PARCC Algebra I assessment because the NJDOE did not offer a summer test administration, but are now in advanced mathematics course (e.g. Geometry or Algebra II). Only students in the graduating cohorts of 2020 and 2021 described in the three specific groups above in a. b., and c. are eligible to utilize the following pathways to demonstrate proficiency in mathematics:



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- (1) Take or retake the PARCC Algebra I assessment and pass; or
 - (2) Utilize the NJDOE portfolio appeals process, provided they take the PARCC Geometry assessment and the PARCC Algebra II assessment (if enrolled in the Algebra II course) and receive valid scores; or
 - (3) Take and pass the Geometry or Algebra II assessment.
 4. All English Language Learners (ELLs) shall satisfy the requirements for high school graduation, except ELLs may demonstrate they have attained State minimum levels of proficiency through passage of the portfolio appeals process in their native language, when available, and passage of a Department of Education-approved English fluency assessment.
 5. Students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act who participate in the alternative assessment for students with disabilities are not required to participate in repeated administration of high school end-of-course PARCC assessments.
- ~~1. The New Jersey Department of Education (NJDOE) is transitioning from the High School Proficiency Assessment (HSPA) to the Partnership for the Assessment of Readiness for College and Careers (PARCC) End of Course assessments for students, including students with disabilities, in the classes of 2016, 2017, 2018, and 2019.~~
-
- ~~2. Students in the classes of 2016, 2017, 2018, and 2019 will be able to demonstrate proficiencies in English Language Arts (ELA) and Mathematics required by State statute by either meeting the "cut score" on the PARCC assessments or meeting the "cut score" on a substitute assessment or by meeting the criteria of the NJDOE portfolio appeal process.~~
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- ~~3. A student with a disability, whose Individualized Educational Plan (IEP) team determines the student is exempt from these requirements, would be required to achieve the alternative proficiency in his/her IEP.~~



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

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

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

~~Note: *SAT taken prior to March 2016; ** PSAT taken prior to October 2015; ***~~
~~PSAT taken after October 2015. The College Board will establish new “threshold~~
~~scores” in May 2016 for the new SAT.~~



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OCEAN TOWNSHIP BOARD OF EDUCATION

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HIGH SCHOOL GRADUATION (M)

D. Attendance

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

E. Students with Disabilities

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



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HIGH SCHOOL GRADUATION (M)

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

F. High School Diploma

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



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

3. The Commissioner of Education shall award a State-issued high school diploma in accordance with the provisions of N.J.A.C. 6A:8-5.2(c) and (d).
4. The Board of Education shall award a State-endorsed high school diploma ~~to any currently enrolled~~ a student **that has met all State and local requirement for high school graduation, regardless of grade level. In addition, the Board shall award a State-endorsed high school diploma to any currently enrolled student in accordance with the provisions of N.J.A.C. 6A:8-5.2(e)** ~~formally requesting an early award of the diploma in accordance with the provisions of N.J.A.C. 6A:8-5.2(e) and Board Policy 5465.~~

In accordance with provisions of N.J.A.C. 6A:8-5.2(e), the Board of Education shall award a State-endorsed high school diploma early to any currently enrolled student who:

- a. **Has demonstrated proficiencies in the Statewide assessments as required by the New Jersey Department of Education for high school graduation** ~~proficiency in the high school end-of-course PARCC assessments in ELA 10 and Algebra I, or as set forth in N.J.A.C. 6A:8-5.1(f):~~
- b. **Has completed all state and local graduation requirements;**
- c. **Has presented official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education; and**
- d. **Has formally requested such early award of a State-endorsed high school diploma.**

Students not meeting one or more of the items above (a-d) may appeal in writing to the Superintendent of Schools. Any request for early graduation must be made by June 30th of the student's Junior year.



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The diploma will bear the date of its issuance. The student may be permitted to participate in graduation ceremonies with his/her classmates without formal readmission to the school district on application to and approval of the high school Principal.

G. Notification

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

H. Reporting

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

1. The total number of students graduated;
2. The number of students graduated under the substitute competency test process;
3. The number of students graduated under the portfolio appeals process;
4. The number of students receiving State-endorsed high school diplomas as a result of meeting any alternative requirements for graduation as specified in their IEP's;
5. The total number of students denied graduation from the twelfth grade class; and
6. The number of students denied graduation from the twelfth grade class solely because of failure to pass the high school end-of-course PARCC assessments, substitute competency tests, or portfolio appeals process based on the provisions of N.J.A.C. 6A:8.



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- I. The Superintendent shall provide to the Executive County Superintendent the district's graduation requirements each year they are evaluated through the Quality Single Accountability Continuum (QSAC) and update the filed copy each time the graduation policy and requirements are revised.

N.J.S.A. 18A:7C-1 et seq.; 18A:35-1; 18A:35-4.9; 18A:35-7; 18A:36-17
N.J.A.C. 6A:8-1 et seq.; 6A:8-5.1; 6A:8-5.2; 6A:14-4.11 et seq.

Cross reference: Policy Guide Nos. 5200, 5240, 5410, 5465

Adopted: 17 January 1989

Revised: 17 July 1990, 15 June 1993, 16 July 1996, 20 February 2001, 15 January 2002, 21 August 2012, 21 April 2015, 26 July 2016, 15 November 2016, 29 August 2017



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LONG-RANGE FACILITIES PLANNING (M)

7100 LONG-RANGE FACILITIES PLANNING

M

The Board of Education recognizes that sound planning based on accurate information is essential to the provision of suitable educational facilities. In order to ensure that future district construction is planned on the basis of need, the Board, in accordance with **N.J.S.A. 18A:7G-4 and N.J.A.C. 6A:26-2.1 et seq.** will maintain and submit a Long-Range Facilities Plan (LRFP) to the New Jersey Department of Education. Except as provided in N.J.A.C. 6A:26-3.16, no school facilities project will be considered or approved unless the district's LRFP has been submitted to and approved by the Commissioner of Education.

~~The district may submit an amendment to an approved LRFP for review and approval by the Commissioner of Education at any time whenever it seeks to undertake a capital project that is inconsistent with the approved LRFP then in effect.~~

~~The Board shall review all facilities annually to determine if any of them are substandard pursuant to 6A:26-8.1 et seq. All substandard facilities must be initially approved by the County Superintendent of Schools. Such approvals are given for a maximum of two consecutive years, unless inspected by the New Jersey Department of Education, Division of Finance. The Board shall not continue their use without the express written consent of the County Superintendent of Schools. No substandard educational facility will be approved unless inspected by the Division of Facilities and Transportation in the Department of Education to ensure;~~

- ~~1. The facilities meet health, safety and educational adequacy standards for temporary, substandard facilities, as specified in N.J.A.C. 6A:26-8.1;~~
- ~~2. A plan has been developed by the district and approved by the County Superintendent of Schools to upgrade the facilities to standard, fully approved conditions.~~

~~The County Superintendent will annually monitor the district's plans to upgrade facilities to fully approved status. The district will provide funds in the next immediate annual budget to correct the deficiencies the district is notified by the County Superintendent on or before October 1 annually. Failure to budget for the correction of deficiencies and to implement the corrections by the next September 1 following the October 1 notice will result in the Division of Facilities and Transportation ordering that the substandard facility be abandoned immediately.~~



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~~The factors as outlined in N.J.A.C. 6A:26-8.1(e) will be taken into account in making a determination upon any application for the use of emergency substandard facilities.~~

Long-range facilities planning by the school district shall be in accordance with the provisions of N.J.A.C. 6A:26-2 et seq.

N.J.S.A. 18A:7G-1 et seq.; ~~18A:11-1;~~ 18A:33-1 et seq.; ~~18A:46-13~~
N.J.A.C. ~~6:23-1.1 et seq.;~~ 6A:26-2.1 et seq.;
6A:26-81. et seq.

Adopted: 27 April 1976

Revised: 20 July 1982, 17 July 1990, 21 March 1995, 22 August 1995
21 August 2001, 19 February 2002, 29 August 2017



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R 7100 LONG-RANGE FACILITIES PLANNING

M

~~In order to plan for facilities needs and meet the requirements set forth in N.J.A.C. 6A:26-2.1 et seq., the Superintendent shall cause the completion of the Long Range Facilities Plan (LRFP). The LRFP will include the requirements as set forth in N.J.A.C. 6A:26-2.2 et seq. Except as provided in N.J.A.C. 6A:26-3.16, no school facilities project will be considered or approved unless the district's LRFP has been submitted to and approved by the Commissioner of Education.~~

~~The district may submit an amendment to an approved LRFP for review and approval by the Commissioner of Education at any time whenever it seeks to undertake a capital project that is inconsistent with the approved LRFP then in effect.~~

A. Responsibilities of the School District - N.J.A.C. 6A:26-2.1

- 1. The school district shall amend its Long Range Facilities Plan (LRFP) at least once every five years following the approval of the 2005 LRFP on software made available by the New Jersey Department of Education (NJDOE) and in accordance with the instructions for completing the software.**
- 2. The LRFP shall detail the school district's school facilities, other facilities, temporary facilities, and the school district's plan for meeting school facilities needs during the ensuing five years.**

B. Completion of Long Range Facilities Plans - N.J.A.C. 6A:26-2.2

- 1. Each LRFP shall include:**
 - a. Enrollment projections for the school district for the five years covered by the plan in accordance with the requirements of N.J.A.C. 6A:26-2.2(a)1;**
 - b. The functional capacity of every school facility in the school district in accordance with N.J.A.C. 6A:26-2.2(a)2;**
 - c. An inventory of every school facility, other facility, and temporary facility in the school district in accordance with N.J.A.C. 6A:26-2.2(a)3;**



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- d. An inventory of all school district-owned land in accordance with N.J.A.C. 6A:26-2.2(a)4;
- e. A listing of the approximate size and nature of any new sites that may be needed for school facilities projects set forth in the LRFP in accordance with N.J.A.C. 6A:26-2.2(a)5;
- f. An inventory of all building systems within each facility in accordance with N.J.A.C. 6A:26-2.2(a)6;
- g. A determination of the life expectancy of all building systems;
- h. A determination of any building system deficiencies in each school facility and the required remediation;
- i. The school district's proposed school facilities projects, other capital projects, and preliminary scopes of work in accordance with N.J.A.C. 6A:26-2.2(a)9 and N.J.S.A. 18A:7G-5(m);
- j. The school district's proposed programmatic models for school facility types and capacities the school district intends to operate in the ensuing five years;
- k. A comparison of the school district's proposed programmatic models with the facilities efficiency standards and identification of all types of spaces, sizes of spaces, and number of spaces inconsistent with those standards in accordance with N.J.A.C. 6A:26-2.2(a)11;
- l. A comparison of the school district's programmatic models with the existing inventory and how the school district proposes to convert the existing inventory to programmatic models;
- m. The school district's proposed plans for new construction and renovation of other facilities in the five years ensuing in accordance with N.J.A.C. 6A:26-2.2(a)13;
- n. For each school facility set forth in the LRFP for which the school district is seeking approval of additional space or waiver



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of a facility efficiency standard to be approved as part of the LRFP, the school district shall submit documentation supporting the request in accordance with N.J.A.C. 6A:26-2.3(c);

- o. For each school facility to be replaced, a preliminary comparison of the cost of replacement of the school facility verses the cost to rehabilitate the school facility;
- p. Preliminary data to support each proposed new school facility or addition, renovation to an existing school facility, and the removal from the school district's inventory of school facilities for each school facility to be sold, converted to non-school facility use, or razed;
- q. A preliminary estimate of the cost of every school facilities project set forth in the LRFP; and
- r. The Board resolution approving submission of the LRFP.

- 2. Each LRFP shall include a determination by the school district of the number of unhoused students for the ensuing five-year period calculated in accordance with N.J.A.C. 6A:26-2.2(b)1.
- 3. Approved area for unhoused students shall be determined according to the formula as outlined in N.J.A.C. 6A:26-2.2(c).
- 4. Superintendents in Early Childhood Program Aid (ECPA) districts are strongly encouraged to meet and collaborate with community childhood education providers to meet the needs of unhoused students in the LRFP in accordance with N.J.A.C. 6A:26-2.2(d).
- 5. The school district shall incorporate the facilities efficiency standards in the LRFP and seek any necessary waiver or special Commissioner approval in accordance with N.J.A.C. 6A:26-2.2(e)1 and 2.

C. LRFP Submission Procedure - N.J.A.C. 6A:26-2.1



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1. Except as provided in N.J.A.C. 6A:26-3.14, no school facilities project shall be considered or approved unless the school district's LRFP has been submitted to the NJDOE and approved by the Commissioner.
2. The school district shall submit its LRFP to the planning board(s) of the municipality(ies) in which the school district is situated, no later than the date the school district submits the LRFP to the Commissioner. No LRFP shall be considered complete until comments have been received from the planning board(s) or until forty-five days have passed from the planning boards' receipt of the LRFP in accordance with N.J.A.C. 6A:26-2.1(c).
3. In accordance with the provisions of N.J.A.C. 6A:26-2.1(d), a school district sending students to another school district pursuant to N.J.S.A. 18A:38-8 et seq. shall expeditiously provide all information necessary for the receiving school district to complete its LRFP, including but not limited to, demographic information necessary to prepare enrollment projections. Both sending and receiving school districts must submit a LRFP. If a send-receive relationship is terminated pursuant to N.J.S.A. 18A:38-21, both the sending and receiving school districts shall promptly submit an amended LRFP.
4. An amended LRFP must be submitted to the NJDOE, in accordance with the provisions of N.J.A.C. 6A:26-2.1(e), if one or more school districts withdraw from a regional school district or a regional school district dissolves.
5. At any time, a school district may submit an amendment to an approved LRFP for review and approval by the Commissioner.
6. A school district's approved LRFP shall remain in effect until an amended LRFP is approved.

D. Review and Approval of Long-Range Facilities Plan - N.J.A.C. 6A:26-2.3

1. Within ninety days of receipt of a LRFP from a school district that has not previously submitted a LRFP, the Division of Administration and Finance (Division) shall determine where the plan is fully and accurately complete and whether all information necessary to review the plan has been filed by the school district.



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- a. When a LRFP is determined to be complete, the Division shall notify the school district in writing that the plan is deemed complete.
 - b. When a LRFP is determined to be incomplete, the Division shall notify the school district in writing and require the submission of additional information as detailed in the notification. Only after the Division determines all requested information has been submitted and the information is accurate shall it determine a plan to be complete.
2. Within sixty days of the date of notification that the plan is complete, the Commissioner shall notify the school district of the final determination of the LRFP. A final determination shall set forth information as outlined in N.J.A.C. 6A:26-2.3(b).
3. A school district shall amend its approved LRFP whenever it seeks to undertake a capital project that is inconsistent with the approved LRFP in effect. The amendment request shall be accompanied by a Board of Education resolution approving the submission of the LRFP amendment and shall be in accordance with the requirements of N.J.A.C. 6A:26-2.3(c)1 through 4.
4. The Commissioner may extend the deadline for reviewing each LRFP if at any time the number of LRFPs pending before the Commissioner for review exceeds twenty percent of the total number of operating school districts in the State pursuant to N.J.A.C. 6A:26-2.3(d).
5. A school district that has an approved LRFP may begin undertaking feasibility studies for new construction identified in accordance with N.J.A.C. 6A:26-2.3(b)6. For school districts required to use the New Jersey Schools Development Authority (Development Authority), the activities also shall be undertaken under the auspices of the Development Authority and in accordance with N.J.S.A. 18A:7G-5 and N.J.A.C. 6A:26-2 et seq.

Adopted: 19 February 2002

Revised: 29 August 2017



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~~The Board shall develop comprehensive educational specifications for new or renovated facilities to be considered by the Board and a licensed architect before plans are drawn. Educational specifications shall include but not be limited to:~~

- ~~A. Identification of Facilities Needed~~
 - ~~1. Statement of Need.~~
 - ~~2. Enrollment Projection by Cohort or Percent of Population Method when construction is to accommodate increasing enrollments. Projections must be at least a five year projection.~~

- ~~B. Identification of solution~~
 - ~~1. Statement of proposed new construction.~~
 - ~~2. Statement of proposed additions.~~
 - ~~3. Statement of proposed renovations.~~

- ~~C. Description of Activities, Physical and Environmental Features and Spatial Relationships~~
 - ~~1. Physical Aspects—General~~
 - ~~a. General Recommendations~~
 - ~~b. Special Features~~
 - ~~(1) Educational Environment~~
 - ~~(2) Athletic Environment~~
 - ~~(3) Structural Environment~~
 - ~~(4) Electronic and Mechanical Environment~~
 - ~~(5) Thermal Environment~~
 - ~~(6) Visual Environment~~
 - ~~(7) Sonic Environment~~
 - ~~(8) Safety and Health Environment~~

 - ~~2. Physical Aspects—Specific~~

~~For each administrative, educational and auxiliary space there shall be a specification which includes but is not limited to the~~

- ~~a. Number of students housed~~
- ~~b. Number of teachers, aides or other staff housed~~
- ~~c. Approximate square feet~~



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- ~~d. Number of similar spaces~~
- ~~e. Spatial relationship to other spaces~~
- ~~f. Description of Instructional Activities~~
- ~~g. Special Features~~
 - ~~(1) Architectural~~
 - ~~(2) Electronic/Electrical~~
 - ~~(3) Mechanical~~
 - ~~(4) Specialized Equipment~~

~~There shall also be a summary chart listing all spaces showing net square feet and a total showing gross square feet.~~

~~D. Capacity Worksheets~~

Capital projects that affect any of the criteria for educational adequacy shall be reviewed and approved by the Division of Administration and Finance (Division) in accordance with N.J.A.C. 6A:26-5 et seq. The criteria are the number, configuration, size, location, or use of educational spaces within a school facility. The review for educational adequacy shall take into consideration the suitability of the number, configuration, size, location, and use of educational spaces; built-in furniture and equipment; and provisions for the disabled.

Projects requiring approval for educational adequacy, as defined in N.J.A.C. 6A:26-5.1 are: new school facilities including pre-fabricated facilities; additions to existing school facilities; alterations to the total number, dimension in volume and/or area, configuration or location of educational spaces or the number of any one kind of educational space; and installation of temporary facilities.

New Jersey Schools Development Authority (Development Authority), Regular Operating District (ROD), along with other capital projects, are subject to educational adequacy reviews pursuant to N.J.A.C. 6A:26-5.1(b). The Executive County Superintendent shall approve any change of use of instructional space that is not a capital project.

Educational specifications for educational adequacy reviews shall be prepared and submitted in accordance with N.J.A.C. 6A:26-5.2. Educational specifications shall detail the educational program activities and requirements for each space proposed in the capital project, and shall refer to the New Jersey Student Learning Standards wherever appropriate. The educational specifications shall include an itemized list of furniture, equipment, and support spaces required to conduct the educational program specified for each space, together with their net areas in square feet, as well as the net of the total room area required for each space. The educational specifications shall also



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include specific technical and environmental criteria, adjacencies and other requirements for the educational program and a building-space program that indicates the number and net area in square feet of each instructional, specialized instructional, administrative, and support space in each existing or proposed building included in the capital project and/or temporary facility.

Schematic plans and other related project documents will be prepared and submitted in accordance with N.J.A.C. 6A:26-5.3.

A project cost estimate on a form provided by the Commissioner of Education, a project schedule, a copy of the dated transmittal letter to the Executive County Superintendent indicating project document submission to the Division, and a copy of the transmittal letter indicating the date of plan submission to the local planning board shall be submitted in accordance with N.J.A.C. 6A:26-5.3(b)4.

In the case of a Development Authority school facilities project, upon completion of detailed plans and specifications, the Development Authority on behalf of the district shall apply, upon completion of detailed plans and specifications, for final approval of the project's educational adequacy of the project in accordance with N.J.A.C. 6A:26-5.4(a). In the case of a ROD school facilities project or another capital project, the school district shall apply upon the completion of final plans and specifications for final approval of the educational adequacy of the project in accordance with N.J.A.C. 6A:26-5.4(b). In the case of a temporary facility, the school district or the Development Authority on behalf of the school district for Development Authority school facilities projects, shall apply upon the completion of detailed plans and educational specifications for approval of the temporary facility's adequacy in accordance with N.J.A.C. 6A:26-5.4(c).

The Division shall collect fees for its reviews according to N.J.A.C. 6A:26-5.5.

For a Development Authority school facilities project not subject to educational adequacy review, the Division shall issue a preliminary project report and shall forward the report to the Department of Community Affairs in accordance with N.J.A.C. 6A:26-5.6(a). The review shall require the documentation required by the Uniform Construction Code (UCC) in accordance with N.J.A.C. 5:23-2.15.

For a ROD school facilities project or other capital project, not subject to educational-adequacy review, the Division shall make a determination of the project's final eligible costs and shall forward their determination to the Department of Community Affairs in accordance with N.J.A.C. 6A:26-5.6(b). The review shall include the documentation required by the UCC in accordance with N.J.A.C. 5:23-2.15.



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N.J.A.C. 6A:26-5.1 et seq.; N.J.A.C. 5:23-2.15

N.J.A.C. ~~6:22-1.2, 6:22-5.4~~

Adopted: 21 March 1995

Revised: 29 August 2017



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Capital projects that affect any of the following criteria for educational adequacy **shall** ~~must~~ be reviewed and approved by the Division of **Administration and Finance (Division)** ~~Facilities and Transportation~~. The criteria are the number, configuration, size, location, or use of educational spaces within a school facility. The review for educational adequacy ~~will~~ **shall** take into consideration the suitability of the number, configuration, size, location, and use of educational spaces; built-in furniture and equipment; and provisions for the disabled.

A. Projects Requiring Approval for Educational Adequacy – N.J.A.C. 6A:26-5.1

1. Capital projects that involve the following types of building construction work **shall be approved** ~~require approval~~ for educational adequacy:

- a. New school facilities including pre-fabricated facilities;
- b. Additions to existing school facilities;
- c. Alterations to the total number, dimension in volume and/or area, configuration or location of educational spaces or the number of any one kind of educational space; **and**
- d. ~~Change of use that requires alterations per A.1.c. above, or that requires mechanical or electrical changes pursuant to N.J.A.C. 5:23 or these regulations;~~
- de. Installation of temporary facilities; **and**.
- f. ~~Any site or school facility change or alteration for the purpose of making the site and school barrier free and accessible to disabled persons pursuant to N.J.A.C. 5:23 and §504 of the Federal Rehabilitation Act of 1973, 29 U.S.C. §794 and the Americans with Disabilities Act, 42 U.S.C. §12101 et seq.~~

B. New Jersey Economic Schools Development Authority (**Development Authority**), **Regular Operating District (ROD)**, and **Other Non-Authority** Capital Projects – N.J.A.C. 6A:26-5.1(b)

1. ~~New Jersey Economic Development Authority and non-authority school facilities projects, along with other capital projects, are subject to~~



~~educational adequacy reviews as follows:~~ **Both Development Authority and ROD school facilities projects, along with other capital projects, shall be subject to educational adequacy reviews. The review process and types of documents subject to review will differ depending on whether the project is a school facilities project or other capital project, and if a school facilities project, on whether it is a Development Authority project or a ROD project.**

- a. ~~Authority School Facilities Projects—The district will apply for the review and approval for educational adequacy in conjunction with the application for approval of a school facilities project pursuant to N.J.A.C. 6A:26-3.1 et seq., and prior to the review and approval of capital projects for compliance with the Uniform Construction Code, N.J.A.C. 5:23, by the Division of Codes and Standards in the Department of Community Affairs, and prior to local share authorization. The educational adequacy review will cover three and in certain circumstances, see N.J.A.C. 6A:26-5.4, four types of project documents: educational specifications, schematic plans and related documents, detailed plans and specifications, and final plans and specifications. The educational specifications and schematic plans and related documents will be submitted by the district at the time of project application; the detailed plans and specifications, and final plans and specifications are forwarded by the authority to the Division after project approval, but prior to UCC approval. For a Development Authority school facilities project, the Development Authority on behalf of the school district shall apply for the review and approval for educational adequacy in conjunction with the application for approval of a school facilities project pursuant to N.J.A.C. 6A:26-3.~~

The application shall be made prior to the review and approval of capital projects for compliance with the Uniform Construction Code (UCC), N.J.A.C. 5:23, by the Division of Codes and Standards in the Department of Community Affairs, and prior to local share authorization. The educational adequacy review shall cover the following types of project documents: educational specifications; schematic plans and related documents; detailed plans and specifications; and final plans and specifications. The educational specifications, schematic plans, and related documents shall be submitted by



the Development Authority on behalf of the school district at the time of project application. Detailed and final plans and specifications shall be forwarded to the Division by the Development Authority after project approval, but prior to the Division determination of final eligible costs and Department of Community Affairs review for UCC compliance.

- b. ~~Non-authority School Facilities Projects—The district will apply for the review and approval for education adequacy as in subparagraph B.1.a. above. The educational adequacy review will cover three types of documents: educational specifications, schematic plans and related documents, and final plans and specifications. Educational specifications and schematic plans and related documents will be submitted to the Division by the district at the time of the project application. Final plans and specifications will be submitted to the Division by the district after project approval, but prior to UCC approval and local share or total costs of the school facilities project for a debt service aid authorization.~~ For a ROD school facilities project, school districts shall apply for the review and approval for education adequacy in conjunction with the application for approval of a school facilities project. The educational adequacy review shall cover the following types of documents: educational specifications, schematic plans and related documents, and final plans and specifications. The educational specifications, schematic plans, and related documents shall be submitted by the school district at the time of project application. Final plans and specifications shall be submitted by the school district after project approval, but prior to the UCC-compliance review.
- c. ~~Other Capital Projects—The district will apply for the review and approval for educational adequacy prior to the division review for consistency of the other capital project with the district's approved LRFP. The educational adequacy review will cover educational specifications, schematic plans and related documents, and final plans and specifications. The educational specifications and schematic plans and related documents will be submitted by the district at the time the project is reviewed for consistency with the district's approved LRFP. Final plans and specifications will be~~



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~~submitted to the Division by the district after the consistency review, but prior to UCC approval and local funding authorization.~~
For any other capital project, school districts shall apply for the review and approval for educational adequacy in conjunction with the application for the Division review for consistency with the school district's approved LRFP. The educational adequacy review shall cover educational specifications, schematic plans and related documents, and final plans and specifications. The educational specifications, schematic plans, and related documents shall be submitted by the school district at the time the project is reviewed for consistency with the school district's approved LRFP. Final plans and specifications shall be submitted by the school district after the consistency review, but prior to the UCC-compliance review.

C. Change of Use of Instructional Space, **Non-Capital Project** – N.J.A.C. 6A:26-5.1(c)

1. ~~The district will submit any plan for change of use of instructional space to the County Superintendent of Schools for approval. The Executive~~
County Superintendent shall approve any change of use of instructional space that is not a capital project.

D. Educational Specifications – (N.J.A.C. 6A:26-5.2)

1. Submissions of educational specifications for educational adequacy reviews ~~will~~ **shall** include the following:
 - a. ~~Educational specifications will be prepared in writing describing in detail the educational program activities and requirements for each space proposed in the capital project, and will refer to the Core Curriculum Content Standards wherever appropriate~~ **Details of the educational program activities and requirements for each space proposed in the capital project, and shall refer to the New Jersey Student Learning Standards wherever appropriate;**
 - b. An itemized list of furniture, equipment, and support spaces required to conduct the educational program specified for each space ~~will be included, together with their estimated-net~~ areas in



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square feet, as well as ~~the an estimate~~ **net** of the total room area required for each space;

- c. Specific technical and environmental criteria, adjacencies, and other requirements for the educational program ~~will be noted~~; and
- d. ~~Educational specifications must contain a~~ **A** building-space program that indicates the number and **net** area in square feet of each instructional, specialized instructional, administrative, and support space in each existing or proposed building included in the capital project **and/or the temporary facility**.

E. Schematic Plans and Other Related Project Documents – (N.J.A.C. 6A:26-5.3)

- 1. Submissions of schematic plans for educational adequacy reviews ~~will~~ **shall** include the following:
 - a. ~~Three~~ **Four** sets of schematic plans showing the entire existing and proposed building drawn to a scale of not less than 1/16 inch per foot ~~will be submitted~~. The approved use of each space, and the proposed number of occupants, **and the net square feet area will shall** be clearly labeled **on all existing and proposed spaces**;
 - b. ~~Schematic plans will be reviewed for conformance with the educational specifications and will include~~ Layouts of the built-in and moveable furniture and equipment for examples of all occupied spaces drawn to a scale of not less than 1/8 inch per foot;
 - c. Information required to demonstrate compliance with the Facility Planning Standards of N.J.A.C. 6A:26-6.1 et seq. ~~will be indicated on the schematic plans~~, including dimensions, clearances, ceiling heights, and required equipment;
 - d. Paths of travel for disabled persons ~~will be clearly indicated~~;
 - e. ~~Whenever site work is required, a completed plot plan will be submitted and on it will be shown the intended location of the school and a layout of the locations of all other structures, play and recreation areas, athletic fields, walkways, roadways, access roads, buffer and set back zones, and parking areas~~ **A completed plot**



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plan when work site is required, including the intended location of the school and a layout of the locations of all other structures, multi-purpose physical education fields, playgrounds, walkways, roadways, access roads, buffer and set back zones, parking areas, deed restrictions, easements, protective covenants, right of ways, and environmentally sensitive areas. If the land for the site is being acquired, an application also shall be submitted for approval under N.J.A.C. 6A:26-7.1; and

- f. ~~Schematic plans will be signed and sealed by a New Jersey registered architect or licensed engineer and signed by the President of the Board and Superintendent. The signature and seal of a New Jersey licensed architect or professional engineer, if there is an architect or engineer engaged for the project, and signatures of the President of the Board of Education and the Superintendent. In the case of Development Authority school facilities projects, schematic plans shall also be signed by the Development Authority, pursuant to N.J.S.A. 59:4-6.~~
- 2. Other project documents to be submitted with the schematic plans ~~will~~ **shall** include:
 - a. A project cost estimate on a form provided by the Commissioner of Education;
 - b. A project schedule;
 - c. A copy of the dated transmittal letter **to the Executive County Superintendent** indicating project document submission to the ~~County Superintendent Division; and~~
 - d. ~~A copy of the transmittal letter indicating the date of plan submission to the local planning board, whenever the building footprint, volume, pedestrian or vehicular access are altered by the project; A copy of the transmittal letter indicating the date of plan submission to the local planning board, where required by N.J.S.A. 40:55D-31 and N.J.S.A. 18A:18A-16, including, but not limited to, whenever the project consists of a new building, the conversion of an existing building to school use, or the~~



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building footprint, volume, pedestrian, or vehicular access are altered by the project and.

e. ~~The Director of the Office of Bilingual Education and Equity Issues must receive a completed OEEEO questionnaire, in accordance with Title 6 of the Civil Rights Act of 1964 (42 U.S.C. § 2000a et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) and Title 2 of the Americans with Disabilities Act of 1990 (42 U.S.C. § 12101 et seq.), from the district and must make a positive recommendation in writing to the Division before schematic plans can be approved for any project that affects the capacity of individual buildings or their sending areas in the district.~~

F. Detailed Plans and Specifications and Final Plans and Specifications – (N.J.A.C. 6A:26-5.4)

1. ~~In the case of an authority school facilities project, upon completion of detailed plans and specifications, the authority on behalf of the district will apply for final approval of the educational adequacy of the project. Detailed plans and specifications will be considered adequate for calculations of final eligible costs if the plans and specifications are sixty percent or more complete. Such application will include~~ **In the case of a Development Authority school facilities project, the Development Authority on behalf of the school district shall apply upon completion of detailed plans and specifications for final approval of the project's educational adequacy. Detailed plans and specifications shall be considered adequate for calculations of final eligible costs if the plans and specifications are at least sixty percent complete. Final approval of the educational adequacy of the project shall occur prior to the calculation of the final eligible costs of the school facilities project pursuant to N.J.A.C. 6A:26-3.5. The application for final approval shall include:**

a. ~~Two sets of detailed plans, drawn to a scale of not less than 1/8 inch per foot, signed and sealed by a New Jersey registered architect or licensed engineer and signed by the President of the Board and Superintendent, and specifications, to sufficiently demonstrate that the school facilities project conforms to schematic plans approved by the Division~~ **Four individually packaged sets**



of detailed plans, drawn to a scale of not less than 1/8 inch per foot, signed and sealed by a New Jersey licensed architect or professional engineer and signed by the President of the Board of Education, Superintendent, and the Development Authority, and specifications to sufficiently demonstrate the school facilities project conforms to schematic plans approved by the Division. To demonstrate such conformance, the submission shall include architectural floor plans, an architectural site plan, as applicable, and architectural drawings that will allow verification of ceiling heights and other applicable standards in N.J.A.C. 6A:26-6.3. If the Division determines the documents are not sufficient to demonstrate conformity with the schematic plans, it may request additional drawings and/or technical specifications;

- b. The fee calculated according to the fee schedule ~~unless exempted~~ pursuant to N.J.A.C. 6A:26-5.5; and
- c. In the event there is a change affecting the number, configuration, size, location, or use of educational spaces as set forth in the detailed plans and specifications submitted to the **New Jersey Department of Education**, the **Development A**uthority ~~will~~ **shall** submit ~~such application~~ to the Division **the application** with two sets of final plans and specifications, as set forth in subparagraph 2.a. below. ~~And No~~ additional fee will be imposed.

- 2. ~~In the case of a non-authority school facilities project or another capital project, upon the completion of final plans and specifications, the district will apply for final approval of the educational adequacy of the project. Such application will include~~ **In the case of a ROD school facilities project or another capital project, the school district shall apply upon the completion of final plans and specifications for final approval of the educational adequacy of the project. The application shall include:**

- a. ~~Two sets of detailed plans, drawn to a scale of not less than 1/8 inch per foot, signed and sealed by a New Jersey registered architect or licensed engineer and signed by the President of the local Board and Superintendent, and specifications, to sufficiently demonstrate that the capital project conforms to schematic plans~~



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~~approved by the Division~~ **Four individually packaged sets of detailed plans, drawn to a scale of not less than 1/8 inch per foot, signed and sealed by a New Jersey licensed architect or professional engineer and signed by the President of the Board of Education and Superintendent, and specifications to sufficiently demonstrate the capital project conforms to schematic plans approved by the Division as described in F.1.a. above;**

- b. ~~A properly executed copy of a "Release Form for School Construction Plans"~~ **"Request for Local Release of School Construction Plans"** for a district ~~which that~~ chooses to have a municipal code enforcing agency review of its plans for ~~conformance with the UCC~~ **conformance**. ~~The district's Superintendent and municipal code enforcing agency chief must sign this form. This form may be obtained from the Division;~~ **The review shall include the documentation required by the UCC in accordance with N.J.A.C. 5:23-2.15, for the requirements for application for a construction permit or for plan review, as appropriate. The Superintendent and municipal code enforcing agency chief shall sign the form, which may be obtained from the Division; and**
- e. ~~Copies of letters of approval from all other State agencies having jurisdiction over the project; and~~
- dc. A check, payable to the "Treasurer, State of New Jersey," for the fee calculated according to the fee schedule ~~unless exempted~~ pursuant to N.J.A.C. 6A:26-5.5.

- 3. **In the case of a temporary facility, the school district or the Development Authority on behalf of the school district for Development Authority school facilities projects, shall apply to the Division upon the completion of detailed plans and educational specifications for approval of the temporary facility's adequacy. Detailed plans and educational specifications shall be considered adequate for calculations of eligible costs if the plans and educational specifications are at least sixty percent complete unless otherwise provided in N.J.A.C. 6A:26-5.4. The application shall include items in accordance with N.J.A.C. 6A:26-5.4(c) as outlined below:**



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- a. Four sets of detailed plans, drawn to a scale of not less than 1/8 inch per foot, signed and sealed by a New Jersey registered architect or licensed engineer and signed by the President of the Board of Education and Superintendent, as well as the Development Authority in the case of a temporary facility that is part of a Development Authority school facilities project, and educational specifications to sufficiently demonstrate the educational adequacy of the temporary facility and compliance with the temporary facility standards at N.J.A.C. 6A:26-8;
- b. A completed plot plan whenever site work is required for the temporary facility. On it shall be shown the intended location of the temporary facility and a layout of all other structures, play and recreation areas, athletic fields, walkways, roadways, access roads, buffer and set-back zones, and parking areas. It also clearly shall indicate the impact that placement of the temporary facility will have on the site of the permanent school facility;
- c. A copy of the dated transmittal letter to the Executive County Superintendent indicating plan submission to the Division;
- d. A copy of the transmittal letter indicating the date of plan submission to the local planning board, whenever required by N.J.S.A. 40:55D-31 and N.J.S.A. 18A:18A-16;
- e. A temporary facility schedule addressing the relationship to the school facilities project schedule, in the event that the temporary facility is part of a school facilities project;
- f. The fee calculated according to the fee schedule pursuant to N.J.A.C. 6A:26-5.5. If the temporary facility is not part of a Development Authority school facilities project, payment shall be in the form of a check, payable to the "Treasurer, State of New Jersey";
 - (1) If the fee for the temporary facility is submitted to the Division prior to the submission of the fee for the final educational adequacy review for the school facilities



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project, the amount paid for the temporary facility will be credited toward the fee for the school facilities project;

- g. If the temporary facility is not part of a Development Authority school facilities project, a properly executed copy of a Request for Local Release of School Construction Plans for a school district that chooses to have a municipal code enforcing agency review its plans for conformance with the UCC. Such review shall require the documentation required by the UCC, N.J.A.C. 5:23-2.15, for the requirements for application for a construction permit or for plan review, as appropriate. The Superintendent and municipal code enforcing agency chief shall sign the form, which may be obtained from the Division; and

- h. If the temporary facility was previously used for school purposes and a certificate of occupancy for District Factor Group E is in effect and no change of use is required, a floor plan with proposed occupancy in lieu of signed and sealed plans shall be submitted to the Division to meet the requirements of N.J.A.C. 6A:25-5.4.

G. Fee Schedule and exemption – N.J.A.C. 6A:26-5.5

The Division of Facilities and Transportation will collect fees for its reviews of detailed/final plans and specifications for educational adequacy in the case of Development Authority school facilities projects and for its reviews of final plans and specifications for educational adequacy in ROD school facilities projects and other capital projects according to in accordance with the fee schedule outlined in N.J.A.C. 6A:26-5.5.

H. Capital Projects Not Subject to Educational Adequacy Review – N.J.A.C. 6A:26-5.6

- 1. For a Development Authority school facilities project not subject to educational adequacy review, the Division shall issue a preliminary project report and shall forward to the Department of Community Affairs for review the report along with drawings or narrative sufficient to delineate the scope of work, so the Department of



Community Affairs may review construction documents for UCC conformance. The review shall require the documentation required by the UCC in accordance with N.J.A.C. 5:23-2.15, for the requirements for application for a construction permit or for plan review, as appropriate.

2. For a ROD school facilities project or other capital project not subject to educational adequacy review, the Division shall make a determination of the project's final eligible costs and shall forward to the Department of Community Affairs for review the determination along with drawings or narrative sufficient to delineate the scope of work, so the Department of Community Affairs may review construction documents for UCC conformance. The review shall include the documentation required by the UCC in accordance with N.J.A.C. 5:23-2.15, for the requirements for a construction-permit or plan-review application, as appropriate. If the school district has submitted to the Division a properly executed copy of a "Request for Local Release of School Construction Plans," pursuant to N.J.A.C. 6A:26-5.4(b)2, the Division shall forward the release form to the Department of Community Affairs for its action.

Adopted: April 2004
Revised: 29 August 2017



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SITE SELECTION AND ACQUISITION

7102 SITE SELECTION AND ACQUISITION

In selecting new sites for district facilities, the Board will consider:

- ~~A. Location in relationship to hazards and nuisances;~~
- ~~B. Size and appropriateness for proposed purpose;~~
- ~~C. Fairness of price;~~
- ~~D. A pupil distribution map showing the distribution of residences;~~
- ~~E. Any existing buildings on the property;~~
- ~~F. Statements from architects and engineers that the land to be acquired is suitable for the proposed use including environmental suitability;~~
- ~~G. Recommendations of the County Superintendent and/or the New Jersey Department of Education Bureau of Facilities Planning;~~
- ~~H. Recommendations of the local planning board and appropriate state agencies e.g. CAFRA, Pinelands, etc.~~

~~The Superintendent and professional architects and engineers shall ensure that sites are developed in such a way as to enhance the educational program most effectively at the least cost.~~

~~The Board shall seek and acquire the review by the New Jersey Department of Education prior to acquiring any site for Board of Education purposes.~~

The Board of Education may need to select and acquire new sites for school district facilities. Site acquisition for school purposes and every acquisition of land will be made pursuant to N.J.A.C. 6A:26-3.12 and N.J.A.C. 6A:26-7.1 through 7.3.

Every acquisition of land, whether by purchase, condemnation, or by gift or grant, to be used as a school site shall comply with the requirements of N.J.A.C. 6A:26-7.1 et seq. The school district, or the New Jersey Schools Development Authority (Development Authority) on behalf of the district, shall submit information to the Division of Administration and Finance (Division) to obtain approval for land in connection with a school facilities project in accordance with the provisions of N.J.A.C. 6A:7.1(b).

In the event the school district intends to acquire land not in connection with a school facilities project, the district shall submit all of the information required under N.J.A.C. 6A:26-7.1(b) except N.J.A.C. 6A:26-7.1(b)1.ii and N.J.A.C. 6A:26-7.1(b)1.iii, and shall further be excepted from the requirements of N.J.A.C. 6A:26-7.1(d) and N.J.A.C. 6A:26-7.1(e). If the school district later intends to change the use of the land and use as a school site, the school district shall be required to submit all of the information



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required under N.J.A.C. 6A:26-7.1 and the exceptions outlined above shall no longer apply.

In accordance with the provisions of N.J.A.C. 6A:26-7.1(d), school site sizes shall be directly related to the acreage required for the structures and activities to be situated thereon. Except where specifically noted for multiple or shared use, the acreage shall be considered for single use.

All school sites shall have sufficient acreage for the placement of the school facility; expansion of the building to its maximum potential enrollment; the placement of all other structures such as greenhouses, storage buildings, school bus maintenance buildings or garages, and any other above or below ground structure, which is to be placed thereon; multi-purpose physical education fields and, for preschool through grade five school facilities, a playground required to support the achievement of the New Jersey Student Learning Standards as defined by the number of physical education teaching stations applicable to the school facility pursuant to the facilities efficiency standards and the approved programmatic model; disabled-accessible pedestrian walkways, roadways, and parking areas on which people and vehicles access the building; public and service access roads onto the site including, where warranted, a one-way school bus road of thirty foot width and a two-way road of thirty-six foot width; a school bus drop-off area; and eighteen foot wide posted fire lanes for fire apparatus; and a thirty-foot wide access around the entire building.

Land owned by the Board of Education that does not meet the standards of N.J.A.C. 6A:26-7.1 may be supplemented pursuant to the requirements of N.J.A.C. 6A:26-7.1(f).

Pursuant to N.J.A.C. 6A:26-7.1(g), the Division's approval shall remain effective for three years, after which time Division approval shall again be required to be obtained prior to acquiring land.

The Development Authority may acquire land on behalf of a school district eligible for one hundred percent State support of final eligible costs for school facilities projects that are consistent with the school district's approved Long Range Facilities Plan (LRFP). For such school districts, the New Jersey Department of Education shall require submission of all information set forth in N.J.A.C. 6A:26-7.1(b) to demonstrate compliance with N.J.A.C. 6A:26-7. The Development Authority may submit the required information on behalf of such school districts.

In accordance with N.J.A.C. 6A:7.3, the Board of Education may acquire an existing facility through purchase, gift, lease, or otherwise provided the Board complies with all procedures and rules pertaining to the appropriation and use of capital funds as



required by N.J.S.A. 18A:20-4 and 4.2 and the Board has the facility approved in accordance with N.J.A.C. 6A:26-3, which applies to the acquisition of a school site and for the construction of a new facility. Facilities to be procured for temporary use shall comply with N.J.A.C. 6A:26-8 if subject to educational-adequacy review pursuant to N.J.A.C. 6A:26-5.4(c) because the facilities will house students.

N.J.A.C. 6A:26-3.12; 6A:26-7.1; 6A:26-7.2; 6A:26-7.3

N.J.S.A. 18A:20-4.2
N.J.A.C. 6:22-1.1 et seq.

Adopted: 21 March 1995

Revised: 29 August 2017



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The school district may need to select and acquire new sites for school district facilities. Site acquisition for school purposes and every acquisition of land will be made pursuant to N.J.A.C. 6A:26-3.12 and N.J.A.C. 6A:26-7.1 through 7.3.

A. Acquisition of Land by School Districts - N.J.A.C. 6A:26-3.12

Every acquisition of land, whether by purchase, condemnation, or by gift or grant, to be used as a school site shall comply with N.J.A.C. 6A:26-7 and receive approval.

B. Approval of the Acquisition of Land - N.J.A.C. 6A:26-7.1

1. Voter Approval - N.J.A.C. 6A:26-7.1(a)

The school district may obtain voter approval for funding of land acquisition prior to the Division of Administration and Finance (Division) approval of the land acquisition. The school district shall not take any action to acquire the land prior to obtaining Division approval.

2. Submission to the Division of Administration and Finance - N.J.A.C. 6A:26-7.1(b)

The school district, or the New Jersey Schools Development Authority (Development Authority) on behalf of the district, shall submit to the Division the following information to obtain approval under B.1. above for land in connection with a school facilities project. The following requirements do not address requirements of other State agencies having approval or permitting jurisdiction over land acquisition:

a. The following information shall be provided by the school district:

- (1) A written request that shall include a statement, signed by the Board President and the Superintendent, indicating the immediate and ultimate proposed uses of the site, in terms of building use, grade organization, and potential maximum enrollment, and whether the**



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land is, or will be, part of a school facilities project indicated in the district's LRFP;

- (2) A map of the school district showing the location of the land, the location of existing schools in the school district, the attendance area to be served by the school, and the number of students who reside within the attendance area;
- (3) Data regarding the impact of the acquisition upon racial balance within the school district's public schools;
- (4) A full, detailed appraisal of the market value of the property prepared by a licensed professional;
- (5) A title report on the property produced by any reputable title insurer licensed in the State of New Jersey evidencing that title is good and marketable;
- (6) A feasibility study evidencing that school district-owned land within the attendance area to be served by the school is not available, suitable, or sufficient to be used for school purposes, but only if the school district is required to use the Development Authority and seeking approval for a new acquisition of land and not merely a new use for already school district-owned land; and
- (7) For a school district required to use the Development Authority and seeking approval for the acquisition of land, evidence that the school district has not indemnified the seller of the land for the costs arising from the environmental remediation required for the property to be used for school purposes; acquired the land in its "as is" condition; or acquired the land under terms and conditions that would invalidate the statutory immunity of the school district from liability for the remediation costs associated with pre-existing contamination, whether discovered pre-closing or post-acquisition, under the Spill Compensation and Control Act, N.J.S.A. 58:10-23.11 et seq.



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- b. The following information shall generally be provided by a licensed architect, professional engineer, or professional planner in accordance with N.J.A.C. 6A:26-7.1(b)(2):
- (1) A statement from the licensed architect, professional engineer, or professional planner indicating whether the land is subject to regulation under the Coastal Wetlands Act - N.J.S.A. 13:9A-1 et seq.; the Freshwater Wetlands Act - N.J.S.A. 13:9B-1 et seq.; the Pinelands Protection Act - N.J.S.A. 13:18A-1 et seq.; the Waterfront Development Act - N.J.S.A. 12:5-3; the Green Acres Acts - N.J.S.A. 13:8A-1 et seq., N.J.S.A. 13:8A-19 et seq., N.J.S.A. 13:8A-35 et seq., and N.J.S.A. 13:8C-1 et seq.; or other statutes, regulations or executive orders administered by agencies of State or Federal government;
 - (a) If so subject, the statement shall address the steps necessary to obtain approval from the agencies, and include adequate documentation to demonstrate to the Division the approvals will be obtained and not affect the educational adequacy of the site, as set forth in B.4. and B.5. below.
 - (2) A statement from a New Jersey licensed architect, professional engineer, or professional planner indicating whether the proposed use of the land to be acquired is consistent with the goals and strategies of the New Jersey State Development and Redevelopment Plan (State Plan). If inconsistent with such goals and strategies, the statement shall include adequate documentation to demonstrate to the Division there are no alternative suitable sites available in the school district that are consistent with the State Plan's goals and strategies;
 - (3) A statement from a New Jersey licensed architect, professional engineer, or professional planner indicating the land to be acquired is suitable for the proposed use;



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- (4) A completed, signed, and sealed plot plan of the land to be acquired showing topographical and contour lines; adjacent properties indicating current land uses; access roads; deed restrictions; easements; protective covenants; right of ways; and environmentally sensitive areas such as waterways and wetlands. The acreage and dimensions of the tract proposed for acquisition shall be included as per the application of the standards for minimum acceptable school site sizes in B.4. below;
 - (5) If existing buildings or structures are located on the land to be acquired, the intended use, and/or disposition of these buildings. Any building to be acquired and used shall comply with the requirements of the Uniform Construction Code (UCC) for educational occupancy and N.J.A.C. 6A:26-5 that apply to the construction of a new building;
 - (6) Adequate documentation to demonstrate to the Division that soil conditions for structural integrity and drainage have been examined by the New Jersey licensed architect or professional engineer; and
 - (7) Adequate documentation to demonstrate to the Division that soil and groundwater conditions have been examined by a New Jersey licensed architect or professional engineer for suitability for septic systems, if applicable.
- c. The following shall be submitted by the school district in accordance with N.J.A.C. 6A:26-7.1(b)3:
- (1) A statement from a local or regional water purveyor or alternatively, a statement from a geologist or professional engineer if the source of water is groundwater, certifying that:
 - (a) The land can be adequately provided with the necessary water for the proposed maximum enrollment, and if the source of water is



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groundwater, that there will be sufficient groundwater available for the proposed maximum enrollment; and

- (b) Potable water infrastructure is, or is not, in place to service the site.
- (2) A statement from a local or county sewerage agency certifying that:
 - (a) The land can be adequately provided with the necessary and acceptable sewage disposal system for the proposed maximum enrollment, as evidenced, for example, by consistency with the locally approved wastewater management plan; and
 - (b) Sewer infrastructure is, or is not, in place to service the site. If such infrastructure is not in place, adequate documentation from a professional engineer or licensed geologist to demonstrate that soil and groundwater conditions are suitable for a septic system or discharge to groundwater.
- (3) Recommendations from the New Jersey Department of Environmental Protection (NJDEP) that there are no substantial reasons why the land acquisition should not proceed within forty-five days of its receipt of an environmental site report submitted by the school district or the Development Authority on behalf of the school district addressing the items below, or evidence that forty-five days have passed since the NJDEP's receipt of the environmental site report, whichever is earlier:
 - (a) A sewer service consistency determination;
 - (b) Potable water supply;



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- (c) Coastal and freshwater wetlands;
 - (d) Green Acres land;
 - (e) Stream encroachment;
 - (f) Historical or archeological resources;
 - (g) Endangered plant species;
 - (h) Threatened or endangered animal species; and
 - (i) An environmental site assessment to determine whether there is potential contamination on the land, submitted on a form provided by the New Jersey Department of Education (NJDOE).
- d. The following shall be submitted by the school district in accordance with N.J.A.C. 6A:26-7.1(b)4:
- (1) Recommendations of the planning board or the municipality in which the land is situated, and that has an approved master plan as required by N.J.S.A. 40:55D-31 and N.J.S.A. 18A:18A-16, or evidence that the applicable forty-five days or fifty-five days have passed, whichever is earlier, from the planning board's receipt of the land acquisition application. The recommendations shall be sent to the Division of Administration and Finance, Office of School Facilities, PO Box 500, Trenton, NJ 08625-0500, and forwarded promptly to the Division at the above address if received by the school district or its architect;
 - (2) The recommendation of the Executive County Superintendent based on the requirements specified in N.J.A.C. 6A:26-7; and
 - (3) Prior approvals of other agencies, such as the New Jersey Department of Agriculture, NJDEP, and the



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Pinelands Commission, where such approval is reasonably obtainable prior to acquisition.

3. Land Acquisition for Non-School Facility Project - N.J.A.C. 6A:26-7.1(c)

- a. A school district that intends to acquire land not in connection with a school facilities project shall submit all of the information required under N.J.A.C. 6A:26-7.1(b) except N.J.A.C. 6A:26-7.1(b)1.ii and N.J.A.C. 6A:26-7.1(b)1.iii, and shall further be excepted from the requirements of N.J.A.C. 6A:26-7.1(d) and N.J.A.C. 6A:26-7.1(e). If the school district later intends to change the use of the land and use as a school site, the school district shall be required to submit all of the information required under N.J.A.C. 6A:26-7.1 and the aforementioned exceptions shall no longer apply.

4. School Site Size - N.J.A.C. 6A:26-7.1(d)

School site sizes shall be directly related to the acreage required for the structures and activities to be situated thereon. Except where specifically noted for multiple or shared use, the acreage shall be considered for single use.

5. School Site Size Requirements - N.J.A.C. 6A:26-7.1(e)

All school sites require sufficient acreage for the following:

- a. The placement of the school facility;
- b. Expansion of the building to its maximum potential enrollment;
- c. The placement of all other structures such as greenhouses, storage buildings, school bus maintenance buildings or garages, and any other above or below ground structure, which is to be placed thereon;
- d. Multi-purpose physical education and, for preschool through grade five school facilities, a playground required to support



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the achievement of the New Jersey Student Learning Standards as defined by the number of physical education teaching stations applicable to the school facility pursuant to the facilities efficiency standards and the approved programmatic model;

- e. Disabled-accessible pedestrian walkways, roadways, and parking areas on which people and vehicles access the building;
- f. Public and service access roads onto the site including, where warranted, a one-way school bus road of thirty foot width and a two-way road of thirty-six foot width; a school bus drop-off area; and eighteen foot wide posted fire lanes for fire apparatus; and
- g. A thirty-foot wide access around the entire building.

- 6. Land owned by the Board of Education that does not meet the standards of N.J.A.C. 6A:26-7.1 may be supplemented by adjacent municipally owned land if it is formally leased on a long-term basis to the Board for exclusive use during school hours and there are no deed restrictions that prohibit school district use.
- 7. The Division's approval shall remain effective for three years, after which time Division approval shall again be required to be obtained prior to acquiring land.

C. Approval of the Acquisition of Land in Certain School Districts Under the Development Authority's Auspices - N.J.A.C. 6A:26-7.2

- 1. The Development Authority may acquire land on behalf of a school district eligible for one hundred percent State support of final eligible costs for school facilities projects that are consistent with the school district's approved LRFP. For such school districts, the NJDOE shall require submission of all information set forth in N.J.A.C. 6A:26-7.1(b) to demonstrate compliance with N.J.A.C. 6A:26-7.1. The Development Authority may submit the required information on behalf of such school districts.



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- D. Approval for the Acquisition of Existing Facilities - N.J.A.C. 6A:26-7.3**
- 1. The Board planning to acquire an existing facility through purchase, gift, lease, or otherwise shall comply with all procedures and rules pertaining to the appropriation and use of capital funds as required by N.J.S.A. 18A:20-4 and 4.2. The school district shall also have the facility approved in accordance with N.J.A.C. 6A:26-3, which applies to the acquisition of a school site and for the construction of a new facility.**
 - 2. Facilities to be procured for temporary use shall comply with N.J.A.C. 6A:26-8 if subject to educational-adequacy review pursuant to N.J.A.C. 6A:26-5.4(c) because the facilities will house students.**

Adopted: 29 August 2017



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SCHOOL CLOSING

7130 SCHOOL CLOSING

The Board of Education recognizes its responsibility to provide a thorough and efficient program of free public education and appropriate facilities to house that program. The Board further recognizes that declining enrollments, diminished resources, district reorganization, and/or other good cause may require the use of one or more district facilities for educational purposes be abandoned.

To receive approval for the closing of a school the Board shall provide the Division of Administration and Finance (Division) and the Executive County Superintendent with the following assurances:

1. The proposed closing is consistent with the district's approved LRFP because:
 - a. The school district has demonstrated that sufficient school building capacity exists to house students for the five years following the closing; or
 - b. The school district has demonstrated through a feasibility study that the benefits of undertaking new construction outweigh those of rehabilitating the school proposed for closure.
2. The use of temporary facilities in the remaining schools does not result or increase from an overall facilities shortage caused by the school closing and
3. The re-assignment of students to other schools in the district does not produce, sustain nor contribute to unlawful segregation, separation, or isolation of student populations on the basis of race or national origin.

A request for approval from the Division for the school closing shall include the recommendation of the Executive County Superintendent. A letter of approval from the Division based on the information in N.J.A.C. 6A:26-7.5(a) and as listed above shall be required before the school's closing.

The Division shall notify the school district in writing of its determination with respect to the requested school closing, with a copy provided to the Executive County Superintendent.

N.J.S.A. 18A:20-36; 18A:33-1

N.J.A.C. 6A:26-7.5

Adopted: 29 August 2017



POLICY

OCEAN TOWNSHIP BOARD OF EDUCATION

Property
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DISPOSITION OF PROPERTY

7300 DISPOSITION OF PROPERTY

The Board of Education believes that the efficient administration of the district requires the disposition of property and goods no longer necessary for school purposes. The Board directs the periodic review of all district property and authorizes the disposition by sale, donation or discard of any property no longer required for the maintenance of the educational program or the efficient management of the school district. **The disposition of any school property will be in accordance with this Policy and applicable laws.**

Real estate property shall be disposed of by sale or otherwise, in accordance with N.J.S.A. 18A:20-5 **through 18A:20-7** and N.J.A.C. 6A:26-7.4. **If an approved site, or interest therein, is to be altered or disposed of through sale, transfer or exchange of all or part of the total acreage, including facilities, if applicable, a written request for approval of the disposal will be made to the Division of Administration and Finance (Division) in accordance with the requirements of N.J.A.C. 6A:26-7.4. The Division will notify the district of its approval or disapproval.**

The Board may, by resolution and by sealed bid or public auction, authorize the sale of its personal property not needed for school purposes, **and disposal of any property declared scrap or waste..** If the estimated fair value of the property to be sold exceeds fifteen percent of the bid threshold in any one sale and it is neither livestock nor perishable goods, it shall be sold at public sale, together with a description of the items to be sold and the conditions of sale, shall be published once in an official newspaper. By resolution of the Board, the purchasing agent may include the sale of personal property no longer needed for school purposes as part of specifications to offset the price of a new purchase. **In the event no bids are received for personal property or the personal property is not sold at private sale pursuant to, N.J.S.A. 18A:18A-45, the Board may declare the personal property as scrap or waste and dispose of it locally.**

Personal property may be sold to the United States, the State of New Jersey, or to any body politic in the State of New Jersey, any foreign nation which has diplomatic relations with these United States by private sale without advertising for bids.

Notwithstanding anything to the contrary in this Policy, property acquired with Federal funds for use in a federally funded program will be disposed of in accordance with applicable law and guidelines.

The Superintendent shall develop regulations for the disposition of district property that provide for the review of the continued usefulness of all property in conjunction with the periodic inventory of property; the recommendation for Board designation of property for



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sale, donation, or discard; and the disposition of property in a fair and open manner consistent with the public interest.

N.J.S.A. 18A:18A-5; 18A:18A-45; 18A:20-56; **through 18A:20-7** ~~et seq.~~
N.J.A.C. 6A:26-7.4

Adopted: 18 December 1979

Revised: 17 May 1983, 17 July 1990, 26 June 2001, 29 August 2017



REGULATION

OCEAN TOWNSHIP BOARD OF EDUCATION

NEW

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DISPOSITION OF LAND

R 7300.2 DISPOSITION OF LAND

The Board of Education by a recorded roll call majority vote of its full membership may dispose, by sale or otherwise, of any lands or any rights or interest therein, owned by it, which cease to be suitable or convenient for the use for which they were acquired or which are no longer needed for school purposes, whether acquired through purchase or through condemnation proceedings and the purchaser shall acquire title free from any use of purpose for which it may have been acquired by the Board in accordance with N.J.S.A. 18A:20-5 through 18A:20-7, N.J.A.C. 6A:26-7.4, and Policy 7100.

A. Written Request for Approval for Disposal – N.J.A.C. 6A:26-7.4(a)

The district shall make to the Division of Administration and Finance (Division) a written request for school district-owned land to be altered or disposed of through sale, transfer, or exchange of all or part of the total acreage, including rights or interest therein and/or improvements thereon, such as facilities, if applicable.

1. The district will send a copy of the request to the Executive County Superintendent who shall make recommendations to the Division. The Executive County Superintendent shall provide a copy of the recommendations to the Board.
2. The request shall indicate whether the district intends to convey the site, rights, or interest therein, and/or improvements thereon, under an exception to the public sale requirements of N.J.S.A. 18A:20-6.
3. The request shall indicate whether the school district intends to convey the site, rights, or interest therein, and/or improvements thereon that had been conveyed to the school district from the New Jersey Schools Development Authority (Development Authority) or funded in whole or in part by the State share under Educational Facilities Construction and Financing Act (EFCFA).
4. If the land, rights, or interest therein, and/or improvements thereon have been conveyed to the school district from the Development Authority, the request shall provide evidence acceptable to the New Jersey Department of Education that the property has not reverted to



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the Development Authority as authorized under N.J.A.C. 19:34-3.6.

5. If a school district seeks to dispose of land, rights, or interest therein, and/or improvements thereon funded in part with debt service aid pursuant to N.J.S.A. 18A:7G-9 or 10, and the land and/or improvements are either not needed or not being used for the purposes for which the bonds were issued, any proceeds from the disposal shall be used by the school district first to reduce the outstanding principal amount at the earliest call date or to annually reduce the debt service principal payments. The Board may request approval from the Commissioner to apply the proceeds over the term of the outstanding debt or by some other distribution mechanism if, for example, it is beneficial to stabilizing the school district's debt service tax levy.

B. Disposal – N.J.A.C. 6A:26-7.4(b)

The Division shall determine whether the disposal is consistent with the district's approved Long-Range Facilities Plan (LRFP) or has a negative impact on the educational adequacy of an individual site.

C. Notification of Approval – N.J.A.C. 6A:26-7.4(c)

The Division shall notify the school district of its approval or disapproval and send a copy to the Executive County Superintendent. If the disposal includes a site, rights, or interest therein and/or improvements thereon conveyed to the school district from the Development Authority, is funded in whole or in part by State share under EFCFA, or is in a school district that is required to use the Development Authority, the Division shall also notify the Development Authority.

D. Sale at Public Sale; Exceptions – N.J.S.A. 18A:20-6

Any lands, rights, or interests therein sold by the Board, except lands conveyed as part of a lease purchase agreement pursuant to N.J.S.A. 18A:20-4.2(f), shall be sold at public sale, to the highest bidder, after advertisement of the sale in a newspaper published in the district, or if none is published therein, then in a newspaper circulating in the district, in which the same is situated, at least once a week for two weeks prior to the sale, unless:



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1. The same are sold to the State, or a political division thereof, in which case they may be sold at private sale without advertisement; or
2. The sale or other disposition thereof in some other manner is provided for in N.J.S.A. 18A.

E. Sales at Fixed Minimum Prices – N.J.S.A. 18A:20-7

1. In the case of public sales the Board may by resolution fix a minimum price with or without the reservation of the right, upon the completion of the said public sale, to accept or reject the highest bid made, a statement whereof shall be included in the advertisement of sale of the lands and given as public notice at the time of the sale. The Board may by resolution provide without fixing a minimum price, that upon the completion of the public sale, the Board may accept or reject the highest bid received. If the Board fails to accept or reject the highest bid by the second regular Board meeting following the sale, the bid will be deemed to have been rejected.
2. If no bid is received or if the bids that are received are rejected by the Board in the public interest, the Board may enter into negotiations with any interested party or parties for the sale or other disposal of the property, but shall offer a bidder a hearing upon the bidder's request before entering into such negotiations.
3. The acceptance or rejection of a negotiated price shall be by the affirmative votes of a majority of the full number of Board members at a regularly scheduled meeting.

F. Sewer Lines - N.J.A.C. 6A:26-7.4(d)

The district may convey and transfer, without consideration, its right, title, and interest in and to any trunk or other sewer lines to a municipality, without requiring approval from the Division.

Adopted: 29 August 2017



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OCEAN TOWNSHIP BOARD OF EDUCATION

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DISPOSITION OF PERSONAL PROPERTY

R 7300.3 DISPOSITION OF PERSONAL PROPERTY

A. Definitions

1. "Personal property" means all **Board of Education** property other than real property, as defined in Regulation No. 7300.2; ~~instructional property, as defined in Regulation No. 7300.1;~~ and Federal property, as defined in Regulation No. 7300.4.
2. "Excess property" means personal property that is ~~still usable but is no longer needed in a school building or instructional program or administrative office~~ and is not required as a trade-in on a replacement purchase.
3. ~~"Estimated fair value" means the market value of the property between a willing seller and a willing buyer less the cost to the Board to continue storage or maintenance of any excess property.~~

B. Review Master List of Excess Property

1. **Upon request of the School Business Administrator/Board Secretary or designee, a** ~~The~~ Principal/Supervisor will compile a list of excess property in his/her building or program at the close of each school year.
2. The School Business Administrator will receive lists prepared in accordance paragraph B.1. and will maintain a master, district-wide list of excess property.
3. ~~The master list of excess property will be periodically distributed to all school facilities.~~
43. **A Principal/Supervisor** ~~Any school or office~~ may request transfer of excess property ~~on the proper form, submitted by submitting a request to the School Business Administrator/Board Secretary. Requests will be granted in the order in which they are received.~~
54. An item transferred to another **location in the school district** ~~or office~~ will be removed from the district-wide list of excess property.



65. An item of personal property that has remained on the district-wide master list of excess property for thirty working days or more will be considered to be unusable and will **may** be disposed of in accordance with Policy No. 7300 and this **R**egulation.

C. Disposal at Public Sale– **N.J.S.A. 18A:18A-45**

The Board may, by resolution by sealed bid or public auction, authorize the sale of its personal property not needed for school purposes.

1. If the estimated fair value of the property to be sold exceeds fifteen percent of the bid threshold in any one sale and it is neither livestock nor perishable goods, it shall be sold at public sale to the highest bidder.
2. Notice of the date, time and place of the public sale, together with a description of the items to be sold and the conditions of sale, shall be published once in the official newspaper.

Such sale shall be held not less than seven nor more than fourteen days after the publication of the notice thereof.

3. Personal property may be sold to the United States, the State of New Jersey, another Board of Education, any body politic, any foreign nation which has diplomatic relations with the United States, or any governmental unit in these United States by private sale without advertising for bids.
4. If no bids are received the property may then be sold at private sale without further publication or notice thereof, but in no event at less than the estimated fair value; or the Board may if it so elect to re-offer the property at public sale.

As used herein, “estimated fair value” means the market value of the property between a willing seller and a willing buyer less the cost to the Board to continue storage or maintenance of any personal property not needed for school purposes to be sold pursuant to **N.J.S.A. 18A:18A-45** this section.

5. The Board may reject all bids if it determines such rejection to be in the public interest.



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OCEAN TOWNSHIP
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- a. In any case in which the Board has rejected all bids, it may readvertise such personal property for a subsequent public sale.
 - b. If it elects to reject all bids at a second public sale, pursuant to **N.J.S.A. 18A:18A-45** ~~this section~~, it may then sell such personal property without further publication or notice thereof at private sale, provided that in no event shall the negotiated price at private sale be less than the highest price of any bid rejected at the preceding two public sales and provided further that in no event shall the terms or conditions of sale be changed or amended.
 - c. If the estimated fair value of the property to be sold does not exceed the applicable bid threshold established pursuant to section C.1. above in any one sale or is either livestock or perishable goods, it may be sold at private sale without advertising for bids.
- 6.e. If the estimated fair value of the property to be sold does not exceed the applicable bid threshold established pursuant to section C.1. above in any one sale or is either livestock or perishable goods, it may be sold at private sale without advertising for bids.
- 7.6. Notwithstanding the provisions of **N.J.S.A. 18A:18A-45** and this Regulation, by resolution of the Board, the purchasing agent may include the sale of personal property no longer needed for school purposes as part of specifications to offset the price of a new purchase.

D. Discarding of Textbooks – N.J.S.A. 18A:34-3

- 1. Prior to discarding textbooks, the School Business Administrator/Board Secretary or designee shall notify the New Jersey Department of Education (NJDOE) of any textbooks the school district intends to discard.
- 2. In accordance with the provisions of N.J.S.A. 18A:34-3, the NJDOE shall within fourteen days of receiving notification from the school district of the intent to dispose of textbooks, list the textbooks in a textbook database.



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OCEAN TOWNSHIP BOARD OF EDUCATION

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3. **The School Business Administrator/Board Secretary or designee shall retain the textbooks to be discarded for a period of one hundred and twenty days after the district has notified the NJDOE.**

E. Scrap and Waste Property

1. **In the event no bids are received for personal property or the personal property is not sold at public or private sales pursuant to N.J.S.A. 18A:18A-45, the Board may declare the personal property as scrap or waste and dispose of it locally.**
2. **Personal property declared scrap or waste with no recyclable or usable value may be discarded.**
3. **Personal property declared scrap or waste may not be given or sold to employees, private citizens, local governments, non-profit organizations, etc.**

F. Board of Education Approval

1. **The Board of Education will approve, by resolution of the Board, the negotiated price of personal property offered at private sale and any personal property declared scrap or waste.**

Adopted: 26 June 2001

Revised: 29 August 2017



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OCEAN TOWNSHIP
BOARD OF EDUCATION

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R 7300.4 DISPOSITION OF FEDERAL PROPERTY

A. Definitions

1. **“Awarding agency” means with respect to this Regulation and a Federal grant, the Federal agency awarding the grant.**
2. **“Uniform Grant Guidance” means a set of Federal grant regulations that combines several previous Federal cost principles, administrative requirements, and audit requirement circulars into a single, comprehensive document.**
- 3.1. **“Federal property” means all equipment, supplies, or real property, real or personal or otherwise, purchased with Federal grant funds, including instructional materials.**
- ~~2. “Excess property” means personal property that is still usable but is no longer needed in a school building or instructional program or administrative office and is not required as a trade-in on a replacement purchase.~~
- ~~3. “Estimated fair value” means the market value of the property between a willing seller and a willing buyer less the cost to the Board to continue storage or maintenance of any excess property.~~
4. **“Equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000, as defined in the Uniform Grant Guidance – 2 CFR Part 200.**
5. **“Real property” means land, including land improvements structures and appurtenances thereto, but excludes moveable machinery and equipment, as defined in the Uniform Grant Guidance – 2 CFR Part 200.**
6. **“Supplies” means all tangible personal property other than those described in “Equipment”, as defined in the Uniform Grant Guidance – 2 CFR Part 200.**



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7. **“Federal property no longer needed” for the purposes of this Regulation means property acquired under a Federal award that is no longer needed for the original project or program or for other activities currently or previously supported by a Federal awarding agency, except as otherwise provided in Federal statutes, regulations, or Federal awarding agency disposition instructions.**

B. Periodic Review

1. The **School Business Administrator/Board Secretary** ~~grant manager~~ will compile a list of **physical inventory** of ~~excess~~ Federal property in the district ~~at the close of each school year~~. **This physical inventory must be taken and the results reconciled with the property records at least once every two years.**
2. ~~A~~ The list of ~~excess~~ Federal property **no longer needed** will be periodically distributed to all school facilities **in the district**.
3. Any school may request ~~the grant manager~~ to transfer ~~excess~~ Federal property to a currently or previously funded Federal project or arrange a shared-time use with other such projects. ~~Requests will be granted in the order in which they are received.~~
4. ~~Property transferred to another school or office will be removed from the district-wide list of excess property.~~
45. **Federal pProperty no longer needed in the school district will be considered for disposition** ~~that has remained on the list of excess federal property for thirty working days or more will be considered to be unusable and will either be traded in or reported to the State Department of Education with a request for disposal.~~

C. ~~Trade-in~~

~~Federal property no longer usable may be traded in or sold and the proceeds are to be used to offset the cost of replacement equipment with the approval of the New Jersey Department of Education. The additional cost to acquire a replacement shall be charged directly to the federal program, if the program budget permits, and provided the Board of Education has approved the transaction by resolution.~~

CD. Disposal Disposition of Federal Property - Equipment



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1. The School Business Administrator/Board Secretary will request disposition instructions from the awarding agency for Federal equipment no longer needed.

a1. If the awarding agency fails to provide requested disposition instructions within one hundred and twenty days, items of Federal eEquipment no longer needed with a current per-unit fair-market value in excess of \$5,000 may be retained or sold by the school district or more may be retained for other uses provided compensation is made to the United States Department of Education. If the equipment is sold by the school district, the awarding agency is entitled to proceeds in accordance with 2 CFR 200.313(e)(2). The amount of compensation shall be computed by applying the percentage of Federal participation in the cost of the original project or program to the current fair market value of the equipment. Payments shall be made to Treasurer, State of New Jersey New Jersey Department of Education.

- ~~2. The grant manager will request disposition instructions from the Secretary of the United States Department of Education for equipment no longer wanted by the school district.~~
~~If so instructed or if the disposition instructions are not issued in one hundred twenty calendar days after the request is received by the Secretary, the equipment will be sold in accordance with No. 3 below.~~

b3. Federal eEquipment no longer needed and/or wanted with a current per-unit fair-market value of less than \$5,000 or less may be retained, sold, or otherwise disposed of with no further obligation to the awarding agency. and more than fifteen percent of the bid threshold, as per N.J.S.A. 18A:18A-45a, shall be disposed of with no further obligation of the school district and as follows:

- a. Notice of the date, time, and place of public sale, together with a description of the items to be sold and the conditions of sale, shall be published once in a legal newspaper. (N.J.S.A. 18A:18A-45b)
- b. A sale shall be held not less than seven nor more than fourteen days after publication of the newspaper notice. (N.J.S.A. 18A:18A-45b)



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- e. ~~If no bids are received, the Board may readvertise the public sale or sell the property at private sale without public notice. Any such property sold at private sale cannot be sold for less than the estimated fair value of the property. (N.J.S.A. 18A:18A-45d)~~
- d. ~~The Board may reject all bids if it determines that such rejection is in the public interest. If all bids are rejected, the Board may readvertise the property for a second public sale. (N.J.S.A. 18A:18A-45e)~~
- e. ~~If the Board rejects all bids at the second public sale, the Board may sell the property at private sale without public notice, provided the selling price at private sale is at least as high as the highest bid received at the two preceding public sales, and the terms and conditions announced at the public sales are unchanged. (N.J.S.A. 18A:18A-45e)~~
- 4. ~~Federal property with a unit value of less than fifteen percent of the bid threshold, as per N.J.S.A. 18A:18A-45a, may be disposed of at private sale with no further obligation of the school district and as follows:~~

 - a. ~~The grant manager shall establish the sale price and make reasonable efforts to find private buyers. The price charged shall be fair in value, but in no case can it be less than the costs incurred by the Board in arranging the sale and maintaining and delivering the property.~~
 - b. ~~Property that remains unsold after thirty working days shall be given without cost to another school district or a charitable organization or institute within the school district.~~
 - e. ~~Property that has not been claimed after thirty working days shall be offered for scrap or, if that is not feasible, discarded.~~
- 5. ~~If there is a residual inventory of unused supplies exceeding \$5,000 in total aggregate value upon termination or completion of the Federal project or program, the school district shall retain the supplies for use on non-Federal activities or sell them, but shall, in either case, compensate the Federal government for its share. The amount of compensation shall be computed in the same manner as for equipment.~~



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~~The supplies acquired with Federal funds may not be used to provide services to non-Federal outside organizations for a fee that is less than private companies charge for equivalent services unless specifically authorized by Federal statute.~~

2. **If the awarding agency fails to provide disposition instructions, the sale of Federal equipment no longer needed will be sold and/or disposed of in accordance with the provisions of N.J.S.A. 18A:18A-45 and Regulation 7300.3.**

D. Disposal of Federal Property – Supplies

1. **Title to supplies will vest in the school district upon acquisition.**
2. **If there is a residual inventory of unused supplies exceeding \$5,000 in total aggregate value upon termination or completion of the project or program, and the supplies are not needed for any other Federal award, the school district shall retain the supplies for use on other activities or sell them, but must in either case, compensate the awarding agency for its share. The amount of compensation shall be computed in the same manner as for Federal equipment in accordance with 2 CFR 200.313(e)(2).**

E. Disposal of Federal Property – Real Property

1. **The School Business Administrator/Board Secretary or designee shall request disposition instructions from the United States Department of Education for real property equipment no longer needed for the original purpose.**
2. **The instructions must provide for one of the following alternatives: retain title after compensating the awarding agency; sell the property and compensate the awarding agency; transfer title to the awarding agency; or third party designated/approved by the awarding agency.**

Adopted: 26 June 2001

Revised: 29 August 2017



**TOWNSHIP OF OCEAN BOARD OF EDUCATION
WORK MEETING MINUTES
August 8, 2017**

CALL TO ORDER

Mr. James Dietrich, President, called the meeting to order at 7:00 p.m. in the auditorium at the District Administration Building, 163 Monmouth Road, Oakhurst, N.J.

STATEMENT OF ADEQUATE NOTICE

Mr. Dietrich read the statement of notice as required by the Open Public Meetings Act, N.J.S.A. 10:4-6.

ROLL CALL OF ATTENDANCE

Present: Mr. James Dietrich, Mr. Joseph Hadden, Dr. David Marshall, Mrs. Amy McGovern (Arrived at 7:07 pm), Mr. Michael Palutis and Mrs. Denise Parlamas and Mr. John Stuppi.

Mr. Steven Clayton was absent.

Staff in attendance: Mr. Kenneth Jannarone, School Business Administrator, Dr. James Stefankiewicz, Superintendent of Schools and Mr. Michael Gross, Board Attorney (Arrived at 7:20 pm).

Enter Executive Session – 7:01 p.m.

Approval: Motion offered by Mr. Dietrich, seconded by Mrs. Parlamas and carried 6-0.

Move for the approval to enter Executive Session, in conformance with the Open Public Meeting Act, for the purpose of discussing: Personnel (Agenda), Litigation (Township of Ocean versus Loch Arbour) and Student Matters. It is anticipated at this time that the above stated subject(s) shall be made public at such time as the need for non-disclosure no longer exists. Board of Education will be in executive session for approximately 30 minutes and will take action upon returning to work session.

Adjourn Executive Session – 7:34 p.m.

Approval: Motion offered by Mr. Dietrich, seconded by Mrs. Parlamas and carried 7-0.

Move for the approval to adjourn from Executive Session and resume public session in the auditorium of the Administration Building.

PRESIDENT’S REPORT: Mr. Dietrich

The following item(s) were discussed:

- August 21st meeting with Assembly Representatives and a committee of the Board of Education.
- Discussed social media issues and Board of Education members interactions.

VICE PRESIDENT’S REPORT: Mr. Palutis

The following item(s) were discussed:

- Technology and finance committee update regarding Chromebooks and use of facility fee review.

SUPERINTENDENT’S REPORT: Dr. Stefankiewicz

Dr. Stefankiewicz discussed the following item(s):

- Open house schedule for Board of Education members to attend, Mrs. Parlamas to coordinate.

SCHOOL BUSINESS ADMINISTRATOR’S REPORT: Mr. Jannarone

The following item(s) were discussed:

- Board of Education applications for vacancy due by August 14th.
- Car accident at the Board of Education administration building that knocked out the electric power and insurance coverages.
- Architect and construction managers will attend August 22nd workshop meeting for a referendum update.

PUBLIC COMMENT: None

COMMITTEE REPORTS:

COMMUNITY LIAISON, COMMUNICATIONS & CO-CURRICULAR

STUDENT ACTIVITIES: Mr. Hadden

The following item(s) were discussed:

1. **Discussion: Board of Education In-service**

Michael Gross, Kenney, Gross, Kovats & Parton, presented an in-service for the Board of Education on current Board ethics issues and discussing in depth following items: Negotiations and Volunteer Conflicts and Social Media.

2. **Discussion: Policies**

Board of Education and Administration discussed first reading of revisions to the following policies/regulations:

Policy- 0000.02 – Introduction (M)

Policy- 1240 – Evaluation of Superintendent (M)

Regulation- 1240 – Evaluation of Superintendent (M)

Policy- 1511 – *(New)* Board of Education Website

Policy- 2320 - *(Abolished)* Independent Study Programs

Policy- 2415.06 – Unsafe School choice Options (M)

Policy- 2464 – Gifted and Talented Students (M)

Policy- 2622 - Student Assessments (M)

Policy- 3126 – District Mentoring Program (M)

Regulation- 3126 - District Mentoring Program (M)

Policy-3221 – Evaluation of Teachers (M)

Regulation- 3221 – Evaluation of Teachers (M)

Policy- 3222 – Evaluation of Teaching Staff Members, Excluding Teachers and Administrators (M)

Regulation- 3222 – Evaluation of Teaching Staff Members. Excluding Teachers and Administrators (M)

Policy- 3223 – Evaluation of Administrators, Excluding Principals, Vice Principals and Assistant Principals (M)

Regulation- 3223 – Evaluation of Administrators, Excluding Principals, Vice Principals and Assistant Principals (M)

Policy- 3224 – Evaluation of Principals, Vice Principals and Assistant Principals (M)

Regulation-3224 – Evaluation of Principals, Vice Principals and Assistant Principals (M)

Policy- 3240 – Professional Development for Teachers and School Leaders (M)

Regulation- 3240 – Professional Development for Teachers and School Leaders (M)

Policy- 5116 – Education of Homeless Children

Regulation- 5116 – Education of Homeless Children

Policy- 5465 – *(Abolished)* Early Graduation

Policy- 5610 – Suspension (M)

Regulation- 5610 – Suspension (M)

Policy- 5620 Expulsion (M)

Policy- 7424 *(New)* Bed Bugs

Regulation- 7424 *(New)* Bed Bugs

Policy- 7446 – *(New)* School Security Program

TwP of Ocean BOE Work Meeting Minutes (continued) – August 8, 2017

Policy- 7461 – *(New)* District Sustainability Policy
Policy- 8350 – *(New)* Records Retention

3. Discussion: Township of Ocean Coaching Guide

Board of Education and Administration discussed the Township of Ocean Coaching Guide, copy attached.

4. Discussion: Sponsorship Program

Board of Education and administration discussed the 2017-2018 sponsorship program participants in accordance with Board Policy # 9720 and #6164 as follows:

Diamond Sponsors	The Daniels Group, New Providence
Platinum Sponsor:	AXA Advisors, Edison
Gold Sponsors:	Dr. Madeline Badalaty, Ocean
	Dr. Raymond Kim, Oakhurst
	Jersey State Controls, Brick
	Saker ShopRites Inc., West Long Branch, & Neptune
	Seaview Orthopedic, Ocean, Brick & Freehold
	Solutions Architecture, Newark

NOTE: This program will raise approximately \$20,000 gross proceeds for the 2017-2018 school year.

Mr. Hadden made a motion, seconded by Mrs. Parlamas, for approval of the following item(s):

5. Approval of Minutes

Move to approve the minutes in accordance with Board of Education Bylaws #168 “Recording of Board Meetings” of the following meeting(s):

Work Meeting/Executive Session Minutes – July 25, 2017
Regular Meeting Minutes – July 25, 2017

Motion on item #5 carried: 6-0-1 (Dr. Marshall abstained)

Enter Executive Session – 8:56 p.m. - #2

Approval: Motion offered by Mr. Hadden, seconded by Mrs. Parlamas and carried 7-0.

Move for the approval to enter Executive Session, in conformance with the Open Public Meeting Act, for the purpose of discussing: Litigation (Loch Arbour versus Township of Ocean). It is anticipated at this time that the above stated subject(s) shall be made public at such time as the need for non-disclosure no longer exists. Board of Education will be in executive session for approximately 30 minutes and will take action upon returning to work session.

Adjourn Executive Session – 9:04 p.m. - #2

Approval: Motion offered by Mrs. McGovern, seconded by Mr. Hadden and carried 7-0.

Move for the approval to adjourn from Executive Session and resume public session in the auditorium of the Administration Building.

FINANCIAL MANAGEMENT & RESOURCE SERVICES: Mrs. McGovern

The following item(s) were discussed:

1. **Discussion: Pool Rental**

Board of Education and Administration discussed a rental agreement for use of the pool facility at the JCC Jersey Shore for high school swim team practices and swim meets for the 2017-2018 season for a total cost of \$18,207. (As per attached)

Mrs. McGovern made a motion, seconded by Mrs. Parlamas, for approval of the following item(s):

2 **Use of Facilities**

Move to approve use of facilities according to the attached list dated August 8, 2017.

3. **Emergency Contract**

Move to approve an emergency contract for electrical services with Pat Maggio & Son Electric, Inc., of Neptune, NJ, to replace existing service damaged by vehicular accident at pole, with a new 400 amp service, in the amount of \$42,500.00, as per the attached proposal.

Motions for item #2 and #3 carried: 7-0

INSTRUCTION & EDUCATION: Dr. Marshall

The following item(s) were discussed:

1. **Discussion: OTHS 2017 Advanced Placement Comparative Data**

Board of Education and Administration discussed Advanced Placement Comparative Data for the high school; reference documents attached.

2. **Discussion: 2016-2017 District PARCC Results Grades 3-11**

Board of Education and Administration discussed 2016-2017 District PARCC Results for Grades 3-11; reference documents are attached.

3. **Discussion: Consultation Services of an Itinerant Teacher of the Deaf and Hearing Impaired**

Board of Education and Administration discussed using the Educational Services Commission of NJ (ESCNJ), to provide Teacher of the Deaf Consultations, 3 hours per month effective September 1, 2017 through June 30, 2018, at a rate of \$142.00 per hour. Services will be provided to one (1) student at Wayside School and two (2) students at the Intermediate School.

4. **Discussion: Student Teachers**

Board of Education and Administration discussed Student Teachers for the 2017-2018 school year in accordance with the attached memorandum dated August 4, 2017.

5. **Discussion: Student Observers**

Board of Education and Administration discussed Student Observers for the 2017-2018 school year in accordance with the attached memorandum dated August 4, 2017.

Dr. Marshall made a motion, seconded by Mr. Palutis, for the following items:

6. **Professional Development Activities – Staff**

Move to approve the attached memorandum dated August 4, 2017 re: Staff Professional Development Activities in accordance with District Policy 6471 and NJAC 6A:23B. The attendance at said activities is fiscally prudent and will promote the delivery of instruction and/or will further the efficient operation of the district.

Reimbursement for travel and related expenses shall be according to the Department of the Treasury guidelines in NJOMB circular 06-02 and A-87.

7. **Cancellation to Out of District Placement for the 2017 ESY Program**

Move to approve a cancellation to an out of district placement for the 2017 ESY Program in accordance with the attached memorandum dated July 31, 2017.

8. **Addendum to Out of District Placement for the 2017 ESY Program**

Move to approve an addendum to an out of district placement for the 2017 ESY Program in accordance with the attached memorandum dated August 1, 2017.

9. **Professional Development Activities – Staff**

Move to approve the attached memorandum dated August 7, 2017 re: Staff Professional Development activities in accordance with District Policy 6471 and NJAC 6A:23B. The attendance at said activities is fiscally prudent and will promote the delivery of instruction and/or will further the efficient operation of the district.

Reimbursement for travel and related expenses shall be according to the Department of the Treasury guidelines in NJOMB circular 06-02 and A-87.

Motion on items #6 thru #9 carried: 7-0

NEGOTIATIONS: No Report

PERSONNEL: Mrs. Parlamas

The following item(s) were discussed:

1. **Discussion: Assistant Band Director – High School**

Board of Education and Administration discussed hiring Alyssa Clark as an Assistant Band Director at Ocean Township High School for the 2017-2018 school year in accordance with the attached memorandum dated July 31, 2017.

Mrs. Parlamas made a motion, seconded by Mrs. McGovern, for the following items:

2. **Issuance of Contracts**

Move to approve that contracts be issued to the following:

To fill vacancy positions:

Kate Compton	Occupational Therapist – Part-time	\$30,458.00
	District-wide	MA/Step 3
	Actual Start & Effective Dates: Pending criminal	

Twp of Ocean BOE Work Meeting Minutes (continued) – August 8, 2017

history background check.
(This is a newly budgeted position.)

Melissa D’Agostino	School Psychologist	\$64,015.00
	District-wide	MA+30/
	Actual Start & Effective Dates: Pending release	Step 5-6
	from current employer and criminal history background check.	

(Ms. D’Agostino will fill the vacancy left by Mrs. Rasmussen when her contract was revised from that of School Social Worker to that of Supervisor of Special Education, Grades 6-12.)

Nichole Wynes	Supervisor of Mathematics	\$97,280.00
	Ocean Township High School	Prorated
	Actual Start: August 21, 2017	Department
	Effective Date: September 1, 2017	Supervisor
		Step 2

(Ms. Wynes was previously approved, at the regular monthly meeting held on June 20, 2017, pending criminal history background check and release from current employer; both are in order. Ms. Wynes replaces Mrs. Maltese who resigned.)

3. **Substitute Teachers**
Move to approve Substitute Teachers for the 2017-2018 school year in accordance with the attached list dated August 4, 2017.

4. **Resignation**
Move to approve the resignation of Christopher Wilson, Supervisor World Languages, Grades K-12, Social Studies, Grades 6-12 and English as a Second Language, Grades K-12, effective September 22, 2017.

5. **Child Study Team - 2017 Summer Employment**
Move to approve Child Study Team employment for Summer 2017 in accordance with the attached memorandum dated August 1, 2017.

6. **Issuance of Contract**
Move to approve that a contract be issued to the following:

To fill a vacancy position:

Helen Kernizan	Music Teacher	\$63,415.00
	Township of Ocean Intermediate School	MA/Step 9
	Actual Start Date: September 5, 2017	
	Effective Date: September 1, 2017	

(Mrs. Kernizan was previously approved at the regular monthly meeting held on June 20, 2017, pending release from current employer and criminal history background check; both are in order. Mrs. Kernizan replaces Roxanne Guarino and Carla Johnson who retired July 1, 2017.)

7. **Resignations**
Move to approve the following resignations effective August 7, 2017:

Twp of Ocean BOE Work Meeting Minutes (continued) – August 8, 2017

Marc Hyndsman, Instructional Assistant, Township of Ocean Intermediate School
Theresa M. Noebels, Assistant Dispatcher/School Bus Driver, Transportation Department

8. **Revised Contract**

Move to approve that a revised contract be issued to the following:

To fill a vacancy/non-tenure track position:

Lee Ann Gutierrez	From: Instructional Assistant Ocean Township High School	
	To: Assistant Dispatcher/Bus Driver	\$41,000.00
	Transportation Department	Non-Represented
	Non-Tenure Track Position	Prorated
	Actual Start: August 15, 2017	
	Effective Date: September 1, 2017.	

9. **Substitute Teacher**

Move to approve Christian Bailoni as a Substitute Teacher (Coach) for the 2017-2018 school year.

Motions on items #2 thru #9 carried: 7-0

PLANNING & CONSTRUCTION: Mr. Palutis

The following item(s) were discussed:

1. **Discussion: Referendum Construction Projects**

School Business Administrator gave an update on the High School and Wanamassa Elementary School referendum construction projects. Pictures of the progress were reviewed and discussed.

TECHNOLOGY COMMITTEE: Mr. Stuppi

The following item(s) were discussed:

1. **Discussion: Revised Non-Public Technology Initiative**

The Board of Education and administration discussed the revised 2017-2018 New Jersey Nonpublic School Technology Initiative Program allocations in the district total amount of \$29,563.00 and each nonpublic school allocation as follows:

Hillel High School	\$ 6,919.00
Hillel Yeshiva of the Shore Area	17,316.00
Ilan High School	2,035.00
Yeshiva at the Jersey Shore	3,293.00
DISTRICT TOTAL	\$29,563.00

OLD BUSINESS: None

NEW BUSINESS:

Twp of Ocean BOE Work Meeting Minutes (continued) – August 8, 2017

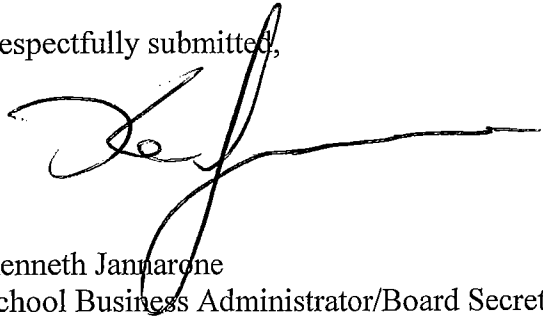
- The Board of Education discussed the letter sent to the residents of the Township of Ocean from Senator Beck, which talked further about the possibility of losing more state aid next year. Superintendent discussed other districts that are slated to lose money and getting together to meet with legislators.
- The Board of Education discussed the legality and possibility of using drug dogs at the high school.

PUBLIC COMMENT: None

ADJOURN MEETING: 10:17 p.m.

There being no further business Mrs. Parlamas made a motion, seconded by Mrs. McGovern, that the meeting be adjourned. This motion carried: 7-0.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Ken Janmarone', with a long horizontal stroke extending to the right.

Kenneth Janmarone
School Business Administrator/Board Secretary

FINANCIAL MANAGEMENT & RESOURCE SERVICES

MONMOUTH-OCEAN EDUCATIONAL SERVICES COMMISSION

NON-PUBLIC SECURITY AID CONTRACT

Pursuant to official action taken at the meeting of the Board of Education of Ocean Township, hereinafter referred to as the "Board" held on _____, the Board agrees that the Monmouth-Ocean

Educational Services Commission (hereafter known as the "Commission"), shall provide Non-Public Security Aid Program services pursuant to the requirements of the Law on behalf of the Board. These services shall be limited to those permitted under the law and pertinent regulations.

The terms of this Contract shall be in effect from the date of adoption by the Board until **June 30, 2020**. The Board may withdraw from participation with the Commission by providing written notice to the Commission by December 31 of any year for withdrawal effective June 30 of the ensuing year.

The Board agrees to pay the Commission the full amount of State Aid received in support of the Non-Public Security Aid Program. The Board agrees to pay the Commission an administrative fee equal to five percent of the allocation. Such fee may not be deducted from Non-Public aid, as per law.

It is understood that the Commission will provide services to all of the eligible non-public school students that attend school within the borders of the District.

The Commission will prepare all pertinent reporting forms for signature by appropriate District personnel. The District will promptly forward copies of funding statements and other pertinent documents required to the Commission.

The Commission shall contact the designated non-public schools within the district and determine the security services/equipment to be provided within the parameters of the law and the limitation of funding.

IN WITNESS WHEREOF, the Board of Education of _____
and the Board of Directors of the Monmouth-Ocean Educational Services
Commission, have by resolution directed their respective Presidents and
Secretaries set their signatures and affix their seals.

For the Board of Directors of the Monmouth-Ocean Educational Services
Commission

Approve _____
(Date)

(President) (Secretary)

For the Board of Education of the District of _____

Approve _____
(Date)

(President) (Secretary)

Office of the School Business Administrator
Township of Ocean School District
August 22, 2017

REQUESTS FOR USE OF SCHOOL FACILITIES
In Accordance with Policy #7510

DSN Community Center

OTHS, Auditorium
April 24, 2018
4:30 pm – 8:30 pm
April 25, 2018
4:30 pm – 7:30 pm
Purpose: Dance Recital
Group 4 Non Profit Civic and Service Groups
Use of Facility Fee: \$400.00
Custodial Reimbursement: \$0.00

Ecliptic Financial Advisors

OTHS, Classroom
November 13, 2017
6:00 pm – 9:00 pm
Purpose: College Planning & Saving Workshop
Group 5 For Profit Commercial Organizations
Use of Facility Fee: \$40.00
Custodial Reimbursement: \$0.00

INSTRUCTION & EDUCATION

**Office of the Assistant Superintendent of Schools
Curriculum & Instruction**

Township of Ocean Schools



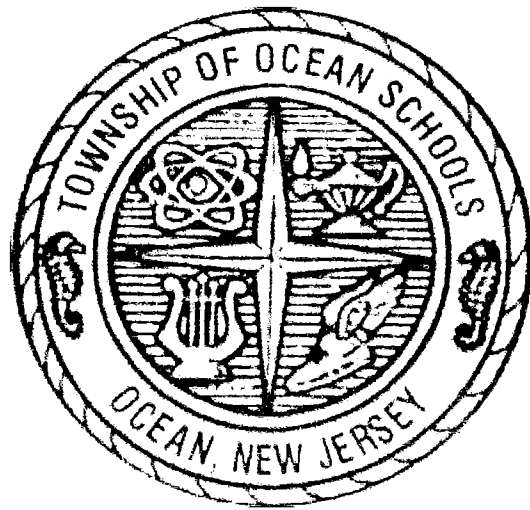
MEMORANDUM FOR: James Stefankiewicz, Ed. D.
FROM: Kelly Weldon
RE: 2017 - 2020
DATE: August 18, 2017

Please submit the attached Mentoring and Induction Plan to the BOE for approval.

Thank you.

Mentoring and Induction Plan

2017-2020



Township of Ocean Schools

Monmouth County

Section 1: Mentoring Program Goals

- To assist non-tenured, particularly first-year teachers in the performance of their duties and adjustment to the challenges of their teaching assignment;
- Reduce novice teacher attrition;
- Improve the effectiveness of new teachers; and
- Enhance teacher knowledge of, and strategies related to, the New Jersey Student Learning Standards (NJSLS) to facilitate student achievement and growth.

Section 2: Mentor Selection, Training & Payment

Requirement	Area of Focus	Regulations Adopted August 29, 2017
Mentor Selection, Training, & Payment	Certification	Required: whenever possible in same subject area as novice teacher
	Assignment	Building Principal assigns mentor teacher to novice teacher upon hire*
	Effectiveness	<ul style="list-style-type: none">• Mentor demonstrates a record of success in the classroom• Beginning in 2014-15, mentor has earned a summative rating of Effective or Highly Effective on most recent summative evaluation• In cases where summative evaluation is delayed, mentor has earned rating of Effective or higher on teacher practice instrument
	Teaching Experience	<ul style="list-style-type: none">• At least 3 years, with at least 2 completed within previous 5• Currently active
	Knowledge of district	<ul style="list-style-type: none">• Understands resources and opportunities available and is able to act as referral source• Understands social and workplace norms of district and community
	Confidentiality	Defined in regulations
	Professional relationship	<ul style="list-style-type: none">• Mentor may not serve as mentee’s direct supervisor or conduct evaluations
	Training	<ul style="list-style-type: none">• Training of mentors required• District makes provision for training• Training program curriculum must include, at minimum, training on the district’s teacher evaluation rubric and practice instrument; the NJ Professional Standards for Teachers; the NJ Student Learning Standards; classroom observation skills; facilitating adult learning; and leading reflective conversations about practice
	Payment Procedures	<ul style="list-style-type: none">• Mentors must keep logs of contact time with mentees• Mentors submit logs to district office• Payment of mentors overseen by the district administrative office• Mentees may not pay mentors directly

*District Guideline

Section 3: Mentoring Supports for Non-tenured, First-Year Teachers

Requirement	Area of Focus	Regulations Adopted August 29, 2017
Mentoring Supports for Non-tenured, First-Year Teachers	Experienced teacher new to district	<ul style="list-style-type: none">• Comprehensive orientation to district policies and procedures• Individualized supports specified in the professional development plan (PDP) based on level of preparation and experience• New PDP created within 30 days of new assignment• Prepare a portfolio of best teaching practices that is aligned to the <i>NJ Professional Standards for Teachers</i>*
	Novice teacher, traditional route (holding Certificate of Eligibility with Advanced Standing)	<ul style="list-style-type: none">• Comprehensive orientation to district policies and procedures• One full school year of 1-1 mentoring from beginning of assignment• Mentor/mentee meet at least once/week for first 4 weeks of assignment• Mentor leads mentee in guided self-assessment on district’s teacher practice instrument• Prepare a portfolio of best teaching practices that is aligned to the <i>NJ Professional Standards for Teachers</i>*
	Novice teacher, alternate route (holding Certificate of Eligibility)	<ul style="list-style-type: none">• Comprehensive orientation to district policies and procedures• One full school year of 1-1 mentoring from beginning of assignment• Mentor/mentee meet at least once per week for the first 8 weeks of assignment• Mentor leads mentee in guided self-assessment on district’s teachers evaluation instrument• Mentor aligns support to mentee’s preparation curriculum• Prepare a portfolio of best teaching practices that is aligned to the <i>NJ Professional Standards for Teachers</i>*


*District Guideline

Section 4: District Implementation and Accountability

Requirement	Area of Focus	Regulations Adopted August 29, 2017
District Implementation & Accountability	Mentoring plan development	CSA is responsible for creating the plan and determining implementation logistics
	Mentoring plan approval	<ul style="list-style-type: none">Must be submitted to district board for review of fiscal impactsCSA must submit Statement of Assurance to County OfficePlan kept in district
	Review of plan effectiveness	<ul style="list-style-type: none">Plan must be reviewed annuallyStatement of Assurance must be submitted annually
	School level implementation	<ul style="list-style-type: none">Plan must be shared with each School Improvement Panel (ScIP)ScIP oversees implementation at school level

Section 5: Resources

- <http://www.nj.gov/education/profdev/mentor/>

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

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Professional Development in New Jersey

»Home »Teacher Mentoring and Induction Support

Home

Professional Standards for Teachers and School Leaders

Revised Professional Development Regulations

Individual Professional Development Planning

School/District Professional Development Planning

Mentoring

School Improvement Panels (ScIPs)

Professional Development Certificate

Resources

Teacher Mentoring and Induction Support

The Department has amended its regulations governing teacher mentoring policies and procedures, effective May 5, 2014. The rules for the mentoring of new teachers better align with the TEACHNJ Act of 2012, reduce district reporting burdens, and promote flexibility and accountability for district implementation. The links below provide more information about the regulations:

- Overview of New Mentoring Regulations
- Summary of CSA Responsibilities for Mentoring
- District Mentoring Plan Statement of Assurance
- Non-Public School Mentoring Plan Statement of Assurance
- Optional Mentoring Log Template

Resources

- Mentoring for Quality Induction Toolkit
- Mentoring Research
- Starting a Mentoring Program

- Township of Ocean Mentoring Log Template (Mandated)

**Office of the Assistant Superintendent of Schools
Curriculum & Instruction**

Township of Ocean Schools



MEMORANDUM FOR: James Stefankiewicz, Ed. D.
FROM: Kelly Weldon
RE: 2017 - 2020
DATE: August 18, 2017

Please submit the attached Professional Development Plans to the BOE for approval.

Thank you.



District Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
Township of Ocean	Dr. James Stefankiewicz	09/01/2017 – 06/30/2018

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	To explore, become knowledgeable, and implement learning experiences that require students to use digital tools to access, manage, evaluate, and synthesize information in order to create and communicate knowledge, solve problems, and redesign learning.	Teachers and Administrators, K - 12	<ul style="list-style-type: none">A state mandate requires alignment of curriculum to New Jersey's 2014 Student Learning Technology Standards.District's move to 1:1, K-12 requires teacher support for integrating technology.Faculty feedback surveys indicate a need for additional training and support.
2	To integrate science and social studies into English Language Arts instruction.	Teachers and Administrators, Grades K – 5	<ul style="list-style-type: none">A state mandate requires alignment of curriculum to New Jersey's 2014 Student Learning Standards in English Language Arts Literacy.A review of the new reading program, <i>Wonders</i>, lends itself to cross-curricular projects and performance tasks in the areas of social studies and science.



3	To utilize digital tools and researched best practices to investigate and create flexible learning environments that allow students to demonstrate mastery via multiple pathways.	Teachers and Administrators, Grades K - 12	<ul style="list-style-type: none">• A state mandate requires alignment of curriculum to New Jersey's 2014 Student Learning Technology Standards.• District's move to 1:1, K-12 requires teacher support for integrating technology.• Faculty feedback surveys indicate a need for additional training and support.• A review of teacher observation indicates a need for support and training in developing performance tasks.
4	To become familiar with and/or expand on implementing 3-dimensions (Practices, Core Ideas, and Crosscutting) of the Next Generation Science Standards (NGSS) to implement hands-on, problem-based, and inquiry based learning activities that foster student engagement and build a cohesive understanding of the four domains of science, including: Physical Science, Life Science, Earth and Space Science, and Engineering Design.	Teachers and Administrators, Grades K-12	<ul style="list-style-type: none">• A state mandate requires alignment to the Next Generation Science Standards (G 6-12 by 9-2016; K-5 by 9-2017).• A review of teacher observation indicates a need for support and training in transitioning learning environments.

2: Professional Learning Activities

PL Goal # No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none">• Faculty and departmental presentations on content specific technology tools• PLC meetings transformed to ED Camp style sharing sessions.	<ul style="list-style-type: none">• Principals and content supervisors will provide time and support for school-based PLCs to explore and become knowledgeable about learning experiences that require students to use digital tools to access, manage, evaluate, and synthesize information in order to create and communicate knowledge and solve problems.• Membership in the Brookdale Technology Network will afford the opportunity for select teachers to attend technology workshops.
2	<ul style="list-style-type: none">• Curriculum revision during Summer 2017 and roll out in September 2017.	<ul style="list-style-type: none">• Principals and content supervisors will provide time and support for school-based PLCs to explore and develop proficiency in integrating social studies and science skills into English Language



	<ul style="list-style-type: none">Department meetings dedicated to sharing of best practices.	<p>Arts instruction when possible throughout the 2017-2018 school year.</p> <ul style="list-style-type: none">Membership in the Brookdale Literacy Network will afford the opportunity for select teachers to attend Literacy workshops.
3	<ul style="list-style-type: none">Faculty and departmental presentations on content specific technology toolsPLC meetings transformed to ED Camp style sharing sessions.	<ul style="list-style-type: none">Teachers and Grade level PLCs will view PD enVision modules. Explore and discuss strategies for addressing identified areas of weakness in each grade level.Membership in the Brookdale Technology Network will afford the opportunity for select teachers to attend workshops focused on integrating technology.
4	<ul style="list-style-type: none">Departmental and PLC meeting time devoted to sharing best practices.ED Camp sessions on transforming the learning environment.	<ul style="list-style-type: none">Sharing sessions with full faculty, teams, and PLCs so teachers in other content areas can understand the transition to inquiry based, project based, hands-on learning.

3: PD Required by Statute or Regulation

Attachment to be provided	State-mandated PD Activities
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4: Resources and Justification

Resources	<p>To meet the professional development needs of the district's teachers and administrators per this plan, the district's budget has allocated \$14,500 for contracted services and \$20,000 for professional development outside the confines of the district. From these allocations, \$7,000 will be dedicated toward membership in the Brookdale Network and \$5,000 will be dedicated toward membership in the Monmouth University Equity and Excellence Consortium. In addition, each administrator is afforded up to \$2,000/year to dedicate toward their own professional development. Some administrators elect to join the Monmouth University Principals' Academy at a cost of \$700. The school calendar provides 3 full days of in-service for teachers. Additionally, the employee contract provides 3 after school meeting times per month for full faculty, department and/or PLC meetings. These meetings often focus on professional development activities.</p>
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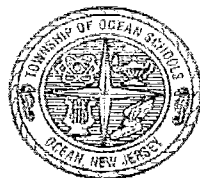
Justification

The district's one-to-one Chromebook initiative and the release of the 2014 NJ Technology Standards for Learning have identified professional development in this area as a necessity. High quality professional learning experiences are necessary to support the one-to-one Chromebook initiative and improve educators' practice. Emphasis will be on going beyond exposure to learning experiences that require students to use digital tools to access, manage, evaluate, and synthesize information in order to create and communicate knowledge and solve problems. This year the focus will advance to truly moving to higher levels of the SAMR model than simply substitution. The district's strategic plan puts a high priority on transforming our learning environments, making cross curricular connections, allowing multiple pathways to demonstrate mastery, and utilizing the appropriate technologies to expand and enhance student learning towards real-life, authentic experiences.

Signature:

Superintendent Signature

Date



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

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Meeting the needs of all students with a proud tradition of academic excellence.

MANDATORY TRAINING TOPIC	GCN Module	WHO NEEDS?	HOW OFTEN?
Educator Evaluation NJSA 18A:6-123 (b)(10), NJAC 6A:10-2.2(b)(1)	Principal Conducts	All Staff	Annually
School Security NJAC 6A:16-5.1, NJSA 2C:33-3; NJSA 18A:41.1 et seq.; NJAC 6:21-11.3 BOE Policies & Regulations #7440 – Security of School Premises; #8420 Emergency Evacuation	Principal Conducts	All Staff (new staff within 60 days of start date)	Annually
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 NJAC 6A:14-1.1BOE Policy & Regulation #1510 Rights of Persons with Handicaps or Disabilities/Policy on Non-Discrimination	Principal Conducts	Teaching Staff & Instructional Aides	Annually
FERPA NJAC 6A:32-7.1 BOE Policies & Regulation #8335 Family Educational Rights and Privacy Act	Principal Conducts	Teaching/ Secretarial Staff	Annually
Potentially Missing , Abused or Neglected Children NJAC 6A:16-11 BOE Policy & Regulation #8462 Reporting Potentially Missing or Abused children	Principal Arranges with OTPD & Child Abuse NJ (12 minutes)	All Staff	Annually
Harassment, Intimidation, and Bullying NJAC 6A:16-7.1©, 7, 7.9(d) BOE Policies & Regulations: #5512.01 Harassment, Intimidation, and Bullying.; #5512 Hazing, #5512.02 Cyber-Bullying, #8465 Hate Crimes and Bias Related Acts	Anti-bullying Bill of Rights (28 minutes)	All Staff	Annually
Affirmative Action, Non Discrimination, Equity NJAC 6A:16-7-1.6 BOE Policies & Regulations: #1523 Comprehensive Equity Plan; #2260 Affirmative Action Program for School and Classroom Practices; #3362 Equal Opportunity/Non-Discrimination/Sexual Harassment – Teaching, Staff; # 4352 Equal Opportunity/Non-Discrimination/Sexual Harassment Support Staff;	Sexual Harassment (19 minutes)	All Staff	Annually

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Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

#5750 Equal Opportunity/Non-Discrimination/Sexual Harassment – Students; #5755 Equity in educational Programs and Services			
Substance Abuse NJSA 17/aL49/a015 BOE Policies & Regulations #5530 substance Abuse – Students; #3218 Substance Abuse – Teaching Staff; #4218 Substance Abuse – Support Staff; #7436 Drug Free Workplace; #7435 Alcoholic Beverages on School Premises	<u>Alcohol & Drug Awareness for Employees</u> (10 minutes)	All Staff	Annually
Blood Borne Pathogens NJAC 6A:16-1.4; 6A:16-2.2 BOE Policies & Regulations 355310 Health Services; #7420 Handling and disposal of Body Wastes and Fluids; #7420.1 Blood borne Pathogen Control Plan	<u>Blood Borne Pathogens</u> (17 minutes)	All Staff	Annually
Right-to-Know NJSA 34:5A-1 et seq.; 34:5A-10.1 et seq.; NJAC 6:29-1.3; 6:53-4.1 et seq.; NJAC 8:59-1 et seq. BOE Policy & Regulation 3 7433 Hazardous substances	<u>Hazardous Communications</u> (24 minutes)	Select Staff (custodial, maint., science teachers)	Annually
Reading Disabilities/Dyslexia-NJ NJAC6A:14-3.5, NJSA18A P.L.2013, C.131;P.L. 2013, C105	<u>Reading Disabilities/Dyslexia</u> (2 hours)	General Education PreK to 3 rd , ELL, Special Education, Basic Skills, Speech, LDTC and Reading Teachers	Annually
Suicide Awareness NJSA 18A:6-112 BOE Policy & Regulation #5350 Pupil Suicide Prevention	<u>Suicide Prevention</u> (2 hours)	Teaching Staff	Upon hire and every 5 years
Asthma NJSA 18A:40-12.8 & 9 BOE Policy 5335 Treatment of Asthma and 5305 Health Services Personnel	<u>Asthma</u> (15 minutes)	Teaching Staff & Health Services Personnel	Optional

KEW 7/2017

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#spartanlegacy



Ocean Township Elementary School Professional Development Plan (PDP) Template

District Name	School Name	Principal Name	Plan Begin/End Dates
Township of Ocean	Ocean Township Elementary School	Dr. Doreen Ryan	9/1/17 – 6/30/18

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	To explore, become knowledgeable, and implement learning experiences that require students to use digital tools to access, manage, evaluate, and synthesize information in order to create and communicate knowledge, solve problems, and redesign learning.	Teachers and Administrators, K - 12	<ul style="list-style-type: none">• A state mandate requires alignment of curriculum to New Jersey’s 2014 Student Learning Technology Standards.• District’s move to 1:1, K-12 requires teacher support for integrating technology.• Faculty feedback surveys indicate a need for additional training and support.
2	To integrate science and social studies into English Language Arts instruction.	Teachers and Administrators, Grades K – 5	<ul style="list-style-type: none">• A state mandate requires alignment of curriculum to New Jersey’s 2014 Student Learning Standards in English Language Arts Literacy.• A review of the new reading program, <i>Wonders</i>, lends itself to cross-curricular projects and performance tasks in the areas of social studies and science.



3	To become familiar with and/or expand on implementing 3-dimensions (Practices, Core Ideas, and Crosscutting) of the Next Generation Science Standards (NGSS) to implement hands-on, problem-based, and inquiry based learning activities that foster student engagement and build a cohesive understanding of the four domains of science, including: Physical Science, Life Science, Earth and Space Science, and Engineering Design.	Teachers and Administrators, Grades K-12	<ul style="list-style-type: none">• A state mandate requires alignment to the Next Generation Science Standards (G 6-12 by 9-2016; K-5 by 9-2017).• A review of teacher observation indicates a need for support and training in transitioning learning environments.
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none">• Faculty and departmental presentations on content specific technology tools• PLC meetings transformed to ED Camp style sharing sessions.	<ul style="list-style-type: none">• Principals and content supervisors will provide time and support for school-based PLCs to explore and become knowledgeable about learning experiences that require students to use digital tools to access, manage, evaluate, and synthesize information in order to create and communicate knowledge and solve problems.• Membership in the Brookdale Technology Network will afford the opportunity for select teachers to attend technology workshops.
2	<ul style="list-style-type: none">• Curriculum revision during summer 2017 and roll out in September 2017.• PLC meetings dedicated to sharing of best practices.	<ul style="list-style-type: none">• Principals and content supervisors will provide time and support for school-based PLCs to explore and develop proficiency in integrating social studies and science skills into English Language Arts instruction when possible throughout the 2017-2018 school year.• Membership in the Brookdale Literacy Network will afford the opportunity for select teachers to attend Literacy workshops.
3	<ul style="list-style-type: none">• PLC meeting time devoted to sharing best practices.• ED Camp sessions on transforming the learning environment.	<ul style="list-style-type: none">• Sharing sessions with full faculty, teams, and PLCs so teachers in other content areas can understand the transition to inquiry based, project based, hands-on learning.



3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	To meet the professional development needs of the district's teachers and administrators per this plan, the district's budget has allocated \$14,500 for contracted services and \$20,000 for professional development outside the confines of the district. From these allocations, \$7,000 will be dedicated toward membership in the Brookdale Network and \$5,000 will be dedicated toward membership in the Monmouth University Equity and Excellence Consortium. In addition, each administrator is afforded up to \$2,000/year to dedicate toward their own professional development. Some administrators elect to join the Monmouth University Principals' Academy at a cost of \$700. The school calendar provides 3 full days of in-service for teachers. Additionally, the employee contract provides 3 after school meeting times per month for full faculty, department and/or PLC meetings. These meetings often focus on professional development activities.	Attendance at PLC Meetings and faculty meetings throughout the year will help staff meet these goals.
2	The school calendar provides 3 full days of in-service for teachers. Additionally, the employee contract provides 3 after school meeting times per month for full faculty, department and/or PLC meetings. These meetings often focus on professional development activities. The time will allow for integration of science and social studies into English Language Arts instruction.	Attendance at PLC meetings, out of district workshops and faculty meetings throughout the year should help staff meet these goals.
3	The school calendar provides 3 full days of in-service for teachers. Additionally, the employee contract provides 3 after school meeting times per month for full faculty, department and/or PLC meetings. These meetings often focus on professional development activities and will serve the teachers valuable time for implementing these science activities.	Attendance at PLC meetings, out of district workshops and faculty meetings throughout the year should help staff meet these goals.



4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	The district hired a technology coach and supervisor during the 2016-2017 school year. They will be utilized throughout the year. Teachers routinely respond that technology training is what they'd like future PD to encompass. That will continue in the 2017-2018 SY.	Teachers are encouraged to make appointments with our district technology coach to assist with this goal. Yearly surveys help to crystalize training and assist with teachers' ongoing refinement with technology.
2	Teachers are in year two of Wonders Program. They will be given time to design and create cross curricular activities. Supervisor assistance will be critical.	Observation data and follow up meetings with teachers will help drive future decisions and improvement in creating and designing cross-curricular projects and performance tasks in the areas of social studies and science.
3	Teachers will discuss updates, best practices and revisions at PLC meetings. Supervisor assistance will be critical. Our Innovation Lab will begin to cultivate a more hands on discovery based feel for teaching.	Observation data and follow up meetings with teachers will help drive future decisions and improvement in our science program. The Brookdale Math/Science Network can be of assistance.

Signature: _____ Date _____

Principal Signature



Wanamassa School Professional Development Plan (PDP) Template

District Name	School Name	Principal Name	Plan Begin/End Dates
Township of Ocean	Wanamassa	Victor R Milano	9/1/17 – 6/30/18

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	To explore, become knowledgeable, and implement learning experiences that require students to use digital tools to access, manage, evaluate, and synthesize information in order to create and communicate knowledge, solve problems, and redesign learning.	Teachers and Administrators, K - 4	<ul style="list-style-type: none">• A state mandate requires alignment of curriculum to New Jersey's 2014 Student Learning Technology Standards.• District's move to 1:1, K-12 requires teacher support for integrating technology.• Faculty feedback surveys indicate a need for additional training and support.
2	To integrate science and social studies into English Language Arts instruction.	Teachers and Administrators, Grades K – 4	<ul style="list-style-type: none">• A state mandate requires alignment of curriculum to New Jersey's 2014 Student Learning Standards in English Language Arts Literacy.• A review of the new reading program, <i>Wonders</i>, lends itself to cross-curricular projects and performance tasks in the areas of social studies and science.



3	To become familiar with and/or expand on implementing 3-dimensions (Practices, Core Ideas, and Crosscutting) of the Next Generation Science Standards (NGSS) to implement hands-on, problem-based, and inquiry based learning activities that foster student engagement and build a cohesive understanding of the four domains of science, including: Physical Science, Life Science, Earth and Space Science, and Engineering Design.	Teachers and Administrators, Grades K-4	<ul style="list-style-type: none">• A state mandate requires alignment to the Next Generation Science Standards (G 6-12 by 9-2016; K-5 by 9-2017).• A review of teacher observation indicates a need for support and training in transitioning learning environments.
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none">• Faculty and PLC presentations on content specific technology tools• PLC meetings transformed to ED Camp style sharing sessions.	<ul style="list-style-type: none">• Principals and content supervisors will provide time and support for school-based PLCs to explore and become knowledgeable about learning experiences that require students to use digital tools to access, manage, evaluate, and synthesize information in order to create and communicate knowledge and solve problems.• Membership in the Brookdale Technology Network will afford the opportunity for select teachers to attend technology workshops.
2	<ul style="list-style-type: none">• Curriculum revision during summer 2017 and roll out in September 2017.• PLC meetings dedicated to sharing of best practices.	<ul style="list-style-type: none">• Principals and content supervisors will provide time and support for school-based PLCs to explore and develop proficiency in integrating social studies and science skills into English Language Arts instruction when possible throughout the 2017-2018 school year.• Membership in the Brookdale Literacy Network will afford the opportunity for select teachers to attend Literacy workshops.
3	<ul style="list-style-type: none">• PLC meeting time devoted to sharing best practices.• ED Camp sessions on transforming the learning environment.	<ul style="list-style-type: none">• Sharing sessions with full faculty, teams, and PLCs so teachers in other content areas can understand the transition to inquiry based, project based, hands-on learning.



3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	To meet the professional development needs of the district's teachers and administrators per this plan, the district's budget has allocated \$14,500 for contracted services and \$20,000 for professional development outside the confines of the district. From these allocations, \$7,000 will be dedicated toward membership in the Brookdale Network and \$5,000 will be dedicated toward membership in the Monmouth University Equity and Excellence Consortium. In addition, each administrator is afforded up to \$2,000/year to dedicate toward their own professional development. Some administrators elect to join the Monmouth University Principals' Academy at a cost of \$700. The school calendar provides 3 full days of in-service for teachers. Additionally, the employee contract provides 3 after school meeting times per month for full faculty, department and/or PLC meetings. These meetings often focus on professional development activities.	Attendance at PLC Meetings and faculty meetings throughout the year will help staff meet these goals.
2	The school calendar provides 3 full days of in-service for teachers. Additionally, the employee contract provides 3 after school meeting times per month for full faculty, department and/or PLC meetings. These meetings often focus on professional development activities. The time will allow for integration of science and social studies into English Language Arts instruction.	Attendance at PLC meetings, out of district workshops and faculty meetings throughout the year should help staff meet these goals.
3	The school calendar provides 3 full days of in-service for teachers. Additionally, the employee contract provides 3 after school meeting times per month for full faculty, department and/or PLC meetings. These meetings often focus on professional development activities and will serve the teachers valuable time for implementing these science activities.	Attendance at PLC meetings, out of district workshops and faculty meetings throughout the year should help staff meet these goals.

4: Progress Summary

PL Goal	Notes on Plan Implementation	Notes on Goal Attainment
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Wanamassa School

PD Plan

July 2017



No.		
1	The district hired a technology coach and supervisor during the 2016-2017 school year. They will be utilized throughout the year. Teachers routinely respond that technology training is what they'd like future PD to encompass. That will continue in the 2017-2018 SY.	Teachers are encouraged to make appointments with our district technology coach to assist with this goal. Yearly surveys help to crystalize training and assist with teachers' ongoing refinement with technology.
2	Teachers are in year two of Wonders Program. They will be given time to design and create cross curricular activities. Supervisor assistance will be critical.	Observation data and follow up meetings with teachers will help drive future decisions and improvement in creating and designing cross-curricular projects and performance tasks in the areas of social studies and science.
3	Teachers will discuss updates, best practices and revisions at PLC meetings. Supervisor assistance will be critical. Our Innovation Lab will begin to cultivate a more hands on discovery based feel for teaching.	Observation data and follow up meetings with teachers will help drive future decisions and improvement in our science program. The Brookdale Math/Science Network can be of assistance.

Signature:

Principal Signature

7/14/17

Date



Wayside School Professional Development Plan (PDP) Template

District Name	School Name	Principal Name	Plan Begin/End Dates
Township of Ocean	Wayside	Denise T. Palaia	9/1/17 – 6/30/18

1: Professional Learning Goals

No	Goal	Identified Group	Rationale/Sources of Evidence
1	To explore, become knowledgeable, and implement learning experiences that require students to use digital tools to access, manage, evaluate, and synthesize information in order to create and communicate knowledge, solve problems, and redesign learning.	Teachers and Administrators, K - 12	<ul style="list-style-type: none">A state mandate requires alignment of curriculum to New Jersey’s 2014 Student Learning Technology Standards.District’s move to 1:1, K-12 requires teacher support for integrating technology.Faculty feedback surveys indicate a need for additional training and support.
2	To integrate science and social studies into English Language Arts instruction.	Teachers and Administrators, Grades K – 5	<ul style="list-style-type: none">A state mandate requires alignment of curriculum to New Jersey’s 2014 Student Learning Standards in English Language Arts Literacy.A review of the new reading program, <i>Wonders</i>, lends itself to cross-curricular projects and performance tasks in the areas of social studies and science.
3	To become familiar with and/or expand on implementing 3-dimensions (Practices, Core Ideas, and Crosscutting) of the Next Generation Science Standards (NGSS) to implement hands-on, problem-based, and inquiry based learning activities that foster student engagement and build a cohesive understanding of the four domains of science, including: Physical Science, Life Science, Earth and Space Science, and Engineering Design.	Teachers and Administrators, Grades K-12	<ul style="list-style-type: none">A state mandate requires alignment to the Next Generation Science Standards (G 6-12 by 9-2016; K-5 by 9-2017).A review of teacher observation indicates a need for support and training in transitioning learning environments.



2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none">• Faculty and departmental presentations on content specific technology tools• PLC meetings transformed to ED Camp style sharing sessions.	<ul style="list-style-type: none">• Principals and content supervisors will provide time and support for school-based PLCs to explore and become knowledgeable about learning experiences that require students to use digital tools to access, manage, evaluate, and synthesize information in order to create and communicate knowledge and solve problems.• Membership in the Brookdale Technology Network will afford the opportunity for select teachers to attend technology workshops.
2	<ul style="list-style-type: none">• Curriculum revision during summer 2017 and roll out in September 2017.• PLC meetings dedicated to sharing of best practices.	<ul style="list-style-type: none">• Principals and content supervisors will provide time and support for school-based PLCs to explore and develop proficiency in integrating social studies and science skills into English Language Arts instruction when possible throughout the 2017-2018 school year.• Membership in the Brookdale Literacy Network will afford the opportunity for select teachers to attend Literacy workshops.
3	<ul style="list-style-type: none">• PLC meeting time devoted to sharing best practices.• ED Camp sessions on transforming the learning environment.	<ul style="list-style-type: none">• Sharing sessions with full faculty, teams, and PLCs so teachers in other content areas can understand the transition to inquiry based, project based, hands-on learning.



3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	To meet the professional development needs of the district's teachers and administrators per this plan, the district's budget has allocated \$14,500 for contracted services and \$20,000 for professional development outside the confines of the district. From these allocations, \$7,000 will be dedicated toward membership in the Brookdale Network and \$5,000 will be dedicated toward membership in the Monmouth University Equity and Excellence Consortium. In addition, each administrator is afforded up to \$2,000/year to dedicate toward their own professional development. Some administrators elect to join the Monmouth University Principals' Academy at a cost of \$700. The school calendar provides 3 full days of in-service for teachers. Additionally, the employee contract provides 3 after school meeting times per month for full faculty, department and/or PLC meetings. These meetings often focus on professional development activities.	Attendance at PLC Meetings and faculty meetings throughout the year will help staff meet these goals.
2	The school calendar provides 3 full days of in-service for teachers. Additionally, the employee contract provides 3 after school meeting times per month for full faculty, department and/or PLC meetings. These meetings often focus on professional development activities. The time will allow for integration of science and social studies into English Language Arts instruction.	Attendance at PLC meetings, out of district workshops and faculty meetings throughout the year should help staff meet these goals.
3	The school calendar provides 3 full days of in-service for teachers. Additionally, the employee contract provides 3 after school meeting times per month for full faculty, department and/or PLC meetings. These meetings often focus on professional development activities and will serve the teachers valuable time for implementing these science activities.	Attendance at PLC meetings, out of district workshops and faculty meetings throughout the year should help staff meet these goals.



4: Progress Summary

PL Goal No	Notes on Plan Implementation	Notes on Goal Attainment
1	The district hired a technology coach and supervisor during the 2016-2017 school year. They will be utilized throughout the year. Teachers routinely respond that technology training is what they'd like future PD to encompass. That will continue in the 2017-2018 SY.	Teachers are encouraged to make appointments with our district technology coach to assist with this goal. Yearly surveys help to crystalize training and assist with teachers' ongoing refinement with technology.
2	Teachers are in year two of Wonders Program. They will be given time to design and create cross curricular activities. Supervisor assistance will be critical.	Observation data and follow up meetings with teachers will help drive future decisions and improvement in creating and designing cross-curricular projects and performance tasks in the areas of social studies and science.
3	Teachers will discuss updates, best practices and revisions at PLC meetings. Supervisor assistance will be critical. Our Innovation Lab will begin to cultivate a more hands on discovery based feel for teaching.	Observation data and follow up meetings with teachers will help drive future decisions and improvement in our science program. The Brookdale Math/Science Network can be of assistance.

Signature: Denise T. Palma

Principal Signature

7-14-17

Date



Optional School Professional Development Plan (PDP) Template

District Name	School Name	Principal Name	Plan Begin/End Dates
Township of Ocean	Twp. of Ocean Intermediate	Larry Kostula	9/1/17-6/30/18

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	To explore, become knowledgeable, and implement learning experiences that require students to use digital tools to access, manage, evaluate, and synthesize information in order to create and communicate knowledge, solve problems, and redesign learning.	Teachers and Administrators K-12	<ul style="list-style-type: none">• A state mandate requires alignment of curriculum to New Jersey's 2014 Student Learning Technology Standards.• District's move to 1:1, K-12 requires teacher support for Integrating technology.• Faculty feedback surveys indicate a need for additional training and support.
2	To utilize digital tools and researched best practices to investigate and create flexible learning environments that allow students to demonstrate mastery via multiple pathways.	Teachers and Administrators K-12	<ul style="list-style-type: none">• A state mandate requires alignment of curriculum to New Jersey's 2014 Student Learning Technology Standards.• District's move to 1:1, K-12 requires teacher support for integrating technology.• Faculty feedback surveys indicate a need for additional training and support.• A review of teacher observation indicates a need for support and training in developing performance tasks.



3	To become familiar with and/or expand on implementing 3-dimensions (Practices, Core Ideas, and Crosscutting) of the Next Generation Science Standards (NGSS) to implement hands-on, problem-base, and inquiry based learning activities that foster student engagement and build a cohesive understanding of the four domains of science, including: Physical Science, Life Science, Earth and Space Science, and Engineering Design.	Teachers and Administrators Grades K-12	<ul style="list-style-type: none">• A state mandate requires alignment to the Next Generation Science Standards (G 6-12 by 9-2016; K-5 by 9-2017).• A review of teacher observation indicates a need for support and training in transitioning learning environments.
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none">• Faculty and departmental presentations on content specific technology tools• PLC meetings transformed to ED Camp style sharing sessions.	<ul style="list-style-type: none">• Principals and content supervisors will provide time and support for school-based PLCs to explore and become knowledgeable about learning experiences that require students to use digital tools to access, manage, evaluate, and synthesize information in order to create and communicate knowledge and solve problems.• Membership in Brookdale Technology Network will afford the opportunity for select teachers to attend technology workshops.
2	<ul style="list-style-type: none">• Curriculum revision during Summer 2017 and roll out in September 2017.• Department meetings dedicated to sharing of best practices.	<ul style="list-style-type: none">• Principals and content supervisors will provide time and support for school-based PLCs to explore and develop proficiency in integrating social studies and science skills into English Language Arts instruction when possible throughout the 2017-2018 school year.• Membership in the Brookdale Literacy Network will



		afford the opportunity for select teachers to attend Literacy workshops.
3	<ul style="list-style-type: none">• Faculty and departmental presentations on content specific technology tools.• PLC meetings transformed to ED Camp style sharing sessions.	<ul style="list-style-type: none">• Teachers and Grade level PLCs will view PD envision modules. Explore and discuss strategies for addressing identified areas of weakness in each grade level.• Membership in the Brookdale Technology Network will afford the opportunity for select teachers to attend workshops focused on integrating technology.

3: Essential Resources

PL Goal No.	Resources	In C
1	To meet the professional development needs of the district's teachers and administrators per this plan, the district's budget has allocated \$14,500 for contracted services and \$20,000 for professional development outside the confines of the district. From these allocations, \$7,000 will be dedicated toward membership in the Brookdale Network and \$5,000 will be dedicated toward membership in the Monmouth University Equity and Excellence Consortium. In addition, each administrator is afforded up to \$2,000/year to dedicate toward their own professional development. Some administrators elect to join the Monmouth University Principals' Academy at a cost of \$700. The school calendar provides 3 full days of in-service for teachers. Additionally, the employee contract provides 3 after school meeting times per month for full faculty, department and/or PLC meetings. These meetings often focus on professional development activities.	
2		
3		

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment



1	The District hired a technology coach and supervisor during the 2016-2017 school year. They will be utilized throughout the year. Teachers routinely respond that technology training is what they'd like future PD to encompass. That will continue in the 2017-2018 SY.	Teachers are encouraged to make appointments with our district technology coach to assist with this goal. Yearly surveys help to crystalize training and assist with teachers' ongoing refinement with technology.
2	Teachers will discuss updates, best practices and revisions at PLC meeting.	Observation data and follow up meetings with teachers will help drive future decisions and improvement in our science program. The Brookdale Math/Science Network can be of assistance.
3		

Signature: _____ Principal Signature _____ Date _____



School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Township of Ocean School District	Ocean Township High School	Dawn Kaszuba	09/01/2017-06/30/2018

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	To explore, become knowledgeable, and implement learning experiences that require students to use digital tools to access, manage, evaluate, and synthesize information in order to create and communicate knowledge, solve problems, and redesign learning.	Teachers and Administrators, 9- 12	<ul style="list-style-type: none">• A state mandate requires alignment of curriculum to New Jersey's 2014 Student Learning Technology Standards.• District's move to 1:1, K-12 requires teacher support for integrating technology.• Faculty feedback surveys indicate a need for additional training and support.
2	To utilize digital tools and researched best practices to investigate and create flexible learning environments that allow students to demonstrate mastery via multiple pathways.	Teachers and Administrators, Grades 9 - 12	<ul style="list-style-type: none">• A state mandate requires alignment of curriculum to New Jersey's 2014 Student Learning Technology Standards.• District's move to 1:1, K-12 requires teacher support for integrating technology.• Faculty feedback surveys indicate a need for additional training and support.• A review of teacher observation indicates a need for support and training in developing performance tasks.
3	To become familiar with and/or expand on implementing 3-dimensions (Practices, Core Ideas, and Crosscutting) of the Next Generation Science Standards (NGSS) to implement hands-on, problem-based, and inquiry based learning activities that foster student engagement and build a cohesive understanding of the four domains of science, including: Physical Science, Life Science, Earth and Space Science, and Engineering Design.	Teachers and Administrators, Grades 9-12	<ul style="list-style-type: none">• A state mandate requires alignment to the Next Generation Science Standards (G 6-12 by 9-2016; K-5 by 9-2017).• A review of teacher observation indicates a need for support and training in transitioning learning environments.



4	To explore, become knowledgeable about and implement alternative, positive approaches to student discipline via a focus on social-emotional learning and development as well as positive behavioral interventions and supports.	Teachers and Administrators, Grades 9-12	<ul style="list-style-type: none">• Faculty feedback surveys and interactions indicate a need for additional training and support.• A review of teacher observation indicates a need for support and training in transitioning learning environments.• The district strategic plan identifies "previewing discipline policies and practices to ensure equitable treatment of students and to ensure restorative justice and positive reinforcement practices" as a priority.
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none">• Faculty and departmental presentations on content specific technology tools• PLC meetings transformed to ED Camp style sharing sessions.	<ul style="list-style-type: none">• Principals and content supervisors will provide time and support for school-based PLCs to explore and become knowledgeable about learning experiences that require students to use digital tools to access, manage, evaluate, and synthesize information in order to create and communicate knowledge and solve problems.• Membership in the Brookdale Technology Network will afford the opportunity for select teachers to attend technology workshops.
2	<ul style="list-style-type: none">• Faculty and departmental presentations on content specific technology tools• PLC meetings transformed to ED Camp style sharing sessions.	<ul style="list-style-type: none">• Teachers and Grade level PLCs will view PD enVision modules. Explore and discuss strategies for addressing identified areas of weakness in each grade level.• Membership in the Brookdale Technology Network will afford the opportunity for select teachers to attend workshops focused on integrating technology.
3	<ul style="list-style-type: none">• Departmental and PLC meeting time devoted to sharing best practices.• ED Camp sessions on transforming the learning environment.	<ul style="list-style-type: none">• Sharing sessions with full faculty, teams, and PLCs so teachers in other content areas can understand the transition to inquiry based, project based, hands-on learning.
4	<ul style="list-style-type: none">• Departmental and PLC meeting time devoted to sharing best practices.	<ul style="list-style-type: none">• Sharing sessions with full faculty, teams, and PLCs so teachers in other content areas can understand the impact of



	<ul style="list-style-type: none">PLC meetings transformed to ED Camp style sharing sessions.Spartan Teacher Google Classroom including links to valuable resources	<p>social-emotional learning.</p> <ul style="list-style-type: none">Develop teacher leaders to provide professional development workshopsInvestigate and implement a new testing schedule which will allow for afternoon planning and collaboration.
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3: Essential Resources

PL Goal No.	Resources
1	<p>To meet the professional development needs of the district's teachers and administrators per this plan, the district's budget has allocated \$14,500 for contracted services and \$20,000 for professional development outside the confines of the district. From these allocations, \$7,000 will be dedicated toward membership in the Brookdale Network and \$5,000 will be dedicated toward membership in the Monmouth University Equity and Excellence Consortium. In addition, each administrator is afforded up to \$2,000/year to dedicate toward their own professional development. Some administrators elect to join the Monmouth University Principals' Academy at a cost of \$700. The school calendar provides 3 full days of in-service for teachers. Additionally, the employee contract provides 3 after school meeting times per month for full faculty, department and/or PLC meetings. These meetings often focus on professional development activities. In addition, guest speakers and teacher leaders with expertise in social-emotional learning will be accessible.</p>

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		
4		



Signature:

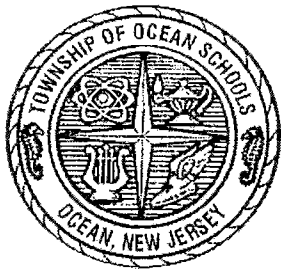
Principal Signature

Date

New Jersey Department of Education

4

April 2014



MEMORANDUM: James Stefankiewicz, Ed. D.

FROM: Melody Ragle
RE: Board Approval
DATE: August 18, 2017
CC: Kelly Weldon

This curricula is posted on the district website, www.oceanschools.org under the Board Members' link and is awaiting approval.

<http://www.oceanschools.org/cms/One.aspx?portalId=20292925&pageId=30005271>

Curriculum	Curriculum - Revised during 16-17 School Year	
ELA Kdg	Public Speaking	Digital Photography I
ELA Gr 1	Tomorrow's Teachers	Digital Photography II
ELA Gr 2	Instructional Technology	Computer Art I
ELA Gr 3	LA TEST PREP	Computer Art II
ELA Gr 4	English II	Ceramics I
ELA Gr 5	English III	Ceramics II
Science - Kdg	English IV	Dance And Choreography
Science Gr 1	Film as Literature	Acting
Science Gr 2	College Prep Math	JAVA Game Design
Science Gr 3	Math Gr 6	Accounting
Science Gr 4	Math Gr 7	Marketing
Science Gr 5	Math Gr 8	Introduction to Computer Networking
Science Gr 6	Pre-Algebra	Business & Personal Law
Science Gr 7	Algebra 1	Entrepreneurship
Science Gr 8	Algebra 1A	
Intro to Finance	Algebra 1B	
Financial Accounting	Algebra II	
Creative Writing	Pre-Calculus	
Gaming, Loot, and Literature	Advanced Calculus	
Band	Multivariable Calculus	
Chamber Choir	Discrete Math	
Chorus	Geometry	
Music I	Math Test Prep	
Music Technology	Probability and Statistics	
French IV Advanced	Sports and Entertainment Marketing	
Art Gr 7	ESL Grades 9 to 12	
Art Gr 8	PC Hardware	
6th Grade Applied Technology	Intermediate Art	
World Cultures	Introductory Art	

**Office of the Assistant Superintendent of Schools
Curriculum & Instruction
Township of Ocean Schools**



MEMORANDUM FOR: James Stefankiewicz , Ed. D.

FROM: Janet Forino

DATE: August 18, 2017

RE: Student Teachers

Please present for Board Approval at the next scheduled board meeting the student teachers listed below.

Jennifer Solte
Monmouth U
TOIS
Idalia Amengual

Simon Cruz
Monmouth U
OTHS
Lisa Hanna

**Office of the Assistant Superintendent of Schools
Curriculum & Instruction**

Township of Ocean Schools



MEMORANDUM FOR: James Stefankiewicz , Ed. D.

FROM: Janet Forino

DATE: August 18, 2017

RE: Student Observers

Please present for Board Approval at the next scheduled board meeting the student observers listed.

Caitlyn Eugenio
Brookdale CC
OTES
Larisa Soares
Cristina Conti-Pritzlaff

Lauren Calabro
Monmouth U
TOIS
Susan English

Special Services
Township of Ocean School District
18-Aug-17

MEMORANDUM FOR: Dr. James A. Stefankiewicz, Superintendent
FROM: Denise S. Ricciardi, Assistant Superintendent: Special Services
RE: **2017-2018 Out of District Private Tuition**

Please submit the following placements for board approval:

<u>SCHOOL</u>	<u>STUDENT</u>	<u>CLASSI- FICATION</u>	<u>TUITION</u>
<u>ALPHA SCHOOL</u>	1 Student	ESERS	\$ 57,681.00
	1:1 Aide		\$ 24,300.00
<u>Bancroft School</u>	1 Student	ESERS	\$ 58,037.40
<u>CPC BEHAVIORAL</u>	1 Student- Elementary	ESERS	\$ 64,710.00
	1 Student -Adolescent	ESERS	\$ 64,710.00
	1 Student 1/2 Time- Adolescent	ESERS	\$ 32,355.00
<u>CAMBRIDGE SCHOOL</u>	2 Students	ESERS	\$ 97,196.00
<u>CHILDREN'S CENTER</u>	6 Students	ESSERS	\$ 319,809.60
	2-1:1 Aides		\$ 57,600.00
<u>COLLIER SCHOOL</u>	1 Student	ESERS	\$ 55,260.00
<u>DAYTOP</u>	1 Student-	ESERS	\$ 53,280.00
<u>EDUCATION ACADEMY</u>	2 Students	ESERS	\$ 103,265.40
<u>HARBOR SCHOOL</u>	4 Students	ESERS	\$ 222,048.00
	3-1:1 Aides		\$ 75,600.00
<u>HAWKSWOOD SCHOOL</u>	5 Students	ESERS	\$ 320,094.00
	2- 1:1 Aides		\$ 66,600.00
<u>LADACIN, Schroth</u>	3 Students	ESERS	\$ 159,840.00
	*Plus Cost of 1:1 aide		TBD
<u>NEWMARK</u>	1 Student	ESERS	\$ 55,497.60
<u>RUGBY SCHOOL</u>	2 Students	ESERS	\$ 137,099.94
	1:1 Aide		\$ 27,450.00

<u>SEARCH DAY PROGRAM</u>	3 Students	ESERS	\$	176,783.88
	1:1 aide		\$	30,940.00

<u>Search Day Marlboro Program</u>	2 Students	ESERS	\$	120,819.60
<u>at Frank Defino Elementary</u>				

TOTAL			\$	2,380,977.42
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cc: K. Jannarone
K. Weldon
M. Mosca

Special Services
Township of Ocean School District
18-Aug-17

MEMORANDUM FOR: Dr. James A. Stefankiewicz, Superintendent
FROM: Denise S. Ricciardi, Assistant Superintendent: Special Services
RE: **2017-2018 Out of District Public Tuition**

Please submit the following placements for board approval:

<u>SCHOOL</u>	<u>STUDENT</u>	<u>CLASSI- FICATION</u>	<u>TUITION</u>	
<u>Bayshore Jointure Commission</u>	3 Students	ESERS	\$	150,000.00
<u>Shore Ctr. For Students with Autism</u>	2- 1:1 Aides		\$	84,000.00
<u>BEST ACADEMY</u>	1 Student	ESERS	\$	44,750.00
<u>NEPTUNE TWP Deaf Ed Summerfield Elementary</u>	1 Student	ESERS	\$	53,500.00
		TOTAL	\$	332,250.00

cc: K. Jannarone
K. Weldon
M. Mosca

**Office of the Assistant Superintendent of Schools
Curriculum & Instruction**

Township of Ocean Schools



MEMORANDUM FOR: James Stefankiewicz, Ed. D.
FROM: Melody Ragle
RE: N.J.A.C. 6A:23B-1.2(c)3
DATE: August 18, 2017
CC: Kelly Weldon, Ken Jannarone

Below are Professional Development Activities in accordance with District Policy 6471 and NJAC 6A:23B for BOE approval. The attendance at said activity is fiscally prudent and will promote the delivery of instruction and/or will further the efficient operation of the district.

Reimbursement for travel and related expenses shall be according to the Department of the Treasury guidelines in NJOMB circular 06-02 and A-87.

Last Name	First Name	Subject	Workshop	Date	Fee
Argyelan	Lauryn	PreK	Behavior Intervention Plans – RPDA****	11/14/17	**
Gubitosa	Nicholle	PreK	ReThink/VB/MAPP*** Training - Admin	9/13/17	**
Argyelan	Lauryn	PreK	ReThink/VB/MAPP*** Training - Admin	9/13/17	**
Weldon	Kelly	Asst Supt of Teaching & Learning	BOE Dynamics and Relations - NSA - Trenton	9/19/17	n/a
Shappirio	Michelle	Supv SS & ELA	Ed Camp Jersey Shore 2017 - Monmouth University	8/24/17	n/a
Shappirio	Michelle	Supv Spec Ed & ASP	Ed Camp Jersey Shore 2017 - Monmouth University	8/24/17	n/a
Weldon	Kelly	Asst Supt of Teaching & Learning	Knowing Yourself to Better Lead Your Team - NSA - Trenton	10/18/17	n/a
Weldon	Kelly	Asst Supt of Teaching & Learning	Meeting NJDOE Leadership - NSA - Trenton	8/23/17	n/a

**Registration fees are supported by local professional development funds and Title IIA of NCLB*
***Substitute at rate of \$85per day*
****Verbal Behavior Milestones Assessment and Placement Program*
*****Regional Professional Development Academy*

SPECIAL SERVICES OFFICE
TOWNSHIP OF OCEAN SCHOOL DISTRICT
DATE: August 15, 2017

MEMORANDUM FOR: Dr. James Stefankiewicz, Superintendent

FROM: Denise S. Ricciardi, Assistant Superintendent: Special Services

RE: Addendum Out of District ESY 2017

Please submit the following for board approval:

<u>School</u>	<u>Student</u>	<u>Classification</u>	<u>Tuition</u>
LADACIN Schroth	1	*ESERS 8 days @ \$288.00	\$2,304.00

Effective: 8/16/2017

*Eligible for Special Education and Related Services :

cc: K. Weldon
K. Jannarone
M. Mosca

PERSONNEL

INSTRUCTIONAL ASSISTANT, K-12/BUS AIDE

Title: Instructional Assistant/Bus Aide

Department: Instructional Assistant – Special Services
Bus Aide - Transportation

Reports to: Building Principal)
Supervisor of Special Education)
and Elementary Supervisors) Instructional Assistant
Certified Classroom Teacher)

Transportation Supervisor) Bus Aide/Instructional Assistant
School Business Administrator) Bus Aide

Supervises: N/A

Position, Purpose & Objective:

To assist students in accomplishing the goals of the education program prescribed for him/her.
To assist the classroom teacher by working with individual and small groups of disabled and non-disabled students to provide them with physical help and emotional support as needed to gain optimum benefit from the district’s regular education and special education programs. To assist with the supervision of children during lunch and recess.

Qualifications:

- 1. 60 college credits, Associates Degree or ParaPro Assessment
- 2. College-level coursework in education or related field, preferred
- 3. Aptitude and competence for assigned responsibilities.
- 4. Minimum experience as determined by the Board.
- 5. Demonstrated ability to assist with instructional activities and to communicate effectively with students, parents and school staff.
- 6. Ability to lift 50 pounds.

Essential Job Functions:

Working under the direction of the classroom teacher, the instructional assistant:

- 1. Assists the student in meeting the requirements of his/her program.
- 2. Assists in the supervising of the student while loading and unloading on the school bus.
- 3. Assists the student in moving through the school, from room to room and using the lavatory.
- 4. Assists in supervising the student prior to the start of the school day or at the conclusion of the school day.
- 5. Assists in handling behavior problems.
- 6. Accompanies class on field trips and assists with the supervision of students.
- 7. Assists in taking care of the physical needs of the special education and non-special

Instructional Assistant, K-12/Bus Aide (continued)

education pupils, including putting on and taking off outerwear.

8. Aids physically handicapped children, particularly those who rely upon appliances and prosthetics.
9. Attends any essential staff meetings requested by the administration.
10. Operates and cares for equipment used in the classroom for instructional purposes.
11. Distributes and collects workbooks, papers, and other materials for instruction.
12. Reads to students, listens to students read, and participates in other forms of oral communication with students.
13. Performs additional duties as assigned by the Principal, Supervisor of Special Education, Certified Classroom Teacher, Transportation Supervisor or School Business Administrator.

Working under the Supervisor of Transportation:

1. Assists the driver in maintaining good conduct on the bus.
2. Assists handicapped, disabled and non-disabled students in getting on or off the bus.
3. Provides a written report of any student misbehavior to the transportation supervisor.
4. Reports students who misbehave to the principal of the school the students attends.
5. Checks attendance of assigned students on the bus.
6. Participates in scheduled emergency bus exit drills.
7. Provides instruction to students regarding passenger safety and ensures that students wear their seat belts when the bus is so equipped.
8. Attends any essential staff meetings requested by the administration.

Auxiliary Job Functions:

1. Assists in conducting classroom activities.
2. Assists by working with students on assignments and by helping to prepare teaching materials.
3. Instructional Assistants may be assigned to ride on bus with students.
4. Assists in playground supervision.

Terms of Employment:

1. Ten-month year.
2. Work year to be determined by the Board.
3. Salary established by approved agreement between the Township of Ocean Education Association and the District Board of Education.
4. Criminal History Background Check Required

Evaluation:

Performance of this position will be evaluated in accordance with the provisions of the Board of Education's policy on evaluation of support services personnel.

Source: Regular Board Meeting

Date: October 21, 1980
May 24, 2005
October 26, 2006
September 29, 2009

November 20, 2012

June 24, 2014

August 29, 2017 (Revised)

**SUPERVISOR WORLD LANGUAGES, GRADES K-12
SOCIAL STUDIES, GRADES 6-12
AND
ENGLISH AS A SECOND LANGUAGE, GRADES K-12**

Title: Supervisor World Languages, Grades K-12, Social Studies, Grades 6-12 (Supervisor of World Cultures) and English as a Second Language, Grades K-12

Departments: World Languages K-12, Social Studies 6-12 and ESL K-12

Reports to: Assistant Superintendent of Schools, Teaching and Learning
Building Principals

Supervises: All certified department staff as assigned

Position, Purpose & Objective:

To improve and coordinate instruction in World Languages K-12, Social Studies 6-12 and ESL K-12

Qualifications:

1. Teacher's Certificate in a World Language or Social Studies.
2. Supervisor's Certificate.
3. A major in a Foreign Language.
4. Minimum of three Years teaching experience in World Languages and/or Social Studies.
5. Ability to assume leadership and responsibilities inherent in the position of Supervisor
6. Effective oral and written communication and interpersonal skills.
7. Ability to work collaboratively with teachers.
8. Such alternative to the above qualifications as the Board may find appropriate and acceptable.

Supervises and Coordinates K-12 Programs in the following NJ State Core Curriculum Content Areas or Mandated Programs:

- World Language K-12
- Social Studies 6-12
- ESL K-12

Essential Job Functions World Language, K-12; Social Studies 6-12; and ESL K-12

1. Curriculum
 - To coordinate department curriculum on all levels and to prepare and revise same as necessary
2. Curriculum Leadership
 - To institute innovative techniques and design in-service programs.
 - To conduct departmental meetings and stimulate participation by teachers in curriculum and other professional meetings.
 - To serve as consultant to teachers

Supervisor Foreign Languages (continued)

3. Program Evaluation
 - To evaluate the K-12 programs in World Language and the 6-12 programs in Social Studies and K-12 programs in ESL to make recommendations for curriculum improvement based on analysis of test results.
4. Staff Selection
 - To assist in the recruitment, screening, hiring, assignment and dismissal of personnel to the World Language Department, Social Studies Department and ESL Department
5. Supervision and Evaluation of Teaching Staff
 - To supervise and evaluate teachers.
 - To recommend teacher assignment.
 - To supervise student teachers.
6. Budget Preparation
 - To prepare department budget under supervision of building principal.
7. Dissemination of Information
 - To disseminate information regarding the programs to teachers, administration, Board of Education and the community.
 - To interpret the instructional program to parents at principals' requests.
8. Professional Growth
 - Participate in professional development programs.
 - To keep abreast of new developments in the field and to disseminate appropriate information to staff.
9. Coordination with Other Disciplines
 - To cooperate with other supervisors in the articulation of programs among subjects and grade levels.
10. To perform all related duties required for the efficient supervision of the departments.
11. To perform all other responsibilities as required by the Assistant Superintendent of Schools.

Essential Job Functions to ESL:

1. Prepare and submit the English As A Second Language Three-Year Program Plan which includes preparation of a waiver for Bilingual Education classes, Bilingual Plan/ESL, LEP Exit Report and Immigrant Count.
2. Prepare and maintain the English As A Second Language budget and complete all closeout and inventory reports as per state and federal directives.
3. Conduct meetings with English As A Second Language teachers collaborating, supervising and evaluating to ensure that program requirements are met and implemented successfully.
4. Conduct ongoing observations and evaluations of teachers and instructional assistants delivering instruction
5. Conduct and coordinate district-wide pre and post testing of all ESL students in language proficiency as well as reading, writing and math
6. Oversee Access Testing & other State mandated testing related to ESL students.

Auxiliary Job Functions:

- 1. Program Evaluation
 - To supervise and make recommendations regarding testing program.
- 2. Textbooks, Supplies and Equipment
 - To maintain inventory records and distribute supplies and equipment to.
 - To inspect departmental areas and to ensure adherence to proper safety precautions.
 - To supervise the selection and purchase of textbooks and materials for each curriculum area.

Terms of Employment:

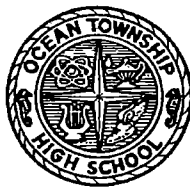
- 1. Twelve-month year
- 2. Salary as per the agreement between the Township of Ocean Administrator’s Association and the District Board of Education.
- 3. Work year to be determined by the Board of Education.
- 4. Criminal history background check required.

Evaluation:

Annually by the Assistant Superintendent of Schools, Teaching and Learning in conjunction with building principals in accordance with the Board of Education policy on evaluation of Administrative Personnel.

Source: Regular Board Meeting

Date: December 17, 1985
June 22, 1999
December 01, 2009
April 26, 2011
May 17, 2016 (Revised)
August 29, 2017 (Revised)



Ocean Township High School

550 West Park Avenue
Oakhurst, NJ 07755
www.oceanschools.org
732-531-5650

James Stefankiewicz, Ed.D.
Superintendent of Schools

Gina Hagerman
Assistant Principal
Michael Lambusta
Assistant Principal
Anthony DePasquale
Director of School Counseling
H. Rusty Todd
Director of Athletics & Student Activities

Dawn C. Kaszuba
Principal

MEMORANDUM FOR: Dr. James Stefankiewicz, Superintendent of Schools

FROM: H. Rusty Todd^{H.R.T.}, Director of Athletics & Student Activities/Grades 5-12

DATE: July 31, 2017

RE: Assistant Band-Director - OTHS

I would like to recommend Alyssa Clark for the position of Assistant Band Director at Ocean Township High School for the 2017-2018 school year.

Ms. Clark is highly qualified for the position as she is a music teacher at TOIS and fills the role of Band Director at TOIS as well. Ms. Clark is well aware that the TOIS Band Director and the Assistant Band Director at OTHS will not conflict in any way, and understands that she will give a 100% effort and commitment to each position. I have discussed with her and Mr. Titmas (HS Band Director) schedules for each position and we are confident that it will work and be beneficial to both the intermediate and high school band students.

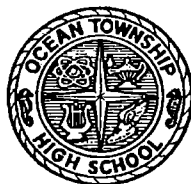
Ms. Clark should be placed on the Group III, Year 2 Non-Athletic Program Salary Guide and receive \$4,713.00 for the 2017-2018 school year.

If you have any questions or concerns, please contact me.

HRT: tpc

Home of the Spartans!





Ocean Township High School

550 West Park Avenue
Oakhurst, NJ 07755
www.oceanschools.org
732-531-5650

James Stefankiewicz, Ed.D.
Superintendent of Schools

Gina Hagerman
Assistant Principal
Michael Lambusta
Assistant Principal
Anthony DePasquale
Director of School Counseling
H. Rusty Todd
Director of Athletics & Student Activities

Dawn C. Kaszuba
Principal

MEMORANDUM TO: Dr. James Stefankiewicz
FROM: H. Rusty Todd^{H.R.T.}, Director of Athletics & Student Activities/Grades **5-12**
DATE: August 15, 2017
RE: Field Hockey Coaching Reassignment

Due to the low numbers of field hockey student-athletes at the high school, I would like to cancel our freshman field hockey schedule for the 2017-2018 school year. No freshman on the team will be denied an opportunity to participate in field hockey, as they will play on the junior varsity team.

I would like to keep our freshman coach, Andrea Kahikina on staff to work with the junior varsity, varsity, and if needed the intermediate school field hockey student-athletes.

My hope is that we will have enough freshman field hockey student-athletes to field a team for the 2018 fall season due to the newly initiated 6/7 grade team at TOIS.

If you have any questions or concerns, please do not hesitate to contact me.

HRT:tpc

Home of the Spartans!



15 East Shenendoah Road Howell, NJ 07731
732-859-0302 | jbosmans@oceanschools.org

Trenton, NJ

Graduation Date: September 23, 2017

Bachelor of Arts in History and Secondary Education

Water Safety Instructor (American Red Cross)

Present Social Studies Teacher

- Utilized formative assessment technology as data to drive classroom instruction
- Collaborated with the crisis committee consisting of principal, assistant principals, head of district security, director of guidance, SAC counselor and school psychologist to redesign the staff handbook for crisis and emergency situations. New staff handbook will be used for the upcoming 2017-2018 school year
- Collaborated with department supervisor during administrative internship to develop teachers' schedules as well as courses that would be offered for the 2017-2018 school year
- Assisted the department supervisor and assistant principals to review department budgets and ordering processes
- Served as PARCC Test Administrator and worked with the director of school counseling and building principal to successfully implement Spring 2017 PARCC testing
- Served as end of course biology testing administrator and worked with the director of school counseling and supervisor of science to successfully implement end of course testing
- Served as a mentor to "at risk" 11th grade students to help them achieve both academic and personal success by developing a positive relationship to create an achievement plan
- Collaborated with discipline committee including principal, assistant principals, and teachers to develop goals and strategies to help both teachers and students avoid potential discipline issues
- Served as an advisory council leader to improve the climate and culture of the school
- Differentiated instruction to meet a variety of student needs aligned with the NJCCCS
- Incorporated 21st century learning by developing lesson plans that encourage students to think, create, and collaborate using Google Platform to utilize technology
- Developed topic-based lessons and instruction in support of the NJCCCS; develop lessons for United States History I Advanced Level Courses as well as United States I college prep courses
- Worked with administration to implement project based learning and developed new 21st century skill based assessments. Worked to redesign department benchmark assessments to reflect 21st century skills
- Established and maintain positive relationships with students, parents, colleagues, and administrators; fostering an environment of open communication and support
- Rated as a highly effective educator based on the Danielson Rubric

<https://bosmans21stcenturyeducation.foliotek.me/>

John P. Bosmans Jr.
15 East Shenendoah Road Howell, NJ 07731
732-859-0302 | jbosmans@oceanschoools.org

April 2017- June 2017	Ocean Township High School Administrative Internship	Oakhurst, NJ
September 2015- Present	Ocean Township High School Assistant Varsity Swim Coach	Oakhurst, NJ
January 2013- Present	Village of Loch Arbour Beach Manager	Loch Arbour, NJ
September 2010- Present	Ocean Township High School Site Manager- After School Activities	Oakhurst, NJ
September 2006- Present	Ocean Township High School Assistant Varsity Football Coach	Oakhurst, NJ

References:
Gina Hagerman, Assistant Principal of Ocean Township High School (732-531-5650 x1005)
Michael Lambusta, Assistant Principal of Ocean Township High School (732-531-5650 x.1003)
Dan Mason, Village of Loch Arbour Administrator (908-337-0081)

Carmela Iaccarino

12 Cleveland Ave, East Brunswick, NJ 08816
Phone: H-732-251-4681 C-732-516-8695 E-Mail: carmelaiaccarino@yahoo.com

Teaching Experience

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
Marlboro High School (LTS)
Howell High School (LTS)

September 2015-June 2016
September 2016-April 2017

- Consistently researched authentic materials appropriate for the students' level
- Created a positive and safe learning environment, where all students are encouraged to participate in discussion.

SAINT JOHN VIANNEY HIGH SCHOOL, HOLMDEL, NJ

September 2013-June 2015

- Taught upper-level Italian classes using current events, traditional and pop music, and Italian classical literature as the basis for learning the Italian language
- Researched and contracted for a new textbook
- Wrote and was awarded an \$8,000 grant to purchase educational materials

HAMMARSKJOLD MIDDLE SCHOOL, EAST BRUNSWICK, NJ

September 2010-June 2013

- Wrote and was awarded a grant to take students of Italian to see an authentic Italian Opera in NYC
- Taught lessons using the methods of the World Language Institute at Rutgers, for teaching languages K-12
- Used technology in the classroom daily to meet the needs of the 21st century learners
- Participated in the Student Mentor Program; met weekly throughout the year with an at-risk student

LINDEN PUBLIC SCHOOLS
MATAWAN ABERDEEN REGIONAL SCHOOL DISTRICT

September 2008-June 2010
September 2007-June 2008

- Developed lessons that met the CCS through proficiency-based instruction and assessment
- Cooperated with in-class support teacher to create adaptations for special needs

Education

Douglass College--Rutgers, New Brunswick, NJ
Bachelor of Arts in Communication

B.A. 1992

Middlesex County College, Edison, NJ
Associate, Liberal Arts

A.A. 1990

Istituto Universitario Orientale, Napoli, Italia
Liberal Arts

1987-1988

Certification

Standard Certificate issued October 2008

TECHNOLOGY

MONMOUTH-OCEAN EDUCATIONAL SERVICES COMMISSION

NON-PUBLIC TECHNOLOGY SERVICES AGREEMENT

Pursuant to official action taken at the meeting of the Board of Education of _____, hereinafter referred to as the "Board", held on _____, the Board agrees that
(Participating District)
(Date)

the Monmouth-Ocean Educational Services Commission (hereafter known as the "Commission"), shall provide Non-Public Technology Services pursuant to the requirements of the Law on behalf of the Board. These services shall be limited to those permitted under the law and pertinent regulations.

The terms of this Agreement shall be in effect from the date of adoption by the Board until June 30, 2020. The Board may withdraw from participation with the Commission by providing written notice to the Commission by December 31 of any year for withdrawal effective June 30 of the ensuing year.

The Board agrees to pay the Commission the full amount of State Aid received in support of Non-Public Technology Services. The following payment schedule is hereby agreed to: 50% of State Aid by September 30, 25% of State Aid by December 31, and 25% of State Aid by March 31 of each fiscal year. In the event the Board fails to remit the funds according to the schedule indicated above, the Commission retains the right to suspend service under this contract.

It is understood that the Commission will provide services to all of the eligible non-public school students that attend school within the borders of the District.

Administrative costs related to providing technology for a participating nonpublic school are limited to 5% of the funds allocated for each participating nonpublic school or actual costs, whichever is less.

The Commission will prepare all pertinent reporting forms for signature by appropriate District personnel. The District will promptly forward copies of funding statements and other pertinent documents required to the Commission.

The Commission shall contact the designated non-public schools within the district and determine the services to be provided within the parameters of the law and the limitation of funding.

IN WITNESS WHEREOF, the Board of Education of _____ and the Board of Directors of the Monmouth-Ocean Educational Services Commission, have by resolution directed their respective Presidents and Secretaries set their signatures and affix their seals.

For the Board of Directors of the Monmouth-Ocean Educational Services Commission

Approve _____
(Date)

(President) _____
(Secretary)

For the Board of Education of the District of _____

Approve _____
(Date)

(President) _____
(Secretary)