

**Berkeley Heights Public Schools
Office of the Superintendent
October 12, 2023**

Professional Development Days

<u>Name</u>	<u>Event</u>	<u>Date(s)</u>	<u>Cost</u>
Elizabeth Bartlett	NJ State Bar Foundation	10/30/23	\$0.00
Jenna Cesario	Presenting at The Northeast Conference on the Teaching of Foreign Languages	2/23/24-2/24/24	\$150.00
Thomas Clayton	NSTA Conference	10/25/23-10/26/23	\$0.00
Dennis Dagounis	NJPSA/FEA - The Power of Together We Can	11/13/23	\$0.00
Dennis Dagounis	NJPSA/FEA - Designing the Learning: Focus on Student Engagement and Empowerment	12/13/23	\$0.00
Dennis Dagounis	Chatham High School - Building Thinking Classroom Strategies	10/9/23	\$0.00
Megan Gallagan	California Association of School Psychologists - Risk Assessments & Safety Planning	9/29/23	\$0.00
Megan Gallagan	Cornerstone Day School - Eating Disorders in Schools: An Introduction to Identification & Support	9/28/23	\$0.00
Megan Gallagan	Cornerstone Day School - Working with Families: The Burdens We Carry	10/11/23	\$0.00
Marissa Gold	Montclair State University - Counselor Workshop	12/1/23	\$0.00
Marissa Gold	Fairleigh Dickinson University Counselor Luncheon	2/2/24	\$0.00
Marissa Gold	Lakeview Learning Center - Connection Over Compliance	10/27/23	\$0.00
Stephen Hopkins	AASA - National Conference	2/14/24-2/17/24	\$3,800.00
Ashley Janosko	Traumatic Loss Coalition for Youth - 20th Annual Suicide Prevention Conference	11/30/23	\$95.00

Cathryn Lake	School Nurse Supply: Key Challenges Facing Today's School Nurse: Making Certain That Every Child Counts	9/9/23	\$0.00
Cathryn Lake	NJDOE K-12 Behavioral Threat Assessment and Management Training	7/12/23	\$0.00
Cathryn Lake	NJDOH Back-To-School Immunization Webinar	9/27/23	\$0.00
Cathryn Lake	Atlantic Health System/American Academy of Pediatrics 32nd Annual School Health Conference	10/18/23	\$215.00
Cathryn Lake	CPR Certification Solutions, LLC - CPR Renewal	10/27/23	\$100.00
Sharon Leahy	College Board - AP Grading Exams	5/28/24-6/7/24	\$0.00
Julianna Marabello	NJ Science Convention	10/17/23	\$185.00
Brenda Marley	NJPSA - Transforming Early Childhood Leadership Institute	10/5/23	\$0.00
Olivia Mazzaferro	Rutgers University - 'Muslims, Christians, & Jews: Interactive Past and Present	10/6/23	\$35.00
Heather McGarry	Lakeview Learning Center - Connection Over Compliance	10/27/23	\$0.00
Michele Morin	Quinnipiac University - Counselor Visit	11/3/23	\$0.00
Michele Morin	Rutgers University - NJ Counselors Day	10/20/23	\$0.00
Michele Morin	Fairleigh Dickinson University Counselor Luncheon	2/23/24	\$0.00
Michele Morin	HESSA - 2023 Secondary School Counselor Workshop	11/29/23	\$0.00
Michele Morin	University of Massachusetts Amherst Update	10/11/23	\$0.00
Michele Morin	Montclair State University - Counselor Webinar	10/17/23	\$0.00
Jay Pimentel	Wilkes University - School Counselor Reception	10/11/23	\$0.00
Carolyn Quigley	Raritan Valley Community College - Principal & Counselor Program	11/3/23	\$0.00

Carolyn Quigley	Stony Brook - Counselor Connect	10/12/23	\$0.00
Carolyn Quigley	Rutgers University - NJ Counselors Day	10/20/23	\$0.00
Carolyn Quigley	Harvard, Princeton, UVA, Wellesley, & Yale Virtual Counselor Meeting	9/28/23	\$0.00
Carolyn Quigley	Columbia University Virtual Counselor Program	10/18/23	\$0.00
Carolyn Quigley	SEC Schools - College Tour	9/14/23	\$0.00
Carolyn Quigley	University of Vermont - The New England Sampler Counselor Virtual Program	9/19/23	\$0.00
Carolyn Quigley	HESSA - 2023 Secondary School Counselor Training Institute	11/1/23	\$0.00
Carolyn Quigley	Harvard - Exploring College Options	9/20/23	\$0.00
Carolyn Quigley	University of Massachusetts Amherst Update	10/11/23	\$0.00
Carolyn Quigley	Montclair State University - Humanities and Social Science Counselor Event	10/6/23	\$0.00
Carolyn Quigley	University of Connecticut - School Counselor Webinar	10/4/23	\$0.00
Carolyn Quigley	Bucknell University - Fall Update	10/3/23	\$0.00
Carolyn Quigley	Vanderbilt University - Update	10/5/23	\$0.00
Carolyn Quigley	Montclair State University - Counselor Workshop	12/1/23	\$0.00
Debra Ruetsch	RWJ Barnabas Health Training Center - CPR Renewal	10/24/23	\$115.00
Nicole Sacci	MUJC - Autism Symposium	10/3/23	\$0.00
Christine Seminerio	MUJC - STEAM Committee	10/18/23, 12/13/23 3/14/24, 6/10/24	\$0.00
Christine Seminerio	NJPSA - Transforming Childhood Education Leadership Institute	10/5/23, 12/6/23	\$0.00
Christine Seminerio	MUJC - Curriculum Committee	10/11/23, 11/13/23 12/4/23, 1/8/24 3/4/24, 4/29/24	\$0.00

Aida Swon	NJ Bar Association - Elementary Conflict Resolution	10/26/23	\$0.00
Susan Tennant	NJDOE - Utilizing the Inclusive Classroom Profile in the Preschool Classroom	8/10/23	\$0.00
Melinda Wilson	Rutgers University - 'Tech It Out' Assistive Technology Device Demo	11/2/23	\$0.00
Melinda Wilson	Rutgers University - 'Tech It Out' Assistive Technology Device Demo	9/14/23	\$0.00
Megan Wranitz	FBLA Advisor Training	10/13/23	\$0.00
Emily Zengel	Harvard, Princeton, UVA, Wellseley, & Yale Virtual Counselor Meeting	9/26/23	\$0.00
Emily Zengel	Wilkes University - School Counselor Reception	10/11/23	\$0.00
Emily Zengel	Cornerstone Day School - Eating Disorders in Schools: An Introduction to Identification & Support	9/28/23	\$0.00
Emily Zengel	HESSA - 2023 Secondary School Counselor Training Institute	10/30/23	\$0.00
Emily Zengel	University of Massachusetts System Counselor Check-in	10/17/23	\$0.00
<u>Amend the following Professional Development which was BOE approved on 8/10/23:</u>			
Ashley Janosko	NJ State Bar Foundation - Trauma Sensitive Schools	10/19/23	\$0.00 \$95.00
Sarah Latzke	Legal One - Addressing Staff Mental Health Issues	10/3/23 2/13/24	\$125.00

SIDEBAR AGREEMENT
BETWEEN
THE BERKELEY HEIGHTS BOARD OF EDUCATION
AND
THE BERKELEY HEIGHTS EDUCATION ASSOCIATION

WHEREAS, the Berkeley Heights Board of Education employee Jeremy Marx currently serves as a certificated Instructional technologist in the school district; and

WHEREAS, the Board is in need of a Technology Specialist/Coordinator for the 2023-2024 school year; and

WHEREAS, the Technology Specialist/Coordinator position is not affiliated with any collective negotiations agreement; and

WHEREAS, Jeremy Marx has achieved tenure in his position as an Instructional Technologist and teacher with the Board in accordance with New Jersey State Law; and

WHEREAS, the parties agree as follows:

1. During Mr. Marx's service in the non-certificated title of Technology Specialist/Coordinator, he will continue to earn years of service credit for advancement on the Berkeley Heights Education Association Salary Guide as if he were in a certificated position during the pendency of his services as Technology Specialist/Coordinator.
2. If Mr. Marx voluntarily relinquishes the position of Technology Specialist/Coordinator and/or is non-renewed in said position, he will be returned to his tenured Instructional Technologist position or a teaching position at the appropriate salary guide step in accordance with the express terms of this Agreement.
3. This Agreement is non-precedent setting and applies only to employee Jeremy Marx and is limited solely to his achieving additional years of service for salary guide step advancement in the Berkeley Heights Education Association's Collective Negotiation Agreement should he return to that bargaining agreement at a future date.

BERKELEY HEIGHTS
BOARD OF EDUCATION



BERKELEY HEIGHTS
EDUCATION ASSOCIATION

DATED:

DATED: 10/3/2023

**Sidebar Agreement
Between the
Berkeley Heights Board of Education
And the
Berkeley Heights Education Association (Custodial, Maintenance &
Transportation Personnel Unit)**

This Sidebar Agreement is entered into this ____ day of _____ 2023 between the BERKELEY HEIGHTS BOARD OF EDUCATION ("Board") and the BERKELEY HEIGHTS EDUCATION ASSOCIATION ("Association") (collectively referred to as "the Parties.")

WHEREAS, the Board and the Association are parties to a collectively negotiated agreement ("CNA Agreement"); and

WHEREAS, the Board wishes to increase its competitiveness for bus drivers especially during a time when bus drivers are in short supply and high demand; and

WHEREAS, the Board has reviewed hourly rates for bus drivers in neighboring school districts in comparison with the rates currently set forth in the CNA Agreement; and

WHEREAS, the Board has consulted with the Association with respect to the proposed increase in bus driver hourly rates; and

WHEREAS, both parties are desirous of increasing the hourly rates offered to new and current school bus drivers.

NOW, THEREFORE, in order to properly provide for the terms and conditions described above, the parties agree as follows:

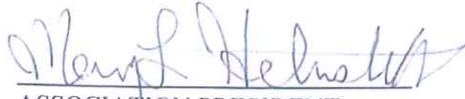
1. Schedule B to the CNA Agreement, "Bus Drivers" shall be modified to:
 - a. increase the hourly rate for newly contracted drivers to \$25.00 per hour, and
 - b. increase the hourly rates of current drivers by \$2.00 for each of the 2023-2024, 2024-2025, 2025-2026 and 2026-2027 school years.
2. The Board and Association will develop a list of current bus drivers that identifies their increased hourly rate pursuant to this sidebar agreement, which list shall be reviewed by both parties to confirm accuracy.
3. The Parties agree that the terms of this Sidebar Agreement, including the decision to enter into this Agreement, are not precedent setting.

4. The Parties agree that this Sidebar Agreement shall immediately take effect upon ratification by both Parties.

BERKELEY HEIGHTS BOARD OF
EDUCATION

BERKELEY HEIGHTS EDUCATION
ASSOCIATION

Board President



ASSOCIATION PRESIDENT

Berkeley Heights Public Schools
Office of the Superintendent
October 12, 2023

Field Trips

<u>School/Group</u>	<u>Destination</u>	<u>Date(s)</u>
Governor Livingston High School French Club	Columbia Middle School 345 Plainfield Avenue, Berkeley Heights, NJ	11/6/23
Governor Livingston High School Highlander Robotics Club	Westfield High School 550 Dorian Road, Westfield, NJ	11/12/23
Governor Livingston High School Interact Leaders	Kean University 1000 Morris Avenue, Union, NJ	11/17/23
Governor Livingston High School Highlander Robotics Club	Governor Livingston High School 175 Watchung Boulevard, Berkeley Heights, NJ	11/25/23
Governor Livingston High School Highlander Robotics Club	Essex County West Caldwell Tech 620 Passaic Avenue, West Caldwell, NJ	12/2/23
Governor Livingston High School Grade 10 & 11 Student Ambassadors	Kean University 1000 Morris Avenue, Union, NJ	12/15/23
Governor Livingston High School Highlander Robotics Club	Scotch Plains High School 667 Westfield Road, Scotch Plains, NJ	12/17/23
Governor Livingston High School Highlander Robotics Club	Millburn High School 462 Millburn Avenue, Millburn, NJ	1/13/24
Governor Livingston High School Highlander Robotics Club	Livingston High School 30 Robert Harp Drive, Livingston, NJ	1/28/24
Governor Livingston High School Highlander Robotics Club	Bayonne High School 667 Avenue A, Bayonne, NJ	2/18/24
Columbia Middle School Grade 6, 7, and 8 Band Students	Governor Livingston High School 175 Watchung Boulevard, Berkeley Heights, NJ	10/14/23
Columbia Middle School ABA Students	Old Navy and Panera Bread Valley Mall, Gillette, NJ	10/19/23
Columbia Middle School ABA Students	Prestige Diner 1318 Springfield Avenue, New Providence, NJ	11/2/23

Columbia Middle School Grade 7 Students	Pax Amicus Castle Theater 23 Lake Shore Road, Budd Lake, NJ	11/14/23 & 11/16/23
Columbia Middle School Grade 8 Students	Hispanic Flamenco Ballet New Jersey City University, Jersey City, NJ	4/17/24
Columbia Middle School Grade 7 & 8 Band, Orchestra, & Choir Students	High Note Festival - Calvary Temple 3436 Winchester Road, Allentown, PA	5/31/24
Mountain Park School ABA Students	Stop & Shop 404 Springfield Avenue, Berkeley Heights, NJ	10/20/23 & 12/15/23
Mountain Park School ABA Students	Prestige Diner 1318 Springfield Avenue, New Providence, NJ	1/12/24
Mountain Park School ABA Students	La Rosa 368 Springfield Avenue, Berkeley Heights, NJ	11/17/23
Mountain Park School ABA Students	Dunkin Donuts 384 Springfield Avenue, Berkeley Heights, NJ	2/9/24
Mountain Park School Grade 3 Students	Mayo Performing Arts Center 100 South Street, Morristown, NJ	3/18/24
Mountain Park School ABA Students	Panera Bread Valley Mall, Gillette, NJ	3/22/24
Mountain Park School ABA Students	Zita's Ice Cream 1790 Springfield Avenue, New Providence, NJ	6/7/24
William Woodruff School Grade 1 Students	Reeve Reed Arboretum 165 Hobart Avenue, Summit, NJ	10/26/23

Governor Livingston High School - Additional Community-Based Instruction
2023-2024 School Year

BRG Burgers	South Orange
Cranford Town Center	Cranford
Jersey Gardens Mall	Elizabeth
Liberty Science Center	Jersey City
Linda's Creative Gifts	New Providence
Rutgers Garden	North Brunswick Township

5 Year Curriculum Cycle BHPS (Fall 2023)

	2023-2024	2024-2025	2025-2026	2027-2028	2028-2029
PHASE ONE- Research	Digital Imaging/9-12	Graphics Design/9-12	AP Art Portfolio/10-12	Computer Animation/ Flash/9-12	Drawing & Painting/ 9-12
	Open Studio/Advanced Art/10-12	Pop, Modern, and Contemporary Art/10-12	Art/K-5	Foundations of Studio Art/9-12	Photography 2/ 9-12
	Advanced Drawing and Painting/8		Web Design/9-12	Exploring Art and Media/7-8	Design and Structure
	Digital Creations/7-8		Design and Materials/9-12	Photography 1/ 9-12	Ceramics & 3-Dimensional Forms/9-12
					Foundations of Art/ 6
PHASE TWO- Write	Drawing & Painting/ 9-12	Digital Imaging/9-12	Graphics Design/9-12	AP Art Portfolio/10-12	Computer Animation/ Flash/9-12
	Photography 2/ 9-12	Open Studio/Advanced Art/10-12	Pop, Modern, and Contemporary Art/10-12	Art/K-5	Foundations of Studio Art/9-12
	Design and Structure	Advanced Drawing and Painting/8		Web Design/9-12	Exploring Art and Media/7-8
	Ceramics & 3-Dimensional Forms/9-12	Digital Creations/7-8		Design and Materials/9-12	Photography 1/ 9-12
	Foundations of Art/ 6				
PHASE THREE- Implement	Computer Animation/ Flash/9-12	Drawing & Painting/ 9-12	Digital Imaging/9-12	Graphics Design/9-12	AP Art Portfolio/10-12
	Foundations of Studio Art/9-12	Photography 2/ 9-12	Open Studio/Advanced Art/10-12	Pop, Modern, and Contemporary Art/10-12	Art/K-5
	Exploring Art and Media/7-8	Design and Structure	Advanced Drawing and Painting/8		Web Design/9-12

	2023-2024	2024-2025	2025-2026	2027-2028	2028-2029
	Photography 1/ 9-12	Ceramics & 3-Dimensional Forms/9-12	Digital Creations/7-8		Design and Materials/9-12
		Foundations of Art/ 6			
PHASE FOUR- Revise	AP Art Portfolio/10-12	Computer Animation/ Flash/9-12	Drawing & Painting/ 9-12	Digital Imaging/9-12	Graphics Design/9-12
	Art/K-5	Foundations of Studio Art/9-12	Photography 2/ 9-12	Open Studio/Advanced Art/10-12	Pop, Modern, and Contemporary Art/10-12
	Web Design/9-12	Exploring Art and Media/7-8	Design and Structure	Advanced Drawing and Painting/8	
	Design and Materials/9-12	Photography 1/ 9-12	Ceramics & 3-Dimensional Forms/9-12	Digital Creations/7-8	
			Foundations of Art/ 6		
PHASE FIVE- Implement	Graphics Design/9-12	AP Art Portfolio/10-12	Computer Animation/ Flash/9-12	Drawing & Painting/ 9-12	Digital Imaging/9-12
	Pop, Modern, and Contemporary Art/10-12	Art/K-5	Foundations of Studio Art/9-12	Photography 2/ 9-12	Open Studio/Advanced Art/10-12
		Web Design/9-12	Exploring Art and Media/7-8	Design and Structure	Advanced Drawing and Painting/8
		Design and Materials/9-12	Photography 1/ 9-12	Ceramics & 3-Dimensional Forms/9-12	Digital Creations/7-8
				Foundations of Art/ 6	

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
PHASE ONE- Research	Business Law/9-12	Business Management/ 9-12		Advanced Accounting/ 10-12	Career Planning Digital Portfolio/9-12
	Business Technology/ Business Lab/9-12			Intro to Accounting/ 10-12	Entrepreneurship/9-12
PHASE TWO- Write	Career Planning Digital Portfolio/9-12	Business Law/9-12	Business Management/ 9-12		Advanced Accounting/ 10-12
	Entrepreneurship/9-12	Business Technology/ Business Lab/9-12			Intro to Accounting/ 10-12
PHASE THREE- Implement	Advanced Accounting/ 10-12	Career Planning Digital Portfolio/9-12	Business Law/9-12	Business Management/ 9-12	
	Intro to Accounting/ 10-12	Entrepreneurship/9-12	Business Technology/ Business Lab/9-12		
PHASE FOUR- Revise		Advanced Accounting/ 10-12	Career Planning Digital Portfolio/9-12	Business Law/9-12	Business Management/ 9-12
		Intro to Accounting/ 10-12	Entrepreneurship/9-12	Business Technology/ Business Lab/9-12	
PHASE FIVE- Implement	Business Management/ 9-12		Advanced Accounting/ 10-12	Career Planning Digital Portfolio/9-12	Business Law/9-12
			Intro to Accounting/ 10-12	Entrepreneurship/9-12	Business Technology/ Business Lab/9-12

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
PHASE ONE-	App Development	Web Design		Computer Education/ K-5	Computer Applications/6
				Video Game Design	
PHASE TWO- Write	Computer Applications/6	App Development	Web Design		Computer Education/ K-5
					Video Game Design
PHASE THREE-	Computer Education/ K-5	Computer Applications/6	App Development	Web Design	
	Video Game Design				
PHASE FOUR-		Computer Education/ K-5	Computer Applications/6	App Development	Web Design
		Video Game Design			
PHASE FIVE-	Web Design		Computer Education/ K-5	Computer Applications/6	App Development
			Video Game Design		

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
PHASE ONE- Research	English/Grade 8	AP English 4/12	Writing/Grade 6	English 4/English 4 H/12	English/Grade 7
	English 2/English 2 H/9	AP English 3/11	Reading/Grade 6	Introduction to TV Production/9-12	Theatre/7-8
	Music and Lyrics/9-12	Journalism Workshop: Newspaper/9-12	English 3/English 3 H/11	Backstage Theatre Workshop/10-12	English 1/English 1 H/9
	Introduction to Journalism/9-11	Analytical Reading/7	Journalism Workshop: Yearbook/9-12	SAT/ACT Verbal Review/10-12	Mythology/9-12
	Creative Writing/9-12	Introduction to Theatre/9-12	Acting Workshop/10-12	Public Speaking/8	Film Studies II: Directors Seminar/11-12
	Digital Media Marketing/10-12	English Strategies/9-12	Fan Fiction/8	Film Studies/10-12	Advanced TV Production/10-12
		CMS Outreach/8	Roots & Rhythm/9-12	Public Speaking/9-12	
PHASE TWO- Write	English/Grade 7	English/Grade 8	AP English 4/12	Writing/Grade 6	English 4/English 4 H/12
	Theatre/7-8	English 2/English 2 H/9	AP English 3/11	Reading/Grade 6	Introduction to TV Production/9-12
	English 1/English 1 H/9	Music and Lyrics/9-12	Journalism Workshop: Newspaper/9-12	English 3/English 3 H/11	Backstage Theatre Workshop/10-12
	Mythology/9-12	Introduction to Journalism/9-11	Analytical Reading/7	Journalism Workshop: Yearbook/9-12	SAT/ACT Verbal Review/10-12
	Film Studies II: Directors Seminar/11-12	Creative Writing/9-12	Introduction to Theatre/9-12	Acting Workshop/10-12	Public Speaking/8
	Advanced TV Production/10-12	Digital Media Marketing/10-12	English Strategies/9-12	Fan Fiction/8	Film Studies/10-12
			CMS Outreach/8	Roots & Rhythm/9-12	Public Speaking/9-12

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
PHASE THREE-Implement	English 4/English 4 H/12	English/Grade 7	English/Grade 8	AP English 4/12	Writing/Grade 6
	Introduction to TV Production/9-12	Theatre/7-8	English 2/English 2 H/9	AP English 3/11	Reading/Grade 6
	Backstage Theatre Workshop/10-12	English 1/English 1 H/9	Music and Lyrics/9-12	Journalism Workshop: Newspaper/9-12	English 3/English 3 H/11
	SAT/ACT Verbal Review/10-12	Mythology/9-12	Introduction to Journalism/9-11	Analytical Reading/7	Journalism Workshop: Yearbook/9-12
	Public Speaking/8	Film Studies II: Directors Seminar/11-12	Creative Writing/9-12	Introduction to Theatre/9-12	Acting Workshop/10-12
	Film Studies/10-12	Advanced TV Production/10-12	Digital Media Marketing/10-12	English Strategies/9-12	Fan Fiction/8
	Public Speaking/9-12			CMS Outreach/8	Roots & Rhythm/9-12
PHASE FOUR-Revise	Writing/Grade 6	English 4/English 4 H/12	English/Grade 7	English/Grade 8	AP English 4/12
	Reading/Grade 6	Introduction to TV Production/9-12	Theatre/7-8	English 2/English 2 H/9	AP English 3/11
	English 3/English 3 H/11	Backstage Theatre Workshop/10-12	English 1/English 1 H/9	Music and Lyrics/9-12	Journalism Workshop: Newspaper/9-12
	Journalism Workshop: Yearbook/9-12	SAT/ACT Verbal Review/10-12	Mythology/9-12	Introduction to Journalism/9-11	Analytical Reading/7
	Acting Workshop/10-12	Public Speaking/8	Film Studies II: Directors Seminar/11-12	Creative Writing/9-12	Introduction to Theatre/9-12
	Fan Fiction/8	Film Studies/10-12	Advanced TV Production/10-12	Digital Media Marketing/10-12	English Strategies/9-12
	Roots & Rhythm/9-12	Public Speaking/9-12			CMS Outreach/8

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
PHASE FIVE- Implement	AP English 4/12	Writing/Grade 6	English 4/English 4 H/12	English/Grade 7	English/Grade 8
	AP English 3/11	Reading/Grade 6	Introduction to TV Production/9-12	Theatre/7-8	English 2/English 2 H/9
	Journalism Workshop: Newspaper/9-12	English 3/English 3 H/11	Backstage Theatre Workshop/10-12	English 1/English 1 H/9	Music and Lyrics/9-12
	Analytical Reading/7	Journalism Workshop: Yearbook/9-12	SAT/ACT Verbal Review/10-12	Mythology/9-12	Introduction to Journalism/9-11
	Introduction to Theatre/9-12	Acting Workshop/10-12	Public Speaking/8	Film Studies II: Directors Seminar/11-12	Creative Writing/9-12
	English Strategies/9-12	Fan Fiction/8	Film Studies/10-12	Advanced TV Production/10-12	Digital Media Marketing/10-12
	CMS Outreach/8	Roots & Rhythm/9-12	Public Speaking/9-12		

	2023-2024	2024-2025	2025-2026	2026-2027	2028-2029
PHASE ONE- Research	International Cuisine/ 9-12			The Everyday Gourmet/ 9-12	Gourmet Cuisine/ 9-12
	Top Chef/ 7-8			Business Marketing & Product Development/ 7-8	Personal Finance/ 6
PHASE TWO- Write	Gourmet Cuisine/ 9-12	International Cuisine/ 9-12			The Everyday Gourmet/ 9-12
	Personal Finance/ 6	Top Chef/ 7-8			Business Marketing & Product Development/ 7-8
PHASE THREE- Implement	The Everyday Gourmet/ 9-12	Gourmet Cuisine/ 9-12	International Cuisine/ 9-12		
	Business Marketing & Product Development/ 7-8	Personal Finance/ 6	Top Chef/ 7-8		
PHASE FOUR- Revise		The Everyday Gourmet/ 9-12	Gourmet Cuisine/ 9-12	International Cuisine/ 9-12	
		Business Marketing & Product Development/ 7-8	Personal Finance/ 6	Top Chef/ 7-8	

	2023-2024	2024-2025	2025-2026	2026-2027	2028-2029
PHASE FIVE-Implement			The Everyday Gourmet/ 9-12	Gourmet Cuisine/ 9-12	International Cuisine/ 9-12
			Business Marketing & Product Development/ 7-8	Personal Finance/ 6	Top Chef/ 7-8

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
PHASE ONE- Research			K- 5 Physical Education		
			K-5 Comprehensive Health		
			6-8 Comprehensive Health and Physical Education		
			9-12 Comprehensive Health		
			9-12 Comprehensive Physical Education		
PHASE TWO- Write	9-12 Sports Medicine 1 Elect.			K- 5 Physical Education	
	9-12 Sports Medicine 2 Elect			K-5 Comprehensive Health	
				6-8 Comprehensive Health and Physical Education	
				9-12 Comprehensive Health	
				9-12 Comprehensive Physical Education	
PHASE THREE- Implement		9-12 Sports Medicine 1 Elect.			K- 5 Physical Education
		9-12 Sports Medicine 2 Elect			K-5 Comprehensive Health
					6-8 Comprehensive Health and Physical Education
					9-12 Comprehensive Health
					9-12 Comprehensive Physical Education

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
PHASE FOUR- Revise	K- 5 Physical Education		9-12 Sports Medicine 1 Elect.		
	K-5 Comprehensive Health		9-12 Sports Medicine 2 Elect		
	6-8 Comprehensive Health and Physical Education				
	9-12 Comprehensive Health				
	9-12 Comprehensive Physical Education				
PHASE FIVE- Implement		K- 5 Physical Education		9-12 Sports Medicine 1 Elect.	
		K-5 Comprehensive Health		9-12 Sports Medicine 2 Elect	
		6-8 Comprehensive Health and Physical Education			
		9-12 Comprehensive Health			
		9-12 Comprehensive Physical Education			

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
PHASE ONE- Research	Fine Metal Working/9-12	Intro to Woodworking/ Advanced Woodworking/ 9-12			
	Introduction to CADD/ Advanced CADD/ 9-12	STEAM Seminar			
	Robotics/7-8	3D Modeling and Design/7-8			
PHASE TWO- Write	Applied Technology/9-12	Fine Metal Working/9-12	Intro to Woodworking/ Advanced Woodworking/ 9-12		Introduction to Electronics/ Advanced Electronics/ 9-12
	Intro To Technology/9-12	Introduction to CADD/ Advanced CADD/ 9-12	STEAM Seminar		
	Design Challenge/7-8	Robotics/7-8	3D Modeling and Design/7-8		iStem/6
PHASE THREE- Implement	Introduction to Electronics/ Advanced Electronics/ 9-12	Applied Technology/9-12	Fine Metal Working/9-12	Intro to Woodworking/ Advanced Woodworking/ 9-12	
		Intro To Technology/9-12	Introduction to CADD/ Advanced CADD/ 9-12	STEAM Seminar	
	iStem/6	Design Challenge/7-8	Robotics/7-8	3D Modeling and Design/7-8	
PHASE FOUR- Revise		Introduction to Electronics/ Advanced Electronics/ 9-12	Applied Technology/9-12	Fine Metal Working/9-12	Intro to Woodworking/ Advanced Woodworking/ 9-12
			Intro To Technology/9-12	Introduction to CADD/ Advanced CADD/ 9-12	STEAM Seminar

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
		iStem/6	Design Challenge/7-8	Robotics/7-8	3D Modeling and Design/7-8
PHASE FIVE-Implement	Intro to Woodworking/ Advanced Woodworking/ 9-12		Introduction to Electronics/ Advanced Electronics/ 9-12	Applied Technology/9-12	Fine Metal Working/9-12
	STEAM Seminar			Intro To Technology/9-12	Introduction to CADD/ Advanced CADD/ 9-12
	3D Modeling and Design/7-8		iStem/6	Design Challenge/7-8	Robotics/7-8

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
PHASE ONE- Research	AP Capstone:Research	AP Capstone:Research				
	Library Media/K-12	Library Media/K-12			AP Capstone: Seminar	
PHASE TWO- Write			AP Capstone:Research			
	AP Capstone: Seminar		Library Media/K-12			AP Capstone: Seminar
PHASE THREE- Implement				AP Capstone:Research		
		AP Capstone: Seminar		Library Media/K-12		
PHASE FOUR- Revise					AP Capstone:Research	
			AP Capstone: Seminar		Library Media/K-12	
PHASE FIVE- Implement						AP Capstone:Research
				AP Capstone: Seminar		Library Media/K-12

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
PHASE ONE- Research	Algebra 3/Applied Math/10-12	Mathematics/Grade 6	Mathematics/Grade 7 (Pre-Algebra)		Math Analysis/Honors/10-12
	Calculus/AP Calculus/(AB)/(BC)/10-12	SAT Review Math/10-12		AP Statistics/Discrete Math/11-12	Algebra 2/Concepts/Honors/9-12
	Algebra 1/Concepts/7-12	Math for Living/11-12		Connected Math/7	Math Strategies/9-11
		AP Computer Science Java		Mathematics/Grade 7 (Pre-Algebra)	Geometry/Concepts/Honors/8-12
				Geometry/Concepts/Honors/8-12	
		Computer Science 1/9-12		AP Computer Science Principles/9-12	Intro to Java/9-12
		Computer Science 2/9-12			
PHASE TWO- Write	Math Analysis/Honors/10-12	Algebra 3/Applied Math/10-12	Mathematics/Grade 6	Mathematics/Grade 7 (Pre-Algebra)	
	Algebra 2/Concepts/Honors/9-12	Calculus/AP Calculus/(AB)/(BC)/10-12	SAT Review Math/10-12		AP Statistics/Discrete Math/11-12
	Math Strategies/9-11	Algebra 1/Concepts/7-12	Math for Living/11-12		Connected Math/7
			AP Computer Science Java		Mathematics/Grade 7 (Pre-Algebra)
					Geometry/Concepts/Honors/8-12
	Intro to Java/9-12		Computer Science 1/9-12		AP Computer Science Principles/9-12
			Computer Science 2/9-12		

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
PHASE THREE-Implement		Math Analysis/Honors/ 10-12	Algebra 3/Applied Math/10-12	Mathematics/Grade 6	
	AP Statistics/Discrete Math/11-12	Algebra 2/Concepts/ Honors/9-12	Calculus/AP Calculus/ (AB)/(BC)/10-12	SAT Review Math/ 10-12	
	Connected Math/7	Math Strategies/9-11	Algebra 1/Concepts/ 7-12	Math for Living/ 11-12	
	Mathematics/Grade 7 (Pre-Algebra)			AP Computer Science Java	
	Geometry/Concepts/ Honors/8-12				
	AP Computer Science Principles/9-12	Intro to Java/ 9-12		Computer Science 1/ 9-12	
				Computer Science 2/ 9-12	
PHASE FOUR-Revise	Mathematics/Grade 7 (Pre-Algebra)		Math Analysis/Honors/ 10-12	Algebra 3/Applied Math/10-12	Mathematics/Grade 6
		AP Statistics/Discrete Math/11-12	Algebra 2/Concepts/ Honors/9-12	Calculus/AP Calculus/ (AB)/(BC)/10-12	SAT Review Math/ 10-12
		Connected Math/7	Math Strategies/9-11	Algebra 1/Concepts/ 7-12	Math for Living/ 11-12
		Mathematics/Grade 7 (Pre-Algebra)			AP Computer Science Java
		Geometry/Concepts/ Honors/8-12			
		AP Computer Science Principles/9-12	Intro to Java/ 9-12		Computer Science 1/ 9-12

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
					Computer Science 2/ 9-12
PHASE FIVE-Implement	Mathematics/Grade 6	Mathematics/Grade 7 (Pre-Algebra)		Algebra 2/Concepts/ Honors/9-12	Algebra 3/Applied Math/10-12
	SAT Review Math/ 10-12		AP Statistics/Discrete Math/11-12		Calculus/AP Calculus/ (AB)/(BC)/10-12
	Math for Living/ 11-12		Connected Math/7		Algebra 1/Concepts/ 7-12
	AP Computer Science Java		Mathematics/Grade 7 (Pre-Algebra)		
			Geometry/Concepts/ Honors/8-12		
	Computer Science 1/ 9-12		AP Computer Science Principles/9-12		
	Computer Science 2/ 9-12				

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
PHASE ONE- Research	Percussion Workshop/ 9-12	Orchestra/4-8	Color Guard/9-12	AP Music Theory/10-12	Concert/Marching Band/9-12
	Instrumental Music/4-8	Music Theory/9-12	Concert Choir/9-12	Grade 6 Choir	General Music K-5
	Beginner Guitar 7-8	Jazz Improvisation/ 9-12	Honors Choir/10-12	Orchestra/String Ensemble/9-12	Grade 7-8 Choir
	General Music 6	Music & Technology 7-8			
PHASE TWO- Write	Concert/Marching Band/9-12	Percussion Workshop/ 9-12	Orchestra/4-8	Color Guard/9-12	AP Music Theory/10-12
	General Music K-5	Instrumental Music/4-8	Music Theory/9-12	Concert Choir/9-12	Grade 6 Choir
	Grade 7-8 Choir	Beginner Guitar 7-8	Jazz Improvisation/ 9-12	Honors Choir/10-12	Orchestra/String Ensemble/9-12
		General Music 6	Music & Technology 7-8		
PHASE THREE- Implement	AP Music Theory/10-12	Concert/Marching Band/9-12	Percussion Workshop/ 9-12	Orchestra/4-8	Color Guard/9-12
	Grade 6 Choir	General Music K-5	Instrumental Music/4-8	Music Theory/9-12	Concert Choir/9-12
	Orchestra/String Ensemble/9-12	Grade 7-8 Choir	Beginner Guitar 7-8	Jazz Improvisation/ 9-12	Honors Choir/10-12
			General Music 6	Music & Technology 7-8	
PHASE FOUR- Revise	Color Guard/9-12	AP Music Theory/10-12	Concert/Marching Band/9-12	Percussion Workshop/ 9-12	Orchestra/4-8
	Concert Choir/9-12	Grade 6 Choir	General Music K-5	Instrumental Music/4-8	Music Theory/9-12
	Honors Choir/10-12	Orchestra/String Ensemble/9-12	Grade 7-8 Choir	Beginner Guitar 7-8	Jazz Improvisation/ 9-12
				General Music 6	Music & Technology 7-8

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
PHASE FIVE-Implement	Orchestra/4-8	Color Guard/9-12	AP Music Theory/10-12	Concert/Marching Band/9-12	Percussion Workshop/9-12
	Music Theory/9-12	Concert Choir/9-12	Grade 6 Choir	General Music K-5	Instrumental Music/4-8
	Jazz Improvisation/ 9-12	Honors Choir/10-12	Orchestra/String Ensemble/9-12	Grade 7-8 Choir	Beginner Guitar 7-8
	Music & Technology 7-8				General Music 6

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
PHASE ONE- Research	AP Physics C/12	AP Physics 2/11-12	Forensic Science/11-12	Biology/ Honors 9-10	Marine Science/11-12
	Science/K-5	AP Chemistry/11-12	AP Biology/11-12	Science/6-8	Chemistry/Concepts/ Honors/10-11
			Mythbusters/ 7-8	Physics/Concepts/ Honors/11-12	AP Physics 1/10-12
			CSI/ 7-8	AP Environmental Science/11-12	Environmental Science/ 11-12
					Anatomy and Physiology/ 12
PHASE TWO- Write	Marine Science/11-12	AP Physics C/12	AP Physics 2/11-12	Forensic Science/11-12	Biology/ Honors 9-10
	Chemistry/Concepts/ Honors/10-11	Science/K-5	AP Chemistry/11-12	AP Biology/11-12	Science/6-8
	AP Physics 1/10-12			Mythbusters/ 7-8	Physics/Concepts/ Honors/11-12
	Environmental Science/ 11-12			CSI/ 7-8	AP Environmental Science/11-12
	Anatomy and Physiology/ 12				
PHASE THREE- Implement	Biology/ Honors 9-10	Marine Science/11-12	AP Physics C/12	AP Physics 2/11-12	Forensic Science/11-12
	Science/6-8	Chemistry/Concepts/ Honors/10-11	Science/K-5	AP Chemistry/11-12	AP Biology/11-12
	Physics/Concepts/ Honors/11-12	AP Physics 1/10-12			Mythbusters/ 7-8
	AP Environmental Science/11-12	Environmental Science/ 11-12			CSI/ 7-8

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
		Anatomy and Physiology/ 12			
PHASE FOUR-Revise	Forensic Science/11-12	Biology/ Honors 9-10	Marine Science/11-12	AP Physics C/12	AP Physics 2/11-12
	AP Biology/11-12	Science/6-8	Chemistry/Concepts/ Honors/10-11	Science/K-5	AP Chemistry/11-12
	Mythbusters/ 7-8	Physics/Concepts/ Honors/11-12	AP Physics 1/10-12		
	CSI/ 7-8	AP Environmental Science/11-12	Environmental Science/ 11-12		
			Anatomy and Physiology/ 12		
PHASE FIVE-Implement	AP Physics 2/11-12	Forensic Science/11-12	Biology/ Honors 9-10	Marine Science/11-12	AP Physics C/12
	AP Chemistry/11-12	AP Biology/11-12	Science/6-8	Chemistry/Concepts/ Honors/10-11	Science/K-5
		Mythbusters/ 7-8	Physics/Concepts/ Honors/11-12	AP Physics 1/10-12	
		CSI/ 7-8	AP Environmental Science/11-12	Environmental Science/ 11-12	
				Anatomy and Physiology/ 12	

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
PHASE ONE- Research	Social Studies/ Grade 7	Social Studies/ Grade 6	AP US History 1/ 10-11	American Studies/10	Social Studies/ Grade 8
	Anthropology/11-12	Criminal Justice/ 10-12	AP US History 2/ 10-11	American Studies H/ 10	World History & Cultures/9
	Leadership 9-12	Sociology/11-12	AP European History/ 11-12	Contemporary America/11	World History & Cultures H/9
		Race and America in the 21st Century/ 9-12	Holocaust & Genocide/11-12	Contemporary America H/11	Human Behavior/ 11-12
			Current World Issues/ 11-12	Intro to Economics/ 11-12	Advanced Human Behavior 11-12
				AP Micro/Macro Economics 11-12	Sports and the American Experience 10-12
					Asian Studies / 9-12
PHASE TWO- Write	Social Studies/ Grade 8	Social Studies/ Grade 7	Social Studies/ Grade 6	AP US History 1/ 10-11	American Studies/10
	World History & Cultures/9	Anthropology/11-12	Criminal Justice/ 10-12	AP US History 2/ 10-11	American Studies H/ 10
	World History & Cultures H/9	Leadership 9-12	Sociology/11-12	AP European History/ 11-12	Contemporary America/11
	Human Behavior/ 11-12		Race and America in the 21st Century/ 9-12	Holocaust & Genocide/11-12	Contemporary America H/11
	Advanced Human Behavior 11-12			Current World Issues/ 11-12	Intro to Economics/ 11-12
	Sports and the American Experience 10-12				AP Micro/Macro Economics 11-12
	Asian Studies / 9-12				
PHASE THREE- Implement	American Studies/10	Social Studies/ Grade 8	Social Studies/ Grade 7	Social Studies/ Grade 6	AP US History 1/ 10-11
	American Studies H/ 10	World History & Cultures/9	Anthropology/11-12	Criminal Justice/ 10-12	AP US History 2/ 10-11

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
	Contemporary America/11	World History & Cultures H/9	Leadership 9-12	Sociology/11-12	AP European History/ 11-12
	Contemporary America H/11	Human Behavior/ 11-12		Race and America in the 21st Century/ 9-12	Holocaust & Genocide/11-12
	Intro to Economics/ 11-12	Advanced Human Behavior 11-12			Current World Issues/ 11-12
	AP Micro/Macro Economics 11-12	Sports and the American Experience 10-12			
		Asian Studies / 9-12			
PHASE FOUR- Revise	AP US History 1/ 10-11	American Studies/10	Social Studies/ Grade 8	Social Studies/ Grade 7	Social Studies/ Grade 6
	AP US History 2/ 10-11	American Studies H/ 10	World History & Cultures/9	Anthropology/11-12	Criminal Justice/ 10-12
	AP European History/ 11-12	Contemporary America/11	World History & Cultures H/9	Leadership 9-12	Sociology/11-12
	Holocaust & Genocide/11-12	Contemporary America H/11	Human Behavior/ 11-12		Race and America in the 21st Century/ 9-12
	Current World Issues/ 11-12	Intro to Economics/ 11-12	Advanced Human Behavior 11-12		
		AP Micro/Macro Economics 11-12	Sports and the American Experience 10-12		
			Asian Studies / 9-12		
PHASE FIVE- Implement	Social Studies/ Grade 6	AP US History 1/ 10-11	American Studies/10	Social Studies/ Grade 8	Social Studies/ Grade 7
	Criminal Justice/ 10-12	AP US History 2/ 10-11	American Studies H/ 10	World History & Cultures/9	Anthropology/11-12
	Sociology/11-12	AP European History/ 11-12	Contemporary America/11	World History & Cultures H/9	Leadership 9-12
	Race and America in the 21st Century/ 9-12	Holocaust & Genocide/11-12	Contemporary America H/11	Human Behavior/ 11-12	

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
		Current World Issues/ 11-12	Intro to Economics/ 11-12	Advanced Human Behavior 11-12	
			AP Micro/Macro Economics 11-12	Sports and the American Experience 10-12	
				Asian Studies / 9-12	

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
PHASE ONE- Research	Academic Strategies 9	Academic Strategies 11	Life and Vocational Strategies 1	Life and Vocational Strategies 4	Academic Strategies 6
	Academic Strategies 10	Academic Strategies 12	Life and Vocational Strategies 2	Life and Vocational Strategies 5	Academic Strategies 7/8
			Life and Vocational Strategies 3	Life and Vocational Strategies 6	
PHASE TWO- Write	Academic Strategies 6	Academic Strategies 9	Academic Strategies 11	Life and Vocational Strategies 1	Life and Vocational Strategies 4
	Academic Strategies 7/8	Academic Strategies 10	Academic Strategies 12	Life and Vocational Strategies 2	Life and Vocational Strategies 5
				Life and Vocational Strategies 3	Life and Vocational Strategies 6
PHASE THREE- Implement	Life and Vocational Strategies 4	Academic Strategies 6	Academic Strategies 9	Academic Strategies 11	Life and Vocational Strategies 1
	Life and Vocational Strategies 5	Academic Strategies 7/8	Academic Strategies 10	Academic Strategies 12	Life and Vocational Strategies 2
	Life and Vocational Strategies 6				Life and Vocational Strategies 3
PHASE FOUR- Revise	Life and Vocational Strategies 1	Life and Vocational Strategies 4	Academic Strategies 6	Academic Strategies 9	Academic Strategies 11
	Life and Vocational Strategies 2	Life and Vocational Strategies 5	Academic Strategies 7/8	Academic Strategies 10	Academic Strategies 12
	Life and Vocational Strategies 3	Life and Vocational Strategies 6			
PHASE FIVE- Implement	Academic Strategies 11	Life and Vocational Strategies 1	Life and Vocational Strategies 4	Academic Strategies 6	Academic Strategies 9

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
	Academic Strategies 12	Life and Vocational Strategies 2	Life and Vocational Strategies 5	Academic Strategies 7/8	Academic Strategies 10
		Life and Vocational Strategies 3	Life and Vocational Strategies 6		

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
PHASE ONE- Research	Italian 2/Italian 2 H/ 9-12	Italian 3/Italian 3 H/ 10-12	Italian 4/Italian 4H/11-12	AP Italian 5/12	Italian 1/Italian 1 H/ 8-12
	French 2/French 2 H/9-12	French 3/French 3 H/ 10-12	French 4/French 4H/11-12	AP French 5/12	French 1/French 1 H/ 8-12
	Spanish 2/Spanish 2 H/ 9-12	Spanish 3/Spanish 3 H/ 10-12	Spanish 4/Spanish 4 H/ 11-12	AP Spanish 5/12	Spanish 1/Spanish 1H/8-12
	ASL 2/9-12	ASL 3/II-12	Elementary Spanish/K-5		ASL 1/9-12
	World Language 6/7				
PHASE TWO- Write	Italian 1/Italian 1 H/ 8-12	Italian 2/Italian 2 H/ 9-12	Italian 3/Italian 3 H/ 10-12	Italian 4/Italian 4H/11-12	AP Italian 5/12
	French 1/French 1 H/ 8-12	French 2/French 2 H/9-12	French 3/French 3 H/ 10-12	French 4/French 4H/11-12	AP French 5/12
	Spanish 1/Spanish 1H/8-12	Spanish 2/Spanish 2 H/ 9-12	Spanish 3/Spanish 3 H/ 10-12	Spanish 4/Spanish 4 H/ 11-12	AP Spanish 5/12
	ASL 1/9-12	ASL 2/9-12	ASL 3/II-12	Elementary Spanish/K-5	
		World Language 6/7			
PHASE THREE- Implement	AP Italian 5/12	Italian 1/Italian 1 H/ 8-12	Italian 2/Italian 2 H/ 9-12	Italian 3/Italian 3 H/ 10-12	Italian 4/Italian 4H/11-12
	AP French 5/12	French 1/French 1 H/ 8-12	French 2/French 2 H/9-12	French 3/French 3 H/ 10-12	French 4/French 4H/11-12
	AP Spanish 5/12	Spanish 1/Spanish 1H/8-12	Spanish 2/Spanish 2 H/ 9-12	Spanish 3/Spanish 3 H/ 10-12	Spanish 4/Spanish 4 H/ 11-12
		ASL 1/9-12	ASL 2/9-12	ASL 3/II-12	Elementary Spanish/K-5
			World Language 6/7		
PHASE FOUR- Revise	Italian 4/Italian 4H/11-12	AP Italian 5/12	Italian 1/Italian 1 H/ 8-12	Italian 2/Italian 2 H/ 9-12	Italian 3/Italian 3 H/ 10-12

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
	French 4/French 4H/11-12	AP French 5/12	French 1/French 1 H/ 8-12	French 2/French 2 H/9-12	French 3/French 3 H/ 10-12
	Spanish 4/Spanish 4 H/ 11-12	AP Spanish 5/12	Spanish 1/Spanish 1H/8-12	Spanish 2/Spanish 2 H/ 9-12	Spanish 3/Spanish 3 H/ 10-12
	Elementary Spanish/K-5		ASL 1/9-12	ASL 2/9-12	ASL 3/II-12
				World Language 6/7	
PHASE FIVE- Implement	Italian 3/Italian 3 H/ 10-12	Italian 4/Italian 4H/11-12	AP Italian 5/12	Italian 1/Italian 1 H/ 8-12	Italian 2/Italian 2 H/ 9-12
	French 3/French 3 H/ 10-12	French 4/French 4H/11-12	AP French 5/12	French 1/French 1 H/ 8-12	French 2/French 2 H/9-12
	Spanish 3/Spanish 3 H/ 10-12	Spanish 4/Spanish 4 H/ 11-12	AP Spanish 5/12	Spanish 1/Spanish 1H/8-12	Spanish 2/Spanish 2 H/ 9-12
	ASL 3/II-12	Elementary Spanish/K-5		ASL 1/9-12	ASL 2/9-12
					World Language 6/7

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
PHASE ONE- Research	K-5 Science	K-5 ELA Reading, Instructional Review, and Gifted and Talented	K-5 Social Studies	K-5 Mathematics	K-5 ELA Writing and Word Study
PHASE TWO- Write	K-5 ELA Writing and Word Study	K-5 Science	K-5 ELA Reading, Instructional Review, and Gifted and Talented	K-5 Social Studies	K-5 Mathematics
PHASE THREE- Implement	K-5 Mathematics	K-5 ELA Writing and Word Study	K-5 Science	K-5 ELA Reading, Instructional Review, and Gifted and Talented	K-5 Social Studies
PHASE FOUR- Revise	K-5 Social Studies	K-5 Mathematics	K-5 ELA Writing and Word Study	K-5 Science	K-5 ELA Reading, Instructional Review/Intervention, and Gifted and Talented
PHASE FIVE- Implement	K-5 ELA Reading, Instructional Review, and Gifted and Talented	K-5 Social Studies	K-5 Mathematics	K-5 ELA Writing and Word Study	K-5 Science

Berkeley Heights Public Schools
Office of the Superintendent
October 12, 2023

It is recommended by the Superintendent of Schools that the Board approve the salary adjustments listed below for the 2023-2024 school year, based on the professional growth of the employees, effective September 1, 2023

<u>Name</u>	<u>Guide Movement</u>	<u>From</u>	<u>To</u>
Leanne Cunetta	Completion of Bachelor's Degree Plus 30 Credits	Step 5 BA \$59,118.00	Step 5 BA+30 \$62,939.00
Emily Fischer	Completion of Master's Degree	Step 5 BA \$59,118.00	Step 5 MA \$66,104.00
Olivia Mazzaferro	Completion of Master's Degree Plus 30 Credits	Step 5 MA \$66,104.00	Step 5 MA+30 \$73,109.00

Berkeley Heights Public Schools
Clausen Administrative Complex
345 Plainfield Avenue
Berkeley Heights, Union County, New Jersey 07922

H. Ronald Smith
Interim School Business Administrator/
Board Secretary

(908) 464-1601 x1400
rsmith@bhpsnj.org



Letter of Authorization – E-Rate Filing

Applicant Name: Berkeley Heights Public Schools

I hereby authorize On-Tech Consulting, Inc. (Authorized Agent) to represent the District in connection with completion of our application for the E-Rate (Universal Service Fund) for Funding Year 2024-2025.

I hereby authorize On-Tech Consulting, Inc. to represent the District in all phases of the application and reimbursement process for all services: telecommunications services, internet access, internal connections and basic maintenance of internal connections.

Authorized Signature: _____

Printed Name Ron Smith

Title: Interim Business Administrator

Date: October 12, 2023



E-Rate Funding—Guaranteed

On-Tech Consulting, Inc.
171 Broad St, Suite 725
Red Bank, NJ 07701
Voice: (732) 530-5435
Fax: (732) 530-0606
www.on-tech.com
info@on-tech.com

Letter of Intent

Scope

On-Tech Consulting, Inc. (“On-Tech”) will complete the Universal Service Fund (“E-Rate”) application process for the 2024-2025 school year for **Berkeley Heights Public Schools** (“the District”), consisting of proper completion of all steps of the application process with the Universal Service Administrative Company (“USAC”), including any necessary clarifications, appeals or reimbursement requests. On-Tech will also contact vendors to ensure prompt receipt of the full discount due. On-Tech will, upon request, provide to the District, a copy of any correspondence related to the above processes. The District will provide to On-Tech the invoices and contracts related to telecommunications and Internet access as well as any letters of agency (LOAs) which are required for completion of the above tasks.

Staffing and Logistics

The application process will be conducted by competent professional associates at an off-site facility. The application process will be conducted according to the timeline established by the USAC. Reimbursement requests, if required, will be completed annually, as requested by the District.

Fees

The District will pay On-Tech an amount equal to 20% of any funding received, either in the form of discounts from vendors or reimbursements from the USAC, through the Universal Service Fund program. There will be no out-of-pocket expenses or liabilities to the District other than the fees mentioned above.

Billing

On-Tech will send invoices after discounts are received or reimbursements are approved. Payment is due within 30 days of receipt of funding.

Client Service

On-Tech will conduct the application process to the District’s full satisfaction. If, for any reason, client service issues arise, the District will notify the President and On-Tech will take immediate action to remedy the situation.

Berkeley Heights Public Schools

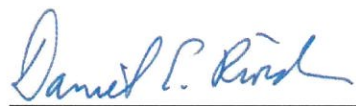
By: _____

Name: H. Ronald Smith

Title: Interim Business Administrator

Date: October 12, 2023

On-Tech Consulting, Inc.

By: 

Name: Daniel E. Riordan

Title: President

Date: September 22, 2023

District
Bylaws/Policies/
Regulations for
Study and
First Reading

0141.2 BOARD MEMBER AND TERM - RECEIVING DISTRICT

The Board of Education shall consist of 7 Berkeley Heights Board Members and 1 Mountainside Board member.

The term of a Board member shall be 3 years, except that:

The term of a Board member appointed to fill a vacancy shall be from the member's appointment to the organizational meeting following the next annual election. Any vacancy for the remainder of the term shall be filled at the next annual school election, except that

1. A Board member appointed to fill a vacancy occurring within sixty days immediately preceding an annual election occurring in April, to fill a term extending beyond the next election, shall serve until the organizational meeting following the second annual election next succeeding the occurrence of the vacancy; or

2. A Board member appointed to fill a vacancy occurring after the third Monday in July for an annual election occurring in November, to fill a term extending beyond the next election, shall serve until the organizational meeting following the second annual election next succeeding the occurrence of the vacancy.

Any vacancy for the remainder of a term shall be filled at the annual election or the second annual election next succeeding the occurrence of a vacancy, as the case may be.

3. Representation on the receiving district Board shall be in accordance with N.J.S.A. 18A:38-8.2. In accordance with N.J.S.A. 18A:38-8.2.a.(1) the sending district shall have no representation on the receiving district Board of Education if the students of a sending district comprise less than ten percent of the total enrollment of the students in the grades of the receiving district in which the students of the sending district will be enrolled. If the students of a sending district comprise at least ten percent of the total enrollment of the students in the grades of the receiving district in which the students of the sending district will be enrolled, the sending district shall have one representative on the receiving Board of Education in accordance with N.J.S.A. 18A:38-8.2.a.(2).

If the total number of students of two or more sending districts, which do not qualify for representation in accordance with N.J.S.A. 18A:38-8.2.a.(2), comprise at least fifteen percent of the total enrollment of the students in the grades of the receiving district in which the students of sending districts will be enrolled, shall have collectively two representatives on the receiving district Board of Education in accordance with N.J.S.A. 18A:38-8.2.b. The annual designation of the representatives, in the event more than two districts collectively qualify, shall be rotated among the Boards of Education of the sending districts according to a schedule determined by the joint agreement of the Boards in accordance with N.J.S.A. 18A:38-8.2.b. The number of

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Berkeley Heights Board Of Education

BYLAWS

0141.2 BOARD MEMBER AND TERM - RECEIVING DISTRICT

representatives designated by the sending districts to be additional members on the receiving district Board of Education shall be limited in accordance with the provisions of N.J.S.A. 18A:38-8.2.c.

A school district which is located in a county of the sixth class according to the latest Federal decennial census, which has an October 1998 resident enrollment greater than 2,400 students, but less than 2,600 students, and which sends its students in grades nine through twelve to a school district in the same county shall have representation on the Board of Education of a receiving school district in accordance with the provisions of N.J.S.A. 18A:38-8.4.

The sending district Board of Education shall designate their representative(s) to serve on the receiving district Board of Education on an annual basis upon notification from the County Superintendent of the appropriate representation on the receiving Board of Education. This designation shall be made by the sending Board of Education at its meeting closest in time to the annual organizational meeting of the receiving district Board of Education and shall serve a one year term beginning with the organizational meeting of the receiving district Board of Education in accordance with N.J.S.A. 18A:38-8.2.d. The sending district representative(s) shall be subject to the rules and procedures of the receiving district Board of Education.

The calculation of percentages required shall be based on the number of students reported as of the last school day prior to October 16 of each prebudget year pursuant to N.J.S.A. 18A:38-8.2.e. and N.J.S.A. 18A:38-8.4.b.

4. A sending district representative(s) shall be eligible to vote on the following matters before the receiving district Board of Education:
 - a. Tuition to be charged the sending district by the receiving district and the bill lists or contracts for the purchase, operation or maintenance of facilities, equipment and instructional materials to be used in the education of the students of the sending district;
 - b. New capital construction to be utilized by sending district students;
 - c. Appointment, transfer or removal of teaching staff members providing services to the students of the sending district, including any teaching staff member who is a member of the receiving district's central administrative staff;
 - d. Addition or deletion of curricular and extracurricular programs involving students of the sending district;
 - e. Any matter directly involving the sending district students or programs and services utilized by those students;
 - f. Approval of the annual receiving district budget;

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Berkeley Heights Board Of Education

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0141.2 BOARD MEMBER AND TERM - RECEIVING DISTRICT

- g. Any collectively negotiated agreement involving employees who provide services utilized by sending district students;
 - h. Any individual employee contracts not covered by a collectively negotiated agreement, if those employees provide or oversee programs or services utilized by sending district students; and
 - i. Any matter concerning governance of the receiving district Board of Education including, but not limited to, the selection of the Board President or Vice President, approval of Board Bylaws, and the employment of professionals or consultants such as attorneys, architects, engineers, or others who provide services to the receiving district Board of Education.
5. While the sending district representative shall have limited voting rights in accordance with N.J.S.A. 18A:38-8.1, in all other respects the representative shall function as a full member of the Board of Education, including participation in the closed session discussions.

Cross Reference BYLAW 0163

N.J.S.A. 18A:12-6; 18A:12-9; 18A:12-11; 18A:12-15; 18A:38-8

N.J.S.A. 18A:13-8 et seq.

N.J.S.A. 18A:54-16 et seq.

N.J.A.C. 6A:23A-2.1 et seq.

Adopted:

0164 CONDUCT OF BOARD MEETING

Parliamentary Authority

Robert's Rules of Order, Newly Revised, shall govern the Board of Education in its deliberations and acts in all cases in which it is not inconsistent with statutes of the State of New Jersey, rules of the State Board of Education, or these bylaws.

Presiding Officer

The President shall preside at all meetings of the Board. In the absence, disability, or disqualification of the President, the Vice President shall act in his/her place; if neither person is present, any member shall be designated by a plurality of those present to preside. The act of any person so designated shall be legal and binding.

Announcement of Adequate Notice

The person presiding shall commence each meeting with an announcement of the notice given for the meeting or a statement regarding the lack of adequate notice, in accordance with law.

Agenda

The Board Secretary shall prepare an agenda of items of business to come before the Board at each meeting. The agenda shall be delivered to each Board member whenever possible no later than one day before the meeting and shall include such reports and supplementary materials as are appropriate and available.

The order of business shall be as follows:

- Call to order
- Roll call
- Announcement of notice
- Consideration of minutes of preceding meetings
- Reading of communications
- Report of the Superintendent
- Preliminary citizens' hearing
- Report of the Secretary
- Financial reports
- Report of committees

POLICY GUIDE

Berkeley Heights Board Of Education BYLAWS 0164 CONDUCT OF BOARD MEETING

Citizens' hearing

~~Other Business~~

Old business

New business

Adjournment

Absent bona fide emergent circumstances, no item may be placed on the agenda and/or raised at the public meeting under "Old business" or "New business" unless the Board Member has provided at least forty-eight (48) hours advanced written notice of the items he/she desires to raise during "Old business" or "New business" to all Board Members and the Superintendent. If an item is raised during "Old business" or "New business" with less than the required forty-eight (48) hour notice to all Board Members and the Superintendent, the items ~~cannot~~ will not be considered, motioned, or voted upon at that Board meeting.

"Old business" shall consist of any matters that were pending at the previous Board meeting on which discussion was either not reached or concluded before the adjournment of the previous meeting. Any Board member wishing to identify a matter previously scheduled for discussion but either not reached or duly postponed for discussion as "Old business" shall provide forty-eight (48) hours advance written notice of the unfinished business for requested inclusion in the agenda under "Old business." A matter presented less than forty-eight (48) hours before a meeting that does not constitute unfinished or duly postponed business from a previous Board meeting will not be included on the agenda under "Old business" and will not be considered or voted upon by the Board at that meeting.

[N.J.S.A. 10:4-10](#)

~~[N.J.S.A. 18A:16-1.1](#)~~

Adopted:

Revised: 15 February 2001

16 June 2022

0172 DUTIES OF TREASURER OF SCHOOL MONEYS

The Treasurer of School Moneys shall:

1. Receive and hold in trust all school moneys, except moneys from athletic events and ~~student~~-~~pupil~~ organization activities, and deposit them in the bank or banks designated by the Board, N.J.S.A. 18A: 17-34;
2. Pay out school moneys only on warrants made payable to the person entitled to receive payment and specifying the object for which it is issued and signed by the President, Secretary and Treasurer, N.J.S.A. 18A: 19-1;
3. Receive school employee payrolls and a warrant for the full amount of each payroll certified by the President, Superintendent, and Secretary, deposit the warrants in a separate payroll account, and issue individual checks drawn on such account to each employee, N.J.S.A. 18A: 19-9, 19-10;
4. Give public notice when funds are on hand for payment of interest bearing warrants issued for which no funds were available, N.J.S.A. 18A: 19-12;
5. Keep a record of moneys received and paid out in books provided for that purpose and in accordance with a bookkeeping system prescribed by the State Board, N.J.S.A. 18A: 17-35;
6. Pay over the balance of school funds on hand to his/~~er~~-her successor, N.J.S.A. 18A: 17-35;
7. Render a monthly report to the Board giving a detailed account of all receipts, the amounts of all warrants issued, the accounts from which they were drawn and the balance in each account, N.J.S.A. 18A: 17-36; and
8. Render an annual report showing the amounts received and disbursed by him/her during the school year and file a copy with the County Superintendent, N.J.S.A. 18A: 17-36; and
9. Receive the proceeds of any bond sale and disburse them only to pay the expenses of issuing and selling the bonds, the purpose for which the bonds were issued, and the temporary investment of the funds, N.J.S.A. 18A: 24-47.

Adopted: 14 September 1964

Revised: 11 November 1974, 11 February 1991, 15 February 2001

Berkeley Heights Public School District

0173 DUTIES OF PUBLIC SCHOOL ACCOUNTANT

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The Board will engage only a licensed public school accountant to conduct the annual audit in accordance with N.J.S.A. 18A:23-1 et seq. The accountant must have an external peer/quality report performed in accordance with N.J.A.C. 6A:23A-16.2(i)1, unless the accountant or firm can show good cause as to why there was a delay completing such report within the required timelines established by Government Auditing Standards issued by the Comptroller General of the United States. The Board will require the submission of the most recent external peer/quality report for review and evaluation prior to the appointment of the licensed public school accountant. The Board will acknowledge the receipt, review, and evaluation of the external peer/quality report in the public session and Board minutes in which the accountant or firm to perform the audit is engaged.

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The Board will require the submission of an updated external peer/quality report of the accountant within thirty days after the issuance date of the external peer/quality report if the report is issued prior to the date of the audit opinion for the most recent fiscal year.

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In accordance with NJOMB Circular Letter 98-07, the public school accountant will provide a copy of the most recent external peer/quality report to the Department of Education, within thirty days after the initial engagement by the Board and within thirty days after the issuance of a subsequent peer/quality report.

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The Board shall engage a public school accountant during the audit engagement period for non-auditing, management, or other consulting services only if such services comply with the independent standards as established in Government Auditing Standards (Yellow Book) by the Comptroller General of the United States.

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The Board may be prohibited for good cause by the Commissioner of Education from engaging a particular licensed public school accountant, or may be directed by the Commissioner on a process to be used in the appointment of a licensed public school accountant pursuant to N.J.A.C. 6A:23A-16.2(i)4.

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The public school accountant will complete the annual audit as required by the Department of Education and N.J.S.A. 18A:23-2. Each annual audit shall include an audit of the books, accounts and moneys, and verification of all cash and bank balances of the Board and of any officer or employee and of moneys derived from athletic events or other activities of any organization of students conducted under the auspices of the Board, from the date of the last annual audit to the date of the current audit. The audit will also include a determination of the extent to which the district used contracts entered into by the State Division of Purchase and Property pursuant to P.L. 1969 c. 104 (C. 52:25-16.1 et seq.) in the purchase of materials, supplies or equipment for the district. The report of each audit will be completed in accordance with the time requirements of N.J.S.A. 18A:23-1 and will be filed by the public school accountant in accordance with N.J.S.A. 18A:23-2.3.

POLICY GUIDE

Berkeley Heights Board Of Education

BYLAWS

0173 DUTIES OF PUBLIC SCHOOL ACCOUNTANT

Within thirty days following receipt of the report the Board, at a regularly scheduled public meeting, will cause the recommendations of the accountant to be read and discussed and the discussion will be duly noted in the Board meeting minutes in accordance with N.J.S.A. 18A:23-5. The Board Secretary will prepare or have prepared a summary of the annual audit for this Board meeting in accordance with N.J.S.A. 18A:23-4.

- N.J.S.A. 18A:23-1 et seq.

N.J.A.C. 6A:23A-16.2

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- Cross reference: Policy Guide No. 6830

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- ~~The Board of Education public school accountant shall:~~

~~1. Conduct the investigation, accounting, and checking of accounts, bills, revenues, and other financial records and documents essential to the completion of a public statement of the financial status of the Board for the school year as required by State Department rules of audit, N.J.S.A. 18A:23-2;~~

~~2. File a report of the annual audit and recommendations with the Board and two copies with the Commissioner, N.J.S.A. 18A:23-2.3;~~

~~3. Make a public report to the Board concerning the audit; and~~

~~4. Be accessible for consultation with the Board Secretary, Superintendent, or Board President concerning fiscal matters.~~

~~{8370}~~

~~N.J.S.A. 18A:23-1 et seq.~~

~~N.J.A.C. 6A:23A-16.2~~

~~Adopted:—14 September 1964~~

~~Revised:—11 November 1974, 11 February 1991, 3 March 2011~~

~~Berkeley Heights Public School District~~

POLICY GUIDE BERKELEY HEIGHTS BOARD OF EDUCATION

ADMINISTRATION

1540 ADMINISTRATOR'S CODE OF ETHICS

1540 ADMINISTRATOR'S CODE OF ETHICS

~~Each Administrator shall possess the qualifications required by law and shall be bound by the provisions of the School Ethics Act.~~

Qualifications of Office

~~The Administrator must hold appropriate certification and/or qualifications for the position for which he/she shall be employed.~~

Definitions

"Administrator" means any employee of this school district who holds a position that:

1. Requires certification with the endorsement of school administrator, Principal, or School Business Administrator; ~~principal, or school business administrator~~;
2. Does not require certification but is responsible for making recommendations regarding hiring or the purchase or acquisition of any property or services by the local school district; or
3. Requires certification with the endorsement of supervisor and is responsible for making recommendations regarding hiring or the purchase or acquisition of any property or services by the local school district.

"Business" means any corporation, partnership, firm, enterprise, franchise, association, trust, sole proprietorship, union, political organization, or other legal entity but does not include a school district or other public entity.

"Interest" means the ownership of or control of more than ten percent of the profits, assets, or stock of a business but does not include the control of assets in a labor union.

"Immediate family" means the person to whom the administrator is legally married and any dependent ~~children~~ children of the administrator residing in the same household.

Code of Ethics

No administrator or member of his/~~or~~ her immediate family shall have an interest in a business organization or engage in any business, transaction, or professional activity that is in substantial conflict with the proper discharge of his/~~or~~ her duties in the public interest.

No administrator shall use or attempt to use his/~~or~~ her official position to secure unwarranted privileges, advantages, or employment for him/~~or~~ herself, a member of his/~~or~~ her immediate family, or any other person.

POLICY GUIDE BERKELEY HEIGHTS BOARD OF EDUCATION
ADMINISTRATION
1540 ADMINISTRATOR'S CODE OF ETHICS

No administrator shall act in his/~~or~~-her official capacity in any matter where he/~~or~~-she, a member of his/~~or~~-her immediate family, or a business organization in which he/~~or~~-she has an interest, has a direct or indirect financial or personal involvement that might reasonably be expected to impair his/~~or~~-her independence of judgment in the exercise of official duties.

No administrator shall act in his/her official capacity in any matter where he/she or a member of his/her immediate family has a personal involvement that is or creates some benefit to the administrator or a member of his/her immediate family.

No administrator shall undertake any employment or service, whether compensated or not, which might reasonably be expected to prejudice his/~~or~~-her independence of judgment in the exercise of official duties.

No administrator or member of his/~~or~~-her immediate family or business organization in which he/~~or~~-she has an interest shall solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value based upon an understanding that the gift, favor, loan, contribution, service, promise, or other thing of value was given or offered for the purpose of influencing him/~~or~~-her, directly or indirectly, in the discharge of his/~~or~~-her official duties.

No administrator shall accept offers of meals, entertainment, or hospitality which are limited to the clients/customers of the individual providing such hospitality. Administrators may attend hospitality suites or receptions at conferences only when they are open to all attending the conference.

No administrator shall use, or allow to be used, his/her public office or any information not generally available to the members of the public which he/~~or~~-she receives or acquires in the course of and by reason of his/~~or~~-her office, for the purpose of securing financial gain for him/~~or~~-herself, any member of his/~~or~~-her immediate family, or any business organization with which he/~~or~~-she is associated.

No administrator or business organization in which he/~~or~~-she has an interest shall represent any person or party other than the Board of Education or this school district in connection with any ~~court~~ cause proceeding, application or other matter pending before this school district or in any proceeding involving this school district, except that this provision shall not be deemed to prohibit representation within the context of official labor union or similar representational responsibilities.

Nothing shall prohibit an administrator or members of his/~~or~~-her immediate family from representing him/~~or~~-herself or themselves in negotiations or proceedings concerning his/~~or~~-her or their own interests.

Each administrator shall annually, in accordance with N.J.S.A. 18A:12-25 and 18A:12-26, law, file with the Commissioner a disclosure statement report regarding potential conflicts of ~~interest~~ interests and with the School Ethics Commission a financial disclosure statement.

POLICY GUIDE BERKELEY HEIGHTS BOARD OF EDUCATION
ADMINISTRATION
1540 ADMINISTRATOR'S CODE OF ETHICS

- N.J.S.A. 18A:12-21 through 18A:12-34
School Ethics Policy Guideline 1

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Adopted: 10 January 1994

5440 HONORING STUDENT PUPIL ACHIEVEMENT

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The Board of Education values excellence and wishes to ~~instill~~~~inculcate~~ in ~~students~~~~pupils~~ the desire to do their best in all things.

The Board will recognize the outstanding achievements of ~~students~~~~pupils~~ by means appropriate to the grade level of the ~~student~~~~pupil~~ and to the nature of the accomplishment.

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The Board will maintain membership in the National Honor Society and will follow the guidelines of that organization in selecting members from the ~~students~~~~pupils~~ in this district.

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The Superintendent shall develop regulations for the recognition of ~~student~~~~pupil~~ achievement that establish fair standards for recognition, assure that all eligible ~~students~~~~pupils~~ are offered an equal opportunity to meet those standards, and provide for appropriate recognition ceremonies and awards.

N.J.S.A. 18A:11-3

~~N.J.A.C. 6:39-1.6~~

Adopted: 12 July 2001

6424 EMERGENCY CONTRACTS

- Any contract may be negotiated or awarded for a Board of Education without public advertising for bids and bidding notwithstanding that the contract price will exceed the bid threshold when an emergency affecting the health or safety of occupants of school property requires the immediate delivery of goods or the performance of services.

- An actual or imminent emergency must exist requiring the immediate delivery of the goods or the performance of the service. Emergency contracts may not be used unless the need for the goods or services could not have been reasonably foreseen or the need for such goods or services has arisen notwithstanding a good faith effort on the school district to plan for the purchase of any goods or services required by the school district. Under no circumstance shall emergency purchasing procedures be used to enter into a multi-year contract.

- If the School Business Administrator/Board Secretary is satisfied that an emergency exists, he/she shall be authorized to award a contract or contracts for such purposes as may be necessary to respond to the emergent needs pursuant to the provisions of N.J.S.A. 18A:18A-7 et seq. If conditions permit, the School Business Administrator/Board Secretary shall seek quotations from more than one source. If the expenditures are expected to be in excess of the bid threshold, the School Business Administrator/Board Secretary shall attempt to obtain no fewer than three quotations.

- As soon as possible, but within three days of declaring the emergency, the Superintendent of Schools shall notify the Executive County Superintendent of the nature of the emergency and the estimated need for goods or services necessary to respond to it.

- When emergency conditions have eased, the School Business Administrator/Board Secretary shall utilize the regular purchasing system to obtain estimates from suppliers, vendors, and contractors for materials and/or services that will eliminate the circumstances that created the emergency. The School Business Administrator/Board Secretary shall prepare and submit a final report to the Board on every occasion an emergency contract is negotiated or awarded in accordance with the provisions of N.J.S.A. 18A:18A-7.

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

N.J.A.C. 5:34-6.1

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- Adopted: **January 7, 2010**

District
Bylaws/Policies/
Regulations for
Second Reading
and Adoption

POLICY GUIDE

BERKELEY HEIGHTS BOARD OF EDUCATION BYLAWS 0133 ADJUDICATION OF DISPUTES

0133 ADJUDICATION OF DISPUTES

The Board of Education may assume jurisdiction over any dispute or controversy arising within this school district and concerning any matter over which authority has been vested in the Board by statute, rule of the State Board of Education, or a contract or policy of this Board.

The Board may hold hearings that will offer the parties to a dispute, on notice duly given, a fair and impartial forum for the resolution of the matter.

Beyond the basic requirements of due process a hearing will vary in form and content as dictated by the severity of the consequences that may flow from the Board's determination, the degree of difficulty of establishing findings of fact from conflicting evidence, and the impact of the Board's decision on the school district.

Regulations for the conduct of adjudicatory hearings of the Board shall be prepared as guidelines for those who may be heard by the Board.

A decision of the Board may be appealed to the Commissioner of Education.

N.J.S.A. 18A:11-1

Adopted:

POLICY GUIDE

BERKELEY HEIGHTS BOARD OF EDUCATION BYLAWS 0141 BOARD MEMBER NUMBER AND TERM

0141 BOARD MEMBER MEMBERS: NUMBER AND TERM

The Board of Education shall consist of seven members from Berkeley Heights plus one Mountainside member.

The term of a Board member ~~from Berkeley Heights~~ shall be three years. ~~except that~~
~~1-~~The term of a Board member appointed to fill a vacancy shall be from the ~~member's~~member's appointment to the organizational meeting following the next annual election. **Any vacancy for the remainder of the**

~~2-~~The term shall be filled at the next annual school election, except that

1. ~~A Board~~~~of a~~ member appointed to fill a vacancy occurring within sixty days immediately preceding ~~of an~~ annual election occurring in April, to fill a term extending beyond the next election, shall serve until~~shall be from the member's~~ appointment to the organizational meeting following the second annual election next succeeding the occurrence of the vacancy; or
2. **A Board member appointed to fill a vacancy occurring after the third Monday in July for an annual election occurring in November, to fill a term extending beyond the next election, shall serve until the organizational meeting following the second annual election next succeeding the occurrence of the vacancy.** ~~his or her appointment.~~

Any vacancy for the remainder of a term shall be filled at the annual election or the second annual election next succeeding the occurrence of a vacancy, as the case may be.

(8110)

N.J.S.A. 18A: 12-6; ~~18A:12-9; 18A:12-11; 18A:12-15~~

Adopted: 13 July 1964

Revised: 9 April 1984, 11 February 1991, February 15, 2001

POLICY GUIDE

BERKELEY HEIGHTS BOARD OF EDUCATION BYLAWS 0143 BOARD MEMBER ELECTION AND APPOINTMENT

0143 BOARD MEMBER ELECTION AND APPOINTMENT

The election and appointment of Board of Education members will be conducted in strict compliance with law.

~~A vacancy on the~~

A vacancy in the membership of a Board of Education shall be filled as follows:

1. By the **Executive** County Superintendent, if ~~the~~ a vacancy is caused by:
 - a. The absence of candidates for election to the school Board; or
 - b. The removal of a member because of lack of qualifications; or
 - c. The failure of the Board to appoint a person to a vacancy within sixty-five days following its occurrence; or
 - d. **Two or more candidates qualified by law for membership on the Board receiving an equal number of votes in a special runoff election.**
2. **By special election within sixty days of the annual election, if**
 - ~~a. Two or more qualified candidates tie for election, or~~
 - ~~b. The annual election is disqualified due to improper election procedures;~~
3. **By special election within sixty days of the annual school election, if:**
 - ~~a. Two or more candidates qualified by law for membership on the school Board receive an equal number of votes in the annual school election; or~~
 - ~~b. The annual election is disqualified due to improper election procedures.~~
4. By the Commissioner of Education if there is a failure to elect a member at the annual school election due to improper ~~campaign~~ election practices; or
5. By a majority vote of the remaining members of the Board of Education after the vacancy occurs in all other cases.

The Board Secretary shall promptly notify the President of a vacancy to be filled by the Board. ~~The~~; the President shall inform all other Board members. The Board will give public notice of the vacancy and invite

POLICY GUIDE

BERKELEY HEIGHTS BOARD OF EDUCATION BYLAWS 0143 BOARD MEMBER ELECTION AND APPOINTMENT

any qualified person to submit a written request for consideration of his or her candidacy for the vacancy. The Board may also require candidates submit a resume with their written request.

In considering candidates who have expressed an interest in a vacancy, the Board of Education may interview ~~interested~~ candidates in public or executive session. The Board ~~must~~ will vote to appoint a candidate to a vacancy in public session **and there shall be no decisions made** in executive session. In the event interviews are conducted in executive session, Board members, in the public session nomination and voting process, shall express their opinion in support of their vote **so the public can witness any deliberations, policy formulation, and the decision making process of the Board** ~~for a candidate~~.

A roll call vote will be conducted on candidates in the order the candidates were nominated with a second. If there are two or more vacancies, each vacancy will be filled by a separate election process. The first candidate who receives the votes of a majority of the remaining Board members will be elected to the vacancy. In the event no candidate receives a majority vote of the remaining Board members, ~~another~~ ~~second~~ election process shall be conducted between the two candidates receiving the highest number of votes.

(8110)

N.J.S.A. 18A:12-11; ~~18A;~~ 12-15

Adopted: 13 July 1964

Revised: 9 April 1984, 11 February 1991, 7 January 2010

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BERKELEY HEIGHTS BOARD OF EDUCATION BYLAWS 0148 BOARD MEMBER INDEMNIFICATION

0148 BOARD MEMBER INDEMNIFICATION

In accordance with N.J.S.A. 18A:16-6 and N.J.S.A. 18A:16-6.1, respectively, the Board of Education will indemnify Board members in accordance with law ~~whenever and will purchase and maintain appropriate insurance to cover the costs of indemnification.~~

~~Whenever~~ a civil, **administrative, criminal or quasi-criminal action or other legal**, ~~or a federal or state administrative law~~ proceeding, including school ethics proceedings, ~~is~~ have been or shall be brought against ~~any~~ Board member for any act or omission arising out of ~~and~~ in the course of the performance of his or her duties as **Board** member. ~~In of the Board, and in the case of a criminal or quasi-criminal action which administrative proceedings~~ results in a final disposition in favor of the Board member, the Board will defray all costs of defending the action, including reasonable counsel fees and expenses, together with costs of appeal, and will save harmless and protect the Board member from any financial loss resulting from the action. **Indemnification for exemplary or punitive damages is not required and will be governed by the standards and procedures set forth in N.J.S.A. 59:10-4.**

The Board may arrange for and maintain appropriate insurance to cover all such damages, losses and expenses.

N.J.S.A. 18A:11.1; 18A:12-20; 18A:16-6; 18A:16-6.1; 18A:18A-46; 18A:18A-47

Adopted: 11 February 1991
Revised: 15 February 2001

1642.01 SICK LEAVE

The Board of Education shall grant sick leave in accordance with N.J.S.A. 18A:30-2. All persons holding any office, position, or employment in the school district, who are steadily employed by the Board or who are protected by tenure in their office, position, or employment under the provisions of this or any other law, except persons in the classified service of the civil service under Title 11, Civil Service, of the Revised Statutes shall be allowed sick leave in accordance with N.J.S.A. 18A:30-2.

Pursuant to N.J.S.A. 18A:30-1.a., sick leave is defined as the absence from an employee's post of duty, for any of the following reasons:

1. The employee is personally ill or injured;
2. For diagnosis, care, or treatment of, or recovery from, an employee's mental or physical illness, injury or other adverse health condition, or for preventive medical care for the employee;
3. For the employee to aid or care for a family member of the employee during diagnosis, care, or treatment of, or recovery from, the family member's mental or physical illness, injury or other adverse health condition, or during preventive medical care for the family member;
4. Absence necessary due to circumstances resulting from the employee, or a family member of the employee, being a victim of domestic or sexual violence, if the leave is to allow the employee to obtain for the employee or the family member:
 - a. Medical attention needed to recover from physical or psychological injury or disability caused by domestic or sexual violence;
 - b. Services from a designated domestic violence agency or other victim services organization;
 - c. Psychological or other counseling;
 - d. Relocation; or
 - e. Legal services, including obtaining a restraining order or preparing for, or participating in, any civil or criminal legal proceeding related to the domestic or sexual violence;
5. The death of a family member for up to seven days;

POLICY GUIDE

BERKELEY HEIGHTS BOARD OF EDUCATION ADMINISTRATION 1642.01 SICK LEAVE

6. To attend a child's school-related conference, meeting, function or other event requested or required by a school administrator, teacher, or other professional staff member responsible for the child's education, or to attend a meeting regarding care provided to the child in connection with the child's health conditions or disability;
7. The school or place of care of a child of the employee is closed by order of a public official or because of a state of emergency declared by the Governor due to an epidemic or other public health emergency;
8. The employee has been exposed to a contagious disease or is quarantined for the disease in the employee's immediate household.

N.J.S.A. 18A:30-1, this Policy, and Regulation 1642.01 shall not supersede any law providing collective bargaining rights for school district employees, and shall not reduce, diminish, or adversely affect an employee's collective bargaining rights pursuant to N.J.S.A. 18A:30-1.b.

The Board reserves the right to require of any employee who claims sick leave sufficient proof in accordance with N.J.S.A. 18A:30-4 and Section C. of Regulation 1642.01.

The Superintendent or designee will prepare rules for the administration of N.J.S.A. 18A:30-1, N.J.S.A. 18A:30-4, this Policy, and Regulation 1642.01, which shall be binding on all employees.

The Superintendent or designee will submit to the Board the names of those employees absent for non-compensable cause or whose claim for sick leave pay cannot be justified. The willful misuse of sick leave may be subject to discipline.

29 U.S.C. 2601 et seq.
N.J.S.A. 18A:30-1; 18A:30-2; 18A:30-4

Adopted:

2419 SCHOOL THREAT ASSESSMENT TEAMS (M)**M**

The Board of Education shall establish a threat assessment team at each school in the district pursuant to N.J.S.A. 18A:17-43.4. The purpose of a threat assessment team shall be to provide school teachers, administrators, and other staff with assistance in identifying students of concern, assessing those students' risk for engaging in violence or other harmful activities, and delivering intervention strategies to manage the risk of harm for students who pose a potential safety risk, to prevent targeted violence in the school, and ensure a safe and secure school environment that enhances the learning experience for all members of the school community.

Threat assessment teams established pursuant to N.J.S.A. 18A:17-43.4.a., this Policy, and Regulation 2419 must be multidisciplinary in membership and, to the extent possible, must include the following individuals:

1. A school psychologist, school counselor, school social worker, or other school employee with expertise in student counseling;
2. A teaching staff member;
3. A Principal or other senior school administrator;
4. A safe schools resource officer or school employee who serves as a school liaison to law enforcement; and
5. The school safety specialist designated pursuant to N.J.S.A. 18A:17-43.3. and Policy 7440, in the event that the school safety specialist is not already a school administrator or school employee required to be a part of the threat assessment team pursuant to N.J.S.A. 18A:17-43.4.

Additional school employees may serve as regular members of the threat assessment team or may be consulted during the threat assessment process, as determined to be appropriate by the team.

Nothing contained in N.J.S.A. 18A:17-43.4 shall be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the effective date pursuant to N.J.S.A. 18A:17-43.3 (August 1, 2022).

This Policy and Regulation 2419, pursuant to N.J.S.A. 18A:17-43.5, are aligned with the Guidance on the Establishment of Behavioral Threat Assessment and Management Teams (BTAM) 2023 (Guidance) developed by the New Jersey Department of Education (NJDOE) pursuant to N.J.S.A. 18A:17-43.6.

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The school district shall structure the threat assessment teams to best meet the needs and resources available, which may include school-based teams and/or district-level teams.

The Superintendent or designee will build a behavioral threat assessment and management program that will: establish a multi-disciplinary team; define prohibited and concerning behaviors; create a central reporting mechanism; define a threshold for law enforcement intervention; establish threat assessment procedures; develop risk management options; create and promote safe school climates; and conduct training for all stakeholders.

The threat assessment and management process will include: the threat assessment team's actions when first learning of a new report or threat; screening the case; gathering information; organizing and analyzing information; making the assessment; developing and implementing a case management/intervention plan; re-assessing and case monitoring; and documenting and closing the case.

When assessing a student whose behavior may pose a threat to the safety of the school community, in the case of a student with an Individualized Education Program (IEP) or 504 Plan, the threat assessment team shall consult with the IEP team or 504 team to determine whether the aberrant behavior is a threat to school safety and is being properly addressed in a manner that is required by N.J.A.C. 6A:14 and all Federal and State special education laws.

Each member of the threat assessment team must attend training in accordance with N.J.S.A. 18A:17-43.4, this Policy, and Regulation 7440 that is consistent with the Guidance developed by the NJDOE pursuant to N.J.S.A. 18A:17-43.6. Training must be coordinated with the New Jersey Department of Education, Office of School Preparedness and Emergency Planning (OSPEP). The training shall ensure the threat assessment team is able to accurately assess student behavior and to ensure that threat assessment teams do not have a disparate impact on students based on their race, ethnicity, homelessness status, religious belief, gender, gender identity, sexual orientation, or socioeconomic status. The training shall, at a minimum, include training on adverse childhood experiences, childhood trauma, cultural competency, and implicit bias.

Should a threat assessment team become aware of an allegation of HIB when considering or conducting assessments, they must follow Policy 5512 – Harassment, Intimidation, or Bullying for addressing allegations of HIB in alignment with the Anti-Bullying Bill of Rights Act.

Should a threat assessment team become aware of a bias-related act, the team should implement Policy and Regulation 8465 – Bias Crimes and Bias-Related Acts on reporting bias-related acts to law enforcement in accordance with the Memorandum of Agreement Between Education and Law Enforcement Officials and Policy and Regulation 9320 – Cooperation With Law Enforcement Agencies.

Questions and concerns about Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) protections often arise as part of the threat assessment planning process. The threat assessment teams must understand how to

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balance the safety of the school with the privacy of individual students. These laws should not be an impediment to threat assessment and management.

N.J.S.A. 18A:17-43.3; 18A:17-43.4; 18A:17-43.5; 18A:17-43.6

Guidance on the Establishment of Behavioral Threat Assessment and Management Teams (BTAM) 2023

Adopted:

R 2419 SCHOOL THREAT ASSESSMENT TEAMS (M)**M****A. Definitions**

1. “Aberrant behavior” means behavior atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior for an individual involves actions, statements, communications, or responses that are unusual for the person or situation; or actions which could lead to violence toward self or others; or are reasonably perceived as threatening or causing concern for the well-being of the person.
2. “Behavioral Threat Assessment and Management (BTAM)” means a proactive approach to identify, assess, and provide appropriate interventions and resources for individuals who display a behavior that elicits concern for the safety of themselves or others. (U.S. Secret Service National Threat Assessment Center.)
3. “Concerning behavior” means an observable behavior that elicits concerns in bystanders regarding the safety of an individual or those around them. Behaviors that may elicit concern can include unusual interests in violent topics, conflicts between classmates, increased anger, increased substance use, or other noteworthy changes in behavior (e.g., depression or withdrawal from social activities). Some concerning behaviors may be defined as prohibited behaviors and should trigger an immediate response. Prohibited behaviors can include threats, weapons violations, and other aggressive or violent behavior. Concerning behavior does not necessarily imply or predict that an individual or group will become violent. Instead, it serves as an indicator that the student may be in need of intervention or increased supports. Proactive intervention and de-escalation are key and should be part of any approach to violence prevention.
4. “Concerning communication” means unusual, bizarre, threatening, or violent communication made by an individual or a group that elicit concerns for the safety or wellbeing of the individual or others. Concerning communication may allude to violent intentions, violence as a means to solve a problem, justifying violent acts, unusual interest in weapons, personal grievances, or other inappropriate interests. Concerning communications may also allude to hopelessness or suicide. Concerning communications may be made in the form of written or oral statements, gestures, or visual/electronic media. Communications may be considered concerning regardless of whether a direct verbal threat is expressed. Concerning communication does not necessarily imply or predict that an individual or group will become violent. Instead, it serves as an indicator that the student may be in need of intervention or increased supports. Proactive intervention and de-escalation are key and should be part of any approach to violence prevention.

5. “Multidisciplinary Threat Assessment Team” means a team composed of highly trained school personnel with diverse positions, backgrounds, and experience. The team will receive reports about a concerning person and situations, gather additional information, assess the risk posed to the community, and develop intervention and management strategies to mitigate any risk of harm.
6. “Targeted violence” means a premeditated act of violence directed at a specific individual, group, or location regardless of motivation and generally unrelated to other criminal activity.

B. Multidisciplinary Threat Assessment Team

1. Threat Assessment Team Members

- a. In accordance with N.J.S.A. 18A:17-43.4, the threat assessment team established by the Board of Education shall be multidisciplinary in membership and, to the extent possible, must include the following individuals:
 - (1) A Principal or other senior school administrator;
 - (2) A school psychologist, school counselor, school social worker, or other school employee with expertise in student counseling;
 - (3) A safe-schools resource officer or school employee who serves as a school liaison to law enforcement;
 - (4) The school safety specialist (designated pursuant to N.J.S.A. 18A:17-43.3); and
 - (5) A teaching staff member.
- b. Additional school employees may serve as regular members of the threat assessment team or may be consulted during the threat assessment process, as determined to be appropriate by the team. If a student has an Individualized Education Program (IEP), 504 plan, and/or functional behavioral assessment (FBA) plan, the threat assessment team must consult with the appropriate staff or team to determine whether the reported behavior is already part of known baseline behavior or is already being managed under the student’s IEP, 504 plan, or FBA plan and addressed in a manner that is required by N.J.A.C. 6A:14 and all other Federal and State special education laws.

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- c. The district may choose to name the threat assessment team in a manner that suits the school community needs.
 2. Threat Assessment Team Structure
 - a. The district can structure the threat assessment teams to best meet the needs and resources available. This may include:
 - (1) School-Based Teams: The district may opt to develop teams for each school comprised of those members fulfilling the assigned roles identified in the law in each of its schools.
 - (2) District-Level Team: The district may choose to develop one central team designated to serve each school in cases where staffing at individual schools is not sufficient to meet the membership requirements of the law. In such cases, the district may choose to operate smaller teams trained in the threat assessment process in each school, which can screen cases to determine which situations to refer to the District-Level Team. If the district uses this model, the district must ensure representation of those staff members from the involved school as identified by the law to the fullest extent possible when conducting an assessment.
 - (3) District-Level Team and School-Based Teams: The district may have one central team that provides oversight, consistency, and accountability for all threat assessment processes including threats impacting the entire district. School-Based Teams address cases in each school building, while ensuring all information is shared with the District-Level Team.
- C. Building a K-12 Behavioral Threat Assessment and Management Program

The district shall implement the following steps in developing a Behavioral Threat Assessment and Management Program.

1. Step 1: Establish a Multidisciplinary Team
 - a. Identify team membership pursuant to N.J.S.A. 18A:17-3.4.
 - b. Designate a team leader.
 - c. Establish team procedures and protocols.
 - d. Meet on a regular basis and as needed.

2. Step 2: Define Prohibited and Concerning Behaviors
 - a. Establish policy defining prohibited behaviors
 - (1) These definitions should be included in the code of student conduct policy and shared with staff, parents, and students.
 - b. Identify other behaviors for screening or intervention.
 - c. Define threshold for intervention.
 - (1) The threshold should be relatively low so that teams can identify individuals in distress before the behavior escalates into a violent behavior.
3. Step 3: Create a Central Reporting Mechanism
 - a. Establish one or more anonymous reporting mechanisms.
 - (1) Examples include a mobile application, a dedicated email address or phone number, or on the district website.
 - b. Provide training and guidance to encourage reporting.
 - (1) Students, teachers, staff, school resource officers, and parents should be provided awareness training and guidance on recognizing behaviors of concern, their roles and responsibilities in reporting the behavior, and how to report the information.
 - c. Ensure availability to respond.
 - d. Utilize an Initial Report to collect the threat, concerning behavior, etc.
4. Step 4: Define Threshold for Law Enforcement Intervention
 - a. Most reports can be handled by the School-Based Team.
 - b. Establish which behaviors should be referred for law enforcement intervention (e.g., physical violence, threats of violence, etc.).
5. Step 5: Establish Threat Assessment Procedures
 - a. Decide how to document cases.

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- b. Create procedures to screen reports, gather information, make assessments, and decide on interventions.
 - c. Develop/adapt threat assessment forms to organize information around the 11 Investigative Questions referenced in D.4. below.
6. Step 6: Develop Risk Management Options
- a. Identify all available resources for creating individualized management plans.
 - (1) The resources and supports the student needs will differ depending on the information gathered during the assessment.
 - (2) Resources to assist the student could take the form of peer support programs or therapeutic counseling to enhance social learning or emotional competency, life skills classes, tutoring in specific academic subjects, or mental health care. Most programs and supports will be available within the school, but the team may need to also access community resources to assist with the managing the student. Identify resources to assist targets/victims.
 - (3) Make efforts to address the safety of any potential targets by altering or improving security procedures for schools or individuals and providing guidance on how to avoid the concerning person.
 - b. Establish points of contact for all resources.
7. Step 7: Create and Promote Safe School Climates
- a. Assess current school climate.
 - (1) Anti-Bullying Bill of Rights Act (N.J.S.A. 18A:37-21) requires the school safety team in each school in the district "...to develop, foster, and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues..." and to "review and strengthen school climate and the policies of the school.
 - b. Enhance current school climate.
 - c. Strengthen students' connectedness.

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- (1) Encourage teachers and staff to build positive, trusting relationships with students by actively listening to students and taking an interest in what students say.
 - d. Break down “codes of silence” and help students feel empowered to come forward and share concerns and problems with a trusted adult.
 - e. Identify clubs or teams at school students can join or encourage students to start their own special interest group.
 8. Step 8: Conduct Training for all Stakeholders
 - a. The training is for new threat assessment team members, refresher training, and professional development. This includes training on the screening and threat assessment forms and procedures.
 - b. Training must be coordinated with the New Jersey Department of Education (NJDOE), Office of School Preparedness and Emergency Planning (OSPEP) to ensure that the threat assessment team is able to accurately assess student behavior and to ensure that threat assessment teams do not have a disparate impact on students based on their race, ethnicity, homelessness status, religious belief, gender, gender identity, sexual orientation, or socioeconomic status. This training includes training on adverse childhood experiences, childhood trauma, cultural competency, and implicit bias.
 - c. Awareness training for students, teaching staff members, and all school staff members regarding the recognition of concerning or aberrant behavior in an individual that may represent a threat to the school community.
 - (1) Requests for awareness training can be coordinated by the district’s School Safety Specialists through the OSPEP.
 - d. Training for parents and other community stakeholders to anonymously report dangerous, violent, or unlawful activity to the district or school.
- D. Threat Assessment and Management Process

The district shall implement the following steps in the threat assessment and management process.

1. Step 1: Receive a Report of Concern

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- a. When the threat assessment team first learns of a new report of a threat or aberrant or concerning behavior, the team (or one member of the team) should collect initial intake information about the behavior, the concerning person (i.e., the person who engaged in the threatening behavior; the person to be assessed), and other information that is readily available.
2. Step 2: Screen the Case
 - a. Screen for imminency (of the threat or concerning behavior) and whether there is a need for a full threat assessment.
 - (1) If the threat assessment team believes the report does present an imminent danger or safety concern, immediately notify law enforcement. Once the emergency has been contained, the team should complete a full threat assessment and make all necessary notifications (i.e., anyone that is or may be directly impacted).
 - b. If the team does not believe the report presents an imminent danger or safety concern, determine if there is a need for full threat assessment. If not, document the initial report and screening.
 - c. If there is a need for a threat assessment, the team shall proceed with a full threat assessment using the steps outlined in D.3. through 8. below.
 - d. The district's Title IX Coordinator must be notified immediately if a report involves sexual harassment, sexual assault, dating violence, stalking, or a domestic violence assault, or if engagement in these actions is uncovered when gathering additional information during the threat assessment process. Notifying the district's Title IX Coordinator is completed parallel to the threat assessment process and does not stop a team from moving forward with gathering information and initiating risk management strategies.
3. Step 3: Gather Information from Multiple Sources
 - a. Gather information about the person displaying the concerning behavior and situation from various sources. These sources can include, but are not limited to, teachers, coaches, parents, and peers.
4. Step 4: Organize and Analyze
 - a. Organize and analyze information using the 11 Investigative Questions detailed in the U.S. Secret Service and U.S. Department of Education threat assessment guide. The form is comprised of 11 investigative questions adapted from the U.S. Secret Services and U.S. Department of

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Education Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates and can be found at www.secretservice.gov/nod/2559.

5. Step 5: Make the Assessment
 - a. Make an assessment about whether the individual of concern poses a threat of violence or self-harm, or if they are otherwise in need of intervention.
6. Step 6: Develop and Implement a Case Management/Intervention Plan
 - a. Develop and implement a case management plan to reduce risk.
 - b. As needed, refer individual of concern to the local mental health authority or healthcare provider for evaluation and/or treatment.
 - c. As needed, refer individual of concern for a full and individual evaluation (FIE) for special education services.
7. Step 7: Re-Assess (Case Monitoring)
 - a. Monitor, re-evaluate, and modify plan as needed to ensure that the identified intervention(s) is effective, and the individual of concern no longer poses a threat of violence or self-harm.
 - b. Re-assessing the person of concern, going through the assessment questions again.
 - c. If there are still concerns, the team shall continue to monitor, adjust plan, and re-assess as needed until there is no longer a concern of harm to self and/or others, and the individual is on a better path.
8. Step 8: Document and Close the Case
 - a. When the team's assessment is that the concerning person no longer poses a threat of violence or self-harm, the team can close the case or place it on the in-active status.
 - b. The threat assessment team should be sure to document the case, including scheduling any future dates to check-in or follow-up, as needed.
 - c. The documentation should be stored in a confidential file, with only authorized personnel having access.

E. Training

1. Each member of the threat assessment team must attend training in accordance with N.J.S.A. 18A:17-43.4. The district may also choose to provide awareness training to school community members on the threat assessment process. The awareness training is also outlined as part of one of the steps of the Building a K-12 Behavior Threat Assessment and Management Program.
2. Threat assessment team membership:
 - a. In accordance with N.J.S.A. 18A:17-43.4, the NJDOE shall provide training through the New Jersey School Safety Specialist Academy. All threat assessment team members must receive training consistent with the training and guidelines provided by the NJDOE. The school safety specialist, is a member of the threat assessment team and will assist in ensuring this training is provided to school staff in coordination with OSPEP.
 - b. Each new threat assessment team member must complete training by the OSPEP, which shall include training sessions as instructed by *Ontic/SIGMA as part of the Bureau of Justice Assistance (BJA) STOP School Violence Grant Program*.
 - c. The district shall determine membership on the threat assessment team in accordance with N.J.S.A. 18A:17-43.4, including adding and ensuring the training of new members, as needed. The district must ensure all threat assessment team members attend the required initial training and refresher training provided by OSPEP to advance their competency in conducting assessments.
 - (1) These trainings will be offered through the OSPEP for both in person and online platforms.
 - (2) Refresher training will be developed and facilitated by the OSPEP and will be made available through in-person and online platforms, as necessary.
3. Awareness Training for Other School Community Stakeholders
 - a. Request for awareness training for school staff members should be directed to the OSPEP email at school.security@doe.nj.gov, which will provide training or coordinate sessions with approved instructors from the U.S. Department of Homeland Security National Threat Evaluation and Reporting Office's Certified Master Training Program.

F. Other Considerations**1. Individualized Education Program (IEP) or 504 Plans**

- a. The district is required by law to meet the needs of students with special needs, who are afforded disciplinary protections not provided to the general education population, to reduce exclusionary practices for special education students. When assessing a student whose behavior may pose a threat to the safety of the school community, in the case of a student with an IEP or 504 plan, the threat assessment team shall consult with the IEP team or 504 team to determine whether the aberrant or concerning behavior is a threat to school safety and is being properly addressed in a manner that is required by N.J.A.C. 6A:14 and all Federal and State special education laws. Working with the IEP team or 504 team, the threat assessment team shall determine if the behavior is part of known baseline behavior, or is already being managed under the student's IEP, 504 plan, or FBA plan. If the behavior is not consistent with baseline behaviors or is not able to be effectively managed through current programming, then a threat assessment would need to be conducted. A special education representative must be part of the team and shall engage throughout the process.

2. Allegations of Harassment, Intimidation, & Bullying (HIB) or Bias-Related Acts

- a. Should the threat assessment team become aware of an allegation of HIB when considering or conducting assessments, they must follow Policy 5512 for addressing allegations of HIB in alignment with the Anti-Bullying Bill of Rights Act. Additionally, during the threat assessment process, it is important to recognize that the student may need remedial services (e.g., counseling) to address behavior that may have prompted the need for the threat assessment and to ensure their well-being.
- b. Should a threat assessment team become aware of a bias-related act, they should implement Policy and Regulation 8465 on reporting bias-related acts to law enforcement in accordance with the Memorandum of Agreement Between Education and Law Enforcement Officials and Policy and Regulation 9320.

3. Information Sharing

- a. The Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) are two Federal laws protecting the privacy of an individual's personal records. FERPA refers specifically to educational records while HIPAA refers to medical records. Questions and concerns about FERPA and/or the HIPAA

protections often arise as part of the threat assessment planning process. It is critical that threat assessment teams understand how to balance the safety of the school with the privacy of individual students. These laws should not be an impediment to threat assessment and management.

- b. Threat assessment teams should consult with the Board Attorney on these elements as needed.
4. Family Education Rights & Privacy Act (FERPA) – Educational Records
 - a. FERPA is a Federal law that protects the privacy of student education records. FERPA does, however, authorize school officials to disclose information without consent in emergency situations where the health and/or safety of students is at risk. Relevant information can be released to law enforcement, public health, and medical officials, as well as other schools in the event a student transfers or matriculates. The U.S. Department of Education would not find a school in violation of FERPA for disclosing FERPA-protected information under the health or safety exception as long as the school had a rational basis, based on the information available at the time, for making its determination that there was an articulable and significant threat to the health or safety of the student or other individuals.
 5. Health Insurance Portability and Accountability Act (HIPAA) – Medical and Mental Health Records
 - a. HIPAA protects the confidentiality of information in health records. Confidentiality is held by the patient, not the mental health provider. In cases where HIPAA applies, the following strategies below may assist threat assessment teams in eliminating potential barriers to critical data collection:
 - (1) Ask permission from the student and parent to disclose medical records;
 - (2) Provide information to health and mental professionals; and
 - (3) Ask about duty to warn or duty to protect.
 - b. Additionally, medical and mental health providers may disclose protected health information when disclosure:
 - (1) Is necessary to prevent or lessen a serious and imminent threat to health or safety of patient or others and is to someone reasonably able to prevent or lessen the threat; and

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- (2) May include disclosure to law enforcement, or others who can mitigate the threat and disclosure must be consistent with applicable law and standards of ethical conduct.

6. Record Keeping

All documentation from the threat assessment process must be maintained in a confidential and secure location. Maintaining records and preserving evidence throughout the process, assists in the establishment of a legal and behavioral justification for the intervention. Records may be electronic or paper and must be maintained in accordance with record retention rules established by the Department of Treasury.

Adopted: