

AN AFFILIATION AGREEMENT ON INVESTIGATION
OF CHILD ABUSE ALLEGATIONS BETWEEN OCEAN
DISTRICT OFFICE OF THE DIVISION OF YOUTH AND FAMILY SERVICES
AND BRICK TOWNSHIP SCHOOL DISTRICT, OCEAN COUNTY

I. PURPOSE OF THE AGREEMENT

The purpose of this affiliation agreement is to develop and formalize a working agreement on the processes by which Brick Township School District and Ocean District Office of the Division of Youth and Family Services (DYFS) will interact in addressing the needs of families and children when child abuse and neglect is suspected or known. Specifically, this agreement establishes the relationship and responsibilities for both parties concerning, but not limited to:

- developing a liaison relationship;
- reporting suspected abuse and neglect;
- facilitating investigation of alleged child abuse, both in school (institutional) and out of school (noninstitutional); and
- facilitating corrective action recommended as a result of the child abuse investigation.

II. LIAISONS

The DYFS and the school district central office administration will each designate one staff person to serve as the liaison between the two agencies. The roles and functions of the liaisons are to:

- facilitate communication and cooperation;
- identify issues or problems that arise in implementation of this agreement and to facilitate a resolution;
- act as the primary contact person between the schools and the DYFS with regard to the agreement, its renegotiation, and general information sharing; and
- act together in developing mutual training and other cooperative efforts, such as information exchanges, joint speaking engagements, etc.

The liaison role does not include continuing communications between the school staff and DYFS personnel on individual case situations unless conflicts arise in an investigation which is governed by the affiliation agreement. Abuse and neglect referrals are not to be screened or referred through the liaisons.

Person making report immune—"Anyone acting pursuant to this act in the making of a report under this act shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such person shall have the same immunity with respect to testimony given in any judicial proceeding resulting from such report" (N.J.S.A. 9:6-8.13).

Violations, failure to make report—"Any person knowingly violating the provisions of this act including the failure to report an act of child abuse having reasonable cause to believe that an act of child abuse has been committed, is a disorderly person" (N.J.S.A. 9:6-8.14). A person convicted of a disorderly persons offense under N.J.S.A. 9:6-8.14 is subject to a \$1,000 fine and up to six months in jail.

All school employees shall immediately report child abuse directly to the DYFS. After reporting the incident to the DYFS, the person reporting the alleged abuse should notify the school principal or designee of the report, in accordance with local procedure. However, consistent with the DYFS regulations, notice to the principal need not be given where the referrer believes that such notice would be likely to endanger the safety of the referrer, or where such disclosure would be likely to result in discrimination against the referrer with respect to his/her employment.

The DYFS accepts all reports of suspected abuse and neglect by telephone, in writing, and in person for all sources, including identified sources, news media, anonymous sources, sources which have incomplete information, the child involved and/or his/her parent. An immediate call to the DYFS sets in motion the investigative process, which includes steps to be taken to protect the child or children involved or at risk.

1. Noninstitutional Child Abuse—abuse and neglect suspected of taking place in the home or community by a parent, guardian or any other person having custody or control of the child.

A report may be made in person or by telephone to the local DYFS:
weekdays between 9:00 a.m. and 5:00 p.m. at 244-4300
weekends, holidays, or after hours at 1-800-792-8610

2. Institutional Child Abuse—abuse and neglect suspected of taking place in a school or other institutional settings.

A report may be made in person or by telephone to the Institutional Abuse Investigation Unit (IAIU):
weekdays between 9:00 a.m. and 5:00 p.m. at 1-609-292-0617
weekends, holidays, or after hours at 1-800-792-8610

III. CHILD ABUSE—DEFINITION

"'Abused child' means a child under the age of 18 years whose parents, guardian, or other person having his/her custody and control:

- Inflicts or allows to be inflicted upon such child physical injury by other than accidental means which causes or creates a substantial risk of death, or serious or protracted disfigurement, or protracted impairment of physical or emotional health or protracted loss or impairment of the function of any bodily organ;
- Creates or allows to be created a substantial or ongoing risk of physical injury to such child by other than accidental means which would be likely to cause death or serious or protracted disfigurement, or protracted loss or impairment of the function of any bodily organ; or
- Commits or allows to be committed an act of sexual abuse against the child;
- Or a child whose physical, mental, or emotional condition has been impaired or is in

imminent danger of becoming impaired as the result of the failure of his/her parent or guardian, or such other person having his/her custody and control, to exercise a minimum degree of care in supplying the child with adequate food, clothing, shelter, education, medical or surgical care though financially able to do so or though offered financial or other reasonable means to do so, or in providing the child with proper supervision or guardianship, by unreasonably inflicting or allowing to be inflicted harm, or substantial risk thereof, including the infliction of excessive corporal punishment or using excessive physical restraint under circumstances which do not indicate that the child's behavior is harmful to himself/herself others or property; or by any other act of a similarly serious nature requiring the aid of the court;

- Or a child who has been willfully abandoned by his/her parent, guardian, or such other person having his/her custody and control" (N.J.S.A. 9:6-8.9).

IV. CHILD ABUSE REPORTING

New Jersey law requires that any person having reasonable cause to believe that a child has been subjected to child abuse or acts of child abuse shall report it immediately to the DYFS (N.J.S.A. 9:6-8.10).

In an effort to prevent and intervene in instances of child abuse and neglect, the schools shall cooperate with the DYFS, in the early identification, reporting and investigation of suspected child abuse cases, whether or not corroborative evidence is available.

When referring cases to the DYFS, the school referrer should provide as much pertinent information as possible including:

- name of child;
- age and grade of child;
- name and address of child's parent, guardian or other person having custody and control;
- description of child's condition, including any reports available from the school social worker, nurse, principal or designee concerning current or previous injuries, abuse, or maltreatment;
- nature and possible extent of the child's injuries, abuse, or maltreatment;
- an indication of the seriousness of the situation and whether the child appears to be in imminent danger; and
- any other information that the referrer believes may be helpful with respect to the child abuse and identity of the alleged perpetrator.

V. DYFS CHILD ABUSE INVESTIGATIONS

The New Jersey Department of Human Services, Division of Youth and Family Services (DYFS) is the state's comprehensive social service agency for children, families, and adults. The DYFS is required by State law to investigate every report of a child who is suspected of being abused, neglected, or abandoned.

The DYFS Mission Statement and Services Principles give overall direction for social service activities. It is based on local needs and resources available and cooperative community planning and services.

The mission is to:

- protect vulnerable children and adults from abuse, neglect, or exploitation;
- support family preservation and community living; and
- prevent family violence and disruption.

According to agency policy, the DYFS has specific time-frames to respond to a referral, which are as follows:

- immediately—in cases of physical or sexual abuse where the child has been injured or is in imminent risk of harm;
- within 24 hours—if there is no immediate danger to the child due to the abuse and neglect, i.e., a report indicates that a child has been abused in the past, evidence of the abuse is no longer present and there is no evidence that abuse is likely to occur within the 24 hour period following the referral; and
- within 72 hours—in cases of physical neglect which do not require immediate investigation or emotional abuse and neglect not precipitating a current crisis requiring immediate field investigation.

For the purposes of this agreement, suspected incidents of child abuse and neglect will be categorized as follows:

- noninstitutional abuse—abuse and neglect suspected of taking place in the home or community by a parent, guardian or any other person having custody or control of the child; or
- institutional abuse—abuse and neglect suspected of taking place in a school or other institutional settings.

A. Responsibilities of the School

1. Noninstitution/Institutional Abuse Investigations

The responsibilities of the school are as follows:

- permit DYFS to interview the child in the presence of the school principal or designee. However, if this is contraindicated by the case situation, such as when the child is intimidated by a school representative's presence, the child can name a staff member whom he/she feels will be a supportive presence who will be allowed to accompany the child during the interview. The school representative will be informed by the DYFS worker conducting the interview that the discussion and investigation are confidential. There may be circumstances, however, where the school official may have to be excused from the interview by the DYFS;
- permit the DYFS to photograph the child for the child's protection if he or she has visible injuries;

- cooperate with the DYFS in scheduling interviews with any school personnel who may have information relevant to the investigation;
- release to the DYFS under direction of the principal or designee all records past and present pertaining to the child or children under investigation that are deemed by the DYFS to be relevant to the assessment or treatment; and
- provide a secure cabinet for filing and maintaining confidential information about child abuse cases.

B. Responsibilities of the DYFS

1. Noninstitutional Abuse Investigation

- conduct the investigation as soon as possible;
- notify the parent or guardian of their investigation as soon as possible and prior to the child's return home from school;
- present the official DYFS staff photo identification to appropriate school personnel on all visits to the school;
- contact the school principal or designee, in person or by phone, for further information about the reported suspected child abuse and neglect, if necessary;
- report to the county prosecutor those cases of alleged abuse and neglect that involve suspected criminal activity on the part of the child's parent, guardian, or any other person.
- interview the child in the presence of the school principal or designee. However, if this is contraindicated by the case situation, such as when the child is intimidated by a school representative's presence, the child can name a staff member whom he/she feels will be a supportive presence who will be allowed to accompany the child during the interview. The school representative will be informed by the DYFS worker conducting the interview that the discussion and investigation are confidential. There may be circumstances, however, where the school official may have to be excused from the interview by the DYFS;
- interview any school employee who may have information relevant to the investigation;
- receive any records or materials from the principal or designee that would assist in the assessment or treatment of the abused child;
- report by letter to the local district superintendent using the DYFS Form 26-64 as to whether or not the referred family will be receiving ongoing services. This response will be sent within 30 working days. If appropriate, additional information essential to the health and safety as well as the education of the referred student will be forwarded or discussed with the appropriate school personnel; and
- provide the school principal or designee with any information related to a child's change in residence or specific medical concerns.

2. Institutional Abuse Investigation

a. Definitions

"'Institution' means a public or private facility in the State which provides children with out of home care, supervision or maintenance. Institution includes, but is not limited to, a correction facility, detention facility, treatment facility, day care center, residential school, shelter and hospital" (N.J.S.A. 9:6-8.21g.).

"'Day school' means a public or private school which provides general or special educational services to day students in grades kindergarten through twelve. Day school does not include a residential facility, whether public or private, which provides care on a 24-hour basis" (N.J.S.A. 9:6-8.21h.).

"Reasonable cause to believe" as it relates to an institutional setting is defined as follows:

- if a child directly makes an allegation involving himself/herself and a staff person;
- if a child or staff person makes an allegation regarding an event he/she has witnessed involving another child and a staff person; and
- if a child or staff person has witnessed physical or sexual activity occurring between students.

b. Investigation Unit

The Institutional Abuse Investigation Unit (IAIU) in the DYFS was created to investigate all allegations of child abuse and neglect in institutional settings including day schools. The Intake/Administrative Unit is located in Trenton. The investigators are located in four regional offices throughout the state:

- Hammontown—Southern Region (Atlantic, Burlington, Cape May, Cumberland, Gloucester, Camden, Salem)
- Princeton—Central Region (Hunterdon, Mercer, Middlesex, Monmouth, Ocean, Somerset)
- Newark—Central Region (Essex and Union)
- Paterson—Northern Region (Bergen, Hudson, Morris, Passaic, Sussex, Warren)

c. The Process of the DYFS Investigation

(1) Referral

A referral for suspected abuse and neglect is made to the IAIU Intake/Screening Unit in Trenton. Appropriate cases are immediately referred to the proper regional office for investigation. IAIU notifies the school principal by telephone and the local superintendent through a written memorandum that it is initiating an investigation of alleged abuse. The regional supervisor assigns the case to an investigator who contacts the principal or designee at the facility. Should the nature of the referral satisfy the existing criteria, the case will be referred to the appropriate law enforcement entity. When

law enforcement officials are contacted, every effort will be made to conduct a joint, confidential investigation for the convenience of the facility staff and the families involved.

(2) Interviews

When visiting the school, the IAIU investigator will present the official staff photo identification to appropriate school personnel. The investigator will speak to the child in question, any witnesses to the alleged incident, other staff members, and any collateral persons necessary to complete the investigation.

(a) The child(ren)

The DYFS worker will interview the child in the presence of the school principal or designee. If this is contraindicated by the case situation, such as when the child is intimidated by a school representative's presence, the child can name a staff member whom he/she feels will be a supportive presence who will be allowed to accompany the child during the interview. The school representative will be informed by the DYFS worker conducting the interview that the discussion and investigation are confidential. There may be circumstances, however, where the school official may have to be excused from the interview by the DYFS.

(b) The alleged perpetrator

The DYFS worker will interview the alleged perpetrator. Should the staff person wish to have legal representation during the interview, this request must be honored. Should the staff person wish to have a representative of their professional association present during the interview, the association representative may be present as a witness to the testimony but may not participate in the interview or advise the staff person as how to answer the questions. This type of advice can only be given by an attorney.

(c) An exit interview will be held with the principal or designee after all the interviews have been completed for the day. During the exit interview, the principal or designee will be advised of any remedial action which is being recommended. He/she will also be given information regarding the course of the investigation and the possibility of their participation. Obviously, information which may compromise the investigation, particularly criminal investigations, cannot be shared at this time.

(d) Other persons

The DYFS worker may want to interview witnesses to the alleged incident, as well as other staff members.

(3) Notification to Parents

The DYFS is responsible for notifying the parent or guardian that they are initiating an investigation of a report of suspected institutional abuse. In the event that attempts to reach the parent are unsuccessful, the investigation will proceed.

(4) Immediate Intervention

In order to insure the safety of the child(ren) during the investigation process, the IAIU may request the removal of the alleged perpetrator(s) from direct contact with all children. Any request for removals or other immediate action will be confirmed in writing by the IAIU regional office.

(5) Access to School Documents

The investigator is permitted to see and/or have copies of incident reports, medical reports, or other school documents pertinent to the investigation through the authorization of the chief school administrator or designee.

(6) Final Report and Recommendations

The IAIU will have the investigation completed within 45 days of the receipt of the initial referral. If the investigation continues beyond the 45 day limit or the report is unable to be prepared on time, an interim status letter will be sent to the local district superintendent advising him/her of any immediate concerns regarding the investigation and/or clearly stating when a final report can be expected. If a finding is known at this time, it will be relayed. Once the investigation is completed, a final report will be issued to the local district superintendent and the county superintendent. If recommendations are included in the final report, they will be of two types:

- a recommendation which directly relates to specific incidents of harm to the child(ren) in the facility, and/or
- a recommendation which is not related to an incident of harm but is relevant to the future safety of the child(ren), such as a stressful environment, or methods of discipline.

The IAIU will inform the county superintendent, as necessary, when a local district has not responded to the recommendations on institutional child abuse. The county superintendent will then follow-up with the local district superintendent. It is the responsibility of the IAIU to monitor the corrective action plans submitted by the local district superintendent.

VI. REMOVAL OF THE CHILDREN FROM THE SCHOOL BY THE DYFS

A. Removal Procedures

In some cases, it may be necessary for the DYFS to remove children from school during the course of a school day in order to protect the child or take the child to a service provider. At such time, the DYFS district office shall provide to the appropriate school authority, either in advance or at the time removal is sought, one of the following authorizations:

- a letter from the DYFS indicating agency authority;
- parental consent either from the parent's direct communication to the school or through the presentation of written authorization to the DYFS from the parent;

- a document invoking statutory authorization under N.J.S.A. 9:6-8.29, which is a precourt document (DYFS 21-6) authorizing the DYFS to act to protect the child;
- a court order establishing that the DYFS has been granted care and custody of the child; or
- a guardianship order from the court establishing that the DYFS is the legal guardian of the child.

B. Release of Student from School

The school shall, at no time, release a child to any person claiming to be a representative of the DYFS unless one of the above conditions is met and the official DYFS staff photo identification has been shown. If there is any question regarding the worker's identity or credentials, the principal or designee should call the DYFS district office that the worker represents.

VII. TRANSFERS OF CHILDREN BETWEEN SCHOOLS

The DYFS may remove some children from their homes for their proper care and protection. This may require the transfer of the child to a school other than the one in which he/she is enrolled.

A. Responsibility of the School

The sending school will transfer the records of the child to the receiving school within 10 days after the transfer has been verified by the requesting school district.

B. Responsibilities of the DYFS

1. The DYFS staff will arrange for student transfer with both the sending and receiving school prior to enrollment.
2. When a foster child is placed in another school district, the DYFS social worker will share appropriate information relating to the child's educational records with school officials in order that the most appropriate educational plan be developed for the child. Additionally, when a foster child is moved from one home to another within the same district, the school will be notified promptly.
3. The DYFS staff will pick up the transfer card from the sending school and deliver it to the receiving school. This may be carried out by the DYFS social worker, the foster parent, or another DYFS approved worker. However, if this task is to be executed by someone other than the DYFS social worker, the DYFS will notify the sending school of the arrangement.
4. When there are legal restrictions on a parent's contact or visitation privileges, which are known to the DYFS, that agency will provide the principal or designee of the receiving school with documentation regarding the court order.
5. The DYFS will notify the school principal or designee of changes in status of court orders in which the DYFS is a party.

VIII. CONFIDENTIALITY

A. Records

In accordance with N.J.S.A. 9:6-8.10a., the DYFS may release information to "An agency authorized to care for, treat or supervise a child who is the subject of a child abuse report, or a parent, guardian or other person who is responsible for the child's welfare, or both, when the information is needed in connection with the provision of care, treatment or supervision to such child or such parent, guardian or other person." As a recipient of the DYFS records and reports, school personnel shall keep them confidential. "Any person who willfully permits or encourages that release of the contents of any record or report in contravention of this act shall be guilty of a misdemeanor and subject to a fine of not more than \$1,000 or to imprisonment for not more than 3 years, or both" (N.J.S.A. 9:6-8.10b.).

IX. JOINT INITIATIVES BETWEEN THE SCHOOL DISTRICT AND THE DYFS

A. Joint Interviewing

In some instances, it may be appropriate for both the DYFS and school personnel to interview the parent, guardian or family members jointly at the school.

B. Service Plan Development and Service Initiatives

Upon the request of either party, and the mutual agreement of both, the parties will participate in the development and initiation of a service plan for children. Such a plan shall clarify the role and responsibilities of each of the parties.

C. Consultation and Information Sharing

The DYFS and the school share information concerning specific children in planning joint services. The DYFS staff will enlist the assistance of school personnel in monitoring children's well being and progress.

D. In-service Training

The DYFS and the schools provide in-service training for each other. Subjects covered may include, but are not limited to:

- identification of child abuse and neglect;
- review of this affiliation agreement on a regular basis to ensure that new school and the DYFS employees are aware of the contents;
- referral process and follow-up;
- support services for children and their families; and
- agreements on planning and scheduling developed by the liaison persons representing the DYFS and the schools in a partnership effort.

X. THE AGREEMENT

THE AGREEMENT—Representatives from Brick Township School District and Ocean District Office of the DYFS will meet and review the initial agreement. The term of the agreement is one year. In addition, within two weeks prior to the beginning of the twelfth month from the effective date, the agreement will be reviewed. The parties will then agree to continue this agreement for another year or to terminate the agreement. Modifications required by a change in state or federal law governing the substance and procedures agreed upon herein shall be made on the effective date of such revisions of law.

The parties to this agreement recognize the value of cooperation in identifying, reporting and investigating suspected child abuse or neglect, and believe cooperation will more effectively protect children and strengthen families.

As an expression of commitment to children and families, the parties do hereby affirm to abide by the standards set forth in this document.

On this _____ day of _____, Nineteen Hundred and _____

School District Superintendent

District Office Manager
Division of Youth and Family Services

President
District Board of Education

Regional Supervisor
Institutional Abuse Investigation Unit

Important Dates were reviewed by Dr. Aragona as follows: IMP. DATES

November 9 & 10, 1989 - NJEA Convention - SCHOOLS CLOSED

November 14, 16 & 17 - Early Dismissal for elementary students

November 20, 21 & 27 - Early Dismissal for middle school students

November 23 & 24, 1989 - Thanksgiving Recess

December 7, 1989 - 7:30 p.m. - Pre-Agenda Meeting
Administration Building

December 14, 1989 - 7:55 p.m. - Regular Public Meeting
Brick Township Memorial
High School Auditorium

Mr. Stites asked permission to make a motion regarding a new tax schedule. Mr. Stutts stated that this should be put on the Agenda for the December meeting.

REQUEST BY
MR. STITES
NEW TAX SCH.

Motion was made by Mr. Stites, seconded by Mr. Readel and carried unanimously by roll call vote to instruct Mr. Stutts to approach the new Township Administration with the most liberal tax schedule possible prior to April 1, 1990. This will be put on the December Agenda.

APPROVE
MOTION TO
PROPOSE NEW
TAX SCHEDULE

A few questions were asked from the audience and then Mr. D'Ambola stated that the Board was going to go into Executive Session to discuss matters of litigation.

AUDIENCE

Motion was made by Mrs. Russell, seconded by Mr. Stites and carried unanimously by roll call vote to go into Closed Session.

MOTION FOR
CLOSED SESS

Mr. Stutts read the Sunshine Law to go into Closed Session.

SUNSHINE
LAW

A five minute recess was called at 10:10 p.m.

RECESS

At 10:15 p.m. the Board went into Closed Session. Brant Collins gave an update on litigation.

CLOSED SESS

The Board went back into Open Session at 10:54 p.m. with a motion by Mrs. Benton, seconded by Mr. Readel and all in favor.

RESUME
OPEN SESSION

There was no further discussion so motion was made by Mrs. Benton, seconded by Mr. Readel with all in favor to adjourn this meeting at 10:55 p.m.

ADJOURN

Respectfully submitted,

Kathryn Amalfa
Kathryn Amalfa

December 7, 1989
Brick, New Jersey

The Brick Township Board of Education held their Pre-Agenda Meeting at 7:30 p.m. on Thursday, December 7, 1989 in the Administration Building, 101 Hendrickson Avenue, Brick, New Jersey.

Present were: Mr. Stites, Mrs. Russell, Mrs. Benton, Mr. Readel, Mr. Leahy and Mr. D'Ambola.

Also present: Dr. Aragona, Mr. Wolf, Mr. Stutts and Mr. Collins.

SUNSHINE
LAW

Mr. Stutts announced that the New Jersey Open Public Meetings Law was enacted to insure the right of the public to have advance notice of and to attend the meetings of public bodies at which any business affecting their interests is discussed or acted upon.

In accordance with the provisions of this Act, the Brick Township Board of Education has caused notice of this meeting to be published by having the date, time and place thereof posted on November 27, 1989 as follows: Board Office Bulletin Board, Asbury Park Press, Ocean County Times-Observer, Municipal Clerk and Brick Town Sampler.

C & I

MR. MAYER
PRESENTED
HSPT RESULTS

Curriculum & Instruction items were reviewed by Dr. Aragona. Item (b) was a presentation by Mr. Mayer regarding the results of the High School Proficiency Test (HSPT) for the spring of 1989. Results will be printed at conclusion of C & I.

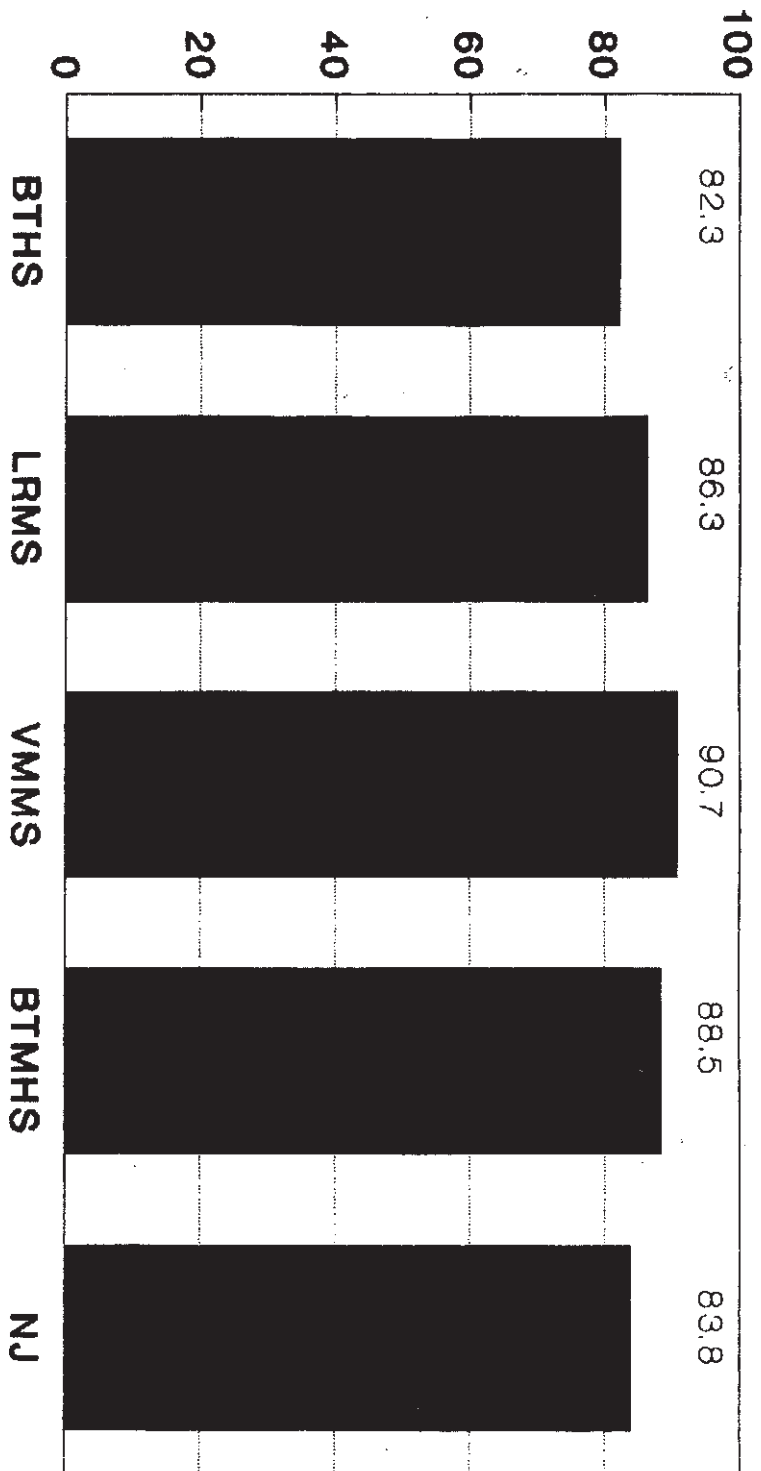
Motion was made by Mrs. Russell, seconded by Mr. Readel and carried unanimously by roll call vote to approve item (c) under Curriculum & Instruction as follows:

APPROVE
SPEC. ED.
PLAN FOR
1990-1993

Item (c) Motion that the Board of Education approve the 1990-93 Special Education Plan for the 1990-91, 1991-92 and 1992-93 school years. Plan will be printed on following pages. Mr. Wolf mentioned that the district has been looking for a psychologist and that a sixth Child Study Team will be put into the budget for next year.

HSPT results and Special Education Plan will be on following pages.

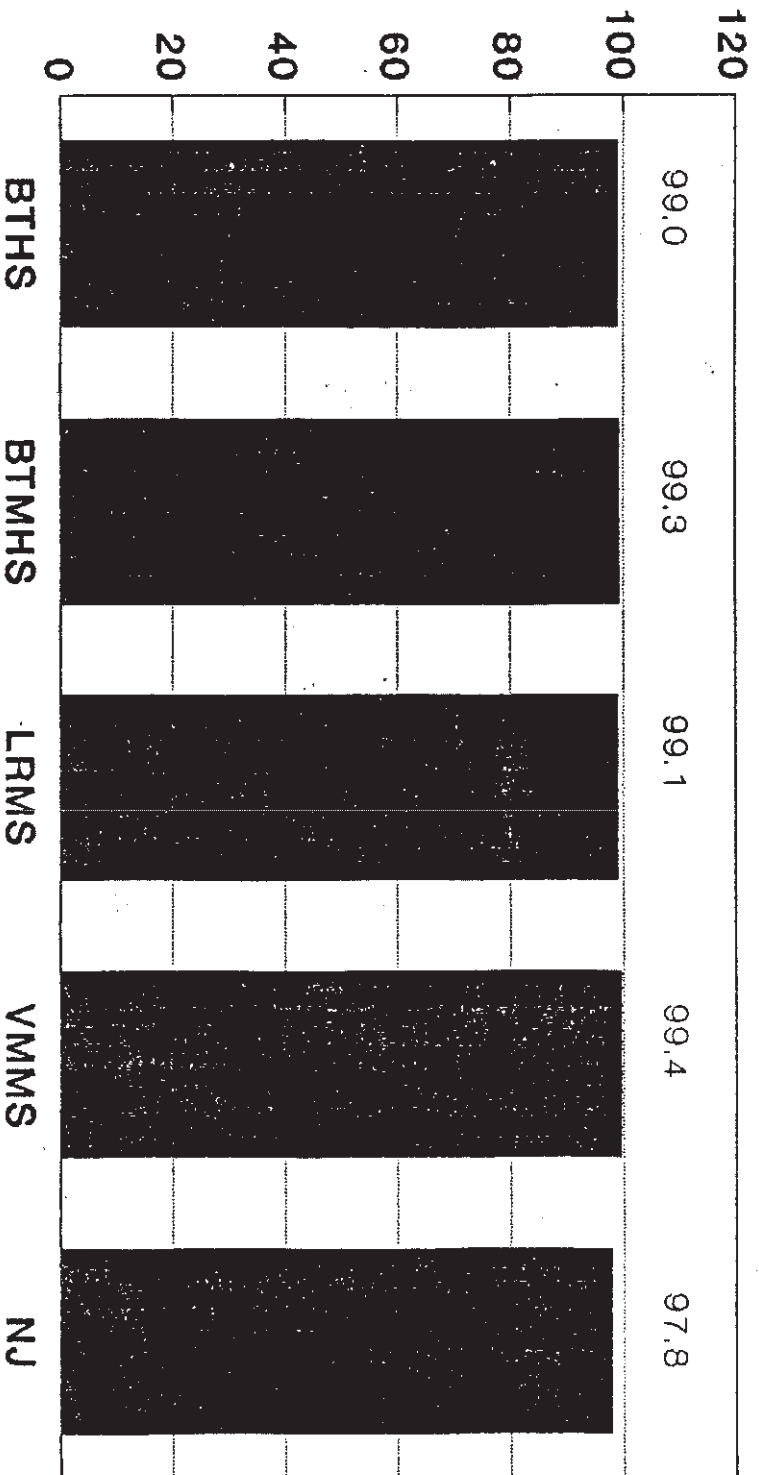
PERCENT OF STUDENTS PASSING HSPT AT GRADE 9



The Brick Township average per pupil expenditure is \$3,816.

The State average per pupil expenditure is \$5,185.

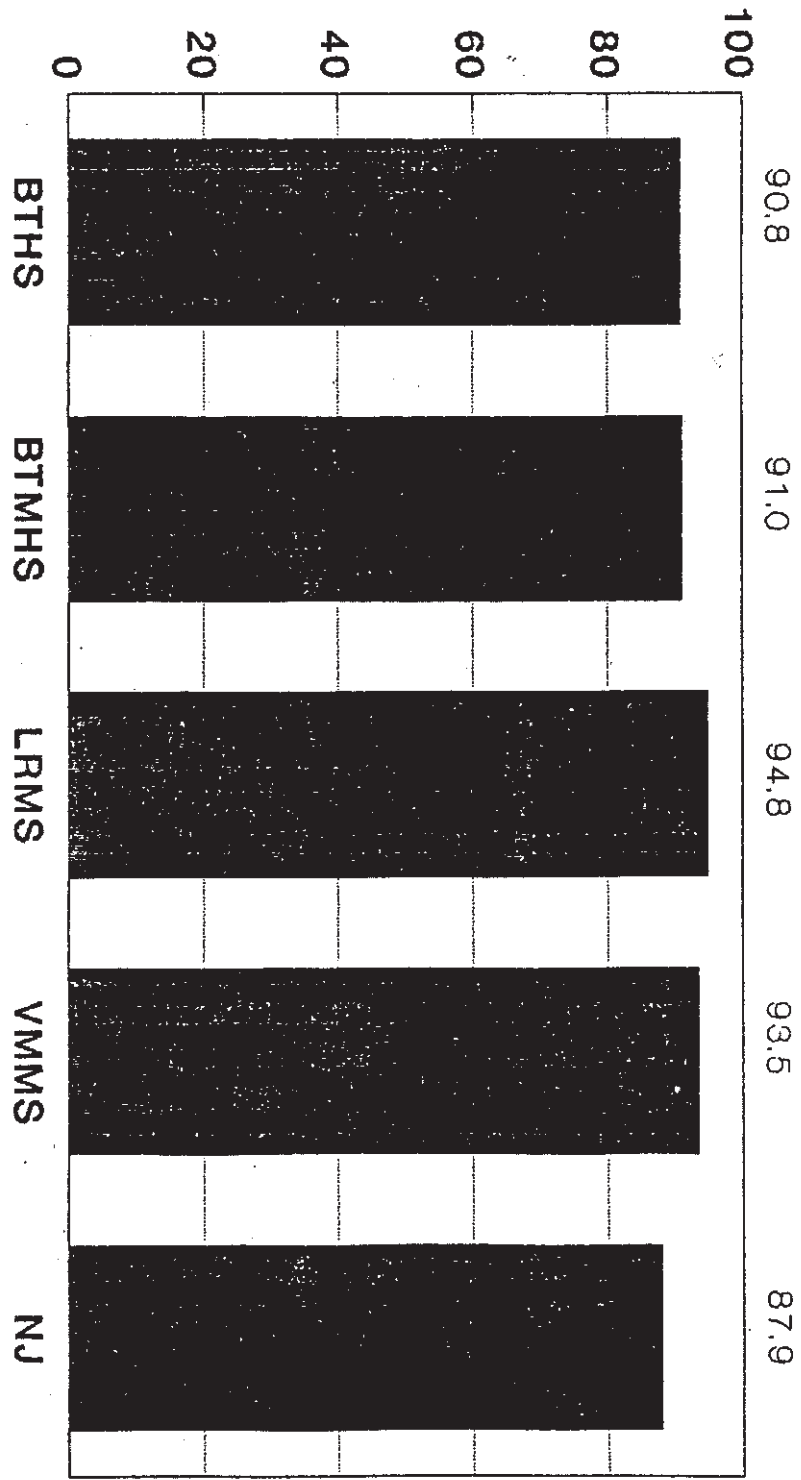
Percent of Students Passing Reading HSP T at Grade 9



The Brick Township average per pupil expenditure is \$3,816.

The State average per pupil expenditure is \$5,185.

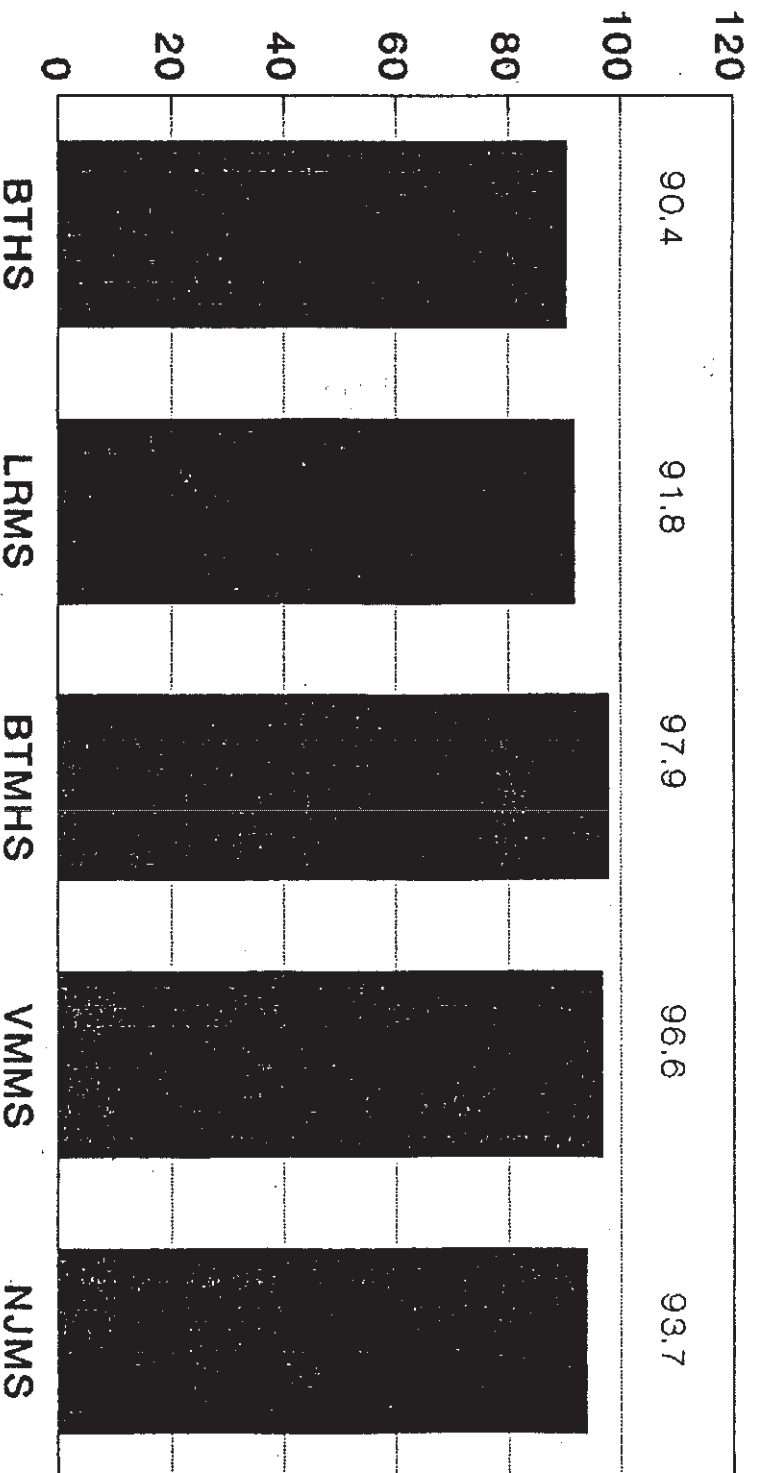
Percent of Students Passing Mathematics HSPT at Grade 9



The Brick Township average per pupil expenditure is \$3,816.

The State average per pupil expenditure is \$5,185.

Percent of Students Passing Writing HSP T at Grade 9



The Brick Township average per pupil expenditure is \$3,816.

The State average per pupil expenditure is \$5,185.

BRICK TOWNSHIP PUBLIC SCHOOLS
Brick, New Jersey

SUMMARY
SPRING 1989 HIGH SCHOOL PROFICIENCY TEST RESULTS

The New Jersey High School Proficiency Test (HSPT) comprises three sections; Reading, Mathematics, and Writing, and must be passed as one of the requirements for a high school diploma. If a student does not pass one or more sections, he or she will receive remedial instruction and will be retested on that section or sections. The passing scores for the HSPT are: Reading 75, Mathematics 61, and Writing 77.

The HSPT was administered last April 11, 12, and 13 to 597 students in grade nine, 53 students in grade ten, 18 students in grade eleven, and 12 students in grade twelve. The students in grades ten, eleven, and twelve who were tested included those who previously did not pass all or part of the test as well as newly-enrolled tenth, eleventh, and twelfth graders who did not attend a New Jersey public school as ninth, tenth, or eleventh graders.

This report provides the following tables:

Table A - Ninth Grade HSPT Results 1986-89 by
High School, District, State, and
District Factor Grouping

Table B - Ninth Grade 1989 Results Reported
by the School at which Students
Completed Eighth Grade

Analysis of Table A reveals that the Spring 1989 HSPT ninth grade results continued the trend toward higher student achievement which has evolved over the years. A significantly higher percentage of students passed the Reading, Mathematics, and Writing sections than passed in 1986. Improved proficiency in the measured skill areas is also reflected by the continued growth of mean scores. Data for the State and schools in DFG D, our grouping, are provided for purposes of comparison.

Table B gives the test results obtained by ninth grade students who completed the eighth grade at either Lake Riviera Middle School or Veterans Memorial Middle School. The scores of students who transferred out of the district and attended ninth grade at another public high school in New Jersey are aggregated in the reported results.

A comparison of local results with those obtained statewide and those obtained by districts with a DFG D rating indicates comparability in Reading and Mathematics. Writing results, however, are somewhat below those obtained by the other reference groups.

In December 1993 the HSPT will become an eleventh grade test. Because of this change, some significant revisions in test content and levels of difficulty of test items will occur. These revisions require that school districts in the State realign their curricula and instruction with the new test so that students will be adequately prepared to deal with the new test instrument. The Brick Township school district has already begun this task.

HIGH SCHOOL PROFICIENCY TEST RESULTS 1986 - 1989

READING - NINTH GRADE

	<u>1986</u>		<u>1987</u>		<u>1988</u>		<u>1989</u>	
	<u>% Passed</u>	<u>Mean Score</u>	<u>% Passed</u>	<u>Mean Score</u>	<u>% Passed</u>	<u>Mean Score</u>	<u>% Passed</u>	<u>Mean Score</u>
Brick Twp. H.S.	89.0	86.7	93.2	88.6	95.9	91.7	99.0	94.5
Memorial H.S.	92.2	87.3	97.4	89.8	97.6	92.0	99.3	95.3
District	90.4	87.0	95.0	89.1	96.6	91.8	99.2	94.9
State	82.6	85.0	91.0	88.3	93.4	90.6	97.8	94.3
DFG D	88.3	86.6	95.2	89.5	97.1	91.8	99.3	95.3

MATHEMATICS - NINTH GRADE

	<u>1986</u>		<u>1987</u>		<u>1988</u>		<u>1989</u>	
	<u>% Passed</u>	<u>Mean Score</u>	<u>% Passed</u>	<u>Mean Score</u>	<u>% Passed</u>	<u>Mean Score</u>	<u>% Passed</u>	<u>Mean Score</u>
Brick Twp. H.S.	74.8	71.6	82.4	75.5	86.0	78.7	90.8	80.0
Memorial H.S.	79.4	74.9	83.6	77.2	89.5	80.1	91.0	81.1
District	76.9	73.1	82.9	76.2	87.5	79.3	90.9	80.5
State	71.8	71.6	77.0	74.3	81.8	77.0	87.9	80.5
DFG D	75.6	72.7	81.4	75.3	85.8	78.0	92.9	82.0

WRITING - NINTH GRADE

	<u>1986</u>		<u>1987</u>		<u>1988</u>		<u>1989</u>	
	<u>% Passed</u>	<u>Mean Score</u>	<u>% Passed</u>	<u>Mean Score</u>	<u>% Passed</u>	<u>Mean Score</u>	<u>% Passed</u>	<u>Mean Score</u>
Brick Twp. H.S.	76.5	81.7	85.3	83.2	88.0	83.8	90.4	85.3
Memorial H.S.	79.9	82.6	92.6	84.6	94.8	85.7	97.9	88.1
District	78.1	82.2	88.5	83.8	90.9	84.6	94.0	86.7
State	76.5	82.2	85.9	84.7	90.7	85.9	93.7	87.4
DFG D	78.1	82.1	90.2	85.1	93.9	86.1	96.9	88.0

**NINTH GRADE
1989 HSPT RESULTS
REPORTED BY THE SCHOOL AT WHICH STUDENTS COMPLETED EIGHTH GRADE**

	<u>READING</u>		<u>MATHEMATICS</u>		<u>WRITING</u>	
	<u>% Passed</u>	<u>Mean Score</u>	<u>% Passed</u>	<u>Mean Score</u>	<u>% Passed</u>	<u>Mean Score</u>
Lake Riviera M.S.	99.1	94.7	94.8	81.2	91.8	85.4
Veterans Mem. M.S.	99.4	95.6	93.5	82.2	96.6	87.7
State	97.8	94.3	87.9	80.5	93.7	87.4
DFG D	99.3	95.3	92.9	82.0	96.9	88.0

Table B

Prepared by:
Joseph G. Mayer
Assistant Superintendent
November 17, 1989

DEC 5 1989

1990-1993

SPECIAL EDUCATION PLAN

for the 1990-91, 1991-92, and 1992-93

LEGISLATIVE AUTHORITY:

Public Law 94-142
Public Law 98-199
N.J.S.A. Title 18A: Chapter 46
N.J.A.C. Title 6: Chapter 28

PART ONE

A three-year report of:

Needs Assessment Procedure
Needs
Goals and Objectives
Plan of Action
Evaluation Plan
Certifications/Approval

FORMS

One copy of this part must be completed and returned, along with one copy of each policy and procedure required by N.J.A.C. 6:28-1.4, to your county office of education, New Jersey State Department of Education NOT LATER THAN December 8, 1989.

A second copy, with county office approval, must be submitted by districts (without copies of the policies) along with their EHA-B funding application.

County OCEAN 29 Education Agency BRICK TOWNSHIP 0530
(Name) (Code) (Name) (Code)

Contact Person Dr. James W. Richardson Telephone (201) 477-2800, Ext. 351

NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION

JEFFREY V. OSOWSKI, Director

NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION

1990-1993

SPECIAL EDUCATION PLAN - PART ONE
for the 1990-91, 1991-92 and 1992-93 School Years

County OCEAN 29 Education Agency BRICK TOWNSHIP 0530
(Name) (Code) (Name) (Code)

Contact Person Dr. James W. Richardson Telephone (201) 477-2800, Ext. 351

Section A: Needs Assessment Procedure

Describe the procedure used to determine whether special education and related services should be maintained at existing levels, increased or decreased and whether services to be provided are effective. Include the method used to involve professional staff, parents, community members, handicapped individuals, groups representing the handicapped, and others as appropriate.

The Brick Township School District conducted a survey which included criteria designed to solicit a response to questions related to Personnel, Program, Facilities, Related Services, Parental Participation and Staff Development.

Approximately 1000 surveys were sent to representatives of the following groups: Parents, pupils, advocacy groups, community groups, guidance related services personnel, secretarial staff, administrative staff, Board members, Child Study Teams, teacher aides and regular and special education teachers.

Response sheets numbering 375 were returned, and information was generated based upon the responses.

In order to better group the responses, a response of inadequate and/or improvement/change needed were combined. As a result, the following list of priorities in ranked order represents the results of the district survey:

PERSONNEL:

- *1. School Psychologist(s)?
- *2. Should current levels of staff be maintained?
- *3. Social Workers?
- 4. Are the current numbers of Special Education staff adequate?
- *5. Are in-service programs adequate?
- *6. Special Education Teachers?
- *7. Support Staff?
- *8. Learning Disabilities Teacher-Consultants?
- *9. Related Services Staff?
- *10. Are assignments/caseloads balanced?
- *11. Teacher Aides?

***ARE STAFF NUMBERS ADEQUATE IN CATEGORY?**

PROGRAM—I.E.P.:

In order to meet pupil's I.E.P.s, special education program options are:

1. Instructional materials are available and appropriate for meeting pupil's I.E.P:
2. Mainstreaming of special education students:
3. Placement of special education students in the least restrictive environment
4. The special education curriculum:
5. Special education pre-vocational programs:
6. Teachers use instruction methods in accordance with I.E.P.s:

PROGRAM—CURRICULUM:

The special education curriculum helps classified students develop appropriate proficiencies for:

1. In-service programs are available and appropriate for meeting the teacher's understanding of the pupil's needs.
2. Should the current level of programming be maintained:
3. Employment:
4. Independent living:
5. Post-secondary education:
6. Graduation:

FACILITIES:

Are there sufficient numbers of:

1. Consultation/testing rooms?
2. Related Services?
3. Classrooms?

Are the following sufficient size?

1. Consultation/testing rooms?
2. Related services?
3. Classrooms?

Are special education environments conducive to learning in:

1. Consultation/testing areas?
2. Are special education facilities accessible?
3. Outdoor areas?
4. Related service areas?
5. Classrooms?

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RELATED SERVICES:

Are the following related services adequate:

1. Counseling?
2. Should current levels of related services be maintained?
3. Child Study Team consultation?
4. Physical therapy?
5. Occupational therapy?
6. Transportation?
7. Speech?

1990-1993
Special Education Plan - Part One
Personnel

Use additional pages if needed.

Section B: Needs

To increase the present level of Psychological services.

Section C: Goals and Objectives

To employ two additional School Psychologists to increase the current Child Study Team level to six full Child Study Teams. This will enable the School Psychologists to not only provide the testing requirement of Rules & Regulations but also to provide consultation time for teachers, staff and additional counseling services for handicapped pupils.

Section D: Plan of Action

To continue to look for two additional School Psychologists for the 1990-1991 School Year.

Section E: Evaluation Plan

The Assistant Superintendent will evaluate whether the goal is met.

1990-1993
Special Education Plan - Part One

Personnel

Use additional pages if needed.

Section B: Needs

To hire an additional Child Study Team to bring the present level of service to seven full time Child Study Teams functioning within the district. This would put the district of meeting the State average which is approximately one Child Study Team for every 1300 of the general student population.

Section C: Goals and Objectives

An additional Child Study Team would increase the present level of services provided to handicapped and non-handicapped pupils residing in our district. An additional Child Study Team would assist by reducing timelines between referral, classification, and program placement as well as assist regular and special education teachers regarding pupil and educational issues.

Section D: Plan of Action

To hire one Psychologist, one Social Worker, and one Learning Consultant for the 1990-1991 School Year.

Section E: Evaluation Plan

The Assistant Superintendent of Schools will determine if the need has been met.

1990-1993
Special Education Plan - Part One
Personnel

Use additional pages if needed.

Section B: Needs

To develop at the end of each school year a concise projected plan relative to staff needs for the beginning of each school year--September, 1990, 1991, 1992 and 1993.

Section C: Goals and Objectives

To ascertain prior to the beginning of each school year a more accurate projection of staff needs based upon the end of the year count of pupils receiving special education services and projected needs during the course of each subsequent school year.

Section D: Plan of Action

By June 30th of each school year, the Assistant Superintendent in charge of Special Services will, based upon data supplied by principals and Child Study Teams, determine the level of services including movement of pupils so that appropriate teacher placements can be made.

Section E: Evaluation Plan

On September 30th of each year, when the State student enrollment count is taken, a determination will be made relative to a sufficient number of staff being available to meet the needs of all handicapped pupils in the district.

1990-1993
Special Education Plan - Part One
Personnel

Use additional pages if needed.

Section B: Needs

To review Child Study Team assignments and caseloads so that there is a balance of work that is more equally distributed among all teams.

Section C: Goals and Objectives

To equalize the level of service required among Child Study Teams in relationship to their assignments to specific schools.

Section D: Plan of Action

Prior to the opening of each school year, 1990-1993, a review of population shifts will be made and appropriate changes in staff assignments determined and instituted so as to maintain a more equal balance of Child Study Team services among schools.

Section E: Evaluation Plan

The Supervisor of Curriculum/Special Education will review projected enrollments in August of each year and make recommendations to the Assistant Superintendent for any changes prior to the beginning of each school year.

1990-1993
Special Education Plan - Part One
Program

Use additional pages if needed.

Section B: Needs

Appropriate instructional materials are made available to meet each pupil's I.E.P.

Section C: Goals and Objectives

As a result of the movement of handicapped pupils within the program delivery system that each teacher within the first two weeks of school will have instructional materials available which will meet the mandates of the individualized instructional guides completed during the Annual Review process of the previous year.

Section D: Plan of Action

At the Annual Review meeting held for each pupil, each teacher will supply a listing of goals and objectives of the pupil that have been met and materials utilized by the pupil which will be forwarded prior to the beginning of the school year to the receiving teacher for his/her use in continuing the educational program of each pupil.

Section E: Evaluation Plan

Teachers will be asked at the end of the second week of September to indicate to the Assistant Superintendent of Schools any additional materials which are needed to support an individual pupil's I.E.P. The Assistant Superintendent will be responsible for either: (1) Receiving materials from the previous teacher, or (2) ordering additional material to meet the pupil's needs.

1990-1993
Special Education Plan - Part One
Program

Use additional pages if needed.

Section B: Needs

To continue to have regular teachers and administrators understand the concept of mainstreaming.

Section C: Goals and Objectives

For teachers and administrators to become aware of the purposes of mainstreaming.

Section D: Plan of Action

Over the course of the 3-year period, 1990-1993, all administrators and teachers employed in the district will receive an in-service program and a teacher information packet to assist them in understanding and implementing mainstream activities for handicapped pupils within the regular program framework of the school district.

- I. Design teacher information packet.
- II. Print and disseminate information to all teachers in the district.
- III. Conduct meetings.

Section E: Evaluation Plan

A list of all participants will be maintained in the Office of the Assistant Superintendent of Schools for each year, 1990-1993, as well as an additional teacher survey of those teachers each year who participate in the in-service program to determine the level of understanding.

1990-1993
Special Education Plan - Part One
Program

Use additional pages if needed.

Section B: Needs

To assist handicapped and non-handicapped students to better understand the concept and their attitude toward mainstreaming.

Section C: Goals and Objectives

Child Study Team members will provide in-service to regular and handicapped pupils who are in 3rd, 6th, and 9th grade so that they will have a more positive attitude and understanding of the mainstreaming concept.

Section D: Plan of Action

Child Study Team members will develop an in-service package for students which will include role-playing and discussion of how handicapped children feel about being in a regular program and how regular pupils react to their handicapped peers.

Section E: Evaluation Plan

Pre and Post tests will be administered to all pupils in 3rd, 6th, and 9th grade to determine any change in attitude regarding the mainstream concept.

1990-1993
Special Education Plan - Part One
Program

Use additional pages if needed.

Section B: Needs

To coordinate the revision of the high school Departmentalized Special Education program so that it parallels the regular curriculum areas, which are required for high school graduation.

Section C: Goals and Objectives

The teachers of the Departmentalized Special Education program in both high schools will review the existing course outlines and materials, and update the materials, so that they are compatible between both schools, as well as parallel with regular curriculum offerings of the high school.

Section D: Plan of Action

During the 1992/1993 school year, teachers of the Departmentalized Program will meet four times to discuss and revise the existing curriculum. The Supervisor of Special Education will present to the Assistant Superintendent the revised departmentalized curriculum in June of 1993.

Section E: Evaluation Plan

The teachers will evaluate the effectiveness of the curriculum change at 6 months and after one year of program implementation. This will be accomplished through a survey submitted to the Assistant Superintendent of Schools' Office.

1990-1993
Special Education Plan - Part One
Program

Use additional pages if needed.

Section B: Needs

To explore post secondary educational programs and services available for handicapped children within the immediate vicinity of Ocean and Monmouth Counties.

Section C: Goals and Objectives

To determine what programs and services are available to post-secondary pupils in the Ocean/Monmouth County region, and develop information which can be disseminate to students in the middle school level on through high school, which could appropriately prepare them for post secondary experience.

Section D: Plan of Action

Each agency identified will be surveyed and asked to present information, which could be utilized in providing appropriate information to pupils regarding post-secondary services. agencies will also be asked to participate on a panel discussion for parents and pupils completing the high school requirements each year.

Section E: Evaluation Plan

The information gathered regarding each agency in addition to being presented to each student, will be sent home to the parents, and a survey of parental and student response will be made to determine if they consider it meaningful in potentially meeting their childrens future needs.

1990-1993
Special Education Plan - Part One
Program

Use additional pages if needed.

Section B: Needs

To review the Special Education Curriculum as it relates to the computerized IEP Program for each student.

Section C: Goals and Objectives

To develop a revised Special Education Curriculum, in line with the computer generated groupings and objectives as prepared by the Child Study Team parents and teachers. This process will include three groups: Programs for the Neurologically Impaired, Perceptually Impaired, and Emotionally Disturbed.

Section D: Plan of Action

The Supervisor of Curriculum/Special Education will meet with Elementary, Middle, and High School Special Education teachers in each of the three groups: Neurologically Impaired, Perceptually Impaired, and Emotionally Disturbed, to revise the current Special Education Curriculum. The Neurologically Impaired Curriculum will be completed during the 1990/1991 school year. The Perceptually Impaired Curriculum during the 1991/1992 school year, and the Emotionally Disturbed Curriculum during the 1992/1993 school year.

Section E: Evaluation Plan

The Supervisor of Curriculum will present the revised curriculum to the Assistant Superintendent in May of each of the designated years, so that it can be printed and disseminated to each teacher prior to the beginning of each school year. Teachers will sign that they have attended the curriculum meetings, and have received the revised curriculum. One year after the implementation of the revised curriculums, a survey of teachers, parents, and students will be made to determine the effectiveness of the program changes.

1990-1993
Special Education Plan - Part One
Facilities

Use additional pages if needed.

Section B: Needs

To redesign Child Study Team space, so that it can adequately provide for consultation and testing rooms, as well as privacy for telephone conversations with parents, other schools, and agencies.

Section C: Goals and Objectives

A review of the existing Child Study Team space will be made and plans developed to modify existing space to better meet the needs of Child Study Team members.

Section D: Plan of Action

Building maintenance personnel, during the Summer of 1990, will alter the existing Child Study Team space to make it more appropriate to the individual functions of the Child Study Team. This will include construction of consultation and testing rooms, office space, sound proof ceilings, and carpeting.

Section E: Evaluation Plan

Child Study Team members, after the first year, will be asked to assess the effectiveness of the remodeling, and make immediate suggestions relative to future work to be completed on the facility.

Minutes from
12/7/89

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1990-1993
Special Education Plan - Part One
Facilities

Use additional pages if needed.

Section B: Needs

To assess the related services facilities to determine the appropriateness and accessibility of these facilities for providing services to handicapped pupils.

Section C: Goals and Objectives

By the end of each school year, an assessment will be made to determine the need for level of Occupational and Physical Therapy services, for the next year, and establish the number of areas in elementary, middle, and high schools that will be necessary in order to provide sufficient space and appropriate services.

Section D: Plan of Action

By June of each school year, pupils in need of Occupational or Physical Therapy services for the following school year, will be grouped within a barrier free elementary, middle, and high school. This will maximize our ability to provide services for pupils in need of Occupational and Physical Therapy services. Occupational and Physical Therapy practitioners will not be expected to travel from school to school, but rather be centered in the three designated facilities.

Section E: Evaluation Plan

The Occupational and Physical Therapists will meet with the Assistant Superintendent of Schools to determine the effectiveness of the programs during the past school year, and make any revisions relative to change for each subsequent school year.

1990-1993
Special Education Plan - Part One
Related Services

Use additional pages if needed.

Section B: Needs

The district needs to look at how it can provide counselling services for handicapped and non-handicapped students at the elementary school level.

Section C: Goals and Objectives

To determine an appropriate level of services for elementary school pupils in need of counselling services, which can be provided by school counselors, school psychologists, or school social workers.

Section D: Plan of Action

In November of 1990, a survey of teachers will be taken regarding specific components of a counselling program, and a determination made relative to an appropriate level of services for each of the elementary schools.

Section E: Evaluation Plan

The results of the surveys will be presented to the Superintendent of Schools for inclusion in the 1992/1993 school year budget, and presentation made to the School Board regarding the need for counselling services at the elementary school level.

COMPREHENSIVE PLAN FOR PERSONNEL DEVELOPMENT

1990 - 1993

The Brick Township School District provides opportunities for all staff members to develop educationally through its own district inservice, or release time and expenses for out of district experiences. In addition, staff are reimbursed a portion of tuition cost to approved educational college programs. Each year, in addition to after school seminars and inservice, one or two days are set aside for all district employees to participate in a district wide inservice day.

As part of the development of the three-year plan, district employees were asked to complete a needs assessment, designed to show areas of interest, in order to assist us in designing our personnel development plan for 1990-1993.

Staff were asked to indicate their interest level on 24 items. The top 12 program areas were selected for "much or great interest"

1. Classroom management/dealing with disruptive students.
2. Development of an effective communication system among regular education, special services, and administration.
3. Correlation between class size and the programming of handicapped students.
4. Assisting regular classroom teachers to improve the education of handicapped students.
5. Understanding how different students learn (learning styles).
6. Case discussion, staffing and other diagnostic procedure; what must be done, why, how, and when.
7. Techniques for improving active parental involvement and support in the education of the handicapped student:
8. Participation in conferences regarding classified students.
9. Clarification of district policy for educating handicapped students.
10. Roles and responsibilities at the building, district, and state levels.
11. Coordination and administration of special services programs.
12. Rationale and philosophy for mainstreaming handicapped students.

During the 1990-1991 school year; classroom management/dealing with disruptive students; assisting regular classroom teachers to improve the education of handicapped students; techniques for improving active parental involvement and support in the education of the handicapped students will be developed.

During the 1991-1992 school year; development of an effective communication system among regular education, special services, and administration; understanding how different students learn (learning styles); and participation in conferences regarding classified students will be developed.

During the 1992-1993 school year; correlation between class size and the programming of handicapped students; case discussion, staffing and other diagnostic procedures: what must be done, why, how, and when; and clarification of district policy for educating handicapped students will be developed.

1990-1991

1. Classroom management/dealing with disruptive students.
2. Development of an effective communication system among regular education, special services, and administration.
3. Correlation between class size and the programming of handicapped students.

1991-1992

4. Assisting regular classroom teachers to improve the education of handicapped students.
5. Understanding how different students learn (learning styles).
6. Case discussion, staffing and other diagnostic procedure; what must be done, why, how, and when.

1992-1993

7. Techniques for improving active parental involvement and support in the education of the handicapped student.
8. Participation in conferences regarding classified students.
9. Clarification of district policy for educating handicapped students.

**** Charts To Follow ****

1990 - 1991

<u>PROGRAM AREAS</u>	<u>RESPONSIBLE STAFF</u>	<u>PARTICIPANTS</u>	<u>NUMBER OF MEETINGS</u>	<u>OUTCOME</u>
1 Classroom Management	School Psychologist	30 Teachers Special Ed. & Regular	1	Distribution of information to all Staff
4 Assisting Teachers	Learning Consultants	30 Regular Teachers	1	All teachers will receive materials
7 Techniques for Improving active parental involvement	Social Workers	Evening Workshops Lectures & Small Groups	1	Facilitate organization of ongoing parent groups

1991 - 1992

<u>PROGRAM AREAS</u>	<u>RESPONSIBLE STAFF</u>	<u>PARTICIPANTS</u>	<u>NUMBER OF MEETINGS</u>	<u>OUTCOME</u>
2 Development of Effective Communication	Assistant Superintendent of Schools Supervisor of Special Education	Teachers In All Schools	12	Develop suggestions on effective communication flow chart
5 Learning Styles	Learning Consultants	Teachers In All Schools	12	Distribute book-lets on learning styles
8 Participation In Conferences	Child Study Teams	Teachers In All Schools	12	Distribute list of items on how to prepare for a conference

1992 - 1993

<u>PROGRAM AREAS</u>	<u>RESPONSIBLE STAFF</u>	<u>PARTICIPANTS</u>	<u>NUMBER OF MEETINGS</u>	<u>OUTCOME</u>
3 Class Size & Programming	Learning Consultant	30 Teachers	1	Develop booklet on effective grouping - to correlate with student- IEP's
6 Staffing Procedures	Child Study Teams	30 Staff Members	2	Distribute copies of Rules & Regulations
9 District Policy	Assistant Superintendent	Parents & Teachers during Special Ed week	1	Dissemination of policies to all staff & parents

F. & B. Finance & Business was reviewed by Mr. Stutts. He explained that item (j) to record bids for refurbishing lockers, would be rejected and rebid. Mr. Stutts asked to have item (l) approved tonight so equipment could be taken care of immediately. There was much discussion about this item, which was to recondition sports equipment & uniforms, mostly because there was no bottom line cost. Mr. Stutts agreed to provide the Board Members with the maximum cost figures for this item by the next meeting.

REQUEST Item (c) under Finance & Business was a revised schedule for requesting taxes for school purposes from the Township. Mr. Leahy felt this would not be good for either the Board or the Township. Mr. D'Ambola stated that he would set up a meeting with the mayor elect to go over this proposal and then get back to the Board and a vote could be taken at the next meeting.

PERS.TCH Personnel-teaching items were reviewed by Dr. Aragona.

PERS. Personnel-non-teaching items were reviewed by Mr. Stutts with all in agreement.

POLICY Policy was reviewed by Dr. Aragona.

APPROVE Motion was made by Mr. Stites, seconded by Mrs. Benton with the following roll call vote to approve items (a thru f) under Policy as follows: Mr. Stites, no on item (a), yes on b-f; Mrs. Russell, yes; Mrs. Benton, yes; Mr. Readell, yes and Mr. D'Ambola, yes.

ADOPT Item (a) Motion that the Board of Education adopt on second reading the attached Policy 4218.221 - SMOKING (Classified 4218.221 Personnel).

2nd READING

ADOPT Item (b) Motion that the Board of Education adopt on second reading the attached Policy 4118.231 - SMOKING (Certificated 4118.231 Personnel).

2nd READ

ADOPT Item (c) Motion that the Board of Education adopt on second reading the attached Policy 1330 - PUBLIC USE OF FACILITIES

2nd READING

ADOPT Item (d) Motion that the Board of Education adopt on second reading the attached Policy 6172.2 - DISAFFECTED STUDENTS

6172.2 - 2nd reading

ADOPT Item (e) Motion that the Board of Education adopt on second reading the attached Policy 1530 ENFORCEMENT OF DRUG-FREE SCHOOL ZONES.

2nd reading

ADOPT Item (f) Motion that the Board of Education adopt on second reading the attached Policy 5141.4 CHILD ABUSE

2nd reading

APPROVE Motion was made by Mr. Stites, seconded by Mrs. Benton with the following roll call vote to approve items (g, i & j) and (G, I & J) no action on item (h) under Policy as follows:

NO ACT. Mr. Stites, yes; Mrs. Russell, yes on g, i & j, no on h; Mrs. Benton, yes; Mr. Readell, yes; Mr. Leahy, yes on g, i & j, no on h; Mr. D'Ambola, yes on g, i & j, no on h. No action on item (h).

Revised 1/4/90 Item(h) Motion that the Board of Education adopt on first reading attached Policy 1210-PARENT ASSOCIATIONS-No Action

ITEM (H)
NO ACTION

Item (g) Motion that the Board of Education adopt on first reading the attached Policy 9350 - PUBLIC PARTICIPATION IN BOARD MEETINGS

Item (i) Motion that the Board of Education adopt on first reading the attached Policy 2131 - SUPERINTENDENT OF SCHOOLS JOB DESCRIPTION AND EVALUATION

Item (j) Motion that the Board of Education adopt on first reading the attached Policy 3210 - LOCAL REVENUES

POLICY 4218.221

ITEM (A)

SMOKING

To protect the right of nonsmokers to breathe clean air, the Board of Education prohibits smoking anywhere in school buildings, on school property and in vehicles owned or utilized by the school district.

For the purposes of this policy, "smoking" means the burning of a lighted cigar, cigarette, pipe or any other matter or substance which contains tobacco.

Date Adopted: December 7, 1989

Date Revised: June 12, 1986

REGULATIONS

No. 4218.221

SMOKING

Primary responsibility for the enforcement of Policy 4218.221 is with the administration. Enforcement shall be through administrative directive. Other actions may be taken if the directive is disobeyed.

No smoking signs shall be located and clearly visible at the entrances of all buildings owned by the Board of Education.

A "no smoking in school buildings and on school property" announcement shall be made prior to each event taking place in any of the school buildings and on school property.

When staff members are on school property in other than their capacity as an employee, enforcement shall be handled as with any other ordinary citizen.

The district will offer a no smoking clinic in the first year of the policy and periodically in succeeding years as may be needed.

This revised policy shall take effect December 14, 1989.

Date Adopted:

POLICY 4118.231

SMOKING

To protect the right of nonsmokers to breathe clean air, the Board of Education prohibits smoking anywhere in school buildings, on school property and in vehicles owned or utilized by the school district.

For the purposes of this policy, "smoking" means the burning of a lighted cigar, cigarette, pipe or any other matter or substance which contains tobacco.

Date Adopted:

Date Revised: June 12, 1986

REGULATIONS

No. 4118.231

SMOKING

Primary responsibility for the enforcement of Policy 4118.231 is with the administration. Enforcement shall be through administrative directive. Other actions may be taken if the directive is disobeyed.

No smoking signs shall be located and clearly visible at the entrances of all buildings owned by the Board of Education.

A "no smoking in school buildings and on school property" announcement shall be made prior to each event taking place in any of the school buildings and on school property.

When staff members are on school property in other than their capacity as an employee, enforcement shall be handled as with any other ordinary citizen.

The district will offer a no smoking clinic in the first year of the policy and periodically in succeeding years as may be needed.

This revised policy shall take effect December 14, 1989.

Date Adopted:

PUBLIC USE OF SCHOOL FACILITIES

It is the policy of the Board that community groups within the district shall be encouraged and permitted to use school facilities for those purposes prescribed by law, when such use does not interfere with the school program or its activities and is in accordance with the policies and regulations of the district.

The Board of Education of any district may, pursuant to rules adopted by it, permit the use of any schoolhouse and rooms therein, and the grounds and other property of the district, when not in use for school purposes, for any of the following purposes:

- a. The assembly of persons for the purpose of giving and receiving instruction in any branch of education, learning or the arts, including the science of agriculture, horticulture and floriculture;
- b. Public library purposes or stations of public libraries;
- c. The holding of such social, civic and recreational meetings and entertainments and such other purposes as may be approved by the board;
- d. Such meetings, entertainments, and occasions where admission fees are charged as may be approved by the board;
- e. Polling places, holding elections, registration of voters, and holding political meetings.

The Superintendent or his/her designee is authorized to approve and schedule the use of school facilities as set forth in a, b, and e above.

The Board of Education reserves unto itself the right to authorize the use of school facilities as listed in c and d above. The Board reserves the right to charge out-of-pocket expenses for any of the within uses.

Anyone using school facilities shall supply proof of appropriate insurance coverage in the minimum amount of \$500,000.

Use of school facilities by a religious group is subject to the requirements set forth in *Resnick v. East Brunswick Township Board of Education*, 389 A.2 944 (1978), which states as follows:

"Religious groups which leased public school facilities during noninstructional hours for purposes of religious services and religious instruction had to fully reimburse school boards for related out-of-pocket expenses for use of facilities but were not required to pay commercial rental rate."

The use of school buses by senior citizens and handicapped citizens, pursuant to N.J.S.A. 18A:39-22 shall be as follows:

"The board of education of any district may, pursuant to rules adopted by it, permit the use of school buses owned or leased by the school district for the purpose of transporting senior citizens' groups to and from such events within its district or any contiguous district, and for transporting handicapped citizens in any district, as may be approved by the board; provided that such use of school buses shall not interfere with the transportation of school pupils; and provided that school buses so used shall be operated only by persons licensed as bus drivers. The board shall require groups seeking such use of school buses to pay all or part of any costs incurred by the district in permitting such use, including but not limited to the costs of fuel, driver salaries, insurance and depreciation."

There shall be no smoking in school buildings, school vehicles or on school property. No smoking announcements shall be made prior to events taking place in the buildings and on school property. Announcements shall be repeated during intermissions.

Date Adopted:
Date Revised:

BRICK TOWNSHIP BOARD OF EDUCATION

RULES AND REGULATIONS GOVERNING THE USE OF THE BRICK TOWNSHIP SCHOOLS

1. The person who signs the application is responsible for supervision and execution of all the Rules and Regulations set forth.
2. It is expected that the area used be left in the condition that it was found.
3. Any damages incurred will become the responsibility of the organization using the building.
4. No smoking shall be permitted in the school building or on school grounds. An announcement to this effect must be made at the beginning of each activity and during intermissions.
5. No intoxicating beverages permitted in the school building or on school grounds. An announcement to this effect must be made at the beginning of each activity and during intermissions.
6. No beverages shall be permitted in any area other than the cafeteria.
7. Maximum attendance capacities are established by the Fire Commissioners and shall be strictly enforced.
8. School activities shall take precedent over outside activities. The Board of Education reserves the right to cancel any authorized outside use of buildings if needed for school purposes.
9. When schools are closed due to school recess or inclement weather, the buildings shall be closed to all outside activities.
10. When custodial fees are charged, the rate per hour is \$13.00. (This hourly rate may be changed due to increase in custodial pay.) Additional time may be added for preparation and clean-up time.
11. Hiring and payment of special police are the responsibility of the organization using the building. (Police Telephone No. 477-8300.)
12. All fees must be paid in full upon final approval and issuance of a building permit. Check for payment should be made payable to the Brick Township Board of Education.

Policy

File Code: 6172.2

Board of Education Brick Township

DISAFFECTED STUDENTS

The Board recognizes the need for the school district to focus attention on pupils who become disaffected with school. These are students who have been discouraged by their school experience. They are, in a sense, defeated learners.

Disaffected students can generally be identified by the following characteristics: poor school attendance; low academic achievement; reluctant participation in learning activities; frequent conflict with classroom and/or school rules; and low self-esteem.

It is critically important that teachers be aware of the attitudes and behavior of their students, particularly as they relate to the above criteria so that effective intervention strategies can be implemented to change negative attitudes and behavior to more positive directions.

Perhaps the best action that the school district can take to prevent disaffection among its students is the offering of a K-12 program which features strategies that are aimed at preventing learning discouragement. Each child needs to experience success in learning in order to continue to want to learn. Encouragement and support should be extended to each child to nurture the notion that learning is possible and that the learner has it within his/her ability to succeed in school and in life.

The following steps are recommended in dealing with disaffected students:

1. Develop and implement a comprehensive attendance policy that reflects the belief that every student should be in school and that the school values attendance;
2. Develop a systematic accounting system for early identification and continuous monitoring of student absences with special attention given to students with chronic absenteeism;
3. Institute incentives for good attendance;
4. Develop and communicate a philosophy that each student is a worthwhile individual deserving of the best the school has to offer;
5. Involve students, particularly those who are at-risk of dropping out, in extra-curricular activities;
6. Provide individual and group counseling for those students who are having difficulty adjusting to their school experience;

POLICY

No. 6172.2

BOARD OF EDUCATION
BRICK TOWNSHIP
Disaffected Students

7. Provide broad-based career education throughout the school program;
8. Develop peer tutoring programs. At-risk students can serve as tutors as well as being tutored by other students;
9. Bring in former dropouts to talk to students and school personnel about choices and consequences;
10. Provide staff development programs for school personnel on how to create positive relations and how to avoid adverse situations between themselves and students;
11. Provide support services for the disaffected students and their families.

Legal Reference: N.J.A.C. 6:8-4.3(a)3vii

Date Adopted:
Date Revised:

Page 2/2

Regulations

File Code: 6172.29

Board of Education BRICK TOWNSHIP

DISAFFECTED STUDENTS

Teachers are urged to be aware of the attitudes and behavior of their students, particularly as they relate to poor school attendance, low academic achievement, reluctant participation in learning activities, frequent conflict with classroom and/or school rules, and low self-esteem.

If a teacher identifies a student who demonstrates some or all of the above characteristics, he/she should follow the procedure(s) outlined below:

ELEMENTARY SCHOOLS

1. Refer the student to the Principal/Assistant Principal.
2. Principal and teacher will consult to review the student's behavior, attendance, and school achievement record.
3. Support staff members should be consulted as needed.
4. Based on the case assessment, a plan of action will be developed to help promote a more positive adjustment to school.
5. Parents/guardians should be involved where possible in the development of the corrective plan of action.

MIDDLE AND HIGH SCHOOLS

1. Refer the student to the Principal/Assistant Principal.
2. The Principal/Assistant Principal, student's Guidance Counselor and Teacher will consult to review the student's behavior, attendance, and school achievement record.
3. Support staff members should be consulted as needed.
4. Based on the case assessment, a plan of action will be developed to help promote a more positive adjustment to school. Alternate programs might be considered.
5. Parents/guardians should be involved where feasible in the development of the corrective plan of action.

Suggested Policy No. 1530

ENFORCEMENT OF DRUG-FREE SCHOOL ZONES

The Board of Education of Brick Township recognizes its responsibility to ensure continuing cooperation between school staff and law enforcement authorities in all matters relating to the use, possession and distribution of controlled dangerous substances and drug paraphernalia on school property. The Board further recognizes its responsibility to cooperate with law enforcement authorities in planning and conducting law enforcement activities and operations on school property. The Board shall, therefore, establish a formal Memorandum of Agreement with the appropriate law enforcement authorities and set forth the following policies and procedures after consultation with the county prosecutor and approval by the county superintendent of schools. The Memorandum of Agreement shall be consistent with School Zone Enforcement Code (N.J.A.C. 6:3-6.1-6.6), Statewide Action Plan for Narcotics Enforcement and the Attorney General's Executive Directive 1988-1.

Law Enforcement Liaison

In order to ensure that such cooperation continues, the Board directs the chief school administrator to designate a school district liaison(s) to law enforcement agencies and to prescribe the roles and responsibilities of the school liaison(s). Such assignment shall be in accordance with the district's collective bargaining agreement, if applicable.

Undercover Operations

The Board hereby recognizes that the chief school administrator may request that law enforcement authorities conduct an undercover operation in the school if s/he has reason to believe that drug use and/or drug trafficking is occurring in the school and that a less intrusive means of law enforcement intervention would be ineffective. The Board hereby authorizes the chief school administrator to request such intervention under these circumstances. The Board recognizes that the chief school administrator is not permitted to ask the Board's approval for his/her action and is not permitted to discuss any aspect of the undercover operation until authorized to do so by law enforcement authorities.

The Board recognizes that law enforcement authorities may contact the chief school administrator to request that an undercover operation be established in a district school. The Board recognizes that the chief school administrator is prohibited from discussing the request with the Board. The Board hereby authorizes the chief school administrator to act upon any such request in the manner that s/he determines is in conform-

ity with the law and the Attorney General's Executive Directive 1988-1 and that is in the best interests of the students and the school district.

The Board directs the chief school administrator and school principal to cooperate with law enforcement authorities in the planning and conduct of undercover school operations. The chief school administrator, principal or any other school staff or district board member who may have been informed about the undercover operation is required to immediately communicate information to the county prosecutor or designee if the integrity of the undercover school operation has been compromised in any way.

At the completion of an undercover operation in a school, and with the consent of the appropriate law enforcement authority, the chief school administrator shall report to the Board regarding the nature of the operation, the result of the operation, and any serious problems encountered during the operation.

Summoning Law Enforcement Authorities onto School Property for the Purpose of Conducting Investigations, Searches, Seizures and Arrests

Any school employee who has reason to believe a student(s) or a staff member(s) is using or distributing controlled dangerous substances or drug paraphernalia on school premises shall bring that information to the school principal who, in turn, shall report same to the chief school administrator. The chief school administrator shall immediately report that information to the appropriate law enforcement agency. If, after consultation with the law enforcement official, it is determined that further investigation is necessary, the chief school administrator will cooperate with the law enforcement official, it is determined that further investigation is necessary, the chief school administrator will cooperate with the law enforcement authorities in accordance with the law and Administrative Code. S/he will provide the officials with a room in an area away from the general student population in which to conduct their law enforcement duties. If law enforcement officials do not choose to investigate the incident, the chief school administrator may continue the investigation to determine if any school rules have been broken and whether any school discipline is appropriate.

If an arrest is necessary, and no exigent circumstances exist, the chief school administrator and staff will cooperate with the law enforcement officials and provide them access to the office of a school administrator or some other area away from the general student population. Every effort shall be made to enable law enforcement personnel to carry out the arrest in a manner that is least disruptive to the educational environment. The chief school administrator or the principal shall immediately notify the student's parent or guardian whenever a pupil is arrested for violating any laws prohibiting the possession, use, sale or distribution of any controlled substance or drug paraphernalia.

Whenever the police have been summoned to a school building by the chief

school administrator, the chief school administrator shall report the reason the police were summoned and any pertinent information to the Board at its next regular meeting. If confidentiality is required, the report shall be made in executive session.

Student Searches and Securing Physical Evidence

The principal or his/her designee may conduct a search of a student's person or belongings if the search is necessary to maintain discipline and order in the school, and the school official has a reasonable suspicion that the student is concealing contraband. All searches and seizures conducted by designated school staff shall comply with the standards prescribed by the United States Court in *New Jersey v. T.L.O.*, U.S. 325 (1985), as set forth in Appendix C of the Attorney General's Statewide Action Plan for Narcotics Enforcement.

If, as a result of the search, a controlled dangerous substance or drug paraphernalia is found, or if a controlled dangerous substance or drug paraphernalia is by any means found on school property, the individual discovering the item or substance shall immediately notify the building principal; the principal shall immediately notify the chief school administrator who shall immediately, in turn, notify the appropriate law enforcement agency. The principal shall ensure that the controlled or dangerous substance and/or drug paraphernalia is labeled and secured in a locked cabinet or desk until law enforcement officials pick it up. The principal shall then contact the student's parent or guardian to inform them of the occurrence.

Whenever law enforcement officials have been called into the school, and a search of a student's person or belongings is necessary, or an interrogation is to be conducted, the chief school administrator shall request that the law enforcement officials conduct the search, seizure or interrogation.

Police Presence At Extracurricular Activities

The chief school administrator is hereby authorized to contact the appropriate law enforcement agency and arrange for the presence of an officer(s) in the event of an emergency or when the chief school administrator believes that uniformed police presence is necessary to deter illegal drug use or trafficking or to maintain order or crowd or traffic control at a school function.

Resolving Disputes Concerning Law Enforcement Activities

The Board authorizes the chief school administrator to contact the

chief executive officer of the law enforcement agency involved with any dispute or objection to any proposed or ongoing law enforcement operation or activity on school property. If for any reason the dispute or objection is not satisfactorily resolved with the chief executive officer of the agency, the chief school administrator shall work in conjunction with the county prosecutor and, where appropriate, the Division of Criminal Justice to take appropriate steps to resolve the matter. Any dispute that cannot be resolved at the county level shall be reported to the Board and shall be resolved by the Attorney General whose decision will be binding.

Confidentiality of Pupil Involvement in Intervention and Treatment Programs

Nothing in this policy shall be construed in any way to authorize or require the transmittal of any information or records that are in the possession of a substance-abuse counseling or treatment program including, but not limited to, the school district's own substance abuse programs. All information concerning a pupil's or staff member's involvement in a school intervention or treatment program shall be kept strictly confidential. See 42 C.F.R. 2 and N.J.A.C. 6:3-6.6.

In-service Training

The chief school administrator will ensure that all district employees receive annual in-service training to make them aware of their responsibilities in accordance with Board policies and N.J.A.C. 6:3-6.3 et seq.

Annual Review

The Board will review annually the effectiveness of these policies and the Memorandum of Agreement entered into with the appropriate law enforcement agency. As part of this review, the Board will consult with the county superintendent, local community members and the county prosecutor's office.

Availability of Policy

The policies and procedures contained herein shall be made available to all staff, pupils, parents or guardians on an annual basis.

Authority: N.J.S.A. 18A:40A-11, 18A:40A-12, 18A:40A-13, 18A:40A-14, 18A:40A-15, 18A:40A-18, N.J.A.C. 2C:35-1 et seq., N.J.S.A. 2C:29-1 et. seq., 42 CFS Part II and N.J.A.C. 6:3-6.1-6.6.

Suggested Policy No. 5141.4

CHILD ABUSE

The Brick Township Board of Education believes that the physical and mental well-being of all children in its charge must be maintained as prerequisite to learning through the formal educational process. The Board of Education is cognizant of the importance of early identification of child abuse. The school district personnel will cooperate with the New Jersey Division of Youth and Family Services (DYFS) in the identification, immediate reporting and investigation of allegations of child abuse.

The Board of Education directs the chief school administrator to develop and implement procedures for compliance with law and code requirements pertaining to allegations of child abuse.

The Board of Education has designated a liaison to the DYFS. Abuse referrals are not screened or referred through the liaison. The function of the liaison is to:

Facilitate communication and cooperation between the district and the DYFS; and

Act as the primary contact person between the schools and the DYFS with regard to general information sharing and the development of mutual training and other cooperative efforts.

The chief school administrator shall require all the employees and volunteers to receive in-service training concerning child abuse, instructional methods and techniques relative to issues of child abuse in the local curriculum, and personnel responsibilities pursuant to N.J.S.A. 9:6-8.10 et seq. This training shall include information regarding the identification and reporting of allegations of child abuse to the DYFS, as well as the investigative process conducted by the DYFS. Additionally, the employees shall be made aware of their rights and responsibilities according to law and code.

A person making the report in good faith is immune.

"Anyone acting pursuant to this act in the making of a report under this act shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such person shall have the same immunity with respect to testimony given in any judicial proceeding resulting from such report" (N.J.S.A. 9:6-8.13).

Failure to make a report is a violation, and the person is subject to a \$1,000 fine and up to six months in jail.

"Any person knowingly violating the provisions of this act including the failure to report an act of child abuse having reasonable cause to believe that an act of child abuse has been committed, is a disorderly person" (N.J.S.A. (9:6-8.14)).

No school personnel will be discharged from employment or in any manner discriminated against as a result of making in good faith a report or causing to be reported an allegation of child abuse (N.J.S.A. 9:6-8.13).

Due process rights will be provided to school personnel who have been reassigned or suspended in accordance with N.J.S.A. 18A:6-10 et seq. 18A:25-1, 18A:25-6 and N.J.S.A. 9:6-3.1. Temporary reassignment or suspension of school personnel alleged to have committed an act of child abuse shall occur if there is reasonable cause to believe that the life or health of the alleged victim or other children is in imminent danger due to continued contact between school personnel and a child (N.J.S.A. 18A:6-10 et seq. and N.J.S.A. 9:6-3.1).

Date Adopted:

Date Revised:

PUBLIC PARTICIPATION IN BOARD MEETINGS

The Board of Education recognizes the value of public comment on educational issues and the importance of allowing members of the public to express themselves on matters of community interest. The Board will accordingly permit members of the public to review all Board of Education Public meeting agendas in the Business Administrator's Office at the Administration Building, 101 Hendrickson Avenue, prior to all regularly scheduled Board agenda meetings and to offer comments at all public meetings of the Board.

It is not advisable that the Board act on items which are not on the agenda, or on which its members do not have full information.

At pre-agenda meetings, members of the public will be permitted to comment on each item appearing on the agenda. The Board President shall call for public comments after district administrators have presented the agenda item and Board members have exhausted their initial questions. When no member of the public wishes to be heard on the item, the President shall close the public comment portion of the agenda item and shall entertain no additional public comment on that item.

At the regular meetings, public comment shall be invited at two separate times on the agenda.

1. Before the Board takes official action on agenda items, members of the public shall be invited to comment on agenda items not presented at the pre-agenda meeting.
2. After the Board has acted on the entire agenda, members of the public shall be invited to comment on any matter relating to the school district. From time to time, items may appear at both pre-agenda and agenda meetings. However, public discussion may be required at the agenda meeting at the discretion of the Board President.

At meetings other than agenda and regular meetings, members of the public will be invited to comment on issues before the Board. Public comment will follow any presentation on the issue offered by district administrators and any questions posed by Board members. At the beginning of any such meeting, the Board President will announce the manner in which public comment will be entertained.

At any meeting of the Board of Education, public participation shall be governed by the following rules:

1. A participant must be recognized by the presiding officer and must preface his or her comments by an announcement of his or her name, place of residence, and group affiliation, if appropriate.
2. Each statement made by a participant shall be limited to three (3) minutes duration.

3. No participant may speak more than once on the same topic unless all others who wish to speak on that topic have been heard.
4. All statements shall be directed to the presiding officer; no participant may address or question Board members individually.
5. That portion of the meeting following agenda business during which the public is invited to participate shall be limited to thirty (30) minutes.

The presiding officer may:

1. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, duplicative, personally directed, abusive, obscene, or irrelevant;
2. request any individual to leave the meeting when that person does not observe reasonable decorum;
3. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the order and progress of the meetings;
4. call for a recess or an adjournment to another time when the lack of public decorum so interferes with orderly conduct of the meeting as to warrant such action;
5. waive these rules when necessary for the protection of privacy or the efficient administration of the Board's business.

PARENT ASSOCIATIONS

Parent associations and parent clubs which support student activities are considered an important element of the schools of this district, operated to bring into close association the home and the school. While there should be a close liaison between these groups, there should be no attempt by school personnel to dominate them. It is not the intent to limit participation in such organizations or limit officership in such organizations; rather, the intent is to limit undue influence beyond the normal scope of their membership or office.

It is the responsibility of the principal of each individual school to:

- a. Encourage and cooperate with the parent associations and parent clubs organized in his/her school.
- b. Assist these associations or clubs to secure and use, free of rental charges, school buildings for their meetings in accordance with the district's regulations governing such use.

Date Revised:

Policy

No. 2131

Board of Education Brick Township

ADMINISTRATION

SUPERINTENDENT OF SCHOOLS JOB DESCRIPTION AND EVALUATION

The Board of Education, in compliance with State law, shall evaluate the tenured Chief School Administrator annually.

If the Chief School Administrator is nontenured, he/she shall be evaluated three times each year. The first and second evaluations will be progress reviews based on the members' observations of the Chief School Administrator's performance of his/her duties and data from appropriate district records and reports. The first and second evaluation conferences will reflect performance to date and include recommendations for future action. The third evaluation shall follow the procedures presented herewith.

The purpose of the evaluation shall be to:

- A. Promote professional excellence and improve the skills of the Chief School Administrator;
- B. Improve the quality of education received by the pupils served by the public schools of the district;
- C. Provide a basis for the review of the job performance of the Chief School Administrator.

The role and responsibility of the Board in this evaluation shall be to:

- A. Review, revise, and adopt procedures suggested by the Chief School Administrator for implementation of this policy;
- B. Determine whether the services of a qualified consultant will contribute substantially to the evaluation process and to engage such a consultant if the Board deems it desirable;

PROPOSED REVISION

No. 2131

- C. Adopt an individual plan for professional growth and development of the Chief School Administrator based in part upon any needs identified in the evaluation. This plan shall be mutually developed by the Board and Chief School Administrator;
- D. Hold an annual summary conference between a majority of the full membership of the Board and the Chief School Administrator. This conference shall include a review of the Chief School Administrator's performance of the responsibilities outlined in his/her job description as well as a review of the progress he/she has made toward achieving and/or implementing the district's goals program objectives, policies, instructional priorities, State goals and statutory requirements. The annual evaluation of the Chief School Administrator shall be completed by April 30.
- E. Prepare and adopt subsequent to the annual summary conference and with majority approval of the full Board an annual written performance evaluation report. This report shall include:
 - 1. Performance areas of strength;
 - 2. Performance areas needing improvement based upon the job description;
 - 3. Recommendations for professional growth and development;
 - 4. A summary of available indicators of pupil progress and growth and a statement of how these available indicators relate to the effectiveness of the overall program and the performance of the Chief School Administrator;
 - 5. Provision for performance data which have not been included in the report prepared by the Board to be entered into the record by the Chief School Administrator within 10 working days after the completion of the report.

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POLICY

No. 2131

BOARD OF EDUCATION
BRICK TOWNSHIP

ADMINISTRATION

Superintendent of Schools Job Description and Evaluation

The role and responsibility of the Chief School Administrator shall be to provide information and procedures for:

- A. Development of a job description and evaluation criteria based upon the district's goals, program objectives, policies, instructional objectives, State goals, statutory requirements, and the functions, duties, and responsibilities of the Chief School Administrator;
- B. Specification of methods of data collection and reporting appropriate to the job description;
- C. Design of evaluation instruments suitable for reviewing the Chief School Administrator's performance based upon the job description;
- D. Scheduling the required annual conference at an appropriate time and with appropriate information available to allow proper consideration for all the items to be included in the subsequent written performance evaluation report.

After the Board's adoption of the annual written performance report, the Chief School Administrator shall have the option of appending all other appropriate information relative to the evaluation of his/her job performance not contained in the report.

Legal References:

N.J.S.A. 18A:27-3.1
 N.J.A.C. 6:3-1.11
 N.J.A.C. 6:3-1.12
 N.J.A.C. 6:3-1.19
 N.J.A.C. 6:3-1.22
 N.J.A.C. 6:8
 N.J.A.C. 6:8-4.3(a)6vii
 N.J.A.C. 6:8-8.3(b)6vii

Date Adopted:

Date Revised: December 8, 1988

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Proposed Revision

No. 3210

LOCAL REVENUES

It is the policy of the Board that the Secretary request from the Custodian - in advance - those funds needed for the operation of the school district. The Secretary shall prepare annually a request for the remittance of tax moneys which shall be approved by the Board prior to its implementation.

Reference: 18A:17-34; 54:4-75

Date Revised:

AUXILIARY Auxiliary items were reviewed by Dr. Aragona.

IMPORTANT Important Dates were reviewed by Dr. Aragona as follows:

DATES

December 14, 1989 - Regular Public Meeting - 7:55 p.m.
Memorial High School Auditorium

December 25-29 - Winter Recess

January 1, 1990 - New Year's Day

January 2, 1990 - Schools Reopen

January 4, 1990 - Pre-Agenda Meeting - 7:30 p.m.
Administration Building

January 11, 1990 - Regular Public Meeting - 7:55 p.m.
Lake Riviera Middle School

BOARD
MEMBER
WRAP-UP

Mr. Leahy asked if we have a procedure to handle an emergency such as the recent one where a hurricane destroyed a glass wall and children were killed. Mr. Wolf stated that we could adopt a plan to get children away from glass during an emergency. Mrs. Benton was concerned about the safety of our pull out bleachers and Mr. Stutts assured her that we have a company that checks them periodically.

AUDIENCE

A member of the audience expressed concern over the recent high absenteeism at Veterans Memorial Middle School, he wondered if the cause was known. Mr. Stutts stated the Ocean County Health Department had checked the school and at this point in time felt it was a viral infection, not environmental.

ADJOURN

Motion was made by Mr. Stites, seconded by Mrs. Russell with all in favor to adjourn this meeting at 9:46 p.m.

Respectfully submitted,

Kathryn Amalfa
Kathryn Amalfa

December 14, 1989
Brick, New Jersey

The Brick Township Board of Education held their Regular Public Meeting at 7:55 p.m. on Thursday, December 14, 1989 in the Administration Building, 101 Hendrickson Avenue, Brick, New Jersey.

Present were: Mr. Stites, Mrs. Russell, Mrs. Benton, Mr. Readel, Mr. Leahy, Mr. Cevalasco and Mr. D'Ambola.

Mr. Stutts announced that the New Jersey Open Public Meetings Law was enacted to insure the right of the public to have advance notice of and to attend the meetings of public bodies at which any business affecting their interests is discussed or acted upon.

In accordance with the provisions of this Act, the Brick Township Board of Education has caused notice of this meeting to be published by having the date, time and place thereof posted on December 7, 1989 as follows: Board Office Bulletin Board, Asbury Park Press, Ocean County Times-Observer, Municipal Clerk and Brick Town Sampler.

Mr. Stutts announced that this meeting had originally been scheduled for Brick Township Memorial High School, but because of the recent fire there, it was necessary to move the meeting back to the Administration Building. Local radio stations had been notified and asked to announce this change.

Motion was made by Mr. Cevalasco, seconded by Mr. Readel with the following roll call vote to approve minutes of October 12, 1989 - Regular Public Meeting; and November 8, 1989 - Combined Pre-Agenda and Regular Public Meeting: Mr. Stites, abstain on 10/12 and yes on 11/8; Mrs. Russell, yes; Mrs. Benton, abstain on 10/12 and yes on 11/8; Mr. Readel, yes; Mr. Leahy yes on 10/12 and abstain on 11/8; Mr. Cevalasco, yes and Mr. D'Ambola, yes.

Motion was made by Mrs. Russell, seconded by Mr. Stites and carried unanimously by roll call vote to approve items (a & b) under Curriculum and Instruction as follows:

Item (a) Motion that the Board of Education accept funding in the amount of \$14,715. through the Dwight D. Eisenhower Mathematics and Science Education Act. These funds will be used for in-service training of teachers in Math and Science.

Item (b) Motion that the Board of Education approve the Level II Improvement Plan. Plan is on file in Board Office.

**FINANCE AND
BUSINESS**

Under Finance and Business - Item C Move that the Board of Education authorize the Business Administrator/Board Secretary that the Board is requesting that for the 1990-91 school year, the amount to be raised by taxes for school purposes be transferred to the Board of Education as follows:

20% - July 1, 1990	16% - Sept. 1, 1990	16% - Nov. 1., 1990
16% - Jan. 1, 1991	16% - March 1, 1991	16% - May 1, 1991

This was held for further study. Mr. D'Ambola suggested that a fact finding committee be formed to study this matter to determine what would be best for the taxpayer of Brick.

Motion was made by Mr. Leahy, seconded by Mr. Cevalasco and carried unanimously by roll call vote to approve all items under Finance and Business except item C as follows:

Item A Motion that the Board of Education approve the payment of vouchers in the amount of \$4,555,955.12.

VOUCHERS**AMOUNT**

Abbott Laboratories	590.00
ABC School Supply	339.05
Academic Sportfolio	600.00
Acme Typewriter Center	109.95
Addison Wesley	45.62
Afton Publisying Co.	813.12
Allied Boiler Repair C.	186.00
American Lock Co.	402.54
American Multi Trans	15,488.20
AT & T	63.78
Jay C. Andrews	20.80
Anserfone	125.90
Adrian Archimbaud	93.30
Arrow Uniform Supply	1,822.25
Asbury Park Press-nie	559.21
ASCD	44.00
Atlantic Computer System	348.00
Awards of Bricktown	1,242.00
Tamra Bach	49.60
Barbour Bros. STEEL Co.	2,034.00
Barclay School Supplies	650.10
Rhonda H. Bartlass	36.00
Bedrock Aronw & Aupply	345.76
Sylvia Behnke, RN	15.48
Mary bejger	13.32
Dick Blick	480.09
Manchester Township Board	19,571.78
Board of Education of Toms River	1,566.92
Board of Education	1,255.50
Bob's Florist	25.00
Maria C. Bray	35.00
Brick Auto Supply Inc.	59.74
Brick Emergency Physic	127.00
Brick Memorial High School	5,934.61
Brick Starter & Altern	378.45
Brick Townsh Medical Group	650.00
Brick Township Board of	390,000.00
Brick Township Board of	367,123.55

**FINANCE
AND
BUSINESS**

VOUCHERS

AMOUNT

Brick Township High School	1,886.58
Brick Township Memorial High	150.22
Brick Township Town News	11.70
Brodart Co.	149.30
Brodhead-Garrett Co.	892.55
Carol Buehner	22.00
Geraldine Burton	50.00
Janes S. Bush	26.00
BCL /Business Credit Le	216.47
Business Computer Cent	219.65
Butler Pharmacy, Inc.	23.80
Richard Caldes	26.80
Career Planning Service	39.90
Laurie Carlson & Assoc.	154.38
Carolina Biological Su	1,171.51
Dr. Joseph Casadont	175.00
Catalog Card Corp of A	80.01
Central Scientific Co.	41.34
Central Regional Board	2,557.01
Champions Products Inc.	143.00
Charney's of Toms River	538.58
Charney's of Toms River	1,004.78
Chemsearch	354.67
Chilrens's Psychiatric	15,189.51
Chronicle Guidance Pub.	237.27
CircleSystem Group	2,752.25
Civil Rights EducATION	87.50
Clayton Adaptive Rehab	158.00
Coast Cities School Bu	17,814.30
Coast Cities Truck Sal	431.55
Coastal Learning Center	1,521.00
The College Board	45.00
College Board Publicat	35.90
Communications Skill B.	188.98
Collier School	5,003.46
Comprehensive Health E.	3,855.50
Congressional Quarterly	144.38
Contemporary Books, In	508.61
Lisa M. Castello	71.92
Cottrell Printing Inc.	28.00
Course Trends	78.00
Coverage Consultant	97,877.25
George E. Cram Company	152.28
Crystal Productions	91.78
Curtis Industries, Inc.	113.02
Dale Seymour Publications	97.19
Cale's Towing Service	125.00
Decision Data Service	456.00
Decision Data Direct,	205.00
H A Dehart & Son	1,279.08
Delucia Marching Empor	444.40

**FINANCE AND
BUSINESS**

VOUCHER

AMOUNT

Joy Del Mauro	266.00
Patricia Depko	65.96
DeTata, Angelo	38.00
Devereux Foundation	5,859.48
Digeroniomo Associates	2,000.00
Cheryl Donoghue	36.00
Dore International	174.92
Dover Transportation	7,875.00
DPT Office Systems	1,807.56
Drum Point Road School	543.17
Dugout Sporting Goods	1,406.20
Dwulet Farm Market	146.70
Eastern Acoustics Co.	30.50
Eastern Laboratories	60.75
ECL Publications	211.86
EconoClad Books	2,298.14
Ed's Hardward	230.00
Educational Associates	900.00
Educational Design Inc.	15.90
Educational Equip Serv	322.30
Efinger Sporting Goods	1,018.06
Emma Havens Young School	27.00
Encore Musical Instrum	125.00
Charles Enders	603.50
Joseph Ernst	106.00
E & S Appliicance Service	35.00
Eye Gate Media	245.70
Fabricators Supply Co.	44.40
Falkinburg's	1,170.00
Falls Music Co.	180.38
Fearon	66.00
Fitness Lifestyles, Inc.	508.40
Five Star Sharpening	99.35
Flaghouse, Inc.	1,258.82
Faith Fletcher	31.40
The Foundation Center	182.50
Future Problem Sovling	35.20
Gale Research Co.	7.35
Game Time	120.67
Garden State Business	293.12
Garden State Business	1,394.96
Garden State G.E.M. Le	1,088.93
Gaskin, Conover	133.15
Glenavie Gauer	90.00
General Business Machine	165.00
Vicki Gernert	32.20
Giften Child Society	80.00
Daniel Gleason	104.48
Glencoe Pub Co.	12,850.71
Good Friend Electric	2,074.70
Gopher Sports Equ9pment	1,043.42
E C. Grace and Assoc	455.75
Jonathan Green Inc.	898.00

**FINANCE
AND
BUSINESS**

VOUCHERS

AMOUNT

Greenhaven Press Inc.	476.36
Kathleen Gregitis	33.60
Grolier Educational Co	685.00
J.L. Hammett Co.	1,066.73
Hampton Learning Center	264.00
Harold Handchen Jr.	60.25
Harcourt Brace Jovanov	1,607.95
Harcourt Brace Jovanov	199.30
HaTER Equipment, Inc.	1,184.61
Hartley Courseware, In.	631.68
Banc One Leasing Corp.	393.38
Cindi Hendricks	22.00
Heritage Business Prod	3,048.35
Edwina Hicks	5.88
HighsmithCo., Inc.	37.49
Highsmith Co., Inc.	121.70
Holiday House, Inc.	48.24
HRW/WB Saunders	5,132.75
Houghtron Mifflin Co.	369.57
I.B.M. Corp.	1,234.00
Independent Child Study	7,859.54
Intermedia Inc.	1,925.60
Intermedia Inc.	1,925.60
Jersey Central P & L Co	56,413.14
Johnson's Home Centers	144.99
Mary Jonas	51.84
Edward Kardell	27.58
Helenanne Kennedy	19.82
Kepwel Spring Water, C	671.00
Thomas Kerwin	13.92
Kimball Medical Center	40.00
Samuel Klein And Co.	1,000.00
Knowledge Unlimited	136.96
Kraft Foodservice	223.32
Rita Kraft	202.85
Leone Krause	106.00
Lakewood Hardware	461.00
Lakewood Auto Supply	284.03
Lanes Mill School	314.80
Lang's Auto Supply, In.	920.74
Lee Battery Service	565.97
L & H Plumbing & Heating	1,657.63
Lingui Systems, Inc.	107.91
L M Mobile Radio Service	690.15
Lovejoys College Guide	55.00
MacMillan Teachers Book	37.88
Maintenance Dept.	42.32
Majestic Oil Co.	3,235.50
Joyce Marcus	2.94
Sal Marino	38.00
Markline Business Prod	827.10
Mary Lou Mason	6.72
The Master Teacher	92.00

**FINANCE AND
BUSINESS**

VOUCHERS

AMOUNT

Mastery Development	53.95
Matheyne School	2,337.80
Matting World	273.43
Vince Mazzanti	620.00
Herbert McBride , Md	3,630.00
John McCabe	30.70
Fred McDowell, Inc.	47.24
McGraw Hill Book Co.	675.06
The Medical Center of	716.40
Metco	1, 013,84
Metuchen Center, Inc.	2,071.74
Midstreams School	43.50
Midwest Publications	53.52
The Minds Eye	73.37
Modern Curriculum Press	328.89
Cohen's Modern Print	722.50
Monmouth Ethical Hypno	1, 050.00
Monmouth Vacuum Clean	68.65
Montgomery Engineering	1,262.00
Morris Union Jointure	2,163.00
Mulberry Park, Inc.	99.64
Napa Auto Parts	22.14
NACAC	240.00
National Computer System	415.95
National Council of Te	264.00
National Geography Soc.	27.95
National Lekotek Center	22.00
National Music Supply	704.33
National Product Service	374.00
Neal's Appliance Service	51.95
N.J. Bell Telephone Co.	15,074.88
New Jersey NATURAL Gas	18,109.81
New Jersey Dept. of LA	7,140.00
New Jersey State Safet	450.00
Novel Approach	1, 10452
Oakwood School	1,466.50
Ocean County Observer	45.85
Ocean City Personnel	50.00
Ocean County Music Co.	24.99
Ocean Hockey Supply Co.	31.24
Ocean Monmouth Office	605.50
Marie O'Neill	61.00
Open Court Publishing	5,830.40
Opportunities for Learning	229.08
Drs. Orlando and Vola	85.00
Denise Paasch	30.00
Mrs Palladino	40.00
Paxton Patterson	6,830.46
J W Pepper Son, Inc.	638.20
Rosalie Pfeifer	7.98
Claire Phillips	98.00
Phoenix Systems Inc.	686.70
The Piano Doctor	65.00
Dr. Dorothy M Pietruc	625.00
Pilor Electric Co., In	95.50

**FINANCE AND
BUSINESS**

VOUCHERS

AMOUNT

Pleasantville Media	814.08
Point Pleasant Radiolo	46.00
Prentice Hall	26.40
Pro Ed Inc.	86.90
Quill Corp	199.90
Radio Shack	30.12
Rale Electric Supply	1, 091.07
Raintree Publishers, I	397.95
Rand McNally & Co.	42.59
Rasmussen Agency, Inc.	6,750.00
Readers Digest	12.70
Dr. Morris Reby	1, 275.00
Reisen Lumber Millwork	310.45
Patricia Richwine	50.20
Rigby Education Co	592.20
Riverside Publishing C	636.77
James Rochford	61.60
Rourke Publishing Grou	131.05
Sandra Rosenberg	13.30
Sales Service and Repair	125.00
Sax Arts & Crafts	73.40
Louis Scaduto	39.80
Lenora Scaturro	21.36
Schenck Appliance Corp	220.00
David Schilisserman	55.00
Scholastic Inc.	833.77
Scholastic Trans Co In	27,950.65
School Bus Parts Co.	19.76
School Publications Co	664.00
Maurice Schwartz & Son	72.00
Scott Foresman & Co.	525.99
Search Day Program	1, 760.00
Sears Contract Sales	200.33
Seashore Supply Co.	2,552.56
Seely Equip & Supply	30.78
Virginia Segaloff	26.00
Shore Bearing & Supply	31.74
Silver Burdett & Ginn	2,880.47
Simon & Schuster School	2,997.37
Sipersteings	685.25
Snap On Tools Corp	712.63
Snitz Manufacturing Co.	118.00
South Western Publishing	5,025.43
Southern New Jersey Ch	30.00
Special Servicesschool	2,007.60
Noreen A. Specht	49.56
Sport Time	509.60
Standard Lumber & Bldg	203.00
Stanford Testing System	130.62
Star Ledger	95.76
The State Chemical Mfg	612.00
State Products Corp	472.40
State Products Inc.	306.31
Steck Vaughn Co	152.25
William D. Steele Co	327.60
Jim Stembel Tire Service	150.00
Sunburst Communication	147.34
Super Duper Speech Co.	147.56

**FINANCE AND
BUSINESS**

Surrey Electric Supply	275.75
Theodore Sussan Esq.	4,387.00
Arthur Sutton, CSR	166.00
Aynrewz Inc	2,448.00
Tabor Carpet Supplies	63.85
Tandy Leather	983.64
Taylor Rental Center	66.50
3MDGD5691	257.62
Joseph Tomaselli	24.60
Township of Brick	24,591.62
Trac Equipment Inc.	900.00
Transportation Dept./Petty Cash	53.75
Tremco	3,249.16
Tri County Business Ma	497.00
Troll Associates	350.46
M. Madeline Ullom	125.50
United Cerebral Palsy	6,925.14
United Man Lift	640.00
University Book Service	71.15
University Microfilms	1,278.04
University Seminars	345.00
U.S.I.	163.06
U..S. Telecom	150.00
Vannote Lumber Co.	9.58
Van Sant Equipment	611.14
Varsity Spirit Fashion	2,595.90
Veterans Memorial Midd	73.48
Annette Vicari	15.22
David Vivino	17.15
J. Weston Walch, Publi	89.71
Wardell Security Service	945.00
Weekly Reader	680.00
Welco Gases Corp	274.33
Western Psychological	513.50
Nancy B. Whelan	111.26
Wherry Doors & Hardware	1,120.00
Wilcox and Follett800	331.87
Wilray Audio Visual	721.40
H W Wilson Co	140.00
Wolstens Projector Hou	13,569.00
Woodhaven Lumber Mill	138.98
The Lumber Store	128.00
Word Perfect Corp	235.00
Xerox Corporation	2,897.99
Zaner-Bloser Education	988.46
Zenger Video	244.84

W ORDERS

Carolina Biological Su	310.20
Demco, Inc.	172.15
DLM Inc	126.30
Drama Book Shop	18.25
Ergo Computer Supplies	852.00
Houghton Mifflin Co.	3,688.93
National Health Supply	223.06

**FINANCE
AND
BUSINESS**

**W ORDERS
VOUCHER**

AMOUNT

J W Pepper Son, Inc.	185.94
Princeton Testing Lab	120.00
Sunburst Communication	328.60
Xerox Corporation	84.41
Xerox Corporation	1, 869.00

The following bills have been paid but have not appeared on a previous list:

Brick Township High Schoo/Athletic Account	4,513.35
Brick Township Memorial High/Athletic Account	4,965.00
Connecticut General Life Ins. Co.	43,387.38
Foodtown of Brick	2,491.51
Garden State Ballet Foundation	144.00
Clancy Paul, Education Systems	40,291.23
Pedroni Fuel Company	6,196.36
Postmaster/Brick Township	800.00
Rasmussen Agency, Inc.	21,779.14
David Vivino	894.71
Washington National Ins. Co.	3,240.94

PAYROLL - OCTOBER 1989

Brick Township Board of Education/Payroll Account	316.77 pp
Brick Township Board of Education?Agency Account	<u>27.54 pp</u>
	344.31

PAYROLL - NOVEMBER 1989

Brick Township Board of Education/Payroll Account	822,986.90 pp
Brick Township Board of Education/Agency Account	630,190.31 pp
Brick Township Board of Education/Payroll Account	952,030.75 pp
Brick Township Board of Education/Agency Account	<u>670,821.44 pp</u>
	3,076,029.40

ITEM B Motion that the Board of Education authorize that the amount of district taxes, exclusive of debt service requirements needed to meet the obligations of this Board for the following months and amounts be approved and that the Township of Brick is hereby requested to place in the hands of the custodian of school mones that amount within the next thirty days in accordance with the statutes relating thereto:

October	-	\$2,911,548.66
November	-	2,911,548.66
December	-	2,911,548.66
January	-	2,911,548.66

ITEM (c)
will be
printed at
conclusion
of minutes.
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ITEM C Motion was made by Mr. Leahy, seconded by Mrs. Russell and carried unanimously by roll call vote to table Item C under Finance and Business until the second meeting in February, February 8, 1990

ITEM D Motion that the following vouchers and checks be cancelled from bill list of 11/8/89:

VENDOR

AMOUNT

Kaplan School Supply	134.18
Kaplan School Supply	249.25
Follett Library Book Co	170.89

**FINANCE AND
BUSINESS**

ITEM E Motion that the following vouchers and checks be reissued from bill list of 11/8/89:

VENDOR	AMOUNT
Kaplan School Supply	115.93
Kaplan School Supply	249.25
Follett Library Book Co.	86.77

ITEM F Motion that the following voucher and check be cancelled from bill list of 10/12/89

VENDOR	AMOUNT
J.W. Pepper & Son, Inc.	418.10

ITEM G Motion that the following voucher and check be reissued from bill list of 10/12/89 :

VENDOR	AMOUNT
J.W. Pepper & Son, Inc.	418.40

ITEM H Motion that the Board of Education approve intra-budget transfers for the 1989-90 school year as follows:

FROM	TO	AMOUNT
0820A	0870A	50,000.00
0820C	0870A	25,000.00

VAN BIDS

ITEM I Motion that the Board of Education Record bids received November 30, 1989 for (3) vans as follows:

VENDER	UNIT PRICE	TOTAL
Rittenhouse Kerr Ford 700 Shrewsbury Ave Red Bank, New Jersey 07701	\$11,175.00	\$33,525.00
Joseph Chevrolet Motors Fleet 3301 Route 66 Neptune, New Jersey 07753	\$11,498.00	\$34,494.00
Pine Belt Chevrolet 1088 Route 88 Lakewood, New Jersey 08701	\$11,517.00	\$34,551.00

ITEM J Motion that the Board of Education record, reject and rebid bids received November 15, 1989 for refurbishing lockers as follows:

**REFURBISH
LOCKERS**

TBR Associates PO Box 321 Lake Luzerne, NY 12846	\$24,982.00
Atlantic Equipment Distributors Corp 9 Audrey Place Fairfield, NJ 07006	\$34,923.00
Nickerson Corporation PO Box 78 East Islip, New York 11730	\$35,000.00
Corby Associates 590 Grand Ave., PO Box 496 Ridgefield, NJ 07657	No Bid