

THE ENGLEWOOD BOARD OF EDUCATION

AGENDA – SPECIAL PUBLIC MEETING

August 31, 2017

6:30 p.m.

A Public Meeting of the Board of Education will be held this day opening in Room 311 at Dr. John Grieco Elementary School; immediately moving to closed session and returning to open session at 8 p.m. in the Cafeteria. The order of business and agenda for the meeting are:

I. CALL TO ORDER STATEMENT – Board of Education President

The New Jersey Open Public Meetings Law was enacted to insure the right of the public to have advance notice of and to attend the meetings of public bodies at which any business affecting their interests is discussed and acted upon. In accordance with the provisions of this act, the Board of Education has caused notice of this meeting to be posted in the Board Office, City Clerk's Office, Public Library, and all Englewood public schools and e-mailed or faxed to the Record, Suburbanite, Co-Presidents of the ETA and EAA, Presidents of parent-teacher organizations and any person who has requested individual notice and paid the required fee.

II. ROLL CALL Kim Donaldson, Angela Midgette-David, Elisabeth Schwartz, Molly Craig-Berry, George Garrison, III, Glenn Garrison, Betty Griffin, Henry Pruitt, Stephen Brown

III. PLEDGE OF ALLEGIANCE

IV. CLOSED SESSION AS NECESSARY *(Use this resolution to identify the qualified matters to be discussed)*

WHEREAS, the Open Public Meetings Act, N.J.S.A.10:4-12, permits the Board of Education to meet in closed session to discuss certain matters, now, therefore be it

RESOLVED, the Board of Education adjourns to closed session to discuss: (select one or more)

- 1) *a matter rendered confidential by federal or state law*
- 2) *a matter in which release of information would impair the right to receive government funds*
- 3) *material the disclosure of which constitutes an unwarranted invasion of individual privacy*
- 4) *a collective bargaining agreement and/or negotiations related to it*
- 5) *a matter involving the purchase, lease, or acquisition of real property with public funds*
- 6) *protection of public safety and property and/or investigations of possible violations or violations of law*
- 7) *pending or anticipated litigation or contract negotiation and/or matters of attorney-client privilege*
- 8) *specific prospective or current employees unless all who could be adversely affected request an open session*
- 9) *deliberation after a public hearing that could result in a civil penalty or other loss*

and be it

FURTHER RESOLVED, the minutes of this closed session be made public when the need for confidentiality no longer exists.

V. APPROVAL OF MINUTES

TAB-1

July 20, 2017 – Regular Board Meeting and Closed Session

VI. BOARD SECRETARY REPORT:**TAB-2**

WHEREAS, in compliance with N.J.A.C. 6:23-2.2h, the Board of Education has received the draft and unaudited report of the School Treasurer for the month of June 2017 and Board Secretary's report for the month of June 2017; and

FUND	CASH BALANCE		APPROPRIATIONS	ENCUMBRANCES	EXPENDITURES	FUND BALANCE
General Current Expense Fund	\$ 5,791,784.04		\$68,674,708.20	\$ 146,442.19	\$ 66,549,726.67	\$ 1,978,539.34
(10),(11),(18) Current Expense			\$65,617,319.20	\$ 140,152.19	\$ 64,343,252.33	\$ 1,133,914.68
(12) Capital Outlay			\$ 3,057,389.00	\$ 6,290.00	\$ 2,206,474.34	\$ 844,624.66
(13) Special Schools						
Capital Reserve						
(20) Special Revenue Fund	\$ 1,284,642.07		\$ 4,880,718.22	\$ 2,187.07	\$ 4,006,421.98	\$ 872,109.17
(30) Capital Projects Fund	\$ (1,338,639.06)		\$ 1,920,644.12	\$ -	\$ 1,617,585.76	\$ 303,058.36
(40) Debt Service Fund	\$ 0.74		\$ 1,816,157.00		\$ 1,816,156.26	\$ 0.74
(50) Enterprise Fund	\$ 130,752.95					
(1) NET Payroll	\$ (18,730.66)					
(60) Enterprise Fund	\$ 113,346.88					
TOTAL	\$ 5,963,156.96		\$77,292,227.54	\$ 148,629.26	\$ 73,989,890.67	\$ 3,153,707.61

WHEREAS, in compliance with N.J.A.C.6: 23-2.11(c)3 the secretary has certified that, as of the date of the reports, no budgetary line item account has obligations and payments (contractual orders) which in total exceed the amount appropriated by the district Board of Education, now, therefore, be it

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

FURTHER RESOLVED, in compliance with N.J.A.C.6: 23-2.11(c)4, the Board of Education certifies that, after review of the secretary's monthly financial report (appropriation section) and upon consultation with the appropriate district officials, to the best of its knowledge, no major account or fund has been overexpended in violation of N.J.A.C.6: 23-2.8(a)(1).

VII. COMMITTEE REPORT(S)**VIII. SUPERINTENDENT'S REPORT**

IX. REVIEW OF CONSENT AGENDA

(The following resolutions are presented for your consideration pursuant to Board of Education Bylaw 164.)

	Administration	18-A-08 through 18-A-15		
	Finance	18-F-13 through 18-F-25		
	Personnel	18-P-07 through 18-P-12		
Section	Section	Topic	Page	Tab
Administration	18-A-08	Approval – Purchased Services 2017-2018	5-6	3
	18-A-09	Approval – Placement of Students in Suspension Alternative Program (SAP) Operated by Bergen County Special Services	6	4
	18-A-10	Approval – Comprehensive Equity Plan	6	5
	18-A-11	Approval – SOA for the Requirements of the District Professional Development Plan and District Mentoring Plan	7	6A 6B
	18-A-12	Approval – First Reading of Revised Board of Education Policies	7	7
	18-A-13	Approval – Superintendent’s Harassment, Intimidation and Bullying Report	8	
	18-A-14	Approval – Acknowledgment of Thelma J. Nunery for her Contribution to the Englewood Public School District	8	
	18-A-15	Approval – To Reinstate Dwight Morrow High School/Academies @ Englewood Boys and Girls Bowling Varsity Sport for the 2017-2018 School Year	8	
Finance	18-F-13	Approval – Staff And BOE Travel	9	8
	18-F-14	Approval – Line Item Transfers	9	9
	18-F-15	Approval – Bills List	9	10
	18-F-16	Approval – Nonpublic School Technology Initiative for 2017-2018	9	
	18-F-17	Approval – Nonpublic Security Aid Program for 2017-2018	10	
	18-F-18	Approval – Nonpublic School Textbook Initiative for 2017-2018	10	
	18-F-19	Approval – Award of School Nursing Services for Nonpublic Schools and Acceptance of Funds	11	
	18-F-20	Approval – Private Schools for Students With Disabilities (PSSD) Allowable Costs of Meals	11	
	18-F-21	Approval – School Facilities Rentals	12	
	18-F-22	Approval – Acceptance of 2016-17 School Funding	12	
	18-F-23	Approval – ESEA Grant Application 2017-2018	12	
	18-F-24	Approval – Application for Temporary Space for the 2017-2018 School Year	13	
	18-F-25	Approval – Acceptance of a Donation of 50 Backpacks from the National Association of Negro Business and Professional Women’s Club (Teaneck-Englewood & Vicinity Club)	13	
Personnel	18-P-07	Approval – Revised Notification To Tenured / Non-Tenured Staff Pursuant To N.J.S.A. 18a:27-10	14	
	18-P-08	Approval – 2017-2018 Contracted Appointments And Employment Of Personnel: Full-Time/Part-Time, Non-Guide Employees, And Substitutes	14-15	
	18-P-09	Approval - 2016-2017 Salary Adjustments, Reclassifications And Transfers	15	
	18-P-10	Approval - 2017-2018 Salary Adjustments, Reclassifications And Transfers	15-16	
	18-P-11	Approval - 2017-2018 Extra Compensation Positions	16-20	
	18-P-12	Approval – Retirement, Resignations, Leaves Of Absence, Terminations	20	

X. PRIVILEGE OF THE FLOOR

XI. APPROVAL OF CONSENT AGENDA

- a. Motion to approve the consent agenda: _____ Second: _____
- b. Board Discussion
- c. Vote

XII. OLD/NEW BUSINESS

XIII. ADJOURNMENT

ADMINISTRATION

18-A-08 APPROVAL – PURCHASED SERVICES 2017 – 2018

TAB-03

WHEREAS, the district requires specialized services to satisfy educational and business requirements,

BE IT RESOLVED, the Englewood Board of Education authorizes the president and secretary to enter into agreement with the listed individuals and/or organizations, subject to attorney review of any applicable agreement both as to content and form:

Name	Service / Dates	Budget	Max. Fees
Bergen County Special Services	Tuition See Attached List July 2017 - June 2018	11-000-100-565-40-000-000	\$2,275,160.00
Public Schools	Tuition See Attached List July 2017 - June 2018	11-000-100-562-40-000-000	\$444,773.00
Private School for Disabled-in-State	Tuition See Attached List July 2017 - June 2018	11-000-100-566-40-000-000	\$1,998,683.81
BCTS-Paramus Vo-Tech	Tuition See Attached List July 2017 - June 2018	11-000-100-564-40-000-000	\$534,000.00
DCF Regional School	Tuition See Attached List July 2017 - June 2018	State Deduction	\$131,280.00
PRNY,PC	Physical Therapy-OOD Students Various (as needed) July 2017 - June 2018	11-000-216-320-40-000-000	\$15,000.00
Cliffside Park	Transportation 2 Students-Chapel Hill July 2017 - June 2018	11-000-270-514-40-000-000	\$45,000.00 est.
ImPACT Applications, Inc. (Immediate Post-Concussion Assessment and Cognitive Testing) Our Athletic Trainer, Andrea Pribula, is ImPact certified.	This is essential to properly treat our student athletes who may have suffered a concussion or head injury. ImPact is a computer based program used for concussion management; it is used by trained professionals in determining safe return to play decisions. It has the largest database of clinical research on concussion management and has received numerous accolades and endorsements. Currently more than 7,400 high schools use this program.	11-402-100-500-20-000-000	\$1300.00 900 Baseline with 150 Post Injury Tests Per School Organization per Year
Varsity News Network	This is an excellent media outlet and communication tool for our Athletic Department. Our Athletic Department will have their own website on which the AD and coaches directly update schedules, scores, team photos and much more. This allows our Athletic Department to text and email	11-402-100-500-20-000-000	\$900.00

	<p>athletes, parents and community members safely and easily. Athletic Alerts can be created and sent by coaches and AD from any device. Parents can subscribe to alerts from teams at any school and will receive alerts from only the teams they subscribe to. All Alerts are one-way. Phone numbers and contact details are kept private. This is a one-time payment for set up, no annual service fee, funding for this website paid for by sponsors and boosters who wish to advertise on the website.</p>		
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18-A-09 APPROVAL – PLACEMENT OF STUDENTS IN SUSPENSION ALTERNATIVE PROGRAM (SAP) OPERATED BY BERGEN COUNTY SPECIAL SERVICES TAB-04

RESOLVED, that the Englewood Board of Education enter into a contract with Bergen County Special Services for the short-term placement of students grades 7 – 12 in the BCSS Suspension Alternative Program (SAP) located at 284 Hackensack Avenue in Hackensack, NJ. Students placed in the program will be those at risk of suspension for offenses other than those related to firearms or who are under consideration for expulsion. Student placement will be for a minimum of 5 consecutive days. Payment to the BCSS Suspension Alternative Program is not to exceed \$5,000 for the 2017 – 2018 school year.

18-A-10 APPROVAL – COMPREHENSIVE EQUITY PLAN TAB-05

WHEREAS, in accordance with N.J.A.C. 6A:7, Managing for Equality and Equity in Education, all school districts, charter schools and renaissance school projects were required to develop a three-year CEP for 2016 to 2019 as described in the Broadcast memo from December 1, 2015. The memo also details that all school districts, charter schools and renaissance school projects must annually submit statements of assurance affirming compliance with laws, statutes and regulations governing equity in education,

BE IT RESOLVED, the Englewood Board of Education approves the 2017-18 Statement of Assurance to be returned to the County Office of Education by the September 1, 2017 deadline.

**18-A-11 APPROVAL – STATEMENT OF ASSURANCE FOR THE REQUIREMENTS OF THE DISTRICT PROFESSIONAL DEVELOPMENT PLAN AND DISTRICT MENTORING PLAN TAB-6A
TAB-6B**

WHEREAS, the Englewood Board of Education has reviewed school district PDP and Mentoring Plan for fiscal impact,

BE IT RESOLVED, the Englewood Board of Education approves the submission of the Statement of Assurance for the requirements of the District Mentoring Plan and the school district PDP for the 2017-2018 school year to the County Office of Education by September 1, 2017.

18-A-12 APPROVAL – FIRST READING OF BOARD OF EDUCATION POLICIES TAB-07

BE IT RESOLVED, that the Board of Education discusses and entertains oral or written public comment* on the following attached Board of Education policy and agrees to consider adoption of this policy at the forthcoming Board of Education meeting,

5410	PROMOTION AND RETENTION (M)
R5410	PROMOTION AND RETENTION (M)
R2624	GRADING SYSTEM
5420	REPORTING STUDENT PROGRESS (M)
5200	ATTENDANCE (M)
R5200	ATTENDANCE (M)
5550	DISAFFECTED PUPILS (M)
R5550	DISAFFECTED PUPILS (M)
5460	HIGH SCHOOL GRADUATION (M)
5111	ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS (M)

18-A-13 APPROVAL – SUPERINTENDENT’S HARASSMENT, INTIMIDATION AND BULLYING REPORT

WHEREAS, this is the second reading for the report from **July 20, 2017** in closed session meeting.

BE IT RESOLVED, that the Board of Education approves the Superintendent’s determination and actions taken for all reported incidents of Harassment, Intimidation and Bullying as discussed at the **August 31, 2017** closed session meeting.

18-A-14 APPROVAL – ACKNOWLEDGMENT OF THELMA J. NUNERY FOR HER CONTRIBUTION TO THE ENGLEWOOD PUBLIC SCHOOL DISTRICT

WHEREAS, Thelma J. Nunery was a long-time resident of Englewood, NJ, and in her lifetime was a truly dedicated teacher who gave her time and talents for the benefit of the students and families of the Englewood School District, and

WHEREAS, Thelma began her journey in education at Public School #9 in Jersey City teaching 4th and 5th grades and earned her Bachelor of Science degree in Education from New Jersey State Teachers College in 1959. She also earned her K-8 and Learning Disabilities Teacher Consultant Certification.

WHEREAS, Thelma successfully began teaching our 6th grade students in Englewood Public Schools in January 1962 at Lincoln School. She continued to demonstrate a passion for teaching and to foster excitement in children’s learning for 30 years.

BE IT RESOLVED, that the Superintendent and the Board of Education of the City of Englewood hereby give public expression of their feelings for the loss in the passing of Thelma J. Nunery and do tender to the members of her family our heartfelt sympathy and condolence in this time of bereavement and sorrow.

18-A-15 APPROVAL – TO REINSTATE DWIGHT MORROW HIGH SCHOOL/ACADEMIES @ ENGLEWOOD BOYS AND GIRLS BOWLING VARSITY SPORT FOR THE 2017-2018 SCHOOL YEAR

WHEREAS, re-instating bowling as a varsity sport. Mr. Carmine Batista (former bowling coach) was approached last school year by students about bringing back the bowling team. He held an interest meeting last spring and had thirty signatures of students who would like to participate in the winter sport if it was offered.

WHEREAS, Mr. Batista will be responsible for developing the program and communicating schedules to the Athletic Director. Practices, matches and tournaments will be held at Lodi Lanes. The district will be responsible for lane time, transportation and uniform polo shirts.

BE IT RESOLVED, that the Board of Education grants approval to reinstate the Dwight Morrow High School/Academies @ Englewood Boys and Girls Bowling Varsity Sport for the 2017-2018 school year.

FINANCE

18-F-13 APPROVAL – STAFF AND BOE TRAVEL TAB-08

WHEREAS, the Englewood Board of Education recognizes school staff and Board members will incur travel expenses related to and within the scope of their current responsibilities and for travel that promotes the delivery of instruction or furthers the efficient operation of the school district; and

WHEREAS, the Englewood Board of Education establishes, for regular district business day travel only, an annual school year threshold of \$1,000 per staff/Board member where prior Board approval shall not be required unless this threshold for a staff/Board member is exceeded in a given school year; and

RESOLVED, the Englewood Board of Education approves all travel not in compliance with N.J.A.C. 6A:23N-1.1 et seq. as being necessary and unavoidable as per noted on the attached list; and

FURTHER RESOLVED, the Englewood Board of Education approves the travel and related expense reimbursement as listed on the attached.

18-F-14 APPROVAL – LINE ITEM TRANSFERS TAB-09

RESOLVED, the Englewood Board of Education approves the attached list of June 2017 budget transfers within the 2016-2017 budget pursuant to Policy 6422M.

18-F-15 APPROVAL – BILLS LIST TAB-10

RESOLVED, the Board of Education approves payment of the attached bills in the total amount of \$3,328,167.55.

18-F-16 APPROVAL – NONPUBLIC SCHOOL TECHNOLOGY INITIATIVE FOR 2017-2018

WHEREAS, the Englewood Board of Education (EBOE) received state aid from the New Jersey Department of Education (NJDOE), Division of Finance in the amount of \$65,490 to administer the Nonpublic School Technology Initiative for the 2017-2018 fiscal period; and

WHEREAS, under the initiative, the EBOE is mandated by NJDOE to distribute said monies to the following nonpublic schools for the acquisition of computers, educational software, distance learning equipment and other technologies to enhance learning among nonpublic school students and improve nonpublic school teachers' technology skills for instructional purposes, accordingly:

- **\$1,369** – Ability School, 75 Knickerbocker Road, Englewood, NJ 07631;
- **\$28,046** – Dwight-Englewood School, 315 E. Palisade Avenue, Englewood, NJ 07631;
- **\$12,617** – The Elisabeth Morrow School, 435 Lydecker Street, Englewood, NJ 07631;
- **\$518** – First Presbyterian Preschool, 150 E. Palisade Avenue, Englewood, NJ 07631;
- **\$21,867** – Moriah School, 53 South Woodland Street, Englewood, NJ 07631;
- **\$1,073** – Yeshiva Ohr Simcha Englewood, 101 West Forest Avenue, Englewood, NJ 07631; and
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WHEREAS, the guidelines associated with the initiative require EBOE staff to meet with authorized administrators of each of the nonpublic schools referenced above to discuss: the timelines for program implementation; allowable nonpublic school purchases; selection of state contract vendors for the purchase of technology equipment/peripherals; ordering, delivery and tagging of equipment as EBOE property, and other related areas, be advised that due diligence will be given to each of these areas through the Office of the Business Administrator to assure compliance with the guidelines set forth by NJDOE for program administration; and

BE IT RESOLVED, the Englewood Board of Education accepts these funds from the NJDOE for the purpose of technology purchases at nonpublic schools located in Englewood.

18-F-17 APPROVAL – NONPUBLIC SECURITY AID PROGRAM FOR 2017-2018

WHEREAS, the Englewood Board of Education (EBOE) received state aid from the New Jersey Department of Education (NJDOE), Division of Finance in the amount of **\$152,700** to administer the Nonpublic Security Aid Program for the 2017-2018 fiscal period; and

WHEREAS, under the program, the EBOE is mandated by NJDOE to distribute said monies to the nonpublic schools within its district for the acquisition of security services/equipment and related technology to help ensure a safe and secure school environment for all inhabitants, accordingly:

- **\$2,925** – Ability School, 75 Knickerbocker Road, Englewood, NJ 07631;
- **\$71,400** – Dwight-Englewood School, 315 E. Palisade Avenue, Englewood, NJ 07631;
- **\$28,275** – The Elisabeth Morrow School, 435 Lydecker Street, Englewood, NJ 07631;
- **\$1,125** – First Presbyterian Preschool, 150 E. Palisade Avenue, Englewood, NJ 07631;
- **\$44,475** – Moriah School, 53 South Woodland Street, Englewood, NJ 07631;
- **\$4,500** – Yeshiva Ohr Simcha Englewood, 101 West Forest Avenue, Englewood, NJ 07631; and

BE IT RESOLVED, the EBOE accepts these funds from the NJDOE for the purpose of security purchases at nonpublic schools located in the City of Englewood.

18-F-18 APPROVAL – NONPUBLIC SCHOOL TEXTBOOK INITIATIVE FOR 2017-2018

WHEREAS, the Englewood Board of Education (EBOE) received state aid from the New Jersey Department of Education (NJDOE), Division of Finance in the amount of **\$95,372** to administer the Nonpublic School Textbook Initiative for the 2016-2017 fiscal period; and

WHEREAS, under the initiative, the EBOE is mandated by NJDOE to distribute said monies to the following nonpublic schools for textbooks to enhance learning among nonpublic school students:

- **\$2,027** – Ability School, 75 Knickerbocker Road, Englewood, NJ 07631;
- **\$11,523** – Dwight-Englewood School, 315 E. Palisade Avenue, Englewood, NJ 07631;
- **\$18,680** – The Elisabeth Morrow School, 435 Lydecker Street, Englewood, NJ 07631;
- **\$761** – First Presbyterian Preschool, 150 E. Palisade Avenue, Englewood, NJ 07631;
- **\$32,375** – Moriah School, 53 South Woodland Street, Englewood, NJ 07631; and

WHEREAS, the guidelines associated with the initiative require EBOE staff to meet with authorized administrators of each of the nonpublic schools referenced above to discuss: the timelines for program implementation; allowable nonpublic school purchases; ordering, delivery and tagging of equipment as EBOE property, and other related areas, be advised that due diligence will be given to each of these areas through the Office of Special Education and the Business Administrator to assure compliance with the guidelines set forth by NJDOE for program administration; now

BE IT RESOLVED, the Englewood Board of Education accepts these funds from the NJDOE for the purpose of textbook purchases at nonpublic schools located in Englewood.

18-F-19 APPROVAL – AWARD OF SCHOOL NURSING SERVICES FOR NONPUBLIC SCHOOLS AND ACCEPTANCE OF FUNDS

WHEREAS, the Englewood Public Schools issued an RFP for a School Nursing Services for Nonpublic Schools using the competitive contracting methodology that was opened on July 8, 2014, for the 2014-2015 school year, and by resolution, that contract was awarded to Catapult Learning, and

WHEREAS, contracts awarded under competitive contracting may be renewed for subsequent terms not exceeding a total of 5 years, now

BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, the Englewood Board of Education approves the year 4 renewal of the contract with Catapult Learning, 2 Aquarium Drive, Suite 100, Camden, NJ 08103, for the 2017-2018 year at a cost not to exceed the New Jersey DOE allocation as follows, and accepts the funds from the State Department of Education:

- **\$3,783** – Ability School, 75 Knickerbocker Road, Englewood, NJ 07631;
- **\$92,344** – Dwight-Englewood School, 315 E. Palisade Avenue, Englewood, NJ 07631;
- **\$36,569** – The Elisabeth Morrow School, 435 Lydecker Street, Englewood, NJ 07631;
- **\$1,455** – First Presbyterian Preschool, 150 E. Palisade Avenue, Englewood, NJ 07631;
- **\$57,521** – Moriah School, 53 South Woodland Street, Englewood, NJ 07631;
- **\$5,820** – Yeshiva Ohr Simcha Englewood, 101 West Forest Avenue, Englewood, NJ 07631.

BE IT RESOLVED, the Englewood Board of Education accepts these funds from the NJDOE for the purpose of nursing services at nonpublic schools located in Englewood.

18-F-20 APPROVAL – PRIVATE SCHOOLS FOR STUDENTS WITH DISABILITIES (PSSD) ALLOWABLE COSTS OF MEALS

WHEREAS, the Englewood Public School District, as deemed necessary, sends students to out of district private schools for students with disabilities (PSSD); and

WHEREAS, Youth Consultation Service, Inc. (YCS) operates PSSDs at various locations in New Jersey; and

WHEREAS, the YCS meals provided are discounted and/or free to the District students attending YCS PSSDs; and

WHEREAS, the District does not require YCS to charge District students for the meals being provided; now

THEREFORE BE IT RESOLVED, the Englewood Board of Education resolves that it does not require YCS PSSDs to charge students for reduced and/or paid meals; and

BE IT FURTHER RESOLVED, this resolution shall take effect immediately. All prior resolutions or parts thereof inconsistent herewith are hereby repealed to the extent of such inconsistency.

18-F-21 APPROVAL – SCHOOL FACILITIES RENTALS

WHEREAS, the Englewood Public School District rents facilities to outside vendors per policy 7510; now

THEREFORE BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, the Englewood Board of Education approves the following rentals:

VENDOR	DATES	AMOUNT
Metro Community Church	7/1/17 to 6/30/18	\$156,000.00
Englewood Hospital	7/1/17 to 6/30/18	\$ 19,000.00
24 Eighty 4 Bulls	9/5/17 to 11/3/17	\$ 7,200.00
Englewood Recreation	7/1/16 to 6/30/17	-0-

18-F-22 APPROVAL – ACCEPTANCE OF 2016-17 SCHOOL FUNDING

WHEREAS, the Englewood Public School District submitted applications for non-pubic transportation aid and homeless tuition reimbursement for the 2016-17 school year; now

THEREFORE BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, the Englewood Board of Education accepts the following state funding for the 2016-17 school year:

- Non-Public Transportation Aid - \$57,562
- Homeless Tuition Reimbursement - \$81,521

18-F-23 APPROVAL – ESEA GRANT APPLICATION 2017-2018

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Englewood Board of Education hereby authorizes the submission of the ESEA 2018 grant application and accepts the entitlement grant funds as outlined below:

Program Description	Original Amount	Transfer	Revised Amount
Title I	\$833,589	0	\$833,589
Title IIA	\$127,048	\$11,342	\$183,390
Title III	\$50,186	0	\$50,186
Title III Immigrant	\$16,329	0	\$16,329
Title IV	\$11,342	(\$11,342)	0
TOTAL	\$1,038,494	0	\$1,038,494

BE IT FURTHER RESOLVED, upon the recommendation of the Superintendent of Schools, the Englewood Board of Education authorizes the Business Administrator to transfer title IV funds in the amount of \$11,342 to title IIA funds.

18-F-24 APPROVAL – APPLICATION FOR TEMPORARY SPACE FOR THE 2017-2018 SCHOOL YEAR

WHEREAS, the Englewood Public School District finds it necessary to use temporary modular classrooms for Pre-K and Kindergarten students at the Donald A. Quarles School, 186 Davison Place, Englewood, NJ and Pre-School Four Pre-school classrooms at Bergen Family Center, 44 Armory Street, Englewood, NJ; now

BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, the Englewood Board of Education hereby authorizes the Business Administrator/Board Secretary to submit a renewal application to the County for temporary space at Donald A. Quarles School and initial temporary classroom applications for the Bergen Family Center for the 2017-2018 school year.

18-F-25 APPROVAL – ACCEPTANCE OF DONATION OF BACKPACKS FROM THE TEANECK-ENGLEWOOD & VICINITY CLUB

WHEREAS, the Dwight Morrow High School will receive a donation of a 50 backpacks valued at \$1,250 from The National Association of Negro Business and Professional Women’s Club, Inc.(Teaneck-Englewood & Vicinity Club); and

WHEREAS, backpacks are filled with the following school supplies:

- Black & White Composition Notebooks
- Packages of Loose-Leaf Paper (wide rule)
- Loose-Leaf Binder
- Color Marker Set
- Colored Pencil Set
- Pencil Cases (flat to insert into binder)
- Plastic Rulers
- Glue Sticks
- Small Packets of Tissues
- 1-Subject Spiral Notebooks
- Boxes of 8-Pack Crayons
- Pencils (pack)
- Pens (pack)

WHEREAS, said backpacks are targeted for use by the students of the Englewood Public School District; now

BE IT RESOLVED, the Englewood Board of Education accepts the aforementioned backpacks and thanks The Teaneck-Englewood & Vicinity Club for its support of Englewood Public School District.

PERSONNEL

18-P-07 APPROVAL – REVISED NOTIFICATION TO TENURED / NON-TENURED STAFF PURSUANT TO N.J.S.A. 18A:27-10

RESOLVED, the Board of Education authorizes the Superintendent of Schools to adjust the tenured/non-tenured staff list approved in resolution #17-P-90 on May 11, 2017 to adjust the salaries for Employee ID #6917 from the approved tenured and non-tenured staff members Tab 12 for the 2017-2018 school year.

18-P-08 APPROVAL – 2017-2018 CONTRACTED APPOINTMENTS AND EMPLOYMENT OF PERSONNEL: FULL-TIME/PART-TIME, NON-GUIDE EMPLOYEES, AND SUBSTITUTES

WHEREAS, the Superintendent of Schools, after considering the recommendation of his administrative staff which included consideration of experience, credentials, and references for the following candidates for employment in the school district, has determined that the appointment of these individuals is appropriate and in the best interest of the school district, be it

RESOLVED, upon recommendation of the Superintendent of Schools, that the following individuals be appointed to the positions indicated, as provided by the budget, in accord with terms of the employment specified:

Note: Appointment of new personnel to the District is provisional subject to:

1. Authorization from the State Department regarding a criminal background check and/or authorization from the Bergen County Superintendent’s Office for emergent hiring.
2. A medical examination including satisfactory results of the Mantoux tuberculin skin test.
3. Valid certification appropriate for his/her employment or assignment in New Jersey.

N = New LR = Leave Replacement R = Replacement RI = Reinstatement

(All salaries are annual unless otherwise noted)

CERTIFICATED STAFF				
Name	Position/Certification	Loc	Salary/Budget	Effective Dates
Dickert, Craig ¹ (R. #6888)	Teacher of Music Standard: Teacher of Music	McCloud	MA, Step 4-5 \$59,340 Budget # 11-130-100-101-76-101-000	09/05/2017- 06/30/2018
Jackson, Roan ¹ (N)	Teacher of English as a Second Language Standard: Teacher of English as a Second Language	Grieco	BA, Step 4-5 \$55,590 Budget # 11-240-100-101-74-101-000	09/05/2017- 06/30/2018
Torres, Jonathan ¹ (R. #6492)	Teacher of English as a Second Language Standard: Teacher of English as a Second Language	McCloud	MA, Step 4-5 \$59,340 Budget # 11-240-100-101-73-101-000	09/05/2017- 06/30/2018
Flemming, Lisa ¹ (R. #6678)	Teacher of Students with Disabilities Provisional: Teacher of Students with Disabilities / Teacher of English	DMHS	BA, Step 2-3 \$55,140 Budget # 11-212-100-101-40-101-000	09/05/2017- 06/30/2018
Klypka, Laura ^{1/2} (L.R. #6584)	Teacher of Students with Disabilities Standard: Teacher of Students with Disabilities /	McCloud	BA, Step 1 \$54,690 Budget # 11-214-100-101-40-101-000	09/05/2017- 12/15/2017

	Teacher of Elementary K-6			
Lee, Charity ¹ (N)	Teacher of English as a Second Language Standard: Teacher of English as a Second Language	DMHS	MA, Step 4-5 \$59,340 Budget # 11-240-100-101-77-101-000	09/05/2017- 06/30/2018
Lax, Eric ¹ (N)	Teacher of Social Studies Provisional: Teacher of Social Studies	DMHS	BA, Step 2-3 \$55,140 Budget # 11-140-100-101-77-101-000	09/05/2017- 06/30/2018

¹Start date as approved or as soon as possible²Non-tenurable leave replacement position**NON-CERTIFICATED STAFF**

Name	Position/Certification	Loc	Salary/Budget	Effective Dates
Cruz, Frances ¹ (N)	Security Officer Part-time (NJ SORA Certificate)	DMHS	\$17.14 ph, Non-Guide (max. 25 hrs. p/w) Budget Code: 11-000-266-100-60-101-000	09/05/2017- 06/30/2018
Dinatale, Joseph ¹ (N)	Security Officer Part-time (NJ SORA Certificate)	DMHS	\$17.14 ph, Non-Guide (max. 25 hrs. p/w) Budget Code: 11-000-266-100-60-101-000	09/05/2017- 06/30/2018
Shouldis, John ¹ (N)	Security Officer Part-time (NJ SORA Certificate)	DMHS	\$17.14 ph, Non-Guide (max. 25 hrs. p/w) Budget Code: 11-000-266-100-60-101-000	09/05/2017- 06/30/2018

¹Start date as approved or as soon as possible pending State clearance**SUBSTITUTE TEACHERS**

Name	Position	Loc	Salary/Budget	Effective Dates
Cash, John	Per-diem Substitute Teacher Substitute Credential	District	\$100 - \$110 per diem, Budget Code: Dependent upon location	09/06/2017- 06/30/2018
Hampton, Andre	Per-diem Substitute Teacher Substitute Credential	District	\$100 - \$110 per diem, Budget Code: Dependent upon location	09/06/2017- 06/30/2018
Nunez-Coba, Mirna	Per-diem Substitute Teacher Substitute Credential	District	\$100 - \$110 per diem, Budget Code: Dependent upon location	09/06/2017- 06/30/2018
Tactuk, Miguel	Per-diem Substitute Teacher Standard: Teacher of Mathematics	District	\$100 - \$110 per diem, Budget Code: Dependent upon location	09/06/2017- 06/30/2018
Luzzi, Christina	Per-diem Substitute Teacher Standard: Teacher of Social Studies	District	\$100 - \$110 per diem, Budget Code: Dependent upon location	09/06/2017- 06/30/2018

18-P-09 APPROVAL - 2016-2017 SALARY ADJUSTMENTS, RECLASSIFICATIONS AND TRANSFERS

RESOLVED, upon recommendation of the Superintendent of Schools, that the salary adjustment(s), reclassification(s) and transfer(s) be approved as provided by the budget.

Name	From	To
Armprister, Gabriella	Per-Diem Substitute Teacher, \$100 per diem	Long-Term Substitute Teacher, \$270.30 per diem Effective: June 9, 2017 - June 23, 2017

18-P-10 APPROVAL - 2017-2018 SALARY ADJUSTMENTS, RECLASSIFICATIONS AND TRANSFERS

RESOLVED, upon recommendation of the Superintendent of Schools, that the salary adjustment(s), reclassification(s) and transfer(s) be approved as provided by the budget.

Name	From	To
Cardona, German	Teacher of Spanish - JDMS BA, Step 14 \$59,330 11-130-100-101-76-101-000	Teacher of Spanish - JDMS/DMHS BA, Step 14 \$59,330 11-130-100-101-76-101-000
Miller, Erica ¹ (L.R.#6658)	Teacher of Elementary School - Grieco Standard: Teacher of Elementary School K-6 BA, Step 1 \$54,690 11-204-100-101-40-101-000	Teacher of Elementary School - McCloud Standard: Teacher of Elementary School K-6 BA, Step 1 \$54,690 11-204-100-101-40-101-000

¹Leave Replacement non-tenurable position - Revised location Board Approved August 17, 2017

Name	Guide/Step	Base Salary	Program Manager Assignment	PM Adjustment	To
Di Cosmo-Ponticello, Crystal	PHD/Doct, Step 14	\$76,205.00	BioMedicine	\$6,064.00	\$82,269
Dinallo, Anthony	MA, Step 16	\$68,400.00	Info Systems	\$6,064.00	\$74,464
Eaton, Leslie	MA, Step 21	\$89,146.00	AE Admissions	\$6,064.00	\$95,210
Mazzoccoli, Anna	BA, Step 15	\$61,730.00	Finance	\$6,064.00	\$67,694
Powell, Roslyn	MA+30, Step 22	\$104,808.00	Law & Public Safety	\$6,064.00	\$110,874
Sherry, Randy	MA, Step 12-13	\$61,350.00	Pre-Engineering	\$6,064.00	\$67,414

18-P-11 APPROVAL - 2017-2018 EXTRA COMPENSATION POSITIONS

WHEREAS, the Superintendent of Schools has recommended that certain Board of Education employees be compensated for additional duties or responsibilities, be it

RESOLVED, the Board of Education approves the following assignments and payments for services rendered as indicated:

SUMMER ACADEMIC INTEGRITY AND STAFF MORALE COMMITTEE					
Name	Assignment	Rate	Max	Effective Dates	Budget Account
Arietta, Shannon	Academic Integrity Committee	30.50 p/h	15 hrs	06/28/17-07/14/17	11-140-100-101-67-103-000

Clark, Constance	Academic Integrity Committee	30.50 p/h	15 hrs	06/28/17-07/14/17	11-140-100-101-67-103-000
Cirilli, John	Academic Integrity Committee	30.50 p/h	15 hrs	06/28/17-07/14/17	11-140-100-101-67-103-000
McClelland, Dorothy	Academic Integrity Committee	30.50 p/h	15 hrs	06/28/17-07/14/17	11-140-100-101-67-103-000
Rochman, Mindy	Academic Integrity Committee	30.50 p/h	15 hrs	06/28/17-07/14/17	11-140-100-101-67-103-000

2017-2018 Advisors / Admissions

Name	Assignment	Rate	Max	Effective Dates	Budget Account
Eaton, Leslie	AE Admissions New School Year Preparations	\$30.50 ph	100 hrs.	17-18 SY	11-140-100-101-67-103-000
Johnson, Christina	AE Admissions Clerk	\$31.84	300 hrs	08/31/17-06/30/18	11-140-100-101-67-103-000

HOME INSTRUCTION

Name	Assignment	Rate	Max	Effective Dates	Budget Account
Emont, Tamara	Home Instructor	\$30.50 ph	200 hrs.	09/06/17-06/30/18	11-150-100-101-40-101-000
Goolsarran, Jacqueline	Home Instructor	\$30.50 ph	200 hrs.	09/06/17-06/30/18	11-150-100-101-40-101-000
Iloski, Annette	Home Instructor	\$30.50 ph	200 hrs.	09/06/17-06/30/18	11-150-100-101-40-101-000
Marcellus, Martine	Home Instructor	\$30.50 ph	200 hrs.	09/06/17-06/30/18	11-150-100-101-40-101-000
Mitchell, Basheba	Home Instructor	\$30.50 ph	200 hrs.	09/06/17-06/30/18	11-150-100-101-40-101-000
Murphy, Theodora	Home Instructor	\$30.50 ph	200 hrs.	09/06/17-06/30/18	11-150-100-101-40-101-000
Oden, Lisa	Home Instructor	\$30.50 ph	200 hrs.	09/06/17-06/30/18	11-150-100-101-40-101-000
Ortiz, Albert	Home Instructor	\$30.50 ph	200 hrs.	09/06/17-06/30/18	11-150-100-101-40-101-000
Perry, Debby	Home Instructor	\$30.50 ph	200 hrs.	09/06/17-06/30/18	11-150-100-101-40-101-000
Peterkin, Claudette	Home Instructor	\$30.50 ph	200 hrs.	09/06/17-06/30/18	11-150-100-101-40-101-000
Salazar, Yolanda	Home Instructor	\$30.50 ph	200 hrs.	09/06/17-06/30/18	11-150-100-101-40-101-000
Salvatore, Nicholas	Home Instructor	\$30.50 ph	200 hrs.	09/06/17-06/30/18	11-150-100-101-40-101-000
Schweizer, Danielle	Home Instructor	\$30.50 ph	200 hrs.	09/06/17-06/30/18	11-150-100-101-40-101-000
Sperber, Jana	Home Instructor	\$30.50 ph	200 hrs.	09/06/17-06/30/18	11-150-100-101-40-101-000
Walker, Arthorine	Home Instructor	\$30.50 ph	200 hrs.	09/06/17-06/30/18	11-150-100-101-40-101-000
Weinberger, Judith	Home Instructor	\$30.50 ph	200 hrs.	09/06/17-06/30/18	11-150-100-101-40-101-000

ATHLETICS FALL COACHING ASSIGNMENTS					
Name	Assignment	Rate	Max Hours/ Days	Effective Dates	Budget Account
Altilio, Antonietta	Head Winter Track Coach	Per ETA Guide	\$6,615	Winter Season	11-402-100-100-77-101-000
Altilio, Antonietta	Head Spring Track Coach	Per ETA Guide	\$7,560	Spring Season	11-402-100-100-77-101-000
Buzzerio, Anthony	Head Golf Coach	Per ETA Guide	\$6,615	Spring Season	11-402-100-100-77-101-000
Drumgoole, Kate	Girls Head Basketball Coach	Per ETA Guide	\$7,560	Winter Season	11-402-100-100-77-101-000
Drumgoole, Kate	Girls Assistant Soccer Coach	Per ETA Guide	\$4,725	Fall Season	11-402-100-100-77-101-000
Esposito II, Robert	MS - Head Volleyball Coach	Per ETA Guide	\$3,150	Fall Season	11-402-100-100-76-101-000
Felice, Nikki	MS - Head Cross Country Coach	Per ETA Guide	\$3,150	Fall Season	11-402-100-100-76-101-000
Jazmin, Winfree	Winter Cheerleading Coach	Per ETA Guide	\$2,362.50	Winter Season	11-402-100-100-77-101-000
Romba, Jillian	Winter Cheerleading Coach	Per ETA Guide	\$2,362.50	Winter Season	11-402-100-100-77-101-000
Jones, Leo	Boys Head Basketball Coach	Per ETA Guide	\$7,560	Winter Season	11-402-100-100-77-101-000
Lugones, Mario	Head Baseball Coach	Per ETA Guide	\$6,615	Spring Season	11-402-100-100-77-101-000
Moyle, Brian	MS - Boys Head Soccer Coach	Per ETA Guide	\$3,150	Fall Season	11-402-100-100-76-101-000
Siu, Stephanie	MS - Head Girls Soccer Coach	Per ETA Guide	\$3,150	Fall Season	11-402-100-100-76-101-000
Sperber, Jana	Head Boys Tennis Coach	Per ETA Guide	\$6,615	Spring Season	11-402-100-100-77-101-000
Taylor, Charles	Head Wrestling Coach	Per ETA Guide	\$5,670	Winter Season	11-402-100-100-77-101-000
Warren, Teshawn	Assistant Football Coach - Volunteer	Per ETA Guide	N/A	Fall Season	11-402-100-100-77-101-000

DWIGHT MORROW HIGH SCHOOL/ACADEMIES@ENGLEWOOD ADVISORS AND EXTRACURRICULAR ACTIVITIES					
Cirilli, John	Model UN Co-Advisor	Per ETA Guide	\$1,890	17-18 SY	11-401-100-100-77-101-00
Clark, Constance	Newspaper Advisor	Per ETA Guide	\$4,725 Publications (8)	17-18 SY	11-401-100-100-77-101-00
DiCosmo-Ponticello, Crystal	H.O.S.A. Advisor	Per ETA Guide	\$1,890	17-18 SY	11-401-100-100-77-101-00
Escobedo, Michelle	Junior Class Co-Advisor	Per ETA Guide	\$1,575	17-18 SY	11-401-100-100-77-101-00
Ferrara, James	District Promotional Materials	Per ETA Guide	300 hrs	17-18 SY	11-401-100-100-77-101-00
Fordice, Alison	School Treasurer	Per ETA Guide	\$5,670	17-18 SY	11-401-100-100-77-101-00
Frangiosa, Grace	Senior Class Co-Advisor	Per ETA Guide	\$2,362.50	17-18 SY	11-401-100-100-77-101-00
Gonzalez, Saadia	Advanced Placement Advisor	Per ETA Guide	\$1,890	17-18 SY	11-401-100-100-77-101-00
Meltzer, Sandy	Musical Director	Per ETA	\$7,560	17-18 SY	11-401-100-100-77-101-00

		Guide			
Nieto, Mariemma	Future Business Leaders of America – FBLA Co-Advisor	Per ETA Guide	\$945	17-18 SY	11-401-100-100-77-101-00
O’Shea, Danielle ¹	Student Council Organization Co-Advisor	Per ETA Guide	\$945	17-18 SY	11-401-100-100-77-101-00
Panarese, Melanie	Yearbook Advisor Co-Advisor	Per ETA Guide	\$3307.50	17-18 SY	11-401-100-100-77-101-00
Piccinich, Kristen	Junior Class Co-Advisor	Per ETA Guide	\$1,575	17-18 SY	11-401-100-100-77-101-00
Powell, Roslyn	Mock Trial Advisor	Per ETA Guide	\$1,890	17-18 SY	11-401-100-100-77-101-00
Ravitz, Mitch	Future Business Leaders of America – FBLA Co-Advisor	Per ETA Guide	\$945	17-18 SY	11-401-100-100-77-101-00
Rochman, Mindy	Model UN Co-Advisor	Per ETA Guide	\$1,890	17-18 SY	11-401-100-100-77-101-00
Rochman, Mindy	Senior Class Co-Advisor	Per ETA Guide	\$2,362.50	17-18 SY	11-401-100-100-77-101-00
Rochman, Mindy	Assistant Musical Director	Per ETA Guide	\$4,725	17-18 SY	11-401-100-100-77-101-00
Rodsan, Alexa ¹	Student Council Organization Co-Advisor	Per ETA Guide	\$945	17-18 SY	11-401-100-100-77-101-00
Sherry, Randy	Technology Students of America Advisor	Per ETA Guide	\$1,890	17-18 SY	11-401-100-100-77-101-00
Smith, Michelle	Yearbook Advisor Co-Advisor	Per ETA Guide	\$3307.50	17-18 SY	11-401-100-100-77-101-00

¹Payment will be pro-rated upon return from leave

JANIS DISMUS MIDDLE SCHOOL ADVISORS AND EXTRACURRICULAR ACTIVITIES					
Name	Assignment	Rate	Max Hours/ Days	Effective Dates	Budget Account
Abruzzese, Windsor	Student Council Advisor	Per ETA Guide	\$1,890	2017-2018 School Year	11-401-100-100-76-101-000
Acebo, Janice	National Junior Honor Society	Per ETA Guide	\$1,890	2017-2018 School Year	11-401-100-100-76-101-000
Cardona, German	Chess Club Advisor	Per ETA Guide	\$1,890	2017-2018 School Year	11-401-100-100-76-101-000
DeEsposito, Carmen	Gardening Club Advisor	Per ETA Guide	\$1,890	2017-2018 School Year	11-401-100-100-76-101-000
Dimino, Carissa	School Treasurer	Per ETA Guide	\$3,150	2017-2018 School Year	11-401-100-100-76-101-000
Hampton, Andre	Afterschool / Saturday Detention	\$32.98 p/h	175 hrs	2017-2018 School Year	11-401-100-100-76-101-000
Kendrick, Carolyn	Afterschool / Saturday Detention	\$32.98 p/h	175 hrs	2017-2018 School Year	11-401-100-100-76-101-000
Marcellus, Martine	School Newspaper Advisor	Per ETA Guide	\$1,890	2017-2018 School Year	11-401-100-100-76-101-000
Miller, Breigh	Spring Musical Costumes/Set	\$30.50	100 hrs	2017-2018 School Year	11-401-100-100-76-101-000
Motyka, Joffin	Media Club Advisor	Per ETA Guide	\$1,890	2017-2018 School Year	11-401-100-100-76-101-000
Robertson, Cathy	Marketing Club Advisor (RIP the Runway)	Per ETA Guide	\$1,890	2017-2018 School Year	11-401-100-100-76-101-000
Robertson, Cathy	8 th Grade Activities	Per ETA	\$1,890	2017-2018	11-401-100-100-76-101-000

	Advisor	Guide		School Year	
Sheridan, Samantha	Yearbook	Per ETA Guide	\$1,890	2017-2018 School Year	11-401-100-100-76-101-000
Tisdale, Christopher	Spring Musical Director	Per ETA Guide	\$4,725	2017-2018 School Year	11-401-100-100-76-101-000
Vanamo, Jalmari	Assistant Director Spring Musical	Per ETA Guide	\$1,890	2017-2018 School Year	11-401-100-100-76-101-000
Waldeck, Erika	Math League Advisor	Per ETA Guide	\$1,890	2017-2018 School Year	11-401-100-100-76-101-000

McCloud Elementary School - Advisors					
Name	Assignment	Rate	Max	Effective Dates	Budget Account
Calenda, Elizabeth	Student Council Advisor	Per ETA Guide	\$600	2017-2018 School Year	11-120-100-101-67-103-000
Dalrymple-Williams, Delores	Yearbook Co-Advisors	Per ETA Guide	\$450	2017-2018 School Year	11-120-100-101-67-103-000
Ham, Eunson	Yearbook Co-Advisors	Per ETA Guide	\$450	2017-2018 School Year	11-120-100-101-67-103-000
Romba, Jillian	Yearbook Co-Advisors	Per ETA Guide	\$450	2017-2018 School Year	11-120-100-101-67-103-000
Salazar, Evelyn	Student Council Advisor	Per ETA Guide	\$600	2017-2018 School Year	11-120-100-101-67-103-000
Siu, Stephanie	Yearbook Co-Advisors	Per ETA Guide	\$450	2017-2018 School Year	11-120-100-101-67-103-000
Tarquino, Luz	Student Council Advisor	Per ETA Guide	\$600	2017-2018 School Year	11-120-100-101-67-103-000

18-P-12 APPROVAL – RETIREMENT, RESIGNATIONS, LEAVES OF ABSENCE, TERMINATIONS

RESOLVED, that the Englewood Board of Education hereby approves the following:

Resignation(s)

Name	Notice/Position	Effective Date
Nam, Cristina	Teacher of English as a Second Language	August 31, 2017
Qiao-McComas, Jie	Teacher of Chinese	August 31, 2017
Silverstein, Wendy	School Psychologist	August 31, 2017

THE ENGLEWOOD BOARD OF EDUCATION
MINUTES – PUBLIC MEETING
July 20, 2017 6:30 p.m.

The meeting was called to order at 6:45 p.m. and the NJ Open Public Meeting Statement was read by Cheryl Balletto, Board Secretary.

Present: Kim Donaldson (arrived at 6:47 p.m.), Angela Midgette-David, (arrived at 7:17 p.m.), Elisabeth Schwartz, Molly Craig-Berry, George Garrison, III (arrived at 7:03 p.m.), Glenn Garrison, Betty Griffin, Henry Pruitt, Stephen Brown

Also Present: Robert Kravitz, Superintendent of Schools, Cheryl Balletto, Business Administrator/
Board Secretary, Maggie Miller (in place of Mark Tabakin, Board Attorney)

Motion by Mr. George Garrison, III, seconded by Mr. Pruitt to enter closed session.

CLOSED SESSION AS NECESSARY *(Use this resolution to identify the qualified matters to be discussed)*

WHEREAS, the Open Public Meetings Act, N.J.S.A.10:4-12, permits the Board of Education to meet in closed session to discuss certain matters, now, therefore be it

RESOLVED, the Board of Education adjourns to closed session to discuss: (select one or more)

- 1) *a matter rendered confidential by federal or state law*
- 2) *a matter in which release of information would impair the right to receive government funds*
- 3) *material the disclosure of which constitutes an unwarranted invasion of individual privacy*
- 4) *a collective bargaining agreement and/or negotiations related to it*
- 5) *a matter involving the purchase, lease, or acquisition of real property with public funds*
- 6) *protection of public safety and property and/or investigations of possible violations or violations of law*
- 7) *pending or anticipated litigation or contract negotiation and/or matters of attorney-client privilege*
- 8) *specific prospective or current employees unless all who could be adversely affected request an open session*
- 9) *deliberation after a public hearing that could result in a civil penalty or other loss*

and be it

FURTHER RESOLVED, the minutes of this closed session be made public when the need for confidentiality no longer exists.

Mr. Brown asked everyone to stand for a moment of silence for Dr. Carlisle, former Superintendent of Englewood Public Schools.

Motion by Mr. George Garrison, III, seconded by Ms. Griffin to reconvene to public meeting.

APPROVAL OF MINUTES

Motion by Mr. Pruitt, seconded by Ms. Craig-Berry to approve Board minutes.

June 15, 2017 – Regular Board Meeting and Closed Session
June 27, 2017 – Special Public Meeting and Closed Session

The June 15, 2017 and June 27, 2017 minutes passed by a unanimous vote .

BOARD SECRETARY REPORT:

Ms. Balletto – When the 2016-2017 budget was prepared \$460,000 was our estimated revenue and it has come in at \$756,000. What this resolution does is the Board is accepting that funding which means we received an additional \$296,000 and it will be appropriated to pay for Special Education expenditures.

Motion by Mr. Pruitt; seconded by Mr. George Garrison, III.

The Board Secretary Report passed by a unanimous vote.

WHEREAS, in compliance with N.J.A.C. 6:23-2.2h, the Board of Education has received the report of the School Treasurer for the month of May 2017 and Board Secretary’s report for the month of May 2017; and

FUND	CASH BALANCE		APPROPRIATIONS	ENCUMBRANCES	EXPENDITURES	FUND BALANCE
General Current Expense Fund	\$ 10,574,221.63		\$68,369,252.20	\$11,891,950.37	\$ 54,350,679.55	\$ 2,126,622.28
(10),(11),(18) Current Expense			\$65,311,863.20	\$11,653,662.33	\$ 52,353,362.21	\$ 1,304,838.66
(12) Capital Outlay			\$ 3,057,389.00	\$ 238,288.04	\$ 1,997,317.34	\$ 821,783.62
(13) Special Schools						
Capital Reserve						
(20) Special Revenue Fund	\$ 1,578,327.15		\$ 4,880,718.22	\$ 959,161.44	\$ 3,093,153.72	\$ 828,403.06
(30) Capital Projects Fund	\$ (1,335,255.59)		\$ 1,920,644.12	\$ 46,955.78	\$ 1,570,629.98	\$ 303,058.36
(40) Debt Service Fund	\$ 164,734.08		\$ 1,816,157.00		\$ 1,816,156.26	\$ 0.74
(50) Enterprise Fund	\$ 119,458.42					
(1) NET Payroll	\$ (23,095.44)					
(60) Enterprise Fund	\$ 103,246.29					
TOTAL	\$ 11,181,636.54		\$76,986,771.54	\$12,898,067.59	\$ 60,830,619.51	\$ 3,258,084.44

WHEREAS, in compliance with N.J.A.C.6: 23-2.11(c)3 the secretary has certified that, as of the date of the reports, no budgetary line item account has obligations and payments (contractual orders) which in total exceed the amount appropriated by the district Board of Education, now, therefore, be it

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

FURTHER RESOLVED, in compliance with N.J.A.C.6: 23-2.11(c)4, the Board of Education certifies that, after review of the secretary’s monthly financial report (appropriation section) and upon consultation with the appropriate district officials, to the best of its knowledge, no major account or fund has been overexpended in violation of N.J.A.C.6: 23-2.8(a)(1).

COMMITTEE REPORT(S)

Academic Affairs Committee – Mr. Pruitt
 Finance & Operations Committee – Mr. Pruitt
 Personnel Committee – Ms. Craig-Berry

SUPERINTENDENT’S REPORT

- We are working on all aspects of the schedule to raise the bar across the board; more than anything aligning ourselves with the universities. Next week will be the graduation of 75 incoming 9th graders who attended St. Peter’s University.
- After School Programs will be available at Grieco as well as McCloud. McCloud will operate a more age appropriate program run by the Englewood Recreation Department; Pre-K through 3 will be held at Grieco. E-mails are going out today to all the parents.

- Lastly, by order of compliance, I am going to read the HIB Report that's required to be read twice a year. (*Mr. Kravitz read the report.*)

OPENED THE PRIVILEGE OF THE FLOOR

Mr. Silberman – The possibility of going solar – this is going to be different. You will get a discount on the kilowatt hours. It's a 15-year agreement. There is no risk in doing this. Anyone interested in this should attend the meeting.

Mr. Caviness – Is there any closure on the suspended staff? Productivity of the cheerleading coaches? The Superintendent's contract – as an ex-union president I'd be grateful if I could get people to accept that contract. It looks like we're putting ourselves behind the 8-ball. The evaluation of the Superintendent shall be based on the goals and objectives of the District – what are the goals and objectives? What is the District's Mission Statement? Lastly, NJSBA says every Board member shall be trained within six months of their term of office. Have the Board members been trained to evaluate the Superintendent? You are about to vote on giving a person a 5-year contract with automatic increments. (Mr. Caviness handed out copies)

Ms. Smith - The staff needs to dress professionally. I know the Superintendent is trying – we must all work together. Dr. McCloud would send you home if you were not dressed properly. Our teachers need to be held accountable.

Ms. Walker – PARCC scores – why are you holding it back from us? After Care Program - In a District where there is over 70% free or reduced lunch the After Care Program should reflect this. It should be an extension of the learning environment. Why are you giving it to Bergen Family Center? Mr. Kravitz, I agree with Curtis – your contract is fabulous.

Mr. Rodriguez – Summer School – Will the students progress to the next grade? How can you pay someone so much money when we're doing so badly? Where's the incentive?

Mr. Glenn Garrison – We have looked at solar on numerous occasions, most recently about 2 years ago as a joint venture with the city. At the last minute, the city pulled out of the contract. We were told it wasn't feasible. There are only two roofs that have any viability for this project unless we make a huge capital expense in redoing the roofs. This District has been spending a great deal of time in reducing consumption.

Mr. Brown – Mr. Kravitz is the only person in this District that has a merit contract. In order for him to be paid he has to complete goals. It is first approved by the Board; it then must go to the State to look at the evidence that he has met the conditions of those goals.

Mr. Kravitz – The cost of \$325,000 which includes my healthcare cost, merit goals, the potential to go back to school and to attend conferences – this has to be delineated in the statement of cost. \$325,000 is listed but it is not actually the salary that I receive. The PARCC scores – I'm not sure who released them. We do not have all of the breakdown by demographic groups yet. We should receive it by July 24. Until we have all of our data, we should not do any type of presentation.

Motion by Mr. Pruitt, seconded by Mr. George Garrison, III to approve consent agenda as amended.

BOARD DISCUSSION

Mr. George Garrison, III – 18-B-01 Appointment of the Superintendent – there are differences in page 2 of 17, section 2 compensation. It should be noted that regarding his salary \$191,584 for year 1 – there is an additional \$5,000 per year because we are a K-12 District. For 2019-2020 it reads \$200,415.68 and on the statement it reads \$200,516; 2020-2021 reads \$204,323.99 and the statement reads 204,526; 2021-2022 reads \$208,310.47 and the statement reads \$208,616. I'm under the impression that those numbers are supposed match.

Mr. Brown – This statement of contract costs is the state's format. What controls is the contract on page 2.

Mr. George Garrison, III – What we're going on is page 2 of 17.

Mr. Kravitz – The State does the fringe benefits sheets. The contract is between my attorney, the Board Attorney and the Board.

Ms. Miller – The contract will govern not the spreadsheet.

Mr. George Garrison, III – 18-A-05 Purchased Services 2017-2018 – the three names at the bottom of the resolution. Is that per day?

Mr. Kravitz – They are here until we have a definitive resolution to the legal matter.

Mr. George Garrison, III – 18-F-04 Perkins Grant Allocation – Where does that money go to?

Ms. Balletto – Only programs that are CTE approved by the state can use that money. So typically it's for the Engineering Academy. One of the areas that we will be looking at next year is to get more of our courses enrolled as CTE programs to increase the amount of funding.

Ms. Griffin – 18-F-08 Shared Services Agreement – What are the savings?

Ms. Balletto – This is to service our school buses as well as our maintenance and food service vehicles. Currently we primarily use on-site and we spend a fortune to get our buses repaired. This will save the District at least 25% the first year. I will provide an analysis.

Mr George Garrison, III – As we're organizing for 2017-2018 - how many vice principals do we have in the high school? I want to make sure we're prepared to bring back our Eagle students.

Mr. Kravitz – There are two vice principals. We have additional support staff available to those students.

REVIEW OF CONSENT AGENDA

(The following resolutions are presented for your consideration pursuant to Board of Education Bylaw 164.)

Roll Call Vote on the Consent Agenda – yes to all except:

Resolution #	Topic	Kim Donaldson	Angela Midgette-David	Elisabeth Schwartz	Molly Craig-Berry	George Garrison, III	Glenn Garrison	Betty Griffin	Henry Pruitt	Stephen Brown
18-B-01	Approval – Appointment of Superintendent									
18-A-01	Approval – Report of Student Suspensions									
18-A-02	Approval – District Enrollment in Schools									
18-A-03*	Approval – Second Reading and Final Adoption of BOE Policy									
18-A-04	Approval – Superintendent's Harassment, Intimidation and Bullying Report									
18-A-05	Approval – Purchased Services 2017-2018									
18-F-01	Approval – Staff and BOE Travel									
18-F-02	Approval – Line Item Transfers									
18-F-03	Approval – Bills List									
18-F-04	Approval – Perkins Grant Allocation 2017-2018									
18-F-05	Approval – District Student Meal Price List and Faculty Lunch Price List (Revised)									
18-F-06	Approval – Janis E. Dismus Middle School Locker Repair									
18-F-07	Approval – 2017 BCUA Environmental Awareness Challenge Grant									
18-F-08	Approval – Shared Services Agreement Between the County of Bergen and the Englewood Board of Education									
17-F-09	Approval – N.J. State Interscholastic Athletic Association									
17-F-10	Approval – Parental Contract for Student Transportation									
17-F-11	Approval – Revised 2017-2018 State Aid									
17-F-12	Approval – Acceptance of 2016-2017 Extraordinary Aid									
18-P-01	Approval – Revised Notification To Tenured / Non-Tenured Staff Pursuant To N.J.S.A. 18a:27-10									
18-P-02	Approval – 2017-2018 Contracted Appointments and Employment Of Personnel: Full-Time/Part-Time, Non-Guide Employees									
18-P-03	Approval - 2017-2018 Salary Adjustments, Reclassifications And Transfers									
18-P-04	Approval – 2017-2018 Extra Compensation Positions									
18-P-05	Approval – Student Teacher, Practicum or Internship Placement(S)									
18-P-06	Approval – Job Descriptions									
18-P-07 Addendum	Approval – 2017-18 Administrator's Salary Adjustments, Reclassifications & Transfers									
18-P-08 Addendum	Approval – 2016-2017 Extra Compensation Positions						No			No
18-P-09 Addendum	Approval – Retirement, Resignations, Leaves of Absence, Terminations									

*Policy 5111 administratively removed.

NEW/OLD BUSINESS:

Mr. Kravitz – I am excited and very proud to be here. I thank the people for coming out. I am always available. My door is always open. I thank everyone for their support.

Ms. Griffin – Starting in September I would like the Superintendent to give us a list of students that are late so that we can deal with the tardies.

Motion to go to closed session at 9:23 p.m. by Mr. Glenn Garrison, seconded by Mr. Pruitt for purposes of Personnel, Litigation and Contract. No action will be taken.

BOARD

18-B-01 APPROVAL – APPOINTMENT OF SUPERINTENDENT

TAB-03

WHEREAS, the Englewood Board of Education received the approved employment contract by the Bergen County Executive Superintendent on July 13, 2017;

BE IT RESOLVED, that the Englewood Board of Education hereby appoints Robert L. Kravitz, as the Superintendent of Schools, effective July 1, 2017 through June 30, 2022, according to the terms and conditions set forth and negotiated in the attached employment contract as approved by the Bergen County Executive Superintendent.

ADMINISTRATION**18-A-01 APPROVAL - REPORT OF STUDENT SUSPENSIONS**

WHEREAS, school principals have reported to the Superintendent of Schools that during the month of **June 2017** they have imposed disciplinary suspensions on certain students pursuant to N.J.S.A. 18A:37-2; and

WHEREAS, the Board of Education acknowledges that this report has been filed with the Secretary and constitutes a report to the Board of Education in compliance with N.J.S.A. 18A:37-4:

Number of Suspensions	June '17
High School	5
Middle School	4
McCloud Elementary School	-
Grieco Elementary School	1
Quarles Elementary School	-
Total Suspensions:	10

Number of Suspensions	June '16
High School	0
Middle School	2
McCloud Elementary School	5
Grieco Elementary School	3
Quarles Elementary School	-
Total Suspensions:	10

BE IT RESOLVED, that the Board of Education acknowledges that this report has been filed with the Secretary and constitutes a report to the Board of Education in compliance with N.J.S.A. 18A:37-4: and a correction was made on resolution 17-A-101

Number of Suspensions	May '17
High School	8
Middle School	9
McCloud Elementary School	2
Grieco Elementary School	0
Quarles Elementary School	-
Total Suspensions:	19

18-A-02 APPROVAL – DISTRICT ENROLLMENT IN SCHOOLS

	30-Sep-16	15-Oct-16	31-Oct-16	30-Nov-16	31-Dec-16	31-Jan-17	28-Feb-17	31-Mar-17	30-Apr-17	31-May-17	30-Jun-17	YTD Diff.
Academies	483	485	485	485	479	479	478	478	478	477	477	-6
DMHS	573	569	573	571	572	571	569	569	573	569	568	-5
EAGLE	39	37	37	36	35	33	32	32	31	30	30	-9
DMHS Total	1,095	1,091	1,095	1,092	1,086	1,083	1,079	1,079	1,082	1,076	1075	-20
JDMS	379	383	381	378	379	382	383	385	382	384	382	3
McCloud	577	582	577	579	579	582	584	585	583	583	584	7
Grieco	596	600	595	603	601	610	610	612	610	608	606	10
Quarles	424	432	425	428	431	441	444	451	448	453	453	29
In-District Total	3,071	3,088	3,073	3,080	3,076	3,098	3,100	3,112	3,105	3,104	3,100	29

18-A-03 APPROVAL – SECOND READING AND FINAL ADOPTION OF BOE POLICIES TAB-4

WHEREAS, this policy has been presented at a public Board of Education meeting for review and comment by Board members and community members, be it

BE IT RESOLVED, that the Board of Education approves the following attached Board of Education policy:

Number	Policy
5111	ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS (M)

18-A-04 APPROVAL – SUPERINTENDENT’S HARASSMENT, INTIMIDATION AND BULLYING REPORT

BE IT RESOLVED, that the Board of Education approves the Superintendent’s determination and actions taken for all reported incidents of Harassment, Intimidation and Bullying as discussed at the **July 20, 2017** closed session meeting.

18-A-05 APPROVAL – PURCHASED SERVICES 2017 – 2018

WHEREAS, the district requires specialized services to satisfy educational and business requirements,

BE IT RESOLVED, the Englewood Board of Education authorizes the president and secretary to enter into agreement with the listed individuals and/or organizations, subject to attorney review of any applicable agreement both as to content and form:

Name	Service / Dates	Budget	Max. Fees
Inspired Instruction, LLC/Standards Solution Holding, LLC	College Prep Mathematics Curriculum Writing School Year 2017-2018	11-000-221-500-60-000	\$4,500.00
Inspired Instruction, LLC/Standards Solution Holding, LLC	To construct a K-12 Comprehensive Health, Physical Education, and Visual and Performing Arts (Art and Music) Curricula, with all associated Standards, Topics and Objectives, Activities, Resources and Assessments. Curriculum Writing School Year 2017-2018	11-000-221-500-60-000	\$78,000.00
Brittany Lonsdale Consultant	School Counselor McCloud Elementary School July 1, 2017 – June 30, 2018	11-000-218-500-20-000-000	\$150.00 per diem
Kimberly Minarovich Consultant	School Counselor Grieco Elementary School July 1, 2017 – June 30, 2018	11-000-218-500-20-000-000	\$150.00 per diem
Rachel Shapiro Consultant	School Counselor Quarles Elementary School July 1, 2017 – June 30, 2018	11-000-218-500-20-000-000	\$150.00 per diem

FINANCE**18-F-01 APPROVAL – STAFF AND BOE TRAVEL****TAB-05**

WHEREAS, the Englewood Board of Education recognizes school staff and Board members will incur travel expenses related to and within the scope of their current responsibilities and for travel that promotes the delivery of instruction or furthers the efficient operation of the school district; and

WHEREAS, the Englewood Board of Education establishes, for regular district business day travel only, an annual school year threshold of \$1,000 per staff/Board member where prior Board approval shall not be required unless this threshold for a staff/Board member is exceeded in a given school year; and

RESOLVED, the Englewood Board of Education approves all travel not in compliance with N.J.A.C. 6A:23N-1.1 et seq. as being necessary and unavoidable as per noted on the attached list; and

FURTHER RESOLVED, the Englewood Board of Education approves the travel and related expense reimbursement as listed on the attached.

18-F-02 APPROVAL – LINE ITEM TRANSFERS**TAB-06**

RESOLVED, the Englewood Board of Education approves the attached list of May 2017 budget transfers within the 2016-2017 budget pursuant to Policy 6422M.

18-F-03 APPROVAL – BILLS LIST**TAB-07**

RESOLVED, the Board of Education approves payment of the attached bills in the total amount of \$3,951,409.14.

18-F-04 APPROVAL – PERKINS GRANT ALLOCATION 2017-2018

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Englewood Board of Education hereby accepts the entitlement grant funds of \$31,990 for the 2017-2018 school year.

18-F-05 APPROVAL – DISTRICT STUDENT MEAL PRICE LIST AND FACULTY LUNCH PRICE LIST**TAB-08**

RESOLVED, upon the recommendation of the Superintendent of Schools, the Board of Education hereby approves the attached Student and Faculty Lunch Prices for the 2017-2018 school year.

18-F-06 APPROVAL – JANIS E. DISMUS MIDDLE SCHOOL LOCKER REPAIR

WHEREAS, the District is in need of repairing the Middle School lockers due to the fact that the electrical software is no longer supported; now

THEREFORE BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, the Board of Education approves The Locker Man, Inc., Middlesex, NJ 08846 to supply and install combination locker systems for the Janis E. Dismus Middle School hallway lockers in the amount of \$38,885 per EdData bid 22.

18-F-07 APPROVAL – 2017 BCUA ENVIRONMENTAL AWARENESS CHALLENGE GRANT

WHEREAS, the McCloud Elementary School entered the 2017 Environmental Awareness Challenge Grant and was approved for grant funds; now

THEREFORE BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, the Board of Education approves the grant funds in the amount of \$1,000.

18-F-08 APPROVAL – SHARED SERVICES AGREEMENT BETWEEN THE COUNTY OF BERGEN AND THE ENGLEWOOD BOARD OF EDUCATION TAB-09

WHEREAS, the Englewood Public School District continually looks for opportunities for shared services to be more cost efficient; now

THEREFORE BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, the Englewood Board of Education approves the Shared Services Agreement with the County of Bergen for Vehicle Maintenance and Repair Services as per the attached agreement.

18-F-09 APPROVAL – N.J. STATE INTERSCHOLASTIC ATHLETIC ASSOCIATION

RESOLVED, that the Board of Education approves the Englewood Public Schools as a member of the New Jersey State Interscholastic Athletic Association (N.J.S.I.A.A.) for the 2017-2018 school year.

18-F-10 APPROVAL – PARENTAL CONTRACT FOR STUDENT TRANSPORTATION

WHEREAS, the Englewood Board of Education has the authority to contract for transportation services, and

WHEREAS, it is in the best interest of the students and the District to contract for safe, cost effective transportation,

NOW BE IT RESOLVED, that the Englewood Board of Education enters into a transportation contract for the 2017-2018 school year with the parent of student 144898 for the sole purpose of transporting the student to an out of district special education placement at a cost not to exceed \$3624.50, providing the district with an estimated cost savings of \$3000 for the year.

18-F-11 APPROVAL – REVISED 2017-2018 STATE AID

WHEREAS, the Englewood Board of Education has received a revised 2017-2018 State Aid notice,

WHEREAS, the State Aid notice included a reduction of adjustment aid in the amount of \$160, 731.00,

THEREFORE BE IT RESOLVED, upon the recommendation of the Superintendent the Englewood Board of Education approves reduction of the following budget lines:

11-000-222-500-68-000-000 (\$45, 000.00)

11-000-222-600-68-0000000 (\$115, 731.0 00)

18-F-12 APPROVAL – ACCEPTANCE OF 2016-2017 EXTRAORDINARY AID

WHEREAS, the district applied and has received notice of award of 2016-2017 extraordinary aid,

THEREFORE BE IT RESOLVED, upon the recommendation of the Superintendent the Englewood Board of Education accepts \$765, 456.00 and authorizes the Business Administrator to appropriate \$765, 456.00 for related services, special education transportation and/or tuition in the 2016-2017 budget.

PERSONNEL

18-P-01 APPROVAL – REVISED NOTIFICATION TO TENURED / NON-TENURED STAFF PURSUANT TO N.J.S.A. 18A:27-10

RESOLVED, the Board of Education authorizes the Superintendent of Schools to adjust the tenured/non-tenured staff list approved in resolution #17-P-90 on May 11, 2017 to adjust the salaries for Employee ID #5877 and Employee ID# 6011 from the approved tenured and non-tenured staff members Tab 12 for the 2017-2018 school year.

18-P-02 APPROVAL – 2017-2018 CONTRACTED APPOINTMENTS AND EMPLOYMENT OF PERSONNEL: FULL-TIME/PART-TIME, NON-GUIDE EMPLOYEES

WHEREAS, the Superintendent of Schools, after considering the recommendation of his administrative staff which included consideration of experience, credentials, and references for the following candidates for employment in the school district, has determined that the appointment of these individuals is appropriate and in the best interest of the school district, be it

RESOLVED, upon recommendation of the Superintendent of Schools, that the following individuals be appointed to the positions indicated, as provided by the budget, in accord with terms of the employment specified:

Note: Appointment of new personnel to the District is provisional subject to:

1. Authorization from the State Department regarding a criminal background check and/or authorization from the Bergen County Superintendent's Office for emergent hiring.
2. A medical examination including satisfactory results of the Mantoux tuberculin skin test.

	<i>N = New</i>	<i>R = Replacement</i>	<i>RI = Reinstatement</i>	
School Codes:	<i>Grieco (04)</i>	<i>JDMS (10)</i>	<i>A@E (30)</i>	<i>DMHS (20)</i>
	<i>Out-of-District (OOD)</i>	<i>Central Office (60)</i>	<i>Quarles (01)</i>	<i>McCloud (03)</i>

(All salaries are annual unless otherwise noted)

CERTIFICATED STAFF

Name	Position/Certification	Loc	Salary/Budget	Effective Dates
Alston, Megan (R: J.B. #5705)	Teacher of Music Provisional: Teacher of Music	03	MA, Step 2-3 \$58,890	09/01/2017- 06/30/2018
Ashley, Willola (N)	Learning Disability Teacher Consultant / Child Study Team Coordinator Standard: Learning Disability Teacher Consultant	20	MA+30, Step 17 \$82,850 \$10,000 - non-pensionable stipend \$92,850 Total 11-000-219-104-40-101-000	09/01/2017- 06/30/2018
Brooks, Jalesah (N)	Student Assistance Coordinator/School Counselor Standard: School Counselor CEAS: Student Assistant Coordinator		MA, Step 1 \$58,440 11-000-211-100-101-60 11-000-218-100-101-60	09/01/2017- 06/30/2018
Felice, Nikki (R: C.C-P. #6862)	Teacher of Mathematics CEAS: Teacher of Mathematics	10	BA, Step 1 \$54,690 11-130-100-101-76-101-000	09/01/2017- 06/30/2018
Heisterman, Claudia (N)	Teacher of Elementary School (Bilingual) Standard: Elementary K-6 and Bilingual	04	MA+30, Step 16 \$ 79,650 11-240-100-101-73-101-000	09/01/2017- 06/30/2018
La Grega, Anthony (R:M.M. #6605)	Teacher of Mathematics CEAS: Teacher of	10	MA, Step 1 \$58,440	09/01/2017- 06/30/2018

	Mathematics Grades 5-8		11-130-100-101-76-101-000	
Madrid, Xiomara (N)	Learning Disability Teacher Consultant Standard: Learning Disability Teacher Consultant	03	MA+30, Step 12-13 \$72,600 11-000-219-104-40-101-000	09/01/2017-06/30/2018
Mattesich, Brianna ¹ (L.R.T. - C.Y. #4432)	Teacher of Health & Physical Education CEAS: Teacher of Health & Physical Education	10	BA, Step 1 \$54,690 11-130-100-101-76-101-000	09/01/2017-12/23/2017

¹Leave replacement / non-tenurable position

18-P-03 APPROVAL - 2017-2018 SALARY ADJUSTMENTS, RECLASSIFICATIONS AND TRANSFERS

RESOLVED, upon recommendation of the Superintendent of Schools, that the salary adjustment(s), reclassification(s) and transfer(s) be approved as provided by the budget.

Name	From	To
Faithful-Hill, Vicki*	Library Clerk \$40,610.15 11-000-222-100-77-101-000	Library Clerk \$41,609.88 11-000-222-100-77-101-000
Ballard, Jason**	Summer Rental Security Staff \$17.92 p/h 11-000-266-100-60-101-000	Summer Rental Security Staff \$18.28 p/h 11-000-266-100-60-101-000
Jacobs, Diane**	Summer Rental Security Staff \$17.92 ph 11-000-266-100-60-101-000	Summer Rental Security Staff \$18.28 ph 11-000-266-100-60-101-000
Medina, Carlos***	Summer Program Remediation Security Guard \$22.51 ph 20-231-100100-77-000-000	Summer Program Remediation Security Guard \$22.97 20-231-100100-77-000-000
Peterson, Briana**	Summer Rental Security Staff \$17.57 ph 11-000-266-100-60-101-000	Summer Rental Security Staff \$17.92 ph 11-000-266-100-60-101-000
Walters, Nicole**	Summer Rental Security Staff \$18.28 ph 11-000-266-100-60-101-000	Summer Rental Security Staff \$18.65 ph 11-000-266-100-60-101-000
White, Robert**	Summer Rental Security Staff \$19.16 ph 11-000-266-100-60-101-000	Summer Rental Security Staff \$19.54 ph 11-000-266-100-60-101-000
White, Robert***	Summer Program Remediation Security Guard \$19.16 20-231-100100-77-000-000	Summer Rental Security Staff \$19.54 ph 20-231-100100-77-000-000
Wilder, Damon**	Summer Rental Security Staff \$18.28 ph 11-000-266-100-60-101-000	Summer Rental Security Staff \$18.65 ph 11-000-266-100-60-101-000

* Board Approved June 27, 2017 Resolution #17-P-113 salary adjustment

** Board Approved June 27, 2017 Resolution #17-P-114 salary adjustment was approved at 2016-2017 salary

*** Board Approved June 15, 2017 Resolution #17-P-107 salary adjustment was approved at 2016-2017 salary

18-P-04 APPROVAL - 2017-2018 EXTRA COMPENSATION POSITIONS

WHEREAS, the Superintendent of Schools has recommended that certain Board of Education employees be compensated for additional duties or responsibilities, be it

RESOLVED, the Board of Education approves the following assignments and payments for services rendered as indicated:

SUMMER CHILD STUDY TEAM SERVICES					
Name	Assignment	Rate	Max	Effective Dates	Budget Account
Carlisle, Sandy	Summer CST Services - Psychologist	30.50 p/h	60 hrs	08/01/17-08/29/17	11-220-216-100-101-40-000
Pascarello, Beth	Summer CST Services - LDTC	30.50 p/h	60 hrs	08/01/17-08/29/17	11-000-216-100-101-40-000
Sullivan, Dennis	Summer CST Services - Social Worker	30.50 p/h	60 hrs	08/01/17-08/29/17	11-000-213-100-101-40-000

ATHLETICS SUMMER COVERAGE					
Name	Assignment	Rate	Max	Effective Dates	Budget Account
Pribula, Andrea	Athletic Trainer Coverage	30.50 p/h	250 hrs	08/01/17-08/29/17	11-402-100-100-77-101-000

ATHLETICS FALL COACHING ASSIGNMENTS					
Name	Assignment	Rate	Max Hours/ Days	Effective Dates	Budget Account
Brennan, Casey	Assistant Volleyball Coach	Per ETA Guide	\$4,725	17-18 Season	11-402-100-100-77-101-000
Carter, Darnell	Assistant Football Coach	Per ETA Guide	\$5,670	17-18 Season	11-402-100-100-77-101-000
Epps, Michael	Assistant Football Coach	Per ETA Guide	\$5,670	17-18 Season	11-402-100-100-77-101-000
Ghotock, Moe	Assistant Football Coach	Per ETA Guide	\$5,670	17-18 Season	11-402-100-100-77-101-000
Gomez, Carlos	Assistant Soccer Coach	Per ETA Guide	\$4,725	17-18 Season	11-402-100-100-77-101-000
Healey, Rachel	Head Volleyball Coach	Per ETA Guide	\$6,615	17-18 Season	11-402-100-100-77-101-000
Hoyle, Joseph	Assistant Football Coach	Per ETA Guide	\$5,670	17-18 Season	11-402-100-100-77-101-000
Klose, Maria	Assistant Girls Tennis Coach	Per ETA Guide	\$4,725	17-18 Season	11-402-100-100-77-101-000
LaRusso, Jonathan	Head Girls Soccer Coach	Per ETA Guide	\$6,615	17-18 Season	11-402-100-100-77-101-000
Lawrence, Matt	Head Boys Soccer Coach	Per ETA Guide	\$6,615	17-18 Season	11-402-100-100-77-101-000
O'Connor, Sean	Head Football Coach	Per ETA Guide	\$9,450	17-18 Season	11-402-100-100-77-101-000
Oden, Lisa	Head Cross Country Coach	Per ETA Guide	\$7,560	17-18 Season	11-402-100-100-77-101-000
Romba, Jillian	Fall Cheerleading Coach	Per ETA Guide	\$2,362.50	17-18 Season	11-402-100-100-77-101-000
Serpico, Nicholas	Assistant Football Coach	Per ETA Guide	\$5,670	17-18 Season	11-402-100-100-77-101-000
Sperber, Jana	Head Girls Tennis Coach	Per ETA Guide	\$6,615	17-18 Season	11-402-100-100-77-101-000

Sullivan, Dennis	Assistant Cross Country Coach	Per ETA Guide	\$4,725	17–18 Season	11-402-100-100-77-101-000
White, Robert	Coaches Aide - Football	Per ETA Guide	N/A	17–18 Season9	11-402-100-100-77-101-000
Winfree, Jazmin	Fall Cheerleading Coach	Per ETA Guide	\$2,362.50	17–18 Season	11-402-100-100-77-101-000

MARCHING BAND					
Name	Assignment	Rate	Max	Effective Dates	Budget Account
Alston, Megan	Woodwind	\$30.50 p/h	150 hrs	17–18 SY	11-402-100-100-000-000
Hollander, Gary	Director	Per ETA Guide	\$9,450	17–18 SY	11-402-100-100-000-000
Hollander, Laura	Brass	\$30.50 p/h	150 hrs	17–18 SY	11-402-100-100-000-000
Lorick, Adrienne	Flag Instructor	\$30.50 p/h	150 hrs	17–18 SY	11-402-100-100-000-000
Stubbs, Kenia	Assistant Colorguard / Choreographer	\$30.50 p/h	150 hrs	17–18 SY	11-402-100-100-000-000

18-P-05 APPROVAL – STUDENT TEACHER, PRACTICUM OR INTERNSHIP PLACEMENT(S)

WHEREAS, the principal and/or department director to the assigned school has recommended that the following student(s) be approved for a student teaching, practicum or internship, be it

RESOLVED, that the name(s) listed below be approved for a student teaching, practicum or internship placement, with no compensation, subject to the dates indicated.

RESOLVED the Board Secretary shall give notice to this student regarding this approval as soon as possible.

NAME	COLLEGE	DATES	LOC	INSTRUCTOR	CONCENTRATION	TYPE
Blanchard, Richard*	Montclair University	09/18/17-12/23/17	DMHS	Buzzerio, Anthony	Mathematics	Student Teacher
Monroy, Daniella	University of Phoenix	09/18/17-12/23/17	Grieco / Quarles	TBD	Elementary Education	Student Teacher

*Board Approved January 19, 2017 Resolution #17-P-67 change in instructor due to leave.

18-P-06 APPROVAL – JOB DESCRIPTIONS

TAB - 10

RESOLVED, that the attached job descriptions be approved and effective immediately:

Lead Teacher	Program Manager
--------------	-----------------

**REPORT OF THE TREASURER
TO THE BOARD OF EDUCATION**

District of Englewood

All Funds

For The Month Ending:

06/30/2017

CASH REPORT

FUNDS	(1) Beginning Cash Balance	(2) Cash Receipts This Month	(3) Cash Disbursements This Month	(4) Ending Cash Balances (1) + (2) - (3)
GOVERNMENTAL FUNDS				
General Fund - Fund 10	\$10,574,221.63	\$4,842,936.83	\$9,625,374.42	\$5,791,784.04
Special Revenue Fund - Fund 20	\$1,578,327.15	\$174,618.76	\$468,303.84	\$1,284,642.07
Capital Projects Fund - Fund 30	(\$1,335,255.59)	\$302.31	\$3,685.78	(\$1,338,639.06)
Debt Service Fund 40	\$184,734.08	\$9,075.00	\$173,808.34	\$0.74
Total Governmental Funds	\$10,982,027.27	\$5,026,932.90	\$10,271,172.38	\$5,737,787.79
Enterprise Fund - Fund 50	\$119,458.42	\$318,002.27	\$306,707.74	\$130,752.95
Enterprise Fund - Fund 60	\$103,246.29	\$79,286.06	\$69,185.47	\$113,346.88
Payroll Account (Net)	(\$23,095.44)	\$2,049,808.36	\$2,045,443.58	(\$18,730.66)
Total All Funds	\$11,181,636.54	\$7,474,029.59	\$12,692,509.17	\$5,963,156.96

Prepared and Submitted By:

Robert R. Brown, CPA

Robert R. Brown, CPA
Treasurer of School Moneys

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Englewood Public School District
 General Fund - Fund 10
 Interim Balance Sheet
 For 12 Month Period Ending 06/30/2017

ASSETS AND RESOURCES

---- A S S E T S ----		
101	Cash in bank	\$4,290,852.96
102-107	Cash and cash equivalents	\$1,500,931.08
	Accounts receivable:	
132	Interfund	\$1,181,876.52
141	Intergovernmental - State	\$2,008,916.40
143	Intergovernmental - Other	\$166,264.49
153,154	Other (net of est uncollectible of \$ _____)	\$43,642.00
	Other Current Assets	\$0.00
---- R E S O U R C E S ----		
301	Estimated Revenues	\$63,133,807.00
302	Less Revenues	(\$61,566,174.29)
		<u>\$1,567,632.71</u>

Total assets and resources \$10,760,116.16

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Englewood Public School District
General Fund - Fund 10
Interim Balance Sheet
For 12 Month Period Ending 06/30/2017

LIABILITIES AND FUND EQUITY

----	L I A B I L I T I E S ---	
421	Accounts Payable	\$1,200,008.12
	Other current liabilities	\$322,492.15

\$1,522,500.27

TOTAL LIABILITIES

F U N D B A L A N C E

---	A P P R O P R I A T E D ----	
753	Reserve for Encumbrances - Current Year	\$146,442.19
	Reserved fund balance:	
761	Capital reserve account -	\$2,559,005.00
765	Reserve for Tuition Payments	\$700,000.00
766	Reserve for Current Expense Emergencies	\$602,000.00
764	Reserve for Maintenance	\$1,007,700.00

760	Reserved Fund Balance	\$598,748.00
-----	-----------------------	--------------

601	Appropriations	\$68,674,708.20
-----	----------------	-----------------

602	Less : Expenditures	\$66,549,726.67
-----	---------------------	-----------------

603	Encumbrances	\$146,442.19 (\$66,696,168.86)
-----	--------------	--------------------------------

\$1,978,539.34

Total Appropriated

\$7,592,434.53

--- U n a p p r o p r i a t e d ---

770	Unreserved Fund Balance -	\$6,491,560.06
-----	---------------------------	----------------

303	Budgeted Fund Balance	(\$4,846,378.70)
-----	-----------------------	------------------

TOTAL FUND BALANCE

\$9,237,615.89

TOTAL LIABILITIES AND FUND EQUITY

\$10,760,116.16

Englewood Public School District
 General Fund - Fund 10
 Interim Balance Sheet
 For 12 Month Period Ending 06/30/2017

RECAPITULATION OF FUND BALANCE:	Budgeted	Actual	Variance
Appropriations	\$68,674,708.20	\$66,696,168.86	\$1,978,539.34
Revenues	(\$63,133,807.00)	(\$61,566,174.29)	(\$1,567,632.71)
	<u>\$5,540,901.20</u>	<u>\$5,129,994.57</u>	<u>\$410,906.63</u>
	<u>(\$694,522.50)</u>	<u>(\$694,522.50)</u>	
Less: Adjust for prior year encumb.			
Budgeted Fund Balance	<u>\$4,846,378.70</u>	<u>\$4,435,472.07</u>	<u>\$410,906.63</u>
 Recapitulation of Budgeted Fund Balance by Subfund			
Fund 10 (includes 10, 11, 12, and 13)	\$4,846,378.70	\$4,435,472.07	\$410,906.63
Fund 18 (Restricted ED JOBS)	\$0.00	\$0.00	\$0.00
Fund 19 (Restricted FEMA Block Grants)	\$0.00	\$0.00	\$0.00
 TOTAL Budgeted Fund Balance	<u>\$4,846,378.70</u>	<u>\$4,435,472.07</u>	<u>\$410,906.63</u>

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Englewood Public School District
GENERAL FUND - FUND 10
INTERIM STATEMENTS COMPARING

BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 12 Month Period Ending 06/30/2017

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
1XXX From Local Sources	\$52,498,583.00	\$52,603,808.77		(\$105,255.77)
3XXX From State Sources	\$10,554,374.00	\$8,823,046.98		\$1,731,327.02
4XXX From Federal Sources	\$80,880.00	\$139,318.54		(\$58,438.54)
TOTAL REVENUE/SOURCES OF FUNDS	\$63,133,807.00	\$61,566,174.29		\$1,567,632.71

	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
*** EXPENDITURES ***				
---- CURRENT EXPENSE ----				
11-1XX-100-XXX Regular Programs - Instruction	\$16,682,051.74	\$16,416,947.37	\$9,738.14	\$255,366.23
11-2XX-100-XXX Special Education - Instruction	\$7,335,315.11	\$7,289,794.28	\$0.00	\$45,520.83
11-240-100-XXX Bilingual Education - Instruction	\$1,737,945.55	\$1,714,412.14	\$0.00	\$23,533.41
11-401-100-XXX School-Spon. Cocurr. Acti-Inst	\$168,499.00	\$151,186.94	\$0.00	\$17,312.06
11-402-100-XXX School-Spons. Athletics - Instruction	\$828,507.00	\$558,444.21	\$20,776.17	\$249,286.62
---- UNDISTRIBUTED EXPENDITURES ----				
11-000-100-XXX Instruction	\$5,302,963.99	\$5,252,574.57	\$0.00	\$50,389.42
11-000-211-XXX Attendance and Social Work Services	\$757,343.33	\$754,808.63	\$0.00	\$2,534.70
11-000-213-XXX Health Services	\$666,127.90	\$650,650.46	\$0.00	\$15,477.44
11-000-216-XXX Speech, OT,PT & Related Svcs	\$1,874,935.60	\$1,848,271.12	\$0.00	\$26,664.48
11-000-218-XXX Guidance	\$731,909.57	\$705,432.72	\$0.00	\$26,476.85
11-000-219-XXX Child Study Teams	\$1,387,637.76	\$1,360,944.80	\$0.00	\$26,692.96
11-000-221-XXX Improv of Inst. - Instruc Staff	\$527,011.00	\$522,354.85	\$0.00	\$4,656.15
11-000-222-XXX Educational Media Serv/School Library	\$1,665,562.07	\$1,633,809.46	\$0.00	\$31,752.61
11-000-223-XXX Instructional Staff Training Services	\$53,700.00	\$33,900.38	\$0.00	\$19,799.62
11-000-230-XXX Supp. Serv.-General Administration	\$1,547,299.00	\$1,480,144.23	\$51,316.00	\$15,838.77
11-000-240-XXX Supp. Serv.-School Administration	\$3,064,188.73	\$3,034,604.88	\$0.00	\$29,583.85
11-000-25X-XXX Central Serv & Admin. Inform. Tech.	\$1,250,866.27	\$1,250,424.14	\$0.00	\$442.13
11-000-261-XXX Require Maint. for School Facilities	\$663,907.55	\$588,127.66	\$5,000.00	\$70,779.89
11-000-262-XXX Custodial Services	\$4,672,798.77	\$4,508,724.81	\$53,321.88	\$110,752.08
11-000-263-XXX Care and Upkeep of Grounds	\$51,700.00	\$30,405.55	\$0.00	\$21,294.45
11-000-266-XXX Security	\$652,046.95	\$657,608.99	\$0.00	\$4,437.96
11-000-270-XXX Student Transportation Services	\$3,900,102.30	\$3,817,419.23	\$0.00	\$82,683.07
11-XXX-XXX-2XX Allocated and Unallocated Benefits	\$7,919,987.00	\$7,917,717.91	.00	\$2,269.09
TOTAL GENERAL CURRENT EXPENSE	\$63,452,406.19	\$62,178,709.33	\$140,152.19	\$1,133,544.67

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Englewood Public School District
 GENERAL FUND - FUND 10

INTERIM STATEMENTS COMPARING

BUDGET REVENUE WITH ACTUAL TO DATE AND
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
 For 12 Month Period Ending 06/30/2017

	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
*** EXPENDITURES - cont'd ***				
*** CAPITAL OUTLAY ***				
12-XXX-XXX-73X Equipment	\$151,717.00	\$125,523.20	\$6,290.00	\$19,903.80
12-000-4XX-XXX Facilities acquisition & constr. serv.	\$2,905,672.00	\$2,080,951.14	.00	\$824,720.86
TOTAL CAP OUTLAY EXPEND./USES OF FUNDS	\$3,057,389.00	\$2,206,474.34	\$6,290.00	\$844,624.66
10-000-100-56X Transfer of Funds to Charter Schools	\$2,164,913.01	\$2,164,543.00	.00	\$370.01
TOTAL GENERAL FUND EXPENDITURES	\$68,674,708.20	\$66,549,726.67	\$146,442.19	\$1,978,539.34

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Englewood Public School District
GENERAL FUND - FUND 10

SCHEDULE OF REVENUES

ACTUAL COMPARED WITH ESTIMATED
For 12 Month Period Ending 06/30/2017

	ESTIMATED	ACTUAL	UNREALIZED

LOCAL SOURCES ---			
1210 Local Tax Levy	\$50,778,757.00	\$50,778,757.00	.00
1320 Tuition from LEAs Within State	\$749,896.00	\$829,806.54	(\$79,910.54)
1420-1440 Transp Fees from Other LEAs		\$208,248.42	(\$208,248.42)
1910 Rents and Royalties	\$350,000.00	\$345,762.20	\$4,237.80
1XXX Miscellaneous	\$619,900.00	\$441,234.61	\$178,665.39
TOTAL	\$52,498,553.00	\$52,603,808.77	(\$105,255.77)

STATE SOURCES ---			
3116 School Choice Aid	\$4,324,509.00	\$2,590,356.08	\$1,734,152.92
3121 Categorical Transportation Aid	\$687,644.00	\$687,644.00	.00
3131 Extraordinary Aid	\$765,456.00	\$765,456.00	.00
3132 Categorical Special Education Aid	\$1,813,061.00	\$1,813,061.00	.00
3177 Categorical Security	\$977,741.00	\$980,566.90	(\$2,825.90)
3178 Adjustment Aid	\$1,754,930.00	\$1,754,930.00	.00
3190 Other Unrestricted State Aid	\$231,033.00	\$231,033.00	.00
TOTAL	\$10,554,374.00	\$8,823,046.98	\$1,731,327.02

FEDERAL SOURCES ---			
4200 Medicaid Reimbursement	\$80,880.00	\$131,895.07	(\$51,015.07)
4210 ARRA/SEMI Revenue		\$7,423.47	(\$7,423.47)
TOTAL	\$80,880.00	\$139,318.54	(\$58,438.54)

OTHER FINANCING SOURCES ---			
TOTAL REVENUES/SOURCES OF FUNDS	\$63,133,807.00	\$61,566,174.29	\$1,567,632.71

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Englewood Public School District
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 12 Month Period Ending 06/30/2017

	Appropriations	Expenditures	Encumbrances	Available Balance
*** G E N E R A L C U R R E N T E X P E N S E ***				
--- Regular Programs - Instruction ---				
11-110-100-101 Kindergarten - Salaries of Teachers	\$1,206,870.10	\$1,166,223.99	.00	\$40,646.11
11-120-100-101 Grades 1-5 - Salaries of Teachers	\$4,287,846.98	\$4,231,566.52	.00	\$56,280.46
11-130-100-101 Grades 6-8 - Salaries of Teachers	\$2,018,879.13	\$2,964,706.30	.00	\$54,172.83
11-140-100-101 Grades 9-12 - Salaries of Teachers	\$6,533,408.28	\$6,471,826.08	.00	\$61,582.20
--- Regular Programs - Home Instruction ---				
11-150-100-101 Salaries of Teachers	\$37,519.75	\$32,535.88	\$0.00	\$4,983.87
11-150-100-320 Purchased Prof.-Ed. Services	\$2,700.00	\$2,668.75	.00	\$31.25
--- Regular Programs - Undistr. Instruction ---				
11-190-100-320 Purchased Prof.-Ed. Services	\$11,081.00	\$6,664.03	.00	\$4,416.97
11-190-100-500 Other Purch. Serv. (400-500 series)	\$721,651.50	\$720,058.75	.00	\$1,592.75
11-190-100-610 General Supplies	\$430,801.00	\$408,958.19	\$9,738.14	\$12,104.67
11-190-100-640 Textbooks	\$414,395.00	\$396,708.38	.00	\$17,686.62
11-190-100-800 Other Objects	\$16,899.00	\$15,030.50	.00	\$1,868.50
TOTAL	\$16,682,051.74	\$16,416,947.37	\$9,738.14	\$255,366.23
--- SPECIAL EDUCATION - INSTRUCTION ---				
Learning and/or Language Disabilities:				
11-204-100-101 Salaries of Teachers	\$1,307,600.33	\$1,290,962.65	\$0.00	\$16,637.68
11-204-100-320 Purchased Prof.-Ed. Services	\$23,000.00	\$18,415.00	.00	\$4,585.00
11-204-100-500 Other Purch. Serv. (400-500 series)	\$250,000.00	\$250,000.00	.00	.00
11-204-100-610 General Supplies	\$547.00	\$351.92	.00	\$195.08
TOTAL	\$1,581,147.33	\$1,559,729.57	\$0.00	\$21,417.76
Multiple Disabilities:				
11-212-100-101 Salaries of Teachers	\$1,098,483.92	\$1,090,092.79	\$0.00	\$8,391.13
11-212-100-320 Purchased Prof.-Ed. Services	\$5,000.00	\$2,272.25	.00	\$2,727.75
11-212-100-500 Other Purch. Serv. (400-500 series)	\$1,498,000.00	\$1,497,402.83	.00	\$597.17
11-212-100-610 General supplies	\$3,250.00	\$529.13	.00	\$2,720.87
TOTAL	\$2,604,733.92	\$2,590,297.00	\$0.00	\$14,436.92
Resource Room/Resource Center:				
11-213-100-101 Salaries of Teachers	\$1,915,080.80	\$1,910,560.18	\$0.00	\$4,420.62
11-213-100-500 Other Purch. Serv. (400-500 series)	\$300,000.00	\$300,000.00	.00	.00
11-213-100-610 General supplies	\$2,931.00	\$577.07	.00	\$2,353.93
TOTAL	\$2,218,011.80	\$2,211,237.25	\$0.00	\$6,774.55
Preschool Disabilities - Full-Time:				
11-216-100-101 Salaries of Teachers	\$601,022.06	\$600,963.72	\$0.00	\$58.34
11-216-100-500 Other Purch.Serv. (400-500 series)	\$327,070.00	\$327,070.00	.00	.00
11-216-100-600 General Supplies	\$2,930.00	\$496.74	.00	\$2,433.26
11-216-100-800 Other Objects	\$400.00	.00	.00	\$400.00
TOTAL	\$931,422.06	\$928,530.46	\$0.00	\$2,891.60
TOTAL SPECIAL ED - INSTRUCTION				
11-204-100-101 Salaries of Teachers	\$7,335,315.11	\$7,289,794.28	\$0.00	\$45,520.83
11-240-100-101 Salaries of Teachers	\$1,510,045.55	\$1,503,506.49	\$0.00	\$6,539.06

Englewood Public School District
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 12 Month Period Ending 06/30/2017

	Appropriations	Expenditures	Encumbrances	Available Balance
11-240-100-500 Other Purch. Serv. (400-500 series)	\$200,000.00	\$200,000.00	.00	.00
11-240-100-610 General Supplies	\$27,841.23	\$10,846.88	.00	\$16,994.35
11-240-100-640 Textbooks	\$58.77	\$58.77	.00	.00
TOTAL	\$1,737,945.55	\$1,714,412.14	\$0.00	\$23,533.41
--- School spons.cocurricular activities-Instruction ---				
11-401-100-100 Salaries	\$114,874.00	\$100,703.75	.00	\$14,170.25
11-401-100-500 Purchased Services (300-500 series)	\$29,886.00	\$29,857.97	.00	\$28.03
11-401-100-600 Supplies and Materials	\$23,739.00	\$20,625.22	.00	\$3,113.78
TOTAL	\$168,499.00	\$151,186.94	\$0.00	\$17,312.06
--- School sponsored athletics-Instruct. ---				
11-402-100-100 Salaries	\$448,800.00	\$294,227.19	.00	\$154,572.81
11-402-100-500 Purchased Services (300-500 series)	\$270,300.00	\$178,759.18	\$16,250.00	\$75,290.82
11-402-100-600 Supplies and Materials	\$109,407.00	\$85,457.84	\$4,526.17	\$19,422.99
TOTAL	\$828,507.00	\$558,444.21	\$20,776.17	\$249,266.62
--- UNDISTRIBUTED EXPENDITURES ---				
--- Instruction ---				
11-000-100-561 Tuition to Other IEAs within State Regular	\$100,232.00	\$80,701.80	.00	\$19,530.20
11-000-100-562 Tuition to Other IEAs within State Special	\$500,262.52	\$500,262.52	.00	.00
11-000-100-563 Tuition to Co.Voc.School Dist.-reg.	\$383,496.00	\$355,680.00	.00	\$27,816.00
11-000-100-564 Tuition to Co.Voc. School Dist.-spec.	\$409,321.00	\$409,320.16	.00	\$0.84
11-000-100-565 Tuition to Co.Spec.Serv. & Reg. Day schls	\$2,199,326.00	\$2,199,325.46	.00	\$0.54
11-000-100-566 Tuition to Priv Sch for Disbl w/i State	\$1,616,733.47	\$1,614,532.21	.00	\$2,201.26
11-000-100-568 Tuition - State Facilities	\$35,593.00	\$35,398.00	.00	\$195.00
11-000-100-569 Tuition - Other	\$58,000.00	\$57,354.42	.00	\$645.58
TOTAL	\$5,302,963.99	\$5,252,574.57	\$0.00	\$50,389.42
--- Attendance and social work services ---				
11-000-211-100 Salaries	\$88,731.00	\$86,230.88	.00	\$2,500.12
11-000-211-172 Sal. of Family Support Teams	\$485,330.62	\$485,328.48	.00	\$2.14
11-000-211-173 Sal. of Family Liaisons/Comm. Prnt Inv. Spec.	\$182,654.71	\$182,622.92	.00	\$31.79
11-000-211-600 Supplies and Materials	\$627.00	\$626.35	.00	\$0.65
TOTAL	\$757,343.33	\$754,808.63	\$0.00	\$2,534.70
--- Health services ---				
11-000-213-100 Salaries	\$438,239.90	\$431,107.22	.00	\$7,132.68
11-000-213-300 Purchased Prof. & Tech. Svc.	\$211,614.00	\$211,536.76	.00	\$77.24
11-000-213-500 Other Purchd. Serv.(400-500 series)	\$2,451.00	\$1,103.55	.00	\$1,347.45
11-000-213-600 Supplies and Materials	\$12,523.00	\$6,902.93	.00	\$5,620.07
11-000-213-800 Other Objects	\$1,300.00	.00	.00	\$1,300.00
TOTAL	\$666,127.90	\$650,650.46	\$0.00	\$15,477.44
--- Speech, OT,PT & Related Svcs ---				
11-000-216-100 Salaries	\$760,680.60	\$750,296.60	.00	\$10,384.00
11-000-216-320 Purchased Prof. Ed. Services	\$1,105,147.00	\$1,091,114.99	.00	\$14,032.01
11-000-216-600 Supplies and Materials	\$9,108.00	\$6,859.53	.00	\$2,248.47

Englewood Public School District
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 12 Month Period Ending 06/30/2017

	Appropriations	Expenditures	Encumbrances	Available Balance
--- Guidance ---				
TOTAL	\$1,874,935.60	\$1,848,271.12	\$0.00	\$26,664.48
11-000-218-104 Salaries Other Prof. Staff	\$433,859.57	\$433,658.41	.00	\$201.16
11-000-218-320 Purchased Prof. - Ed. Services	\$9,000.00	\$1,397.00	.00	\$1,603.00
11-000-218-500 Other Purchased Services (400-500 series)	\$241,300.00	\$239,704.40	.00	\$1,595.60
11-000-218-600 Supplies and Materials	\$26,750.00	\$18,672.91	.00	\$8,077.09
11-000-218-800 Other Objects	\$27,000.00	\$12,000.00	.00	\$15,000.00
TOTAL	\$731,909.57	\$705,432.72	\$0.00	\$26,476.85
--- Child Study Teams ---				
11-000-219-104 Salaries Other Prof. Staff	\$1,126,521.30	\$1,126,402.25	.00	\$119.05
11-000-219-105 Sal. Secr. & Clerical Ast.	\$69,091.46	\$69,039.34	.00	\$52.12
11-000-219-320 Purchased Prof. - Ed. Services	\$142,150.00	\$116,656.00	.00	\$25,494.00
11-000-219-592 Misc Purch Ser (400-500 O/than Resid costs)	\$41,375.00	\$41,313.99	\$0.00	\$61.01
11-000-219-600 Supplies and Materials	\$8,000.00	\$7,067.97	.00	\$932.03
11-000-219-800 Other Objects	\$500.00	\$465.25	.00	\$34.75
TOTAL	\$1,387,637.76	\$1,360,944.80	\$0.00	\$26,692.96
--- Improv. of instr. Serv. ---				
11-000-221-102 Salaries Superv. of Instr.	\$288,489.00	\$286,118.53	.00	\$2,350.47
11-000-221-500 Other Purchased Services (400-500 series)	\$229,742.00	\$229,641.10	.00	\$100.90
11-000-221-600 Supplies and Materials	\$8,800.00	\$6,595.22	.00	\$2,204.78
TOTAL	\$527,011.00	\$522,354.85	\$0.00	\$4,656.15
--- Educational media serv./sch.library ---				
11-000-222-100 Salaries	\$378,233.16	\$378,162.17	.00	\$70.99
11-000-222-500 Other Purchased Services (400-500 series)	\$785,554.91	\$783,584.25	.00	\$1,970.66
11-000-222-600 Supplies and Materials	\$501,774.00	\$472,063.04	.00	\$29,710.96
TOTAL	\$1,665,562.07	\$1,633,809.46	\$0.00	\$31,752.61
--- Instructional Staff Training Services ---				
11-000-223-104 Salaries Other Prof. Staff	\$26,500.00	\$26,458.00	.00	\$42.00
11-000-223-320 Purchased Prof. - Ed. Services	\$15,900.00	\$1,540.00	.00	\$14,360.00
11-000-223-500 Other Purchased Services (400-500 series)	\$11,300.00	\$5,902.38	.00	\$5,397.62
TOTAL	\$53,700.00	\$33,900.38	\$0.00	\$19,799.62
---- Support services-general administration ----				
11-000-230-100 Salaries	\$457,051.00	\$457,042.73	\$0.00	\$8.27
11-000-230-331 Legal Services	\$375,243.00	\$375,199.96	.00	\$43.04
11-000-230-332 Audit Fees	\$103,600.00	\$52,284.00	\$51,316.00	.00
11-000-230-339 Other Purchased Prof. Svc.	\$80,267.00	\$80,216.91	.00	\$50.09
11-000-230-530 Communications/Telephone	\$155,549.00	\$154,162.66	.00	\$1,386.34
11-000-230-585 BOE Other Purchased Prof. Svc.	\$4,000.00	\$3,982.54	.00	\$17.46
11-000-230-590 Other Purchased Services	\$32,608.62	\$32,394.71	\$0.00	\$213.91
11-000-230-610 General Supplies	\$9,625.38	\$8,586.56	.00	\$1,038.82
11-000-230-820 Judgments Against. School District.	\$263,500.00	\$263,500.00	.00	.00
11-000-230-890 Misc. Expenditures	\$38,855.00	\$27,799.75	.00	\$11,055.25

Englewood Public School District
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 12 Month Period Ending 06/30/2017

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-230-895 BOE Membership Dues and Fees	\$27,000.00	\$24,974.41	.00	\$2,025.59
TOTAL	\$1,547,299.00	\$1,480,144.23	\$51,316.00	\$115,838.77
---- Support services-school administration ----				
11-000-240-103 Salaries Princ./Asst. Princ.	\$2,657,288.73	\$2,647,286.17	.00	\$10,002.56
11-000-240-500 Other Purchased Services	\$372,411.00	\$353,452.00	.00	\$18,959.00
11-000-240-600 Supplies and Materials	\$32,317.00	\$32,252.40	.00	\$64.60
11-000-240-800 Other Objects	\$2,172.00	\$1,614.31	.00	\$557.69
TOTAL	\$3,064,188.73	\$3,034,604.88	\$0.00	\$29,583.85
---- Central Services ----				
11-000-251-100 Salaries	\$846,810.27	\$846,741.84	.00	\$68.43
11-000-251-330 Purchased Prof. Services	\$35,400.00	\$35,378.00	.00	\$22.00
11-000-251-340 Purchased Technical Services	\$108,361.00	\$108,317.19	.00	\$43.81
11-000-251-592 Misc Pur Serv (400-500 series)	\$7,100.00	\$7,006.92	.00	\$93.08
11-000-251-600 Supplies and Materials	\$16,600.00	\$16,470.64	.00	\$129.36
11-000-251-89X Other Objects	\$11,339.00	\$11,262.65	.00	\$76.35
TOTAL	\$1,025,610.27	\$1,025,177.24	\$0.00	\$433.03
---- Admin. Info. Technology ----				
11-000-252-100 Salaries	\$224,831.00	\$224,821.90	.00	\$9.10
11-000-252-500 Other Pur Serv. (400-500 series)	\$425.00	\$425.00	.00	.00
TOTAL	\$225,256.00	\$225,246.90	\$0.00	\$9.10
11-000-250-866-27	\$1,250,866.27	\$1,250,424.14	\$0.00	\$442.13
TOTAL Cent. Svcs. & Admin IT				
11-000-261-100 Salaries	\$70,247.05	\$70,247.04	.00	\$0.01
11-000-261-420 Cleaning, Repair & Maint. Svc.	\$593,660.50	\$517,880.62	\$5,000.00	\$70,779.88
TOTAL	\$663,907.55	\$588,127.66	\$5,000.00	\$70,779.89
---- Custodial Services ----				
11-000-262-1XX Salaries	\$126,646.77	\$126,646.56	\$0.00	\$0.21
11-000-262-420 Cleaning, Repair & Maint. Svc.	\$1,930,474.00	\$1,908,797.33	.00	\$21,676.67
11-000-262-441 Rental of Land & Bldgs Other Than Lease	\$114,096.00	\$113,365.28	.00	\$730.72
11-000-262-490 Other Purchased Property Svc.	\$229,800.00	\$189,718.80	\$40,000.00	\$81.20
11-000-262-520 Insurance	\$407,500.00	\$404,462.84	.00	\$3,037.16
11-000-262-590 Misc. Purchased Services	\$450,282.00	\$444,390.05	.00	\$5,891.95
11-000-262-610 General Supplies	\$267,606.00	\$187,948.78	\$5,821.88	\$73,835.34
11-000-262-622 Energy (Electricity)	\$1,116,894.00	\$1,116,232.17	.00	\$661.83
11-000-262-8XX Other Objects	\$29,500.00	\$17,163.00	\$7,500.00	\$4,837.00
TOTAL	\$4,672,798.77	\$4,508,724.81	\$53,321.88	\$110,752.08
---- Care and Upkeep of Grounds ----				
11-000-263-420 Cleaning, Repair, & Maintenance Serv.	\$42,000.00	\$21,662.56	.00	\$20,337.44
11-000-263-610 General Supplies	\$9,700.00	\$8,742.99	.00	\$957.01
TOTAL	\$51,700.00	\$30,405.55	\$0.00	\$21,294.45

Englewood Public School District
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 12 Month Period Ending 06/30/2017

	Appropriations	Expenditures	Encumbrances	Available Balance
--- Security ---				
11-000-266-100 Salaries	\$633,746.95	\$633,136.33	.00	\$610.62
11-000-266-300 Purchased Prof. & Tech. Svc.	\$3,794.00	\$352.47	.00	\$3,441.53
11-000-266-420 Cleaning, Repair, & Maintenance Serv.	\$6,000.00	\$6,000.00	.00	.00
11-000-266-610 General Supplies	\$18,506.00	\$18,120.19	.00	\$385.81
TOTAL	\$662,046.95	\$657,608.99	\$0.00	\$4,437.96
TOTAL Oper & Maint of Plant Services	\$6,050,453.27	\$5,784,867.01	\$58,321.88	\$207,264.38
--- Student transportation services ---				
11-000-270-160 Sal Pupil Trans(Bet Home & Sch)-reg	\$53,632.80	\$53,632.32	.00	\$0.48
11-000-270-162 Sal Pupil Trans.Other than Bet Home & Sch	\$181,147.00	\$163,110.01	.00	\$18,036.99
11-000-270-420 Cleaning, Repair & Maint. Svc.	\$46,800.00	\$46,789.58	.00	\$10.42
11-000-270-511 Contract Svc (btw Home & Sch.)-vendors	\$1,630,340.60	\$1,618,881.76	.00	\$11,458.84
11-000-270-512 Contract Svc (other btw home & sch)-vndrs	\$65,976.50	\$32,378.50	.00	\$33,598.00
11-000-270-514 Contract Svc (Sp Ed.)-vendors	\$520,337.00	\$512,631.27	.00	\$7,705.73
11-000-270-515 Contract Svc (Sp Ed.)-joint agreements	\$741,049.00	\$741,048.19	.00	\$0.81
11-000-270-503 Contr Svc-Aid in Lieu Paymnts-Non Pub Sch	\$251,491.40	\$243,968.90	.00	\$7,522.50
11-000-270-593 Misc. Purchased Svc.- Transp.	\$403,830.00	\$400,150.00	.00	\$3,680.00
11-000-270-615 Transportation Supplies	\$3,705.09	\$3,236.67	.00	\$468.42
11-000-270-800 Misc. Expenditures	\$1,792.91	\$1,592.03	.00	\$200.88
TOTAL	\$3,900,102.30	\$3,817,419.23	\$0.00	\$82,683.07
11-XXX-XXX-220 Social Security Contributions	\$373,000.00	\$372,785.16	.00	\$214.84
11-XXX-XXX-241 Other Retirement Contrib. - PERS	\$289,750.00	\$289,750.00	.00	.00
11-XXX-XXX-260 Workman's Compensation	\$319,400.00	\$319,397.66	.00	\$2.34
11-XXX-XXX-270 Health Benefits	\$6,801,982.00	\$6,800,199.08	.00	\$1,782.92
11-XXX-XXX-290 Other Employee Benefits	\$135,855.00	\$135,586.01	.00	\$268.99
TOTAL	\$7,919,987.00	\$7,917,717.91	\$0.00	\$2,269.09
Total Undistributed Expenditures	\$36,700,087.79	\$36,047,924.99	\$109,657.88	\$542,525.52
*** TOTAL CURRENT EXPENSE EXPENDITURES ***	\$63,452,406.19	\$62,178,709.33	\$140,152.19	\$1,133,544.67
*** TOTAL CURRENT EXPENSE EXPENDITURES & TRANSFERS ***	\$63,452,406.19	\$62,178,709.33	\$140,152.19	\$1,133,544.67

Englewood Public School District

GENERAL FUND - FUND 10

STATEMENT OF APPROPRIATIONS

COMPARED WITH EXPENDITURES AND ENCUMBRANCES

For 12 Month Period Ending 06/30/2017

	Appropriations	Expenditures	Encumbrances	Available Balance
*** CAPITAL OUTLAY ***				
--- EQUIPMENT ---				
Regular programs-instruction				
12-140-100-730 Grades 9-12	\$3,205.00	\$3,205.00	.00	.00
Special education - instruction				
12-4XX-100-730 School-spons. & oth instr prog	\$16,385.00	\$16,385.00	\$0.00	\$0.00
Undistributed expenses				
12-000-100-730 Instruction	\$114,871.50	\$88,677.70	\$6,290.00	\$19,903.80
12-000-261-730 Undist. Exp.-Reg. Maint. Schl Facilities	\$17,255.50	\$17,255.50	.00	.00
Undist. Exp. - Non-instructional Services				
TOTAL	\$151,717.00	\$125,523.20	\$6,290.00	\$19,903.80
--- Facilities acquisition and construction services ---				
12-000-400-334 Architectural/Engineering Services	\$122,320.00	\$118,188.34	.00	\$4,131.66
12-000-400-450 Construction Services	\$2,098,580.00	\$1,777,930.80	.00	\$320,589.20
12-000-400-722 Bldgs. Other than Lease Purch. Agree.	\$500,000.00	.00	.00	\$500,000.00
12-000-400-800 Other objects	\$184,772.00	\$184,772.00	.00	.00
Sub Total	\$2,905,672.00	\$2,080,951.14	\$0.00	\$824,720.86
TOTAL	\$2,905,672.00	\$2,080,951.14	\$0.00	\$824,720.86
TOTAL CAPITAL OUTLAY EXPENDITURES	\$3,057,389.00	\$2,206,474.34	\$6,290.00	\$844,624.66

Englewood Public School District
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 12 Month Period Ending 06/30/2017

	Appropriations	Expenditures	Encumbrances	Available Balance
*** EDUCATION JOBS FUND **				
*** FEMA COMMUNITY DEVELOPMENT BLOCK GRANT ***				
10-000-100-56X Transfer of Funds to Charter Schls.	\$2,164,913.01	\$2,164,543.00	.00	\$370.01
TOTAL GENERAL FUND EXPENDITURES	\$68,674,708.20	\$66,549,726.67	\$146,442.19	\$1,978,539.34

REPORT OF THE SECRETARY CERTIFICATION PAGE
TO THE BOARD OF EDUCATION
Englewood Public School District
General Fund - Fund 10

For 12 Month Period Ending 06/30/2017

I, _____, Board Secretary/Business Administrator
certify that no line item account has encumbrances and expenditures,
which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.

Board Secretary/Business Administrator

Date

All accounts in the Expense Account File appear to be included in the details of THE REPORT OF THE SECRETARY

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Englewood Public School District
Special Revenue Fund - Fund 20
Interim Balance Sheet
For 12 Month Period Ending 06/30/17

ASSETS AND RESOURCES

---- A S S E T S ----		
101	Cash in bank	\$1,284,642.07
	Accounts receivable:	
141	Intergovernmental - State	\$117,006.00
142	Intergovernmental - Federal	\$1,441,100.00
143	Intergovernmental - Other	\$570.00
		\$1,558,676.00
---- R E S O U R C E S ----		
301	Estimated Revenues	\$4,880,718.22
302	Less Revenues	(\$4,100,148.33)
		\$780,569.89
	Total assets and resources	\$3,623,887.96

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Englewood Public School District
Special Revenue Fund - Fund 20
Interim Balance Sheet
For 12 Month Period Ending 06/30/17

---	L I A B I L I T I E S ---	
421	Accounts Payable	\$444,964.42
481	Deferred revenues	\$1,004,842.74
	Other current liabilities	\$1,299,784.56
	TOTAL LIABILITIES	\$2,749,591.72

FUND BALANCE

---	A P P R O P R I A T E D ---	
753	Reserve for encumbrances - Current Year	\$2,187.07
601	Appropriations	\$4,880,718.22
602	Less: Expenditures	\$4,006,421.98
603	Encumbrances	\$2,187.07
		\$872,109.17

TOTAL FUND BALANCE

\$874,296.24

TOTAL LIABILITIES AND FUND EQUITY

\$9,623,887.96

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Englewood Public School District
Special Revenue Fund - Fund 20
INTERIM STATEMENTS COMPARING

BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 12 Month Period Ending 06/30/17

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
IXXX From Local Sources	\$24,439.24	\$53,778.40		(\$29,339.16)
3XXX From State Sources	\$2,041,098.98	\$1,891,813.93		\$149,285.05
4XXX From Federal Sources	\$2,815,180.00	\$2,154,556.00		\$660,624.00
TOTAL REVENUE/SOURCES OF FUNDS				
	\$4,880,718.22	\$4,100,148.33		\$780,569.89
*** EXPENDITURES ***				
	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
LOCAL PROJECTS:	\$73,759.22	\$32,659.27	\$0.00	\$41,099.95
STATE PROJECTS:				
Preschool Education Aid	\$1,224,174.00	\$1,206,279.13	.00	\$17,894.87
Nonpublic textbooks	\$102,714.00	\$88,948.30	\$2,187.07	\$11,578.63
Nonpublic auxiliary services	\$16,266.00	\$14,256.30	.00	\$2,009.70
Nonpublic handicapped services	\$320,613.00	\$320,613.00	.00	.00
Nonpublic nursing services	\$181,080.00	\$181,080.00	.00	.00
Nonpublic Technology Aid	\$46,332.00	\$42,575.05	.00	\$3,756.95
Other State Projects	\$100,600.00	\$82,483.35	\$0.00	\$18,116.65
TOTAL STATE PROJECTS				
	\$1,991,779.00	\$1,936,235.13	\$2,187.07	\$53,356.80
FEDERAL PROJECTS:				
NCIE Title I - Part A/D	\$950,440.00	\$680,578.09	.00	\$269,861.91
I.D.E.A. Part B (Handicapped)	\$1,396,569.00	\$1,051,858.67	.00	\$344,710.33
NCIE Title II - Part A/D	\$278,317.00	\$221,179.04	.00	\$57,137.96
NCIE Title III - English Language Enhancement	\$155,395.00	\$82,550.78	.00	\$72,844.22
Vocational Education	\$34,459.00	\$1,361.00	.00	\$33,098.00
Other Federal Projects	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FEDERAL PROJECTS				
	\$2,815,180.00	\$2,037,527.58	\$0.00	\$777,652.42
*** TOTAL EXPENDITURES ***				
	\$4,880,718.22	\$4,006,421.98	\$2,187.07	\$872,109.17

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Englewood Public School District
SPECIAL REVENUE - FUND 20

SCHEDULE OF REVENUES

ACTUAL COMPARED WITH ESTIMATED

For 12 Month Period Ending 06/30/17

	ESTIMATED	ACTUAL	UNREALIZED
--- LOCAL SOURCES ---			
1XXX Other Revenue from Local Sources	\$24,439.24	\$53,778.40	(\$29,339.16)
Total Revenues from Local Sources	<u>\$24,439.24</u>	<u>\$53,778.40</u>	<u>(\$29,339.16)</u>
--- STATE SOURCES ---			
3218 Preschool Education Aid	\$1,224,174.00	\$1,210,119.00	\$14,055.00
32XX Other Restricted Entitlements	\$816,624.98	\$681,694.93	\$135,230.05
Total Revenue from State Sources	<u>\$2,041,098.98</u>	<u>\$1,891,813.93</u>	<u>\$149,285.05</u>
--- FEDERAL SOURCES ---			
4411-16 Title I	\$821,205.00	\$585,995.00	\$235,210.00
4451-55 Title II	\$278,317.00	\$166,302.00	\$112,015.00
4491-94 Title III	\$284,530.00	\$97,523.00	\$187,107.00
4420-29 I.D.E.A. Part B (Handicapped)	\$1,396,569.00	\$1,270,277.00	\$126,292.00
4430-39 Vocational Education	\$34,459.00	\$34,459.00	.00
Total Revenues from Federal Sources	<u>\$2,815,180.00</u>	<u>\$2,154,556.00</u>	<u>\$660,624.00</u>
TOTAL REVENUES/SOURCES OF FUNDS	<u>\$4,880,718.22</u>	<u>\$4,100,148.33</u>	<u>\$780,569.89</u>

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Englewood Public School District
Special Revenue Fund - Fund 20
STATEMENT OF APPROPRIATIONS - RESTRICTED STATE ENTITLEMENTS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 12 Month Period Ending 06/30/17

	Appropriations	Expenditures	Encumbrances	Available Balance
State Projects:				
PRESCHOOL EDUCATION AID				
--- Preschool Education Aid - Instruction ---				
20-218-100-101 Salaries of Teachers	\$822,100.50	\$804,388.10	.00	\$17,712.40
20-218-100-500 Other purchased servs. (400-500 series)	\$305,000.00	\$305,000.00	.00	.00
20-218-100-600 General Supplies	\$40,000.00	\$39,817.53	.00	\$182.47
TOTAL Instruction	\$1,167,100.50	\$1,149,205.63	\$0.00	\$17,894.87
--- Preschool Education Aid - Support Services ---				
20-218-200-511 Contr. Trans. Serv. (Bet. Home & Sch)	\$57,073.50	\$57,073.50	.00	.00
TOTAL Support Services	\$57,073.50	\$57,073.50	\$0.00	\$0.00
TOTAL PRESCHOOL EDUCATION AID	\$1,224,174.00	\$1,206,279.13	\$0.00	\$17,894.87
Other State Projects:				
PRESCHOOL EXPANSION GRANT				
TOTAL OTHER STATE PROJECTS	\$1,224,174.00	\$1,206,279.13	\$0.00	\$17,894.87
20-XXX-XXX-XXX All Other State/Fed/Loc Projects	\$3,656,544.22	\$2,800,142.85	\$2,187.07	\$854,214.30
TOTAL EXPENDITURE	\$4,880,718.22	\$4,006,421.98	\$2,187.07	\$872,109.17

REPORT OF THE SECRETARY CERTIFICATION PAGE
TO THE BOARD OF EDUCATION
Englewood Public School District

Special Revenue Fund - Fund 20
For 12 Month Period Ending 06/30/17

I, _____, Board Secretary/Business Administrator
certify that no line item account has encumbrances and expenditures,
which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.

Board Secretary/Business Administrator

Date

All Accounts in the Expense Account File appear to be included in the details of THE REPORT OF THE SECRETARY

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Englewood Public School District
 Capital Projects Fund - Fund 30
 Interim Balance Sheet
 For 12 Month Period Ending 06/30/17

ASSETS AND RESOURCES

--- A S S E T S ---		
101	Cash in bank	(\$1,338,639.06)
	Accounts receivable:	
140	Intergovernmental - Accts. Recvble.	\$807,996.00
141	Intergovernmental - State	\$854,951.00
		<u>\$1,662,947.00</u>
--- R E S O U R C E S ---		
301	Estimated Revenues	\$1,920,644.12
302	Less Revenues	(\$3,124.60)
		<u>\$1,917,519.52</u>
	Total assets and resources	<u>\$2,241,827.46</u>

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Englewood Public School District

Capital Projects Fund - Fund 30
 Interim Balance Sheet
 For 12 Month Period Ending 06/30/17

LIABILITIES AND FUND EQUITY

--- LIABILITIES ---		
421	Accounts Payable	\$43,270.00
TOTAL LIABILITIES		<u>\$43,270.00</u>

FUND BALANCE

--- Appropriated ---		
601	Appropriations	\$1,920,644.12
602	Less : Expenditures	\$1,617,585.76
		<u>(\$1,617,585.76)</u>
	Total Appropriated	<u>\$303,058.36</u>

--- Unappropriated ---

770	Fund balance	\$353,570.50
303	Budgeted Fund Balance	\$1,541,928.60

TOTAL FUND BALANCE \$2,198,557.46

TOTAL LIABILITIES AND FUND EQUITY \$2,241,827.46

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Englewood Public School District

Capital Projects Fund - Fund 30
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 12 Month Period Ending 06/30/17

	BUDGETED	ACTUAL TO	NOTE: OVER	UNREALIZED
	ESTIMATED	DATE	OR (UNDER)	BALANCE
Other	\$1,920,644.12	\$3,124.60		\$1,917,519.52
TOTAL REVENUE/SOURCES OF FUNDS	\$1,920,644.12	\$3,124.60		\$1,917,519.52

	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE
				BALANCE
30-000-4XX-331 Legal services	\$2,328.46	.00	.00	\$2,328.46
30-000-4XX-334 Architectural/Engineering Services	\$12,700.00	\$12,685.78	.00	\$14.22
30-000-4XX-390 Other purchased prof. & tech. serv.	\$9.95	.00	.00	\$9.95
30-000-4XX-450 Construction services	\$1,892,989.80	\$1,604,899.98	.00	\$289,089.82
30-000-4XX-610 Supplies & Materials	\$11,615.91	.00	.00	\$11,615.91
Total fac.acq.and constr. serv.	\$1,920,644.12	\$1,617,585.76	\$0.00	\$303,058.36
TOTAL EXPENDITURES	\$1,920,644.12	\$1,617,585.76	\$0.00	\$303,058.36
*** TOTAL EXPENDITURES AND TRANSFERS	\$1,920,644.12	\$1,617,585.76	\$0.00	\$303,058.36

--- Facilities acquisition and constr. serv. ---

REPORT OF THE SECRETARY CERTIFICATION PAGE
TO THE BOARD OF EDUCATION
Englewood Public School District

Capital Projects Fund - Fund 30
For 12 Month Period Ending 06/30/17

I, _____, Board Secretary/Business Administrator
certify that no line item account has encumbrances and expenditures,
which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.

Board Secretary/Business Administrator

Date

All Accounts in the Expense Account File appear to be included in the details of THE REPORT OF THE SECRETARY

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Englewood Public School District
 Debt Service Fund - Fund 40
 Interim Balance Sheet
 For 12 Month Period Ending 06/30/17

=====

ASSETS AND RESOURCES

=====

--- A S S E T S ---

101 Cash in bank \$0.74

--- R E S O U R C E S ---

301 Estimated Revenues \$1,816,157.00

302 Less Revenues (\$1,816,157.00)

Total assets and resources \$0.74

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Englewood Public School District

Debt Service Fund - Fund 40
 Interim Balance Sheet
 For 12 Month Period Ending 06/30/17

LIABILITIES AND FUND EQUITY

FUND BALANCE

--- Appropriated ---

Reserved fund balance:

601 Appropriations	\$1,816,157.00	
602 Less : Expenditures	\$1,816,156.26	
		\$0.74

Total Appropriated

\$0.74

--- Unappropriated ---

TOTAL FUND BALANCE

\$0.74

TOTAL LIABILITIES AND FUND EQUITY

\$0.74

RECAPITULATION OF FUND BALANCE:

	Budgeted	Actual	Variance
Appropriations	\$1,816,157.00	\$1,816,156.26	\$0.74
Revenues	(\$1,816,157.00)	(\$1,816,157.00)	\$0.00
--- Change in Maint. / Capital reserve account ---	\$0.00	(\$0.74)	\$0.74
Subtotal	\$0.00	(\$0.74)	\$0.74
Less: Adjust for prior year encumb.	\$0.00	\$0.00	
Budgeted Fund Balance	\$0.00	(\$0.74)	\$0.74

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Englewood Public School District

Debt Service Fund - Fund 40
 INTERIM STATEMENTS COMPARING
 BUDGET REVENUE WITH ACTUAL TO DATE AND
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
 For 12 Month Period Ending 06/30/17

*** REVENUES/SOURCES OF FUNDS ***

--- Local Sources ---

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
1210 Local tax levy	\$1,816,157.00	\$1,816,157.00		.00
Total Local Sources	\$1,816,157.00	\$1,816,157.00		\$0.00
TOTAL REVENUE/SOURCES OF FUNDS	\$1,816,157.00	\$1,816,157.00		\$0.00

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Englewood Public School District

Debt Service Fund - Fund 40
 INTERIM STATEMENTS COMPARING
 BUDGET REVENUE WITH ACTUAL TO DATE AND
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
 For 12 Month Period Ending 06/30/17

	APPROPRIATIONS	EXPENDITURES/Enc.	AVAILABLE BALANCE
*** EXPENDITURES ***			
--- Debt Service - Regular ---			
40-701-510-834 Interest on Bonds	\$506,157.00	\$506,156.26	\$0.74
40-701-510-910 Redemption of Principal	\$1,310,000.00	\$1,310,000.00	.00
TOTAL	\$1,816,157.00	\$1,816,156.26	\$0.74
TOTAL USES OF FUNDS BEFORE TRANSFERS	\$1,816,157.00	\$1,816,156.26	\$0.74
*** TOTAL USES OF FUNDS ***	\$1,816,157.00	\$1,816,156.26	\$0.74

REPORT OF THE SECRETARY CERTIFICATION PAGE

TO THE BOARD OF EDUCATION

Englewood Public School District

Debt Service Fund - Fund 40

For 12 Month Period Ending 06/30/17

I, _____, Board Secretary/Business Administrator
certify that no line item account has encumbrances and expenditures,
which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.

Board Secretary/Administrator

Date

All Accounts in the Expense Account File appear to be included in the details of THE REPORT OF THE SECRETARY



I.D. #	Class	School	Location	Type	Budget #	2017-2018 Estimated	ESY Y/N	Notes	
PRIVATE IN STATE SCHOOLS									
153294	ED	Barnstable	Oakland	PVT - In	566	44,900.00	N		
144945	SLD	Benway	Wayne	PVT - In	566	55,000.00	Y		
145140	ED	Benway	Wayne	PVT - In	566	55,000.00	Y		
150755	ED	BergenCtr(1:1)	HAWORTH	PVT - In	566	99,167.24	Y		
152515	ED	Chapel Hill(1:1)	Montville	PVT - In	566	86,400.00	N		
149964	MD	Chapel Hill(1:1)	Montville	PVT - In	566	86,400.00	Y		
145397	MD	Children's Therapy-Upper	MIDLAND PK	PVT - In	566	78,933.02	Y		
144295	AUT	Community School	Teaneck	BCSS	566	56,880.00	Y		
142998	AUT	ECLC (1:1)	CHATHAM	PVT - In	566	85,496.00	Y		
148957	MD	Felician	LODI	PVT - In	566	57,093.10	Y		
141589	MOC	Felician	LODI	PVT - In	566	57,093.10	Y		
153368	ED	High Point	LODI	PVT - In	566	53,694.03	N		
152228	SLD	High Point	LODI	PVT - In	566	54,000.00	Y		
144344	AUT	Legacy(1:1)	Monmouth Cnty	PVT - In	566	55,000.00	Y		
153208	ED	North Hudson	NORTH BERGEN	PVT - In	566	44,306.08	Y		
149753	MD	North Hudson	NORTH BERGEN	PVT - In	566	44,306.08	N		
152600	COM	North Hudson	NORTH BERGEN	PVT - In	566	44,306.08	N		
153037	MD	SageDay	Mahwah	PVT - In	566	59,080.00	Y		
150281	ED	SageDay	Rochelle Park	PVT - In	566	59,080.00	Y		
152873	MD	SageDay	Rochelle Park	PVT - In	566	59,080.00	Y		
152169	OHI	Westbridge Academy	Bloomfield	PVT - In	566	73,416.00	N		
148442	SLD	Windsor Bergen	Ridgewood	PVT - In	566	55,004.31	Y		
151686	OHI	Windsor Bergen	Ridgewood	PVT - In	566	55,004.31	Y		
151855	MD	Windsor Bergen	Ridgewood	PVT - In	566	55,004.31	N		
152440	OHI	Windsor Bergen(1:1)	Ridgewood	PVT - In	566	99,004.00	N		
146496	COM	Windsor Learning	Pompton Lakes	PVT - In	566	53,694.03	Y		
151975	SLD	Windsor Prep	Paramus	PVT - In	566	53,694.03	N		
145361	MD	Windsor Prep	Paramus	PVT - In	566	53,694.03	N		
145638	SLD	Windsor Prep	Paramus	PVT - In	566	53,694.03	N		
153116	MD	Windsor Prep	Paramus	PVT - In	566	53,694.03	N		
149935	OHI	YCS - GW	HACKENSACK	PVT - In	566	52,522.00	Y		
152820	ED	YCS - GW	HACKENSACK	PVT - In	566	52,522.00	N		
150155	MD	YCS - GW	HACKENSACK	PVT - In	566	52,522.00	Y		
33									
		Budget Code: 11-000-100-566-40					1,998,683.81		
PRIVATE OUT OF STATE									
				PVT - Ou	567	-	N		
		Budget Code: 11-000-100-567-40							
PUBLIC SCHOOLS IN STATE									
145752	COM	Cresskill	Cresskill	PUB	562	42,914.00	Y		
148431	COG-MILD	Leonia	Leonia	PUB	562	53,691.00	Y		
149969	MD	Harrington Pk Valley	Demarest	PUB	562	72,461.00	Y		
148117	AUT	Harrington Pk Valley	Demarest	PUB	562	72,461.00	Y		
142155	OHI	Park Academy	Montvale	PUB	562	31,626.00	N		
149364	OHI	Slocum Skewes(1:1)	Ridgefield	PUB	562	47,000.00	Y		
149929	OHI	Slocum Skewes(1:1)	Ridgefield	PUB	562	47,000.00	Y		
152929	PSD	Shaler Academy	Ridgefield	Pub	562	47,000.00	N		
152757	MD	Teaneck HS	Teaneck	PUB	562	30,620.00	N		
9									
		Budget Code: 11-000-100-562-40					444,773.00		
BCSSSSD SCHOOLS									
150568	COM	Brownstone(1:1)	SADDLE BROOK	BCSS	565	120,320.00	Y		
149282	MD	Brownstone(1:1)	SADDLE BROOK	BCSS	565	120,320.00	Y		
150486	OHI	Brownstone	SADDLE BROOK	BCSS	565	76,320.00	Y		
146263	ED	Evergreen	LEONIA	BCSS	565	56,880.00	Y		
148243	OHI	Evergreen	LEONIA	BCSS	565	56,880.00	N		
141239	MD	Transition Ctr @ WR	WOODRIDGE	BCSS	565	56,340.00	N		
144009	MD	Transition Ctr @ WR	WOODRIDGE	BCSS	565	56,340.00	N		
148303	MIC	Transition Ctr @ WR	WOODRIDGE	BCSS	565	56,340.00	Y		
145424	AUT	New Bridges+(1:1)	PARAMUS	BCSS	565	120,320.00	Y		
143045	OHI	North Street	TETERBORO	BCSS	565	56,340.00	N		
144942	AUT	NOVA North	EMERSON	BCSS	565	56,880.00	Y		
144342	OHI	NOVA North	EMERSON	BCSS	565	56,880.00	N		
152347	PSD	Washington - South	HACKENSACK	BCSS	565	76,320.00	Y		
142136	AUT	Washington - South	HACKENSACK	BCSS	565	76,320.00	Y		
152244	AUT	Washington-South	HACKENSACK	BCSS	565	76,320.00	Y		
149981	MD	Washington-South+(1:1)	HACKENSACK	BCSS	565	120,320.00	Y		
144898	MD	Washington-South+(1:1)	HACKENSACK	BCSS	565	120,320.00	Y		
144276	AUT	Washington-South+(1:1)	HACKENSACK	BCSS	565	120,320.00	Y		
150556	MD	Washington - South	HACKENSACK	BCSS	565	76,320.00	Y		
152282	PSD	Washington-South+(1:1)	HACKENSACK	BCSS	565	120,320.00	Y		
152865	AUT	Washington - South	HACKENSACK	BCSS	565	76,320.00	Y		
146981	AUT	Washington-South+(1:1)	HACKENSACK	BCSS	565	120,320.00	Y		
148107	AUT	Washington - South	HACKENSACK	BCSS	565	76,320.00	Y		
145364	MD	Bleshman	PARAMUS	BCSS	565	70,740.00	Y		
146060	MD	Bleshman	PARAMUS	BCSS	565	70,740.00	Y		
149336	SLD	Crossroads-am	PARAMUS	BCSS	565	25,000.00	N		
142497	AUT	Crossroads-am	PARAMUS	BCSS	565	29,000.00	N		
148473	MD	Crossroads-pm	PARAMUS	BCSS	565	25,000.00	N		
144732	MD	Crossroads-pm	PARAMUS	BCSS	565	25,000.00	N		
149845	MD	Project Search	PARAMUS	BCSS	565	25,000.00	N		
150995	ED	Union Cny Ed Serv	UNION	UCESC	565	55,000.00	Y		
31									

I.D. #	Class	School	Location	Type	Budget #	2017-2018 Estimated	ESY Y/N	Notes
Budget Code: 11-000-100-565-40						2,275,160.00		
BCTS-PARAMUS VO-TECH								
143004	OHI	Paramus - F/T	PARAMUS	BCTS	564	26,700.00	N	
149048	AIHH	Paramus - F/T	PARAMUS	BCTS	564	26,700.00	N	
149065	OHI	Paramus - F/T	PARAMUS	BCTS	564	26,700.00	N	
146717	SLD	Paramus - F/T	PARAMUS	BCTS	564	26,700.00	N	
152798	ED	Paramus - F/T	PARAMUS	BCTS	564	26,700.00	N	
145868	SLD	Paramus - F/T	PARAMUS	BCTS	564	26,700.00	N	
146823	MD	Paramus - F/T	PARAMUS	BCTS	564	26,700.00	N	
143780	OHI	Paramus - F/T	PARAMUS	BCTS	564	26,700.00	N	
144300	COM	Paramus - F/T	PARAMUS	BCTS	564	26,700.00	N	
142978	AUT	Paramus - F/T	PARAMUS	BCTS	564	26,700.00	N	
145431	SLD	Paramus - F/T	PARAMUS	BCTS	564	26,700.00	N	
150402	SLD	Paramus - F/T	PARAMUS	BCTS	564	26,700.00	N	
146900	OHI	Paramus - F/T	PARAMUS	BCTS	564	26,700.00	N	
146636	OHI	Paramus - F/T	PARAMUS	BCTS	564	26,700.00	N	
146760	MD	Paramus - F/T	PARAMUS	BCTS	564	26,700.00	N	
146617	SLD	Paramus - F/T	PARAMUS	BCTS	564	26,700.00	N	
145071	SLD	Paramus - F/T	PARAMUS	BCTS	564	26,700.00	N	
145906	MD	Paramus - F/T	PARAMUS	BCTS	564	26,700.00	N	
146899	MD	Paramus - F/T	PARAMUS	BCTS	564	26,700.00	N	
145477	SLD	Paramus - F/T	PARAMUS	BCTS	564	26,700.00	N	
20	Budget Code: 11-000-100-564-40					534,000.00		
DEPT OF CHILDREN & FAMILIES								
144560	OHI	DCF/Franklin Twnshp		DCF	state/ded	43,760.00	Y	
144234	OHI	DCF-Mountainside Hosp	STATE	DCF	state/ded	43,760.00	Y	
151116	ED	DCF-Titusville		DCF	state/ded	43,760.00	Y	
3	DCF Total--State Deduction					131,280.00		
	state deduction							
						2017-2018		
Budget Code: DCF (state deduction)					3	131,280.00		
Budget Code: 11-100-100-562					9	444,773.00		
Budget Code: 11-100-100-564					20	534,000.00		
Budget Code: 11-100-100-565					31	2,275,160.00		
Budget Code: 11-100-100-566					33	1,998,683.81		
Budget Code: 11-100-100-567					0	0.00		
Grand Totals					96	5,383,896.81		

MEMORANDUM OF AGREEMENT
SUSPENSION ALTERNATIVE PROGRAM (SAP)

This Agreement for student participation in the Suspension Alternative Program ("SAP") is made for the **2017-2018** school year and is executed and entered into by and between **ENGLEWOOD PUBLIC SCHOOL DISTRICT** with principal offices located at **274 Knickerbocker Road, Englewood, NJ 07631** and the BOARD OF EDUCATION OF THE BERGEN COUNTY SPECIAL SERVICES SCHOOLS DISTRICT ("BCSS") organized and existing pursuant to N.J.S.A. 18A:46-29 *et seq.*, with principal offices located at 327 E. Ridgewood Avenue, Paramus, New Jersey.

BCSS represents that an additional Memorandum of Agreement is in effect for the SAP between the BCSS, the BERGEN COUNTY POLICE ATHLETIC LEAGUE ("PAL"), a not-for-profit organization, and the BERGEN COUNTY DIVISION OF FAMILY GUIDANCE, DEPARTMENT OF HUMAN SERVICES ("DFG"), a body corporate and politic of the State of New Jersey, with principal offices located at One Bergen County Plaza, Hackensack, New Jersey.

The parties hereto acknowledge and understand that the goal of this Program is to provide Bergen County students with alternatives to out-of-school suspension that address student's emotional, behavioral, and academic functioning.

SECTION ONE
DURATION

This Agreement shall be effective for a period beginning on the date of the parties' execution of this Memorandum of Agreement and terminating on June 30, 2018.

SECTION TWO
SCOPE AND ADMINISTRATION OF PROGRAM

1. Administration of Program

The SAP is administered by the BCSS in collaboration with the PAL and DFG. The SAP adheres to the BCSS school calendar and operates from 9:00 a.m. to 2:30 p.m. with five and one half (5.5) hours of student contact time per day for no less than five (5) consecutive school days.

The SAP is located in the PAL building at 284 Hackensack Avenue, Hackensack, New Jersey.

The PAL will, at its own cost and expense, provide a clean and safe environment for students to participate in the program. The program space shall include the following: one classroom, one office; one counseling/therapy room; one lunch room/kitchen; and a multipurpose gymnasium. The PAL maintains commercial property coverage insurance which includes Personal Injury Protection.

2. Criteria for Student Involvement in SAP

In order for a student to participate in SAP, the student must be in grade 7 through 12 and enrolled in a school district (in district or out of district placement) that has entered into and is party to this Agreement. The student must be considered by the principal or principal's designee of the school he or she attends to be "at risk of being suspended or in need of a suspension."

No student who is subject to expulsion on the basis of possession, distribution, or use of weapons of firearms or any other similar grounds or bases shall be eligible to participate in this program.

3. Referral Methods/Instruments

The principal or principal's designee of the school attended by the student who is identified as at risk of being suspended will refer the identified student to SAP in the following manner: The principal (or designee) will complete a referral packet (attachment A), obtain parental permission, and convey the completed referral packet to the SAP Coordinator. Additionally, the Principal or principal's designee is required to contact SAP by telephone to confirm receipt of information, obtain a start date and discuss any other details attendant or necessary to effect a seamless transition of the student from the school venue to the SAP.

4. Annual Membership Fee

A \$600.00 annual membership fee will be assessed to the local school district for its participation in SAP. The local school district shall be required to pay the full amount of the membership upon execution of this Agreement.

Upon payment of the annual membership fee, the local school district shall be entitled to receive up to five (5) weeks of services as set forth in this Agreement. Services requested by the local district to be provided by SAP beyond the basic level of service provided as set forth herein shall be billed at \$90.00 per each additional week of service.

5. Conveyance of Students To/From PAL-SAP Site

The participating local school district(s) shall be responsible for the daily conveyance of each student identified by the school district to participate in the SAP.

The local school district may elect to have the student use public transportation. Should the local school district elect to permit its student to utilize public transportation, the SAP program will provide public transportation information and NJ Transit bus tickets. The program will also provide a van and driver to pick up and drop off SAP students at the Hackensack Main Bus Terminal, located on River Road, Hackensack, New Jersey.

In the event the local school district elects to permit its student to utilize public transportation, the local school district understands and acknowledges that it does so at its and its student's own risk. To that end, it is understood, agreed and accepted by all parties that BCSS shall be held harmless by the local school district from and against any and all liability, claims, damages, expenses relating to student utilization of public transportation to and from the Hackensack Main Bus Terminal and any and all incidents, injuries and claims arising and/or occurring during such transportation.

The local school district agrees to maintain in full force and effect student liability insurance providing insurance coverage for all occurrences and/or incidents that may involve injury to each of the local school district's pupil's person or property during the student's enrollment in the SAP. The local school district understands and acknowledges that, should it fail to maintain appropriate insurance providing insurance coverage to and/or over its students who are enrolled in SAP, the school district may be individually liable to satisfy any and all claims of liability by BCSS, third parties or otherwise.

6. Suspension Alternative Sentence: Students' Daytime Schedule

Each student participating in the SAP program will arrive at the PAL-SAP site not later than 9:00 am and will be dismissed from the program at 2:30 p.m., the minimum length of time that a student may be

enrolled in the SAP is one (1) academic week, consisting of five (5) consecutive days. Students may be enrolled for longer periods of time in the sole discretion of BCSS.

A parent or guardian will be requested to bring the student to SAP on the first day of attendance and participate with a DFG clinician in a family and student assessment session. Families/Students will be referred to additional support services based on the results of this assessment.

The following activities will be provided to the student: academic remediation – consisting of five days of school work assigned by the school, critical personal reflections journaling assignments, self assessment, group and individual counseling sessions, team building, conflict resolution and anger management sessions, PAL physical activities, community services, and others. Students must remain on the PAL-SAP site during the lunch period. Students can purchase lunch from the SAP program at the full price prevailing on the day of purchase. If students are eligible for free or reduced lunch; please provide a copy of that student's approved lunch application. Those eligible students will receive free or reduced lunch as applicable. Please note that Bergen County Special Services will be claiming all lunches served during the student's participation in the SAP program.

7. Program Personnel Staffing

BCSS shall provide a SAP Coordinator, a Teacher for academic remediation, journaling, and direct student instruction. The local school district is responsible for providing five (5) days of academic work, textbooks, etc. for this purpose. BCSS will also provide Outreach services to follow up with students and families upon discharge from the SAP.

DFG will provide a clinical social worker to provide group and individual counseling, family support and outreach and referral to additional support services.

The PAL will provide law enforcement mentors from the Sheriff and County Prosecutors Office who provide students with physical activities geared towards learning personal responsibility and creating a climate of respect for themselves and others.

8. Criteria for Rejecting a Student from SAP

A student who has been identified and processed for participation in the SAP program shall not be rejected from nor in any way caused to not participate in the program by staff members of the PAL or the DFG without the explicit consent of Program Director, Mitchell S. Badiner.

A student who is considered to be expelled on the basis of possession, distribution, or use of weapons of firearms or any other consideration, which may cause expulsion from a school district, shall not be considered for participation in SAP.

9. Record keeping

Student attendance at SAP will be called into the student's local school on a daily basis. Students who participate in this program are counted as attending by the local school. The DFG will maintain case records according to best practice criteria and professional standards.

10. Follow Up

Students who successfully complete the program shall receive a one-year membership in PAL. DFG will establish a clear protocol to evaluate all student participants in accordance with federal guidelines for program evaluation. SAP will follow-up with each student upon completion of SAP.

SECTION THREE
ADDITIONAL TERMS

No parties shall have the right to assign this Agreement.

The **ENGLEWOOD PUBLIC SCHOOL DISTRICT** agrees indemnify, defend and save harmless the PAL, the DFG and BCSS, its officers, agents, servants, and employees and each of them, against and from, any and all lawsuits, claims, demands, liabilities, losses and expenses, including court costs and attorneys' fees, for or on account of any injury to any person, or any death resulting from such injury, or any wrongful death, or any damage to any property, and all other claims based or asserted upon any act or omission of **ENGLEWOOD PUBLIC SCHOOL DISTRICT** its officers, agents, servants, employees, and/or the act or omission of the student of **ENGLEWOOD PUBLIC SCHOOL DISTRICT** which may arise or which may be alleged to have arisen out of or in connection with this Agreement whether or not such act or omission was actually in furtherance of the purpose of this Agreement.

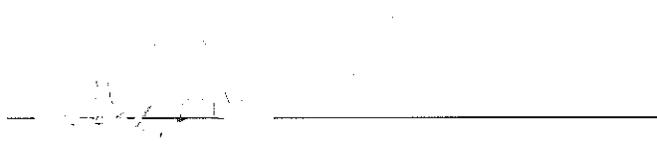
BCSS agrees to indemnify, defend and save harmless **ENGLEWOOD PUBLIC SCHOOL DISTRICT** its officers, agents, servants, and employees and each of them, against and from, any and all lawsuits, claims, demands, liabilities, losses and expenses, including court costs and attorneys' fees, for or on account of any injury to any person, or any death resulting from such injury, or any wrongful death, or any damage to any property, and all other claims based or asserted upon any act or omission of BCSS and their respective officers, agents, servants, employees which may arise or which may be alleged to have arisen out of or in connection with this Agreement whether or not such act or omission was actually in furtherance of the purpose of this Agreement.

The parties executed this Agreement on this 1st day of September, 2017.

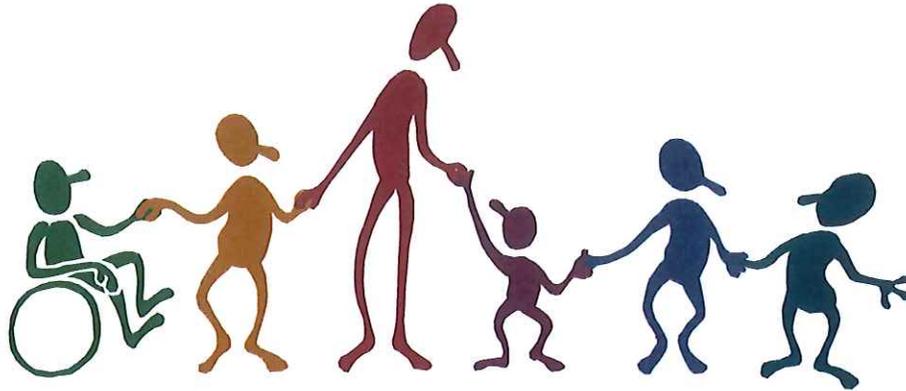
By:
ENGLEWOOD PUBLIC SCHOOL DISTRICT


Title: Superintendent

By:
Bergen County Special Services School District


Title: Business Administrator

NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF FIELD SERVICES



COMPREHENSIVE EQUITY PLAN
For School Years
2016-17 through 2018-19

FORMS AND INSTRUCTIONS
TO ASSIST SCHOOL DISTRICTS AND CHARTER SCHOOLS IN DEVELOPING
A COMPREHENSIVE EQUITY PLAN TO PROVIDE
EQUALITY AND EQUITY IN EDUCATIONAL PROGRAMS

Due Date: On or before September 1, 2017

**“MANAGING FOR EQUALITY AND EQUITY IN EDUCATION”
THREE YEAR COMPREHENSIVE EQUITY PLAN**

School Years 2016-2017 through 2018-2019

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NEW JERSEY STATE BOARD OF EDUCATION

MEMBER NAME	MUNICIPALITY
Mark W. Biedron (President)	Hunterdon County
Joseph Fisicaro (Vice President)	Burlington County
Arcelio Aponte	Middlesex County
Claire Chamberlain	Somerset County
Jack Fornaro	Warren County
Edithe Fulton	Ocean County
Ernest P. Lepore	Hudson County
Andrew J. Mulvihill	Sussex County
J. Peter Simon	Morris County
Dorothy S. Strickland	Essex County

David C. Hesse
Commissioner of Education
Secretary

Robert L. Bumpus
Assistant Commissioner
Division of Field Services

GENERAL INFORMATION

Purpose

In September 2008, the State Board of Education re-adopted N.J.A.C. 6A:7, Managing for Equality and Equity in Education, which outlines responsibilities for achieving and maintaining compliance with state and federal laws governing equity in educational programs. As a result, all school districts, including charter schools and renaissance school projects are mandated to develop a three-year Comprehensive Equity Plan (CEP). The first CEP encompassed school years 2004-2007, the second encompassed 2007-2010 and subsequent to that, school districts and charter schools submitted signed statements of assurance, affirming compliance with the code. The responsibility of each board of education and board of trustees of every public school district, charter school and renaissance school project in New Jersey is to identify and correct all discriminatory and inequitable policies, programs, practices and conditions within or affecting schools. The role of the New Jersey Department of Education (NJDOE) is to ensure that each district, charter school and renaissance school project complies with equality and equity requirements, and to provide guidelines to accomplish that result.

The Comprehensive Equity Plan enables school districts, charter schools and renaissance school projects to demonstrate compliance with all applicable laws, codes, and regulations, including, but not limited to, the following:

Federal Laws

- Titles VI and VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Section 504 of the Rehabilitation Act of 1973
- Equal Pay Act
- The Americans with Disabilities Act of 1990
- Individuals with Disabilities Education Act (I.D.E.A.)

State Laws and Regulations

- Article I, Paragraph 5 of the New Jersey State Constitution
- N.J.S.A.18A:36-20, Equality in Educational Programs
- N.J.S.A.10:5 New Jersey Law Against Discrimination
- New Jersey Administrative Code (N.J.A.C.) 6A:7
- N.J.S.A. 18A:35-1, History of the United States and New Jersey
- N.J.S.A. 18A:36-20, Prohibition of Discrimination

Questions

Questions regarding the development, submission and implementation of the Comprehensive Equity Plan may be sent to countyoffices@doe.state.nj.us. Additionally, questions may be directed to the county education specialist at the County Office of Education. The contact list for the county offices of education can be found at <http://www.state.nj.us/education/counties/>.

Submission Deadlines

School districts, charter schools and renaissance school projects must submit the original Comprehensive Equity Plan and corresponding forms to the **County Office of Education** for review and approval no later than **Friday, April 1, 2016** for implementation on September 1, 2016.

Resources for more Information About Equity and Equality in Education

- NJ State Division on Civil Rights website: <http://www.state.nj.us/lps/dcr/>
- U.S. Dept. of Education Office for Civil Rights website: <http://www.ed.gov/about/offices/list/ocr/index.html?src=mr>
- U.S. Commission on Civil Rights website: <http://www.usccr.gov/>
- U.S. Dept. of Justice Civil Rights Division website: <http://www.justice.gov/crt/>

INSTRUCTIONS FOR COMPLETION OF THE COMPREHENSIVE EQUITY PLAN

Step 1: Establish the Affirmation Action Team, N.J.A.C. 6A:7-1.5 (Appendix A)

Each district, charter school and renaissance school project shall annually designate a member of its staff as the affirmative action officer (AAO) and provide a resolution approving the AAO. The district, charter school and renaissance school project shall form an affirmative action team (AAT) – a minimum of three individuals – of whom the AAO is a member, to conduct a needs assessment and to develop the CEP. The Department encourages districts, charter schools and renaissance school projects to ensure a diverse stakeholder group and to invite a member of the community as part of the team. The members of the AAT must be identified on the form provided in this manual—Affirmative Action Team Membership Form.

Step 2: Conduct Needs Assessment (Appendix B)

Each school district, charter school and renaissance school project board shall use the Appendix B entitled, “*Comprehensive Equity Plan Needs Assessment Checklist*,” to conduct a needs assessment of each school. This document is intended to be used as a checklist to help the AAO and the AAT identify problem areas. It must be submitted to the county office as part of the documentation that accompanies the Comprehensive Equity Plan. When citing documentation, you must include the document title, date of board of education or board of trustees adoption or page number in the document being provided. In conducting the needs assessment, the AAT will ascertain whether the school district (and each school within the district), each charter school or each renaissance school project is in compliance with each requirement in the checklist and whether there are internal monitoring procedures in place to ensure continuing compliance. Those items that need correction, or require an internal monitoring procedure or system will form the basis for the improvement strategies that will be proposed in the CEP.

The “Comprehensive Equity Plan Needs Assessment” checklist contains four sections:

- I. **Board Responsibility** - This section sets forth the types of policies and resolutions that the Board must adopt (create if nonexistent, revise if existing but deficient) in order to comply with applicable law. This section outlines specific areas that must be addressed in these policies and resolutions.
- II. **Staff Development** - Staff development and training on equity matters is required annually for all staff, certificated and non-certificated.
- III. **School and Classroom Practices** - This section sets forth the equity requirements for four categories: curriculum, student access, guidance and physical education/athletics.
- IV. **Employment/Contract Practices** - This section outlines the basic practices that must be observed to comply with equity requirements in employment contract regulations.

Note that at the beginning of each section of the Needs Assessment, the laws and regulations that specifically apply to the section have been provided for your convenience. The Department encourages the AAT preparing the CEP to refer to these sources of legal authority and become acquainted with the mandates they contain.

Step 3: Develop the Comprehensive Equity Plan (CEP) (Appendix C)

After identifying the items that need correction, improvement strategies covering the next three years must be developed for each one of these identified items. For this purpose, forms specific to each assessment area are provided with this packet:

- I. **Board Responsibility**
- II. **Staff Development**
- III. **School and Classroom Practices** (One for each sub-area: Equality and Equity in Curriculum, Equality and Equity in Student Access, Equality and Equity in Guidance Programs and Equality and Equity in Physical Ed/Athletic Programs)
- IV. **Employment and Contract Practices**

The plan to correct/address each identified item must be contained in the form covering the corresponding assessment area. Use the needs assessment categories and sub-categories as your guide. Each form contains space to include each of the elements of the plan. For each form:

Identify items that were not compliant – Enter the section or subsection of noncompliance identified in the Needs Assessment. If a school within a district is not compliant; identify the school(s) by name. If the district, charter school or renaissance school project itself is not compliant, enter “district wide, charter school-wide or renaissance school project-wide.” If one

school is out of compliance, the entire district is considered noncompliant and a plan to address the noncompliant schools must be developed.

Develop improvement strategies – List each identified need from the corresponding number in the Needs Assessment (e.g., I.D.1) together with the strategies/activities to improve or correct the deficiency. Strategies must be specific, measurable, achievable, realistic and time-bound (S.M.A.R.T.).

Assign staff responsible – List the names and titles of the personnel that will implement the proposed strategies/activities.

Plan the implementation timeline - Indicate the year or specific timeframe that the strategy or activity will take place, i.e. 2016-2017 school year; 2017-2018 school year, ongoing, etc.

Provide evidence of completion – List the indicator(s) and/or documentation that will be made available for review, if requested, to verify that the identified need is being or was corrected. Use qualitative or quantitative methods depending on the type of problem that is being corrected. This will set forth the basis for approval of the CEP.

More than one “identified item as deficient or non-compliant” and accompanying strategies to correct the problem can be included on one form, or a separate form may be submitted for each.

Step 4: Complete the Statement of Assurance (Appendix D)

The Statement of Assurance must be submitted with the Comprehensive Equity Plan to ensure compliance with statute and regulation. The Chief School Administrator, Charter or Renaissance School Project Lead Person must sign and date the Statement of Assurance in the space indicated at the bottom of the form.

Step 5: Obtain the following Board resolutions and attach them to the CEP:

The following Board resolutions must be attached to the CEP:

1. Annual resolution appointing the Affirmative Action Officer for 2016-17 school year;
2. Resolution authorizing the submission of the proposed Comprehensive Equity Plan.

Step 6: Assemble the submission package in this order:

1. Statement of Assurance (Appendix D)
2. Resolution appointing the Affirmative Action Officer
3. Resolution authorizing the submission of the proposed Comprehensive Equity Plan.
4. List of Affirmative Action Team members (Appendix A)
5. Comprehensive Equity Plan Needs Assessment Checklist (Appendix B)
6. Comprehensive Equity Plan forms (Appendix C)

Step 7: Submit the CEP

Submit the CEP to the County Office of Education on or before Friday, April 1, 2016. For your convenience, a list of addresses of the County Offices of Education can be accessed on the NJDOE website at, <http://www.state.nj.us/education/counties/>.

**After approval and implementation of the comprehensive equity plan, each school district, charter school and renaissance school project is required to submit an annual statement of assurance to their respective county office of education by September 1, 2017 and September 1, 2018 (Appendix D).

COMPREHENSIVE EQUITY PLAN

A. ACCOUNTABILITY:

1. Each school district, charter school and renaissance school project must review the approved Comprehensive Equity Plan (CEP) on an annual basis and submit a statement of assurance regarding the CEP implementation to the County Office of Education no later than September 1 of each year. Statements of Assurance forms for each school year are attached as Appendix D.
2. The New Jersey Department of Education will review a sampling of CEPs annually.

B. SANCTIONS:

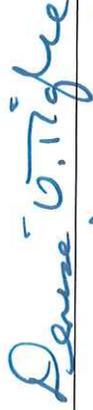
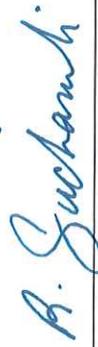
As noted in N.J.A.C. 6A:7-1.9(f), "If the district board of education or charter school does not implement the comprehensive equity plan within 180 days of the approval date of the plan, or fails to report its progress annually, sanctions deemed to be appropriate by the Commissioner of Education or his/her designee shall be imposed, and may include action to suspend, terminate or refuse to award continued federal or state financial assistance, pursuant to N.J.S.A. 18A:55-2."

*In accordance with N.J.S.A. 18A:36C-7h., Renaissance school projects are bound to the laws and regulations that govern charter schools

APPENDIX A: AFFIRMATIVE ACTION TEAM

The following Affirmative Action Team (AAT) members that participated in the development of the needs assessment and Comprehensive Equity Plan. The AAT must consist of a minimum of three personnel and be comprised of diverse stakeholders.

SCHOOL DISTRICT, CHARTER SCHOOL AND RENAISSANCE SCHOOL PROJECT NAME:

NAME	TITLE	GRADE LEVEL (if applicable)	SIGNATURE
Denise V. Tighe	Affirmative Action Officer	District Grades PreK through 12	
Gina Leonard-Edone	Affirmative Action Team (AAT) member	Donald A. Quarles Early Childhood Center Grades PreK-K	
Abraham Alacron	Affirmative Action Team (AAT) member	Dr. John Grieco Elementary School Grades 1-3	
David Murphy	Affirmative Action Team (AAT) member	Dr. Leroy McCloud Elementary School Grades 4-6	
Laura Mathieu	Affirmative Action Team (AAT) member	Janis E. Dismus Middle School Grades 7 & 8	
Fina Flores-Espinal	Affirmative Action Team (AAT) member	Dwight Morrow High School Grades 9-12	
Richard Suchanski	Affirmative Action Team (AAT) member	District Athletic Department Grades PreK through 12	

APPENDIX B: COMPREHENSIVE EQUITY PLAN NEEDS ASSESSMENT

Directions: Indicate compliance by yes or no. If non-compliant, list the name of the school(s) not in compliance; specific areas identified as non compliant MUST be addressed on the Comprehensive Equity Plan forms.

I. <u>BOARD RESPONSIBILITY</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
<p>NJAC 6A:7-1.7; Title VII, Civil Rights Act of 1964, Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5, Title IX; U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard</p> <p>A. Adopt or re-adopt written equality and equity policies, requiring the following:</p>			
<p>1) Equality and Equity in School and Classroom Practices, that shall, as a minimum, do the following:</p> <p>a) Identify and address all forms of prejudice and discrimination in all district, charter and renaissance school project programs, practices, curricula, instructional materials and assessments.</p>	Yes	<p>Policy 1140-Affirmative Action Program- Adopted August 30, 2016 Policy 1523-Comprehensive Equity Plan-Adopted August 30, 2016 Policy 2260-Affirmative Action Program for School and Classroom Practices –Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007 Policy 5750-Equal Educational Opportunity- Adopted August 11, 2016 Regulation 5750- Equal Educational Opportunity-Adopted 3/2007 Policy 5755-Equity in Educational Program and Services-Adopted August 11, 2016</p>	All schools are compliant
<p>b) Ensure equal access to all schools, facilities, programs, activities, and benefits for all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.</p>	Yes	<p>Policy 1140-Affirmative Action Program- Adopted August 30, 2016 Policy 1523-Comprehensive Equity Plan-Adopted August 30, 2016 Policy 5750-Equal Educational Opportunity- Adopted August 11, 2016 Regulation 5750- Equal Educational Opportunity-Adopted 3/2007 Policy 5755-Equity in Educational Program and Services-Adopted August 11, 2016</p>	All schools are compliant
<p>c) Provide equitable treatment for pregnant and married students.</p>	Yes	<p>Policy 2416- PROGRAMS FOR PREGNANT STUDENTS-Adopted 8/2006 Policy 5752- MARITAL STATUS AND PREGNANCY-Adopted 8/2006</p>	All schools are compliant
<p>d) Prohibit or eliminate all forms of harassment, including sexual harassment, intimidation and bullying. (P.L.2010,c122).</p>	Yes	<p>Policy 1523-Comprehensive Equity Plan-Adopted August 30, 2016 Policy 5512- Harassment, Intimidation, and Bullying-Adopted 6/2016 Regulation 5512-Harassment, Intimidation, and Bullying-Adopted August 30, 2016 Policy 5751- Sexual Harassment of Students-Adopted 8/2006</p>	All schools are compliant

I. <u>BOARD RESPONSIBILITY</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
2) Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	Yes	Regulation 5751- Sexual Harassment of Students-Adopted 10/1998 Policy 1523-Comprehensive Equity Plan-Adopted August 30, 2016 Policy 1550- Affirmative Action Program for Employment and Contract Practices-Adopted 6/2016	All schools are compliant
3) Appoint an Affirmative Action Officer (AAO) who can also serve as or coordinate with the Section 504 Officer and/or the district, charter and renaissance school project's Title IX Coordinator.	Yes	Policy 1140-Affirmative Action Program- Adopted August 30, 2016	All schools are compliant
4) Provide staff development to ensure that all equity requirements comply with N.J.A.C. 6A:7-1.6.	Yes	Policy 1140-Affirmative Action Program- Adopted August 30, 2016	All schools are compliant
B. Authorize the Affirmative Action Team to develop a Needs Assessment and a Comprehensive Equity Plan, implement the plan over a three-year period of time, submit an annual Statement of Assurance of its implementation and progress.	Yes	Policy 1140-Affirmative Action Program- Adopted August 30, 2016	All schools are compliant
C. Collect and analyze Annual Yearly Progress (Progress Targets) data for underperforming subgroups disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant status, date of enrollment, student suspension, expulsion, child study team referrals; Pre-K-12 promotion/retention	Yes	Policy 1140-Affirmative Action Program- Adopted August 30, 2016 Policy 2415.01 Academic Standards, Academic Assessments and Accountability-Adopted 3/2011 Policy 2423-Bilingual and ESL Education-Adopted August 11, 2016 Regulation-2423-Bilingual and ESL Education- Adopted August 30, 2016 Policy 2610-Educational Program Evaluation-Adopted August 30, 2016 Policy 2622-Student Assessment-Adopted May 30, 2017	All schools are compliant

I. <u>BOARD RESPONSIBILITY</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
<p>data; Pre-K-12 completion rates and re-examination and re-evaluation of classification and placement of students in special education programs if there is over representation within certain groups; staffing practices; quality of program data; and stakeholder satisfaction data. Identify any school-level underperforming subgroups on Annual Yearly Progress (Progress Targets) reports for state assessments.</p>			
<p>D. Adopt the Comprehensive Equity Plan (CEP) by board resolution, and facilitate and support implementation of the CEP, by undertaking the following actions:</p>	Yes	Policy 1523-Comprehensive Equity Plan-Adopted August 30, 2016 Policy 1140-Affirmative Action Program- Adopted August 30, 2016	All schools are compliant
<p>1) Inform the school community about the Board's policies prohibiting bias, harassment, discrimination and segregation; and ensuring equality in educational programs.</p>	Yes	Policy 1140-Affirmative Action Program- Adopted August 30, 2016	All schools are compliant
<p>2) Define the responsibilities of the AAO (Affirmative Action Officer/504 Officer, and/or Title IX Coordinator); require that the AAO be a certificated staff person; and, train the AAO to handle the equity responsibilities.</p>	Yes	Policy 1140-Affirmative Action Program- Adopted August 30, 2016	All schools are compliant
<p>3) Provide students, staff and the community with contact information for the AAO and publicize the location and availability of the CEP, policy(ies), grievance procedures and annual reports.</p>	Yes	Policy 1140-Affirmative Action Program- Adopted August 30, 2016 Policy & Regulation 1510- AMERICAN WITH DISABILITIES ACT -Adopted 2/16/2017 Policy 2260-Affirmative Action Program for School and Classroom Practices --Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007	All schools are compliant

I. <u>BOARD RESPONSIBILITY</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
4) Investigate and resolve discrimination complaints, grievances and incidents between students and staff or among students, based on race, national origin, sexual orientation, gender, religion, English proficiency, housing status, socio-economic status or disability.	Yes	Policy 1140-Affirmative Action Program- Adopted August 30, 2016 Policy & Regulation 1510- RIGHTS OF PERSONS WITH HANDICAPS OR DISABILITIES/POLICY ON NON-DISCRIMINATION-Adopted 7/2005 Policy 2260-Affirmative Action Program for School and Classroom Practices –Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007 Policy 5750-Equal Educational Opportunity- Adopted August 11, 2016 Regulation 5750- Equal Educational Opportunity-Adopted 3/2007	All schools are compliant
5) Report on progress made in meeting the adequate yearly targets established for closing the achievement gap as set by the Department of Education.	Yes	Policy 1140-Affirmative Action Program- Adopted August 30, 2016 Policy 2260-Affirmative Action Program for School and Classroom Practices –Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007 Policy 2415.01 Academic Standards, Academic Assessments and Accountability-Adopted 3/2011	All schools are compliant
6) Authorize the AAO to conduct yearly equity training for all staff.	Yes	Policy 1140-Affirmative Action Program- Adopted August 30, 2016	All schools are compliant
E. A county vocational school district shall admit resident students based on board-approved policies and procedures that ensure equity and access for enrollment that shall be posted on the school district, charter and renaissance school project's website. N.J.A.C. 6A:19-2.3(b), Career and Technical Education Programs and Standards.	Yes	(For County Vocational School Districts Only) Policy & Regulation 5111- ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS-Adopted August 30, 2016	All schools are compliant

II. <u>STAFF DEVELOPMENT AND</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
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TRAINING N.J.A.C. 6A:7-1.6 & N.J.S.A. 10:5			
A. Provide staff development, which will be open to parents and community members, to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status every school year to:	1) Certificated (administrative and professional) staff.	Yes	Policy 1140-Affirmative Action Program- Adopted August 30, 2016 All schools are compliant
	2) Non-certificated (non-professional) staff.	Yes	Policy 1140-Affirmative Action Program- Adopted August 30, 2016 Policy & Regulation 3240- PROFESSIONAL DEVELOPMENT FOR TEACHERS AND SCHOOL LEADERS- Adopted August 30, 2016 Policy 1140-Affirmative Action Program- Adopted August 30, 2016 Policy 4240- EMPLOYEE TRAINING- Adopted 10/02/2007 Regulation 4240- EMPLOYEE TRAINING-Adopted August 30, 2016 All schools are compliant

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
<p>A. Equality and Equity in Curriculum N.J.A.C. 6A:7-1.7(b); Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972, U.S. Supreme Court, 1982; Plyler v. Doe; N.J.A.C. 6A:15-1.7; Castañeda v. Pickard</p> <p>1) Ensure that the district, charter school or renaissance school project's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and that they address the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP (Progress Targets profiles) for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, English proficiency, housing status or socioeconomic status. Areas covered include, but are not limited to, the following:</p> <p>a) School climate and culture, safe and positive learning environment</p> <p>b) Courses of study, including physical education</p>	<p>Yes</p>	<p>Policy 2200 - CURRICULUM CONTENT- Adopted August 11, 2016 Regulation 2200- CURRICULUM CONTENT- Adopted August 30, 2016 Policy 2260-Affirmative Action Program for School and Classroom Practices –Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007 Policy 2415.01 Academic Standards, Academic Assessments and Accountability-Adopted 3/2011 Policy 5755-Equity in Educational Program and Services-Adopted August 11, 2016</p>	<p>All schools are compliant</p>
<p>a) School climate and culture, safe and positive learning environment</p> <p>b) Courses of study, including physical education</p>	<p>Yes</p>	<p>Policy 2260-Affirmative Action Program for School and Classroom Practices –Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007 Policy 5750-Equal Educational Opportunity- Adopted August 11, 2016 Regulation 5750- Equal Educational Opportunity-Adopted 3/2007</p>	<p>All schools are compliant</p>
<p>b) Courses of study, including physical education</p>	<p>Yes</p>	<p>Policy 2260-Affirmative Action Program for School and Classroom Practices –Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom</p>	<p>All schools are compliant</p>

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
		Practices-Adopted 3/2007 Policy 2422- HEALTH AND PHYSICAL EDUCATION- Adopted August 30, 2016 Policy 5750-Equal Educational Opportunity- Adopted August 11, 2016 Regulation 5750- Equal Educational Opportunity-Adopted 3/2007	
c) Library materials/instructional materials and strategies	Yes	Policy 2260-Affirmative Action Program for School and Classroom Practices –Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007 Policy 5750-Equal Educational Opportunity- Adopted August 11, 2016 Regulation 5750- Equal Educational Opportunity-Adopted 3/2007	All schools are compliant
d) Technology/software and audiovisual materials	Yes	Policy 2260-Affirmative Action Program for School and Classroom Practices –Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007 Policy 5750-Equal Educational Opportunity- Adopted August 11, 2016 Regulation 5750- Equal Educational Opportunity-Adopted 3/2007	All schools are compliant
e) Guidance and counseling, including harassment, intimidation and bullying, sexual harassment and grievance procedures	Yes	Policy 2260-Affirmative Action Program for School and Classroom Practices –Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007 Policy 2411- GUIDANCE COUNSELING- Adopted August 11, 2016 Regulation 2411- GUIDANCE COUNSELING-Adopted August 30, 2016 Policy 5512- Harassment, Intimidation, and Bullying-Adopted 6/2016 Regulation 5512-Harrasment, Intimidation, and Bullying-Adopted August 30, 2016 Policy 5750-Equal Educational Opportunity- Adopted August 11, 2016 Regulation 5750- Equal Educational Opportunity-Adopted 3/2007	All schools are compliant
f) Extra-curricular programs and activities	Yes	Policy 2260-Affirmative Action Program for School and Classroom Practices –Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007 Policy 5750-Equal Educational Opportunity- Adopted August 11, 2016 Regulation 5750- Equal Educational Opportunity-Adopted 3/2007	All schools are compliant

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
g) Tests and other assessments	Yes	Policy 2260-Affirmative Action Program for School and Classroom Practices –Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007 Policy 5750-Equal Educational Opportunity- Adopted August 11, 2016 Regulation 5750- Equal Educational Opportunity-Adopted 3/2007	All schools are compliant
h) Reduction and/or prevention of under representation of minority, female and male students in all classes and programs	Yes	Policy 2260-Affirmative Action Program for School and Classroom Practices –Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007 Policy 5750-Equal Educational Opportunity- Adopted August 11, 2016 Regulation 5750- Equal Educational Opportunity-Adopted 3/2007 Policy 5755-Equity in Educational Program and Services-Adopted August 11, 2016	All schools are compliant
2) Incorporate multicultural aspects throughout the instructional content and practices across the curriculum.	Yes	Policy 2260-Affirmative Action Program for School and Classroom Practices –Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007 Policy 5750-Equal Educational Opportunity- Adopted August 11, 2016 Regulation 5750- Equal Educational Opportunity-Adopted 3/2007	All schools are compliant
3) Ensure that instruction in African-American History, including the Amistad, and the history of other cultures is taught as part of the history of the United States. (N.J.S.A. 18A:35-1)	Yes	Policy 2260-Affirmative Action Program for School and Classroom Practices –Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007 Policy 5750-Equal Educational Opportunity- Adopted August 11, 2016 Regulation 5750- Equal Educational Opportunity-Adopted 3/2007	All schools are compliant
4) Include instruction on the Holocaust and other genocide curricula at all grade levels. (N.J.S.A. 18A:35-28)	Yes	Policy 2260-Affirmative Action Program for School and Classroom Practices –Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007 Policy 5750-Equal Educational Opportunity- Adopted August 11, 2016 Regulation 5750- Equal Educational Opportunity-Adopted 3/2007	All schools are compliant
B. Equality and Equity in Student Access N.J.A.C. 6A:7-1.7; Titles VI & VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5 IDEA of 1997;	Yes	Policy 2260-Affirmative Action Program for School and Classroom Practices –Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007	All schools are compliant

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
<p>Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education (1989); U.S. Supreme Court, 1982; Plyler v. Doe; U.S. Supreme Court, 1974, Castañeda v. Pickard</p> <p>Provide equal and bias-free access for all students to all school facilities, courses, programs, activities and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, English proficiency, housing status or socioeconomic status, as follows:</p>		<p>Policy 5750-Equal Educational Opportunity- Adopted August 11, 2016 Regulation 5750- Equal Educational Opportunity-Adopted 3/2007 Policy 5755-Equity in Educational Program and Services-Adopted August 11, 2016</p>	
<ol style="list-style-type: none"> 1) Ensure equal and barrier-free access to all school and classroom facilities. 2) Attain minority representation of students within each school, including racial and ethnic balance, that approximates the district, charter and renaissance school project's overall minority racial and ethnic representation. 	<p>Yes</p>	<p>Policy 5755-Equity in Educational Program and Services-Adopted August 11, 2016</p>	<p>All schools are compliant</p>
<ol style="list-style-type: none"> 3) Refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments. 	<p>Yes</p>	<p>Policy 5755-Equity in Educational Program and Services-Adopted August 11, 2016</p>	<p>All schools are compliant</p>
<ol style="list-style-type: none"> 4) Ensure that students are not separated or isolated by race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, immigration status, housing status or socioeconomic status, resulting in disproportionate 	<p>Yes</p>	<p>Policy 5755-Equity in Educational Program and Services-Adopted August 11, 2016</p>	<p>All schools are compliant</p>

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
placement within schools, courses, classes, programs or extracurricular activities.			
a) Ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses.	Yes	Policy 2260-Affirmative Action Program for School and Classroom Practices --Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007 Policy 5755-Equity in Educational Program and Services-Adopted August 11, 2016	All schools are compliant
b) Ensure that minority and male students are not disproportionately represented in detentions, suspensions, expulsions, dropouts, or special need classifications.	Yes	Policy 5755-Equity in Educational Program and Services-Adopted August 11, 2016	All schools are compliant
c) Ensure equal and bias-free access for all students to computers, computer classes, career and technical education programs, and technologically-advanced instructional assistance, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional/sexual orientation, gender, religion, disability, English proficiency, immigration status, housing status or socioeconomic status.	Yes	Policy 5755-Equity in Educational Program and Services-Adopted August 11, 2016	All schools are compliant
d) Ensure that all English language learners have equal and bias-free access to all school programs and activities.	Yes	Policy 5755-Equity in Educational Program and Services-Adopted August 11, 2016	All schools are compliant

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
e) Ensure that all students with disabilities have equal and bias-free access to all school programs and activities.	Yes	Policy 5755-Equity in Educational Program and Services-Adopted August 11, 2016	All schools are compliant
f) Ensure that all schools' registration procedures are in compliance with State and Federal regulations and case law.	Yes	Policy & Regulation 5111- ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS-Adopted August 30, 2016	All schools are compliant
5) Utilize a State approved language proficiency assessment on an annual basis for determining the English language proficiency of English language learners.	Yes	Policy 2423-Bilingual and ESL Education-Adopted August 11, 2016 Regulation-2423-Bilingual and ESL Education- Adopted August 30, 2016	All schools are compliant
6) Utilize bias-free measures for determining the special needs of students with disabilities.	Yes	Policy 2260-Affirmative Action Program for School and Classroom Practices –Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007 Policy 2460- SPECIAL EDUCATION-Adopted May 11, 2017 Regulation 2460.1- SPECIAL EDUCATION – LOCATION, IDENTIFICATION, AND REFERRAL-Adopted May 11, 2017 Regulation 2460.8 - SPECIAL EDUCATION - FREE AND APPROPRIATE PUBLIC EDUCATION-Adopted May 11, 2017 Regulation 2460.9 - SPECIAL EDUCATION - TRANSITION FROM EARLY INTERVENTION PROGRAMS TO PRESCHOOL PROGRAMS-Adopted May 11, 2017 Regulation 2460.16 - SPECIAL EDUCATION - INSTRUCTIONAL MATERIAL TO BLIND OR PRINT-DISABLED PUPILS-Adopted 3/2014	All schools are compliant
7) Ensure that support services (e.g. school-based youth services, health care, tutoring and mentoring) are available to all students, including English language learners.	Yes	Policy 2260-Affirmative Action Program for School and Classroom Practices –Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007	All schools are compliant

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
8) Ensure that all pregnant students are permitted to remain in the regular school program and activities. Ensure that equivalent instruction is provided the students, if not permitted to attend school by a doctor.	Yes	Policy 2416- PROGRAMS FOR PREGNANT STUDENTS-Adopted 8/2006 Policy 5752- MARITAL STATUS AND PREGNANCY-Adopted 8/2006 Policy 5755-Equity in Educational Program and Services-Adopted August 11, 2016	All schools are compliant
C. Equality and Equity in Guidance Programs and Services N.J.A.C. 6A:7-1,7(c)Title IX, Education Amendments of 1972, & Carl D. Perkins Vocational & Technical Education Act of 1998 Ensure that the district, charter and renaissance school project's guidance program provides the following:			
1) Access to adequate and appropriate counseling services for all students, including females, minority students, English language learners, non-college bound students, and students with disabilities.	Yes	Policy 2411- GUIDANCE COUNSELING- Adopted August 11, 2016 Regulation 2411- GUIDANCE COUNSELING-Adopted August 30, 2016 Policy 5755-Equity in Educational Program and Services-Adopted August 11, 2016	All schools are compliant
2) A full range of possible occupational, professional, and Career and Technical Education choices for all students, including careers in the science and technology industries and nontraditional careers.	Yes	Policy 2260-Affirmative Action Program for School and Classroom Practices –Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007 Policy 2411- GUIDANCE COUNSELING- Adopted August 11, 2016 Regulation 2411- GUIDANCE COUNSELING-Adopted August 30, 2016 Policy 5755-Equity in Educational Program and Services-Adopted August 11, 2016	All schools are compliant
3) Bias-free materials for use by counselors.	Yes	Policy 2411- GUIDANCE COUNSELING- Adopted August 11, 2016 Regulation 2411- GUIDANCE COUNSELING-Adopted 8/30/2016 Policy 5755-Equity in Educational Program and Services-Adopted August 11, 2016	All schools are compliant

III. <u>SCHOOL AND CLASSROOM PRACTICES</u>	Compliant (Yes or No)	Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.	List name of noncompliant school(s) in the district
D. Equality and Equity in Physical Education N.J.A.C. 6A:7 (d) and Title IX, Education Amendment of 1972 Ensure that the physical education program and instructional activities are equitable.	Yes	Policy 2422- HEALTH AND PHYSICAL EDUCATION- Adopted August 30, 2016 Policy 5755-Equity in Educational Program and Services-Adopted August 11, 2016	All schools are compliant
E. Equality and Equity in Athletic Programs Athletic Guidelines 1986; N.J.A.C. 6A:7-1.7(d) and Title IX, Education Amendments of 1972 Ensure that the athletic program accomplishes the following:			
1) Relatively equal numbers of varsity and sub-varsity teams for male and female students.	Yes	Policy 5755-Equity in Educational Program and Services-Adopted August 11, 2016	All schools are compliant
2) Equitable scheduling of night games, practice times, locations and numbers of games for male and female teams.	Yes	Policy 5755-Equity in Educational Program and Services-Adopted August 11, 2016	All schools are compliant
3) Equitable treatment that includes staff salaries, purchase and maintenance of equipment, etc.	Yes	Policy 2260-Affirmative Action Program for School and Classroom Practices –Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007	All schools are compliant
4) Comparable facilities for male and female teams.	Yes	Policy 2260-Affirmative Action Program for School and Classroom Practices –Adopted August 11, 2016 Regulation 2260- Affirmative Action Program for School and Classroom Practices-Adopted 3/2007	All schools are compliant

<p>IV. EMPLOYMENT/CONTRACT PRACTICES N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973</p>	<p>Complaint (Yes or No)</p>	<p>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</p>	<p>List name of noncompliant school(s) in the district</p>
<p>A. Ensure that the district, charter and renaissance school project provides equal and bias-free access to all categories of employment, as follows:</p> <ol style="list-style-type: none"> Utilize equitable hiring practices that correct imbalance and isolation based on race, national origin, sexual orientation, and gender among the district, charter and renaissance school project's certificated and non-certificated staff and within every category of employment, including administration. 	<p>Yes</p>	<p>Policy & Regulation 1510- AMERICAN WITH DISABILITIES ACT - Adopted 2/16/2017 Policy & Regulation 1530- EQUAL EMPLOYMENT OPPORTUNITIES- Adopted August 30, 2016 Policy 1550- Affirmative Action Program for Employment and Contract Practices-Adopted 6/2016 Regulation 1550- Affirmative Action Program for Employment and Contract Practices-Adopted 9/2011</p>	<p>All schools are compliant</p>
<ol style="list-style-type: none"> Target recruiting practices for under-represented populations in every category of employment. 	<p>Yes</p>	<p>Policy & Regulation 1530- EQUAL EMPLOYMENT OPPORTUNITIES- Adopted August 30, 2016</p>	<p>All schools are compliant</p>
<ol style="list-style-type: none"> Compliance of employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division on Civil Rights. 	<p>Yes</p>	<p>Policy & Regulation 1510 AMERICAN WITH DISABILITIES ACT - Adopted 2/16/2017 Policy & Regulation 1530- EQUAL EMPLOYMENT OPPORTUNITIES- Adopted August 30, 2016 Policy 1550- Affirmative Action Program for Employment and Contract Practices-Adopted 6/2016 Regulation 1550- Affirmative Action Program for Employment and Contract Practices-Adopted 9/2011</p>	<p>All schools are compliant</p>
<ol style="list-style-type: none"> Monitor promotions and transfers to ensure non-discrimination. 	<p>Yes</p>	<p>Policy & Regulation 1530- EQUAL EMPLOYMENT OPPORTUNITIES- Adopted August 30, 2016 Policy 1550- Affirmative Action Program for Employment and Contract Practices-Adopted 6/2016 Regulation 1550- Affirmative Action Program for Employment and Contract Practices-Adopted 9/2011</p>	<p>All schools are compliant</p>

<p>IV. EMPLOYMENT/CONTRACT PRACTICES N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, Equal Pay Act 1973</p>	<p>Complaint (Yes or No)</p>	<p>Documentation or Evidence to Substantiate Compliance MUST include Board policy title, number and date of adoption.</p>	<p>List name of noncomplaint school(s) in the district</p>
<p>S) Provide equal pay for equal work regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.</p>	<p>Yes</p>	<p>Policy & Regulation 1530- EQUAL EMPLOYMENT OPPORTUNITIES- Adopted August 30, 2016 Policy 1550- Affirmative Action Program for Employment and Contract Practices-Adopted 6/2016 Regulation 1550- Affirmative Action Program for Employment and Contract Practices-Adopted 9/2011</p>	<p>All schools are compliant</p>
<p>B. Ensure that the district, charter and renaissance school project does not enter into, or maintain, contracts with persons, agencies, or organizations that discriminate in employment or in the provision of benefits or services, on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.</p>	<p>Yes</p>	<p>Policy & Regulation 1530- EQUAL EMPLOYMENT OPPORTUNITIES- Adopted August 30, 2016 Policy 1550- Affirmative Action Program for Employment and Contract Practices-Adopted 6/2016 Regulation 1550- Affirmative Action Program for Employment and Contract Practices-Adopted 9/2011</p>	<p>All schools are compliant</p>
<p>C. Provide Equality in Employment and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, housing status or socioeconomic status.</p>	<p>Yes</p>	<p>Policy & Regulation 1530- EQUAL EMPLOYMENT OPPORTUNITIES- Adopted August 30, 2016 Policy 1550- Affirmative Action Program for Employment and Contract Practices-Adopted 6/2016 Regulation 1550- Affirmative Action Program for Employment and Contract Practices-Adopted 9/2011</p>	<p>All schools are compliant</p>

APPENDIX C: COMPREHENSIVE EQUITY PLAN CORRECTIVE ACTIONS

**APPENDIX D: COMPREHENSIVE EQUITY
PLAN**

YEARLY STATEMENTS OF ASSURANCE

2016-2017

2017-2018

2018-2019

**COMPREHENSIVE EQUITY PLAN
ANNUAL STATEMENT OF ASSURANCE
School Year 2017-2018**

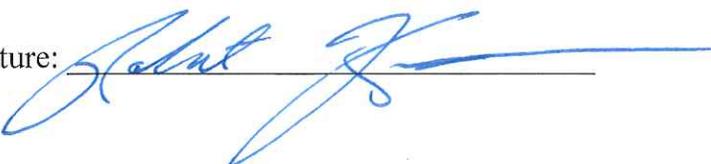
County: Bergen	
School District, Charter School or Renaissance School Project: Englewood Public School District	
Address: 274 Knickerbocker Rd, Englewood, NJ 07631	
Affirmative Action Officer (AAO): Denise V. Tighe, Esq.	Telephone #: (201)862-6209
AAO Email: dtighe@epsd.org	
Alternate Contact Person: Cheryl Balletto	Telephone #: (201) 862-6271
Title: Business Administrator	Email: cballetto@epsd.org

1. The school district, charter school or renaissance school project has reviewed its implementation strategies for school year 2016-17 and provides assurance that the implementation timeline has been met at each school within the district, charter school or renaissance school project, if applicable. The areas of noncompliance as indicated in the CEP have met specific indicators of achievement at each site, if applicable, during this previous school year.
2. The school district, charter school or renaissance school project will continue to fully implement the NJDOE approved Comprehensive Equity Plan.
3. The district, charter school or renaissance school project will achieve and maintain compliance with all applicable laws, codes, and regulations governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.

CERTIFICATION: By signing below, the Chief School Administrator or Charter or Renaissance School Project Lead Person certifies that all statements above are true and correct:

Name: Mr. Robert L. Kravitz

Title: Superintendent of Schools

Signature: 

Date: August 18, 2017

17-A-108

APPROVAL – APPOINTMENT OF COMPLIANCE OFFICERS

Compliance Position	Employee
Public Agency Compliance Officer	Cheryl Balletto
Purchasing Agent Compliance	Cheryl Balletto
Custodian of Public Records	Cheryl Balletto
504 Committee Coordinator	TBD
Harassment, Intimidation & Bullying (HIB) Coordinator	TBD
Homeless Liaison	Florence Eddings
NCLB/EASA	TBD
Integrated Pest Management Officer	Michael Hunken
Right to Know Consultant	Michael Hunken
Integrated Pest Management Coordinator	Michael Hunken
Safety and Health Coordinator	Michael Hunken
Indoor Air Quality Coordinator	Michael Hunken
Asbestos Management Officer	Michael Hunken
AHERA Coordinator	Michael Hunken
Chemical Hygiene Officer	Michael Hunken
ADA Officer	TBD
Title IX/Affirmative Action Officer	Denise Tighe
Substance Awareness Officer	TBD
District 504 Compliance Officer	TBD
District Anti-Bullying Coordinator	TBD
Anti-Bullying Specialist (DMHS & A@E))	TBD
Anti-Bullying Specialist (JDMS)	Carolyn Kendrick
Anti-Bullying Specialist (McCloud)	Jerome Land
Anti-Bullying Specialist (Grieco)	TBD
Anti-Bullying Specialist (Quarles)	Gina Leonard Edone

I do hereby certify that the foregoing
is a true and exact copy of a resolution
adopted by the Englewood Board of Education
on 6/15/17

Date


Board Secretary/Business Administrator



District Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
Englewood Public School District	Robert Kravitz	July 2017-June 2018

The mission of the Englewood Public Schools District is to provide professional learning opportunities found in New Jersey state code (6A:9C-3.3) that enhance the professional practices of all stakeholders. The Center recognizes and supports the philosophy that all professional learning is directed to the goal of increasing student achievement.

The Englewood Public Schools District Professional Development Plan for the School Year 2017 – 2018 shall:

- Align to the TEACHNJ Act 2016
- Adhere to the State Commissioner of Education vision as articulated March 2015. (Broadcasts – April 12, 2016 and May 3, 2016)
- Provide an explicit link to evaluation process
- Adhere to the intent of code 6A:9C-3.3 Standards for Professional Learning
Professional learning that increases educator effectiveness and results for all students shall be guided by the following standards:
- PROFESSIONAL LEARNING COMMUNITIES, LEADERSHIP, RESOURCES, DATA, LEARNING DESIGNS AND OUTCOMES
- Begin creating a system of professional learning in which educators engage in Professional Learning rather than “receive” Professional Development or have Professional Development “given” to them.
- Be designed to move toward a focus on an ongoing cycle of growth and development informed by educator and student performance data, team, school and district goals.
 - 1. Standards-based professional learning
 - 2. Changes in educator knowledge, skills, and dispositions
 - 3. Changes in educator practice
 - 4. Changes in student results
- Construct professional learning that addresses the Next Generation Science Standards and New Jersey Student Learning Standards

The Englewood Public Schools District will be guided by the recently State Board of Education approved proposals related to professional learning.

State Board of Education approved N.J.A.C. 6A: 9 Professional Standards;

N.J.A.C. 6A:9A, NJ Educator Preparation Programs;

N.J.A.C. 6A:9B, State Board of Examiners and Certification; and

N.J.A.C. 6A:9C, Professional Development for Teaching Staff Members and School Leaders



Professional learning primarily occurs several times per week among established teams of teachers, principals and other instructional staff members where the teams engage in a continuous cycle of improvement that –

- evaluates student, teacher and school learning needs through a review of the data on teacher and student performance;
- defines a set of clear learning goals based on the rigorous analysis of data
- achieves the educator learning goals by implementing coherent, sustained, evidence-based learning strategies such as lesson study and the development of formative assessments, that improve instruction and student performance
- provides job-embedded learning opportunities such as coaching that supports the transfer of new knowledge and skills into the classroom;
- regularly assesses the effectiveness of the professional learning in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards;
- informs ongoing improvements in teaching and student learning; and
- that may be supported by external assistance

Adherence to these changes in code are supported by the following assumptions related to professional learning:

- Professional Learning that improves educator effectiveness is fundamental to student learning.
- All educators have an obligation to improve their practice.
- More students achieve when educators assume collective responsibility for student learning.
- Successful leaders have a responsibility to provide the necessary resources for educators to improve their practice so all students will achieve.
- Effective school systems commit to a cycle of continuous improvement for educators and students.

OVERVIEW:

The district professional learning plan is a data-driven plan based on district data and district goals. The understanding that deep learning leads to change and that change requires deep learning is at the heart of this plan. The monumental shifts require that all members of our organization are continually involved in the learning process and the learning is interconnected with our daily work. “ For school districts to remain viable entities, they need to be flexible enough to respond and adapt to the rapidly changing conditions around them. Districts must “learn” quickly while simultaneously encouraging principals, school-based teams, and individual classroom teachers to shift their practices.” Becoming a Learning System, Hirsh, Psencik, and Brown (page 20)

BELIEF: The NJ Student Learning Standards and the Next Generation Science Standards, educator effectiveness systems, and new assessments require a different kind of professional learning – one that is centered on communities of learners.



PURPOSE:

The professional learning plan intends to clearly articulate that keeping student learning at the core is the purpose of professional learning. The following three expectations are embedded in the plan:

- **Hold educators accountable** for organizing and engaging in professional learning that causes the teachers to become more effective;
 - Support educators' application and refinement of their new learning; and
 - Collect and report data that document the extent to which professional development is raising the performance levels of their teachers and their students.”
- Mizell, (2011, Winter pg 2.) “Develop a clear and unified vision of professional learning’s purpose.” *The Learning System*

The Professional Learning Community is at the heart of this work as it fosters collaborative and productive work that focuses on student learning.

“A PLC is composed of collaborative teams whose members work interdependently to achieve common goals.” Dufour, Eaker, *Revisiting Professional Learning Communities.*”

Reflections:

What were some positive aspects of last year’s professional development plan? What challenges emerged that need attention?

Positive Aspects:

- A greater number of stakeholders were involved in the development of the 2017 - 2018 Professional Development Plan.
- Training for textbook resources supporting the 2016 implementation of the district’s curriculum, aligned to the New Jersey Student Learning Standards English Language Arts and Mathematics
- Training on use of Genesis for Lesson Planning, Grading, Posting and Reporting
- Training on use of My Learning Plan for Observations and Reflection

Challenges:

- Creation of a vision of Professional Development/Professional Learning continues to be a challenge. A district vision needs to be developed by all stakeholders and shared districtwide.
- Full-day and half-day Professional Development/Professional Learning were not developed in advance.
- An organizational approach to documenting and sharing professional learning needs was not in place; therefore, information was not easily communicated. (Flow - SCIP to DEAC to Professional Development/Learning Committee.)
- Professional Learning opportunities for paraprofessionals, security guards, custodial workers were not pre-planned.



What were some positive aspects of last year's Professional Learning Communities? What were some challenges?

- Becoming part of the Connected Action Roadmap (CAR)/Blended Online Learning Modules (BOLM) pilot program, provided an opportunity for the Janis E. Dismus Middle School, not only to learn together, but also to showcase their use of the ongoing, embedded, collaborative learning taking place.
- Accepted into the program were the following schools: Donald A. Quarles Early Childhood Center, John Grieco Elementary and the Leroy McCloud Elementary Schools.
- The Englewood Public Schools District's Professional Learning Communities exist to focus on student learning and teacher efficacy, using the evidence-based CAR framework to guide our professional conversations.
- The Connected Action Roadmap is a framework to focus conversations and professional learning activities around areas of curriculum planning, instruction, assessment, and culture and climate of schools.
- What the Connection Action Roadmap IS NOT:
 - Level I: Quick Fix – Quickly pulling the weeds does not fix the problem.
 - A miracle to automatically transfer a practitioner's deep understanding of:
 - Data interpretation
 - Assessment design and implementation
 - Use of high yield instructional practices
- Those school administrators, along with identified educators, attended the Connected Action Roadmap sessions to garner understanding of the purpose and functioning of PLCs.
- Principals at the above-mentioned schools created time for PLCs to meet.
- Focused professional conversations with student learning at the center.
- There is a new high school principal who has some background knowledge related to Change Theory and creating systems for professional learning. He will be using the CAR framework to move the PLC agenda.
- Resulting from the use of the Connected Action Roadmap Framework there is:
 - Greater understanding of the role and functioning of effective PLC's
 - Common language
 - Agreement that PLCs implemented with fidelity will improve practice, improve school culture, help to hold members accountable and articulate a shared mission
 - Access to resources: Blended Online Learning Modules, Coaching Services, Regional Meetings, Sessions at NJPSA,



- Admins agree that PLCs implemented with fidelity will improve practice, improve school culture, help to hold members accountable and articulate a shared mission
- Targeted resources available through the Blended Learning Online Modules
- Coaching services
- Regional meetings
- Sessions at NJPSA
- Shared leadership model

Challenges:

- A district vision of Professional Development/Professional Learning is needed. Without that vision, mixed communication messages and expectations related to Professional Learning Communities, their structure, purpose and expected outcomes will continue.
- Well-structured PLCs are new to the high school. Building out the model and supports will be ongoing during the 2017 - 2018 school year.
- Ensuring the time for PLCs is protected.
- Creating meaningful PLCs for non-content area teachers and high school teachers who may have only one other colleague teaching the same course.
- Not everyone engaged in promoting teacher professional learning has the knowledge and skills to do these things. For this reason, it is unfortunately possible for professional development to have an adverse impact on teacher practice and student outcomes.
- Thus, we have the challenge of providing support for those who will be facilitating PLC conversations.



1: Professional Learning (PL) and Professional Development Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p>Build capacity of teachers to engage in continuous growth by using job-embedded, collaborative PL practices.</p> <p>To build professional learning opportunities using the Learning Forward Standards that are now in code: 6A:9C-3.3 Standards for Professional Learning Professional learning that increases educator effectiveness and results for all students shall be guided by the following standards:</p> <p>PROFESSIONAL LEARNING COMMUNITIES, LEADERSHIP, RESOURCES, DATA, LEARNING DESIGNS AND OUTCOMES</p>	All District Admin, District Educators	<ul style="list-style-type: none"> • The Cycle of Continuous Improvement, using the Connected Action Roadmap (CAR) framework has moved the K-8 educators in their understanding of the role of collaborative, embedded professional learning and increased student outcomes. <p>The results of teacher survey by school are found below:</p> <ul style="list-style-type: none"> • A 2016 - 2017 survey of school administrators and teachers indicates that job-embedded PL structures are have been implemented at the Donald A. Quarles Early Childhood Center, John Grieco Elementary School, Leroy McCloud Elementary School and the Janis E. Dismus Middle School. • The Dwight Morrow High School, under the leadership of Dr. Billy Bowie has set a school goal of adopting the Cycle of Continuous Improvement, using the Connected Action Roadmap. • A growing body of research points to job-embedded, collaborative professional learning as an important strategy for improving teacher effectiveness.
2	Develop a collaborative vision for the work of PLCs to ensure a focus on the implementation of a viable curriculum in all classrooms and facilitate key supports and strategies that build collective responsibility for improved practice and better student outcomes. (2015	All District Admin, District Educators	In order to ensure the successful learning of all students within a district, administrators must cultivate and model a shared vision that supports the collaborative work of leadership teams and PLCs as curriculum teams focused on implementing a viable



	<p>Standards for Educational Leadership: 1,4,7,10 and Model Principal Supervisor Standard 8)</p>		<p>curriculum to address the specific needs of each student.</p> <p><i>Beyond PD: Teacher Professional Learning in High-Performing Systems</i> National Center on Education and The Economics & the Center of International Benchmarks www.ncee.org/beyondpd www.ncee.org/cieb</p> <p>An internationally renowned study by Timperly et al. (2007) found the greatest effects for professional learning occurred when it challenged teachers' thinking and conceptions about student learning and engaged them sufficiently to develop their knowledge and skills in ways that improved student outcomes. This generally took place over an extended time period and involved <i>internal</i> expertise, inside the PLC structure. Teachers will then be in a position to adapt their classroom behaviors to better meet student needs: this is, after all, the point of professional learning.</p> <p>“Planning can be done in many ways, but the most powerful is when teachers work together to develop plans, develop common understandings of what is worth teaching, collaborate on understanding their beliefs of challenge and progress, and work together to evaluate the impact of their planning on student outcomes.”</p> <p>— John A.C. Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</p>
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3	<p>From September 2017 through June 2018 educators will continue to become proficient in aligning literacy and mathematics lessons with the curriculum and the NJSLS by applying them to their lesson plans directly or in a cross-curricular fashion to increase depth and rigor so that students are prepared for the PARCC assessments.</p> <p>Lessons, where appropriate, will be aligned to WIDA Can Do Descriptors targeting the bilingual/ELL students; and implementing accommodations and modifications as identified in students' IEP/504 plans.</p>	District Admin, District Educators	<p>Analysis of 2016 – 2017 district benchmark assessment data designed to identify readiness for PARCC assessments indicated weak student performance in critical and creative thinking skills.</p> <ul style="list-style-type: none"> ● A state mandate requires alignment of curriculum to New Jersey Student Learning Standards. ● Analysis of aggregated 2016 - 2017 teacher evaluation data revealed that teachers across the district were rated low in ● Domain 3 (3b) - Questioning and Discussion Techniques & ● (3c) – Engaging Students in Learning.
4	<p>Build the capacity of educators to use data effectively in creating a robust system of learning interventions and collaboratively implement a multi-tiered system of supports to ensure the curriculum is accessible to address the specific learning needs of each student. ((2015 Standards for Educational Leadership: 3, 5, and 6 and 8)</p>	District Admin, District Educators	<p>“In order to ensure that all students within a district have access to equitable instruction and assessment, district leaders must build the capacity of educators to effectively and systematically use data to implement a multi-tiered system of supports.</p> <p>Teachers need to be able to make new knowledge and skills meaningful and manageable within their practice contexts, to connect theory and practice in ways that teachers find helpful, and to develop teachers’ ability to use inquiry and assessment data to inform their teaching. “</p> <p><i>International Bureau of Education Helen Timperly</i></p> <p>Based on assessment results, teachers will continue to assess student progress and set a goal to improve student progress across the curriculum. Teachers will use PLCs to examine data, identify deficiencies, and develop common instructional strategies and assessments to support improvement N.J.A.C. 6A:9C-3.2</p>



5	From September 2017 through June 2018, educators will increase their proficiency in using a variety of student data to establish a <i>student growth objective (SGO)</i> and track student achievement using various forms of assessment including, but not limited to, formative and summative methods.	District Admin, District Educators	<p>“When educators are provided with opportunities to use and interpret a range of evidence in order to become more responsive to their students’ learning needs, the impact is substantial.”</p> <p>Adapted from: Timperley, Helen (2010). <u>Using Evidence in the Classroom for Professional Learning</u>. Paper presented to the Ontario Research Symposium.</p> <p>“Experts need to know the content of the relevant curricula and what teaching practices make a difference for students. They need to be able to make new knowledge and skills meaningful to teachers and manageable within their practice contexts, to connect theory and practice in ways that teachers find helpful, and to develop teachers’ ability to use inquiry and assessment data to inform their teaching. Not everyone engaged in promoting teacher professional learning has the knowledge and skills to do these things. “</p> <p>Adapted from: Timperley, Helen (2010). <u>Using Evidence in the Classroom for Professional Learning</u>. Paper presented to the Ontario Research Symposium.</p>
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6	<p>From September 2017 through June 2018, all educators will collaboratively engage in the revision/creation of their content area's common formative and benchmark assessments to ensure validity of the documents for collection of data to improve student performance. Educators will work to implement common assessments to track students' progress throughout the school year and adjust instruction accordingly.</p>	District Admin, District Educators	<p>The research makes important links to how formative assessment makes a significant difference to children's progress, including their ability to be confident, critical learners, and able to achieve at high levels. <i>Unlocking formative assessment</i> <i>S Clarke, H Timperley, J Hattie - 2001</i></p>
7	<p>From September 2017 through June 2018, educators will continue to become proficient in the implementation of the four domains of the Danielson framework including: Planning and Preparations, The Classroom Environment, Instruction and Professional Responsibilities. Understanding of the Danielson Framework will be used to develop differentiated lessons to track progress and implement differentiated instruction at high cognitive levels of complexity.</p>	District Admin and Building Educators	<p>To establish a firm foundation for improved student outcomes, teachers must integrate their knowledge about the curriculum, and about how to teach it effectively and how to assess whether students have learned it. <i>Darling-Hammond, Bransford, Berliner, Cochran-Smith, McDonald, & Zeichner, 2005; Timperley, Wilson, Barrar, & Fung, 2007.</i></p>
8	<p>By February 2018, 100% of the Kindergarten teachers will implement the 5 components of the Readers Workshop. (Mini-Lesson, Independent Reading Time, Individual and Small Group Work, Share Time/Closing Conversations, and Read Aloud).</p>	Donald A. Quarles Admin and Building Educators	<p>Improving alignment of instruction to standards is a priority goal in both the district and school improvement plans to raise our reading scores.</p>



9	By February 2018, 100% of Pre-Kindergarten teachers will implement studies and investigations based on the Creative Curriculum. The five study topics are balls, buildings, trees, clothes, and reduce, reuse, and recycle.	Donald A. Quarles Admin and Building Educators	The study approach allows for deep, firsthand exploration of topics that interest children, offering myriad ways to learn about each topic. Plus, the study approach not only allows children to gain a deeper understanding of the topic, but also encourages them to develop skills across all domains as they apply the investigative process.
10	The 2018 PARCC scores will show that the number of eighth grade students taking the Algebra One PARCC will increase by 20% in the category “Met Expectation.”	District Admin, Building Admin and JDMS Mathematics Teachers	Analysis of the 2017 PARCC Data revealed that 39% of the students who took the assessment score, “Met Expectations,” while 41% had a score of “Approaching Expectations.” The students who took the assessment, had limited exposure to an Algebra-based curriculum prior to the 2016-2017 school year. Curriculum alignment has since taken place, resulting in the rising eighth grade students having increased Algebraic curriculum exposure than their predecessors.
11	The 2018 PARCC scores will indicate a reduction in the percentage of eighth grade students who take the 8 th Grade Math PARCC who score in the “Did not meet expectations.”	Grade 7 & 8 Mathematics Teachers	Analysis of the 2017 PARCC Data revealed that 38% of assessed students scored “Did not meet Expectations,” which is the lowest scoring range on the PARCC.
12	Reduce the percentage of students scoring “Partially Proficient” or below to less than 20% on the PARCC ELA Assessment.	All Janis E. Dismus Middle School students scheduled to take the 2018 PARCC ELA Assessment.	Analysis of ELA PARCC scores for the last three years. During 2016, fewer than 25% of eighth graders scored below “Partially Proficient.”



13	<p>By June 2018, 40 percent or more of our educators will have adopted the Cycle of Continuous Improvement, using the Connected Action Roadmap (CAR), the comprehensive and coherent framework that school leaders use to improve educator practice and results for students.</p>	Dwight Morrow High School Administrators and Educators	<p>The Title II, Part A guidance as put forth in the, Every Student Succeeds Act of 2015, provides the amended definition of professional learning, “The term professional development means activities that are sustained, (not stand alone, 1-day, or short-term workshops), intensive collaborative, job-embedded data-driven and classroom focused.” (S. 1177, Section 8002, page 295, and paragraph 42) The focus on professional development (learning) is found in law: Title I, II, III, IV.</p> <p>In other words, professional development (learning) should be an ongoing process that is seamlessly woven into a teacher’s experience throughout the year.</p> <p>This goal is aimed at growing a system of learning for all. The mission of the high school is to build the capacity of leaders to establish and sustain highly effective professional learning. (Learning Forward, 2017)</p>
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14	By January 2018 the educators at DMHS will demonstrate a shift in professional learning from sharing and exchanging knowledge to collaborating using evidence-based protocols to engage in learner-focused, collaborative conversations	Dwight Morrow High School Educators and Administrators	<p>As a school, focusing on learning to collaborate will be at the top of our priorities.</p> <p>Collegial interaction that is focused on student outcomes can help teachers integrate new learning into existing practice.</p> <p>Yet, findings from many studies suggest that participation in a professional community with one's colleagues is an integral part of professional learning that impacts positively on students.</p> <p>Lipman, 1997; Timperley, Wilson, Barrar, & Fung, 2007.</p>
15	From September 2017 through June 2018 educators will increase their understanding and capacity to use Genesis, MyLearningPlan and Office365 as tools to improve teacher and admin efficacy, resulting in positive impacts on student outcomes.	All Staff	<p>The effective use of these programs promotes collective efficacy among educators.</p> <p>The lesson planner allows teachers to electronically create, archive, update and collaborate on lesson plans. The lesson planner module is fully integrated into Genesis. Lesson plans can be aligned with local, state and national content standards.</p> <p>Genesis will allow teachers to keep an electronic gradebook which can then be interfaced with the grading module to create interims and report cards.</p>



Professional Learning Activities –

PL Goal No	Goals	Initial and Follow-up Activities (as appropriate)
1	Build capacity of teachers to engage in the Cycle of Continuous Improvement by using job-embedded, collaborative PL practices.	<ul style="list-style-type: none"> ● Connected Action Roadmap training at NJPSA for admin and identified teachers Use of the Blended Online Learning Modules to support PLC conversations ● Provide time for PLC meetings by content ● Support facilitators of PLCs in their understanding of the framework and elements ● Guide ScIP in their role related to Professional Development Needs, Mentor/Mentee Needs and Observation data ● Support them in the process of creating survey to assess staff learning needs
2	Develop a collaborative vision for the work of PLCs to ensure a focus on the implementation of a viable curriculum in all classrooms and facilitate key supports and strategies that build collective responsibility for improved practice and better student outcomes.	<ul style="list-style-type: none"> ● Guide the conversation for building a collaborative vision ● Share with ScIP, DEAC and Board of Education
3	<p>From September 2017 through June 2018 educators will continue to become proficient in aligning literacy and mathematics lessons with the curriculum and the NJSLS by applying them to their lesson plans directly or in a cross-curricular fashion to increase depth and rigor so that students are prepared for the PARCC assessments.</p> <p>Lessons where appropriate, will be aligned to WIDA Can Do Descriptors targeting the bilingual/ELL students; and implementing accommodations and modifications as identified in students' IEP/504 plans</p>	<ul style="list-style-type: none"> ● Analyze PARCC, ACCESS and CFA data Identify areas of concern ● Set SMART goals ● Research instructional evidence-based practices that support classroom instruction ● During PLC/CAR Team meetings, teachers will plan lessons utilizing the district curriculum and NJSLS targeting areas of concern as identified through Exact Path, ACCESS and CFA data analysis. (PLS 6c,d, g, i) ● On-going administrative lesson plan review with constructive feedback to ensure lesson alignment. (PLS 6e)



		<ul style="list-style-type: none"> ● Planning and implementing professional development sessions targeting identified areas of need based on data analysis. (PLS 3c, PLS6c)
4	Build the capacity of educators to use data effectively in creating a robust system of learning interventions and collaboratively implement a multi-tiered system of supports to ensure the curriculum is accessible to address the specific learning needs of each student.	<ul style="list-style-type: none"> ● Form PLCs ● Review PARCC Data (use Data Protocols) ● Use Statement Analysis and Content Standard Roster ● Determine Focus Standards ● Design Common Formative and Benchmark assessments ● Look at CAR Course Three/Conversation 7
5	From September 2017 through June 2018, educators will increase their proficiency in using a variety of student data to establish a <i>student growth objective (SGO)</i> and track student achievement using various forms of assessment including, but not limited to, formative and summative methods.	<ul style="list-style-type: none"> ● Form PLCs ● Review PARCC Data (use Data Protocols) ● Use Statement Analysis and Content Standard Roster ● Determine Focus Standards ● Design Common Formative and Benchmark assessments ● Look at CAR Course Three/Conversation 7
6	From September 2017 through June 2018, all educators will collaboratively engage in the revision/creation of their content area's <i>common benchmark assessments</i> to ensure validity of the documents for collection of data to improve student performance. Educators will work to implement common assessments to track students' progress throughout the school year and adjust instruction accordingly.	<ul style="list-style-type: none"> ● Form PLCs ● Review PARCC Data (use Data Protocols) ● Use Statement Analysis and Content Standard Roster ● Determine Focus Standards ● Design Common Formative and Benchmark assessments ● Look at CAR Course Three/Conversation 7
7	From September 2017 through June 2018, educators will continue to become proficient in the implementation of the <i>four domains of the Danielson</i> framework including: Planning and Preparations, The Classroom Environment, Instruction and Professional Responsibilities.	<ul style="list-style-type: none"> ● Admin Training - Danielson Review - August 29, 2017 ● Educator Review Training - September 5, 2017 ● Teachers New to Englewood Training - Ongoing throughout the 2017- 2018
8	By February 2018, 100% of the Kindergarten teachers will implement the 5 components of the Readers Workshop. (Mini-Lesson, Independent Reading Time, Individual and Small Group Work, Share Time/Closing Conversations, and Read Aloud).	<ul style="list-style-type: none"> ● Review of lesson plans by principal and supervisor to ensure that the 5 components are incorporated and are aligned to standards. ● Running records, sample reading journals, portfolios, anecdotal notes, DRA and Exact Path scores



		<ul style="list-style-type: none"> ● Walkthroughs and teacher observations
9	By February 2018, 100% of Pre-Kindergarten teachers will implement studies and investigations based on the Creative Curriculum. The five study topics are balls, buildings, trees, clothes, and reduce, reuse, and recycle.	<ul style="list-style-type: none"> ● Review of lesson plans by principal and supervisor to ensure that studies are incorporated and are aligned to preschool learning standards. ● Photos from document cameras, anecdotal notes based on observations guides and learning standards, student work, and scores from Teaching Strategies Gold Assessments ● Walkthroughs and teacher observations ● Pre-Kindergarten teachers will use document cameras, anecdotal notes, and student work
10	Increase the number of eighth grade students who took the Algebra One PARCC by 20% in the category “Met Expectation.”	<ul style="list-style-type: none"> ● Form PLCs ● Review PARCC Data (use Data Protocols) ● Use Statement Analysis and Content Standard Roster ● Determine Focus Standards ● Design Common Formative and Benchmark assessments ● Look at CAR Course Three/Conversation 7
11	Reduce the percentage of eighth grade students who take the 8 th Grade Math PARCC with a score of “Did not meet expectations” by 38%.	<ul style="list-style-type: none"> ● Form PLCs ● Review PARCC Data (use Data Protocols) ● Use Statement Analysis and Content Standard Roster ● Determine Focus Standards ● Design Common Formative and Benchmark assessments ● Look at CAR Course Three/Conversation 7
12	Reduce the percentage of students scoring “Partially Proficient” or below to less than 20% on the PARCC ELA Assessment	<ul style="list-style-type: none"> ● Form PLCs ● Review PARCC Data (use Data Protocols) ● Use Statement Analysis and Content Standard Roster ● Determine Focus Standards ● Design Common Formative and Benchmark assessments ● Look at CAR Course Three/Conversation 7
13	By June 2018, 40 percent or more of our educators will have adopted the Cycle of Continuous Improvement, using the Connected Action Roadmap	<ul style="list-style-type: none"> ● Connected Action Roadmap training at NJPSA for admin and identified teachers



	(CAR) the comprehensive and coherent framework that school leaders use to improve educator practice and results for students.	<p>Use of the Blended Online Learning Modules to support PLC conversations</p> <ul style="list-style-type: none"> ● Provide time for PLC meetings by content ● Support facilitators of PLCs in their understanding of the framework and elements ● Guide ScIP in their role related to Professional Development Needs, Mentor/Mentee Needs and Observation data ● Support them in the process of creating survey to assess staff learning needs
14	By January 2018 the educators at DMHS will demonstrate a shift in professional learning from sharing and exchanging knowledge to collaborating using evidence-based protocols to engage in learner focused, collaborative conversations	<ul style="list-style-type: none"> ● Clear artifacts that will serve as evidence at the end of this process will be meeting minutes used to strengthen follow-up conversations, documents that demonstrate thoughtful departmental planning (i.e. lesson plans, curriculum unit plans, etc.), and creating varied ways in which teams can collaborate. ● To ensure consistency and sustainability of these practices, clarity around how we collaborate must be modeled and embedded in the daily discourse that occurs amongst teachers and administrators.
15	From September 2017 through June 2018 educators will increase their understanding and capacity to use Genesis, MyLearningPlan and Office365 as tools to improve teacher and admin efficacy, resulting in positive impacts on student outcomes	<ul style="list-style-type: none"> ● To develop a year-long calendar to support the goal. ● Identify the learning designs: ples, lunch'n learn, arm chair coaching, ● Identify professionals on staff with the capacity to plan and facilitate. ● Create professional learning sessions throughout the school year as reflected on the calendar. ● Encourage PLC communication/documentation to reflect Microsoft Office 365 usage. ● Create opportunities for MLP to be used for PD/Registration and documentation portal. ● Encourage instructional coaches to model using the focused tools.
1.	Teachers will receive training, including refresher training as needed, in Danielson evaluation, use of Frontline (formerly Teachscape), Genesis etc. These training sessions will be held both during the summer and at the beginning of the school year.	<ul style="list-style-type: none"> ● Trainings related to Genesis and Frontline will begin in August and continue into the school year, being conducted at various building meetings.



<p>Administrators will participate in district-sponsored training on supporting their understanding and use of Frontline, Genesis</p>	<ul style="list-style-type: none"> • Teachers and school Professional Learning Communities will view and reflect on videos and webinars of exemplary practice. • Administrators will explore effective evaluation implementation strategies
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1: Professional Learning (PL) Goals District Leaders

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1.	To support site-based administrative staff with knowledge, research and professional learning based on best practices.	District Leaders	<p>The Professional Standards for Educational Leaders for 2015 (Previously the ISLLC Standards) provide the standards that guide Leaders to lead in times of complex change.</p> <p>Several standards speak to the role that Culture and Climate for Learning, Shared Leadership and Communication of Connections and High Expectations play in truly developing educators who have a laser focus on student outcomes.</p> <p>Standard 1: Mission, Vision and Core Values Standard 2: Ethics and Professional Norms Standard 3: Equity and Cultural Responsiveness Standard 4: Curriculum, Instruction and Assessment Standard 5: Community of Care and Support for Students Standard 6: Professional Capacity of School Personnel Standard 7: Professional Community for Teachers and Staff Standard 8: Meaningful Engagement of Families and Community Standard 9: Operations and Management</p>



			Standard 10: School Improvement
2.	To support administrators in fostering a cycle of continuous improvement by developing leaders' skills in growing Professional Learning Communities characterized by strong collaboration, shared leadership with a focus on curriculum, instruction and assessment.	District Leaders	<ul style="list-style-type: none"> ● The Professional Standards for Educational Leaders for 2015 (Previously the ISLLC Standards) provide the standards that guide Leaders to lead in times of complex change. ● Several standards speak to the role that Culture and Climate for Learning, Shared Leadership and Communication of Connections and High Expectations play in truly developing educators who have a laser focus on student outcomes. ● Standard 1: Mission, Vision and Core Values ● Standard 2: Ethics and Professional Norms ● Standard 3: Equity and Cultural Responsiveness ● Standard 4: Curriculum, Instruction and Assessment ● Standard 5: Community of Care and Support for Students ● Standard 6: Professional Capacity of School Personnel ● Standard 7: Professional Community for Teachers and Staff ● Standard 8: Meaningful Engagement of Families and Community ● Standard 9: Operations and Management ● Standard 10: School Improvement



3.	To minimize bias, understand the observation tool rubrics, and practice using the observation rubric for all new to the district administrators.	District Leaders	<ul style="list-style-type: none"> ● In order to provide accurate feedback and support aligned to the observation framework, new administrators will engage with the proficiency training and will pass the assessment in order to be certified to perform observations.
4.	To have all returning administrators go through a calibration process related to the observation tool in order to ensure observer’s scoring accuracy.	District Leaders	<ul style="list-style-type: none"> ● Sometime after passing the Proficiency Assessment, an observer's scoring accuracy may fluctuate. An observer may be influenced by his or her experiences observing in the classroom, and old or new biases or personal preferences may have a negative impact on scoring accuracy. Calibration is a tool designed to monitor, on an ongoing basis, an observer's accuracy using the Framework for Teaching Evaluation Instrument (Observable Components) when assigning component scores to videos of classroom practice.
5.	District administrators will continue to build capacity of all teachers to align instruction, standards and assessment with the the New Jersey Learning Standards and the Next Generation Science Standards.	District Leaders	<ul style="list-style-type: none"> ● A state mandate requires alignment of curriculum to New Jersey’s content standards. ● Analysis of disaggregated 2016 - 2017 observation data. ● Review of SGOs ● Review of mSGP scores for their correlation to Teacher Practice Scores

3: PD Required by Statute or Regulation

State-mandated PD and Determined Activities
<p>NJ Professional Development Requirements in Statute/Regulation:</p> <p>A. READING DISABILITIES</p> <ul style="list-style-type: none"> ● Reading disabilities – N.J.S.A. 18A:6 – 131 <p>B. PREVENTION</p>



- Suicide – N.J.S.A. 18A:6 -112
- Harassment, Intimidation, and Bullying - N.J.S.A. 18A:37 -17b and c; N.J.S.A. 6A:16 – 7.7
- Regulation on Substance Abuse N.J.S.A. 18A – 40 A -15, N.J. A.C 6A:16-3.1(a) (4)

C. SCHOOL SAFETY, SECURITY AND CODE OF STUDENT CONDUCT

- School Safety N.J. A.C 6A:16-5.1 (d)
- Law Enforcement Operations: N.J. A.C 6A: 16-6.2(b) 12
- Mandatory Gang Awareness Training for School Administrators N.J.S.A. 52:17B-4.7
- Code of Student Conduct N.J.A.C. 6A:16-7.1(a)4
- Potentially Missing and Abused Children Reporting N.J.S.A. 18A:36-25, N.J.A.C. 6A:16-11

D. HEALTH

- Communicable Diseases N.J.S.A. 18A:40-3, N.J.A.C. 6A:16-2.3 (b) (xv)
- Use of Nebulizer: N.J.S.A. 18A:40-12.* (a), N.J.A.C. 6A:16 – 2.3 (b) 2
- Asthma: N.J.S.A. 18A:40-12.9
- Diabetic Student Health Plan N.J.S.A. 18A:40-12.3 (d)
- School Nurse Delegate for Glucagon N.J.S.A. 18A:40-12.14, N.j.A.C. 6A:16-2.3 (b) 3vil
- Training of Delegates for Epinephrine N.J.S.A. 18A:40-12.6 ©. N.j.A.C. 6A:16-2.3vii(b)4
- General Student Needs Recognition N.J.S.A. 18A:40-3.3 (a), N.J.A.C. 6A:9B-14.3(d) and 14.4 (d)
- Bloodborne Pathogens: N.J.S.A. 34:6A-25 et seq
- Alcohol, Tobacco, and Other Drug Prevention and Intervention N.J.S.A 18A:40A-3, 15, N.J.A.C. 6A:16-3.1 (a) 4
- Career and Technical Education N.J.A.C. 6A:19 -6, 4(d),8
- Lyme Disease N.J.S.A. 18A:35-5.3

E. INTERSCHOLASTIC ATHLETICS

Interscholastic Athletic Head Injury Safety Training Program N.J.S.A. 18A:40 -41.2

Cardiac Screening: N.J.S.A. 18A:40-41d(a) & (c)

Athletic Screenings N.J.S.A. 18A:40-41d(a)

Reference PDF from state: <http://www.state.nj.us/education/genfo/qsac/2014PDReq.pdf>

Frontline Learning on Demand includes the required Compliance Training Courses. Staff will be aligned to the appropriate training courses, and completion will be documented online



4: Resources and Justification

Resources

Articulating a vision and mission of what professional learning and development is critical; therefore, time to develop those statements is needed. To meet the Professional Learning and Professional Development needs of the districts' schools as per this plan, the initial recommendation is to allocate \$150,000 of the district budget for this purpose. The allocation will come from a combination of state and federal funds and will be adjusted if necessary, pending board approval. This amount covers costs for external providers/consultants, materials, technology resources, travel expenses, subscriptions to online resources, and staff stipends. The plan controls expenses by growing in-district expertise to provide the specified activities. PL activities involving work by collaborative teams will be implemented through the team structures and procedures in place at each school.

Justification

By asking ourselves what is the distinction between work and learning, we begin to evolve into an understanding of what learning entails. In an effort to leverage the investment in professional learning, we must focus on developing a collaborative culture where collegial teams engage in learning and implementation of effective practices, which yields results for students. Research highlights that principal leadership is second only to teaching in affecting school performance and requires attention to recruitment, preparation, evaluation, and ongoing support. (Mana, 2015).

High quality professional learning experiences are necessary to support the district professional learning and development goals. Emphasis will be placed on the development of PLCs, promoting teachers and administrators as reflective practitioners, support for the development of quality SGOs, and effective data use to drive instruction at the student, class, school, and district levels. A school climate that values learning for students, teachers and administrators will promote student learning and achievement as well as positive and sustained school climates. District policies and supports that value and support adult learning and embedded Professional Learning will promote greater educator efficacy and student outcomes.

Signature:


Superintendent Signature

8/29/17
Date

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**Englewood Public School District
Board of Education 2017-2018**

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Director of Pupil Personnel Services	Jamie Ciofalo	201-862-6265
Director of Human Resources	Denise V. Tighe	201-862-6209
Director of Facilities	Michael Hunken	201-862-6202
Affirmative Action Officer	Denise V. Tighe	201-862-6209
Director of Athletics	Richard Suchanski	201-862-6047

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Supervisor of Instructional Technology	Rosemary Seitel	201-862-6215
Supervisor of Technology	Teresa DiVincent	201-862-6290
Supervisor of Student Affairs	Carol Bender	201-862-6014

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Payroll Officer	Lynda Brown	201-862-6208
Secretary, Buildings and Grounds	Sandy Davis	201-862-6261

EPSD SCHOOLS and ADMINISTRATORS

D.A. Quarles Early Childhood Center 186 Davison Place	Arlene Ng, Principal Gina Leonard-Edone, Supervisor	201-862-6113 201-862-6213
Dr. John Grieco Elementary 50 Durie Avenue	Daniella Small-Bailey, Principal Abraham Alarcon, Assistant Principal	201-862-6164 201-862-6176
Dr. Leroy McCloud Elementary 325 Tenaflly Road	Carroll Sanchez, Acting Principal David Murphy, Acting Assistant Principal	201-862-6158
Janis E. Dismus Middle School 325 Tryon Avenue	Lamarr Thomas, Principal Laura Matheiu, Assistant Principal Marianne Ng, Supervisor	201-862-6293 201-862-6062
Dwight Morrow High School 274 Knickerbocker Road	Billy Bowie, Principal Fina Espinal-Flores, Acting Assistant Principal John Jasinski, Acting Assistant Principal	201-862-6234 201-862-6013 201-862-6278

SECTION I: PREFACE

Introduction:

How do schools retain good teachers?

The goal of an effective teacher is to provide all students with a quality education. According to the NJDOE, AchieveNJ, “*Educator quality is the most influential in-school factor for student learning.*” Providing time for new and novice teachers to work collaboratively and collegially with our most experienced and knowledgeable teachers is imperative. We must recognize the importance of a formal process of professional induction to ensure that students have a quality teacher in every classroom.

According to “No Dream Denied: A Pledge to America’s Children,” National Commission on Teaching and America’s Future, www.nctaf.org, research indicates, “*Quality teacher preparation and well-designed mentored induction make a difference... An approach to recruitment that emphasizes ease of entry over quality preparation is often penny-wise and pound-foolish. It makes the revolving door turn faster and undermines a school’s ability to sustain stable teaching force.*” In addition, according to NCTAF’s findings, “*America’s teacher dropout problem is spiraling out of control. Teacher attrition has grown by 50 percent... Because 46% of all new teachers in the United States leave the profession within five years, NCTAF says leaders of at-risk schools are in a constant cycle of rebuilding their staff.*” Therefore, professional development for mentors is crucial to retaining effective teachers.

Local Mentoring Plan Checklist

Mentor Plan Development	Chief School Administrator (CSA) is responsible for creating the plan and determining implementation logistics.
	Plan must be submitted to the District Board for review of fiscal impacts.
	CSA must submit Statement of Assurance to the County Office.
	Plan will be kept in the District.
	Plan must be reviewed annually.
	Statement of Assurance must be submitted annually.
	Plan must be shared with each school's ScIP.
	ScIP oversees implementation at school level.
Mentor Supports	Comprehensive orientation of District policies and procedures.
	Minimum of thirty weeks of 1:1 mentoring from the beginning of the assignment, pro-rated for part-time teachers.
	Mentor/mentee meet at least once/week for a minimum of thirty weeks.
	Mentor leads mentee in guided self-assessment on District's teacher practice instrument.

District Profile Sheet

The district profile sheet reflects the mentoring plan proposed for the 2017 - 2018 school year.

Name of District: Englewood Public School District

District Code: 1370

District Address: 274 Knickerbocker Rd., Englewood, NJ 07631

Chief School Administrator: Robert L. Kravitz

Mentoring Program Contact: Rosemary Seitel

Mentoring Program Contact Phone Number: 201-768-9620

Mentoring Program Contact Email: rseitel@epsd.org

Type of District: Pre-K - 12

Number of Novice Teachers with CE -

Number of Novice Teachers with a Certificate of Eligibility with Advanced Standing -

Number of Mentors -

Identify the number of provisional novice teachers in the following areas:

K - 5 _____ 6 - 8 _____ 9 -12 _____ Special Education (all grades) _____

Name of District: Englewood Public Schools District

Code: 1370

County: Bergen

Names of Staff Members on the Committee:

Karen Gianetti - Teacher - Dwight Morrow High School

Dean Robinson - Teacher - Janis E. Dismus Middle School

Colleen Gioffre - Teacher - Donald A. Quarles Elementary School

Maria Meeks - Teacher - John Grieco Elementary School

Names of Administrators:

Michael Brown, Director of Instruction and Technology

Mentoring Framework

Rationale:

The Englewood Public Schools District has developed this mentor plan for novice teachers to meet the statutory requirements for Provisional Teachers, Administrative Code (6:11-4.3, 6: 11 – 13, 6:11 – 13 (D)).

The Certificate of Eligibility (CE) is issued to alternate route teachers while the Certificate of Eligibility with Advanced Standing (CEAS) is issued to teachers who have pursued a traditional route into teaching and have already completed a formal education training program. Both CE and CEAS holders must obtain a provisional certificate and successfully complete the Provisional Teacher Program in order to receive a standard certificate.

SECTION II: NEEDS ASSESSMENT

The Englewood Public School District has determined the following needs to be addressed in the Mentor Plan.

- Time for mentors/mentees to observe each other (Sept.-June). The school administration and ScIP will ensure that a schedule is provided.
- Whenever possible, grade level/content area matches will be secured.
- Strong administrator support.
- Strong support from building ScIPs.
- Specific support from various content areas: Curriculum and Instruction, World Languages, Special Education and Technology.
- Rigorous mentor selection based on qualities of an effective mentor.

SECTION III: VISION AND GOALS

Vision:

The Englewood Public School District induction program will provide structure, assistance and support for novice teachers entering the teaching profession. This support will assist novice teachers to enhance their skills and knowledge of both curriculum and instructional strategies which will facilitate student achievement.

Goals:

The primary goal of the Englewood Public School District is: During the three-year induction, 90% of all novice teachers will be retained as measured by job satisfaction, teacher efficacy, and impact of teacher effectiveness in accordance with the Danielson Observation Framework.

- **Goal 1:** To enhance teacher knowledge and use of exemplary instructional strategies related to the New Jersey Student Learning Standards (NJSL) and Next Generation Science Standards in order to facilitate student achievement.
- **Goal 2:** To identify exemplary teaching skills and research-validated practices necessary

- to acquire and maintain excellence in teaching.
- **Goal 3:** To assist the novice teacher in the acculturation process as he/she acquires experience with the climate, practices, and culture within the District's school community
- **Goal 4:** To assist novice teachers in becoming reflective practitioners as they progress through the phases of first year teaching.

SECTION IV: MENTOR SELECTION & GUIDANCE

Essential Elements: *According to AchieveNJ:*

- The EPSD Mentoring Program should be individualized and aligned with our District's vision, goal *and* needs.
- Whenever possible, a mentor will be assigned no more than two mentees.
- Teachers new to the profession, in particular need time for reflection, self-evaluation and affirmation.
- Monthly meeting time for collaboration should be provided. Time to reflect is the first step, after which a teacher hones and affirms skills by verbalizing beliefs and strategies.
- Collaboration with mentors can be formal and informal.
- An established formal structure to oversee the mentoring ensures success.
- Specify a comprehensive orientation in conjunction with Human Resources Department to the District for all new first-year teachers.
- Specify minimum mentoring requirements during the critical first weeks of employment.
- Specify particular mentor support activities for novice teachers
- Update the training and experience requirements for teachers serving as 1-1 mentors.
- All teachers new to the profession will be paired with an experienced teacher to serve as a mentor during the first year.
- Mentors are expected to share feedback, model strong practice, and provide confidential support and guidance to mentees.
- During the first year of mentoring, novice teachers will receive an evaluation, but evaluation results will not be linked to tenure decisions.
- As much as possible, mentor activities should be developed in consultation with the School Improvement Panel (ScIP). Such activities should be responsive to the unique needs of different teachers in different grades and subjects.
- Every school within the EPSD will have a School Improvement Panel which will serve to ensure that the mentor plan is implemented with fidelity.
- Quality mentors make a tremendous difference in establishing new teachers' trust and respect for their colleagues and profession.
- The EPSD Mentoring Program provides an introduction to the cultural environment of our learning community and school district.
- The EPSD Mentoring Program is systemic and ongoing and should be evaluated annually by all stakeholders. Taking the time to examine and analyze what makes our Mentoring Program successful and what areas need to be altered is essential.
- Mentoring is a priority. By making the Mentoring Program a priority, we convey the message that we collectively value the development of new quality teachers to ensure the success of our students.

- All teachers new to the profession are required to participate in a one-year mentoring program.

According to “The Condition of Education 2002,” National Center for Education Statistics, U.S. Department of Education, www.nces.ed.gov, “Research suggests teachers who participate in more than eight hours of professional development in a single area of development per year are more likely to report that the activity improved their teaching ‘a lot.’ However, most teachers participate in such an activity only one to eight hours.” Researchers indicate that local programs often lack proper focus, continuity and follow-through to be effective.

Mentor Attributes MENTOR RUBRIC

	Actively Involved Mentor	Involved Mentor	Buddy System Mentor	Non-involved Mentor
Confidentiality	The mentor closely adhered to the “Firewall” between mentoring and evaluation. Topics and discussion from mentoring sessions were not shared with other staff or administration. Classroom observation notes became the sole property of the new teacher following reflective conference.	The mentor closely adhered to the “Firewall” between mentoring and evaluation. Topics and discussion from mentoring sessions were not shared with other staff or administration. Classroom observation notes became the sole property of the new teacher following reflective conferences.	The mentor adhered to the “Firewall” between mentoring and evaluation. Topics and discussion from mentoring sessions were not shared with other staff or administration.	The mentor was unfamiliar with the “Firewall” between mentoring and evaluation. Topics and discussion from mentoring sessions were shared with other staff or administration inappropriately.
Feedback	The mentor engaged in observing the new teacher’s classroom on several occasions. The mentor provided positive peer coaching feedback that was specific and evidence based in a timely manner. The feedback was designed to increase the new teacher’s teaching skills by reinforcing “Best Practices” that were observed. Feedback also included reflective questions centered on areas for improvement.	The mentor engaged in observing the new teacher’s classroom at least once each semester. The mentor provided positive peer coaching feedback that was specific and evidence based in a timely manner. The feedback was designed to increase the new teacher’s teaching skills by reinforcing “Best Practices” that were observed. Feedback also included reflective questions centered on areas for improvement.	Feedback for the new teacher was based on information gathered without classroom observation. The mentor provided positive feedback, reinforcing “Best Practices”.	Feedback to the new teacher was not based on classroom observations or contact with the new teacher. Feedback consisted mostly of the mentor telling how he or she would handle the situation.
Encouragement	The mentor encouraged the new teacher to try new things, expand his or her teaching skills and become actively involved with students, parents and staff. The mentor modeled a positive attitude toward the school, the district and the community at large. The encouragement to succeed was genuine.	The mentor encouraged the new teacher to try new things, expand his or her teaching skills and become actively involved with students, parents and staff. The mentor modeled a positive attitude toward the school, the district & community at large. The encouragement to succeed was genuine.	The mentor encouraged the new teacher to keep up his or her hard work and efforts. The encouragement was genuine.	The mentor provided little or no encouragement to the new teacher.

MENTOR RUBRIC (continued)

	Actively Involved Mentor	Involved Mentor	Buddy System Mentor	Non-involved Mentor
Availability	The mentor was always available to the new teacher. The mentor frequently initiated contact with the new teacher. Regular mentor sessions were planned.	The mentor was usually available whenever the new teacher had concerns. The mentor initiated several contacts with the new teacher.	The mentor was often available whenever the new teacher had concerns. The mentor initiated some contact with the new teacher.	The mentor was rarely available to meet with the new teacher. The mentor initiated no contact with the new teacher.
Problem Solving	The mentor frequently led the new teacher into discovering possible solutions to problems on his or her own through asking questions and making suggestions. Occasionally, the mentor included reference to how he or she would handle the situation.	The mentor suggested several ideas or possible solutions to the new teacher. The mentor occasionally led the new teacher into discovering solutions and answers on his or her own by asking questions of the new teacher.	The mentor suggested several ideas or possible solutions to the new teacher. When asked for advice, the mentor often explained how he or she would handle the situation.	When asked for advice, the mentor exclusively tried to solve problems by telling the new teacher how he or she would have handled the situation.
Reflective Questions	The mentor frequently took the opportunity to ask reflective questions of the new teacher. The mentor utilized reflective questioning skills to invite the new teacher to look at his or her teaching practices with an eye for improvement.	The mentor asked questions to clarify the actions of the new teacher and occasionally took the opportunity to ask reflective questions of the new teacher.	The mentor asked questions to clarify the actions of the teacher but infrequently extended the questioning to include reflection on teaching practices.	The mentor did not invite the new teacher to reflect on his or her teaching. No attempt was made to have the new teacher think about his or her teaching practices. The mentor imparted his or her knowledge rather than asking questions.

Source: MI-Map3.5 Mentoring New Teachers (pp.34-35), by Michigan Department of Education Office of School Improvement. Used with permission.

Mentor Selection

EPSD will consider several factors when selecting mentors. Experienced teachers who have demonstrated success in the classroom, who remain committed to ongoing training, and who display an enthusiastic, positive attitude toward teaching should be recruited as mentor teachers.

Priority will be placed in selecting an EPSD mentor who will be a District faculty member with certification and experience in the same area as the new or novice teacher or one who teaches at the same grade level as the new or novice teacher.

The school administrator will share the mentor/mentee pairs with the local School Improvement Panel. It is the administrator's role to communicate the role of the ScIP as it relates to the Mentor Plan. This task will be accomplished in a timely fashion to allow time for mentors to begin professional development training and to reach out to the novice teachers with whom they will be working with.

Snapshot of Qualities, Criteria and Descriptors for Mentor Selection

CRITERIA	MEETS STANDARD	ABOVE STANDARD	EXEMPLARY
*QUALITIES	Effective Qualities	High- Performing Qualities	High- Performing Qualities
Involvement in professional development	Meets district requirements	Continually current on educational issues	Continually current on educational issues and shares knowledge with others
Method of appointment	Administrator appoints mentors who have been asked to serve	Administrator appoints mentors who volunteer	Administrator appoints mentors after interviewing volunteers
Teaching experience of mentor	Effective/Highly Effective pending principal approval	Highly Effective pending principal approval	Three years — and pending principal approval
Proximity to new teacher	Same district	Same school building	Same school building and common planning time
Attitude toward teaching	Positive	Positive leader in school building	Positive attitude toward learning, teaching students, and guiding a new teaching in a caring, supportive way
Commitment to mentoring role	Available only during school hours	Available as needed	Willing to commit as much time and effort as needed
Compatibility with new teacher	Close to same subject area	Same grade level/ subject area	Same grade level/ subject area, along with shared beliefs and philosophies of teaching
Participation in the education profession	Serves on local committees	Serves on local, states and/or national committees	Active participant in local, state and/or national committees

QUALITIES OF A MENTOR

<p>Attitude and Character</p> <ul style="list-style-type: none"> ● Willing to be a role model for other teachers ● Exhibits strong commitment to the teaching profession ● Believes mentoring improves instructional practice ● Willing to receive training to improve mentoring skills ● Demonstrates a commitment to lifelong learning ● Is reflective and able to learn from experiences ● Is eager to share information and ideas with colleagues ● Exhibits good humor and resourcefulness ● Enjoys new challenges and solving problems 	<p>Professional Competence and Experience</p> <ul style="list-style-type: none"> ● Has excellent knowledge of pedagogy and subject matter ● Has confidence in his/her own instructional skills ● Demonstrates excellent classroom management skills ● Feels comfortable in being visited by other teachers ● Maintains a network of professional contacts ● Understands the policies and procedures of the school, district, and teachers' association ● Collaborates well with other teachers and administrators ● Is willing to learn new teaching strategies from novice teachers
<p>Communication Skills</p> <ul style="list-style-type: none"> ● Is able to articulate effective instructional strategies ● Listens attentively ● Asks questions that prompt reflection and understanding ● Offers suggestions in positive and productive ways ● Uses e-mail effectively ● Conveys enthusiasm and passion for teaching ● Is discreet and maintains confidentiality 	<p>Interpersonal Skills</p> <ul style="list-style-type: none"> ● Is able to maintain a trusting professional relationship ● Knows how to express care for a novice teacher's emotional and professional needs ● Is attentive to sensitive cultural and political issue ● Is approachable; easily establishes rapport with others ● Is patient

Requirements for Selection of Mentor Teachers

EPSD may select a certified teacher with at least three years of successful teaching experience in the District, and who is actively teaching in the district. The district shall provide ongoing training in current educational best practices, the curriculum and the Danielson Observation Framework. The teacher is committed to the goals of the Local Mentoring Plan.

- The mentor teacher will have demonstrated exemplary command of both curriculum and teaching techniques as demonstrated in his/her summative evaluations.
- The teacher has agreed to maintain the confidential nature of the mentor teacher/novice teacher relationship.
- The teacher has to be effective or highly effective, based on their summative evaluation. If a summative is not available, the District shall use the calculation based on current observations completed.
- The teacher is experienced and certified in the subject area and/or teaches the same grade in which the novice teacher is teaching, when possible.

- The teacher is knowledgeable about the social and workplace norms of the District Board of Education and the community the District Board of Education serves.
- The teacher is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher.
- The mentor teacher will have demonstrated ability to offer advice and assistance on all aspects of professional responsibilities, including building and District policies, classroom organization and management, teaching techniques, access to resources and support services, and home/school communications.
- The teacher agrees to complete a comprehensive mentor training program.
- The teacher agrees to attend trainings related the District's teacher evaluation framework. The mentors will receive 14 hours of mentor training by the end September, 2017.
- The teacher accurately completes the Mentor Application Forms.

SECTION V: ROLES AND RESPONSIBILITIES OF STAKEHOLDERS

The Englewood Public School District has several stakeholders who participate in the District's mentoring and induction program. This commitment from all stakeholders ensures that mentors receive the training they need to provide support and guidance to the novice teachers.

The Mentoring Team shall be comprised of the following District personnel and will meet bi-monthly to ensure quality implementation.

- Superintendent
- Building Administrators
- Director of Human Resources
- Director of Instruction and Technology
- Director of Instruction, Curriculum and Assessments
- District Supervisors
- School Improvement Panel - Representative(s)
- Mentor Teacher
- District Mentor Liaison - Rosemary Seitel

Roles and Responsibilities of the Board of Education

- Provides funding for the District Mentoring Program
- Supports the District Mentoring Program
- Reviews and approve the District's Induction Program
- Reads research to understand the latest research on mentoring new teachers

Roles and Responsibilities of the Building Administrators

In his/her capacity, the Principal will:

- Facilitate the selection of the mentor/mentee team
- A new Professional Development Plan, for the novice teacher, is created within 30 days of a new assignment
- Participates in District level sessions related to the implementation of the Mentor Plan
- Arranges release time so that the mentor teacher can observe the provisional teacher and hold individual conferences regarding these observations.
- All novice teachers who hold a CEAS or a CE and are registered in the PTP must be mentored in accordance with State regulations of a minimum of thirty weeks. Mentoring for part-time teachers is extended until they have completed the equivalent thirty weeks. Mentoring and mentoring time must be tracked by each mentor/mentee and provided to the Director of Human Resources
- Provides other support services, as needed.

Roles and Responsibilities of the School Leaders (Director of Human Resources, Director of Instruction and Technology, Director of Instruction, Curriculum and Assessments, District Supervisors)

- Inform novice teachers about the mentoring program and the New Jersey Provisional Teacher Program (HR)
- Provide invitation and application to District teachers (HR)
- Matches mentors and novice teachers considering years of experience, teaching assignment, proximately, and disposition (HR in consultation with principal and ScIP team)
- Respects the confidentiality of the mentor-novice relationship
- Contributes to the ongoing program evaluation - Members of the Leadership Team will meet to develop assessment tools and schedule periodic monitoring of the program (suggested meeting monthly)
- Becomes knowledgeable through training about the components of the mentoring and induction program (entire team)
- Provides training on identified topics during orientation and other workshop sessions for novice and mentor teachers
- Create and support a professional learning community (School Improvement Panel) that enhances the mentor-novice teacher relationship

Roles and Responsibilities of the School Improvement Panel (ScIP)

- Each school is required to form a School Improvement Panel (ScIP) whose role is to ensure, oversee, and support the implementation of the District's evaluation, professional learning and mentoring policies at the school level.
- The principal has final responsibility for ScIP membership but must consult with the local association representative in determining a suitable teacher to participate. As of SY15-16, teachers serving on ScIPs must have earned a rating of effective or highly effective in the most recent evaluation.
- Oversees the mentorship of new teachers at the building level.
- Review aggregate mentorship, evaluation and professional learning data to make inform program improvements.
- Establishes support structures for new educators.
- Supports mentors with capacity, resources and guidance.

Roles and Responsibilities of the Mentor

- Devotes time before school, after school, or during free time within the school day to meet with the novice teacher.
- Holds a minimum of one meeting each week to discuss the questions, needs and experience of the new teacher.
- Observes and is observed by the novice teacher within either the teacher's classroom and/or a third teacher's classroom in order to model effective teaching techniques (this may include demonstration lessons)
- Visits the novice teacher's classroom for the purpose of non-evaluative observation and feedback, coaching and support.
- Is accessible for informal support, consultation and orientation of the novice teacher about district and school policies, procedures and expectations.
- Keeps a log of times and dates of all contacts with the novice teacher using the district form. Mentor and novice teacher must sign the log at the end of the mentoring experience. The completed, signed log must be submitted to the Human Resources Department before payment of the mentor fee will be authorized. This payment will go through the Board of Education and will be a deduction noted in the novice teacher's paycheck.
- All novice teachers who hold a CEAS or a CE and are registered in the PTP must be mentored in accordance with state regulations of a minimum of thirty weeks. Mentoring for part-time teachers is extended until they have completed the equivalent thirty weeks. Mentoring and mentoring time must be tracked by each employer.

- The mentor leads the mentee in guided self-assessment of the District's teacher practice instrument.

Roles and Responsibilities of the Novice Teacher

- Maintains communication with members of the mentor team
- Agrees to pay his/her mentor \$1000.00 (CE teachers) and \$550.00 (CEAS) for mentoring stipend services
- Schedules visitation/communication with mentor
- Keeps conversations confidential
- Is available if mentor needs to talk with him/her
- Does their professional best

District Mentor Liaison Responsibilities

- Assists in on-going revision of the district mentor training and be one of the facilitators of the mentor/mentee training.
- Participates in appropriate meetings during the year to monitor program compliance and effectiveness.
- Develops, in concert with the team, assessment tools and monitoring practices.
- Meets with team to monitor the program.
- Maintains knowledge of current legislation and/or Code changes (i.e. Teacher -Leaders Endorsement) and assures that such information is communicated, where and when appropriate to the appropriate stakeholders.
- Assists the District with the preparation and submission of the District Mentor Plan, as required by NJAC 6A:9-8.4.

SECTION VI: STANDARDS THAT GUIDE PROFESSIONAL LEARNING

Plan Alignment with the New Jersey Professional Standards for Teachers

All professional learning for mentor teachers will address the eleven standards within the **2014 NJ Professional Standards for Teachers** and will be supported by the New Jersey Professional Learning Standards as stated in code **6A:9c-3.3 (STANDARDS FOR PROFESSIONAL LEARNING)**

NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS 6A: 9-3.3

All professional learning opportunities must be aligned with and support the New Jersey Professional Standards for Teachers as referenced in *N.J.A.C. 6A:9-3.3*. The Professional Standards for Teachers (and indicators) are also available at <http://www.state.nj.us/education/profdev/profstand/teacherstandardsoverview.pdf>

Standard 1: Learner Development: recognizing how patterns of learning and development vary individually; designing and implementing appropriate learning experiences

Standard 2: Learning Differences: Providing inclusive learning environments that enable each learner to meet high standards

Standard 3: Learning Environments: Collaboration with learners, families, and colleagues

Standard 4: Content Knowledge: Creating learning experiences to make content accessible and meaningful for students

Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment: 1. Use of assessment data to engage learners in examining growth and to guide teacher and learner decision-making about learning needs. 2. Need for teachers to prepare learners for demands of various assessment formats and make appropriate accommodations in assessment conditions, especially for learners with disabilities and language learning needs

Standard 7 and Standard 8: Instructional Planning and Strategies: Planning in the use of assessment data and students' prior knowledge and interest and Collaborative planning among teachers and with learners to support design of relevant learning experience.

Standard Nine: Professional Learning: Professional learning aligned with a teacher's needs as a growing professional, using feedback from evaluations, data on learner performance, and school-wide and district-wide priorities

Role of teacher as a learner continuously seeking opportunities to improve practice, drawing upon current education policy and research as sources of reflection

Standard Ten: Leadership and Collaboration: Collaboration with other school professionals to plan and facilitate learning. Development of skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

Standard 11: Ethical Practice: Fostering a school environment that protects students from sexually, physically, verbally, or emotionally harassing behavior. Collaboration with colleagues and parents to provide a safe and emotionally protective learning environment

Professional Learning Standards now in NJ Code NJAC 6A:9

The seven new standards focus attention on educator learning that relates to successful student learning. Implicit in the standards are several prerequisites for effective professional learning. They are so fundamental that the standards do not identify or describe them. These prerequisites reside where professional learning intersects with professional ethics.

Professional learning is not the answer to all the challenges educators face, but it can significantly increase their capacities to succeed. When school systems, schools, and education leaders organize professional learning aligned with the standards, and when educators engage in professional learning to increase their effectiveness, student learning will increase.

Professional Learning Communities - Structure used to develop collective responsibility

Leadership - Develop the support structures and systems to develop leader's knowledge, skills and dispositions

Resources - Leadership will coordinate resources to ensure that educators have opportunities for ongoing professional learning about equity.

Data - Use data to inform learner needs. Determine what data to gather to determine what educators learned and what changes were made to his/her practice.

Learning Design - Select a learning design that promotes active engagement and learner outcomes.

Implementation - Determine what supports will be provided to implement the actions for learning and articulate a feedback loop.

Outcomes - Articulate the results and changes we envision if equity of practice is implemented.

**SECTION VII: PROFESSIONAL LEARNING OPPORTUNITIES
FOR MENTORS AND MENTEES**

Mentors will receive 14 hours of mentor training by the end of October 2017.

Learning Design - both online and face to face.

Face to face meetings will be held on Saturdays.

Combined Mentor/Novice Teacher Meeting Schedule

Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Novice and Mentor Teachers 3 - 4 p.m.	Novice Teachers 3 - 5 p.m.	Novice and Mentor Teachers 3 - 4 p.m.	Novice Teachers 3 - 5 p.m.	Novice and Mentor Teachers 3 - 4 p.m.	Novice Teachers 3 - 5 p.m.	Novice and Mentor Teachers 3 - 4 p.m.	Novice Teachers 3 - 5 p.m.	Novice and Mentor Teachers 3 - 4 p.m.
Novice Teachers Continue from 4 - 5 p.m.		Novice Teachers Continue from 4 - 5 p.m.		Novice Teachers Continue from 4 - 5 p.m.		Novice Teachers Continue from 4 - 5 p.m.		Novice Teachers Continue from 4 - 5 p.m.

OVERVIEW OF PROFESSIONAL LEARNING OPPORTUNITIES FOR <u>MENTOR</u> TEACHERS		NJ PROFESSIONAL TEACHING STANDARDS ALIGNMENT (1-11)
1.	Mentoring Orientation for Mentors	1, 2, 3, 4, 6, 7, 8, 10, 11
2.	Pre-Opening In-Service - Use portion of the those days for mentor sessions	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
3.	Participation in Mentoring Modules in My Learning Plan (badging system for completion of modules)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
4.	Mentoring Classroom Visitations/Conferencing Techniques	2, 8, 9, 10
4.	District-wide Professional Development Days	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
5.	Building Based After-school In-Service Training Session/s (list the offerings)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
6.	Mentoring Opportunities & Classroom Visitations	
10.	Professional Practices Evaluation Model: Domain 1 - Planning and Preparation Domain 2 - Classroom Environment Domain 3 - Instruction Domain 4 - Professional Responsibilities	1, 4, 5, 6, 8, 9, 10, 11
11.	Use of cloud resource for Blended Learning (set up teams and classrooms) Badging system for completion of modules	1, 2, 3, 4, 5, 6, 7, 8, 9

Components for Novice Teachers

Newly hired teachers receive professional development related to District policies and procedures, and at that time they are assigned a mentor.

Novice teachers are involved in District-wide training and learning opportunities throughout the school year. A new Professional Development Plan is created within 30 days of a new assignment.

OVERVIEW OF PROFESSIONAL LEARNING OPPORTUNITIES FOR <u>NOVICE</u> TEACHERS	NJ PROFESSIONAL TEACHING STANDARDS ALIGNMENT (1-11)
Pre-Service Orientation for New Professional Staff	1, 2, 3, 4, 6, 7, 10, 11
Other prescribed meetings for all professional staff	1 - 11
District-wide In-Service Days	1-11
In-Service Training Sessions - Genesis, My Learning Plan	2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Peer Coaching & Classroom Visitations	1 - 11
Mentoring	1 -10
Professional Practices Evaluation Model <ul style="list-style-type: none"> ● Planning and Preparation ● Classroom Environment ● Instruction ● Professional Responsibilities 	1, 4, 5, 6, 9, 10,11

Appendices

- A. Application Process
- B. Qualities of a High-Performing Mentor-Teacher
- C. Mentor Teacher Self-Survey
- D. Mentor Teacher Application
- E. Principal Approval/Mentor - Novice Match
- F. Mentoring Partnership Agreement

ENGLEWOOD PUBLIC SCHOOL DISTRICT



DISTRICT MENTORING PROGRAM APPLICATION PROCESS

The Englewood Public School District is seeking candidates to serve as Teacher Mentors in the District's Mentoring Program for the 2017-18 school year. The application process and a mentor application is found below.

1. Each interested candidate will submit a completed application (hard copy) to the Human Resources Department by Friday, September 8, 2017.
2. The Human Resources Department will submit for review and approval the completed application to the corresponding Building Administrators.
3. The Building Administrators will review the applications and select mentors for the 2017-18 school year.
4. The Building Administrators will recommend the mentors to the Superintendent of Schools for recommendation to the Board of Education.
5. The selected mentors will be notified by Monday, September 19, 2017 of their selection to serve as mentors for the 2017-18 school year.
6. The selected mentors will be placed on the Board agenda for approval to serve as a mentor for the 2017-18 school year.

ENGLEWOOD PUBLIC SCHOOL DISTRICT



DISTRICT MENTORING PROGRAM

The Englewood Public School District (“District”) is committed to providing mentoring and support for novice teachers entering the teaching profession. The District’s mentoring program is implemented with the goal of assisting the novice teacher enhance his/her skills and knowledge of both curriculum and instructional strategies in alignment with the Professional Standards for Teachers. The Mentor Teacher will guide the novice teacher through the mentoring program with the goal of developing highly effective teachers leading to high student achievement.

Qualities of a High-Performing Mentor-Teacher

Commits to the Roles and Responsibilities of Mentoring	Accepts the Novice Teacher as a Developing Person and Professional	Reflects on Interpersonal Communications and Decisions
<ul style="list-style-type: none"> • Dedicates time to meet with the novice teacher • Persists in efforts to assist the novice teacher despite obstacles or setbacks • Maintains congruence between mentoring words and actions • Attends meetings, training or other professional development opportunities related to mentoring • Models self-reflection and self-assessment as hallmarks of professionalism 	<ul style="list-style-type: none"> • Endeavors to see the world from the novice teacher’s point of view • Anticipates the needs of the novice teacher by thinking like a novice teacher • Understands the common problems and concerns of the novice teacher • Applies theories of adult learning and development • Models acceptance of diversity in others 	<ul style="list-style-type: none"> • Reflects on what, where, when, and how to communicate with the novice teacher • Adjusts communication style to the developmental needs of the novice teacher • Respects the confidentiality of the mentor-novice teacher relationship • Self-discloses regarding one’s own professional challenges • Models effective helping relationship skills
<p>Serves as an Instructional Coach</p>	<p>Models a Commitment to Personal and Professional Growth</p>	<p>Communicates Hope and Optimism for the Future</p>
<ul style="list-style-type: none"> • Employs the clinical cycle of instructional support • Values the role of shared experiences in the coaching process • Engages the novice teacher in a professional learning community whenever possible • Possesses knowledge of effective teaching practices • Models openness to new ideas and instructional practices 	<ul style="list-style-type: none"> • Lives the life of learner as well as teacher • Engages the novice teacher as fellow student of learning and teaching • Pursues professional growth related to teaching and mentoring • Advises the novice teacher on professional growth opportunities 	<ul style="list-style-type: none"> • Encourages and praises the novice teacher • Holds and communicates high expectations for the novice teacher • Projects a positive disposition toward the teaching profession • Avoids criticism of students, parents, and colleagues

Source: *The Good Mentor*, J. Rowley, Educational Leadership, 56(8), 20-22. ©1999 Reprinted with permission,

ENGLEWOOD PUBLIC SCHOOL DISTRICT



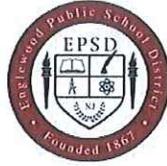
MENTOR TEACHER SELF-SURVEY

Should I become a mentor? This checklist is designed to help teachers who are considering becoming mentors. Please place an X in the column that represents the degree to which the statement characterizes the way you see yourself. You may add those qualities (insert in 19* or 20*) that represent the unique or special assets you might bring to mentoring.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I see myself as being people-oriented. I enjoy working with other professionals.					
2. I am a good listener and respect my colleagues.					
3. I am sensitive to the needs and feelings of others.					
4. I recognize when others need support or independence.					
5. I want to contribute to the professional development of others and share what I have learned.					
6. I am willing to find reward in service to someone who needs my assistance.					
7. I am able to support and help without smothering, parenting, or taking charge.					
8. I see myself as willing to adjust my schedule to meet the needs of others.					
9. I usually am patient and tolerant when teaching someone.					
10. I am confident and secure in my knowledge and try to remain up-to-date.					
11. I enjoy the subject(s) I teach.					
12. I set high standards for my students and for myself.					
13. I use a variety of teaching methods, and my students achieve well.					
14. Others look to me for information about subject matter and methods of teaching.					
15. Overall I see myself as a competent professional.					
16. I am able to offer assistance in areas that give others problems.					
17. I am able to explain things at various levels of complexity and detail.					
18. Others are interested in my professional ideas.					
19.					
20.					

Source: MI-Map3.5 Mentoring New Teachers (pp.34-35), by Michigan Department of Education Office of School Improvement.

ENGLEWOOD PUBLIC SCHOOL DISTRICT



DISTRICT MENTORING PROGRAM MENTOR TEACHER APPLICATION

I am interested in being considered for the position of a mentor teacher in the District's mentoring for quality induction program. I understand that the role of a mentor is critical to the success of a novice teacher and ultimately a key to student performance. I understand that I am required to meet with my mentee for a minimum of thirty weeks during the 2017-18 school year.

Name of Prospective Mentor:

Why do you want to be a mentor?

What abilities and experiences do you bring to the process of mentoring novice teachers?

How are you keeping current with your own professional development?

What do you hope to gain from becoming a mentor?

Signature: _____

Date: _____

ENGLEWOOD PUBLIC SCHOOL DISTRICT



DISTRICT MENTORING PROGRAM PRINCIPAL APPROVAL/MENTOR-NOVICE MATCH

School: _____

Principal's Name: _____

I have selected _____ to serve as a Mentor Teacher. This individual submitted a comprehensive application and currently holds the position of **(subject/grade level/school)**

He/she will serve as a Mentor Teacher to _____ **(name of novice teacher)**, who has been appointed to the position of **(subject/grade level/school)**

Principal's Signature: _____ Date: _____

Please submit completed documents to the Human Resources Department.

ENGLEWOOD PUBLIC SCHOOL DISTRICT



DISTRICT MENTORING PROGRAM MENTORING PARTNERSHIP AGREEMENT

Instructions: The EPSD Mentoring Partnership Agreement is to be completed collaboratively by mentor and mentee.

We have agreed on the following goals and objectives as the focus of our mentoring relationship:

1. _____
2. _____
3. _____

We have discussed the protocols by which we will work together, develop, and, in that same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly. Our specific schedule of contact and meetings, including additional meetings is as follows: _____

2. Look for multiple opportunities and experiences to enhance the novice teacher's learning. We have identified, and will commit to, the following specific opportunities and venues for learning:

3. Maintain confidentiality of our relationship. Confidentiality for us means...

4. Honor the ground rules we have developed for the relationship. Our ground rules will be...

5. Provide regular feedback to each other and evaluate progress. We will accomplish this by...

We agree to meet regularly until we accomplish our predefined goals or for a maximum of **one school year**. At the end of this period of time, we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated mutually agreed-on goals.

*In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

Mentor's Signature: _____ Date: _____

Novice Teacher's Signature: _____ Date: _____

POLICY GUIDE

Section: Students

5460. HIGH SCHOOL GRADUATION (M)

Date Created: May, 1988

Date Edited: March, 2016

5460. HIGH SCHOOL GRADUATION (M)

M

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

A. High School Graduation Requirements

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

1. 20 (At least twenty) credits in language arts literacy aligned to grade nine through twelve standards;
2. 15 (At least fifteen) credits in mathematics, including Algebra I or the content equivalent (“content equivalent” is defined at N.J.A.C. 6A:8-1.3) including geometry or the content equivalent; and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21st century careers effective with the 2012-2013 grade nine class;
3. 15 (At least fifteen) credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 18A:35-2; five credits in world history; and the integration of civics, economics, geography, and global content in all course offerings;
4. 15 (At least fifteen) credits in science, including at least five credits in laboratory biology/life science or the content equivalent; one additional laboratory/inquiry-based science course, which shall include chemistry, environmental science, or physics; and one additional laboratory/inquiry-based science course effective with 2012-2013 grade nine class;
5. 15-20 A minimum of four (3.75) 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;
 - a. Successful completion of Teen Pep 12 fulfills the grade 12 requirements for health, safety and physical education so long as the student successfully completed the health,

safety and physical education curriculum offered during grades 9-11. The New Jersey Student Learning Standards for Comprehensive Health and Physical Education are combined and provide for the completion of standards prior to the completion of grade 12.

6. 5 (At least five) credits in visual and performing arts;
7. 5 (At least five) credits in world languages or student demonstration of proficiency as set forth in N.J.A.C.6A:8-5.1(a)2ii(2);
 - a. Students' Native Language - ELLs may use their native language to satisfy the requirement when entering the ninth grade or at subsequent grade levels as newly arrived students from their native country. Students that have been speaking their native language since a very young age and throughout their prior educational experience will satisfy the world languages requirement. The district may implement proficiency testing, if desired.
 - b. Study of English - ELLs who take an additional English or English as a Second Language (ESL) class may use that second English class to fulfill the world languages requirement.
8. 2.5 (At least two and one-half) credits in financial, economic, business, and entrepreneurial literacy;
9. Technological literacy, consistent with the Core Curriculum Content Standards, integrated throughout the curriculum;
10. 5 (At least five) credits in 21st century life and careers, or career-technical education (Practical Arts); and
11. Electives as determined by the high school program sufficient to total a minimum of 120 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.

Content equivalent means courses or activities that include the same or equivalent knowledge and skills as those found in traditionally titled courses which are required for high school graduation and which are aligned with the Core Curriculum Content Standards. This content must be taught by certified teachers, may be integrated in one or more courses, may be titled differently, or may present material in an interdisciplinary or spiral format. N.J.A.C. 6A:8-1.3

The Board may adopt "Option 2" graduation requirements as provided under N.J.A.C. 6A:8-5.1.2

“Option 2”, or program completion, permits district boards of education to determine and establish curricular activities or programs aimed at achieving the Core Curriculum Content Standards for promotion and graduation purposes. “Option 2” serves as an alternative to traditional high school courses and involves in-depth experiences that may be provided by school district personnel or instructors not employed by the school district. “Option 2” may include, but is not limited to, one or more of the following: interdisciplinary or theme-based programs, independent study, magnet programs, student exchange programs, distance learning, internships, community service, co-curricular or extra-curricular programs, and/or other structured learning experiences. N.J.A.C. 6A:8-5.1(a)1ii.

In addition, N.J.A.C. 6A:8-5.1(a)1ii(3) permits district boards of education to recognize successful completion of an accredited college course that assures achievement of the knowledge and skills delineated in the Core Curriculum Content Standards or includes learning that builds on and goes beyond the standards.

“Option 2” allows local school districts to design and implement curricular programs that meet the needs of all students. The regulations support student participation in deep and meaningful learning experiences that advance student learning and focus on student interest and abilities. “Option 2” allows a student to obtain credit for learning experiences outside of the traditional classroom environment. Some of these experiences may provide real-world connections not available in the school setting. Other learning experiences may go beyond what the traditional high school can provide, allowing students to participate in research, international study, or college-level work.

Transfer pupils must meet all State and local requirements in order to graduate.

The Superintendent shall put into effect the procedures necessary to assess each pupil upon entry into the system, and, annually thereafter, to identify those pupils not meeting the State or district proficiency requirement. He/she shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

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 Core Curriculum Content Standards.
 - a. Individualized student learning opportunities in all Core Curriculum Content Standards areas include, but are not limited, to the following:
 - (1) Independent study;
 - (2) Online learning;
 - (3) Work-based programs, internships, apprenticeships;

- (4) Study abroad programs;
 - (5) Student exchange programs; and
 - (6) 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 Core Curriculum Content Standards shall:
 - (1) Be based on student interest and career goals as reflected in the Personalized Student Learning Plans;
 - (2) Include demonstration of student competency;
 - (3) Be certified for completion based on the district process adopted according to 2. below; and
 - (4) Be on file in the school district and subject to review by the Commissioner or designee.
 - c. Group programs based upon specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards shall be permitted and shall be approved in the same manner as other approved courses.
2. The district shall establish a process for granting of credits through successful completion of assessments that verify student achievement in meeting or exceeding the 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 Core Curriculum Content Standards:
 - (1) The Standards-based Measurement of Proficiency (STAMP) online assessment;

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

B. Additional Graduation Requirements

1. Attendance requirements as indicated in Policy and Regulation 5200;
2. Any statutorily mandated requirements for earning a high school diploma; and
3. 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
- 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 may specify alternate requirements for a State-endorsed diploma for individual students with disabilities as defined in N.J.A.C. 6A:14-1.3.
 - a. The district shall specifically address any alternate requirements for graduation in a student's IEP, in accordance with N.J.A.C. 6A:14-4.11.
 - b. The district shall develop and implement procedures for assessing whether a student with a disability has met any alternate requirements for graduation individually determined in an IEP.
2. If a student with a disability attends a school other than that of the school district of residence, which is empowered to grant a diploma, the student shall have the choice of receiving the diploma of the school attended or the diploma of the school district of residence.
 - a. If the school the student is attending declines to issue a diploma to the student, the district of residence Board of Education shall issue the student a diploma if the student has satisfied all State and local graduation requirements, as specified in the student's IEP.
3. 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 prescribes continued special education programs beyond the fourth year of high school shall be permitted to participate in commencement ceremonies with his/her graduating class and shall receive a certificate of attendance, provided the student has attended four years of high school.
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

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) will be provided a copy of the school district's requirements for a State-endorsed diploma, and the programs available to assist students in attaining the State-endorsed diploma, in accordance with N.J.S.A. 18A:7C-5.

H. Reporting

The Superintendent, in accordance with N.J.S.A. 18A:7C-7 and 18A:7E-3, shall report annually to the Board of Education 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.

J. Early Graduation

The Board of Education may grant a high school diploma to a pupil who has not completed the twelfth grade. Each request for early graduation will be considered individually by the Board, which shall be guided by the recommendation of the Superintendent and the high school Principal.

A pupil will be permitted early graduation from high school only if he or she has satisfied the number of course credits for graduation and has demonstrated the required proficiencies, and has a satisfactory attendance record as defined by policy and regulation.

A pupil permitted to graduate before the end of the twelfth grade will be issued a State-endorsed diploma certifying that he/she has met all State and local requirements for graduation. The diploma will bear the date of its issuance. The pupil may be permitted to participate in graduation ceremonies with his/her classmates without formal readmission to the school district on application to and approval of the high school Principal.

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.

Adopted:

Englewood Public Schools
Option 2
Requirements for Individual Program Approval

I. Background Information

As stated in Englewood Board of Education Policy 5460, the Board of Education may adopt graduation requirements that enable students to receive high school credits for alternative learning experiences that enable them to fulfill or exceed the expectations set forth in the New Jersey Core Curriculum Content Standards. Option 2 (N.J.A.C. 6A:8-5.1(a) 12) of the high school graduation requirements allows the Englewood Public School District to design and/or approve educational experiences that serve as an alternative to traditional instruction and provide meaningful learning experiences which support student achievement of the New Jersey Learning Standards. Option 2 allows schools to provide enhanced educational opportunities for all the students by multiple and diverse pathways.

2. Important Information

1. There is an application included as part of these regulations that is to be completed by the individual seeking approval for the earning of credit outside the traditional Englewood Public School District courses offered as described in the high school Program of Studies.
2. The application must be completed and submitted at least thirty (30) days prior to the beginning of the proposed program. All required information must be attached to this application. The application should be submitted to the Option 2 Coordinator.
3. Option 2 program/courses during the high school years are available to students in grades nine (9) through twelve (12).
4. This application will be reviewed by a committee of the Englewood Public School District Superintendent of Schools and/or his/her duly appointed designee(s). The

applicant will be notified in writing of the pending status, and/or approval/rejection of the application. If additional information is requested by the review committee, this information must be submitted within one (1) week.

5. If the application is submitted by a student and/or parent, it is the responsibility of the student to maintain academic standing and enrollment in an approved Option 2 program. Any failure to complete an approved program may jeopardize the student's ability to meet graduation requirements. The Englewood Public Schools cannot guarantee placement in an equivalent Englewood Public Schools course in the case of a student withdrawing from an approved Option 2 Program.

6. Englewood Public Schools reserves the right to determine the number of credits to be awarded. Any credits earned via this Option 2 procedure will not be factored into grade point average calculation. However, the course and actual grade earned will be noted on the student's official transcript.

7. When considering awarding credit under Option 2, Englewood Public Schools is most concerned with:

a. Does the content of the course/program directly relate to the New Jersey Core Curriculum Content Standards (NJCCCS) for successful completion of high school graduation requirements?

b. Is the program taught/organized by a qualified professional?

c. What are the goals, objectives, activities, and assessment methods of this program?

d. What is the total number of hours associated with this program?

e. Are there any issues involving student safety?

8. When applying for credit through Option 2, the applicant(s) is/are responsible for:

- a. Successfully completing the application and providing all requested information in the stated time frame;
- b. Maintaining attendance and academic records for the approved Option 2 Program;
- c. Securing professional credentials of instructors/coordinators/personnel and ensuring that the program is safe and in compliance with child safety and/or labor laws. If (Note: Under NJ law, all employees of the Englewood Board of Education are fingerprinted for purposes of background checks. The Program Instructor, if not directly employed by the Englewood Board of Education, may not have been required to submit to such background checks. It is the student/parent/guardian's responsibility to check the background information if the program is provided by an independent provider.);
- e. Providing the Englewood Public Schools with all requested information including, but not limited to academic progress, course syllabus, final grade report, instructor credentials, assessment methods, links to NJLS and proof of attendance;
- f. Understanding that the student's attendance at Englewood Public Schools is only required when the student is participating in an Englewood-sponsored program or class. (If a student is participating in an outside, approved Option 2 Program and the program is not scheduled to meet, that student is not to report to the Englewood Public Schools unless they have a regularly scheduled class at the Englewood Public Schools.);
- g. Providing a student summary report on how the identified course objectives have been met (signed off by the instructor);
- h. Providing final grade reports from an approved Option 2 program no later than two (2) weeks after the conclusion of the program. (Please note that any final grade report that needs to be considered for graduation purposes must be received by the

Englewood Public Schools no later than June 1st. Also, programs that are not finished by the end of the stated time frame will receive a failing grade notation except in cases beyond the student's control.).

9. If the Englewood Public Schools Option 2 Committee declines the application, the student can appeal this decision. The following must occur:

- a. The student shall notify the principal within five (5) days of notification from the committee. Included in this written appeal to the principal must be the reason(s) why the student feels s/he should be granted permission for the Option 2 program.
- b. The principal will gather information and notify the student of his/her decision, in writing, within five (5) days.
- c. If the decision is upheld and the student still wishes to appeal s/he must submit a written appeal to the Superintendent of Schools within five (5) school days of receipt of the principal's notification. The superintendent's decision will be communicated to the student in writing within five (5) school days.

2I. Performance or Competency Assessment

Performance or competency assessments are not offered for the awarding of credit in place of completing actual courses/programs.

Utilize these regulations when completing the Option 2 Application. Please be sure to include and attach all required information to expedite the processing of the application.

District Regulation

5550 - DISAFFECTED PUPILS (M)

Section: Students
Date Created: March, 2007
Date Edited: March, 2007

M

A. Grades Kindergarten (K) Through Grade Six (6)

1. Each student's work habits, behavior, products, and records will be continually monitored for signs of disaffection by teaching staff members responsible for the student's instructional program. Such signs of disaffection might include, but need not be limited to, the student's:
 - a. Working below potential set by IQ indicators,
 - b. Depressed standard test scores,
 - c. Excessive absenteeism or truancy,
 - d. Change in personality or work habits,
 - e. Marked irritability, lassitude, or hypersensitivity.
- ~~2. The teacher or other professional staff member who observes signs that a student may be disaffected will confer with the student assistance counselor or other professional, as designated by the School Principal. If it is determined that concern about the student's welfare is warranted, the student's parent(s) or legal guardian(s) will be called in and made aware of the problems, and steps to deal with the student's disabling attitude will be proposed.~~
- ~~3. Once a student is identified as disaffected, steps to offset the effects of disaffection may be initiated. Such steps may include:
 - ~~a. Referring the student to the Pupil Assistance Committee for Intervention and Referral Services, which includes close monitoring to assess effectiveness of the recommended strategies and/or services to ameliorate the disaffection;~~
 - ~~b. A meeting with the learning disabilities teacher consultant to help teachers shape classroom strategies that might reduce disaffection;~~~~

- ~~c. Building on the student's strengths to help bolster his/her sense of self-worth;~~
- ~~d. Providing instructional alternatives to stimulate the student's interest by utilizing such devices as calculators, computers, educational games, and teaching machines;~~
- ~~e. Assigning the student to another teacher or class, when such change is determined to be in the best interests of the child.~~

B. Grades Seven (7) and Eight (8)

1. A disaffected student in the middle school may be identified by one or more of the following signs:
 - a. Argumentative behavior and truculence,
 - b. Willful disregard of school rules and lack of concern for others,
 - c. Disrespect for authority figures,
 - d. Excessive absenteeism or truancy,
 - e. Acting-out and/or aggressive behavior, and
 - f. Working below his/her potential.
- ~~2. The teacher or other professional staff member who observes signs that a student may be disaffected will confer with the school guidance counselor or student assistance counselor, as designated by the School Principal. If it is determined that concern about the student's welfare is warranted, the student's parent(s) or legal guardian(s) will be called in and made aware of the problems, and steps to deal with the student's disabling attitude will be proposed.~~
- ~~3. Once a student is identified as disaffected, the following steps will be taken:~~
 - ~~a. The student will be referred to the school guidance office for counseling where:~~
 - ~~(1) The parent(s) or legal guardian(s) may be asked to seek outside support services; and/or~~
 - ~~(2) The teaching staff members responsible for the student may be asked to observe the student, formally monitor his/her progress, and report regularly to the guidance counselor.~~

- ~~b. The student's schedule may be modified as necessary.~~
- ~~c. The learning disabilities teacher consultant may be consulted to help teachers shape strategies that may reduce the disaffection.~~
- ~~d. The student may be referred to the Pupil Assistance Committee for Intervention and Referral Services, which includes close monitoring to assess effectiveness of the recommended strategies and/or services to ameliorate the disaffection.~~

C. Grades Nine (9) through Twelve (12)

1. The disaffected high school student may be identified by the following signs:
 - a. A drop in school performance,
 - b. Decreased attentiveness and disinterest in school work,
 - c. Marked irritability, lassitude, and hypersensitivity,
 - d. Evidence of class cutting, excessive absence, and/or truancy,
 - e. An inability to articulate occupational or educational goals, and
 - f. Hostility towards authority figures.
- ~~2. The teaching staff member who observes a disaffected student will alert the guidance counselor to a possible problem.~~
- ~~3. The guidance counselor will confer with the student's teacher, review the student's record, and meet with the student and his/her parent(s) or legal guardian(s). A remedial plan or program may result from this conference.~~
- ~~4. If such a remedial plan or program is not successful or cannot be defined satisfactorily, the student may be referred to the Pupil Assistance Committee for Intervention and Referral Services in order to develop a plan and/or services and/or other interventions which the Committee deems to be in the best interests of the student.~~

It is the responsibility of the teacher to identify at-risk or disaffected pupils enrolled in their class and to provide best-practice interventions for instruction and assessment that meet the unique needs of each at-risk pupil.

Academic Difficulties

The teacher shall provide every at-risk student with multiple opportunities to earn a passing grade for any failed assignment. These may include graded homework, class work, quizzes, tests, projects, etc. The student may not receive a grade higher than 65 if the child satisfactorily

completes the failed assignment, regardless of the number of attempts. *The only exception is if the newly graded assignment's true grade is above a 65, and the child needs the true grade to attain a 65 average for the marking period.*

Level 1*

The teacher shall develop and maintain a record of all Evidence of Interventions provided to assist each at-risk student who has a live Genesis Gradebook average of **67** or below. The teacher shall maintain this record in the student's *Genesis Gradebook Notes* section. The teacher shall contact the parent/guardian when a student's grade causes him or her to become a Level 1 at-risk student. The contact may be via phone, email, US mail or a live parent/teacher conference. All parent/guardian contact shall be recorded in the student's Genesis Gradebook Notes section.

Level 2*

Any student who completes the marking period with a grade of 64.4 or below shall receive an **Incomplete** for the marking period. The teacher shall develop and implement a Pre-Referral Plan and maintain a record of all action taken for each Level 2 student. The teacher shall provide a Level 2 student with multiple opportunities to earn a passing grade for any failed assignment. A Level 2 student shall receive at maximum of 5 weeks to earn a passing grade for any failed assignment that will result in a 65 average for the marking period. The teacher shall contact the parent/guardian of Level 2 students weekly to provide information regarding the student's Level 2 requirements and intervention progress. The contact may be via phone, email, US mail or a live parent/teacher conference. All parent/guardian contact shall be recorded in the student's Genesis Gradebook Notes section.

Level 3*

A Level 2 student will be elevated to Level 3 if the student does not respond to Level 2 interventions or does not attain the goals and objectives set forth in Level 2 despite all efforts by the teacher and student to attain success. At this point, the student is deemed at risk for academic failure and for becoming disaffected. In an effort to not discourage the student from remaining engaged in the learning process, a Level 2 student shall receive the grade of I in lieu of an F/UIF on the Interim Report or Marking Period Grade while a Pre-Referral Plan is in place. The teacher shall immediately submit the Level 2 Pre-Referral Plan and all accompanying data to the building Intervention & Referral Services Coordinator for review. The Intervention & Referral Services Team shall review the teacher's Pre-Referral Plan and data to determine if a formal I&RS Plan is required.

No student shall receive an end of course grade of F or UIF without approval from the teacher's supervisor or principal. A supervisor or principal shall review the teacher's Evidence of Interventions and Pre-Referral Plan from Levels 1-3 to determine if all interventions have been exhausted in an effort to assist the student. If the supervisor or principal deems that a student did not receive all required opportunities as set forth by this policy and regulation, then the teacher shall be required to provide multiple opportunities for the student to exhibit mastery of the standards for all areas not yet mastered.

No student shall be retained without having a formal building level Intervention & Referral Services Plan in place for a minimum of two full marking periods.

Behavioral Difficulties

See Regulation 5600 STUDENT DISCIPLINE/CODE OF CONDUCT (M)

Attendance Difficulties

See Regulation 5200 ATTENDANCE (M)

*It should be noted that programs of intervention and referral services may not be used to delay obvious and appropriate referrals to special education (N.J.A.C. 6A:14-3 et seq.). Schools are not permitted to create any barrier for the administration of appropriate evaluations to determine the existence or nature of students' educational disabilities.

It should also be noted that the Student Achievement Program procedures as listed above may be utilized for a student who is not deemed at-risk. Teachers shall utilize best practices of differentiated instruction and assessment at any time to ensure that each student is reaching his or her full potential.

Issued: 16 March 2007

District Policy

5550- DISAFFECTED PUPILS (M)

Section: Students

Date Created: August, 2006

Date Edited: August, 2006

M

The Board of Education believes that the educational needs of all students should be served. The Board will make every reasonable effort to identify and serve disaffected students whose learning is impeded by environmental circumstances, the student's attitude, or an inappropriate instructional program.

For the purposes of this policy, "disaffected student" means the student who has instructional needs that are not being met by the regular instructional program and who is performing well below his/her social or academic capacity.

Disaffected students may include students unable to function properly within a traditional school program; students of average or above average intelligence and ability who achieve below their potential; students unable to establish occupational or future goals; students with a pattern of behavior problems, including problems with attendance and tardiness; students who lack motivation, direction, and decision making ability; students who possess a poor self-image; students suffering stressful family settings; students hostile toward adults and authority figures; students in difficulty with community and law enforcement agencies; and students lacking interest in school and avoiding involvement in school activities.

Teaching staff members shall be alert to students experiencing difficulty in their classes. Any such student who does not appear to be disabled may be referred to **the Intervention & Referral Services Team (I&RS)**. A disaffected student who may have disabilities shall be referred to the Child Study Team for evaluation in accordance with Policy No. 2460M.

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

N.J.A.C. 6A:14-1.1 et seq.

Adopted: 28 August 2006

District Policy

5200- ATTENDANCE (M)

Section: Students
Date Created: August, 2006
Date Edited: January, 2016

M

In accordance with the provisions of N.J.S.A. 18A:38-25, every parent, guardian, or other person having control and custody of a child between the ages of six and sixteen shall cause the child to regularly attend school. The Board of Education requires students enrolled in the school district attend school regularly in accordance with the laws of the State.

In accordance with the provisions of N.J.A.C. 6A:16-7.6 and for the purposes of this Policy and Regulation 5200, a student's absence from school will be ~~excused, or unexcused~~ **verified, or unverified** that counts toward truancy.

Students that are absent from school for any reason are responsible for the completion of assignments missed because of their absence. A student who is absent from school for observing a religious holiday shall not be deprived of any award, eligibility, or opportunity to compete for any award, or deprived of the right to take an alternate test or examination that was missed because of the absence provided there is a written ~~excuse~~ documentation of such absence ~~signed by the parent~~ as per **Regulation 5200**.

Prolonged or repeated absences, ~~excused or unexcused,~~ **verified or unverified**, from school or from class, deprive students of the educational and classroom experiences deemed essential to learning and may result in retention at grade level for districts with secondary school(s) or loss of credit ~~or removal from a course~~ that would count toward the high school diploma in accordance with policies of this Board.

Students shall be subjected to the school district's response for ~~unexcused~~ **unverified** absences that count toward truancy during the school year as outlined in N.J.A.C. 6A:16-7.6(a)4 and Regulation **5200**.

~~Unexcused~~ **Unverified** absences from school or from classes within the school day may subject a student to consequences that may include the denial of a student's participation in co-curricular activities and/or athletic competition. Repeated absences from school interfere with efforts of this Board and its staff in the maintenance of good order and the continuity of classroom instruction and such absences may result in ~~the removal of the student from~~ **denial of credit for** a class or course of study.

The Superintendent shall calculate and monitor the average daily attendance rate for the district and for each school in the district. Whenever the average daily attendance rate

does not meet the New Jersey Department of Education requirements the Superintendent or designee shall develop a district improvement plan to improve student attendance pursuant to N.J.A.C. 6A:30-5.2.

N.J.S.A. 18A:36-14; 18A:38-25

N.J.S.A. 34:2-21.1 et seq.

N.J.A.C. 6A:16-7.6; 6A:32-8.3

Adopted: 28 August 2006

Revised: 19 November 2015

District Regulation

5200 - ATTENDANCE (M)

Section: Students

Date Created: October, 2007

Date Edited: January, 2017

A. Definitions

1. For the purposes of school attendance, a “day in session” shall be a day on which the school is open and students are under the guidance and direction of a teacher or teachers engaged in the teaching process. Days on which school is closed for such reasons as holidays, teachers’ institutes, and inclement weather shall not be considered as days in session.
2. A “school day” shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day of Kindergarten.
3. “A day of attendance” shall be one in which the student is present for a full day under the guidance and direction of a teacher while school is in session.
 - a. Whenever over-crowded conditions make it necessary to hold two separate sessions with a different group of students in each session, a student attending for all of either session shall be regarded as having attended for the full day. An excused absence for any reason shall not be counted as a day of attendance in the school register.
4. A “half-day class” shall be considered the equivalent of a full day’s attendance only if in session for four hours or more, exclusive of recess periods or lunch periods.

B. Attendance Recording

1. A record of the attendance of all students on roll in a school register shall be kept each day that school is in session by a teacher or other authorized person. It shall be the duty of this person to keep the attendance records according to these rules and the specific instructions issued by the Commissioner of Education.

2. No student shall be recorded as present unless the school is in session and the student so recorded is under the guidance and direction of a teacher in the teaching process.
3. A student shall be recorded as absent in the school register when not in attendance at a session of the school while a member of the school, except students excused due to religious holidays who shall be recorded as excused.
4. A student shall be recorded as either present, absent, or excused for religious observance, every day the school is in session after the student enters until the date the student is transferred to another school, transferred to an individual home instruction record, or officially leaves the school system.
5. The Commissioner shall annually prescribe a list of religious holidays on which it shall be mandatory to excuse students for religious observance upon the written request signed by the parent or person standing in loco parentis.
6. The mere presence of a student at roll call shall not be regarded as sufficient attendance for compliance with N.J.A.C. 6A:32-8.3. In a school which is in session during both the forenoon and the afternoon, a student shall be present at least one hour during both the forenoon and the afternoon in order to be recorded as present for the full day. In a school which is in session during either the forenoon or the afternoon, a student shall be present at least two hours in the session in order to be recorded as present for the full day.
7. A student not present in school because of his/her participation in an approved school activity, such as a field trip, meeting, cooperative education assignment, or athletic competition will be considered to be in attendance.

C. ~~Unverified Absences That Count Toward Truancy/Excused Absences~~

1. ~~“An unverified absence that counts toward truancy” is a student’s absence from school for a full or a portion of a day for any reason that is not an “excused absence” as defined below.~~
2. ~~“An excused absence” is a student’s absence from school for a full day or a portion of a day for the observance of a religious holiday pursuant to N.J.S.A. 18A:36-14 through 16, or any absence for the reasons listed below.:~~

Unverified Absences That Count Towards Truancy

1. "An unverified absence that counts toward truancy" is a student's absence from school for a full or a portion of a day for any reason that is not a "verified absence" as defined below.
2. "A verified absence" is a student's absence from school for a full day or a portion of a day for the observance of a religious holiday pursuant to N.J.S.A. 18A:36-14 through 16 or any absence for the reasons listed below:
 - o The student's illness supported by notification to the school by the student's parent documentation as provided by a medical professional that includes the date(s) of absence(s);
 - o The student's required attendance in court supported by documentation as provided by an official of the court that includes the date(s) of absence(s);
 - o Where appropriate, when consistent with Individualized Education Programs, the Individuals with Disabilities Act, accommodation plans under 29 U.S.C. §§ 794 and 705(20), and individualized health care plans;
 - o The student's suspension from school;
 - o Family illness or death supported by notification to the school by the student's parent;
 - o Visits to post-secondary educational institutions supported by documentation as provided by the student's school counselor that includes the date(s) of absence(s);
 - o Interviews with a prospective employer or with an admissions officer of an institution of higher education supported by documentation as provided by the student's school counselor that includes the date(s) of absence(s);
 - o Examination for a driver's license supported by documentation as provided by the New Jersey Motor Vehicle Commission that includes the date(s) of absence(s);
 - o Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day supported by documentation as provided by a medical professional that includes the date(s) of absence(s);
 - o Take Our Children to Work Day supported by documentation as provided by the student's school counselor that includes the date(s) of absence(s);
 - o An absence considered excused by a New Jersey Department of Education rule supported by documentation as provided by the parent that includes the date(s) of absence(s);

- An absence for a reason not listed above, but deemed excused by the Principal upon a written request by the student's parent stating the reason for the absence and requesting permission for the absence to be an excused absence.

3. "Truancy" means ten or more cumulative unverified absences that count toward truancy of a student between the ages of six and sixteen as determined by the Board's Attendance Policy and Regulation pursuant to N.J.A.C. 6A:16-7.6(a)4.iii. and the definition of school day pursuant to N.J.A.C. 6A:32-8.3. Any absence not listed in C.23. above shall be an unverified absence counted toward truancy.

4. "Unverified tardiness" may constitute an unverified absence that counts toward truancy in accordance with Policy 5240.

D. Notice to School of a Student's Absence

1. The parent or adult student is requested to call the school office before the start of the student's school day.
2. The parent of the student or an adult student who will attend the morning session, but will not attend the afternoon session should call or provide notice to the school office before the start of the afternoon session.
3. The parent or adult student who anticipates a future absence or anticipates that an absence will be prolonged should notify the school office to arrange make-up work.

E. Readmission to School After an Absence

- 1. A student returning from an absence of any length of time must provide documentation that includes the cause and date(s) of absence(s) prior to readmission to school;
- 2. A note Documentation from the parent/guardian in the form of paper or electronic correspondence explaining a student's absence for a non-communicable illness for a period of more than (3) three school days. Said documentation must be accompanied by a physician's statement of the student's illness with medical clearance to return to school.
- 3. A student who has been absent by reason of having or being suspected of having a communicable disease must present to the school nurse written evidence Documentation from a physician that attests to the student as of being free of communicable disease, in accordance with Policy 8451.

F. Instruction

1. Teachers shall cooperate in the preparation of home assignments for students who anticipate an excused absence of ~~(3) three~~ **two (2) or more consecutive** school days duration. The parent or student must request such home assignments.
2. A student who anticipates an absence due to a temporary or chronic health condition may be eligible for home instruction in accordance with Policy 2412. The parent must request home instruction.
3. Students absent for any reason are expected to make up the work missed. The parent or student is responsible for requesting missed assignments and any assistance required. Teachers will provide make-up assignments as necessary.
4. In general, students will be allowed a reasonable amount of time as determined by the teacher to make up missed work.
5. A student who missed a test or an exam shall be offered an opportunity to take the test, exam, or an appropriate alternate test.

G. Denial of Course Credit

1. The teacher will determine the ~~credit~~ **points** to be awarded a student for make-up work. Where class participation is a factor in the learning process, the teacher may consider a student's absence in determining a final grade, except absences for the observance of a religious holiday or absence for a student's suspension from school will not adversely affect the student's grade. The teacher may record an incomplete grade for a student who has not had a full opportunity to make up missed work.
2. A secondary student may be ~~dropped from a course or~~ denied course credit when he/she has been absent from ~~(10%) percent~~ **sixteen (16)** or more of the **class sessions** for a full year course; **eight (8) or more of the class sessions** for a semester course; and **four (4) or more of the classes** for a **quarter course**, whatever the reason for the absence, except that absences for the observance of a religious holiday or absences caused by a student's suspension will not count toward the total.
 - ~~A secondary student who has been dropped from a course of study may be assigned to an alternate program.~~
 - A secondary student denied course credit **due to excessive absenteeism** after completing the course will be permitted to attend **a credit completion session** participate in a Board approve credit recovery program to regain the denied credit. The student's credit

recovery program will be coordinated through Intervention & Referral Services for general education student, through the Child Study Team for students with an Individualized Education Program, or through the Section 504 Team for students with a Section 504 Plan. ~~provided the student has not been absent from the class more than (15%) percent of the available class sessions.~~

1. An elementary student may be retained at grade level, in accordance with Policy 5410, when he/she has been absent (10%) percent **sixteen (16)** or more school days, whatever the reason for the absence, except that absences for the observance of a religious holiday and absences due to student's suspension will not count toward the total.

H. School District Response **to** Unverified Absences During the School Year That Count Toward Truancy

1. For up to **four (4)** cumulative unverified absences that count toward truancy, the Principal or designee shall:

- a. ~~Make a reasonable attempt to notify the student's parent of each unverified absence prior to the start of the following school day; Immediately refer the student to the building Intervention & Referral Services Team for attendance difficulties;~~

- b. ~~Make a reasonable attempt to determine the cause of the unverified absence, including through contact with the student's parent;~~

Immediately contact the parent/guardian of the student via certified US Mail and electronic mail (if applicable) to notify of the student's current attendance status. The notification shall include a copy of the District's Attendance Policy and Regulation. All parent/guardian contact shall be recorded in the student's Genesis Gradebook Notes section.

- e. ~~Identify, in consultation with the student's parents, needed action designed to address patterns of unverified absences, if any, and to have the child return to school and maintain regular attendance;~~

- d. c. Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-10, if a potentially missing or abused child situation is detected; and

- e. d. Cooperate with law enforcement and other authorities and agencies, as appropriate.

2. For between **five (5) and eight (8)** cumulative unverified absences that count toward truancy, the Principal or designee shall:

- a. ~~Make a reasonable attempt to notify the student's parent of each unverified absence prior to the start of the following school day;~~

Immediately contact the parent/guardian of the student via certified US Mail and electronic mail (if applicable) to notify of the student's current attendance status and to request the parent/guardian attend a meeting with the Principal or designee and the Intervention & Referral Services Team. The notification shall include a copy of the District's Attendance Policy and Regulation. All parent/guardian contact shall be recorded in the student's Genesis Gradebook Notes section.

~~refer the student to the building Intervention & Referral Services Team for attendance difficulties;~~

b. ~~Make a reasonable attempt to determine the cause of the unverified absence, including through contact with the student's parent;~~

e. b. Evaluate the appropriateness of action taken pursuant to N.J.A.C. 6A:16-7.6(a)4.i.(3) and H.1.c. above;

c. Refer to a court or court program pursuant to N.J.A.C. 6A:16-7.6(a)4.iv. and H.4. below;

d. Proceed in accordance with N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-10, if a potential missing or abused child situation is detected; and

e. Cooperate with law enforcement and other authorities and agencies, as appropriate.

d. ~~Develop an action plan to establish outcomes based upon the student's patterns of unverified absences and to specify the interventions for supporting the student's return to school and regular attendance, which may include any or all of the following:~~

(1) ~~Refer or consult with the building's Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;~~

(2) ~~Conduct testing, assessments, or evaluations of the student's academic, behavioral, and health needs;~~

(3) ~~Consider an alternate educational placement;~~

~~(4) Make a referral to or coordinate with a community-based social and health provider agency or other community resource;~~

~~(5) Refer to a court or court program pursuant to N.J.A.C. 6A:16-7.6(a)4.iv. and H.4. below;~~

~~(6) Proceed in accordance with N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-10, if a potential missing or abused child situation is detected; and~~

~~(7) Engage the student's family.~~

~~e. Cooperate with law enforcement and other authorities and agencies, as appropriate.~~

3. For ~~ten~~ **nine (9)** or more cumulative unverified absences that count toward truancy, a student between the ages of six and sixteen is truant, pursuant to N.J.S.A. 18A:38-25, and the Principal or designee shall:

a. **Immediately contact the parent/guardian of the student via certified US Mail and electronic mail (if applicable) to notify of the student's current attendance status and to request the parent/guardian attend a meeting with the Principal or designee and the Intervention & Referral Services Team. All parent/guardian contact shall be recorded in the student's Genesis Gradebook Notes section. The notification shall include a copy of the District's Attendance Policy and Regulation.**

a. **The Principal or designee and Intervention & Referral Services Team shall make a determination regarding the need for a court referral for the truancy, per N.J.A.C. 6A:16-7.6(a)4.iv. and H.4. below;**

b. Continue to consult with the parent and the involved agencies to support the student's return to school and regular attendance;

- c. Cooperate with law enforcement and other authorities and agencies, as appropriate; and
 - d. Proceed in accordance with N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School, and other applicable State and Federal statutes, as required.
4. A court referral may be made as follows:
- a. When unverified absences that count toward truancy are determined by school officials to be violations of the compulsory education law, pursuant to N.J.S.A. 18A:38-25, and the Board of Education's policies, in accordance with N.J.A.C. 6A:16-7.6(a), the parent may be referred to Municipal Court.
 - (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Municipal Court; or
 - b. When there is evidence of a juvenile-family crisis, pursuant to N.J.S.A. 2A:4A-22.g, the student may be referred to Superior Court, Chancery Division, Family Part.
 - (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Juvenile-Family Crisis Intervention Unit.
5. For a student with a disability, the attendance plan and its punitive and remedial procedures shall be applied, where applicable, in accordance with the student's IEP, pursuant to 20 U.S.C. §§ 1400 et seq., the Individuals with Disabilities Education Act; the procedural protections set forth in N.J.A.C. 6A:14; accommodation plan under 29 U.S.C. §§ 794 and 705(20); and individualized health care plan and individualized emergency healthcare plan pursuant to N.J.A.C. 6A:16-2.3(b)5.xii.

6. All receiving schools pursuant to N.J.A.C. 6A:14-7.1(a), shall act in accordance with N.J.A.C. 6A:16-7.6(a)4.i. and H.1. above for each student with up to four cumulative unverified absences that count toward truancy.
 - a. For each student attending a receiving school with five or more cumulative unverified absences that count toward truancy, the absences shall be reported to the sending school district.
 - (1) The sending school district shall proceed in accordance with the Board of Education's policies and procedures pursuant to N.J.A.C. 6A:16-7.6(a) and H.5. above and the provisions of N.J.A.C. 6A:16-7.6(a)4.ii. through iv. and H.2. through H.5. above, as appropriate.

I. Discipline

For nine (9) or more cumulative unverified absences that count toward truancy, the following action may be taken by the Principal or designee,

1. Students may be denied participation in co-curricular and social activities. ~~if the Board establishes attendance standards for participation.~~
2. Students may be denied participation in athletic competition. ~~if the Board establishes attendance standards for participation.~~
3. Students may be required to attend morning, after school or Saturday Opportunity Sessions to regain instructional time lost due to excessive absenteeism.
3. 4. No student who is absent from school for observance of a religious holiday may be deprived of any award or of eligibility for or opportunity to compete for any award because of the absence.

J. Recording Attendance

1. Teachers must accurately record the students present, tardy, or absent each day in each session or each class. Attendance records must also record students' attendance at out-of-school curricular events such as field trips.

2. A record shall be maintained of each excused absence and each unverified absence that counts toward truancy as defined in Policy and Regulation 5200.
3. A report card will record the number of times the student was absent and tardy in each marking period.
4. A student's absence for observance of a religious holiday will not be recorded as such on any transcript or application or employment form.

K. Appeal

1. Students may be subject to appropriate discipline for their school attendance record.
2. A student who has been retained at grade level for excessive absences may appeal that action in accordance with Policy 5410.
3. A student who has been ~~dropped from a course and/or~~ denied course credit for excessive absences may appeal that action in accordance with the following procedures:
 - a. The student shall file a written appeal to the Principal or designee within five school days of receiving notice of the action. The appeal should state the reasons for each absence, any documentation that may support reducing the number of absences for the purposes of course credit, and reasons why the student should either continue to be enrolled in the course or receive course credit for a class the student completed.
 - b. The Principal or designee will respond in writing no later than seven school days after receiving the student's appeal. All parent/guardian contact shall be recorded in the student's Genesis Gradebook Notes section.
 - c. If the student is not satisfied, he/she may submit a written request to the Principal for consideration by an Attendance Review Committee.
 - d. On a student's request for consideration by an Attendance Review Committee, the Principal shall convene an Attendance Review Committee. The Attendance Review Committee shall meet informally to hear the student's appeal. The student's parent and teacher(s) may attend the meeting.

- e. The Attendance Review Committee shall decide the appeal and inform the student in writing within seven school days of the meeting.
- f. The student may appeal an adverse decision of the Attendance Review Committee to the Superintendent, the Board of Education, and the Commissioner of Education in accordance with Policy 5710, Pupil Grievance and N.J.S.A. 18A. An appeal to the Attendance Review Committee shall be considered to have exhausted the first two steps of the grievance procedure outlined in Policy 5710.

L. Attendance Records

- 1. Attendance records for the school district and each school will be maintained and attendance rates will be calculated as required by the New Jersey Department of Education. The school district will comply with all attendance requirements and any improvement plans as required by the Department of Education.

Issued: 4 October 2007

Revised: 11 August 2016

District Policy

5410- PROMOTION AND RETENTION (M)

Section: Students

Date Created: August, 2006

Date Edited: September, 2016

M

The Board of Education recognizes that the way each child develops and grows is unique and that a student should be placed in the educational setting most appropriate to his or her social, physical and educational needs. Therefore, each student enrolled in this district shall progress to graduation through a continuous program of learning in harmony with his or her own development.

Parent/Legal Guardian Notification

Standards for student promotion shall be related to the New Jersey Learning Core-Curriculum Content Standards, district goals and objectives, and the accomplishments of students. Promotion policies and procedures will be provided to parent(s) or legal guardian(s) as appropriate. During the school year, parent(s) or legal guardian(s) and students shall be regularly informed of the student(s) progress toward meeting promotion standards.

Remediation/Notification of Retention

~~A teacher who determines that a student(s) progress may not be sufficient to meet promotion standards shall notify the parent(s) or legal guardian(s) and the student.~~ The teacher shall contact the parent/guardian when a student's grade causes him or her to become an at-risk student as per R2624. The contact may be via phone, email, US mail or a live parent/teacher conference. All parent/guardian contact shall be recorded in the student's Genesis Gradebook Notes section. The teacher will offer immediate consultation to the students parent(s) or legal guardian(s). Every effort shall be made to provide a remedial plan for an educationally deficient student before retention is recommended. No student shall be retained without having a formal building level Intervention & Referral Services Plan in place for a minimum of two full marking periods as per R2624. The parent(s) or legal guardian(s) and, where appropriate, the student, shall be notified in advance of the possibility of the students retention at grade level. Whenever feasible, notification will be provided no later than January 30 (full year) courses or October 30 (half year) courses.

Attendance Requirements for Promotion

School attendance shall be a factor in the determination of a student(s) promotion or retention. Only extenuating circumstances will permit the promotion of a student who has been in attendance fewer than one hundred sixty-two ~~four~~ (162) (164) days out of one hundred eighty (180) days for a student enrolled at the elementary, middle, and high school levels, including the granting of high school course credit. A request to consider extenuating circumstances must be articulated by parents/guardians to the School Principal, who will approve or deny the request.

Retention Recommendation/Appeal Rights

~~Classroom teachers shall recommend the promotion or retention of each student to the School Principal.~~ The recommendation for retention shall be submitted by the Intervention & Referral Services team to the Building Principal with all corresponding documentation and data. Parent(s) or legal guardian(s) and adult students may appeal a promotion or retention decision to the Superintendent, whose decision shall be final.

N.J.S.A. 18A:35-4.9

Adopted: 28 August 2006

Revised: 10 December 2015

District Regulation

5410 - PROMOTION AND RETENTION (M)

Section: Students
Date Created: August, 2009
Date Edited: August, 2009

M

The following rules are promulgated in accordance with the policy of the Board of Education dealing with the promotion and retention of students.

A. ~~Standards for Student Promotion~~

~~Elementary and Intermediate Grades (PreK-8) — A student will be promoted to the next succeeding grade level when he/she demonstrates the proficiencies required for movement into the next grade.~~

~~High School (9-12) — A student will be promoted to the next grade when he/she has completed, in the current school year, the number of credits required for that grade as indicated in the current High School Student Handbook.~~

B. ~~Procedures for Student Promotion~~

~~1. — A written copy of promotion standards will be given to all parent(s) or legal guardian(s) and students at the beginning of each year.~~

~~2. — Parent(s) or legal guardian(s) and students will be provided a minimum of four reports each year as to a student's progress towards meeting promotion standards.~~

~~3. — Teachers who determine that a student's progress may not be sufficient to meet promotion standards shall notify the parent(s) or legal guardian(s) of the student and offer consultation with the parents or legal guardians.~~

~~4. — In grades PreK-8, the parent(s) or legal guardian(s) and where appropriate the student will be notified no later than three weeks prior to the end of the year when the possibility of a student not being promoted is determined.~~

~~5. — A student with fewer than 162 days attendance in grades PreK-8 will not be promoted to the next grade level. In grades 9-12 the attendance policy in effect and published in the High School Handbook will be followed.~~

~~6. — Extenuating circumstances as determined by the Building Principal can waive the 162 day attendance requirements for grades PreK-8. In the high school, an~~

~~attendance appeal route is available for students whose attendance is in excess of the regulations specified in the attendance policy.~~

- ~~7. Classroom teachers shall provide input to the Principal who makes the final decision concerning the promotion or retention of each student.~~

~~C. Procedure for Retention or Social Promotion~~

- ~~1. Grades PreK-8 Classroom teachers must initiate the process by providing to the Building Principal complete forms in accordance with the specified timelines.~~
- ~~2. The Principal will review each case and in consultation with the teacher render a final decision.~~
- ~~3. Parent(s) or legal guardian(s) and adult students may appeal a promotion/retention decision to the Superintendent whose decision is final.~~

A. Standards for Pupil Promotion

Elementary and Intermediate Grades (Pre-K-8)

A pupil will be promoted to the next succeeding grade level when he/she demonstrates the proficiencies required for movement into the next grade.

High School

Pupils are required to earn a minimum of 130 credits to graduate as per policy 5460.

Pupils shall be placed in the grade level that matches the chronological year of their enrollment in high school regardless of credits earned. Grade level placement will be determined as follows:

- Pupils enrolled in their first year of high school shall be placed in the ninth grade;
- Pupils enrolled in their second year of high shall be placed in the tenth grade;
- Pupils enrolled in their third year of high school shall be placed in the eleventh grade;
- Pupils enrolled in their fourth year of high school shall be placed in the twelfth grade;
- Pupils enrolled in their fifth year of high school or beyond shall be placed in the twelfth grade as a retained student until he/she either completes all requirements set forth by policy 5460 and/or exceeds the legal age limit for enrollment.
- For tracking the district's 4-Year Adjusted Graduation Cohort, students who are identified as off-track continuing due to insufficient credits shall be placed in the chronological year of their enrollment in high school and flagged in the district's student information system as retained.

B. Procedures for Pupil Promotion

- A written copy of promotion standards will be given to all parent(s) or legal guardian(s) and pupils at the beginning of each year.

2. Parent(s) or legal guardian(s) and pupils will be provided a minimum of four reports each year as to a pupil's progress towards meeting promotion standards.

C. Procedure for Retention

No student shall be retained without having a formal building level Intervention & Referral Services Plan* in place for a minimum of two full marking periods as per Policy 2624.

1. ~~Classroom teachers~~ The Intervention & Referral Services Team shall initiate the retention process by providing to the Building Principal the student's Intervention & Referral Services Plan and all corresponding data in accordance with the specified timelines.
2. The Principal will review each case, and in consultation with the Intervention & Referral Services Team, shall render a final decision.
3. Parent(s) or legal guardian(s) and adult pupils may appeal a retention decision to the Superintendent whose decision is final.

*It should be noted that programs of intervention and referral services may not be used to delay obvious and appropriate referrals to special education (N.J.A.C. 6A:14-3 et seq.). Schools are not permitted to create any barrier for the administration of appropriate evaluations to determine the existence or nature of students' educational disabilities.

Issued: 13 August 2009

5420- REPORTING STUDENT PROGRESS (M)

Section: Students
Date Created: August, 2006
Date Edited: October, 2016

M

Report cards and Progress Reports are standard communications from the school. Parent conferences are regularly scheduled to allow parent(s) or legal guardian(s) and teachers to meet in order to discuss pupil progress. If the school experience is to be a vital, productive one for the children, then home-school contact must be constantly maintained, even beyond the district-mandated opportunities.

Parent(s) or legal guardian(s) appreciate hearing from the school as soon as possible when a problem arises. This allows the parent(s) or legal guardian(s) to get involved when their intervention can make a difference. Parent(s) or legal guardian(s) should be contacted immediately when a student is deemed at-risk as per the district's Failure Prevention - Student Achievement Program as outlined below:

1. ~~Children fail to do assignments, especially major work;~~
-
2. ~~When they fail tests;~~
-
3. ~~When they are having difficulty either academically or behaviorally in class.~~
-

~~Teachers should not allow more than two or three missed assignments to accumulate before contacting parent(s) or legal guardian(s), and certainly failed tests and quizzes, when occurring regularly, should be noted with written communication (electronic or otherwise).~~

~~Contact may take the form of phone calls or note sent home. In some cases, teacher may believe a phone call is necessary. In either case, parent(s) or legal guardian(s) can help if they are involved in the process.~~

Failure Prevention: Student Achievement Program

The purpose of the Student Achievement Program is to ensure that students are learning and that the district's grading system is being utilized to measure learning--not to inflate grades.

An at-risk pupil is one who has a marking period or projected final average of 67 or below at any time during the course of the academic year. Any graded assessment that results in a grade of UIF must be re-taught and re-assessed via the Achievement Program procedures if that grade lowers the pupil's average at or below a 67.

It is the responsibility of the teacher to identify at-risk pupils enrolled in their class and to provide best-practice interventions for instruction and assessment that meet the unique needs of each at-risk pupil.

The teacher shall provide every at-risk student with multiple opportunities to earn a passing grade for any failed assignment. These may include graded homework, class work, quizzes, tests, projects, etc. The student may not receive a grade higher than 65 if the child satisfactorily completes the failed assignment, regardless of the number of attempts. The only exception is if the newly graded assignment's true grade is above a 65, and the child needs the true grade to attain a 65 average for the marking period.

Level 1*

The teacher shall develop and maintain a record of all Evidence of Interventions provided to assist each at-risk student who has a live Genesis Gradebook average of 67 or below. The teacher shall maintain this record in the student's Genesis Gradebook Notes section. The teacher shall contact the parent/guardian when a student's grade causes him or her to become a Level 1 at-risk student. The contact may be via phone, email, US mail or a live parent/teacher conference. All parent/guardian contact shall be recorded in the student's Genesis Gradebook Notes section.

Level 2*

Any student who completes the marking period with a grade of 64.4 or below shall receive an Incomplete for the marking period. The teacher shall develop and implement a Pre-Referral Plan and maintain a record of all action taken for each Level 2 student. The teacher shall provide a Level 2 student with multiple opportunities to earn a passing grade for any failed assignment. A Level 2 student shall receive at maximum of 5 weeks to earn a passing grade for any failed assignment that will result in a 65 average for the marking period. The teacher shall contact the parent/guardian of Level 2 students weekly to provide information regarding the student's Level 2 requirements and intervention progress. The contact may be via phone, email, US mail or a live parent/teacher conference. All parent/guardian contact shall be recorded in the student's Genesis Gradebook Notes section.

Level 3*

A Level 2 student will be elevated to Level 3 if the student does not respond to Level 2 interventions or does not attain the goals and objectives set forth in Level 2 despite all efforts by the teacher and student to attain success. At this point, the student is deemed at risk for academic failure and for becoming disaffected. In an effort to not discourage the student from remaining engaged in the learning process, a Level 2 student shall receive the grade of I in lieu of an F/UIF on the Interim Report or Marking Period Grade while a Pre-Referral Plan is in place. The teacher shall immediately submit the Level 2 Pre-Referral Plan and all accompanying data to the building Intervention & Referral Services Coordinator for review. The Intervention & Referral Services Team shall review the teacher's Pre-Referral Plan and data to determine if a formal I&RS Plan is required.

No student shall receive an end of course grade of F or UIF without approval from the teacher's supervisor or principal. A supervisor or principal shall review the teacher's Evidence of Interventions and Pre-Referral Plan from Levels 1-3 to determine if all interventions have been

exhausted in an effort to assist the student. If the supervisor or principal deems that a student did not receive all required opportunities as set forth by this policy and regulation, then the teacher shall be required to provide multiple opportunities for the student to exhibit mastery of the standards for all areas not yet mastered.

No student shall be retained without having a formal building level Intervention & Referral Services Plan in place for a minimum of two full marking periods.

*It should be noted that programs of intervention and referral services may not be used to delay obvious and appropriate referrals to special education (N.J.A.C. 6A:14-3 et seq.). Schools are not permitted to create any barrier for the administration of appropriate evaluations to determine the existence or nature of students' educational disabilities.

It should also be noted that the Student Achievement Program procedures as listed above may be utilized for a student who is not deemed at-risk. Teachers shall utilize best practices of differentiated instruction and assessment at any time to ensure that each student is reaching his or her full potential.

Marking, Report Cards, Progress Reports

The Englewood Public School District Grading Scale

Evaluation Key- Kindergarten

M – Meets expectations

W – Working towards grade level expectations

NI – Needs Improvement

N/A –Not assessed at this point

Englewood Public School District

Grading Scale (Grades 1-12)

*Grades 1-6		** Grades 7-12			
		Numerical credit to apply for grade point average. Applies only to grades 9-12.			
*Letter Grade	*Numerical Grade	**AP	**Honors	**College Prep	**Numerical Grade
A	95 – 100	5.0	4.5	4.0	95 – 100
A-	90 – 94	4.8	4.3	3.8	90 – 94
B+	87 – 89	4.5	4.0	3.5	87 – 89
B	83 – 86	4.0	3.5	3.0	83 – 86
B-	80 – 82	3.8	3.3	2.8	80 – 82
C+	77 – 79	3.5	3.0	2.5	77 – 79
C	73 – 76	3.0	2.5	2.0	73 – 76
C-	70 – 72	2.3	2.3	1.8	70 – 72
D	64.5 – 69	2.0	2.0	1.0	64.5 – 69
F	60 - 64.4	0	0	0	60 - 64.4
UIF	59.9 or below	0	0	0	59.9 or below

UIF – Urgent Intervention Failure (59.4 or below)

I - Incomplete Status

NM - No credit due to ungraded status or course audit

NC - No grade/No credit due to attendance policy

P - Pass for specific courses and/or student populations

W - Withdrew from class (for any course dropped after the first marking period with a cumulative passing numerical average)

WF - Withdrew from class failing (for any course dropped after the first marking period with a cumulative failing numerical average)

Any final grade average ending in .5 or above will be rounded UP to the next whole number. i.e., 65.7 is rounded up to 66

Summer School/Online Grading System

All courses taken for credit recovery or new credit through an approved summer school or online provider will be recorded on the student's official transcript as P (grades of 64.5 and above) or F (all grades of 64.4 and below). The grade will not count toward the student's grade point average and will not be used to calculate class rank. For the purpose of athletic grade point average calculation, the Director of Athletics may use the GPA value of the actual alpha grade earned in the course to calculate GPA for eligibility.

NCAA Clearinghouse Credits and Grading

Prospective NCAA student-athletes are forewarned that NCAA Clearinghouse may not accept the credits earned from all approved summer school/online providers. Transfer prospective NCAA student-athletes are forewarned that the NCAA Clearinghouse may not accept the credits earned from previously attended high school programs. Also, the NCAA Clearinghouse will automatically convert every final grade of P to D and will use the value of the D when calculating the student's GPA for eligibility. Therefore, prospective NCAA athletes are discouraged from participating in programs of study that require P/F grading.

Report Cards

Report cards are issued four times a year on the dates specified. ~~Teachers hand out the Report of Pupil Progress to the pupils and collect the signed envelope. The original copy is placed in the child's folder annually.~~

Between the Issuing of Report Cards

It is assumed that between the issuing of report cards, teachers are at work with pupils on whatever plan the teacher has set up for individual help to the children to assist them toward achieving their grade level. With such pupils, particularly frequent informal reporting to parent(s) or legal guardian(s) is essential.

It is recommended that teachers keep in contact with parent(s) or legal guardian(s) through:

1. Informal notes: positive in tone, some congratulatory, some warnings of a dropping of interest, brief, friendly, etc.
2. Telephone calls: encouraging, warning, inquiring, investigating, cheery, informing, etc.
3. Informal contacts: through the sending home of a piece of work showing progress, etc.
4. Electronic Communication

Genesis Electronic Grade Books

Also referred to as a class register, marking book, or roll book, grade books are official records of pupil attendance and academic progress.

All electronic grade books are the property of the school and are kept as part of the permanent record of a pupil. They must be clear and neatly kept. Electronic grade books must reflect a variety of evaluative criteria.

Every pupil should be recorded accurately in the electronic grade book. A key or legend must be noted prominently in the electronic book to indicate what any symbol used, what it stands for, and how grades are determined. All work, whether it be homework, tests, projects, or other assignments, must be clearly labeled in the electronic book. Tests, quizzes, homework, and other instruments used to assess pupil progress are recorded in the electronic grade book. It is critical that teachers provide to pupils adequate numbers and variety of assignments in order to fairly and properly grade them.

Progress Reports

~~The purpose of the Progress Report is to communicate information about the status of pupil achievement and conduct accessible through the parent portal.~~

~~In deciding which pupils should receive Progress Reports, teachers should keep in mind the following:~~

- ~~1. A standard form progress report be sent home mid-way through the marking period to inform the parent(s) or legal guardian(s) of the possible failure of the child... As well, it is advisable for pupils whose grade has dropped more than a whole letter grade (e.g. C to D) to receive a Progress Report.~~
- ~~2. No child is to receive a failure on his/her report card unless he/she has been issued a Progress Report.~~
- ~~3. Teachers should exercise professional judgment in determining which pupils receive Progress Reports. A useful guideline is to alert parent(s) or legal guardian(s) to any deviation or negative change in performance or conduct. Sending the form gives the parent(s) or legal guardian(s) and pupil the opportunity to improve performance.~~
- ~~4. In addition to sending Progress Reports to stress the need for improvement, teachers are strongly encouraged to send Progress Reports to acknowledge outstanding achievement.~~

A progress report form is available to teachers to use in communicating with parent(s) or legal guardian(s). Although suggested dates are usually midway through the marking period, these reports may be sent home at any time during the school year and for any reason the teacher deems necessary (encouragement, warning of possible failure, disciplinary reasons, request for parent conference, and others). Teachers are obliged to contact parent(s) or legal guardian(s) regarding some deviation of the pupil's normal pattern of learning.

N.J.A.C. 6:3-4A.1

Adopted: 28 August 2006

Revised: 10 December 2015

REGULATION

BOARD OF EDUCATION

ENGLEWOOD

No. R2624
PROGRAM

ENGLEWOOD PUBLIC SCHOOLS PHILOSOPHY OF GRADING

The Englewood Public Schools philosophy of grading is founded in the belief that each student is a unique learner, and as a unique learner must be provided with individualized opportunities to explore our curriculum and a multitude of opportunities to demonstrate their mastery of all academic standards. It is our goal to encourage all students to become lifelong learners who value authentic learning. As authentic learners, we want our students to embrace the value in measuring individual learning, not using grades solely as a means to rank achievement.

The Englewood Public Schools shall enforce policies that require for zero tolerance of failure without documented evidence of the development and implementation of tiered interventions. It shall be the responsibility of the subject teacher to develop and implement the first level of tiered interventions and to collect, aggregate and evaluate data of the progress for each intervention in preparation for review by the Intervention and Referral Services Team. (See Failure Prevention: Student Achievement Program section on page 3 of this document.)

Grades 1-12

100% Assessment of Content

Grades 1-6

Content assessment shall be a combination of the following: written, verbal, or computer based quizzes; tests; research papers; presentations; and graded class work. There shall be a minimum of five (5) gradebook entries each marking period in combination from the list above in support of differentiated instruction and assessment. Therefore, all graded work that is selected by the teacher to be entered into the gradebook must be rigorous and contain content and questions that support New Jersey Learning Standards. All gradebook entries must have content standards listed on the graded assignment/assessment.

Grades 7-12

Marking period grades are calculated using the Total Points System. The final marking period average is the total of points earned divided by the total possible points as distributed across a minimum of ten (10) gradebook entries each marking period that meet the minimum total point requirement as listed below. Gradebook entries shall be a combination of the following: written, verbal, or computer based quizzes; tests; research papers; presentations; and graded class work. Graded homework may be entered as an assessment grade. All graded work that is selected by the teacher to be entered into the gradebook must be rigorous and contain content and questions that support New Jersey Learning Standards. All gradebook entries must have content standards listed on the graded assignment/assessment.

- Grades 7 and 8 - 500 minimum total points
- Grades 7 and 8 Honors level courses - 600 minimum total points
- Grades 9 through 12 – 600 minimum total points
- Grades 9 through 12 Honors level courses – 700 minimum total points
- Grades 9 through 12 Advanced Placement level courses - 750 minimum total points

Homework

Homework is designed to reinforce the district's curriculum by providing students with the opportunities to independently practice skills, review content, integrate and apply skills learned in class to solving problems and producing creative works, and develop independent study skills. Homework must have a clear connection to preparing students for assessment of content.

The Board of Education acknowledges the educational validity of work assigned to pupils for completion outside the classroom as an adjunct to and extension of the instructional program of the schools.

The Superintendent shall develop regulations for the assignment of homework according to these guidelines:

1. Homework should be a properly planned part of the curriculum, extending and reinforcing the learning experience of the school;
2. Homework should help children learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge, and an opportunity to remediate learning problems;
3. Homework should help develop the pupil's responsibility and provide an opportunity for the exercise of independent work and judgment;
4. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the pupil and take into account other activities that make a legitimate claim on the pupil's time;
5. As a valid educational tool, homework should be clearly assigned and its product carefully evaluated and that evaluation should be reported to the pupil;
6. The schools should recognize the role of parent(s) or legal guardian(s) by suggesting ways in which parent(s) or legal guardian(s) may assist the school in helping a child carry out assigned responsibilities;
7. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

Failure Prevention: Student Achievement Program

The purpose of the Student Achievement Program is to ensure that students are learning and that the district's grading system is being utilized to measure learning--not to inflate grades.

An at-risk pupil is one who has a marking period or projected final average of **67** or below at any time during the course of the academic year. Any graded assessment that results in a grade of UIF must be re-taught and re-assessed via the Achievement Program procedures if that grade lowers the pupil's average at or below a **67**.

It is the responsibility of the teacher to identify at-risk pupils enrolled in their class and to provide best-practice interventions for instruction and assessment that meet the unique needs of each at-risk pupil.

The teacher shall provide every at-risk student with multiple opportunities to earn a passing grade for any failed assignment. These may include graded homework, class work, quizzes, tests, projects, etc. The student may not receive a grade higher than **65** if the child satisfactorily completes the failed assignment, regardless of the number of attempts. *The only exception is if the newly graded assignment's true grade is above a 65, and the child needs the true grade to attain a 65 average for the marking period.*

Level 1*

The teacher shall develop and maintain a record of all Evidence of Interventions provided to assist each at-risk student who has a live Genesis Gradebook average of **67** or below. The teacher shall maintain this record in the student's *Genesis Gradebook Notes* section. The teacher shall contact the parent/guardian when a student's grade causes him or her to become a Level 1 at-risk student. The contact may be via phone, email, US mail or a live parent/teacher conference. All parent/guardian contact shall be recorded in the student's Genesis Gradebook Notes section.

Level 2*

Any student who completes the marking period with a grade of 64.4 or below shall receive an **Incomplete** for the marking period. The teacher shall develop and implement a Pre-Referral Plan and maintain a record of all action taken for each Level 2 student. The teacher shall provide a Level 2 student with multiple opportunities to earn a passing grade for any failed assignment. A Level 2 student shall receive at maximum of 5 weeks to earn a passing grade for any failed assignment that will result in a 65 average for the marking period. The teacher shall contact the parent/guardian of Level 2 students weekly to provide information regarding the student's Level 2 requirements and intervention progress. The contact may be via phone, email, US mail or a live parent/teacher conference. All parent/guardian contact shall be recorded in the student's Genesis Gradebook Notes section.

Level 3*

A Level 2 student will be elevated to Level 3 if the student does not respond to Level 2 interventions or does not attain the goals and objectives set forth in Level 2 despite all efforts by the teacher and student to attain success. At this point, the student is deemed at risk for academic failure and for becoming disaffected. In an effort to not discourage the student from remaining engaged in the learning process, a Level 2 student shall receive the grade of I in lieu of an F/UIF on the Interim Report or Marking Period Grade while a Pre-Referral Plan is in place. The teacher shall immediately submit the Level 2 Pre-Referral Plan and all accompanying data to the building Intervention & Referral Services Coordinator for review. The Intervention & Referral

Services Team shall review the teacher's Pre-Referral Plan and data to determine if a formal I&RS Plan is required.

No student shall receive an end of course grade of F or UIF without approval from the teacher's supervisor or principal. A supervisor or principal shall review the teacher's Evidence of Interventions and Pre-Referral Plan from Levels 1-3 to determine if all interventions have been exhausted in an effort to assist the student. If the supervisor or principal deems that a student did not receive all required opportunities as set forth by this policy and regulation, then the teacher shall be required to provide multiple opportunities for the student to exhibit mastery of the standards for all areas not yet mastered.

No student shall be retained without having a formal building level Intervention & Referral Services Plan in place for a minimum of two full marking periods.

*It should be noted that programs of intervention and referral services may not be used to delay obvious and appropriate referrals to special education (N.J.A.C. 6A:14-3 et seq.). Schools are not permitted to create any barrier for the administration of appropriate evaluations to determine the existence or nature of students' educational disabilities.

It should also be noted that the Student Achievement Program procedures as listed above may be utilized for a student who is not deemed at-risk. Teachers shall utilize best practices of differentiated instruction and assessment at any time to ensure that each student is reaching his or her full potential.

Grades 1-12

The grading system consists of thirteen letter grades as follows:

A+	A	A-
B+	B	B-
C+	C	C-
D+	D	F
UIF	NC	WF
NM	P	W

UIF – Urgent Intervention Failure (59.4 or below)

I - Incomplete Status

NM - No credit due to ungraded status or course audit

NC - No grade/No credit due to attendance policy

P - Pass for specific courses and/or student populations

W - Withdrew from class (for any course dropped after the first marking period with a cumulative passing numerical average)

WF - Withdrew from class failing (for any course dropped after the first marking period with a cumulative failing numerical average)

Any final grade average ending in .5 or above will be rounded **UP** to the next whole number.
i.e., 65.7 is rounded up to 66

Summer School/Online Grading System

All courses taken for credit recovery or new credit through an approved summer school or online provider will be recorded on the student's official transcript as P (grades of 64.5 and above) or F (all grades of 64.4 and below). The grade will not count toward the student's grade point average and will not be used to calculate class rank. For the purpose of athletic grade point average calculation, the Director of Athletics may use the GPA value of the actual alpha grade earned in the course to calculate GPA for eligibility.

NCAA Clearinghouse Credits and Grading

Prospective NCAA student-athletes are forewarned that NCAA Clearinghouse may not accept the credits earned from all approved summer school/online providers. Transfer prospective NCAA student-athletes are forewarned that the NCAA Clearinghouse may not accept the credits earned from previously attended high school programs. Also, the NCAA Clearinghouse will automatically convert every final grade of P to D and will use the value of the D when calculating the student's GPA for eligibility. Therefore, prospective NCAA athletes are discourage from participating in programs of study that require P/F grading.

ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS (M)

5111 ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS (M)

The Englewood Board of Education shall admit to its schools, free of charge, persons over five and under twenty years of age, pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education.

Eligibility to Attend School

The Board shall admit students eligible to attend school free of charge that are domiciled within the district as defined in N.J.A.C. 6A:22-3.1.

A child who is domiciled within the school district and resides with a parent or guardian who is a member of the New Jersey National Guard or a member of the reserve component of the armed forces of the United States who is ordered into active military service in a time of war or national emergency shall be permitted to remain enrolled in the school district in which the child is domiciled at the time of the parent or guardian being ordered into active military service, regardless of where the child resides during the period of active duty. Following the return of the child's parent or guardian from active military service, the child's eligibility to remain enrolled in the school district pursuant to N.J.S.A. 38-3.1 shall cease at the end of the current school year unless the child is domiciled in the school district.

The Board shall also admit any student that is kept in the home of a person other than the student's parent or guardian, where the person is domiciled in the school district and is supporting the student without remuneration as if the student were his or her own child in accordance with N.J.A.C. 6A:22-3.2 . A student is only eligible to attend school in the district pursuant to N.J.A.C. 6A:22-3.2 if the student's parent or guardian files, together with documentation to support its validity, a sworn statement that he or she is not capable of supporting or providing care for the student due to family or economic hardship and the student is not residing with the other person solely for the purpose of receiving a free public education. In addition, the person keeping the student must file, if so required by the Board of Education, a sworn statement that he or she: is domiciled within the school district; is supporting the child without remuneration and intends to do so for a time longer than the school term; will assume all personal obligations for the student relative to school requirements; and provides a copy of his or her lease if a tenant, or a sworn landlord's statement if residing as a tenant without a written lease, or a mortgage or tax bill if an owner. Pursuant to N.J.S.A. 18A:38-1.(c), any person who fraudulently allows a child of another person to use his or her residence and is not the primary financial supporter of that child and



ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS (M)

any person who fraudulently claims to have given up custody of his or her child to a person in another district commits a disorderly persons offense.

A student is eligible to attend school in this school district free of charge pursuant to N.J.S.A. 18A:38-1. if the student is kept in the home of a person domiciled in the school district, who is not the parent or guardian, and the parent or guardian is a member of the New Jersey National Guard or the reserve component of the United States armed forces and has been ordered into active military service in the United States armed forces in time of war or national emergency. Eligibility under this provision shall cease at the end of the current school year during which the parent or guardian's returns from active military duty.

A student is eligible to attend school in this school district free of charge pursuant to N.J.S.A. 18A:38-1. if the student's parent or guardian temporarily resides within the school district and elects to have the student attend the school district of temporary residence, notwithstanding the existence of a domicile elsewhere. When required by the Board of Education, the parent or guardian shall demonstrate the temporary residence is not solely for purposes of a student attending the school district of temporary residence. When one of a student's parents or guardians temporarily resides in the school district while the other is domiciled or temporarily resides elsewhere, eligibility to attend school shall be determined in accordance with the criteria of N.J.A.C. 6A:22-3.1(a)1.i.

A student is eligible to attend this school district free of charge:

1. If the student's parent or guardian moves to another school district as the result of being homeless, subject to the provisions of N.J.A.C. 6A:17-2 - Education of Homeless Children;
2. If the student is placed by court or by a society, agency, or institution in the home of a school district resident pursuant to N.J.S.A. 18A:38-2;
3. If the student previously resided in the school district and if the parent or guardian is a member of the New Jersey National Guard or the United States reserves and has been ordered to active service in time of war or national emergency, resulting in the relocation of the student out of the school district, pursuant to N.J.S.A. 18A:38-



ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS (M)

3. The school district shall not be obligated for transportation costs; and

4. If the student resides on Federal property within the State pursuant to N.J.S.A. 18A:38-7.7 et seq.

Notwithstanding the provisions of N.J.S.A. 18A:38-1 or any other law, rule, or regulation to the contrary, a student who moves out of the school district as a result of domestic violence, sexual abuse, or other family crises shall be permitted to remain enrolled in the school district for the remainder of the school year in pursuant to N.J.S.A. 18A:38-1.1 and in accordance with the provisions of N.J.A.C. 6A:22-3.2(h). If the student remains enrolled in the school district for the remainder of the school year, the school district shall provide transportation services to the student, provided the student lives remote from school, and the State shall reimburse the school district for the cost of the transportation services. Nothing in N.J.S.A. 18A:38-1.1 shall be construed to affect the rights of homeless students pursuant to N.J.S.A. 18A:7B-12, N.J.S.A. 18A:7B-12.1, or any other applicable State or Federal law.

A student's eligibility to attend this school shall not be affected by the physical condition of an applicant's housing; or his or her compliance with local housing ordinances; or terms of lease.

Except as set forth in N.J.A.C. 6A:22-3.3(b)1, immigration/visa status shall not affect eligibility to attend school and the school district shall not condition enrollment in the school district on immigration status. A student's immigration/visa status and their eligibility to attend school shall be in accordance with N.J.A.C. 6A:22-3.3(b) and Regulation 5111.

Proof of Eligibility

The Board of Education shall accept a combination of forms of documentation from persons attempting to demonstrate a student's eligibility for enrollment in the school district in accordance with the provisions of N.J.A.C. 6A:22-3.4. The Board of Education shall consider the totality of information and documentation offered by an applicant, and shall not deny enrollment based on failure to provide a particular form; or subset of documents; without regard to other evidence presented.



ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS (M)

The Board of Education shall not condition enrollment on the receipt of information or documents protected from disclosure by law, or pertaining to criteria that are not a legitimate basis for determining eligibility to attend school as outlined in N.J.A.C. 6A:22-3.4(d). The Board of Education may consider, in a manner consistent with Federal law, documents or information referenced in N.J.A.C. 6A:22-3.4(d) or pertinent parts thereof if voluntarily disclosed by the applicant. The Board of Education may not, directly or indirectly, require or request such disclosure as an actual or implied condition of enrollment. However, in the case of a dispute between the school district and the parent or guardian of a student in regard to the student's eligibility to enroll in the school district or to remain enrolled in the school district pursuant to the provisions of N.J.S.A. 18A:38-1, the school district may request from the New Jersey Motor Vehicle Commission the parent or guardian's name and address for use in verifying a student's eligibility for enrollment in the school district.

Registration Forms and Procedures for Initial Assessment

Registration, and initial determinations of eligibility, will be in accordance with N.J.A.C. 6A:22-4.1. The Board of Education shall use Commissioner-provided registration forms or locally developed forms that are consistent with the forms provided by the Commissioner. A district-level administrator designated by the Superintendent shall be clearly identified to applicants, and available to assist persons who experience difficulties with the enrollment process.

Initial eligibility determinations shall be made upon presentation of an enrollment application, and enrollment shall take place immediately except in cases of clear, uncontested denials. Enrollment shall take place immediately when an applicant has provided incomplete, unclear, or questionable information, but the applicant shall be notified that the student will be removed from the school district if defects in the application are not corrected, or an appeal is not filed, in accordance with subsequent notice to be provided pursuant to N.J.A.C. 6A:22-4.2.

When a student appears ineligible based on the information provided in the initial application, the school district shall issue a preliminary written notice of ineligibility, including an explanation of the right to appeal to the Commissioner of Education. Enrollment shall take place immediately if the applicant clearly indicates disagreement with the district's determination and an intent to appeal to the Commissioner of Education. An applicant whose student is enrolled pursuant to this provision shall be notified that the student will be removed, without a hearing before the Board, if no appeal is filed within the twenty-one day period established by N.J.S.A. 18A:38-1.



ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS (M)

When enrollment is denied and no intent to appeal is indicated, applicants shall be advised they shall comply with compulsory education laws. When the student is between the ages of six and sixteen, applicants also shall be asked to complete a written statement indicating that the student will be attending school in another school district, or a nonpublic school, or receiving instruction elsewhere than at a school pursuant to N.J.S.A. 18A:38-25. In the absence of this written statement, designated staff shall report to school district of actual domicile or residence, or the Department of Children and Families, a potential instance of "neglect" for the purposes of ensuring compliance with compulsory education law, N.J.S.A. 9:6-15. Staff shall provide the school district or the Department of Children and Families with the student's name, the name(s) of the parent/guardian/resident, and the student's address to the extent known. Staff shall also indicate admission to the school district has been denied based on residency or domicile, and there is no evidence of intent to arrange for the child to attend school or receive instruction elsewhere.

Enrollment or attendance at the school shall not be conditioned on advance payment of tuition when enrollment is denied and an intent to appeal is indicated, or when enrollment is provisional and subject to further review or information. The Board of Education shall ensure the registration process identifies information suggesting an applicant may be homeless so procedures may be implemented in accordance with N.J.A.C. 6A:17-2, Education of Homeless Children. Enrollment or attendance in the school district shall not be denied based upon the absence of the certified copy of the student's birth certificate or other proof of a student's identity as required within thirty days of initial enrollment, pursuant to N.J.S.A. 18A:36-25.1.

Enrollment in the school district shall not be denied based upon absence of student medical information. However, actual attendance at school may be deferred until the student complies with immunization rules set forth, N.J.A.C. 8:57-4.

When enrollment in the school district, attendance at school, or the receipt of educational services in the regular education program appears inappropriate, the student shall not be denied based upon the absence of a student's prior educational record. However, the applicant shall be advised the student's initial educational placement may be subject to revision upon the school district's receipt of records or further assessment of the student.



ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS (M)

Re-registration

All Students advancing to the next school must re-register and provide proof of eligibility as stated in this policy.

Notice of Ineligibility

When a student is found ineligible to attend the school district pursuant to N.J.A.C. 6A:22, or the student's initial application is found to be deficient upon subsequent review or investigation, the school district immediately shall provide to the applicant notice that is consistent with Commissioner-provided sample form(s) and meets requirements of N.J.A.C. 6A:22-4 et seq. Notices shall be in writing; in English and in the native language of the applicant; issued by the Superintendent; and directed to the address at which the applicant claims to reside. Notices of ineligibility shall include information as outlined in N.J.A.C. 6A:22-4.2.

Removal of Currently Enrolled Students

Nothing in N.J.A.C. 6A:22-4. et seq. and this Policy shall preclude the Board of Education from identifying, through further investigation or periodic requests for revalidation of eligibility, students enrolled in the school district who may be ineligible for continued attendance due to error in initial assessment, changed circumstances, or newly discovered information.

When a student, who is enrolled and attending school based on an initial eligibility determination, is later determined to be ineligible for continued attendance, the Superintendent may apply to the Board of Education for the student's removal in accordance with the provisions of N.J.A.C. 6A:22-4.3(b). No student shall be removed from school unless the parent, guardian, adult student, or resident keeping an "affidavit student" (as defined in N.J.A.C. 6A:22-1.2) has been informed of his or her entitlement to a hearing before the Board of Education. Once the hearing is held, or if the parent, guardian, adult student or resident keeping an "affidavit student", does not respond within the designated time frame to the Superintendent's notice or appear for the hearing, the Board of Education shall make a prompt determination of the student's eligibility and shall immediately provide notice in accordance with N.J.A.C. 6A:22-4.2. Hearings required pursuant to N.J.A.C. 6A:22-4.3 may be conducted by the full Board or a Board Committee, at the discretion of the full Board. If the hearing(s) is conducted by a Board Committee, the Committee shall make a recommendation to the full Board for action. No student may be removed except by vote of the



ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS (M)

Board taken at a meeting duly convened and conducted pursuant to N.J.S.A. 10:4-6 et seq., the Open Public Meetings Act.

Appeal to the Commissioner

An applicant may appeal to the Commissioner of Education the school district's determination that a student is ineligible to attend its schools. Appeals shall be initiated by petition which shall be filed in accordance with N.J.S.A. 18A:38-1 and N.J.A.C. 6A:3-8.1 and shall proceed as a contested case pursuant to N.J.A.C. 6A:3. Pursuant to N.J.S.A. 18A:38-1.(b)(1), appeals of "affidavit student" eligibility determinations shall be filed by the resident keeping the student.

Assessment and Calculation of Tuition

If no appeal to the Commissioner is filed following notice of an ineligibility determination, the Board of Education may assess tuition, for up to one year of a student's ineligible attendance, including the twenty-one day period provided by N.J.S.A. 18A:38-1 for appeal to the Commissioner. Tuition will be assessed and calculated in accordance with N.J.A.C. 6A:22-6.3 et seq. If the responsible party does not pay the tuition assessment, the Board of Education may petition the Commissioner pursuant to N.J.A.C. 6A:3 for an order assessing tuition, enforceable in accordance with N.J.S.A. 2A:58-10, through recording, upon request of the Board of Education pursuant to N.J.A.C. 6A:3-12, on the judgment docket of the Superior Court, Law Division.

If an appeal to the Commissioner is filed and the petitioner does not sustain the burden of demonstrating the student's right to attend the school district, or the petitioner withdraws the appeal, fails to prosecute, or abandons the appeal by any means other than settlement agreeing to waive or reduce tuition, the Commissioner may assess tuition in accordance with the provisions of N.J.A.C. 6A:22-6.2(a). Upon the Commissioner's finding that an appeal has been abandoned, the Board of Education may remove the student from school and seek tuition in accordance with N.J.A.C. 6A:22-6.2.

Nonresident Students

The admission of a nonresident student to school free of charge must be approved by the Board. No student otherwise eligible shall be denied admission on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation or sex, social or economic status, or disability. The continued enrollment of any nonresident student shall be



ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS (M)

contingent upon the student's maintenance of good standards of citizenship and discipline.

Children Who Anticipate Moving to or from the District

A nonresident student otherwise eligible for attendance whose parent or guardian anticipates school district residency and has entered a contract to buy, build, or rent a residence in this school district may be enrolled without payment of tuition for a period of time not greater than six (6) weeks prior to the anticipated date of residency. If any such student does not become a resident of the district within six (6) weeks after admission to school, tuition will be charged for attendance commencing the beginning of the seventh (7th) week and until such time as the student becomes a resident or withdraws from school.

Students whose parent or guardian have moved away from the school district on or after commencement of the third trimester and twelfth grade students have moved parent or guardian away from the school district on or after commencement of the third trimester will be permitted to finish the school year in this school district without payment of tuition.

At the discretion of the Superintendent, children of Board of Education employees who do not reside in this school district may be admitted to school in this district with payment of tuition per the state estimated school tuition schedule, provided that the educational program of such children can be provided within school district facilities without substantial additional cost to the district, and when space exists at the discretion of the Superintendent. However, any students who have been registered June 30, 2017 shall be permitted to attend without payment of tuition, until June 30, 2018.

N.J.S.A. 18A:38-1 et seq.; 18A:38-3; 18A:38-3.1, N.J.A.C. 6A:14-3.3; 6A:17-2.1 et seq.; 6A:22-1.1 et seq.

Adopted: 28 August 2006

Revised: 14 October 2010

Revised: 30 August 2016

Revised:



Englewood Public School District

Monthly Transfer Report

va_s1701
06/01/2017

Budget Category	Accounts	Original Budget	Revenues Allowed + Pr Yr Reserve	Orig + Rvnues Allowed + Pr Yr Reserve	Maximum Transfer Out Allowed	YTD Net Transfers	% change of Transfers	Remaining Transfers Out Allowed	Account Balance
Regular Programs	11-1XX-100-XXX 12-1XX-100-XXX 13-1XX-100-XXX 15-1XX-100-XXX 18-1XX-100-XXX	16,423,126.62	0.00	16,423,126.62	1,642,312.66	258,925.12	1.58	1,901,237.78	255,366.23
Special Education, Basic Skills/Remedial and Bilingual Instruction and Speech/OT/PT and Ex	1X-2XX-100-XXX 1X-000-216-XXX 1X-000-217-XXX	10,786,033.60	0.00	10,786,033.60	1,078,603.36	162,162.66	1.50	1,240,766.02	95,718.72
Vocational Programs-Local	1X-3XX-100-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School-Spon. Co/Extra-Curr. Activities, School Sponsored Athletics, and Other Instructiona	11-4XX-100-XXX 11-4XX-200-XXX 12-4XX-100-XXX 15-4XX-100-XXX 15-4XX-200-XXX	1,023,800.00	5,792.00	1,029,592.00	102,959.20	(32,586.00)	-3.16	70,373.20	266,598.68
Community Services Programs/Operations	1X-800-330-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
UNDISTRIBUTED EXPENDITURES		28,232,960.22	5,792.00	28,238,752.22					617,683.63
Tuition	11-000-100-XXX 16-000-100-XXX 17-000-100-XXX 18-000-100-XXX	5,064,681.00	0.00	5,064,681.00	506,468.10	238,282.99	4.70	744,751.09	50,389.42
Attendance and Social Work, Health, Guidance, Child Study Teams, Education Media Services/	1X-000-211-XXX 1X-000-213-XXX 1X-000-218-XXX 1X-000-219-XXX 1X-000-222-XXX	4,772,035.71	138,246.00	4,910,281.71	491,028.17	298,298.92	6.07	789,327.09	102,934.56
Improvement of Instruction Services and Instructional Staff Training Services	1X-000-221-XXX 1X-000-223-XXX	890,683.00	72,000.00	962,683.00	96,268.30	(381,972.00)	-39.68	0.00	24,455.77
General Administration	1X-000-230-XXX	954,752.00	69,100.00	1,023,852.00	102,385.20	523,447.00	51.13	625,832.20	15,838.77
School Administration	1X-000-240-XXX	3,177,295.00	0.00	3,177,295.00	317,729.50	(113,106.27)	-3.56	204,623.23	29,583.85
Central Services & Administrative Information Technology	1X-000-25X-XXX	1,095,570.00	0.00	1,095,570.00	109,557.00	155,296.27	14.17	264,853.27	442.13
Operation and Maintenance of Plant Services	1X-000-26X-XXX	6,202,336.77	13,484.50	6,215,821.27	621,582.13	(165,368.00)	-2.66	456,214.13	207,264.38
Student Transportation Services	1X-000-270-XXX	3,673,985.00	0.00	3,673,985.00	367,398.50	226,117.30	6.15	593,515.80	82,683.07

TAB-10

Englewood Public School District

Monthly Transfer Report

va_s1701
06/01/2017

Budget Category	Accounts	Original Budget	Revenues Allowed + Pr Yr Reserve	Orig + Rvnues Allowed + Pr Yr Reserve	Maximum Transfer Out Allowed	YTD Net Transfers	% change of Transfers	Remaining Transfers Out Allowed	Account Balance
Personal Services-Employee Benefits	1X-XXX-XXX-2XX	8,643,861.00	0.00	8,643,861.00	864,386.10	(723,874.00)	-8.37	140,512.10	2,269.09
Food Services	11-000-310-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfer Property Sale Proceedes to Debt Service Reserve	11-000-520-934	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfer from General Fund Surplus to Debt Service Fund to Repay CDL	11-000-520-936	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL GENERAL CURRENT EXPENSE		34,475,199.48	292,830.50	34,768,029.98					515,861.04
Equipment	12-XXX-XXX-73X 15-XXX-XXX-73X	108,000.00	0.00	108,000.00	10,800.00	43,717.00	40.48	54,517.00	19,903.80
Facilities Acquisition and Construction Services	12-000-4XX-XXX	2,509,772.00	395,900.00	2,905,672.00	0.00	0.00	0.00	0.00	824,720.86
Capital Reserve-Transfer to Capital Expend. Fund	12-000-4XX-931	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Reserve-Transfer to Repayment of Debt	12-000-4XX-933	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL CAPITAL EXPENDITURES		2,617,772.00	395,900.00	3,013,672.00					844,624.66
TOTAL SPECIAL SCHOOLS	13-XXX-XXX-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfer of Funds to Charter Schools	10-000-100-56X	2,348,798.00	0.00	2,348,798.00	234,879.80	(183,884.99)	-7.83	50,994.81	370.01
General Fund Contribution to School Based Budgets	10-000-520-930	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OPERATING BUDGET GRAND TOTAL		67,674,729.70	694,522.50	68,369,252.20					1,978,539.34

School Business Administrator Signature

Date

Englewood Public School District

Expense Account Adjustment Analysis By Adjustment#

Current Cycle : June

va_exaa2.082406
06/01/2017

Adj #	Description	Account#	Account Description	Date	User	Old Amount	Adjustment	New Balance
Current Appropriation Adjustments								
000458	BUDGET TRANSFER	11-000-100-565-40-000-000	TUITION CSSD SPEC	06/30/2017	CMCCALLUM	\$2,198,973.00	\$353.00	\$2,199,326.00
	BUDGET TRANSFER	11-000-100-566-40-000-000	TUTION PSD IN STATE	06/30/2017	CMCCALLUM	\$1,617,086.47	(\$353.00)	\$1,616,733.47
	BUDGET TRANSFER	11-000-262-610-71-610-000	MISC SUPPLIES	06/30/2017	CMCCALLUM	\$80,000.00	(\$7,894.00)	\$72,106.00
	BUDGET TRANSFER	11-000-262-622-71-516-000	ELECTRICITY	06/30/2017	CMCCALLUM	\$1,070,000.00	\$7,894.00	\$1,077,894.00
	BUDGET TRANSFER	11-000-270-514-40-000-000	TRANS SPECIAL VENDORS	06/30/2017	CMCCALLUM	\$535,576.00	(\$15,239.00)	\$520,337.00
	BUDGET TRANSFER	11-000-270-515-40-000-000	TRANS SPEC JOINTURE	06/30/2017	CMCCALLUM	\$725,810.00	\$15,239.00	\$741,049.00
Total for Adjustment # 000458							\$0.00	
Total Current Appropriation Adjustments								\$0.00



Englewood Public School District

Expense Account Adjustment Analysis By Adjustment#

Current Cycle : June

va_exaa2.082406
06/01/2017

Adj #	Description	Account#	Account Description	Date	User	Old Amount	Adjustment	New Balance
Current Appropriation Adjustments								
000438	2017 SUMMER PROGRAM	60-056-100-100-66-000-000	SALARY	06/30/2017	CMCCALLUM	\$1,135.00	\$125.00	\$1,260.00
000439	ADD'L EXTRAORDINARY AID	11-000-216-320-40-000-000	PURCHASED PROFESSIONAL -	06/30/2017	CBALLETTO	\$819,447.00	\$280,000.00	\$1,099,447.00
	ADD'L EXTRAORDINARY AID	11-000-270-514-40-000-000	TRANS SPECIAL VENDORS	06/30/2017	CBALLETTO	\$510,120.00	\$25,456.00	\$535,576.00
Total for Adjustment #						000439	\$305,456.00	
000440	JUNE TRANSFER	11-000-100-561-63-241-000	TUITION - DISPLCED REG	06/29/2017	CBALLETTO	\$30,000.00	(\$4,268.00)	\$25,732.00
	JUNE TRANSFER	11-000-100-566-40-000-000	TUTION PSD IN STATE	06/29/2017	CBALLETTO	\$1,612,818.47	\$4,268.00	\$1,617,086.47
Total for Adjustment #						000440	\$0.00	
000441	JUNE TRANSFER	11-000-213-320-40-000-000	HEALTH - ED SERVICES	06/29/2017	CBALLETTO	\$175,614.00	\$36,000.00	\$211,614.00
	JUNE TRANSFER	11-140-100-101-80-102-000	REG PROGRAM-GRADES 9-12	06/29/2017	CBALLETTO	\$256,000.00	(\$36,000.00)	\$220,000.00
Total for Adjustment #						000441	\$0.00	
000442	JUNE TRANSFER	11-110-100-101-85-101-000	REG PROGRAM-PRESCH/KINDE	06/30/2017	CBALLETTO	\$1,068,147.38	(\$12,100.00)	\$1,056,047.38
	JUNE TRANSFER	11-140-100-101-67-103-000	REG PROGRAM-GRADES 9-12	06/30/2017	CBALLETTO	\$206,809.21	(\$55,000.00)	\$151,809.21
	JUNE TRANSFER	11-140-100-101-77-101-000	REG PROGRAM-GRADES 9-12	06/30/2017	CBALLETTO	\$2,683,324.71	(\$50,000.00)	\$2,633,324.71
	JUNE TRANSFER	11-140-100-101-80-102-000	REG PROGRAM-GRADES 9-12	06/30/2017	CBALLETTO	\$220,000.00	(\$13,000.00)	\$207,000.00
	JUNE TRANSFER	11-150-100-101-40-101-000	HOME INSTRUCTION	06/30/2017	CBALLETTO	\$38,219.75	(\$700.00)	\$37,519.75
	JUNE TRANSFER	11-150-100-320-40-000-000	PURCHASED PROFESSIONAL-E	06/30/2017	CBALLETTO	\$2,000.00	\$700.00	\$2,700.00
	JUNE TRANSFER	11-190-100-500-07-000-000	REG PROGRAM-UNDISTRIBUTE	06/30/2017	CBALLETTO	\$136,000.00	\$40,000.00	\$176,000.00
	JUNE TRANSFER	11-190-100-610-03-000-000	REG PROGRAM-UNDISTRIBUTE	06/30/2017	CBALLETTO	\$91,900.00	(\$3,000.00)	\$88,900.00
	JUNE TRANSFER	11-190-100-610-05-000-000	GENERAL SUPPLIES	06/30/2017	CBALLETTO	\$71,000.00	(\$18,000.00)	\$53,000.00
	JUNE TRANSFER	11-190-100-610-07-000-000	REG PROGRAM-UNDISTRIBUTE	06/30/2017	CBALLETTO	\$16,630.00	(\$8,500.00)	\$8,130.00
	JUNE TRANSFER	11-190-100-610-20-000-000	REG PROGRAM-UNDISTRIBUTE	06/30/2017	CBALLETTO	\$83,800.00	(\$1,500.00)	\$82,300.00
	JUNE TRANSFER	11-190-100-610-20-239-000	CULINARY ARTS	06/30/2017	CBALLETTO	\$4,000.00	(\$4,000.00)	\$0.00
	JUNE TRANSFER	11-190-100-610-20-413-000	GEN SUPPLIES GRADUATION	06/30/2017	CBALLETTO	\$29,000.00	(\$3,000.00)	\$26,000.00
	JUNE TRANSFER	11-190-100-610-60-224-000	GENERAL SUPPLIES - MUSIC	06/30/2017	CBALLETTO	\$39,785.00	(\$2,000.00)	\$37,785.00
	JUNE TRANSFER	11-212-100-500-63-723-000	DELTA - T	06/30/2017	CBALLETTO	\$1,380,000.00	\$118,000.00	\$1,498,000.00
	JUNE TRANSFER	11-216-100-101-40-101-000	SPEC ED-PRE HANDI FULL T	06/30/2017	CBALLETTO	\$585,922.06	\$12,100.00	\$598,022.06
Total for Adjustment #						000442	\$0.00	
000443	JUNE TRANSFER	11-000-100-564-40-000-000	TUITION VOCATIONAL SPEC	06/30/2017	CBALLETTO	\$409,320.00	\$1.00	\$409,321.00
	JUNE TRANSFER	11-000-211-173-67-103-000	SALARIES	06/30/2017	CBALLETTO	\$37,000.31	\$12,100.00	\$49,100.31
	JUNE TRANSFER	11-240-100-101-67-103-000	SALARIES OF TEACHERS	06/30/2017	CBALLETTO	\$19,000.00	(\$12,100.00)	\$6,900.00
	JUNE TRANSFER	11-401-100-100-77-101-000	COCURRICULAR ACTIVITIES	06/30/2017	CBALLETTO	\$102,100.00	(\$7,601.00)	\$94,499.00
	JUNE TRANSFER	11-401-100-500-20-000-000	PURCHASED SERVICES (300-	06/30/2017	CBALLETTO	\$14,461.00	\$7,600.00	\$22,061.00
Total for Adjustment #						000443	\$0.00	
000444	JUNE TRANSFER	11-000-219-104-40-101-000	CHILD STUDY TEAM SALARY	06/30/2017	CBALLETTO	\$1,059,521.30	\$22,000.00	\$1,081,521.30
	JUNE TRANSFER	11-000-219-105-40-101-000	CHILD STUDY TEAM SEC	06/30/2017	CBALLETTO	\$65,691.46	\$3,400.00	\$69,091.46

Englewood Public School District
Expense Account Adjustment Analysis By Adjustment#
 Current Cycle : June

va_exaa2.082406
 06/01/2017

Adj #	Description	Account#	Account Description	Date	User	Old Amount	Adjustment	New Balance
Current Appropriation Adjustments								
000444	JUNE TRANSFER	11-000-222-100-60-104-000	SALARIES	06/30/2017	CBALLETTO	\$50,000.00	\$3,000.00	\$53,000.00
	JUNE TRANSFER	11-000-222-500-68-000-000	ED MEDIA TECH SERVICE	06/30/2017	CBALLETTO	\$772,544.91	(\$3,000.00)	\$769,544.91
	JUNE TRANSFER	11-402-100-100-77-101-000	ATHLETICS	06/30/2017	CBALLETTO	\$432,200.00	(\$25,400.00)	\$406,800.00
			Total for Adjustment #		000444		\$0.00	
000445	JUNE TRANSFER	11-000-222-500-68-000-000	ED MEDIA TECH SERVICE	06/30/2017	CBALLETTO	\$769,544.91	(\$110,000.00)	\$659,544.91
	JUNE TRANSFER	11-000-291-220-63-000-000	EMP BENEFITS SOC SEC	06/30/2017	CBALLETTO	\$420,000.00	(\$47,000.00)	\$373,000.00
	JUNE TRANSFER	11-000-291-260-63-000-000	WORKER'S COMP INS	06/30/2017	CBALLETTO	\$310,100.00	\$9,300.00	\$319,400.00
	JUNE TRANSFER	11-000-291-270-63-450-000	NJ STATE HEALTH BENEFITS	06/30/2017	CBALLETTO	\$6,241,291.00	\$73,200.00	\$6,314,491.00
	JUNE TRANSFER	11-000-291-270-63-451-000	DENTAL BENEFITS	06/30/2017	CBALLETTO	\$410,000.00	(\$11,000.00)	\$399,000.00
	JUNE TRANSFER	11-000-291-270-63-452-000	VISION BENEFITS	06/30/2017	CBALLETTO	\$91,991.00	(\$3,500.00)	\$88,491.00
	JUNE TRANSFER	11-000-291-290-60-132-000	VACATION /SICK PAY	06/30/2017	CBALLETTO	\$46,855.00	\$89,000.00	\$135,855.00
			Total for Adjustment #		000445		\$0.00	
000446	JUNE TRANSFER	11-000-251-100-63-000-000	CENTRAL SERVICE SALARY	06/30/2017	CBALLETTO	\$638,695.35	(\$9,800.00)	\$628,895.35
	JUNE TRANSFER	11-000-251-100-69-000-000	CENTRAL SERVICES SALARY	06/30/2017	CBALLETTO	\$221,094.92	(\$700.00)	\$220,394.92
	JUNE TRANSFER	11-000-251-340-63-000-000	CENTRAL SVCS TECH SVC	06/30/2017	CBALLETTO	\$97,861.00	\$10,600.00	\$108,361.00
			Total for Adjustment #		000446		\$0.00	
000447	JUNE TRANSFER	11-000-230-331-63-401-000	GENERAL ADMIN LEGAL FEES	06/30/2017	CBALLETTO	\$233,513.00	\$78,100.00	\$311,613.00
	JUNE TRANSFER	11-000-240-103-60-101-000	SALARIES OF PRINCIPALS/A	06/30/2017	CBALLETTO	\$279,857.73	(\$26,600.00)	\$253,257.73
	JUNE TRANSFER	11-000-240-103-73-101-000	SCHOOL ADMIN SALARY	06/30/2017	CBALLETTO	\$261,498.00	(\$14,800.00)	\$246,698.00
	JUNE TRANSFER	11-000-240-103-75-101-000	SCHOOL ADMIN SALARY	06/30/2017	CBALLETTO	\$284,084.00	(\$27,700.00)	\$256,384.00
	JUNE TRANSFER	11-000-240-103-76-101-000	SCHOOL ADMIN SALARY	06/30/2017	CBALLETTO	\$399,545.00	(\$9,000.00)	\$390,545.00
			Total for Adjustment #		000447		\$0.00	
000448	JUNE TRANSFER	11-000-230-100-61-101-000	GENERAL ADMIN SALARY	06/30/2017	CBALLETTO	\$269,893.00	\$12,300.00	\$282,193.00
	JUNE TRANSFER	11-000-230-530-71-615-000	COMMUNICATION TELEPHONE	06/30/2017	CBALLETTO	\$160,549.00	(\$5,000.00)	\$155,549.00
	JUNE TRANSFER	11-000-251-890-63-000-000	CENTRAL SVC OTHER OBJECT	06/30/2017	CBALLETTO	\$21,139.00	(\$7,300.00)	\$13,839.00
			Total for Adjustment #		000448		\$0.00	
000449	JUNE TRANSFER	11-000-230-331-63-401-000	GENERAL ADMIN LEGAL FEES	06/30/2017	CBALLETTO	\$311,613.00	\$13,630.00	\$325,243.00
	JUNE TRANSFER	11-000-240-103-98-101-000	SALARIES OF PRINCIPALS/A	06/30/2017	CBALLETTO	\$311,071.00	(\$1,750.00)	\$309,321.00
	JUNE TRANSFER	11-000-240-580-03-000-000	SCHOOL ADMIN TRAVEL	06/30/2017	CBALLETTO	\$361.00	(\$300.00)	\$61.00
	JUNE TRANSFER	11-000-240-580-05-000-000	OTHER PURCHASED SERVICES	06/30/2017	CBALLETTO	\$2,750.00	(\$700.00)	\$2,050.00
	JUNE TRANSFER	11-000-240-600-03-000-000	SCHOOL ADMIN SUPPLIES	06/30/2017	CBALLETTO	\$7,067.00	(\$1,000.00)	\$6,067.00
	JUNE TRANSFER	11-000-240-600-05-000-000	SUPPLIES AND MATERIALS	06/30/2017	CBALLETTO	\$5,050.00	(\$400.00)	\$4,650.00
	JUNE TRANSFER	11-000-251-100-63-000-000	CENTRAL SERVICE SALARY	06/30/2017	CBALLETTO	\$628,895.35	(\$80.00)	\$628,815.35
	JUNE TRANSFER	11-000-251-100-69-000-000	CENTRAL SERVICES SALARY	06/30/2017	CBALLETTO	\$220,394.92	(\$2,400.00)	\$217,994.92
	JUNE TRANSFER	11-000-251-600-60-203-000	COPY MACHINE STAPLES	06/30/2017	CBALLETTO	\$5,500.00	(\$4,100.00)	\$1,400.00
	JUNE TRANSFER	11-000-251-600-63-000-000	CENTRAL SVCS SUPPLIES	06/30/2017	CBALLETTO	\$15,600.00	(\$400.00)	\$15,200.00

Englewood Public School District

Expense Account Adjustment Analysis By Adjustment#

va_exaa2.082406

06/01/2017

Current Cycle: June

Adj #	Description	Account#	Account Description	Date	User	Old Amount	Adjustment	New Balance
Current Appropriation Adjustments								
000449	JUNE TRANSFER	11-000-251-890-63-000-000	CENTRAL SVC OTHER OBJECT	06/30/2017	CBALLETTO	\$13,839.00	(\$2,500.00)	\$11,339.00
Total for Adjustment # 000449							\$0.00	
000450	JUNE TRANSFER	11-000-230-331-63-401-000	GENERAL ADMIN LEGAL FEES	06/01/2017	CBALLETTO	\$325,243.00	\$12,500.00	\$337,743.00
	JUNE TRANSFER	11-000-240-500-63-722-000	MISSION ONE	06/01/2017	CBALLETTO	\$470,000.00	(\$12,500.00)	\$457,500.00
Total for Adjustment # 000450							\$0.00	
000451	JUNE TRANSFER	10-000-100-581-63-238-000	TRANSFER OF FUNDS TO CHA	06/30/2017	CBALLETTO	\$2,127,413.01	\$37,500.00	\$2,164,913.01
	JUNE TRANSFER	11-000-240-500-63-722-000	MISSION ONE	06/30/2017	CBALLETTO	\$457,500.00	(\$76,500.00)	\$381,000.00
	JUNE TRANSFER	11-000-266-100-60-101-000	SECURITY SALARIES	06/30/2017	CBALLETTO	\$594,746.95	\$39,000.00	\$633,746.95
Total for Adjustment # 000451							\$0.00	
000452	JUNE TRANSFER	11-000-270-162-60-000-000	SAL. FOR PUPIL TRANS(BET	06/30/2017	CBALLETTO	\$183,947.00	(\$2,800.00)	\$181,147.00
	JUNE TRANSFER	11-000-270-420-63-000-000	CLEANING, REPAIR, & MAIN	06/30/2017	CBALLETTO	\$44,000.00	\$2,800.00	\$46,800.00
Total for Adjustment # 000452							\$0.00	
000453	JUNE TRANSFER	11-000-230-331-63-401-000	GENERAL ADMIN LEGAL FEES	06/30/2017	CBALLETTO	\$337,743.00	\$2,000.00	\$339,743.00
	JUNE TRANSFER	11-000-240-103-98-101-000	SALARIES OF PRINCIPALS/A	06/30/2017	CBALLETTO	\$309,321.00	\$10,000.00	\$319,321.00
	JUNE TRANSFER	11-000-240-500-63-722-000	MISSION ONE	06/30/2017	CBALLETTO	\$381,000.00	(\$12,000.00)	\$369,000.00
Total for Adjustment # 000453							\$0.00	
000454	JUNE TRANSFER	11-000-262-420-71-500-000	CUST/MAINT EXTRA HOURS	06/30/2017	CBALLETTO	\$75,000.00	(\$1,000.00)	\$74,000.00
	JUNE TRANSFER	11-000-262-490-71-310-000	DIGITAL ARCHIVING	06/30/2017	CBALLETTO	\$0.00	\$1,000.00	\$1,000.00
Total for Adjustment # 000454							\$0.00	
000455	JUNE TRANSFER	11-000-261-420-71-508-000	GENERAL REPAIRS	06/30/2017	CBALLETTO	\$63,208.00	\$35,000.00	\$98,208.00
	JUNE TRANSFER	11-000-262-441-71-000-000	RENTAL OF BUILDING	06/30/2017	CBALLETTO	\$170,096.00	(\$35,000.00)	\$135,096.00
Total for Adjustment # 000455							\$0.00	
000456	JUNE TRANSFER	20-231-100-100-66-724-020	TITLE I FOCUS TEACH SAL	06/01/2017	CBALLETTO	\$148,711.00	(\$11,500.00)	\$137,211.00
	JUNE TRANSFER	20-231-100-600-66-000-003	TITLE I - SUPPLIES/MATER	06/01/2017	CBALLETTO	\$11,483.00	(\$2,271.00)	\$9,212.00
	JUNE TRANSFER	20-231-100-600-66-000-010	TITLE I - SUPPLIES/MATER	06/01/2017	CBALLETTO	\$4,191.00	(\$2,495.00)	\$1,696.00
	JUNE TRANSFER	20-231-200-200-66-000-003	TITLE I - EMPLOYEE BENEF	06/01/2017	CBALLETTO	\$19,499.00	\$2,271.00	\$21,770.00
	JUNE TRANSFER	20-231-200-200-66-000-010	TITLE I - EMPLOYEE BENEF	06/01/2017	CBALLETTO	\$15,600.00	\$2,495.00	\$18,095.00
	JUNE TRANSFER	20-231-200-200-66-724-020	TITLE I - EMPLOYEE BENEF	06/01/2017	CBALLETTO	\$35,361.00	\$11,500.00	\$46,861.00
	JUNE TRANSFER	20-270-100-100-66-000-000	TITLE II SAL OF TEACH	06/01/2017	CBALLETTO	\$43,000.00	(\$715.00)	\$42,285.00
	JUNE TRANSFER	20-270-200-200-66-000-000	TITLE II EMPLOYEE BENE	06/01/2017	CBALLETTO	\$50,928.00	\$715.00	\$51,643.00
Total for Adjustment # 000456							\$0.00	
000457	JUNE TRANSFER	11-000-261-420-71-503-000	MAINTENANCE BOILER	06/30/2017	CBALLETTO	\$50,000.00	(\$4,000.00)	\$46,000.00
	JUNE TRANSFER	11-000-261-420-71-508-000	GENERAL REPAIRS	06/30/2017	CBALLETTO	\$98,208.00	\$4,000.00	\$102,208.00
Total for Adjustment # 000457							\$0.00	

Englewood Public School District
Expense Account Adjustment Analysis By Adjustment#
 Current Cycle : June

va_exaa2.082406
 06/01/2017

Adj #	Description	Account#	Account Description	Date	User	Old Amount	Adjustment	New Balance
Current Appropriation Adjustments								
000458	BUDGET TRANSFER	11-000-100-568-40-000-000	TUITION CSSD SPEC	06/30/2017	CMCCALLUM	\$2,198,973.00	\$353.00	\$2,199,326.00
	BUDGET TRANSFER	11-000-100-566-40-000-000	TUITION PSD IN STATE	06/30/2017	CMCCALLUM	\$1,617,086.47	(\$353.00)	\$1,616,733.47
	BUDGET TRANSFER	11-000-262-610-71-610-000	MISC SUPPLIES	06/30/2017	CMCCALLUM	\$80,000.00	(\$7,894.00)	\$72,106.00
	BUDGET TRANSFER	11-000-262-622-71-616-000	ELECTRICITY	06/30/2017	CMCCALLUM	\$1,070,000.00	\$7,894.00	\$1,077,894.00
	BUDGET TRANSFER	11-000-270-514-40-000-000	TRANS SPECIAL VENDORS	06/30/2017	CMCCALLUM	\$535,576.00	(\$15,239.00)	\$520,337.00
	BUDGET TRANSFER	11-000-270-515-40-000-000	TRANS SPEC JOINTURE	06/30/2017	CMCCALLUM	\$725,810.00	\$15,239.00	\$741,049.00
Total for Adjustment #						000458	\$0.00	
000459	JUNE TRANSFER	11-000-262-441-71-000-000	RENTAL OF BUILDING	06/30/2017	CBALLETTO	\$135,096.00	(\$21,000.00)	\$114,096.00
	JUNE TRANSFER	11-000-262-490-71-522-000	WATER SERVICES	06/30/2017	CBALLETTO	\$80,000.00	(\$18,000.00)	\$62,000.00
	JUNE TRANSFER	11-000-262-622-71-516-000	ELECTRICITY	06/30/2017	CBALLETTO	\$1,077,894.00	\$39,000.00	\$1,116,894.00
Total for Adjustment #						000459	\$0.00	
000460	JUNE TRANSFER	11-000-262-490-71-310-000	DIGITAL ARCHIVING	06/30/2017	CBALLETTO	\$1,000.00	\$18,000.00	\$19,000.00
	JUNE TRANSFER	11-120-100-101-80-102-000	REG PROGRAM-GRADES 1-5	06/30/2017	CBALLETTO	\$231,000.00	(\$18,000.00)	\$213,000.00
Total for Adjustment #						000460	\$0.00	
Total Current Appropriation Adjustments							\$305,581.00	

Englewood Public School District

Bills And Claims Report By Account Number

va_bill1.10272014
07/01/2017

for Batch 51 and Check Date is from 07/01/2017 to 07/31/2017

Account # / Description	PO #	Inv #	Vendor # / Name	Check Type *	Check Description or Remit To Check Name	Check#	Check Amount
POSTED CHECKS							
11-000-251-890-63-000-000/ CENTRAL SVC OTHER OBJECT	18-00170		8906 / U.S. DEPARTMENT OF HOMELAND SECURITY	CF	H-IB VISA FILING FEE	40631	460.00
11-000-291-220-63-000-000/ EMP BENEFITS SOC SEC	18-00167		6982 / CAPITAL ONE BANK	HP	PAYROLL 07/31/2017	1801	10,560.44
	18-00167		6982 / CAPITAL ONE BANK	HP	PAYROLL 07/15/2017	1800	11,003.29
			Total for 11-000-291-220-63-000-000		EMP BENEFITS SOC SEC		\$21,563.73
11-000-291-270-63-451-000/ DENTAL BENEFITS	18-00004		1787 / DELTA DENTAL PLAN OF NJ	CP	JULY - AUG 2017	40629	66,258.46
11-000-291-270-63-452-000/ VISION BENEFITS	18-00005		3966 / UNITED HEALTH CARE / SPECTERA INC.	CP	JULY 2017, #20170619000178	40632	14,781.08
					Total for Posted Checks		\$103,063.27

* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial

Run on 08/23/2017 at 11:33:25 AM

Englewood Public School District

Bills And Claims Report By Account Number

va_bill1.10272014
07/01/2017

for Batch 51 and Check Date is from 07/01/2017 to 07/31/2017

Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator, be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed.

Run on 08/23/2017 at 11:33:25 AM

Fund Summary

Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
10	11	\$81,499.54		\$21,563.73		\$103,063.27
GRAND	TOTAL	\$81,499.54	\$0.00	\$21,563.73	\$0.00	\$103,063.27

Chairman Finance Committee

Member Finance Committee

Englewood Public School District

Bills And Claims Report By Account Number

va_bill1.10272014
07/01/2017

for Batches 51,52 and Check Date is from 08/01/2017 to 08/31/2017

Account # / Description	PO #	Inv #	Vendor # / Name	Check Type *	Check Description or Multi Remit To Check Name	Check#	Check Amount
UNPOSTED CHECKS							
11-000-230-530-71-615-000/ COMMUNICATION TELEPHONE	18-00385		8624 / SPECTROTEL	CF	ACCT #346472	40639	4,957.32
11-000-291-220-63-000-000/ EMP BENEFITS SOC SEC	18-00167		6982 / CAPITAL ONE BANK	HP	PAYROLL 08/15/2017	1802	11,986.40
	18-00167		6982 / CAPITAL ONE BANK	HP	PAYROLL 08/31/2017	1804	7,264.60
			Total for 11-000-291-220-63-000-000		EMP BENEFITS SOC SEC		\$19,251.00
11-000-291-270-63-450-000/ NJ STATE HEALTH BENEFITS	18-00002		2826 / STATE OF NEW JERSEY	HP	NJ STATE HEALTH BENEFITS	1803	720,541.18
11-190-100-640-60-000-000/ TEXTBOOKS	18-00151		2143 / HOUGHTON MIFFLIN (BOSTON)	CP	CUST #173384	40633	192,329.51
11-190-100-890-02-000-000/ REG PROGRAM-UNDISTRIBUTE	18-00029		2662 / RESERVE ACCOUNT	CP	ACCT # 17147240	40635	500.00
11-190-100-890-03-000-000/ REG PROGRAM-UNDISTRIBUTE	18-00029		2662 / RESERVE ACCOUNT	CF	ACCT #17147240	40635	2,500.00
11-190-100-890-05-000-000/ OTHER OBJECTS	18-00029		2662 / RESERVE ACCOUNT	CF	ACCT # 17147240	40635	2,500.00
11-190-100-890-07-000-000/ OTHER OBJECTS	18-00029		2662 / RESERVE ACCOUNT	CF	ACCT #17147240	40635	2,000.00
11-190-100-890-10-000-000/ REG PROGRAM-UNDISTRIBUTE	18-00029		2662 / RESERVE ACCOUNT	CF	ACCT # 17147240	40635	2,500.00

* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial

Englewood Public School District
Bills And Claims Report By Account Number
for Batches 51,52 and Check Date is from 08/01/2017 to 08/31/2017

va_bill1.10272014
07/01/2017

Account # / Description	PO #	Inv #	Vendor # / Name	Check Type *	Check Description or Multi Remit To Check Name	Check#	Check Amount
UNPOSTED PRIOR YEAR CHECKS							
P1-000-230-530-71-615-000/ COMMUNICATION TELEPHONE	17-02652	17-02652	8624 / SPECTROTEL	CF	ACCT #346472	40636	5,555.51
P1-000-261-420-71-508-000/ GENERAL REPAIRS	17-02931	17-02931	4206 / THE LOCKER MAN	CF	INV #39679	40638	38,885.00
P1-000-262-490-71-522-000/ WATER SERVICES	17-01175	17-01175	4901 / SUEZ WATER	CF	VARIOUS ACCTS	40637	7,713.49
P1-000-262-622-71-516-000/ ELECTRICITY	17-01493	17-01493	2672 / PUBLIC SERVICE ELECTRIC & GAS	CF	VARIOUS ACCOUNTS	40634	50,087.29
Total for Unposted Checks							\$1,049,320.30

* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial

Englewood Public School District
Bills And Claims Report By Account Number

va_bill1.10272014
 07/01/2017

for Batches 51,52 and Check Date is from 08/01/2017 to 08/31/2017

Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator, be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed. Run on 08/23/2017 at 11:32:52 AM

Fund Summary		Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
	10		11	\$207,286.83		\$739,792.18		\$947,079.01
	10		P1	\$102,241.29				\$102,241.29
	Fund 10		TOTAL	\$309,528.12		\$739,792.18		\$1,049,320.30
	GRAND		TOTAL	\$309,528.12	\$0.00	\$739,792.18	\$0.00	\$1,049,320.30

Chairman Finance Committee

Member Finance Committee

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Unposted Checks							
ALLIANCE COMMERCIAL PEST CONTROL, INC./ 7989	17-02894	P1-000-262-590-71-558-000/ MISC PURCHASED SVCS	17-02894	CF	ACCT #10003387	40640	75.00
	18-00015	11-000-261-420-71-505-000/ EXTERMINATION SVCS		CP	INV #353967,352510,351964	40640	895.00
					Total for ALLIANCE COMMERCIAL PEST CONTROL, INC./ 7989		\$970.00
AMERICAN PAYROLL ASSOCIATION/ 5908	18-00008	11-000-251-592-63-000-000/ CENTRAL SVCS - OTHER SVC		CF	ID #178356 L. BROWN	40641	219.00
AMTNJ/ 1158	18-00253	11-000-223-580-03-000-000/ STAFF TRAINING TRAVEL		CF	INV # 2017-SI-17	40642	149.00
ASCAP/ 7177	18-00096	11-401-100-600-20-000-000/ COCURRICULAR ACTIVITIES		CF	ACCT #500747468	40643	341.00
AUTOMATIC TEMPERATURE CNTRL SVC. INC./ 5196	17-01226	P1-000-261-420-71-538-000/ JOHNSON CONTROL CONT	17-01226	CF	INV #P7158	40644	927.94
BABE'S TAXI/ 1263	18-00018	11-000-270-514-40-000-000/ TRANS SPECIAL VENDORS		CP	INV #0000019536..JULY 2017	40645	1,939.55
BCASA/ 8895	18-00092	11-000-230-610-61-000-000/ SUPPLIES AND MATERIALS		CF	MEM DUES R. KRAVITZ	40646	500.00
BERGEN ARTS AND SCIENCES CHARTER SCHOOL/ 7162	18-00042	10-000-100-561-63-238-000/ TRANSFER OF FUNDS TO CHA		CP	JULY - AUG 2017	40647	3,100.00
BERGEN CNTY SPECIAL SERV/ 1407	17-01612	P2-253-200-300-40-030-000/ PURCHASED PROFESSIONAL A	17-01612	CP	IDEA, #M201602162,M201602365	40648	77,261.75
BERGEN COUNTY SPECIAL SERVICES/ 1388	17-02909	P1-000-216-320-40-000-000/ PURCHASED PROFESSIONAL - 17-02909		CF	#M201602162,M201602365	40649	92,615.00
	17-02921	P1-000-100-565-40-000-000/ TUITION CSSD SPEC	17-02921	CF	INV #ENGL071817	40649	2,608.00
	17-02418	P1-000-100-565-40-000-000/ TUITION CSSD SPEC	17-02418	CF	#M201602162,M201602365	40649	63,000.00
	17-02902	P1-000-216-320-40-000-000/ PURCHASED PROFESSIONAL - 17-02902		CF	INV #M201602162	40649	170.00
	17-01829	P1-000-216-320-40-000-000/ PURCHASED PROFESSIONAL - 17-01829		CF	INV #M201602162	40649	9,104.50
					Total for BERGEN COUNTY SPECIAL SERVICES/ 1388		\$167,497.50
BERGEN PROTECTIVE SYSTEMS/ 1363	18-00036	11-000-261-420-71-519-000/ SECURITY ALARMS		CF	INV #R 1897, 1926, 1881	40650	2,808.00

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Unposted Checks							
BERGEN PROTECTIVE SYSTEMS/ 1363	18-00038	11-000-261-420-71-519-000/ SECURITY ALARMS		CP	INV # R 1926,1881	40650	1,548.00
Total for BERGEN PROTECTIVE SYSTEMS/ 1363							\$4,356.00
BFA/ 8894	17-02878	50-910-310-610-63-000-000/ GENERAL SUPPLIES		CF	INV #127629	40651	641.36
BLEJWAS ASSOCIATES/ 4654	17-02828	11-000-262-610-71-612-000/ PLUMBING/HEAT SUPPLIES		CF	INV #0045630-IN	40652	3,169.72
BUCKLEY, MARIA/ 8839	17-02918	P1-190-100-610-20-000-000/ REG PROGRAM-UNDISTRIBUTE	17-02918	CF	REG PROGRAM-UNDISTRIBUTE	40653	47.32
CARD DATA SYSTEMS / TOSHIBA/ 5647	17-01308	P1-000-262-420-71-519-000/ SECURITY	17-01308	CF	INV #1962796	40654	997.50
CATAPULT LEARNING, LLC./ 4072	17-01405	P2-509-200-330-28-000-000/ NON PUB NURSE SERV	17-01405	CF	JUNE 2017	40655	288.72
CDW-G/ 4584	17-02658	P2-510-100-600-32-000-000/ GENERAL SUPPLIES	17-02658	CF	INV #HVN7027,HTT8118	40656	9,019.00
	17-02770	P1-000-222-600-68-000-000/ SUPPLIES AND MATERIALS	17-02770	CF	inv #jhx5556	40656	815.00
Total for CDW-G/ 4584							\$9,834.00
CHOI, EUN AH/ 8794	17-02436	P1-000-270-503-30-000-000/ AID IN LIEU NON PUBLIC	17-02436	CF	AID IN LIEU NON PUBLIC	40657	972.38
CLASSROOMDIRECT/ 6490	17-01607	P1-000-218-600-05-000-000/ SUPPLIES AND MATERIALS	17-01607	CF	INV #208117358195	40658	579.94
CLIFFSIDE BODY CORPORATION/ 8427	17-02856	P1-000-262-420-71-549-000/ VEHICLE REPAIRS	17-02856	CF	INV #W 29885	40659	732.20
COMPUTER CONSULTING GROUP/ 5370	18-00017	11-216-100-500-40-000-000/ OTHER PURCHASED SERVICES		CF	INV #10010360	40660	3,980.00
CONCEPT PRINTING, INC/ 1693	18-00262	11-000-251-600-63-000-000/ CENTRAL SVCS SUPPLIES		CF	INV #39757	40661	453.00
CROSS CNTY CLINICAL & EDUCATIONAL SVCS/ 7923	17-02899	P1-000-219-320-40-000-000/ CHILD STUDY TEAM SVCS	17-02899	CF	INV #104027, 104024	40662	1,700.00
DECKER EQUIPMENT/ 4413	17-02867	P1-402-100-600-20-000-000/ ATHLETICS	17-02867	CF	ORD #190554A-B	40663	745.23
DELTA DENTAL PLAN OF NJ/ 1787	18-00004	11-000-291-270-63-451-000/ DENTAL BENEFITS		CP	SEPT 2017,	40664	31,321.48
DIRECT ENERGY / HESS CORPORATION/ 5321	17-01988	P1-000-262-622-71-516-000/ ELECTRICITY	17-01988	CF	VARIOUS ACCOUNTS	40665	58,593.50

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Unposted Checks							
EDMENTUM/ 8276	18-00140	20-253-100-500-40-000-040/ OTHER PURCHASED SERVICES		CF	INV #10481811-P2	40666	75,000.00
EDUCATION INCORPORATED/ 5776	17-02898	P1-000-216-320-40-000-000/ PURCHASED PROFESSIONAL -	17-02898	CF	INV #287217,287837	40667	782.04
EDUCATIONAL DATA SERVICES/ 1897	18-00033	11-000-251-330-63-000-000/ CENTRAL SCVS - SERVICE		CP	INV #128489	40668	2,215.00
ENGLEWOOD BOE - CAFETERIA ACCO/ 1777	17-02824	P1-000-218-500-20-000-000/ OTHER PURCHASED SERVICES	17-02824	CF	OTHER PURCHASED SERVICES	40669	2,250.00
	17-02761	P1-000-240-500-20-000-000/ OTHER PURCHASED SERVICES	17-02761	CF	OTHER PURCHASED SERVICES	40669	378.00
Total for ENGLEWOOD BOARD OF EDUCATION/ 1777							\$2,628.00
ENGLEWOOD BOE - CLEARING ACCOU/ 2047	17-1567	P1-190-100-500-05-000-000/ OTHER PURCHASED SERVICES	17-1567	CF	OTHER PURCHASED SERVICES	40670	36.65
		P1-190-100-610-05-000-000/ GENERAL SUPPLIES	17-1567	CF	GENERAL SUPPLIES	40670	163.35
Total for ENGLEWOOD BOARD OF EDUCATION/ 2047							\$200.00
ENGLEWOOD BOE - TREASURER ACCO/ 1778	17-02890	P2-044-200-200-66-000-000/ PERSONAL SERVICES - EMPL	17-02890	CF	PERSONAL SERVICES - EMPL	40671	101.50
	17-02891	P2-231-200-200-66-000-005/ TITLE I - EMPLOYEE BENEF	17-02891	CF	TITLE I - EMPLOYEE BENEF	40671	23.33
		P2-231-200-200-66-000-020/ TITLE I - EMPLOYEE BENEF	17-02891	CF	TITLE I - EMPLOYEE BENEF	40671	242.66
	17-02892	P2-241-200-200-66-000-000/ TITLE III EMP BENE	17-02892	CF	TITLE III EMP BENE	40671	130.66
	17-02893	P2-245-200-200-66-000-000/ TITLE III IMM BENEFITS	17-02893	CF	TITLE III IMM BENEFITS	40671	22.95
	17-02895	P6-057-291-220-02-000-000/ SOCIAL SECURITY	17-02895	CF	SOCIAL SECURITY	40671	1,617.03
		P6-057-291-220-03-000-000/ SOCIAL SECURITY	17-02895	CF	SOCIAL SECURITY	40671	971.76
		P6-057-291-220-05-000-000/ SOCIAL SECURITY	17-02895	CF	SOCIAL SECURITY	40671	1,702.68
	17-02922	P6-057-291-220-03-000-000/ SOCIAL SECURITY	17-02922	CF	SOCIAL SECURITY	40671	262.18
		P6-057-291-220-05-000-000/ SOCIAL SECURITY	17-02922	CF	SOCIAL SECURITY	40671	343.87
	17-02923	P2-044-200-200-66-000-000/ PERSONAL SERVICES - EMPL	17-02923	CF	PERSONAL SERVICES - EMPL	40671	30.92
	17-02924	P2-231-200-200-66-000-020/ TITLE I - EMPLOYEE BENEF	17-02924	CF	TITLE I - EMPLOYEE BENEF	40671	262.49
	17-02925	P2-241-200-200-66-000-000/ TITLE III EMP BENE	17-02925	CF	TITLE III EMP BENE	40671	144.66
Total for ENGLEWOOD BD OF EDUCATION/ 1778							\$5,856.69

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Unposted Checks							
ENGLEWOOD ON THE PALISADES/ 2045	18-00043	10-000-100-561-63-238-000/ TRANSFER OF FUNDS TO CHA		CP	JUL - AUG 2017	40672	378,868.00
EPIC HEALTH SERVICES INC./ 6911	17-02625	P1-000-213-320-40-000-000/ HEALTH - ED SERVICES	17-02625	CF	APR-MAY-JUNE 2017	40673	3,027.50
	17-02913	P1-000-213-320-40-000-000/ HEALTH - ED SERVICES	17-02913	CP	VARIOUS INVOICES	40673	49,542.50
			Total for EPIC HEALTH SERVICES INC./ 6911				\$52,570.00
FELICIAN SCH EXCEPT CHILD/ 1954	17-01445	P1-000-100-566-40-000-000/ TUTION PSD IN STATE	17-01445	CF	JUNE 2017	40674	11,189.10
FIRST STUDENT INC. 1309/ 2155	18-00080	11-000-270-511-98-000-000/ TRANS HOME AND SCHOOL		CF	INV #11375533	40675	235.00
	17-01820	P1-402-100-500-20-000-000/ ATHLETICS	17-01820	CF	INV #11375806,11342529	40675	23,294.12
			Total for FIRST STUDENT INC. 1309/ 2155				\$23,529.12
FLEETMATICS USA, LLC/ 7118	17-02664	P1-000-262-590-71-000-000/ MISCELLANEOUS PURCHASED	17-02664	CF	CUST ID#IN1891907	40676	4,000.00
		P1-000-262-590-71-558-000/ MISC PURCHASED SVCS	17-02664	CF	CUST #ID1891907	40676	190.48
			Total for FLEETMATICS USA, LLC/ 7118				\$4,190.48
GARCIA, MERCEDES/ 2228	17-02900	P1-000-219-320-40-000-000/ CHILD STUDY TEAM SVCS	17-02900	CP	MAY - JUNE 2017	40677	3,150.00
GORDON LANDSCAPING & IRRIGATION/ 5635	17-02810	P1-000-261-420-71-502-000/ MAINTENANCE LANDSCAPING	17-02810	CF	INV #2061	40678	2,100.00
		P1-000-261-420-71-508-000/ GENERAL REPAIRS	17-02810	CF	INV #2061	40678	1,920.00
			Total for GORDON LANDSCAPING & IRRIGATION/ 5635				\$4,020.00
HOME DEPOT/ 2494	17-02881	P1-000-262-610-71-610-000/ MISC SUPPLIES	17-02881	CF	INV #1012957,9044880	40679	132.10
	17-02882	P1-000-261-420-71-529-000/ MOVING/STORAGE	17-02882	CF	ACCT #603322535035673	40679	589.71
		P1-000-262-610-71-610-000/ MISC SUPPLIES	17-02882	CF	ACCT #6035322535035672	40679	31.83
			Total for HOME DEPOT/ 2494				\$753.64
HOWARD INDUSTRIES, INC./ 6469	17-02526	P1-000-222-600-68-000-000/ SUPPLIES AND MATERIALS	17-02526	CP	INV #17-00792154,17-00792298	40680	1,419.00
INTREPID SEA, AIR & SPACE MUSEUM/ 6265	17-02722	P1-190-100-500-03-000-000/ REG PROGRAM-UNDISTRIBUTE	17-02722	CF	ORDER #457355	40681	275.00

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Unposted Checks							
J. AND B. LOCK & ALARM, INC./ 7105	17-01257	P1-000-261-420-71-526-000/ LOCKSMITH SERVICES	17-01257	CF	INV#49622	40682	450.00
JENNIFER M. SULLIVAN LLC/ 6639	17-01421	P1-000-216-320-40-000-000/ PURCHASED PROFESSIONAL -	17-01421	CF	MAY - JUNE 2017	40683	9,206.25
JOHNSON CONTROLS/ 2685	18-00010	11-000-261-420-71-510-000/ HVAC MAINTENANCE		CF	INV #1-52111916930	40684	4,670.00
	17-02768	P1-000-261-420-71-513-000/ PLUMBING/HEATING	17-02768	CF	INV #1-52121359331	40684	4,045.00
	17-02871	P1-000-261-420-71-510-000/ HVAC MAINTENANCE	17-02871	CF	#1-51532335426,1-51547877830	40684	1,934.93
		P1-000-261-420-71-514-000/ ROOF REPAIRS	17-02871	CF	#1-51532335426,1-51547877830	40684	138.17
Total for JOHNSON CONTROLS/ 2685							\$10,788.10
JOSTENS/ 2700	17-02886	P1-000-218-600-20-000-000/ GUIDANCE SUPPLIES	17-02886	CF	REPLACEMENT DIPLOMAS	40685	55.00
	17-02888	P1-190-100-610-20-413-000/ GEN SUPPLIES GRADUATION	17-02888	CF	INV #20353975	40685	1,362.06
	17-02904	P1-000-218-600-20-000-000/ GUIDANCE SUPPLIES	17-02904	CF	INV #20367284	40685	10.59
Total for JOSTENS/ 2700							\$1,427.65
KONO, DAICHI/ 6205	18-00079	11-000-261-420-71-512-000/ PAGING SERVICES		CF	PAGING SERVICES	40686	600.00
LAKESHORE LEARNING STORE/ 2834	17-02370	P1-190-100-610-02-000-000/ REG PROGRAM-UNDISTRIBUTE	17-02370	CF	INV #1232820317	40687	19.99
LEARNING FORWARD NEW JERSEY/ 7119	18-00084	20-270-200-500-66-000-000/ TITLE II OTHER SVC		CF	INV #08012017-2	40688	3,250.00
LEGACY TREATMENT SERVICES, INC./ 8235	17-02441	P1-000-100-566-40-000-000/ TUTION PSD IN STATE	17-02441	CF	JUNE 2017 TUITION	40689	4,467.94
LEGO EDUCATION/ 5226	17-02896	P1-190-100-610-98-000-000/ REG PROGRAM-UNDISTRIBUTE	17-02896	CF	PAST DUE AMT	40690	10.73
LEONIA BOARD OF EDUCATION/ 2326	17-02915	P1-150-100-320-40-000-000/ PURCHASED PROFESSIONAL-E	17-02915	CF	INV #161	40691	520.00
LIFESAVERS, INC./ 8486	17-02862	11-402-100-600-20-000-000/ ATHLETICS		CF	INV #125782	40692	981.03
LUCE, SCHWAB & KASE, INC./ 4569	18-00076	11-000-262-610-71-612-000/ PLUMBING/HEAT SUPPLIES		CF	INV #S2157275.001	40693	136.66

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Unposted Checks							
M.E.T.S. CHARTER SCHOOL/ 8786	18-00044	10-000-100-561-63-238-000/ TRANSFER OF FUNDS TO CHA		CP	JULY - AUG 2017	40694	2,396.00
MATRIX/IMPACT TELECOM/ 8879	17-02835	P1-000-230-530-71-615-000/ COMMUNICATION TELEPHONE	17-02835	CF	ACCT #5202819013-0000	40695	12,979.36
MEADOWBROOK ASSOCIATES, LP/ 6282	17-01602	P1-000-262-420-71-549-000/ VEHICLE REPAIRS	17-01602	CF	INV #188613	40696	62.37
MGL PRINTING SOLUTIONS/ 3085	18-00275	11-000-251-600-63-000-000/ CENTRAL SVCS SUPPLIES		CF	INV #2268.00	40697	2,268.00
MIELE SANITATION/ 4803	18-00125	11-000-261-420-71-524-000/ DUMPSTERS/WASTE		CP	INV #20517923	40698	600.00
MISSION ONE EDUCATIONAL STAFFING SERV LL/ 7338	18-00061	20-218-100-500-02-723-000/ PRESCHOOL PURCH SVC		CP	#INV038437,03849,038723,038725	40699	30,726.67
	18-00060	11-000-218-500-63-722-000/ MISSION ONE		CP	INV #INV038438,038724	40699	26,480.30
		11-000-218-500-63-722-000/ MISSION ONE		CP	INV #IINV039179	40699	13,020.70
	17-01721	P1-000-240-500-63-722-000/ MISSION ONE	17-01721	CP	INV #INV037818,037819,037802	40699	24,341.56
					Total for MISSION ONE EDUCATIONAL STAFFING SERV LL/ 7338		\$94,569.23
MSDS ONLINE, INC./ 6749	18-00006	11-000-222-500-68-000-000/ ED MEDIA TECH SERVICE		CF	INV #160302	40700	2,049.00
MUNICIPAL CAPITAL CORP/ 6893	18-00023	11-000-262-490-63-202-000/ OTHER PURCHASED PROPERTY		CF	LEASE #9078, 59 & 60 PYMNTS	40701	3,672.18
	18-00025	11-000-262-490-63-202-000/ OTHER PURCHASED PROPERTY		CP	LEASE #12519, JUL-AUG-SEPT2017	40701	3,419.97
	18-00024	11-000-262-490-63-202-000/ OTHER PURCHASED PROPERTY		CP	LEASE #15921, JUL-AUG-SEPT2017	40701	19,119.21
					Total for MUNICIPAL CAPITAL CORP/ 6893		\$26,211.36
MUSIC & ARTS CENTERS/ 8604	17-60362	P1-190-100-610-10-000-000/ REG PROGRAM-UNDISTRIBUTE	17-60362	CF	INV #INV0014218053	40702	30.98
	17-60357	P1-190-100-610-60-224-000/ GENERAL SUPPLIES - MUSIC	17-60357	CF	INV #001178108	40702	394.75
					Total for MUSIC & ARTS CENTERS/ 8604		\$425.73
NATIONAL FLOORING REMOVAL, LLC/ 4771	17-02757	11-000-262-800-71-000-000/ OTHER OBJECTS		CF	INV #1055	40703	2,500.00

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Unposted Checks							
NEFF COMPANY/ 2557	17-02787	P1-402-100-600-20-000-000/ ATHLETICS	17-02787	CF	INV #002535606	40704	581.41
NJ ASSOC. OF DESIGNATED PERSON/ 4772	18-00014	11-000-262-590-71-558-000/ MISC PURCHASED SVCS		CF	INV #1718085 M. HUNKEN	40705	100.00
NJ SCHOOL BOARDS ASSOC./ 2560	18-00145	11-000-230-895-63-000-000/ GEN ADMIN OTHER OBJECTS		CF	INV #0000220811	40706	24,911.71
NJASA/ 3319	18-00007	11-000-230-890-61-000-000/ GEN ADMIN OTHER OBJECTS		CF	DUES 2017-18 R. KRAVITZ	40707	2,165.00
	18-00012	11-000-230-890-62-000-000/ MISCELLANEOUS EXPENDITUR		CF	MEM DUES M. BROWN 17-18	40707	1,810.00
Total for NJASA/ 3319							\$3,975.00
NJASBO/ 2562	18-00147	11-000-251-890-63-000-000/ CENTRAL SVC OTHER OBJECT		CF	MEM DUES C. BALLETO 17-18	40708	990.00
NORTH JERSEY MEDIA GROUP/ 3344	17-02914	P1-000-230-890-63-000-000/ GEN ADMIN OTHER OBJECTS	17-02914	CF	AD #4158730	40709	32.17
	17-02897	P1-000-230-890-63-000-000/ GEN ADMIN OTHER OBJECTS	17-02897	CF	AD #0004175395	40709	51.40
Total for NORTH JERSEY MEDIA GROUP/ 3344							\$83.57
NORTHERN VALLEY REGIONAL H.S./ 4229	17-02809	P1-000-216-320-40-000-000/ PURCHASED PROFESSIONAL -	17-09809	CF	JUNE 2017	40710	2,100.00
O DIBELLA MUSIC INC./ 2603	17-02388	P2-052-100-600-10-000-000/ SILVER PALATE SUPPLY	17-02388	CF	INV #1165114	40711	2,000.00
		P2-052-400-731-10-000-000/ SILVER PALATE EQUIP	17-02388	CF	INV #11654114	40711	99.86
	17-01129	P1-000-262-490-20-224-000/ MUSIC REPAIRS	17-01129	CF	VARIOUS INVOICES	40711	5,387.20
Total for O. DIBELLA MUSIC INC./ 2603							\$7,487.06
ORIENTAL TRADING CO./ 3410	17-02737	P2-044-100-600-66-000-000/ GENERAL SUPPLIES	17-02737	CF	INV #683928421-01	40712	166.43
OTICON INC./ 5320	17-02614	P1-000-216-600-40-000-000/ OT/PT/SPEECH SUPPLIES	17-02614	CF	INV #INV5502266	40713	70.00
PASSAIC ARTS AND SCIENCE CHARTER SCHOOL/ 8544	18-00045	10-000-100-561-63-238-000/ TRANSFER OF FUNDS TO CHA		CP	JUL - AUG 2017	40714	8,312.00
PAYSCHOOLS/ 8366	18-00163	50-910-310-500-63-000-000/ FOOD SERVICES		CF	INV #1112	40715	5,205.00

* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial

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Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Unposted Checks							
PEARSON EDUCATION/ 6354	17-02524	P1-000-216-600-40-000-000/ OT/PT/SPEECH SUPPLIES	17-02524	CF	INV #11196065	40716	306.34
PHILLIPS SPORTS, LLC/ 8580	17-02848	P3-915-400-450-70-000-000/ CONSTRUCTION SERV WW STA	17-02848	CF	INV #441	40717	43,270.00
PITNEY BOWES INC./ 2644	17-02851	P1-000-251-890-63-000-000/ CENTRAL SVC OTHER OBJECT	17-02851	CF	INV #1004510462	40718	257.48
PITNEY BOWES INC./ 2646	17-01688	P1-000-251-592-63-000-000/ CENTRAL SVCS - OTHER SVC	17-01688	CF	ACCT #4401973	40719	6,600.00
PLAYGROUND MEDIC/ 5118	17-02710	P1-000-261-420-71-502-000/ MAINTENANCE LANDSCAPING	17-02710	CF	INV #17-7243	40720	4,995.00
POMPTONIAN FOOD SERVICE/ 3536	17-01222	P5-910-310-500-63-000-000/ FOOD SERVICES	17-01222	CF	INV #233 063017	40721	73,657.10
RIDDELL/ ALL AMERICAN/ 3698	17-02672	P1-402-100-600-20-000-000/ ATHLETICS	17-02672	CF	INV #98997029	40722	143.75
RIDGEWOOD PRESS/ 3699	18-00011	11-000-251-600-63-000-000/ CENTRAL SVCS SUPPLIES		CF	INV #111480	40723	139.65
SCHOLASTIC CLASSROOM MAGAZINES/ 3845	17-02926	P2-241-100-600-66-000-000/ TITLE III SUPPLIES	17-02926	CF	INV #14146801	40724	204.93
SCHOOL HEALTH SUPPLY CO/ 2768	18-00050	11-000-213-600-20-000-000/ HEALTH SUPPLIES		CF	INV #3318731-00	40725	78.33
SCHOOL SPECIALITY, INC./ 3814	17-02786	P1-190-100-500-10-000-000/ REG PROGRAM-UNDISTRIBUTE	17-02786	CF	INV #208118499082	40726	3,674.93
SCHOOL SPECIALTY/SAX ARTS EDUCATION/ 8595	17-02927	P1-190-100-610-20-000-000/ REG PROGRAM-UNDISTRIBUTE	17-02927	CF	INV #208117253227	40727	163.09
SHARP ELEVATOR COMPANY, INC./ 3882	18-00048	11-000-261-420-71-528-000/ ELEVATOR REPAIRS		CP	#39397,39413MAINT, 39395EC	40728	1,540.00
SIMPLISAFE/ 8261	18-00161	11-000-261-420-71-519-000/ SECURITY ALARMS		CF	INV #2049433	40729	549.78
SOUTH BERGEN JOINTURE COMMISSION/ 3957	17-02920	P1-000-270-515-40-000-000/ TRANS SPEC JOINTURE	17-02920	CF	STMT DATE 07/26/2017	40730	15,239.16
	17-01622	P1-000-216-320-40-000-000/ PURCHASED PROFESSIONAL -	17-01622	CF	VARIOUS INVOICES	40730	6,220.14
	17-02910	P1-000-216-320-40-000-000/ PURCHASED PROFESSIONAL -	17-02910	CF	MAR-APR-MAY-JUNE 2017	40730	193,841.61

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Unposted Checks							
Total for SOUTH BERGEN JOINTURE COMMISSION/ 3957							\$215,300.91
SOUTH JERSEY ENERGY/ 8506	17-02225	P1-000-262-622-71-516-000/ ELECTRICITY	17-02225	CF	VARIOUS ACCT #	40731	40,800.33
SPECTROTEL/ 8624	18-00030	11-000-230-530-71-615-000/ COMMUNICATION TELEPHONE		CP	ACCT #346472..JULY 2017	40732	5,570.32
SPORTS TIME, INC/ 3972	18-00239	11-402-100-600-20-000-000/ ATHLETICS		CF	INV #1740917	40733	17,946.60
	17-02674	P1-402-100-600-20-000-000/ ATHLETICS	17-02674	CF	INV #1639353	40733	160.00
	17-02853	P1-402-100-600-20-000-000/ ATHLETICS	17-02853	CF	INV #1740954	40733	119.25
	17-02852	P1-402-100-600-20-000-000/ ATHLETICS	17-02852	CF	INV #1740609	40733	112.50
Total for SPORTS TIME, INC/ 3972							\$18,338.35
STANDARDS SOLUTION LLC/ 7456	18-00271	11-000-221-500-64-000-000/ IMPVT OF INST OTHER SVC		CP	INV #2597	40734	19,500.00
STAPLES ADVANTAGE/ 6570	17-02016	P1-190-100-610-10-000-000/ REG PROGRAM-UNDISTRIBUTE	17-02016	CF	#3326380776,3327496693	40735	61.62
STAPLES CONTRACT & COMMERCIAL, INC./ 8593	17-60374	P1-000-240-600-03-000-000/ SCHOOL ADMIN SUPPLIES	17-60374	CF	#3312052463,3312052455	40736	1,593.16
	17-60369	P1-190-100-610-03-000-000/ REG PROGRAM-UNDISTRIBUTE	17-60369	CF	INV #3313690961	40736	174.73
Total for STAPLES CONTRACT & COMMERCIAL, INC./ 8593							\$1,767.89
T & R ALARM SYSTEMS, INC./ 2894	18-00047	11-000-261-420-71-519-000/ SECURITY ALARMS		CF	INV #3328218,3328250,3328320	40737	3,318.00
TEANECK COMMUNITY CHARTER SCH./ 4120	18-00046	10-000-100-561-63-238-000/ TRANSFER OF FUNDS TO CHA		CP	JULY - AUG 2017	40738	1,828.00
TECH MADE SIMPLE LLC/ 8801	17-02502	P2-434-200-890-32-000-000/ NP SECURITY AID - MISC	17-02502	CF	INV #DE588	40739	16,616.00
TENAFly MOWER SERVICES/ 4133	18-00162	11-000-262-590-71-558-000/ MISC PURCHASED SVCS		CF	INV #31238	40740	119.60
THE EDUCATION CONSORTIUM FOR/ 8569	17-02917	P1-000-230-530-71-615-000/ COMMUNICATION TELEPHONE	17-02917	CF	INV #195-122911	40741	2,572.98

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Unposted Checks								
THE WINWARD SCHOOL/ 8525	17-02907	P2-270-200-300-66-000-035/ PURCHASED PROFESSIONAL A	17-02907	CF	FEE FOR A. KASTNER	40742	620.00	
TRANE SERVICE GROUP/ 5637	17-02820	P1-000-262-610-71-612-000/ PLUMBING/HEAT SUPPLIES	17-02820	CF	INV #2834674	40743	453.00	
TRI-STATE FOLDING PARTITIONS I/ 4296	17-02845	P1-000-261-420-71-531-000/ BLEACHER REPAIRS	17-02845	CF	INV #3234	40744	1,495.00	
TROPHY KING/ 2947	18-00216	11-000-218-600-20-000-000/ GUIDANCE SUPPLIES		CF	INV #16086	40745	30.00	
	17-02885	P1-000-218-600-20-000-000/ GUIDANCE SUPPLIES	17-02885	CF	INV #16145,16146	40745	80.00	
			Total for TROPHY KING/ 2947					\$110.00
UNITED STATES INFORMATION SYSTEMS INC./ 8818	17-02735	P2-510-100-600-32-000-000/ GENERAL SUPPLIES	17-02735	CF	INV #2077649-IN	40746	1,134.00	
WALSH-MERKEL, ROBYN MA, CCC-SLP/ 4740	18-00148	11-204-100-320-40-000-000/ SPEC ED-LEARN & LANG DIS		CP	JULY 2017	40747	540.00	
WB MASON CO., INC./ 5743	17-02763	P1-000-230-610-62-000-000/ SUPPLIES AND MATERIALS	17-02763	CF	SUPPLIES AND MATERIALS	40748	805.00	
		P1-000-230-610-69-000-000/ SUPPLIES AND MATERIALS	17-02763	CF	SUPPLIES AND MATERIALS	40748	805.00	
		P1-000-240-600-03-000-000/ SCHOOL ADMIN SUPPLIES	17-02763	CF	SCHOOL ADMIN SUPPLIES	40748	805.00	
		P1-000-240-600-05-000-000/ SUPPLIES AND MATERIALS	17-02763	CF	SUPPLIES AND MATERIALS	40748	805.00	
		P1-000-240-600-07-000-000/ SCHOOL ADMIN SUPPLIES	17-02763	CF	SCHOOL ADMIN SUPPLIES	40748	805.00	
		P1-000-240-600-20-000-000/ SCHOOL ADMIN SUPPLIES	17-02763	CF	SCHOOL ADMIN SUPPLIES	40748	805.00	
		P1-000-240-600-98-000-000/ SCHOOL ADMIN SUPPLIES	17-02763	CF	SCHOOL ADMIN SUPPLIES	40748	805.00	
		P1-000-251-600-63-000-000/ CENTRAL SVCS SUPPLIES	17-02763	CF	CENTRAL SVCS SUPPLIES	40748	805.00	
		P1-190-100-610-02-000-000/ REG PROGRAM-UNDISTRIBUTE	17-02763	CF	REG PROGRAM-UNDISTRIBUTE	40748	805.00	
		P1-190-100-610-03-000-000/ REG PROGRAM-UNDISTRIBUTE	17-02763	CF	REG PROGRAM-UNDISTRIBUTE	40748	805.00	
		P1-190-100-610-05-000-000/ GENERAL SUPPLIES	17-02763	CF	GENERAL SUPPLIES	40749	805.00	
		P1-190-100-610-10-000-000/ REG PROGRAM-UNDISTRIBUTE	17-02763	CF	REG PROGRAM-UNDISTRIBUTE	40749	805.00	
		P1-190-100-610-20-000-000/ REG PROGRAM-UNDISTRIBUTE	17-02763	CF	REG PROGRAM-UNDISTRIBUTE	40749	805.00	

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Unposted Checks								
WB MASON CO., INC./ 5743		P1-190-100-610-98-000-000/ REG PROGRAM-UNDISTRIBUTE	17-02763	CF	REG PROGRAM-UNDISTRIBUTE	40749	807.00	
	17-02706	P1-000-230-610-69-000-000/ SUPPLIES AND MATERIALS	17-02706	CF	INV #144247377	40749	169.04	
	17-02645	P1-000-240-600-10-000-000/ SCHOOL ADMIN SUPPLIES	17-02645	CF	INV #144441524,I44403042	40749	474.50	
	17-02763	P1-000-216-600-40-000-000/ OT/PT/SPEECH SUPPLIES	17-02763	CF	INV #144721841...PAPER	40748	805.00	
		P1-000-218-600-20-000-000/ GUIDANCE SUPPLIES	17-02763	CF	GUIDANCE SUPPLIES	40748	805.00	
		Total for WB MASON CO., INC./ 5743						\$13,525.54
WINDSOR BERGEN ACADEMY, INC./ 8422	17-02919	P1-000-100-566-40-000-000/ TUTION PSD IN STATE	17-02919	CF	JUNE 2017 ADJ BILLING	40750	2,705.13	
WINFREE, JAZMIN/ 8915	18-00381	11-000-223-580-03-000-000/ STAFF TRAINING TRAVEL		CF	STAFF TRAINING TRAVEL	40751	17.36	
YES PRESS/ 4974	17-02753	P1-190-100-610-20-413-000/ GEN SUPPLIES GRADUATION	17-02753	CF	INV #13052	40752	2,540.00	
		Total for Unposted Checks						\$1,652,380.15

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Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator, be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed.

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Fund Summary	Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
	10	10	\$394,504.00				\$394,504.00
	10	11	\$208,617.15				\$208,617.15
	10	P1	\$704,241.49				\$704,241.49
	Fund 10	TOTAL	\$1,307,362.64				\$1,307,362.64
	20	20	\$108,976.67				\$108,976.67
	20	P2	\$108,369.86				\$108,369.86
	Fund 20	TOTAL	\$217,346.53				\$217,346.53
	30	P3	\$43,270.00				\$43,270.00
	50	50	\$5,846.36				\$5,846.36
	50	P5	\$73,657.10				\$73,657.10
	Fund 50	TOTAL	\$79,503.46				\$79,503.46
	60	P6	\$4,897.52				\$4,897.52
	GRAND	TOTAL	\$1,652,380.15	\$0.00	\$0.00	\$0.00	\$1,652,380.15

Chairman Finance Committee

Member Finance Committee

Englewood Public School District

Bills And Claims Report By Account Number

JULY 15, 2017 PAYROLL

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Account # / Description	PO #	Inv #	Vendor # / Name	Check Type *	Check Description or Multi Remit To	Check Name	Check#	Check Amount
UNPOSTED CHECKS								
11-000-211-100-60-101-000/ SALARIES	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES		1	3,643.56
11-000-211-172-76-000-000/ SALARIES	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES		1	2,500.75
11-000-211-173-60-101-000/ SALARIES	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES		1	5,676.06
11-000-219-105-40-101-000/ CHILD STUDY TEAM SEC	18-0010		4614 / E.B.O.E.- PAYROLL	HP	CHILD STUDY TEAM SEC		1	2,607.85
11-000-221-102-64-101-000/ IMPVT OF INSTRUCTION SAL	18-0010		4614 / E.B.O.E.- PAYROLL	HP	IMPVT OF INSTRUCTION SAL		1	5,520.83
11-000-221-102-65-101-000/ IMPVT OF INSTRUCTION SAL	18-0010		4614 / E.B.O.E.- PAYROLL	HP	IMPVT OF INSTRUCTION SAL		1	5,412.50
11-000-222-100-60-101-000/ ED MEDIA SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	ED MEDIA SALARY		1	8,814.06
11-000-230-100-61-101-000/ GENERAL ADMIN SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	GENERAL ADMIN SALARY		1	9,510.75
11-000-240-103-07-101-000/ SCHOOL ADMIN SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SCHOOL ADMIN SALARY		1	6,554.16
11-000-240-103-60-101-000/ SALARIES OF PRINCIPALS/A	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES OF PRINCIPALS/A		1	10,625.00
11-000-240-103-73-101-000/ SCHOOL ADMIN SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SCHOOL ADMIN SALARY		1	5,765.62
11-000-240-103-74-101-000/ SCHOOL ADMIN SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SCHOOL ADMIN SALARY		1	6,175.00
11-000-240-103-75-101-000/ SCHOOL ADMIN SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SCHOOL ADMIN SALARY		1	10,916.66
11-000-240-103-76-101-000/ SCHOOL ADMIN SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SCHOOL ADMIN SALARY		1	11,270.83
11-000-240-103-77-101-000/ SCHOOL ADMIN SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SCHOOL ADMIN SALARY		1	35,362.66
11-000-251-100-63-000-000/ CENTRAL SERVICE SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	CENTRAL SERVICE SALARY		1	23,203.18
11-000-251-100-69-000-000/ CENTRAL SERVICES SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	CENTRAL SERVICES SALARY		1	10,144.12
11-000-252-100-68-000-000/ SALARIES	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES		1	10,114.52
11-000-261-100-71-101-000/ SALARIES	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES		1	2,985.49
11-000-262-104-71-000-000/ SALARIES	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES		1	5,382.49
11-000-266-100-60-101-000/ SECURITY SALARIES	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SECURITY SALARIES		1	9,117.55
11-000-270-160-60-000-000/ SAL. FOR PUPIL TRANS(BET	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SAL. FOR PUPIL TRANS(BET		1	4,446.03
20-270-200-100-66-000-000/ TITLE II - SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	TITLE II - SALARY		1	5,291.66

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UNPOSTED PRIOR YEAR CHECKS							
P1-000-211-173-67-103-000/ SALARIES	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	SALARIES	1	1,952.61
P1-000-213-100-60-102-000/ HEALTH SERVICES SALARY	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	HEALTH SERVICES SALARY	1	366.00
P1-000-216-100-40-101-000/ RELATED SERVICES SALARY	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	RELATED SERVICES SALARY	1	1,891.00
P1-000-218-104-67-103-000/ SALARIES OF OTHER PROFES	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	SALARIES OF OTHER PROFES	1	1,021.75
P1-000-218-104-77-101-000/ GUIDANCE SALARY	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	GUIDANCE SALARY	1	2,745.00
P1-000-219-105-40-101-000/ CHILD STUDY TEAM SEC	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	CHILD STUDY TEAM SEC	1	134.84
P1-000-222-100-60-104-000/ SALARIES	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	SALARIES	1	594.90
P1-000-230-100-67-103-000/ GENERAL ADMIN SALARY	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	GENERAL ADMIN SALARY	1	81.83
P1-000-240-103-77-101-000/ SCHOOL ADMIN SALARY	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	SCHOOL ADMIN SALARY	1	7,260.00
P1-000-251-100-63-000-000/ CENTRAL SERVICE SALARY	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	CENTRAL SERVICE SALARY	1	92.30
P1-000-266-100-60-101-000/ SECURITY SALARIES	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	SECURITY SALARIES	1	597.88
P1-000-270-162-60-000-000/ SAL. FOR PUPIL TRANS(BET	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	SAL. FOR PUPIL TRANS(BET	1	1,208.78
P1-000-291-290-60-132-000/ VACATION /SICK PAY	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	VACATION /SICK PAY	1	2,000.00
P1-110-100-101-80-102-000/ REG PROGRAM-PRESCH/KINDE	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	REG PROGRAM-PRESCH/KINDE	1	200.00
P1-120-100-101-67-103-000/ REG PROGRAM-GRADES 1-5	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	REG PROGRAM-GRADES 1-5	1	300.00
P1-120-100-101-80-102-000/ REG PROGRAM-GRADES 1-5	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	REG PROGRAM-GRADES 1-5	1	100.00
P1-130-100-101-80-102-000/ REG PROGRAM-GRADES 6-8	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	REG PROGRAM-GRADES 6-8	1	2,400.00
P1-140-100-101-67-103-000/ REG PROGRAM-GRADES 9-12	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	REG PROGRAM-GRADES 9-12	1	14,558.71
P1-140-100-101-80-102-000/ REG PROGRAM-GRADES 9-12	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	REG PROGRAM-GRADES 9-12	1	4,882.70
P1-150-100-101-40-101-000/ HOME INSTRUCTION	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	HOME INSTRUCTION	1	1,037.00
P1-212-100-101-40-101-000/ MULTIPLE DISABILITIES	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	MULTIPLE DISABILITIES	1	8,578.17
P1-401-100-100-77-101-000/ COCURRICULAR ACTIVITIES	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	COCURRICULAR ACTIVITIES	1	2,360.00

* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial

Englewood Public School District
Bills And Claims Report By Account Number
 JULY 15, 2017 PAYROLL

va_bill1.10272014
 07/01/2017

Account # / Description	PO #	Inv #	Vendor # / Name	Check Type *	Check Description or Remit To Check Name	Check#	Check Amount
UNPOSTED PRIOR YEAR CHECKS							
P2-044-100-100-66-000-000/ CONFUCIUS SAL OF TEACHER	17-02905A	17-02905	4614 / E.B.O.E.- PAYROLL	HF	CONFUCIUS SAL OF TEACHER	1	404.13
P2-231-100-100-66-103-020/ TITLE I EXTRA COMP DMHS	17-02905A	17-02905	4614 / E.B.O.E.- PAYROLL	HF	TITLE I EXTRA COMP DMHS	1	3,431.25
P2-241-100-100-66-000-000/ TITLE III SAL OF TEACH	17-02905A	17-02905	4614 / E.B.O.E.- PAYROLL	HF	TITLE III SAL OF TEACH	1	488.00
P6-057-100-100-03-000-000/ SALARIES - MCCLOUD	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	SALARIES - MCCLOUD	1	3,427.21
P6-057-100-100-05-000-000/ SALARIES - GRIECO	17-02905	17-02905	4614 / E.B.O.E.- PAYROLL	HF	SALARIES - GRIECO	1	4,495.05
Total for Unposted Checks							\$267,650.44

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Englewood Public School District
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va_bill1.10272014
 07/01/2017

Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator, be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed. Run on 08/17/2017 at 11:07:53 AM

Fund Summary		Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
		10	11			\$195,749.67		\$195,749.67
		10	P1			\$54,363.47		\$54,363.47
		Fund 10	TOTAL			\$250,113.14		\$250,113.14
		20	20			\$5,291.66		\$5,291.66
		20	P2			\$4,323.38		\$4,323.38
		Fund 20	TOTAL			\$9,615.04		\$9,615.04
		60	P6			\$7,922.26		\$7,922.26
		GRAND	TOTAL	\$0.00	\$0.00	\$267,650.44	\$0.00	\$267,650.44

Chairman Finance Committee

Member Finance Committee

Englewood Public School District

Bills And Claims Report By Account Number

JULY 31, 2017 PAYROLL

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07/01/2017

Account # / Description	PO #	Inv #	Vendor # / Name	Check Type *	Check Description or Multi Remit To Check Name	Check#	Check Amount
UNPOSTED CHECKS							
11-000-211-100-60-101-000/ SALARIES	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	2	3,643.56
11-000-211-172-76-000-000/ SALARIES	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	2	2,500.75
11-000-211-173-60-101-000/ SALARIES	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	2	5,676.06
11-000-213-100-67-103-000/ SALARIES	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	2	1,113.25
11-000-213-100-76-101-000/ HEALTH SALARIES	18-0010		4614 / E.B.O.E.- PAYROLL	HP	HEALTH SALARIES	2	1,814.75
11-000-216-100-40-101-000/ RELATED SERVICES SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	RELATED SERVICES SALARY	2	4,361.50
11-000-218-104-67-103-000/ SALARIES OF OTHER PROFES	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES OF OTHER PROFES	2	4,392.00
11-000-218-104-77-101-000/ GUIDANCE SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	GUIDANCE SALARY	2	578.41
11-000-219-105-40-101-000/ CHILD STUDY TEAM SEC	18-0010		4614 / E.B.O.E.- PAYROLL	HP	CHILD STUDY TEAM SEC	2	2,607.85
11-000-221-102-64-101-000/ IMPVPT OF INSTRUCTION SAL	18-0010		4614 / E.B.O.E.- PAYROLL	HP	IMPVPT OF INSTRUCTION SAL	2	6,064.53
11-000-222-100-60-101-000/ ED MEDIA SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	ED MEDIA SALARY	2	8,814.06
11-000-222-100-60-104-000/ SALARIES	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	2	154.20
11-000-223-104-60-000-000/ STAFF TRAINING SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	STAFF TRAINING SALARY	2	10,971.78
11-000-230-100-61-101-000/ GENERAL ADMIN SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	GENERAL ADMIN SALARY	2	10,540.58
11-000-240-103-07-101-000/ SCHOOL ADMIN SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SCHOOL ADMIN SALARY	2	6,832.74
11-000-240-103-60-101-000/ SALARIES OF PRINCIPALS/A	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES OF PRINCIPALS/A	2	10,906.24
11-000-240-103-73-101-000/ SCHOOL ADMIN SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SCHOOL ADMIN SALARY	2	5,765.62
11-000-240-103-74-101-000/ SCHOOL ADMIN SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SCHOOL ADMIN SALARY	2	6,483.74
11-000-240-103-75-101-000/ SCHOOL ADMIN SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SCHOOL ADMIN SALARY	2	11,462.48
11-000-240-103-76-101-000/ SCHOOL ADMIN SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SCHOOL ADMIN SALARY	2	5,250.00
11-000-240-103-77-101-000/ SCHOOL ADMIN SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SCHOOL ADMIN SALARY	2	32,784.56
11-000-251-100-63-000-000/ CENTRAL SERVICE SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	CENTRAL SERVICE SALARY	2	23,363.49
11-000-251-100-69-000-000/ CENTRAL SERVICES SALARY	18-0010		4614 / E.B.O.E.- PAYROLL	HP	CENTRAL SERVICES SALARY	2	10,144.12
11-000-252-100-68-000-000/ SALARIES	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	2	10,114.52
11-000-261-100-71-101-000/ SALARIES	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	2	2,985.49

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Account # / Description	PO #	Inv #	Vendor # / Name	Check Type *	Check Description or Multi Remit To Check Name	Check#	Check Amount
UNPOSTED CHECKS							
11-000-262-104-71-000-000/ SALARIES	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	2	5,382.49
11-000-266-100-60-101-000/ SECURITY SALARIES	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SECURITY SALARIES	2	10,836.99
11-000-270-160-60-000-000/ SAL. FOR PUPIL TRANS(BET	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SAL. FOR PUPIL TRANS(BET	2	4,446.03
11-000-270-162-60-000-000/ SAL. FOR PUPIL TRANS(BET	18-0010		4614 / E.B.O.E.- PAYROLL	HP	SAL. FOR PUPIL TRANS(BET	2	1,395.36
11-140-100-101-67-103-000/ REG PROGRAM-GRADES 9-12	18-0010		4614 / E.B.O.E.- PAYROLL	HP	REG PROGRAM-GRADES 9-12	2	5,673.00
11-212-100-101-40-101-000/ MULTIPLE DISABILITIES	18-0010		4614 / E.B.O.E.- PAYROLL	HP	MULTIPLE DISABILITIES	2	21,098.39
20-231-100-100-66-000-000/ TITLE I TEACHER SAL	18-0010		4614 / E.B.O.E.- PAYROLL	HP	TITLE I TEACHER SAL	2	1,143.75
20-231-100-100-66-103-020/ TITLE I EXTRA COMP DMHS	18-0010		4614 / E.B.O.E.- PAYROLL	HP	TITLE I EXTRA COMP DMHS	2	8,006.25
20-241-100-100-66-000-000/ TITLE III SAL OF TEACH	18-0010		4614 / E.B.O.E.- PAYROLL	HP	TITLE III SAL OF TEACH	2	2,531.50

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Account # / Description	PO #	Inv #	Vendor # / Name	Check Type *	Check Description or Multi Remit To Check Name	Check#	Check Amount
UNPOSTED PRIOR YEAR CHECKS							
P1-000-211-173-67-103-000/ SALARIES	17-02912	17-02912	4614 / E.B.O.E.- PAYROLL	HF	SALARIES	2	608.19
P1-000-218-104-67-103-000/ SALARIES OF OTHER PROFES	17-02912	17-02912	4614 / E.B.O.E.- PAYROLL	HF	SALARIES OF OTHER PROFES	2	976.00
P1-000-230-100-61-101-000/ GENERAL ADMIN SALARY	17-02912	17-02912	4614 / E.B.O.E.- PAYROLL	HF	GENERAL ADMIN SALARY	2	456.56
P1-000-251-100-63-000-000/ CENTRAL SERVICE SALARY	17-02912	17-02912	4614 / E.B.O.E.- PAYROLL	HF	CENTRAL SERVICE SALARY	2	277.35
P1-120-100-101-80-102-000/ REG PROGRAM-GRADES 1-5	17-02912	17-02912	4614 / E.B.O.E.- PAYROLL	HF	REG PROGRAM-GRADES 1-5	2	500.00
P1-140-100-101-67-103-000/ REG PROGRAM-GRADES 9-12	17-02912	17-02912	4614 / E.B.O.E.- PAYROLL	HF	REG PROGRAM-GRADES 9-12	2	747.25
P1-401-100-100-77-101-000/ COCURRICULAR ACTIVITIES	17-02912	17-02912	4614 / E.B.O.E.- PAYROLL	HF	COCURRICULAR ACTIVITIES	2	945.00
P2-241-100-100-66-000-000/ TITLE III SAL OF TEACH	17-02912A	17-02912	4614 / E.B.O.E.- PAYROLL	HF	TITLE III SAL OF TEACH	2	1,403.00
Total for Unposted Checks							\$255,753.39

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Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator, be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed.

Run on 08/17/2017 at 12:04:05 PM

Fund Summary

Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
10	11			\$238,158.54		\$238,158.54
10	P1			\$4,510.35		\$4,510.35
Fund 10	TOTAL			\$242,668.89		\$242,668.89
20	20			\$11,681.50		\$11,681.50
20	P2			\$1,403.00		\$1,403.00
Fund 20	TOTAL			\$13,084.50		\$13,084.50
GRAND	TOTAL	\$0.00	\$0.00	\$255,753.39	\$0.00	\$255,753.39

Chairman Finance Committee

Member Finance Committee

