

REGULAR MEETING

ATTACHMENTS

JULY 26, 2016

COMMUNITY LIAISON & COMMUNICATIONS COMMITTEE

**TOWNSHIP OF OCEAN BOARD OF EDUCATION
WORK MEETING MINUTES
July 12, 2016**

Twp of Ocean BOE Work Meeting Minutes (continued) – July 12, 2016

CALL TO ORDER

Mr. Joseph Hadden, President, called the meeting to order at 7:00 p.m. in the office of the Superintendent at the District Administration Building, 163 Monmouth Road, Oakhurst, N.J.

STATEMENT OF ADEQUATE NOTICE

Mr. Hadden 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. Steven Clayton, Mr. James Dietrich, Mr. Joseph Hadden, Dr. David Marshall, Mrs. Amy McGovern, Mr. Michael Palutis and Mrs. Denise Parlomas. Mr. Sean Moore and Mrs. Sylvia Sylvia-Cioffi were absent.
Staff in attendance – Mr. Jannarone, School Business Administrator and Dr. Stefankiewicz, Superintendent of Schools.

Enter Executive Session – 7:02 p.m.

Approval: Motion offered by Mr. Hadden, seconded by Mrs. Parlomas 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: Personnel and Negotiations (TOEA). 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 – 7:35 p.m.

Approval: Motion offered by Mrs. Parlomas, seconded by Mr. Clayton and carried 7-0.
Move for the approval to adjourn from Executive Session and resume public session.

PRESIDENT'S REPORT: No Report

SUPERINTENDENT'S REPORT: Dr. Stefankiewicz

Dr. Stefankiewicz discussed the following item(s):

- New summer Bridge Program – Grade 4 into 5.
- Summer camps and programs in the other schools.

SCHOOL BUSINESS ADMINISTRATOR'S REPORT: Mr. Jannarone

Mr. Jannarone discussed the following item(s):

- Parent on-line – Discussed fees for parents that put money on account to purchase school lunches. All agreed to offer an incentive in putting money on account.
- School Physicians RFP committee has met and reviewed submitted proposals. The committee is currently conducting interviews.

PUBLIC COMMENT:

- Paul Mayerowitz, resident, discussed the Code of Ethics and questioned campaign managers during elections and restrictions regarding them.

COMMITTEE REPORTS:

CO-CURRICULAR STUDENT ACTIVITIES: No Report

COMMUNITY LIAISON & COMMUNICATIONS: Mrs. McGovern

The following item(s) were discussed:

Discussion: Policies

Board of Education and Administration discussed the first reading of revision to policies and regulations:

- Policy 1240 – Evaluation of Superintendent (M)
- Regulation 1240 – Evaluation of Superintendent (M)
- Policy 2360 - Use of Technology
- Regulation 2360 – (New) Use of Technology
- Policy 5460 – High School Graduation (M)

Discussion: Code of Ethics

Board of Education and Administration reviewed and discussed the School Ethics Act and the Code of Ethics as required, pursuant to N.J.S.A. 18A:12-21 et seq. (See Attached)

Discussion: Parent Request to Have Their Child Finish Their Senior Year at OTHS

Board of Education and Administration discussed the request of parents to allow their child to remain enrolled at the Ocean Township High School for 2016-2017 school year. The family has moved out of District and it is the student's (#75468) senior year. The request is being made in-line with District policy 5111 – Eligibility of Resident/Non-Resident Pupils, (copy of policy is attached).

Discussion: Strategic-Planning for Our District/BOE Goals

Board of Education and Administration discussed BOE Goals and the possibility of conducting a formal Strategic Plan for our District. Information on Strategic Planning is attached.

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

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 – June 28, 2016
- Regular Meeting/Executive Session Minutes – June 28, 2016

Motion(s) on item #5 carried: 6-0-1 (Mrs. Parlomas abstained on both Work and Regular Meeting Minutes)

FINANCIAL MANAGEMENT & RESOURCE SERVICES: Mrs. McGovern

The following item(s) were discussed:

Discussion: ESEA/NCLB Fiscal Year 2016 Grant Allocations

Board of Education and Administration discussed the acceptance of funds under the Elementary and Secondary Education Act (ESEA) No Child Left Behind (NCLB) Grant Application FY 2017 (school year

16-17), and submitting of the application. This notification is required under ESEA-NCLB compliance regulations. Salary and staff information will be forth coming.

Title I Part A: Basic, Concentration, Targeted and EFTG	\$518,917
Title II Part A: Teacher & Principal Training & Recruiting Fund	83,025
Title III: English Language Acquisition	41,919
Title III: Immigrant	<u>9,767</u>
Total Allocation	\$653,628

2. **Discussion: Mission One**
 Board of Education and administration discussed the continuation of an agreement with Mission One Staffing Services, to provide classroom and bus aides for special education programs and transportation, on an as needed basis during the 2016-2017 school year.

3. **Discussion: Tuition Contract**
 The Board of Education and Administration discussed the following tuition contract with Neptune Township School District for homeless child attending Ocean Township Elementary School. Township of Ocean is the receiving district.

Student	# of Days	Grade	Period of Time	Tuition
AS	23	1	5/17/16-6/20/16	\$2,054.59

4. **Discussion: Resolution for Shared Services Insurance Fund**
 Board of Education and administration discussed a renewal of the NJ Shared Insurance Services including workers compensation, and property and liability coverage with the New Jersey School Boards Assoc. Insurance Group for a one year premium (July 1, 2016-June 30, 2017), for a total amount of \$1,246,543; includes all lines of coverage, enabling school districts to cooperate with each other to make the most efficient use of resources. (See attached detail lines of coverage)

5. **Discussion: Volunteer Orthopedic Physicians**
 Board of Education and administration discussed the following orthopedic groups as volunteers to attend the home football games for the 2016 fall season.

- Seaview Orthopaedic & Medical Associates
- Professional Orthopedic Associates

Mr. Moore made a motion, seconded by Mr. Clayton, for approval of the following item(s):

6. **Use of Facilities**
 Move to approve use of facilities according to the attached list dated July 21, 2016

Motion(s) for item #6 carried: 7-0

INSTRUCTIONAL & EDUCATION: Dr. Marshall
 The following item(s) were discussed:

1. **Discussion: HIB Self-Assessment**
 Board of Education and Administration discussed the District's Self-Assessment for Determining the HIB Grades, in accordance with the attached memorandum dated June 24, 2016 and summary packets (5), denoted by school.

The Board of Education and Superintendent discussed the self assessments

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

2. **Professional Development Activities – Staff**
 Move to approve the attached memorandums (2) dated June 24, 2016 and July 8, 2016 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.

3. **Addendums to Out of District Tuition for the 2016 Extended School Year Program**
 Move to approve addendums to out of district tuition for the 2016 Extended School Year Program in accordance with the attached memorandums (2) dated June 28, 2016 and July 6, 2016.

4. **Suspension Report**

Move to approve the District's Suspension Report for the month of June 2016, copy attached.

Motion(s) for items #2 thru #5 carried: 7-0

NEGOTIATIONS: No Report

PERSONNEL: Mrs. Parlamas
 The following item(s) were discussed:

1. **Discussion: Employee's Request to Transfer**
 Board of Education and Administration discussed the request of district employee # 6390 to transfer to another elementary school beginning September 2016.

2. **Discussion: Credit Reimbursement – Winter 2015 and Spring 2016**
 Board of Education and Administration discussed credit reimbursement for courses completed during the Winter 2015 and Spring 2016, in accordance with the attached list dated July 8, 2016.

3. **Discussion: Change on Guide – Revised Contracts – September 1, 2016**
 Board of Education and Administration discussed change on guide for staff members who have submitted proof of completion of their required courses in accordance with the attached list dated July 8, 2016.

4. **Discussion: Addition of an Unbudgeted Teacher Position/Special Education**
 Board of Education and Administration discussed the possible addition of an unbudgeted teacher position, Special Education /Pre-School, for the 2016-2017 school year.

11. **Discussion: Clerical Substitute for the 2016-2017 School Year**
Board of Education and Administration discussed hiring Aline Cummings as a Clerical Substitute for the 2016-2017 school year.

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

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

To fill a vacancy position:
Ashley Reamer Language Arts Teacher \$55,715.00
Intermediate School BA/Step 2
Actual Start: September 1, 2016
Effective Date: September 1, 2016

(Ms. Reamer was previously approved at the June 7, 2016 work meeting of the Board pending criminal history background check and release from current employer. Clearance has been received and Ms. Reamer has been released from her current employer. Ms. Reamer replaces Anne Pappayliou who retired July 1, 2016).

6. **Instructional Assistant for the 2016 Extended School Year Program**
Move to approve Sherryl Cesario as an Instructional Assistant for 2016 Extended School Year Program. Ms. Cesario will work Monday- Thursday, 5 ½ hours per day, through August 11, 2016.

7. **Substitute Nurse for the 2016 Extended School Year Program**
Move to approve Brenda Kelly as a Substitute Nurse for the 2016 Extended School Year Program.

8. **Resignation - Athletic Coach/JV Girls Tennis Coach**
Move to approve the resignation of Anne Kinkela as the JV Girls Tennis Coach effective July 6, 2016.

9. **Revision to an Unpaid Family Leave of Absence**
Move to approve a revision, to reflect a later start date, to an unpaid family leave of absence, as designated under FMLA and NJFLA, for David Cohen, Assistant Network Manager, Technology Department, District-wide. Mr. Cohen's unpaid family leave of absence will begin on June 29, 2016 and continue for a period of six weeks (August 10, 2016). He is expected to return to work on August 11, 2016. While out on an unpaid family leave of absence, Mr. Cohen will be responsible for paying the appropriate contribution towards his health insurance coverage. (Mr. Cohen was originally approved, at the regular monthly meeting held on April 19, 2016, to take an unpaid family leave of absence during the period of June 17, 2016 - July 29, 2016. He had been expected to return to work on August 1, 2016.)

10. **Revised Contract**
Move to approve that a revised contract be issued to the following employee:

Michaela Gemignani From: Instructional Assistant
Ocean Township High School \$58,415.00
To: ESL Teacher

12. **Issuance of Contracts**

Move to approve that contracts be offered to the following:

To fill vacancy positions:
Dawn C. Kaszuba Director of School Counseling, Grades K-12 \$117,803.00
High School Step 8
Actual Start & Effective Dates: Pending release from current employer and criminal history background check.

(Mrs. Kaszuba replaces Kathryn Miller who will retire August 1, 2016.)

Maureen Mahaffey Basic Skills Teacher – 3/7 Time \$23,365.00
Ocean Township Elementary School BA/Step 1
Actual Start Date: September 1, 2016

(Mrs. Mahaffey replaces Amy Goldsmith who was hired to a full-time position.)

To fill vacancy non-tenure track positions:
Gabriela Brawer Bi-lingual Instructional Assistant (Part-time) \$15,607.00
Wayside Elementary School Step 1
Non-Tenure Track Position
Actual Start & Effective Dates: Pending criminal history background check.
(This is a newly budgeted position.)

Polette Sanchez Bi-lingual Instructional Assistant (Part-time) \$11,705.00
Ocean Township High School Step 1
Non-Tenure Track Position
Actual Start & Effective Dates: Pending criminal history background check.
(This is a newly budgeted position.)

13: **Resignation**

Move to approve the resignation of Jillian Ceravolo, Guidance Counselor, High School, Maternity Leave Replacement/Non-Tenure Track, effective July 12, 2016. (Ms. Ceravolo was previously approved at the May 17, 2016 regular monthly meeting as the replacement for Andrea Sarles. Mrs. Sarles will be out on maternity leave for the 2016-2017 school

Motion(s) for items #5 thru #10 and #12 and #13 carried: 7-0

PLANNING & CONSTRUCTION: Mr. Plautis

The following item(s) were discussed:

1. **Discussion: Referendum**

P.W. Moss & Associates and Solutions Architecture were in attendance and gave an update on all of the ongoing referendum projects.

TECHNOLOGY COMMITTEE: Mr. Deitrich

The following item(s) were discussed:

1. **Discussion: Computer Co-Operative Purchase**

Board of Education and administration discussed the purchase of 700 Chromebooks.

2. **Discussion: Computer Co-Operative Purchase**

Board of Education and administration discussed the purchase Dell OptiPlex 5040 and 3040 desktop computers.

The chairman discussed the Technology Committee meeting held. The committee reviewed the purchases with administration, the network manager, and two representatives from the computer companies.

OLD BUSINESS: None

NEW BUSINESS:

- Discussed Wanamassa summer school phone system.

PUBLIC COMMENT:

- Paul Mayerowitz, resident, asked about Superintendent evaluation and Board policy. The Board discussed the Superintendent evaluation process.
- Batya Van Nostrand, parent, talked about her daughters Chromebook and her usage for school. Mrs. Van Nostrand also asked about the Board of Education school ethics law.

Board of Education discussed in general the efforts in communicating with the union.

Enter Executive Session – 9:18 p.m.

Approval: Motion offered by Mr. Hadden, seconded by Mrs. McGovern 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: Personnel/Negotiations (TOEA). 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 not take action upon returning to work session.

Adjourn Executive Session – 9:48 p.m.

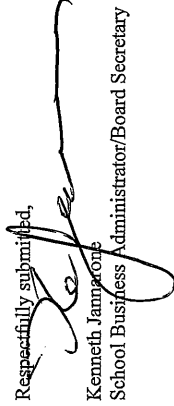
Approval: Motion offered by Mrs. McGovern, seconded by Mrs. Parlamas and carried 7-0.

Move for the approval to adjourn from Executive Session and resume public session.

ADJOURN MEETING: 9:50- p.m.

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

Respectfully submitted,



Kenneth Jannarone
School Business Administrator/Board Secretary

1240 EVALUATION OF SUPERINTENDENT

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The purpose of the annual evaluation is to promote professional excellence and improve the skills of the Superintendent, improve the quality of the education received by the students in the schools, and provide a basis for the review of the Superintendent's performance.

This Policy and Regulation 1240 shall be developed by the Board of Education after consultation with the Superintendent and shall include, but not be limited to:

1. Determination of roles and responsibilities for the implementation of the annual evaluation policy and procedures;
2. Development of a job description and evaluation criteria based upon the Board of Education's local goals, program objectives, policies, instructional priorities, State goals, statutory requirements, and the functions, duties, and responsibilities of the Superintendent;
3. Specification of data collection and reporting methods appropriate to the job description;
4. Provisions for the preparation of an individual professional growth and development plan based in part upon any need(s) identified in the evaluation. The plan shall be mutually developed by the Board of Education and the Superintendent; and
5. Preparation of an annual written performance report by a majority of the full membership of the Board of Education and an annual summary conference between a majority of the total membership of the Board of Education and the Superintendent.

There shall be an annual summary conference between the Board of Education, with a majority of its total membership present, and the Superintendent which shall be held before a written performance report is filed. The conference shall be held in executive session, unless the Superintendent requests that it be held in public. The conference shall include, but not be limited to, review of the following:

1. Performance of the Superintendent based upon the Board approved job description;
2. Progress of the Superintendent in achieving and/or implementing the school district's goals, program objectives, policies, instructional priorities, State goals, and statutory requirements; and
3. Indicators of student progress and growth toward program objectives.

The annual written performance report shall be prepared by July 1 by a majority of the Board of Education's total membership and shall include, but not be limited to:

1. Performance area(s) of strength;
2. Performance area(s) needing improvement based upon the job description and evaluation criteria set forth in N.J.A.C. 6A:10-8.1(c)2;
3. Recommendations for professional growth and development;
4. A summary of indicators of student progress and growth, and a statement of how the indicators relate to the effectiveness of the overall program and the Superintendent's performance; and
5. Provision for performance data not included in the report to be entered into the record by the Superintendent within ten teaching staff member working days after the report's completion.

The evaluation procedure for a non-tenured Superintendent shall be completed by July 1 each year.

Each newly appointed or elected Board of Education member shall complete a New Jersey School Boards Association training program on the evaluation of the Superintendent within six months of the commencement of his or her term of office pursuant to N.J.S.A. 18A:17-20.3.b.

The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of a collective bargaining agreement or other employment contracts entered into by a school district in effect on July 1, 2013. No collective bargaining agreement entered into after July 1, 2013 shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or



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EVALUATION OF SUPERINTENDENT

any other specific statute or regulation, nor shall topics subject to collective bargaining involve matters of educational policy or managerial prerogatives.

The Board of Education shall add to the Superintendent's personnel file all written performance reports and supporting data, including, but not limited to, indicators of student progress and growth. All information contained in written performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the New Jersey Department of Education from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

The Board of Education may hire a qualified consultant to assist or advise in the evaluation process; however, the evaluation itself shall be the responsibility of the Board of Education.

Policy and Regulation 1240 shall be distributed to the Superintendent upon adoption by the Board. Amendments to this Policy and Regulation shall be distributed within ten working days after adoption.

The provisions of this Policy, Regulation, and N.J.A.C. 6A: 10-8.1 et seq. are the minimum requirements for the evaluation of a Superintendent.

N.J.S.A. 18A:17-20.3; 18A:6-117 through 18A:6-129

N.J.A.C. 6A:10-1.1 et seq.; 6A: 10-8.1 et seq.

Adopted: 22 August 2000

Revised: 18 February 2014, 26 July 2016



R 1240 EVALUATION OF SUPERINTENDENT (M)

A. Roles and Responsibilities for the Implementation of the Annual Evaluation Policy and Procedures

1. The Board of Education and the Superintendent will develop and the Board will adopt a job description and evaluation criteria for the Superintendent's position based upon the Board's local goals, program objectives, policies, instructional priorities, State goals, statutory requirements, and the functions, duties, and responsibilities of the Superintendent.
2. The Superintendent shall have primary responsibility for data collection and reporting methods appropriate to the job description.
3. The Board President, or the Board President's designee, shall oversee the annual evaluation of the Superintendent.

4. The Board President shall establish timelines for completion of the annual evaluation of the Superintendent.

B. Annual Summary Conference

1. The Board of Education shall conduct an annual summary conference with the Superintendent to develop and prepare an Annual Written Performance Report.
2. The annual summary conference between the Board of Education, with a majority of its total membership present, and the Superintendent shall be held before the Annual Written Performance Report is prepared and filed.
3. The Superintendent shall submit to all Board members any information, documents, statistics, or any other data or information he/she would like for the Board members to consider at the annual summary conference.
4. The Board President, or the Board President's designee, shall preside over the Board's annual summary conference meeting.



5. The conference shall be held in executive session, unless the Superintendent requests it be held in public. The conference shall include, but not be limited to, review of the following:

- a. Performance of the Superintendent based upon the Board approved job description;
- b. Progress of the Superintendent in achieving and/or implementing the school district's goals, program objectives, policies, instructional priorities, State goals, and statutory requirements; and
- c. Indicators of student progress and growth toward program objectives.

C. Annual Written Performance Report

1. The Annual Written Performance Report shall be prepared and approved by a majority of the Board of Education's total membership by July 1 and shall include, but not be limited to:

- a. Performance area(s) of strength;
- b. Performance area(s) needing improvement based upon the job description and evaluation criteria set forth in N.J.A.C. 6A:10-8.1(c)2;
- c. Recommendations for professional growth and development;
- d. Summary of indicators of student progress and growth, and a statement of how the indicators relate to the effectiveness of the overall program and the Superintendent's performance; and
- e. Provision for performance data not included in the report to be entered into the record by the Superintendent within ten teaching staff member working days after the report's completion.

2. The Board President, or the Board President's designee, shall prepare a draft of the Annual Written Performance Report after the annual summary conference.



1. The evaluation procedure for a non-tenured Superintendent shall also be completed by July 1 each year.

Adopted: 18 February 2014

Revised: 26 July 2016



3. The draft of the Annual Written Performance Report shall be disseminated to all Board members for review and comment before presenting the draft report to the Superintendent.

- a. In the event a Board member believes a provision(s) of the draft of the Annual Written Performance Report is not in accord with the provisions agreed to by a majority of the Board during the annual summary conference, the Board member shall submit in writing their proposed revision(s) to the drafter of the Annual Written Performance Report. The draft of the Annual Written Performance Report may be revised by the drafter of the report if the drafter agrees with the Board member's proposed revision. In the event the drafter does not agree with the proposed revision(s), the issue shall be presented to the full membership of the Board of Education in executive session to make a final determination.

4. The draft of the Annual Written Performance Report shall be presented to the full membership of the Board of Education in executive session for discussion and approval after the draft report has been disseminated to all Board members for review. The Superintendent shall receive a copy of the draft of the Annual Written Performance Report from the Board President, or Board President's designee, prior to the executive session where the Board is scheduled to discuss and approve.

5. In the event the Superintendent does not agree with a provision(s) in the draft of the Annual Written Performance Report, the Superintendent shall be provided an opportunity to discuss with the full membership of the Board reconsideration of the disputed provision(s).

6. A majority of the Board's full membership shall approve the draft of the Annual Written Performance Report before presenting the final Annual Written Performance Report to the Superintendent.

7. The Superintendent may submit a written response to the final Annual Written Performance Report, which shall be attached to the report.

D. Non-tenured Superintendent of Schools



2360 USE OF TECHNOLOGY

The Board recognizes that the use of technology in the educational process is essential as part of the schooling experience. Technology is to be viewed as a key resource to enhance the learning process among other resources available to teachers and pupils. In addition, technology can be used to enhance the administration of the schools and the district. In order to provide direction and meaning to the use of technology as an instructional tool, the Board encourages and supports staff use technology as a component the learning process.

For purposes of this policy "technology" includes, but is not limited to, the use of computers and computer peripherals, communications networks, access to databases and libraries of information and the integration of audio, video, multimedia devices and media for purposes of teaching and learning.

The Superintendent in consultation with the teaching and support staff shall recommend to the Board the acquisition of appropriate technology to best implement the curricular, instructional and administrative program of the school district. The Superintendent shall prepare a technology plan for the school district to encompass the following:

Curricular, Instructional and Administrative Need

The technology plan shall define the curricular, instructional and administrative need for technological equipment and media for the district.

In-service Education

The Board shall provide opportunities to participate in in-service programs on all hardware or software programs to be used in the execution of educational and administrative tasks. In-service programs may be provided in or out of the district.

Standards, Codes and References

All technology installations shall conform to the industry standards and applicable Federal, State and local statutes and codes.

Facilities Planning

In all facilities projects involving new constructions, additions and renovations the Superintendent or designee shall insure that the plans include provisions for current and future technology needs in terms of the structural, electric/electronic, mechanical, acoustical and visual systems of the



building(s). All educational specifications shall include required for the use of instructional technology.

Computers

The school district will provide support or maintenance agreements for specified brands of computers. All other computers purchased or donated will be subject to repair only when non-allocated funding is available and therefore may remain unrepaired until funding is available.

Computer Software Acquisition and Upgrading

The school district will only support the specified upgrades and training. Staff members shall not purchase software that has not been included on a list of specified software or has been approved by the Supervisor of Technology.

The Superintendent will recommend the purchase of upgrades to software as needed. An evaluation of upgrades shall be made by appropriate personnel and no upgrade shall be purchased without the express approval of the Supervisor of Technology.

Site Licenses

In the case where more than one copy of a software program is required, the Supervisor of Technology shall attempt to acquire or negotiate a site license with the software developers. In the event a site license is not possible, vendors shall be sought who will provide multiple copies at a discounted cost.

Software Copyright

All employees shall strictly adhere to the copyright laws of the United States. No software shall be copied and/or distributed except in accordance with these laws. All software placed on media workstations or any network with public access shall be copy protected by the Supervisor of Technology, who shall assure that individuals who have access to such programs shall not copy them without authorization.

Internal Communication (District)

The school district shall provide communication between schools by a variety of means.

External Communications



POLICY

OCEAN TOWNSHIP BOARD OF EDUCATION

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USE OF TECHNOLOGY

The Board encourages the use of external communications so schools may utilize the vast resources of external databases and communicate with other schools, external agencies, and businesses throughout the world. Gateways to such communications will be supported by the school district. The use of particular gateways shall be approved by the Supervisor of Technology. The Supervisor of Technology shall be responsible for the installation of software in district owned computers and/or computer systems that prevents access to gateways and internet sites that have material considered by the Supervisor of Technology to be inappropriate for use by pupils.

Audio/Video

All audio and/or video materials shall be used in accordance with the copyright laws of the United States. Teachers, pupils or staff who create audio or video materials containing the voices or images of the individuals involved shall obtain proper releases from those individuals, their parent(s) or legal guardian(s) for instructional use within the school.

Informing Parents, Legal Guardians and Interested Parties

Upon request, the Superintendent or designee shall make available to parents or legal guardians the computers hardware and software used in the district in order that a computer purchased privately for home use may be compatible with the computer and software the pupil uses in the school setting.

Technology Coordination

The Superintendent shall appoint a district wide Coordinator of Technology to assure the technology needs of the district are met in the most efficient manner possible at the lowest costs available to meet specified needs.

Broadcast Rights and Copyrights

The Board specifically retains the Broadcast rights and copyrights to all materials created by employees of the Board as part of their responsibilities to the Board. Any financial remuneration for the use of such materials shall be retained by the Board.

Computer Security

The Superintendent shall develop security procedures to include, but not be limited to, the following areas:

1. Physical Security of Equipment

All computer equipment shall be maintained in a secure manner appropriate to its location.



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USE OF TECHNOLOGY

2. Data Security

- a. Back-up procedures for system files, libraries, and data shall be practiced in a timely fashion.
- b. Disaster recovery plans shall be kept up-to-date at all times.
- c. Password protection shall be in place and updated periodically.
- d. Resource security shall be in place to prevent unauthorized access to system files, libraries, and data.

3. Employee Training

All new employees having, as part of their job responsibilities, access to computers and information systems will be trained in the proper security procedures outlined above.

All employees having, as part of their job responsibilities, access to computers and information systems will be kept up-to-date on current security procedures for equipment and data.

4. Transaction Audit Trail

Appropriate procedures will be maintained in order to monitor system activity and users, as necessary.

5. Security Officer

The Superintendent shall designate a Computer Security Officer to monitor system security procedures.

Use of facsimile (FAX) machines

Fax machines provide a useful means of communicating and shall be subject to the same rules that apply to the use of telephones. All incoming faxes shall be considered confidential mail. No disclosure of the contents of any fax shall be made except to the individual for whom the fax is intended. Any individual violating this confidentiality shall be subject to discipline as provided by the policies and regulations of the Board.

N.J.A.C. 6A:26-6.1 et
17 U.S.C. 101 et seq.

Adopted: 18 December, 1984

Revised: 17 July 1990, 19 February 2002, 19 March 2002, 26 July 2016



structural, electric/electronic, mechanical, acoustical and visual systems of the building(s). All educational specifications shall include features required for the use of instructional technology.

Computers

The school district will provide support or maintenance agreements for specified brands of computers. All other computers purchased or donated will be subject to repair only when non-allocated funding is available and therefore may remain unrepaired until funding is available.

Computer Software Acquisition and Upgrading

The school district will only support the specified upgrades and training. Staff members shall not purchase software that has not been included on a list of specified software or has been approved by Superintendent or designee.

The Superintendent will recommend the purchase of upgrades to software as needed. An evaluation of upgrades shall be made by appropriate personnel and no upgrade shall be purchased without the express approval of Superintendent or designee.

Site Licenses

In the case where more than one copy of a software program is required, the Network Manager or designee shall attempt to acquire or negotiate a site license with the software developers. In the event a site license is not possible, vendors shall be sought who will provide multiple copies at a discounted cost.

Software Copyright

All employees shall strictly adhere to the copyright laws of the United States. No software shall be copied and/or distributed except in accordance with these laws. All software placed on media workstations or any network with public access shall be copy protected by Network Manager or designee, who shall assure that individuals who have access to such programs shall not copy them without authorization.

Internal Communication (District)

The school district shall provide communication between schools by a variety of means.

External Communications



R 2360 USE OF TECHNOLOGY

The Board of Education recognizes the use of technology in the educational process is an essential part of the schooling experience. Technology is to be viewed as a resource to enhance the learning process among other resources available to teachers and students. In addition, technology can be used to enhance the administration of the schools and the district. In order to provide direction and meaning to the use of technology as an instructional resource, the Board encourages and supports staff use of technology as a component of the learning process.

For purposes of this policy "technology" includes, but is not limited to, the use of computers and computer peripherals, communications networks, access to databases and libraries of information and the integration of audio, video, multimedia devices and media for purposes of teaching and learning.

The Superintendent, in consultation with teaching and support staff, shall recommend to the Board the acquisition of appropriate technology to best implement the curricular, instructional, and administrative program of the school district. The Superintendent shall prepare a technology plan for the school district to encompass the following:

Curricular, Instructional and Administrative Need

The technology plan shall define the curricular, instructional and administrative need for technological equipment and media for the district.

In-service Education

The Board shall provide opportunities for school staff to participate in in-service programs on hardware or software programs to be used in the execution of educational and administrative tasks. In-service programs may be provided in or out of the district.

Standards, Codes and References

All technology installations shall conform to the industry standards and applicable Federal, State and local statutes and codes.

Facilities Planning

In all facilities projects involving new constructions, additions, and renovations the Superintendent or designee shall ensure the plans include provisions for current and future technology needs in terms of the



The Board encourages the use of external communications so schools may utilize the vast resources of external databases and communicate with other schools, external agencies, and businesses throughout the world. Gateways to such communications will be supported by the school district. The use of particular gateways shall be approved by Network Manager or designee. The Network Manager or designee shall be responsible for the installation of software in district owned computers and/or computer systems that prevents access to gateways and Internet sites that have material considered by the Network Manager or designee to be inappropriate for use by students.

Computer Laboratories and Distributed Computing

In order to provide teacher, staff, and student access to computers, the Board directs that provisions be made to provide computer access in computer laboratories, classrooms, and school libraries/media centers.

Audio/Video

All audio and/or video materials shall be used in accordance with the copyright laws of the United States. Teachers, students, or staff who create audio or video materials containing the voices or images of the individuals involved shall obtain proper releases from those individuals, their parent(s) or legal guardian(s) for instructional use within the school.

Informing Parents, Legal Guardians and Interested Parties

Upon request, the Building Principal shall make available to parent/legal guardians the computer hardware and software used in the district in order that a computer purchased privately for home use may be compatible with the computer and software the student uses in the school setting.

Technology Coordination

The Board shall appoint a Superintendent or designee to assure the technology needs of the district are met in the most efficient manner possible at the lowest costs available to meet specified needs.

Broadcast Rights and Copyrights

The Board specifically retains the Broadcast rights and copyrights to all materials created by employees of the Board as part of their responsibilities to the Board. Any financial remuneration for the use of such materials shall be retained by the Board.



Computer Security

The Network Manager or designee shall develop security procedures to include, but not be limited to, the following areas:

1. Physical Security of Equipment

All computer equipment shall be maintained in a secure manner appropriate to its location.

2. Data Security

- a. Back-up procedures for system files, libraries, and data shall be practiced in a timely fashion.
- b. Disaster recovery plans shall be kept up-to-date at all times.
- c. Password protection shall be in place and updated periodically.
- d. Resource security shall be in place to prevent unauthorized access to system files, libraries, and data.

3. Employee Training

All new employees having, as part of their job responsibilities, access to computers and information systems will be trained in the proper security procedures outlined above.

All employees having, as part of their job responsibilities, access to computers and information systems will be kept up-to-date on current security procedures for equipment and data.

4. Transaction Audit Trail

Appropriate procedures will be maintained in order to monitor system activity and users, as necessary.

5. Security Officer

The Superintendent shall designate the Network Manager or designee as the district's Computer Security Officer to monitor system security procedures.

Use of Facsimile (FAX) Machines

Fax machines provide a useful means of communicating and shall be subject to the same rules that apply to the use of telephones. All incoming faxes shall be considered confidential mail. No disclosure of the



REGULATION

OCEAN TOWNSHIP BOARD OF EDUCATION

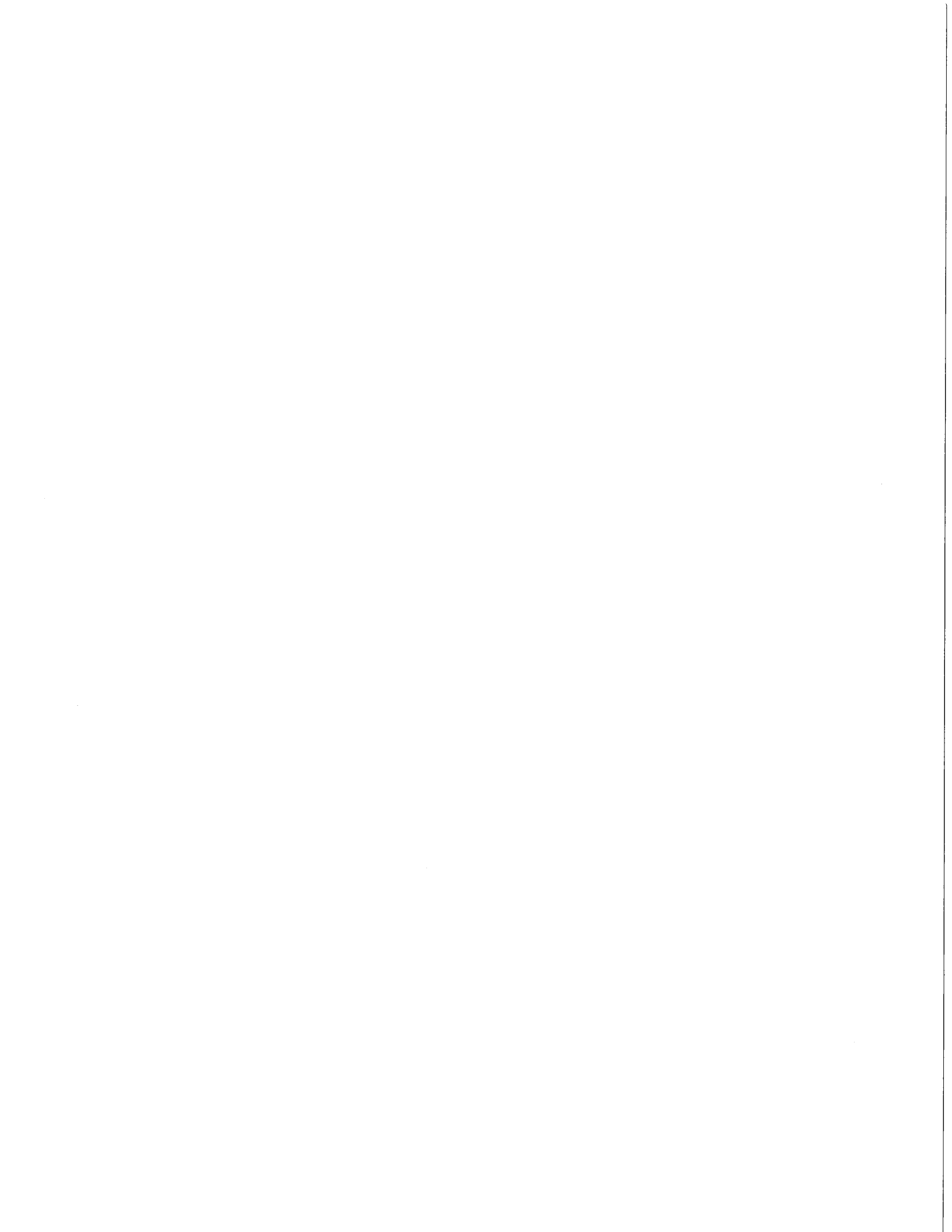
PROGRAM
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USE OF TECHNOLOGY

contents of any fax shall be made except to the individual for whom the fax is intended. Any individual violating this confidentiality shall be subject to discipline as provided by the policies and regulations of the Board.

N.J.A.C. 6A:26-6.1 et seq.
17 U.S.C. 101 et seq.

Adopted: 26 July 2016





M 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 (NJCCCS) New Jersey Core Curriculum Content Standards and (CCSS) Common Core State Standards 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 equivalent effective with the 2010-2011 grade nine class, and including 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 effective with the 2012-2013 grade nine class;
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 effective with 2012-2013 grade nine class;



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;
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 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 (NJCCCS) NJ Core Curriculum Content Standards and (CCSS) Common core State Standards.
 - a. Individualized student learning opportunities in all NJCCCS and CCSS areas include, but are not limited, to the following:
 - (1) Independent study;



- (2) Online learning;
 - (3) Work-based programs, internships, apprenticeships;
 - (4) Study abroad programs;
 - (5) Student exchange programs;
 - (6) Service learning experiences; and
 - (7) 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 NJCCCS and CCSS 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 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 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 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 NJCCCS and CCSS:
- (1) The Standards-based Measurement of Proficiency (STAMP) online assessment;
 - (2) The ACTFL Oral Proficiency Interview (OPT) or Modified Oral Proficiency Interview (MOPD); or
 - (3) Department-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 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 New Jersey Department of Education (NJDOE) is transitioning from the High School Proficiency Assessment (HSPA) to the Partnership for the Assessment of Readiness for College and Careers (PARCC) End-of-Course assessments for students, including students with disabilities, in the classes of 2016, 2017, 2018, and 2019.
2. Students in the classes of 2016, 2017, 2018, and 2019 will be able to demonstrate proficiencies in English Language Arts (ELA) and Mathematics required by State statute by either meeting the "cut score" on the PARCC assessments or meeting the "cut score" on a substitute assessment or by meeting the criteria of the NJDOE portfolio appeal process.
3. A student with a disability, whose Individualized Educational Plan (IEP) team determines the student is exempt from these requirements, would be required to achieve the alternative proficiency in his/her IEP.
4. 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
SAT Reading* \geq 400; 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
SAT Math* \geq 400; or
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.

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 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.



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Students
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- b. The district shall develop and implement procedures for assessing whether a student with a disability has met 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. 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.
4. A student with a disability whose IEP program 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 pupil student has attended four years of high school.
5. 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



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OCEAN TOWNSHIP BOARD OF EDUCATION

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HIGH SCHOOL GRADUATION (M)

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 meet the Statewide assessment graduation requirements, to return to school at scheduled times for the purpose of meeting the Statewide assessment graduation requirements. Upon certification of meeting these requirements a State-endorsed diploma shall be granted by the high school of record.
3. The Commissioner of Education shall award a State-issued high school diploma in accordance with the provisions of N.J.A.C. 6A:8-5.2(c) and (d).
4. The Board of Education shall award a State-endorsed high school diploma to any currently enrolled student 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.

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 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.

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



FINANCIAL MANAGEMENT RESOURCE SERVICES COMMITTEE

Twp of Ocean BOE Expense Account Adjustment Analysis By Adjustment#

va_exaa2.062406
06/30/2016

Current Cycle : June

Adj #	Description	Account#	Account Description	Date	User	Old Amount	Adjustment	New Balance
000218	BT: JUNE-001	11-000-2910-21001-10-25	GROUP INSURANCE (ADMIN)	06/14/2016	GSTONE	\$14,000.00	(\$250.00)	\$13,750.00
	BT: JUNE-001	11-000-2910-24200-10-25	OTH:RTIRMT-ERIP BENE	06/14/2016	GSTONE	\$37,000.00	\$250.00	\$37,250.00
			Total for Adjustment # 000218				\$0.00	
000219	BT: JUNE-002	11-000-2300-34005-10-26	STAFF REL/NEG MED EXAM	06/14/2016	GSTONE	\$15,770.00	\$3,100.00	\$18,870.00
	BT: JUNE-002	11-000-2300-89002-10-26	EXEC ADM SRV DUES&FEES	06/14/2016	GSTONE	\$10,000.00	(\$3,100.00)	\$6,900.00
			Total for Adjustment # 000219				\$0.00	
000232	BT: JUNE-003	11-000-2620-49001-10-25	OTH PURCH SERV:WATER	06/23/2016	GSTONE	\$112,000.00	\$20,000.00	\$132,000.00
	BT: JUNE-003	11-000-2620-61007-10-25	GENERAL SUPPLIES - MAINT	06/23/2016	GSTONE	\$23,790.00	(\$20,000.00)	\$3,790.00
			Total for Adjustment # 000232				\$0.00	
000233	BT: JUNE-004	11-000-2190-32007-10-38	CST PSY & PSYCHOL EXAMS	06/23/2016	GSTONE	\$31,500.00	\$4,000.00	\$35,500.00
	BT: JUNE-004	11-000-2190-58003-10-38	CST/SP ED PROF DEV: RPDA	06/23/2016	GSTONE	\$20,695.00	(\$4,000.00)	\$16,695.00
			Total for Adjustment # 000233				\$0.00	
000234	BT: JUNE-005	11-000-2620-42025-10-27	FIRE SPRINKLER ADM	06/24/2016	GSTONE	\$1,000.00	(\$300.00)	\$700.00
	BT: JUNE-005	11-000-2620-58001-10-27	CUSTODIAL TRAVEL	06/24/2016	GSTONE	\$500.00	\$300.00	\$800.00
			Total for Adjustment # 000234				\$0.00	
000238	BT: JUNE-006	11-000-2700-10709-00-00	BUS ATTENDANT - EXTRA	06/28/2016	GSTONE	\$25,380.00	(\$700.00)	\$24,680.00
	BT: JUNE-006	11-000-2700-16021-00-00	BUS DISPATCHER TRANS O/T	06/28/2016	GSTONE	\$7,000.00	\$500.00	\$7,500.00
	BT: JUNE-006	11-000-2700-16023-00-00	BUS DRIVER O/T REG	06/28/2016	GSTONE	\$55,000.00	\$3,000.00	\$58,000.00
	BT: JUNE-006	11-000-2700-16041-00-00	SUB BUS DRV TRANSP SAL	06/28/2016	GSTONE	\$148,844.00	\$4,000.00	\$152,844.00
	BT: JUNE-006	11-000-2700-16105-00-00	BUS DRV SPECIAL TO/FRM	06/28/2016	GSTONE	\$189,675.00	\$4,200.00	\$193,875.00
	BT: JUNE-006	11-000-2700-16106-00-00	BUS DRIVERS O/T SPEC	06/28/2016	GSTONE	\$66,000.00	(\$3,000.00)	\$63,000.00
	BT: JUNE-006	11-000-2700-16201-00-00	BUS DRIVER EXTRA CURR	06/28/2016	GSTONE	\$40,000.00	(\$8,000.00)	\$32,000.00
	BT: JUNE-006	11-000-2910-22000-10-25	SOC SECURITY CONTRIB	06/28/2016	GSTONE	\$893,000.00	\$14,000.00	\$907,000.00
	BT: JUNE-006	11-000-2910-24900-10-25	DCRP CONTRIBUTIONS	06/28/2016	GSTONE	\$55,000.00	\$4,000.00	\$59,000.00
	BT: JUNE-006	11-000-2910-27001-10-25	GROUP HEALTH INSURANCE	06/28/2016	GSTONE	\$8,049,431.00	\$5,000.00	\$8,054,431.00
	BT: JUNE-006	11-000-2910-27003-10-25	GROUP PRESCRIPTION	06/28/2016	GSTONE	\$2,522,000.00	(\$60,000.00)	\$2,462,000.00
	BT: JUNE-006	11-000-2910-29006-10-25	UNUSED SICK LEAVE	06/28/2016	GSTONE	\$70,000.00	\$37,000.00	\$107,000.00
	BT: JUNE-006	11-204-1000-10641-00-00	LLD AIDE SUBS	06/28/2016	GSTONE	\$53,643.00	\$11,000.00	\$64,643.00
	BT: JUNE-006	11-212-1000-10101-06-00	MD-TCHR SAL SPEC ED	06/28/2016	GSTONE	\$113,530.00	(\$11,000.00)	\$102,530.00
			Total for Adjustment # 000238				\$0.00	
000239	BT: JUNE-007	11-000-2910-27003-10-25	GROUP PRESCRIPTION	06/28/2016	GSTONE	\$2,462,000.00	(\$75,000.00)	\$2,387,000.00
	BT: JUNE-007	11-000-2910-29006-10-25	UNUSED SICK LEAVE	06/28/2016	GSTONE	\$107,000.00	\$40,000.00	\$147,000.00
	BT: JUNE-007	11-000-2910-29008-10-25	UNUSED VACATION LEAVE	06/28/2016	GSTONE	\$25,000.00	\$35,000.00	\$60,000.00
			Total for Adjustment # 000239				\$0.00	
000240	BT: JUNE-008	12-000-2400-73202-01-27	ELECTRONIC SIGN - HS	06/29/2016	GSTONE	\$35,000.00	(\$9,482.00)	\$25,518.00

Twp of Ocean BOE

Expense Account Adjustment Analysis By Adjustment#

Current Cycle : June

va_exaa2.082406
06/30/2016

Adj #	Description	Account#	Account Description	Date	User	Old Amount	Adjustment	New Balance
Current Appropriation Adjustments								
000240	BT: JUNE-008	12-000-2400-73202-06-27	ELECTRONIC SIGN - TOIS	06/29/2016	GSTONE	\$35,000.00	(\$9,482.00)	\$25,518.00
	BT: JUNE-008	12-000-2400-73202-10-19	DISTRICTWIDE TECH EQUIP	06/29/2016	GSTONE	\$19,600.00	(\$17.00)	\$19,583.00
	BT: JUNE-008	12-000-2610-73002-06-27	OP & MAINT - TOIS	06/29/2016	GSTONE	\$24,715.00	(\$751.00)	\$23,964.00
	BT: JUNE-008	12-000-2610-73202-10-60	EQUIP-CAFE - LEASE	06/29/2016	GSTONE	\$0.00	\$19,893.00	\$19,893.00
	BT: JUNE-008	12-000-2620-73202-08-27	EQUIP/IMPROV TRANSP BLDG	06/29/2016	GSTONE	\$5,000.00	(\$161.00)	\$4,839.00
			Total for Adjustment #		000240	\$0.00		
000245	BT: JUNE-009	11-000-2300-33101-10-25	BOE SRV LEGAL SRV	06/30/2016	GSTONE	\$140,000.00	\$50,000.00	\$190,000.00
	BT: JUNE-009	11-000-2300-33404-10-25	PROF SERV - ARCHITECT	06/30/2016	GSTONE	\$55,000.00	(\$20,000.00)	\$35,000.00
	BT: JUNE-009	11-000-2300-33907-10-25	PROFESSIONAL SERVICES -	06/30/2016	GSTONE	\$58,000.00	(\$30,000.00)	\$28,000.00
			Total for Adjustment #		000245	\$0.00		
000250	BT: JUNE-010	11-000-2190-39004-10-38	CST MEDICAL EXAMS	06/30/2016	GSTONE	\$17,500.00	\$2,100.00	\$19,600.00
	BT: JUNE-010	11-000-2190-58003-10-38	CST/SP ED PROF DEV: RPDA	06/30/2016	GSTONE	\$16,695.00	(\$2,100.00)	\$14,595.00
			Total for Adjustment #		000250	\$0.00		
000251	BT: JUNE-011	11-190-1000-34001-01-19	TECH CONTRACTED SERVICES	06/30/2016	GSTONE	\$174,556.00	\$8,040.00	\$182,596.00
	BT: JUNE-011	11-190-1000-61006-10-25	GENERAL SUPPLIES	06/30/2016	GSTONE	\$46,851.00	(\$8,040.00)	\$38,811.00
			Total for Adjustment #		000251	\$0.00		
000252	BT: JUNE-012	11-000-2620-11048-06-00	O/M CUST O/T SAL INT	06/30/2016	GSTONE	\$36,000.00	(\$1,000.00)	\$35,000.00
	BT: JUNE-012	11-000-2630-11049-00-00	O/M GROUNDS O/T SAL	06/30/2016	GSTONE	\$14,877.00	\$1,000.00	\$15,877.00
			Total for Adjustment #		000252	\$0.00		
000255	BT: JUNE-013	11-000-2130-30000-10-25	PURCH PROF - MOESC NURSE	06/30/2016	GSTONE	\$74,000.00	\$11,760.00	\$85,760.00
	BT: JUNE-013	11-000-2160-32023-10-38	RELATED SRV: PURCH PROF	06/30/2016	GSTONE	\$126,946.00	(\$11,760.00)	\$115,186.00
	BT: JUNE-013	11-000-2700-51401-07-37	CONTR TRAN SRV SPECED	06/30/2016	GSTONE	\$285,000.00	\$3,400.00	\$288,400.00
	BT: JUNE-013	11-000-2700-59309-07-37	TRANS TYPE1 BUS REPR	06/30/2016	GSTONE	\$8,600.00	(\$3,400.00)	\$5,200.00
			Total for Adjustment #		000255	\$0.00		
000257	BT: JUNE-014	11-000-2300-53001-10-25	TELECOMMUNICATIONS	06/30/2016	GSTONE	\$70,000.00	(\$39,767.00)	\$30,233.00
	BT: JUNE-014	12-000-2400-73202-04-19	TELEPHONE SYSTEM	06/30/2016	GSTONE	\$0.00	\$39,767.00	\$39,767.00
			Total for Adjustment #		000257	\$0.00		
Total Current Appropriation Adjustments							\$0.00	

ADDENDUM TO EXTEND AGREEMENT

This is an Addendum to an Agreement between Mission One Educational Staffing Services, LLC, a Delaware limited liability company, located at 800 North Kings Highway, Suite 405, Cherry Hill, New Jersey 08034 and the Ocean Township School District (the "District").

Whereas, the District and the Company entered into an Agreement whereby Company is to provide substitute staffing, to fill positions at the request of the District for a period ending June 30, 2016;

Whereas, District and Company are desirous of extending the term of the Agreement through June 30, 2017 with the provisions set forth below;

Now, Therefore, be it agreed between the parties, as follows:

1. The Term of the Agreement, as reflected in Paragraph 7, is hereby extended to June 30, 2017;
2. This Agreement will automatically renew for additional one (1) year periods unless either party provides written notice of termination at least ninety days prior to the end of the fiscal school year.
3. Except as specifically and explicitly set forth herein, all other terms of the Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have executed this Agreement on the date first set forth below.

**MISSION ONE
EDUCATIONAL STAFFING SERVICE**

OCEAN TOWNSHIP SCHOOL DISTRICT

By _____
W. Andrew Hall, C.O.O.

By _____
Signature

Name and Title

Date _____

(1) Coverage	(2) 07/01/2016-2017 Exposure Basis	(2) Expiring Annual Pricing	(3) Exposure Basis	(3) Expiring Rates applied to Renewal Exposures	(4) 07/01/2016-2017 Annual Renewal Pricing	(5) 07/01/2016-2017 Difference in Cost between Expiring Rates and Renewal Rates (%)	(5) Change from Expiring Rates (%)
Commercial Package	Total Insured Values: \$162,376,032 # of Students: 3804 # of Vehicles: 92	NISIG / MOCSSIF AM Best Rating: NR \$384,170 \$0 \$0 \$384,170	Total Insured Values: \$170,222,862 # of Students: 3707 # of Vehicles: 89	\$389,413 \$0 \$0 \$389,413	NISIG / MOCSSIF AM Best Rating: NR \$391,234 \$0 \$0 \$391,234		
Premium:							
TRIA Premium:							
Miscellaneous Fees:							
Subtotal Costs:							\$1,821 0 %
School Leader's EEO	# of Students: 3804	NISIG / MOCSSIF AM Best Rating: NR \$75,657 \$0 \$75,657	# of Students: 3707	\$73,728 \$0 \$73,728	NISIG / MOCSSIF AM Best Rating: NR \$73,738 \$0 \$73,738		
Premium:							
Subtotal Costs:							\$10 0 %
Workers' Compensation & Employer's Liability	Total Estimated Payroll: \$42,143,153	NISIG / MOCSSIF AM Best Rating: NR \$509,287 \$0 \$509,287	Total Estimated Payroll: \$41,625,535	\$509,855 \$0 \$509,855	NISIG / MOCSSIF AM Best Rating: NR \$509,978 \$0 \$509,978		
Premium:							
Subtotal Costs:							\$90,093 18 %
WC Supplemental Indemnity	Total Estimated Payroll: \$42,143,153	Federal Insurance Company AM Best Rating: A / XV \$16,151 \$0 \$16,151	Total Estimated Payroll: \$41,625,535	\$15,963 \$0 \$15,963	Federal Insurance Company AM Best Rating: A / XV \$17,889 \$0 \$17,889		
Premium:							
Subtotal Costs:							\$1,536 12 %
Student Accident (Basic)	# of Students: 3342	Calvin Insurance Company, Inc. AM Best Rating: A / XV \$119,785 \$0 \$119,785	# of Students: 3707	\$132,867 \$0 \$132,867	Calvin Insurance Company, Inc. AM Best Rating: A / XV \$117,700 \$0 \$117,700		
Premium:							
Subtotal Costs:							(\$15,167) (11)%
Student Accident (Catastrophic)	# of Students: 3342	United States Fire Insurance Company AM Best Rating: A / XIII \$9,264 \$0 \$9,264	# of Students: 3707	\$10,276 \$0 \$10,276	United States Fire Insurance Company AM Best Rating: A / XIII \$11,765 \$0 \$11,765		
Premium:							
Subtotal Costs:							\$1,489 14 %

(1) Coverage	(2) 07/01/2016-2017 Exposure Basis	(2) Expiring Annual Pricing	(3) Exposure Basis	(3) Expiring Rates applied to Renewal Exposures	(4) 07/01/2016-2017 Annual Renewal Pricing	(5) 07/01/2016-2017 Difference in Cost between Expiring Rates and Renewal Rates (%)	(5) Change from Expiring Rates (%)
Subtotal:		\$1,113,314		\$1,132,122	\$1,212,304		\$80,182 7 %
Service Fee		\$33,567		\$33,567	\$34,239		\$672 2 %
GRAND TOTAL:				\$1,165,689	\$1,246,543		\$80,854 7 %

Notes:
1) The insurer "NISIG" stands for New Jersey Schools Insurance Group. "MOCSSIF" stands for Monmouth Ocean County Shared Services Insurance Fund, a sub-fund of NISIG.
2) NISIG is a non-profit school Joint Insurance Fund also known as a JIF.
3) The Catastrophic Student Accident coverage is up due to two student paralysis claims this year in the State of New Jersey.

Office of the School Business Administrator
Township of Ocean School District
July 26, 2016

REQUESTS FOR USE OF SCHOOL FACILITIES

Ocean Twp United Soccer Club

OTHS, Turf Athletic Field

September 3, 4, 10, & 11, 2016, November 5, &
6, 2016

1:30 pm – 4:30 pm

September 17, 18, 24, & 25, 2016

1:30 pm – 3:00 pm

September 17, 18, 25, & 25, 2016

4:30 pm – 6:00 pm

October 1, 2, 8, & 9, 2016

12:00 pm – 6:00 pm

October 15, & 16, 2016

12:00 pm – 3:00 pm

October 15, & 16, 2016

4:30 pm – 6:00 pm

October 22, 23, 29, & 30, 2016, November 12,
13, 19, 20, 26, & 27, 2016

December 3, & 4, 2016

12:00 pm – 4:30 pm

Purpose: Soccer Games

Use of Facility Fee: \$00.00

Lighting Usage Fee: TBD

INSTRUCTION & EDUCATION

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

Township of Ocean Schools



MEMORANDUM FOR: James Stefankiewicz, Ed. D.
FROM: Marion Conrad
RE: HIB Self-Assessment
DATE: June 24, 2016

Please present for Board Approval the following:

School Self-Assessment for Determining the HIB Grades

The self-assessments must be submitted for public comment and board approval before being submitted to the NJDOE.

Thank you.

New Jersey Department of Education School Self-Assessment for Determining Grades under the <i>Anti-Bullying Bill of Rights Act</i> July 1, 2015 - June 30, 2016	
District Name: OCEAN TWP	
School Name: Ocean Township High School	
Core Element #1: HIB Programs, Approaches or Other Initiatives (N.J.S.A. 18A:37-17a)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. The school annually <u>established</u> HIB programs, approaches or other initiatives.	3
B. The school annually <u>implemented</u> and documented HIB programs, approaches or other initiatives.	3
C. The school annually <u>assessed</u> HIB programs, approaches or other initiatives.	3
D. The school's HIB programs, approaches or other initiatives were designed to create <u>school-wide conditions</u> to prevent and address HIB.	3
E. The school safety/school climate team (SS/SCT) <u>identified patterns</u> of HIB and <u>reviewed</u> school climate and school policies for the prevention of HIB.	3
SUB-TOTAL (possible 15)	15
Core Element #2: Training on the BOE- approved HIB Policy (N.J.S.A. 18A:37-17b and e)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. School employees, contracted service providers and volunteers were provided <i>training</i> on the HIB policy.	3
B. The HIB policy training included instruction on preventing HIB on the basis of <u>protected categories</u> enumerated in the ABR and <u>other distinguishing characteristics</u> that may incite incidents of discrimination or HIB.	3
C. The HIB policy was <u>discussed</u> with students, in accordance with the district's process for these discussions.	3
SUB-TOTAL (possible 9)	9
Core Element #3: Other Staff Instruction and Training Programs (N.J.S.A. 18A:6-112, N.J.S.A. 18A:37-22d, N.J.S.A. 18A:37-26a, N.J.S.A. 18A:37-21d, N.J.S.A. 18A:26-8.2)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. Each teaching staff member completed at least 2 hours of <u>instruction in suicide prevention</u> that included <u>information on HIB</u> , in each five-year professional development period.	3
B. Each teaching staff member completed at least 2 hours of <u>instruction on HIB prevention</u> , in each five-year professional development period.	3
C. The school anti-bullying specialist (ABS) was given <u>time during the usual school schedule</u> to participate in <u>in-service training</u> in preparation to act as the ABS.	3
D. The members of the school safety/school climate team (SS/SCT) were provided with professional development in effective practices of successful school climate programs or approaches.	3
E. School building leaders have received information on the prevention of harassment, intimidation and bullying as part of their training on issues of school ethics, school law and school governance.	3
SUB-TOTAL (possible 15)	15
Core Element #4: Curriculum and Instruction on HIB and Related Information and Skills (N.J.S.A. 18A:37-29)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. The school provided <u>ongoing, age-appropriate instruction</u> on preventing HIB in accordance with the Core Curriculum Content Standards.	3

B. The school observed the "Week of Respect" during the week beginning with the first Monday in October of each year, recognizing the importance of character education by providing age-appropriate instruction focusing on HIB prevention.	3
SUB-TOTAL (possible 6)	6
Core Element #5: HIB Personnel (N.J.S.A. 18A:37-20a, N.J.S.A. 18A:37-20c, N.J.S.A. 18A:37-21a)	
Indicators	Score (0-3)
A. The principal <u>appointed</u> a school anti-bullying specialist (ABS).	3
B. The ABS <u>met</u> at least two times per school year with the district anti-bullying coordinator (ABC).	3
C. The school safety/school climate team (SS/SCT) <u>met</u> at least two times per school year to develop, foster and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues including HIB.	3
SUB-TOTAL (possible 9)	9
Core Element #6: School-Level HIB Incident Reporting Procedure (N.J.S.A. 18A:37-15b(5), N.J.S.A. 18A: 37-15b(6)(a))	
During the 2015-2016 school year, was there at least 1 report of HIB?	Yes
Option A Indicators	Score (0-3)
A. The school <u>implemented</u> the district's procedure for reporting HIB that includes all required elements.	3
B. The school <u>implemented</u> the district's procedure for reporting new information on a prior HIB report.	3
SUB-TOTAL (possible 6)	6
Core Element #7: HIB Investigation Procedure (N.J.S.A. 18A:37-15b(5) and (6)(a) and (b))	
During the 2015-2016 school year, was there at least 1 report of HIB?	Yes
Option A Indicators	Score (0-3)

The school followed the BOE-approved policy on HIB investigation procedures, which provides for:	
A. <u>Notification to parents</u> of alleged offenders and alleged victims in <u>each</u> reported HIB incident.	3
B. <u>Completion</u> of the investigation <u>within 10 school days</u> of the written incident report.	3
C. Preparation of a <u>written report</u> on the findings of each HIB investigation.	3
D. Results of the investigation <u>reported</u> to the chief school administrator (CSA) within <u>2 school days</u> of completion of the investigation.	3
SUB-TOTAL (possible 12)	12
Core Element #8: HIB Reporting (N.J.S.A. 18A:17-46)	
Indicators	Score (0-3)
A. The school has a <u>procedure</u> for <u>ensuring</u> that staff member reports (i.e., verbal and written) include the required information for all incidents of violence, vandalism and HIB.	3
B. The official grades received from the NJDOE, for the Self-Assessment from the previous reporting period, for the school and for the school district are posted on the home page of the school's website per the ABR and the requirements of the NJDOE.	3
SUB-TOTAL (possible 6)	6
TOTAL SCORE (possible 78)	78

New Jersey Department of Education School Self-Assessment for Determining Grades under the <i>Anti-Bullying Bill of Rights Act</i> July 1, 2015 - June 30, 2016	
District Name: OCEAN TWP	
School Name: Township of Ocean Intermediate School	
Core Element #1: HIB Programs, Approaches or Other Initiatives (N.J.S.A. 18A:37-17a)	
Indicators	Score (0-3)
A. The school annually <u>established</u> HIB programs, approaches or other initiatives.	3
B. The school annually <u>implemented</u> and documented HIB programs, approaches or other initiatives.	3
C. The school annually <u>assessed</u> HIB programs, approaches or other initiatives.	3
D. The school's HIB programs, approaches or other initiatives were designed to create <u>school-wide conditions</u> to prevent and address HIB.	3
E. The school safety/school climate team (SS/SCT) <u>identified patterns</u> of HIB and <u>reviewed</u> school climate and school policies for the prevention of HIB.	2
SUB-TOTAL (possible 15)	14
Core Element #2: Training on the BOE- approved HIB Policy (N.J.S.A. 18A:37-17b and c)	
Indicators	Score (0-3)
A. School employees, contracted service providers and volunteers were provided <i>training</i> on the HIB policy.	3
B. The HIB policy training included instruction on preventing HIB on the basis of <u>protected categories</u> enumerated in the ABR and <u>other distinguishing characteristics</u> that may incite incidents of discrimination or HIB.	3
C. The HIB policy was <u>discussed</u> with students, in accordance with the district's process for these discussions.	3
SUB-TOTAL (possible 9)	9
Core Element #3: Other Staff Instruction and Training Programs (N.J.S.A. 18A:6-112, N.J.S.A. 18A:37-22d, N.J.S.A. 18A:37-26a, N.J.S.A. 18A:37-21d, N.J.S.A. 18A:26-8.2)	
Indicators	Score (0-3)
A. Each teaching staff member completed at least 2 hours of <u>instruction in suicide prevention that included information on HIB</u> , in each five-year professional development period.	3
B. Each teaching staff member completed at least 2 hours of <u>instruction on HIB prevention</u> , in each five-year professional development period.	3
C. The school anti-bullying specialist (ABS) was given <u>time during the usual school schedule</u> to participate in <u>in-service training</u> in preparation to act as the ABS.	2
D. The members of the school safety/school climate team (SS/SCT) were provided with professional development in effective practices of successful school climate programs or approaches.	2
E. School building leaders have received information on the prevention of harassment, intimidation and bullying as part of their training on issues of school ethics, school law and school governance.	3
SUB-TOTAL (possible 15)	13
Core Element #4: Curriculum and Instruction on HIB and Related Information and Skills (N.J.S.A. 18A:37-29)	
Indicators	Score (0-3)
A. The school <u>provided ongoing, age-appropriate instruction</u> on preventing HIB in accordance with the Core Curriculum Content Standards.	3

B. The school observed the " <u>Week of Respect</u> ," during the week beginning with the first Monday in October of each year, recognizing the importance of character education by providing age-appropriate instruction focusing on HIB prevention.	3
SUB-TOTAL (possible 6)	6
Core Element #5: HIB Personnel (N.J.S.A. 18A:37-20a, N.J.S.A. 18A:37-20c, N.J.S.A. 18A:37-21a)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. The principal <u>appointed</u> a school anti-bullying specialist (ABS).	3
B. The ABS <u>met</u> at least two times per school year with the district anti-bullying coordinator (ABC).	3
C. The school safety/school climate team (SS/SCT) <u>met</u> at least two times per school year to develop, foster and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues including HIB.	2
SUB-TOTAL (possible 9)	8
Core Element #6: School-Level HIB Incident Reporting Procedure (N.J.S.A. 18A:37-15b(5), N.J.S.A. 18A: 37-15b(6)(a))	
During the 2015-2016 school year, was there at least 1 report of HIB?	Yes
<i>Option A Indicators</i>	<i>Score (0-3)</i>
A. The school <u>implemented</u> the district's procedure for reporting HIB that includes all required elements.	3
B. The school <u>implemented</u> the district's procedure for reporting new information on a prior HIB report.	3
SUB-TOTAL (possible 6)	6
Core Element #7: HIB Investigation Procedure (N.J.S.A. 18A:37-15b(5) and (6)(a) and (b))	
During the 2015-2016 school year, was there at least 1 report of HIB?	Yes
<i>Option A Indicators</i>	<i>Score (0-3)</i>

The school followed the BOE-approved policy on HIB investigation procedures, which provides for:	
A. <u>Notification to parents</u> of alleged offenders and alleged victims in <u>each</u> reported HIB incident.	3
B. <u>Completion</u> of the investigation <u>within 10 school days</u> of the written incident report.	3
C. Preparation of a <u>written report</u> on the findings of each HIB investigation.	3
D. Results of the investigation <u>reported</u> to the chief school administrator (CSA) within <u>2 school days</u> of completion of the investigation.	3
SUB-TOTAL (possible 12)	12
Core Element #8: HIB Reporting (N.J.S.A. 18A:17-46)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. The school has a <u>procedure</u> for <u>ensuring</u> that staff member reports (i.e., verbal and written) include the required information for all incidents of violence, vandalism and HIB.	3
B. The official grades received from the NJDOE, for the Self-Assessment from the previous reporting period, for the school and for the school district are posted on the home page of the school's website per the ABR and the requirements of the NJDOE.	2
SUB-TOTAL (possible 6)	5
TOTAL SCORE (possible 78)	73

New Jersey Department of Education School Self-Assessment for Determining Grades under the <i>Anti-Bullying Bill of Rights Act</i> July 1, 2015 - June 30, 2016	
District Name: OCEAN TWP	
School Name: Ocean Township Elementary School	
Core Element #1: HIB Programs, Approaches or Other Initiatives (N.J.S.A. 18A:37-17a)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. The school annually <u>established</u> HIB programs, approaches or other initiatives.	3
B. The school annually <u>implemented</u> and documented HIB programs, approaches or other initiatives.	3
C. The school annually <u>assessed</u> HIB programs, approaches or other initiatives.	3
D. The school's HIB programs, approaches or other initiatives were designed to create <u>school-wide conditions</u> to prevent and address HIB.	3
E. The school safety/school climate team (SS/SCT) <u>identified patterns</u> of HIB and <u>reviewed</u> school climate and school policies for the prevention of HIB.	2
SUB-TOTAL (possible 15)	14
Core Element #2: Training on the BOE- approved HIB Policy (N.J.S.A. 18A:37-17b and c)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. School employees, contracted service providers and volunteers were provided <i>training</i> on the HIB policy.	3
B. The HIB policy training included instruction on preventing HIB on the basis of <u>protected categories enumerated in the ABR and other distinguishing characteristics</u> that may incite incidents of discrimination or HIB.	3
C. The HIB policy was <u>discussed</u> with students, in accordance with the district's process for these discussions.	3
SUB-TOTAL (possible 9)	9
Core Element #3: Other Staff Instruction and Training Programs (N.J.S.A. 18A:6-112, N.J.S.A. 18A:37-22d, N.J.S.A. 18A:37-26a, N.J.S.A. 18A:37-21d, N.J.S.A. 18A:26-8.2)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. Each teaching staff member completed at least 2 hours of <u>instruction in suicide prevention that included information on HIB</u> , in each five-year professional development period.	3
B. Each teaching staff member completed at least 2 hours of <u>instruction on HIB prevention</u> , in each five-year professional development period.	3
C. The school anti-bullying specialist (ABS) was given <u>time during the usual school schedule</u> to participate in <u>in-service training</u> in preparation to act as the ABS.	3
D. The members of the school safety/school climate team (SS/SCT) were provided with professional development in effective practices of successful school climate programs or approaches.	2
E. School building leaders have received information on the prevention of harassment, intimidation and bullying as part of their training on issues of school ethics, school law and school governance.	3
SUB-TOTAL (possible 15)	14
Core Element #4: Curriculum and Instruction on HIB and Related Information and Skills (N.J.S.A. 18A:37-29)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. The school provided <u>ongoing, age-appropriate instruction</u> on preventing HIB in accordance with the Core Curriculum Content Standards.	3

B. The school observed the " <u>Week of Respect</u> ," during the week beginning with the first Monday in October of each year, recognizing the importance of character education by providing age-appropriate instruction focusing on HIB prevention.	3
SUB-TOTAL (possible 6)	6
Core Element #5: HIB Personnel (N.J.S.A. 18A:37-20a, N.J.S.A. 18A:37-20c, N.J.S.A. 18A:37-21a)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. The principal <u>appointed</u> a school anti-bullying specialist (ABS).	3
B. The ABS <u>met</u> at least two times per school year with the district anti-bullying coordinator (ABC).	3
C. The school safety/school climate team (SS/SCT) <u>met</u> at least two times per school year to develop, foster and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues including HIB.	3
SUB-TOTAL (possible 9)	9
Core Element #6: School-Level HIB Incident Reporting Procedure (N.J.S.A. 18A:37-15b(5), N.J.S.A. 18A: 37-15b(6)(a))	
During the 2015-2016 school year, was there at least 1 report of HIB?	Yes
<i>Option A Indicators</i>	<i>Score (0-3)</i>
A. The school <u>implemented</u> the district's procedure for reporting HIB that includes all required elements.	3
B. The school <u>implemented</u> the district's procedure for reporting new information on a prior HIB report.	3
SUB-TOTAL (possible 6)	6
Core Element #7: HIB Investigation Procedure (N.J.S.A. 18A:37-15b(5) and (6)(a) and (b))	
During the 2015-2016 school year, was there at least 1 report of HIB?	Yes
<i>Option A Indicators</i>	<i>Score (0-3)</i>

The school followed the BOE-approved policy on HIB investigation procedures, which provides for:	
A. <u>Notification to parents</u> of alleged offenders and alleged victims in <u>each</u> reported HIB incident.	3
B. <u>Completion</u> of the investigation <u>within 10 school days</u> of the written incident report.	3
C. Preparation of a <u>written report</u> on the findings of each HIB investigation.	3
D. Results of the investigation <u>reported</u> to the chief school administrator (CSA) within <u>2 school days</u> of completion of the investigation.	3
SUB-TOTAL (possible 12)	12
Core Element #8: HIB Reporting (N.J.S.A. 18A:17-46)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. The school has a <u>procedure</u> for <u>ensuring</u> that staff member reports (i.e., verbal and written) include the required information for all incidents of violence, vandalism and HIB.	2
B. The official grades received from the NJDOE, for the Self-Assessment from the previous reporting period, for the school and for the school district are posted on the home page of the school's website per the ABR and the requirements of the NJDOE.	3
SUB-TOTAL (possible 6)	5
TOTAL SCORE (possible 78)	75

New Jersey Department of Education School Self-Assessment for Determining Grades under the Anti-Bullying Bill of Rights Act July 1, 2015 - June 30, 2016	
District Name: OCEAN TWP	
School Name: Wanamassa Elementary School	
Core Element #1: HIB Programs, Approaches or Other Initiatives (N.J.S.A. 18A:37-17a)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. The school annually <u>established</u> HIB programs, approaches or other initiatives.	3
B. The school annually <u>implemented</u> and documented HIB programs, approaches or other initiatives.	3
C. The school annually <u>assessed</u> HIB programs, approaches or other initiatives.	2
D. The school's HIB programs, approaches or other initiatives were designed to create <u>school-wide conditions</u> to prevent and address HIB.	3
E. The school safety/school climate team (SS/SCT) <u>identified patterns</u> of HIB and <u>reviewed</u> school climate and school policies for the prevention of HIB.	2
SUB-TOTAL (possible 15)	13
Core Element #2: Training on the BOE- approved HIB Policy (N.J.S.A. 18A:37-17b and c)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. School employees, contracted service providers and volunteers were provided <u>training</u> on the HIB policy.	3
B. The HIB policy training included instruction on preventing HIB on the basis of <u>protected categories</u> enumerated in the ABR and <u>other distinguishing characteristics</u> that may incite incidents of discrimination or HIB.	3
C. The HIB policy was <u>discussed</u> with students, in accordance with the district's process for these discussions.	3
SUB-TOTAL (possible 9)	9
Core Element #3: Other Staff Instruction and Training Programs (N.J.S.A. 18A:6-112, N.J.S.A. 18A:37-22d, N.J.S.A. 18A:37-26a, N.J.S.A. 18A:37-21d, N.J.S.A. 18A:26-8.2)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. Each teaching staff member completed at least 2 hours of <u>instruction in suicide prevention that included information on HIB</u> , in each five-year professional development period.	3
B. Each teaching staff member completed at least 2 hours of <u>instruction on HIB prevention</u> , in each five-year professional development period.	3
C. The school anti-bullying specialist (ABS) was given <u>time during the usual school schedule</u> to participate in <u>in-service training</u> in preparation to act as the ABS.	3
D. The members of the school safety/school climate team (SS/SCT) were provided with professional development in effective practices of successful school climate programs or approaches.	3
E. School building leaders have received information on the prevention of harassment, intimidation and bullying as part of their training on issues of school ethics, school law and school governance.	2
SUB-TOTAL (possible 15)	14
Core Element #4: Curriculum and Instruction on HIB and Related Information and Skills (N.J.S.A. 18A:37-29)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. The school <u>provided ongoing, age-appropriate instruction</u> on preventing HIB in accordance with the Core Curriculum Content Standards.	3

B. The school observed the "Week of Respect." during the week beginning with the first Monday in October of each year, recognizing the importance of character education by providing age-appropriate instruction focusing on HIB prevention.	3
SUB-TOTAL (possible 6)	6
Core Element #5: HIB Personnel (N.J.S.A. 18A:37-20a, N.J.S.A. 18A:37-20c, N.J.S.A. 18A:37-21a)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. The principal <u>appointed</u> a school anti-bullying specialist (ABS).	3
B. The ABS <u>met</u> at least two times per school year with the district anti-bullying coordinator (ABC).	3
C. The school safety/school climate team (SS/SCT) <u>met</u> at least two times per school year to develop, foster and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues including HIB.	2
SUB-TOTAL (possible 9)	8
Core Element #6: School-Level HIB Incident Reporting Procedure (N.J.S.A. 18A:37-15b(5), N.J.S.A. 18A: 37-15b(6)(a))	
During the 2015-2016 school year, was there at least 1 report of HIB?	Yes
<i>Option A Indicators</i>	<i>Score (0-3)</i>
A. The school <u>implemented</u> the district's procedure for reporting HIB that includes all required elements.	2
B. The school <u>implemented</u> the district's procedure for reporting new information on a prior HIB report.	2
SUB-TOTAL (possible 6)	4
Core Element #7: HIB Investigation Procedure (N.J.S.A. 18A:37-15b(5) and (6)(a) and (b))	
During the 2015-2016 school year, was there at least 1 report of HIB?	Yes
<i>Option A Indicators</i>	<i>Score (0-3)</i>

The school followed the BOE-approved policy on HIB investigation procedures, which provides for:	
A. <u>Notification to parents</u> of alleged offenders and alleged victims in <u>each</u> reported HIB incident.	2
B. <u>Completion</u> of the investigation <u>within 10 school days</u> of the written incident report.	3
C. Preparation of a <u>written report</u> on the findings of each HIB investigation.	3
D. Results of the investigation <u>reported</u> to the chief school administrator (CSA) within <u>2 school days</u> of completion of the investigation.	3
SUB-TOTAL (possible 12)	11
Core Element #8: HIB Reporting (N.J.S.A. 18A:17-46)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. The school has a <u>procedure</u> for <u>ensuring</u> that staff member reports (i.e., verbal and written) include the required information for all incidents of violence, vandalism and HIB.	3
B. The official grades received from the NJDOE, for the Self-Assessment from the previous reporting period, for the school and for the school district are posted on the home page of the school's website per the ABR and the requirements of the NJDOE.	3
SUB-TOTAL (possible 6)	6
TOTAL SCORE (possible 78)	71

New Jersey Department of Education School Self-Assessment for Determining Grades under the <i>Anti-Bullying Bill of Rights Act</i> July 1, 2015 - June 30, 2016	
District Name: OCEAN TWP	
School Name: Wayside Elementary School	
Core Element #1: HIB Programs, Approaches or Other Initiatives (N.J.S.A. 18A:37-17a)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. The school annually <u>established</u> HIB programs, approaches or other initiatives.	3
B. The school annually <u>implemented</u> and documented HIB programs, approaches or other initiatives.	3
C. The school annually <u>assessed</u> HIB programs, approaches or other initiatives.	3
D. The school's HIB programs, approaches or other initiatives were designed to create <u>school-wide conditions</u> to prevent and address HIB.	3
E. The school safety/school climate team (SS/SCT) <u>identified patterns</u> of HIB and <u>reviewed</u> school climate and school policies for the prevention of HIB.	3
SUB-TOTAL (possible 15)	15
Core Element #2: Training on the BOE- approved HIB Policy (N.J.S.A. 18A:37-17b and c)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. School employees, contracted service providers and volunteers were provided <i>training</i> on the HIB policy.	3
B. The HIB policy training included instruction on preventing HIB on the basis of <u>protected categories</u> enumerated in the ABR and <u>other distinguishing characteristics</u> that may incite incidents of discrimination or HIB.	3
C. The HIB policy was <u>discussed</u> with students, in accordance with the district's process for these discussions.	3
SUB-TOTAL (possible 9)	9
Core Element #3: Other Staff Instruction and Training Programs (N.J.S.A. 18A:6-112, N.J.S.A. 18A:37-22d, N.J.S.A. 18A:37-26a, N.J.S.A. 18A:37-21d, N.J.S.A. 18A:26-8.2)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. Each teaching staff member completed at least 2 hours of <u>instruction in suicide prevention</u> that included information on HIB, in each five-year professional development period.	3
B. Each teaching staff member completed at least 2 hours of <u>instruction on HIB prevention</u> , in each five-year professional development period.	3
C. The school anti-bullying specialist (ABS) was given <u>time during the usual school schedule</u> to participate in <u>in-service training</u> in preparation to act as the ABS.	3
D. The members of the school safety/school climate team (SS/SCT) were provided with professional development in effective practices of successful school climate programs or approaches.	3
E. School building leaders have received information on the prevention of harassment, intimidation and bullying as part of their training on issues of school ethics, school law and school governance.	3
SUB-TOTAL (possible 15)	15
Core Element #4: Curriculum and Instruction on HIB and Related Information and Skills (N.J.S.A. 18A:37-29)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. The school provided <u>ongoing, age-appropriate instruction</u> on preventing HIB in accordance with the Core Curriculum Content Standards.	3

B. The school observed the "Week of Respect." during the week beginning with the first Monday in October of each year, recognizing the importance of character education by providing age-appropriate instruction focusing on HIB prevention.	3
SUB-TOTAL (possible 6)	6
Core Element #5: HIB Personnel (N.J.S.A. 18A:37-20a, N.J.S.A. 18A:37-20c, N.J.S.A. 18A:37-21a)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. The principal <u>appointed</u> a school anti-bullying specialist (ABS).	3
B. The ABS <u>met</u> at least two times per school year with the district anti-bullying coordinator (ABC).	3
C. The school safety/school climate team (SS/SCT) <u>met</u> at least two times per school year to develop, foster and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues including HIB.	2
SUB-TOTAL (possible 9)	8
Core Element #6: School-Level HIB Incident Reporting Procedure (N.J.S.A. 18A:37-15b(5), N.J.S.A. 18A: 37-15b(6)(a))	
During the 2015-2016 school year, was there at least 1 report of HIB?	No
<i>Option B Indicators</i>	<i>Score (0-3)</i>
A. The school has a process for ensuring that staff are implementing the district's procedure for reporting HIB that includes all required elements.	3
B. The school fosters a positive school climate that encourages reports of all concerning behaviors, including HIB, AND implements effective prevention strategies which resulted in no incidents of HIB.	3
SUB-TOTAL (possible 6)	6
Core Element #7: HIB Investigation Procedure (N.J.S.A. 18A:37-15b(5) and (6)(a) and (b))	
During the 2015-2016 school year, was there at least 1 report of HIB?	No

<i>Option B Indicators</i>	<i>Score (0-3)</i>
A. Responsible staff are knowledgeable about the process to notify parents of alleged offenders and alleged victims in each reported HIB incident and how to implement the process.	3
B. The school has a process in place to ensure completion of each investigation within 10 school days of the written incident report.	3
C. The school has a process in place to prepare a written report on the findings of each HIB investigation.	3
D. The school has a procedure for reporting the results of each investigation to the chief school administrator (CSA) within 2 school days of completion of the investigation.	3
SUB-TOTAL (possible 12)	12
Core Element #8: HIB Reporting (N.J.S.A. 18A:17-46)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. The school has a <u>procedure</u> for <u>ensuring</u> that staff member reports (i.e., verbal and written) include the required information for all incidents of violence, vandalism and HIB.	3
B. The official grades received from the NJDOE, for the Self-Assessment from the previous reporting period, for the school and for the school district are posted on the home page of the school's website per the ABR and the requirements of the NJDOE.	3
SUB-TOTAL (possible 6)	6
TOTAL SCORE (possible 78)	77

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: July 22, 2016
CC: Kelly Weldon, Ken Jannarone

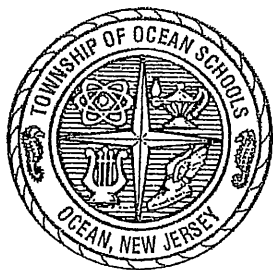
Below are Professional Development Activities in accordance with District Policy 6471 and NJAC 6A:23B for BOE approval. The attendance at said activity is fiscally prudent and will promote the delivery of instruction and/or will further the efficient operation of the district.
Reimbursement for travel and related expenses shall be according to the Department of the Treasury guidelines in NJOMB circular 06-02 and A-87.

Last	First	Subject	Title	Date	FEE*
Sorce	Valerie	Supervisor of Humanities	Conversations that Drive the Cycle of Teaching and Learning - NIDOE - Freehold	7/28/2016	n/a
Wilson	Chris	Supervisor of World Cultures	NJ Council for Social Studies - Annual Conference - Rutgers	10/25/2016	n/a
Todd	H. Rusty	Director of Athletics	Shore Conference Executive Mtg - Toms River BOE	8/11/2016	n/a
Todd	H. Rusty	Director of Athletics	Shore Conference Executive Mtg - Manchester HS	9/22/2016	n/a
Todd	H. Rusty	Director of Athletics	Shore Conference General Mtg - Hilton - Tinton Falls	9/23/2016	n/a
Wilson	Chris	Supervisor of World Cultures	NJ Social Studies Supervisors' Assn Mtg - Monroe	10/7/2016	n/a
Wilson	Chris	Supervisor of World Cultures	NJ Social Studies Supervisors' Assn Mtg - Monroe	1/27/2017	n/a
Wilson	Chris	Supervisor of World Cultures	NJ Social Studies Supervisors' Assn Mtg - Monroe	5/5/2017	n/a
Wilson	Chris	Supervisor of World Cultures	FEA/NJPSA** Fall Conference - Long Branch	10/20/2016	\$149.00
Peragallo	Julie	Science	Hydroponic and Aquaponic Farming Systems - TCNJ - Ewing	08/08-09/2016	\$250.00
Edson	Meghan	Science	Hydroponic and Aquaponic Farming Systems - TCNJ - Ewing	08/08-09/2016	\$250.00
Castronovo	Jacqueline	Supervisory of Spec Ed	FEA/NJPSA Fall Conference - Long Branch	10/20&21/2016	\$275.00
Hagerman	Gina	Asst Principal	FEA/NJPSA Fall Conference - Long Branch	10/20&21/2016	\$275.00

* Registration fees are supported by local professional development funds and Title IIA of NCLB
**Foundation for Education/NJ Principals and Supervisors Assn
***Multisensory Structured Language

Maltese	Amanda	Math Supervisor	FEA/NJPSA Fall Conference - Long Branch	10/20&21/2016	\$275.00
Picerno	Christine	Supy of Math/Science	FEA/NJPSA** Fall Conference - Long Branch	10/20&21/2016	\$275.00
Sorce	Valerie	Supy of Humanities	FEA/NJPSA** Fall Conference - Long Branch	10/20&21/2016	\$275.00
Sullivan	Patrick	Supv of Science	FEA/NJPSA** Fall Conference - Long Branch	10/20&21/2016	\$275.00
Vona	Kristin	Supervisor of Elem Spec Ed	FEA/NJPSA** Fall Conference - Long Branch	10/20&21/2016	\$298.00
Amato	Chris	Asst Principal	FEA/NJPSA** Fall Conference - Long Branch	10/20&21/2016	\$298.00
Todd	H. Rusty	Director of Athletics	Directors of Athletics Assn of NJ Conference - Atlantic City	3/13-16/2017	\$350.00
Maurer	Jennifer	Resource	Wilson Reading System: Advanced Strategies for MSL*** Group Instruction - Saddlebrook	8/15-17/2016	\$589.00
Eisenbarth	Emily	Spec Ed	Wilson Reading System: Advanced Strategies for MSL*** Group Instruction - Saddlebrook	8/8-10/2016	\$650.00
Connolly	Allison	Social Studies	AP Summer Institute - Ocean County College	8/8-11/2016	\$895.00

* Registration fees are supported by local professional development funds and Title IIA of NCLB
**Foundation for Education/NJ Principals and Supervisors Assn
***Multisensory Structured Language



MEMORANDUM: James Stefankiewicz, Ed. D.

FROM: Melody Ragle
RE: Board Approval
DATE: July 22, 2016
CC: Kelly Weldon

The following curricula have been 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>

Township of Ocean School District ► **Administration** ► **Board of Education** ► **Board Members** ► Curriculum for Board Approval

Curriculum for Board
Approval

Arts

Computer Art III
Play Production
Acting II

Special Education

Civic Leadership I
Civic Leadership II
Financial Technology

Fine Arts

Ceramics III

English Language Arts

Tomorrows' Teachers

Technology

Maker Space I
Maker Space II
Live Broadcast and Event Productions

World Language

Italian IV Conversation and Composition

Mathematics

Algebra IA
Algebra IB

PERSONNEL

Personnel Office
 Township of Ocean School District
 July 8, 2016

MEMORANDUM TO: James Stefankiewicz, Ed.D., Superintendent of Schools
RE: Credit Reimbursement – Winter 2015 - Spring 2016

	Course Title	College	Credits	Reimbursement
HIGH SCHOOL				
Bosmans, John	Critical Issues & Theories Curr Design	Thomas Edison	3	\$ 1,209.00
Bosmans, John	Technology for Instruction and Administration	Thomas Edison	3	\$ 1,209.00
Burns, Bridget	Issues/Techniques Research & Eval. II	Fairleigh Dickinson	3	\$ 1,209.00
Burns, Bridget	Seminar Child/Adolescent Intervention	Fairleigh Dickinson	3	\$ 1,209.00
Burns, Bridget	Advanced Consultation School Psychology	Fairleigh Dickinson	3	\$ 1,209.00
Cocucci, Lisa	Curriculum Leadership Inclusive School	Georgian Court	3	\$ 1,209.00
Cocucci, Lisa	Supervision of Instruction in the Inclusive School	Georgian Court	3	\$ 1,209.00
Della Pesca, Cassie	Community Engagement	American College of Education	3	\$ 645.00
Della Pesca, Cassie	Internship Experience	American College of Education	3	\$ 645.00
Fischer, Steven	Community Engagement	American College of Education	3	\$ 645.00
Fischer, Steven	Internship Experience	American College of Education	3	\$ 645.00
Lauterwasser, Paolo	Adv. Instr. Meth. In Special Ed.	Monmouth University	3	\$ 1,209.00
Singer, Alisa	Examining & Applying School Leadership Practices - Sem 6	NJEXCEL	6	\$ 1,190.58
Singer, Alisa	Strategic Management Leading Learning Communities	NJEXCEL	4	\$ 793.72
Singer Alisa	Examining & Applying School Leadership Practices - Sem 7	NJEXCEL	4	\$ 793.72
Soares, Jeffrey	Community Engagement	American College of Education	3	\$ 645.00
Soares, Jeffrey	Internship Experience	American College of Education	3	\$ 645.00
Yonelunas, Alanna	Human Anatomy & Phys.	Ocean County College	4	\$ 900.00
INTERMEDIATE SCHOOL				
DeCotis, Valerie	Community Learners	American College of Education	3	\$ 645.00
DeCotis, Valerie	Standards-Driven Learning	American College of Education	3	\$ 645.00
DeFilippis, Angelica	Internship Experience	American College of Education	3	\$ 705.00
DeValue, Suzanne	Research Applications in Education Technology II	New Jersey City University	3	\$ 1,209.00
DeValue, Suzanne	Using Integrated Software Across Curriculum	New Jersey City University	3	\$ 1,209.00
Friel, Kathleen	Change: Curriculum Development & Program Improvement	Fairleigh Dickinson	3	\$ 1,209.00
Friel, Kathleen	Advanced Special Projects	Fairleigh Dickinson	3	\$ 1,209.00
Hoyle, Meghan	Curricular Leadership for Inclusive School	Georgian Court	3	\$ 1,209.00
Hoyle, Meghan	Supervision of Instruction for Inclusive School	Georgian Court	3	\$ 1,209.00
Salum, Michael	Computers/Curriculum Design	St. Peter's University	3	\$ 1,209.00
Suit, Monik	Introduction to Educating Students w/Disabilities	Georgian Court	3	\$ 1,209.00
Suit, Monik	Introduction to Learning Disabilities	Georgian Court	3	\$ 1,209.00
Vigil, Jessica	Introduction to Graduate Studies	Grand Canyon University	2	\$ 806.00
Vigil, Jessica	Introduction to Educational Research	Grand Canyon University	3	\$ 1,209.00
Vigil, Jessica	Brain-Based Learning	Grand Canyon University	3	\$ 1,209.00
Vigil, Jessica	Foundations in Autism Spectrum Disorders	Grand Canyon University	3	\$ 1,209.00
Vigil, Jessica	Methods and Assessment for Autism Spectrum Disorders	Grand Canyon University	3	\$ 1,209.00
WAYSIDE SCHOOL				
Brannigan, Brianne	Multisensory Reading III	Fairleigh Dickinson	3	\$ 1,209.00
Caruso, Lauren	Diagnosis & Correction of Learning Disabilities	Monmouth University	3	\$ 1,209.00
Gibbons, Ellen	Multisensory Reading III	Fairleigh Dickinson	3	\$ 1,209.00
Lee, Emily	Methods - Teaching Students with Disabilities	Monmouth University	3	\$ 1,209.00
Maurer, Jennifer	Wilson Certification Course Clinical: Practicum	St. Joseph's University	3	\$ 1,209.00
OCEAN TWP. ELEM. SCHOOL				
Argyelan, Lauryn	Strategies for Teaching Autism/Developmental Disabilities	Georgian Court	3	\$ 1,209.00
Argyelan, Lauryn	Comm/Social Skills Interventions for Autism	Georgian Court	3	\$ 1,209.00
Argyelan, Lauryn	Ethical and Professional Conduct	Georgian Court	3	\$ 1,209.00
Goldsmith, Amy	Multisensory Reading III	Fairleigh Dickinson University	3	\$ 1,209.00
Holmes, Maryann	Literature for Children and Youth	Georgian Court	3	\$ 1,209.00
Holmes, Maryann	Nature of the Reading Process	Georgian Court	3	\$ 1,209.00
Kelly, Sandra	Supervision of Instruction in Inclusive School	Georgian Court	3	\$ 1,209.00
Lopez-Matta, Nora	Classroom Management Workshop	NJCU	1	\$ 403.00
Lopez-Matta, Nora	Internship & Seminar	NJCU	2	\$ 806.00
Lopez-Matta, Nora	Applied Linguistics Emph Sec. Lang.	NJCU	3	\$ 1,209.00
Lopez-Matta, Nora	Historical & Cultural Background LEP Students	NJCU	3	\$ 1,209.00
Maggs, Mary	Multisensory Reading III	Fairleigh Dickinson University	3	\$ 1,209.00
Olson, Jessica	Curricular Leadership for Inclusive School	Georgian Court	3	\$ 1,209.00
O'Neill, Patrick	Curricular Leadership for Inclusive School	Georgian Court	3	\$ 1,209.00
O'Neill, Patrick	Supervision of Instruction in Inclusive School	Georgian Court	3	\$ 1,209.00
Vinegra, Christine	Advanced Foundations of Education	University of Scranton	3	\$ 1,209.00
Vinegra, Christine	Advanced Educational Psychology	University of Scranton	3	\$ 1,209.00

WANAMASSA SCHOOL
Brammigan, Barbara

Course Title
Multisensory Reading III

College
Fairleigh Dickinson University

Credits
3

Reimbursement
\$ 1,209.00

TOTAL PAGE 1
TOTAL PAGE 2
TOTAL PAGE 3
GRAND TOTAL

\$ 24,051.02
\$ 37,076.00
\$ 1,209.00
\$ 62,336.02

Fairleigh Dickinson	\$784.00	St. Joseph's University	\$697.00
Monmouth University	\$1,047.00	University of Scranton	\$495.00
Georgian Court	\$460.00	St. Peter's University	\$1,050.00
New Jersey City University	\$537.00	NJEXCEL	\$198.43
American College of Education	\$215.00	Ocean County College	\$225.00
Thomas Edison	\$695.00	Grand Canyon University	\$565.50

ADDENDUM TO CREDIT REIMBURSEMENT LIST

COURSE TITLE

COURSE DESCRIPTION

Critical Issues in Curriculum Design & Evaluation	This course is designed to guide the student in the process of identifying and analyzing emerging and developing issues in curriculum design, development, implementation, and evaluation. Such issues may include academic standards, diversity, technology, testing and assessment, innovative programs, and state and federal legislation. Included are the identification of curriculum sources, how these sources influence trends, how these trends emerge and evolve, their impact on student achievement, and how professionals, particularly supervisors, curriculum developers, teacher-leaders, and teachers, can use these trends and issues to improve student learning.
Technology for Instruction & Administration	This course emphasizes the visionary leadership role of the principal as an instructional technologist, one who can thoughtfully and strategically provide direction to selection, use and evaluation of constantly changing technologies. Students assume a critical stance toward technology, its implications for effective school management and its impact on the teaching/learning process and the roles of teachers and learners.
Issues/Techniques Research & Eval. II	The second of a two-semester course that introduces the doctoral student to research methodology, and exemplary research in school psychology and related fields of child mental health and special education. Student will be exposed to topics including data collection and analysis, meta-analysis methods, statistical packages (e.g SPSS and SSYSTAT), program evaluation and outcome-based school psychological services, qualitative research, case study and single subject design.
Seminar Child/Adolescent Intervention	The practice and application of empirically supported psychoeducational and psychotherapeutic interventions with children, pre-school through high school. Takes a developmental and trans-actional perspective on children's learning and behavior problems. Students will be expected to bring case material from their field work placement to complement lecture and discussions.
Advanced Consultation School Psychology	This course will cover the major models of school-based consultation (e.g., mental health, behavioral, instructional, and ecological). Students will develop strong background knowledge in various models of psychological consultation, strengthen their problem solving skills as applied to indirect service provision, master specific techniques used in various consultative models, and practice applying their consultative skills to sample cases. Special attention will be paid to ethical issues as well as to issues pertaining to diversity and equity in psychological practice.
Curriculum Leadership for the Inclusive School	Emphasis upon student learning outcomes, NJ Core Curriculum Content Standards, 21st century learning and teaching, as well as professional development and best practice in curriculum design and delivery. Engage in personal and professional reflection on student diversity as it relates to instructional needs and curriculum and as framed by national and New Jersey professional standards for teachers and administrators and develop responsive instructional plans.
Supervision of Instruction in the Inclusive School	Study supervisory theory, models, and principles of effective instruction, curriculum and instructional leadership for inclusive schools. Emphasis on the relationship between effective supervision and student learning outcomes and the basis for staff professional development. Practice personal and professional reflection as it relates to instruction and as framed by national standards and the New Jersey Professional Standards for Schools.
Community Engagement	How can those within the community support the established teaching and learning goals set by the school? This course provides a foundation for developing relationships among stakeholders in the school community - students, school, parents, and the community at large - for the express goal of supporting student learning. In addition to examining research findings, students will explore family engagement, mutually beneficial community relationships, and student advocacy. This course culminates with a plan for continuing school improvement and professional growth.
Internship Experience	
Adv. Instr. Meth. In Special Ed.	A focus on the physical and instructional dimensions of teaching to include research-based strategies and techniques for learners with special needs; effective instruction for students with disabilities across the content area; accommodations and adaptations; technology across the curriculum; as well as the learning implications of classroom organization and planning. This course requires demonstration that enrollees are able to evaluate, design, structure and implement instructional techniques and curriculum adaptations for students with learning problems.
Examining & Applying School Leadership Practices: School-Based Internship - Semester 6	This course provides a mentor-directed School-Based Internship and opportunities for: development and application of research-based knowledge and skills to authentic educational problems in school settings; systematic inquiry, observation and analysis of school leadership practices; field-based projects focused on examining and applying school leadership practices to improve schools, instruction and support, and learning for all students; and reflective practice for personal and professional development.
Strategic Management: Leading Learning Communities	This course focuses on developing the knowledge, skills, and competencies related to: understanding the political, social, economic, legal and cultural context of public education; the research, concepts and leadership strategies required for effective communication, community building, family involvement, and advocacy to support continuous school improvement and learning for all students; effective school organization and strategic management that focuses personnel, planning, use of data and technology, and resources on maximizing learning for all students; and effective district/school budget development and fiscal management that maximize use of allocated and external resources to optimize learning for all students.
Examining & Applying School Leadership Practices: Field-Based Internship - Semester 7	This course focuses on developing the knowledge, skills, and competencies related to: Theoretical and conceptual understanding of research-based school leadership practices for continuous improvement of districts, schools, programs, instruction and learning for all students; critical analysis and problem-solving; and systematic inquiry for continual in-depth examination of school leadership practices to stimulate critical analysis of observed school leadership practices and comparison to research-based practices, reflective practice for personal and professional development, and the ability to effectively apply research-based school leadership practices within varied contexts and situations.

Human Anatomy and Phys.	This course studies basic biochemistry, physiology, and history of the cell, of tissues, and of the integumentary system, skeletal, muscular, and nervous systems (excluding the autonomic nervous system). Dissection and laboratory instrumentation reinforce all lecture material.
Community of Learners	This course prepares students to implement strategies for building a learning community. An emphasis is placed on the application of the learner-centered principles, cooperative and problem-based learning strategies, and the promotion of integrated curriculum and critical thinking.
Standards-Driven Learning	This course focuses on the major theories, strategies, and applications utilized in P-12 standards-driven learning environments. Participants review and apply current literature and educational research studies concerning standards-based curriculum and implementation strategies and tools.
Internship Experience	This experience is designed to allow students the opportunity to engage in a variety of field experiences to enrich their professional growth, skills, knowledge, and attributes as school leaders. Students will apply academic learning to practice in the field and display occurrences through a series of projects. The internship experience represents an extended period of guided, professional practice during which the intern takes increasing responsibility for the learning of P-12 students while under the guidance of a self-selected and approved mentor and a faculty member.
Research Applications in Educational Technology	This course is the capstone of the program. The purpose of this course is to integrate the candidate's program of study into a practical manifestation to educational change and technology innovation. Each candidate, working closely with an advisor, completes the thesis in this course.
Using Integrated Software Across Curriculum	An integrated software package is one that combines word processing, data base management, paint, draw, spreadsheet and telecommunications capabilities into one package. The package is the starting point to use as a resource-based curriculum. New types of learning and assignments across the curriculum are explored. The goal is to develop candidates who know how to access resources to maintain state-of-the-art technological literacy. Each candidate will design an instructional project as part of this class.
Change: Curriculum Development & Program Improvement	Students will examine current research on educational change and collaborative strategies for increasing communication and engaging stakeholders in the change process. A primary focus of the course is to provide students with the skills needed in assessing the school culture, developing a vision and plan for school improvement. The course will focus on several change models and strategies, strategic planning, and the communication of the change process within the learning community.
Advanced Special Projects	Studies in the area of Mathematical Foundations.
Curricular Leadership for Inclusive School	Candidates study curriculum design, development, and evaluation for P-12 education with an emphasis upon student learning outcomes, NJCore Curriculum Content Standards, 21st century learning and teaching, as well as professional development and best practice in curriculum design and delivery. Candidates will engage in personal and professional reflection on student diversity as it relates to instructional needs and curriculum as framed by national and New Jersey professional standards for teachers and administrators and develop responsive instructional plans.
Supervision of Instruction in the Inclusive School	Candidates study supervisory theory, models, and principles of effective instruction, curriculum, and instructional leadership for inclusive schools. The course emphasizes the relationship between effective supervision and student learning outcomes and the basis for staff professional development. The practice of personal and professional reflection is an expected skill as it relates to instruction and as framed by the national standards and the New Jersey Professional Standards for School Leaders.
Introduction to Educating Students w/Disabilities	Study the philosophical, historical and legal foundations of special education. Review current research on the characteristics, nature, and causes of various disabilities that impact students' achievement as well as theories of intelligence, cognitive development, and cultural diversity.
Introduction to Learning Disabilities	Study learning disabilities from an historical perspective, as well as current LD definitions, identification practices, and prevalence. Learn to apply skills to work with colleagues within a school district to design IEPs to assist special needs students in the general education classroom to meet the requirements of New Jersey Core Curriculum Content Standards.
Introduction to Graduate Studies	This course is designed to prepare students for the graduate learning experience at Grand Canyon University. Students have opportunities to develop and strengthen the skills necessary to succeed as graduate students in the College of Education. Emphasis is placed on utilizing the tools for graduate success.
Introduction to Educational Research	This course provides teachers with an introduction to applied research in education across the major quantitative, qualitative, and action research traditions. Course work focuses on understanding the research process and its integrated components and evaluating published research reports from the perspective of a critical consumer. Teachers explore scientific reasoning and research design.
Brain-Based Learning	This course focuses on brain research (from neuroscience to the behavioral and cognitive sciences) that relates to teaching and learning and suggests ways that brain research can be translated into what teachers do in schools and classrooms. Teacher candidates will examine the inner workings of the brain and the effect on student learning, memory, and transfer. Specifically, the course explores the body of knowledge that represents the application of brain research to classroom practice, and how knowledge about the human brain can affect the curricular, instructional, and assessment decisions that teachers make every day.
Foundations in Autism Spectrum Disorders	This course orients autism spectrum disorder specialist candidates to the theoretical foundations of autism spectrum disorders (ASD). ASD specialist candidates will focus on the exceptional needs of students with ASD and teacher's responsibilities to determining eligibility and assessment. This course also examines diagnoses and implications of the school environment.
Methods and Assessment for Autism Spectrum Disorders	The focus of this course is to provide methods for improvement of instruction, based on assessment for students with autism spectrum disorders (ASD). ASD specialist candidates will center on instructional planning, adaptive practices, and intervention strategies established through assessment analysis.

Multisensory Reading III	This course is a continuation of training in the Orton-Gillingham technique taught in Multisensory II. The primary focus is helping teachers acquire expertise necessary for teaching upper level language skills (fourth grade level and above) including the relationship among phonology, decoding, word recognition, fluency, vocabulary and comprehension. This course considers the impact of Anglo-Saxon, Latin, and Greek influences on the development of English with emphasis on the effect of phonology, morphology, and orthographic rules and patterns (consonant le syllable; "e" and "y" endings rules) on spelling as well as morphological terms and structures including compounds, prefixes, roots, suffixes, and Greek combining forms.
Diagnosis and Correction of Learning Disabilities	Focuses on the legal and ethical foundations for assessment of school-age students. Strategies for the selection, administration, and scoring of formal and classroom-based educational and social assessments are addressed. Assessing students' levels of performance, interpreting results to enhance learner functioning and identifying service and programming options are explored. Collaboration with families and other professionals to assist in writing individual Education Plans (IEP) is addressed.
Methods - Teaching Students with Disabilities	Methods in the field of special education are emphasized. Focus on identifying and creating accommodations and modification to meet the needs of all students in special education and inclusive settings.
Wilson Certification Course Clinical: Practicum	This course, a supervised practicum, requires identifying and securing a practicum student in grades 4-12 with significant word level deficits, selected according to WRS practicum student selection criteria. Although not required, a second practicum student is highly recommended. The practicum entails successful delivery of a minimum of 60 Wilson Reading System (WRS) lessons and teaching mastery through WRS Step 4.2. A Wilson trainer observes the participant working with his/her student five times during the practicum via videoconferencing. Must demonstrate that the teaching plan is based on continuous assessment of the student's needs.
Strategies for Teaching Autism/Developmental Disabilities	Curriculum development and researchvalidated methods of instructing students with autism and developmental disabilities from early childhood through adolescence across ability levels will be reviewed. An overview of applied behavior analysis (ABA), its development, and application to Autism Spectrum Disorders including discrete trial, pivotal response, verbal behavior, natural environment teaching, incidental teaching, and use of functional analysis to develop behavior intervention plans will be presented. Application of basic principles of ABA to the classroom, including reinforcement, prompting, chaining, shaping, fading, stimulus control, generalization, and maintenance will be examined. Focus will also include review of additional educational approaches to teaching students with Autism and Developmental Disabilities, and the need for selecting research based treatments.
Comm/Social Skills Interventions for Autism	Typical and atypical language development with a focus on behavioral, biological, cognitive, and perceptual bases of language will be discussed. The use of augmentative communication devices (high and low-tech) and sign language with individuals with autism will be explored. Approaches for addressing social communication needs of students throughout the range of Autism Spectrum Disorder will be included.
Ethical and Professional Conduct	An examination of the requirements for professional and ethical behavior as specified by the Behavior Analyst Certification Boards's BACB Professional Disciplinary and Ethical Standards and Guidelines for Responsible Behavior Analysts.
Literature and Children & Youth	Candidates will study and evaluate age-appropriate, multi-genre, multi-cultural, print and non-print literature for K-12 readers. Web-based resources on literature for children and youth will be reviewed to determine age-appropriate utilization of the Internet. Candidates will learn best practice techniques for incorporating literature in education and develop plans that meet needs and instructional objectives.
Nature of the Reading Process	Explore the history of literacy-related research and practice. Review facets of the reading and writing processes as well as the developmental, linguistic, and cultural factors that impact reading development. Develop lesson plans that clearly reflect the use of specific reading strategies and assessment measures and materials.
Classroom Management Workshop	This course improves and evaluates students' ability to create a learning environment that encourages both individual and group learning and conflict resolution among peers. It provides opportunities to role-play and analyze teaching decisions meant to prevent classroom disruptions, encourage student interest, make positive the experience of diversity in the classroom, and diffuse crises.
Internship and Seminar	This course is designed to continue the development of the reflective urban practitioner. It is used to help the education candidate analyze and evaluate his/her own student teaching experience and progress. Curriculum concerns of school systems involved are addressed in terms of the teaching experience. Special attention is devoted to methodology unique to the various subject areas, ie., learning other languages, Science, Math, English, Social Studies, Art, Music and Health. Planning, implementing, assessing and managing unique instructional methods and activities such as field trips, laboratories, workshops, and other alternate learning sites are examined.
Applied Linguistics Emph Sec. Lang.	This course examines the latest research on second language acquisition, similarities between first and second language, the interaction between first and second language and their respective environments, levels of communicative competence in second language learners, and the implications of language attitudes, socio-cognitive variables, and ethno-linguistic identity for curriculum planning and classroom.
Historical and Cultural Background of LEP Students	This course examines the acculturation of language minority students in American schools. Topics include: socialization and discourse practices that contribute to the variety of cognitive styles of ethnolinguistic and bilingual students; the psychological and social factors that facilitate development of or inhibit their self-image, as well as the ability to function within a culturally diverse society; the relationships between bilingualism and intelligence, socioeconomic factors and psycholinguistic processes that affect ways in which children develop literacy skills; psychological and pedagogical consequences of schooling, including bilingual programs, immersion, and submersion strategies; the concepts of "space" and "time" as being culturally imbedded and their relevance to the bilingual educational setting; and the role of assessment in bilingual schooling.

Advanced Educational Psychology	This course is designed to take the educator beyond familiarity with basic psychological theories and principles to a level in which they can apply these theories to inform and improve their classroom performance.
Advanced Foundations of Education	This course is intended to present the foundations of education in an integrated, multidisciplinary approach. It will trace the development of education both as an institution and in terms of the ideas that have shaped that institution. The goal is a thorough perspective on education as it is today.
Computers/Curriculum Design	Application of computer in curriculum design, including areas such as instructional technology, research, communication with school community, and study skills; use of the internet in formulating inter-disciplinary learning units to meet the New Jersey Core Curriculum Content Standards in all areas. The evaluation of the use of technology in school curriculum.

Personnel Office
Township of Ocean School District
July 8, 2016

MEMORANDUM TO: James Stefankiewicz, Ed.D, Superintendent of Schools

RE: Change on Guide -- Revised Contracts -- September 1, 2016

The following staff members have submitted proof of completion of their required courses. Therefore, a new notification of salary should be issued to the following teachers for September 1, 2016.

		YRS. OF EXP. AS OF June, 2016	PRESENT LEVEL/SALARY 2016-2017	REVISED LEVEL/SALARY September 1, 2016
<u>HIGH SCHOOL</u>				
Della Pesca	Cassie	7	10 BA \$61,265.	10 BA+30 \$63,215.
Fischer	Steven	9	10 BA \$61,265.	10 BA+30 \$63,215.
McDavitt	Meaghan	1	2 BA+30 \$57,665.	2 MA \$59,615.
Soares	Jeffrey	5	6-7 BA \$57,855.	6-7 BA+30 \$59,805.
<u>INTERMEDIATE</u>				
DeFilippis	Angelica	3	4-5 BA \$57,655.	4-5 MA \$61,555.
DeValue	Suzanne	3	4-5 BA+30 \$59,605	4-5 MA \$61,555.
Friel	Kathleen	6	3 BA \$57,015.	3 MA \$60,915.
Siciliano	Thomas	9	10 BA+30 \$63,215.	10 MA \$65,165.
<u>OCEAN TWP. ELEMENTARY</u>				
Argyelan	Lauryn	3	4-5 BA+30 \$59,605.	4-5 MA \$61,555.
<u>WAYSIDE ELEMENTARY</u>				
Malerba	Andrea	2	6-7 BA \$57,857.	6-7 BA+30 \$59,805.



Ocean Township High School

Est. 1965

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
Kathryn S. Miller
Director of School Counseling
H. Rusty Todd
Director of Athletics & Student Activities

Kelly E. Weldon
Principal

MEMORANDUM FOR: Dr. James Stefankiewicz
FROM: H. Rusty Todd^{HRT}, Director of Athletics & Student Activities/Grades 4-12
DATE: July 18, 2016
RE: TOIS Band Director

I would like to recommend Ms. Alyssa J. Clark for the position of Band Director at the Township of Ocean Intermediate. Ms. Clark should be placed on the Group III, Year 1 of the Non-Athletic Program Salary Guide and receive \$4,593.00 for the 2016-2017 school year.

I have included a bullet biography for Ms. Clark.

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

HRT:tpc

Home of the Spartans!



SPECIAL SERVICES OFFICE
TOWNSHIP OF OCEAN SCHOOL DISTRICT
DATE: July 21, 2016

MEMORANDUM FOR: Dr. James Stefankiewicz, Superintendent

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

RE: Additional Recommendations for Summer Employment 2016

Please submit the attached list for board approval:

*Tentative costs include CST evaluations, as well as IEP meeting, and attendance of a district regular education teacher and a special education teacher. Teacher cost is calculated at one hour of summer curriculum work at \$35. per IEP meeting for each teacher attending the meeting.

Rationale for CST Summer Evaluations

Special Education Code (NJAC 6A:14) mandates that LEAs/Child Study Teams are required to respond to parental requests within a 20 day time line including summer vacation. Weekends count towards the 20-day time line and only legal holidays may be excluded. As a result of this many school districts have revised CST contracts to 12-month employees. Current CST members in Ocean Township have a 10-month contract. MOESC could do summer evaluations for the district, however the cost of an evaluation would be significantly higher than the amount we paid our in-house staff. MOESC would charge an additional fee to complete the IEP.

The sum of \$45,000.00 was budgeted for summer CST evaluations. To date with additions and deletions to this amount the current total stands at \$1,575.00.

The district has no option for denying these requests but could contract for CST services through the county. Again the cost of these evaluations would be twice the amount paid to district CST members. The district currently has limited CST members willing to perform these summer evaluations.

cc: Kenneth Jannarone, Business Administrator

Summer Employment
2016

Student	Gr.	School	Recommended CST	Cost
1 Student	6	TOIS	1 Teacher	\$ 35.00
1 Student	11	OTHS	2 Teachers	\$ 70.00
1 Student	PS	Way	Theodore/ 2 Teachers	\$ 345.00
1 Student	PS	Way	1 Teacher, 1 Speech	\$ 70.00
1 Student	9	OTHS	2 Teachers	\$ 70.00
1 Student	9	OTHS	1 Teacher	\$ 35.00
1 Student	11	OTHS	2 Teachers	\$ 70.00
1 Student	11	OTHS	2 Teachers	\$ 70.00
1 Student	7	TOIS	Marks/Bauries/Dunn/Vegvari/2 Teachers	\$ 1,170.00
1 Student	7	TOIS	2 Teachers	\$ 70.00
1 Student	7	TOIS	Marks/Bauries/Dunn/Vegvari/Santucci/ 2 teachers	\$ 1,445.00
1 Student	9	OTHS	Morano, 1 teacher	\$ 70.00
1 Student	11	OTHS	2 Teachers	\$ 70.00
1 Student	9	OTHS	2 Teachers	\$ 70.00
1 Student	PS	OTES	1 Teacher	\$ 35.00
1 Student	9	OTHS	2 Teachers	\$ 70.00
1 Student	PS	Way	1 Teacher, 1 Speech	\$ 70.00
1 Student	PS	Way	Spanarkel/Koczan/ 2 Teachers	\$ 140.00
1 Student	PS	OTES	1 Teacher	\$ 35.00
1 Student	11	OTHS	2 Teachers	\$ 70.00
1 Student	11	OTHS	2 Teachers	\$ 70.00
1 Student	10	OTHS	2 Teachers	\$ 70.00
1 Student	6	TOIS	1 Teacher	\$ 35.00
1 Student	9	OTHS	2 Teachers	\$ 70.00
1 Student	10	OTHS	2 Teachers	\$ 70.00
1 Student	11	OTHS	2 Teachers	\$ 70.00
1 Student	PS	OTES	Cichy/Olson/Ellid/2 Teachers	\$ 895.00
1 Student	PS	OTES	2 Teachers	\$ 70.00
1 Student	1	Way	Brown/Walk/2 Teachers	\$ 620.00
1 Student	1	Way	2 Teachers	\$ 70.00
Total				\$ 6,120.00

SPECIAL SERVICES OFFICE
TOWNSHIP OF OCEAN SCHOOL DISTRICT
DATE: July 22, 2016

SUBSTITUTES FOR BOARD APPROVAL
July 22, 2016

MEMORANDUM FOR: Dr. James Stefankiewicz, Superintendent ✓
FROM: Denise S. Ricciardi, Assistant Superintendent: Special Services
RE: Portuguese Evaluators

Rosewater, Gail	K-4
Solomon, Benjamin	K-12

Please request board approval for the following:

1. Ana T. Ferreira, Speech Language Specialist- to complete a Portuguese Speech Evaluation for a preschooler at a cost of \$600.00
2. Celina Matos, LDTC- to complete a Portuguese Developmental Evaluation for a preschooler at a cost of \$500.00
3. Natercia Rendeiro, Social Worker – to complete a Portuguese Social Evaluation for a preschooler at a cost of \$450.00

cc: K. Jannarone
K. Weidon

TECHNOLOGY



OceanTownshipBDofED

39 Matawan Road, Matawan, NJ 07747
732-493-1500 Office • 732-978-2643 Fax

Client Name: Ocean Township Board of Ed
163 Hammock Road
Oakhurst, NJ 07755

Quote # CC011687
Date: 06/14/2016
Rep: Peter Wolf

Phone: 732-493-1900 Fax: 732-978-2643 Email: pwolf@oceantownship.com

Hardware

Description	Qty	Price	Ext. Price
NASPO ValuePoint 2015-2020 NJ State Contract Number 89967	0		
Ocean Computer Contract Code : 05AHC			\$47,940.00

Description	Qty	Price	Ext. Price
OptiPlex 5040 Small Form Factor XCTO (210-APFX)	60	\$799.00	\$47,940.00
8GB Single Channel DDR3L 1600MHz (8GBX1) (370-ACCT)			
Dell KB216 Wired Multi-Media Keyboard English Black (580-ADJJC)			
AMD Radeon R5 340X, 2GB, HH (DP, SL-DVI-I) (490-BCPG)			
SSD as first boot drive (340-ABIG)			
M.2 128GB SATA Class 20 Solid State Drive (400-AIRX)			
M2X3.5 Screw for SSD/DDPE (773-BBEC)			
No Media Card Reader (385-BBCR)			
No Productivity Software (630-AAPK)			
Dell Data Protection System Tools Digital Delivery/DT (422-0008)			
Dell Backup and Recovery Basic (637-AAAS)			
Adobe Reader 11 (640-BBDF)			
Dell Data Protection Protected Workspace (640-BBEV)			
Dell (TM) Digital Delivery Cirrus Client (640-BBLW)			
Enable Low Power Mode (658-BBIMQ)			
Dell Client System Update (Updates latest Dell Recommended BIOS, Drivers, Firmware and Apps), OptiPlex (658-BBMR)			
Waves Maxx Audio (658-BBNH)			
MY DELL (658-BBVM)			
Win10/Win7 Pro DGR 64b Natl Aca HIGH END, K12 EDU only, MS Approval Req'd, English (619-AKCT) US Order (332-1286)			
OptiPlex 5040 SFF with 180W up to 85% efficient Power Supply (80Plus Bronze) (329-BBCRQ)			
Dell MS116 Wired Mouse, Black (275-BBWB)			
ENERGY STAR Version 6.0 (387-BBEZ)			
DVD+RW Bezel, Small Form Factor (325-BBRJ)			

Quote # CC011687 for Ocean Township Board of Ed 06/14/2016 Page 1 of 4

Hardware

Description	Qty	Price	Ext. Price
Tray load DVD Drive (Reads and Writes to DVD/CD) (429-AAJV)			
No Wireless (555-BBFO)			
System Power Cord (Philippine/TH/US) (450-AAOJ)			
Windows 10 OS Professional Recovery 64bit - DVD (620-AAVW)			
Desktop BTO Standard shipment (800-BBIO)			
Not Selected in this Configuration (817-BBBC)			
Kece K1000 Express (625-0057)			
Safety/Environment and Regulatory Guide (English/French/Dutch) (340-AGIK)			
Dell Limited Hardware Warranty Plus Service (997-8533)			
Onsite/In-Home Service After Remote Diagnosis 4 Years (997-8536)			
No UPC Label (389-BCGW)			
TPM Enabled (329-BBJL)			
No Special BIOS Setup Required (696-BBBC)			
No Out-of-Band Systems Management (631-AAASR)			
Display Not Included (480-AAJX)			
No Diagnostic/Recovery CD media (340-ABUJ)			
No Quick Reference Guide (340-ABKW)			
Intel Core i7-6700 Processor (Quad Core, 8MB, 8T, 3.4GHz, 65W) (338-BHUH)			
Small Form Factor Processor Heatsink 65 Watt (412-AAGC)			
No DDPE Encryption Software (954-3465)			
Shipping Material for System, Small Form Factor, DAO (340-ARRM)			
Shipping Label for DAO (889-BBUU)			
No FGA (817-BBBB)			
No Adapter (450-ABBX)			
No DDPE/ESS Software (634-BENZ)			
PowerDVD Software not included (632-BBBU)			
2nd Hard Drive: not included (401-AAAH)			
Regulatory Label (389-BHKP)			
No Computrace (461-AAABF)			
No Intel Responsive (551-BBBJ)			
Intel Core i7 Label (389-BHGE)			
OptiPlex 3040 Small Form Factor XCTO (210-APFX)	7	\$698.00	\$4,886.00
4GB (1x4G) 1600MHz DDR3L Memory, Dell OptiPlex (370-ACHU)			
Dell KB216 Wired Multi-Media Keyboard English Black (580-ADJJC)			
No Wireless (555-BBFO)			
2.5 inch 128GB SATA Class 20 Solid State Drive (400-AJKS)			
Bracket for 2.5 inch Hard Drive Disk, Small Form Factor, OptiPlex (575-BBGD)			
No Media Card Reader (385-BBCR)			
No Productivity Software (630-AAPK)			

Quote # CC011687 for Ocean Township Board of Ed 06/14/2016 Page 2 of 4

Hardware

Description	Qty	Price	Ext. Price
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Waves Maxx Audio (340-ADEP)
 Dell Data Protection System Tools Digital Delivery/DT (422-0008)
 Dell Backup and Recovery Basic (637-AAAS)
 Adobe Reader 11 (640-BBDF)
 Dell Data Protection | Protected Workspace (640-BBEV)
 Dell(TM) Digital Delivery Cirrus Client (640-BBLW)
 Dell Client System Update (Updates latest Dell Recommended BIOS, Drivers, Firmware and Apps) OptiPlex (658-BBMR)
 MY DELL (658-BBVM)
 Win10/Win7 Pro DGR 64b Natl Aca STANDARD. K12 EDU only. MS Approval Req'd. English (619-AKOW)
 US Order (632-1286)
 OptiPlex 3040 SFF with 180W Standard Power Supply (APFC) (321-BBXP)
 Dell MS116 Wired Mouse, Black (275-BBBW)
 No. ESTAR (387-BBCG)
 DVD-ROM Bezel, Small Form Factor (325-BBRK)
 8x DVD-ROM 9.5mm Optical Disk Drive (429-AAVN)
 No Wireless (555-BBFO)
 System Power Cord (Philippines/TH/US) (450-AAOJ)
 Windows 10 OS Professional Recovery 64bit - DVD (620-AAYW)
 Desktop BTO Standard shipment (800-BBIO)
 Not Selected in this Configuration (817-BBBC)
 Safety/Environment and Regulatory Guide (English/French/Dutch) (340-AGIK)
 Dell Limited Hardware Warranty Plus Service (803-8583)
 Onsite Service After Remote Diagnosis 4 Years (803-8591)
 No UPC Label (389-BCGW)
 TPM Enabled (329-BBLL)
 non-vPro MOD Consumer - Manageability (631-AAWD)
 Display Not Included (480-AAJX)
 No Diagnostic/Recovery CD media (340-ABJI)
 No Quick Reference Guide (340-ABKW)
 Intel Core i5-6500 Processor (Quad Core, 6MB, 4T, 3.2GHz, 65W) (338-BHUF)
 Small Form Factor Processor Heatsink 65 Watt (412-AAGO)
 No DDPE Encryption Software (954-3465)
 Shipping Material for System, Small Form Factor, DAO (340-ARRM)
 Shipping Label for DAO (389-BBUU)
 No FGA (817-BBBB)
 No ADAPTER (470-AAJL)
 No DDPIESS Software (634-BENZ)
 Power/DVD Software not included (632-BBBU)
 MOD.LBL.REG.SFF.MEX.APFC.3040 (389-BIHU)
 No CompuTrace (461-AAABF)
 No Intel Responsive (551-BBBJ)

Hardware

Description	Qty	Price	Ext. Price
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Intel Core i5 Label (389-BHIB)
 Hardware Subtotal: \$52,126.00
 Total: \$52,126.00

Sales tax is an estimate based on quoted data. Pricing in this quote is valid for 30 days. Taxes, shipping, handling and other fees may apply. A 15% restocking fee will be charged for any return items. A 3% credit card processing fee will be added to the invoice on all credit card payments. We reserve the right to cancel orders arising from pricing or other errors.

To approve, please sign and fax to: 732.918.2613

Approval Signature _____ Date _____
 Ocean Township Board of Ed
 Mike Hall