

AUGUST 18, 2020

MONMOUTH REGIONAL HIGH SCHOOL

ONE NORMAN J FIELD WAY
TINTON FALLS, NJ 07724
(732) 542-1170 FAX (732) 542-5815

MARIA A. PARRY, CPA, PSA
BUSINESS ADMINISTRATOR/BOARD SECRETARY

PUBLIC MEETING NOTICE

DATE : August 13, 2020

TO: All Board Members

The **Regular** Meeting of the Monmouth Regional High School Board will be held on **Tuesday, August 18, 2020 at 6:30 PM via conference call per Executive Order Number 103.**

Join Zoom Meeting

<https://monmouthregional.zoom.us/j/81622015380?pwd=TzROSnNuTFpuQldlbHBXUWpoRDNVQT09>

Meeting ID: 816 2201 5380

Password: 813899

For the President,

MARIA A. PARRY, CPA, PSA
BUSINESS ADMINISTRATOR/BOARD SECRETARY

MP/MP

AUGUST 18, 2020

**MONMOUTH REGIONAL HIGH SCHOOL
BOARD
ONE NORMAN J FIELD WAY
TINTON FALLS, NEW JERSEY 07724-3299**

PUBLIC MEETING

**AUGUST 18, 2020
6:30 PM**

STATEMENT TO BE READ BY PRESIDING OFFICER:

Statement is hereby made that adequate notice of this meeting has been properly provided by the giving of a meeting notice, by mailing same to the Hub Newspaper, and Asbury Park Press on Thursday, July 9, 2020, filing same on Thursday, July 9, 2020, with the clerk of the Borough of Tinton Falls, Borough of Eatontown and the Township of Shrewsbury, and by prominently posting said notice on the Monmouth Regional High School Internet Web page and the main doors into the High School building in the Administration wing on Thursday, July 9, 2020.

ROLL CALL:

Anthony Gaetano		Mary Anne Linder	
Jonathan Cohen		Steven B. Seavey	
Barbara Van Wagner		Sharon Wisdom	
Susan Fisher		Nancy Uddin	
James Convery			
Andrew Teeple, Superintendent		Maria Parry Business Administrator	
Martin Barger, Esq.			
Student Council Representative		Student Council Representative	

I. FLAG SALUTE

- *Moment of silence for:*
 - *Dr. Patrick Parenty, former Superintendent 1967-1972*
 - *Ms. Doris Tierney, former Attendance Officer*

II. SUPERINTENDENT'S REPORT

1. **Board Retreat (6:30 PM – 7:30 PM): Kathy Winecoff, NJSBA**
2. **After 7:30 PM:**
3. **CoVID19 Update: Mr. Teeple**
4. **Strategic Planning Update: Dr. McGee and Ms. Winecoff**

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III. STUDENT COUNCIL REPORTS- *none until October 2020*

IV. APPROVAL OF MINUTES -

Recommend the Board approve the following minutes:

Regular Meeting July 28, 2020

Private Session July 28, 2020

MINUTES APPROVAL:

Motion:	Second
Roll Call Vote:	

V. FINANCIAL –

A. Schedule of Bills

Recommend the Board approve the July 2020 Bills list in the amount of \$1,083,916.05

Recommend the Board approve the August 2020 Bills List in the amount of \$695,166.53

B. Board Secretary's Report -

Recommend the Board approval of the Board Secretary's Report for the month of July 2020 in the amount of \$11,701,099.28 and in agreement with the Treasurer of School Moneys Report be accepted, filed for audit, and attached to and made part of the official minutes of this meeting.

C. Treasurer Report –

Recommend the Board approval of the Treasurer of School Moneys Report for the month of July 2020 in the amount of \$11,701,099.28 and in agreement with the Board Secretary's financial report be accepted, filed for audit, and attached to and made part of the official minutes of this meeting.

D. Transfers

Recommend the Board approval of the attached list of transfers, for the month of July 2020.

E. District Taxes

Recommend the Board approve the amount of district taxes, inclusive of debt service requirements needed to meet the obligations of this Board for the next four weeks in the amount of \$1,898,498.25 and that the Borough Councils of Tinton Falls, Eatontown and Shrewsbury Township are hereby requested to place in the hands of the Treasurer of School Moneys the amounts as per the listing in the May 5, 2020 minutes.

TOTAL RAISED FROM TAXES \$24,489,795

ITEMS A, B, C, D, E

Motion:	Second
Roll Call Vote:	

F.) Board Secretary's Certification

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Pursuant to N.J.A.C. 6A:23-2.11, I certify that as of July 31, 2020 no budgetary line item account has been overexpended in violation of N.J.A.C. 6A:23-2.11.

Maria A. Parry, CPA, PSA
Business Administrator/Board Secretary

DATE

G.) Board Certification

Pursuant to N.J.A.C. 6A:23-2-11, Monmouth Regional High School Board certifies that as of July 31, 2020 after review of the Secretary's monthly financial report (appropriations section) and upon consultation with the appropriate district officials that to the best of our knowledge no major account or fund has been overexpended in violation of N.J.A.C. 6A:23-2.11 and that sufficient funds should be available to meet the district's financial obligations for the remainder of the fiscal year.

ITEMS F, G

Motion:	Second
Roll Call Vote:	

VI. FIRE DRILLS-none

Date	Time	Description

VII. STUDENT PROGRAMS

A. Home Instruction- none

B. Placements-

Recommend the Board approves placements for the following case(s):

Name/Student #	Placement	Dates	Cost
2022532	Summit Speech School	2020-2021	\$165/hour 3 sessions per week
2021320	Summit Speech School	2020-2021	\$165/hour 1 session per week
	Monmouth Regional High School	2020-2021	Upper Freehold Regional HS will pay MRHS – student placed through Monmouth Cares
2023025	Oakwood School	2020-2021	\$57,117.60
2021121	Speech services through Lynn’s Speech Services	7/1/20-6/30/21	One session, twice a week during the 20/21 school year at a rate of \$180/hour - \$14,400; once a month, co-treat session with OT \$2,160; ESY total of 9 sessions at the rate of \$180 completed in the home \$1,620
2022696	Middletown	2020-2021	\$13,964

C. Field Trips: none

D. Other-

ITEMS B,

Motion:	Second
Roll Call Vote:	

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VIII. STAFFING

A. Instructional

- 1. Appointments**
- 2. Resignations**
- 3. Graduate Credits – none until June 2021**
- 4. Other**

Leave of Absence Employee #90901

Recommend the Board approve the following leave of absence for employee #90901 as listed:

Dates	Details
October 31, 2020 – November 30, 2020	Use of sick days
December 1, 2020 – February 26, 2021	State Paid Family Leave - <i>Employee is responsible for their portion of health benefits</i>
March 1, 2021 – March 26, 2021	Leave without Pay / Benefits Paid- <i>Employee is responsible for their portion of health benefits</i>
March 29, 2021	Estimated return date

Leave of Absence Employee #160906

Recommend the Board approve the following leave of absence for employee #160906 as listed:

Dates	Details
October 1, 2020 – November 13, 2020	Use of sick days
November 16, 2020 – February 19, 2021	State Paid Family Leave - <i>Employee is responsible for their portion of health benefits</i>
February 22, 2021	Estimated return date

Military Leave Employee #90923:

Recommend the Board approve a Military Leave for Employee #90923 for the period of June 13, 2020 – September 30, 2020.

Change in Guide Joseph Ruscavage:

Recommend the Board approve a change in guide, effective September 1, 2020 for Mr. Joseph Ruscavage as follows:

From: MA-20
To: MA30 – 20

Note: Steps are per 19/20 contract pending negotiations

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Change in Guide Paulina Macaluso:

Recommend the Board approve a change in guide, effective September 1, 2020 for Ms. Paulina Macaluso as follows:

From: MA-06
To: MA30-06

Note: Steps are per 19/20 contract pending negotiations

Sixth Teaching Sections 20-21:

Recommend the Board approve a sixth teaching section for the following faculty members:

Name	Amount (19/20 rate pending negotiations)
Meredith Mc Gee (independent living 1A)	\$8600
Fred Kampf (Spanish 1 1A)	\$8600
Robert Merola (Spanish 1 3A)	\$8600
Marc Denny (world history 4A)	\$8600
Dawn Mc Manus (Spanish II 4A)	\$8600
Peggy McKean (Spanish 1 2A)	\$8600
Linda Phipps (Spanish II 2A)	\$8600
Lauren Ryan (geometry 1B)	\$8242.86
Darren Spadavecchia (geometry 4B)	\$8600
Autumn Koene (CAPP)	\$7557.15

ITEMS A4

Motion:	Second
Roll Call Vote:	

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B. Noninstructional-

1. Appointments-

2. Resignations-

3. Other:

Leave of Absence (use of sick days) Employee #180201:

Recommend the Board approve a leave of absence, use of sick days for Employee #180201 starting August 3, 2020 to September 28, 2020.

Change in Coaching Contract Fall 2020:

Recommend the Board approve a change in coaches as follows for Fall 2020:

From: Thomas Darby , paid coach

To: Thomas Darby, volunteer coach

Football Coach Fall 2020:

Recommend the Board approve Malik Wiggins as a football assistance coach for Fall 2020 at a stipend of Step G1-1 (19/20 rate pending negotiations) \$4300.

ITEMS B1, B2, B3

Motion:	Second
Roll Call Vote:	

IX. OTHER BUSINESS

A. Professional Development:

Recommend the Board approve the following professional development/meetings as listed:

1. **Andrew Teeple, Superintendent**
Monmouth County Superintendent’s Roundtable Meetings
Fridays 9 AM Long Branch
 9/25, 10/30, 11/20, 12/11, 1/22, 2/26, 3/19, 4/15, 5/20, 6/11, 7/15

B. Change Order #5 – General Construction Apex Enterprises of Union

Recommend the Board approve Change Order #5 in the amount of \$5,316.87 to Apex Enterprises of Union for the following reasons:

Material for new ceiling tile and grid in rooms B101, H400, H400A, H408	\$2,632.00
Labor and material to level flooring under unit ventilators in 600 wing	\$512.87
Labor and material to replace existing carpet with new VCT in room H402	\$2,172.00
Total	\$5,316.87

C. Change Order #1 – HVACR Performance Mechanical:

Recommend the Board approve Change Order #1 in the amount of \$3703.00 to Performance Mechanical for the following reasons:

Furnish material for six non-Airedale louvers	\$3,703.00
Total	\$3,703.00

D. Change Order #2 – HVACR Performance Mechanical:

Recommend the Board approve Change Order #2 in the amount of \$21,793.00 to Performance Mechanical for the following reasons:

Owner request to furnish and install shutoff ball valves at corridor heat piping branches	\$9,704.00
Owner request to replace existing manual reset freeze stats for 8 unit ventilators with automatic freeze stats	\$3,915.00
Labor and material to replace both girls and boy’s toilet fans and cap the existing janitor closet fan	\$8,174.00
Total	\$21,793.00

E. Transportation Jointures 2020-2021:

Recommend the Board approve the following transportation jointures (MRHS is joiner, Neptune is the host) with Neptune Board of Education as listed:

Name of Route	# of Days	Cost per day per student
Middletown Vocation	2 days per week	\$34.15
Mater Dei	5 days per week	\$5.55
Aberdeen AM	2 days per week	\$34.05
Keyport/Hazlet	2 days per week	\$26.11
ALPS	5 days per week	TBD

F. Transportation Jointures 2020-2021:

Recommend the Board approve the following transportation jointures (MRHS is host, Neptune is joiner, Neptune is the host) with Neptune Board of Education as listed:

Name of Route	# of Days	Cost per day
Oakwood	2 days per week	\$100 = \$8,000 total contract

G. Adjustment to Contracted Routes 2020-2021:

Recommend the Board approve the following adjustment to contracted routes previously approved on May 5, 2020:

Bus Route Renewals			
2020-2021			
Route Number	contractor	20/21 renewal – five days	Adjustment to four days
22	Seman Tov	28,524.75	22,819.80
23	Seman Tov	28,524.75	22,819.80
833	Seman Tov	28,524.75	22,819.80

Note: MRHS will cover the 12 PM dismissal on Fridays for Seman Tov.

H. Transportation Jointures 2020-2021:

The following jointures 2020-2021 as listed (MRHS is host – named districts below are joiners):

Route Name	School District	Amount – 5 days	Revised – 4 days
MA02	Tinton Falls	\$18,815	\$15,052
MA09	Tinton Falls	\$18,815	\$15,052
MA70 includes aide	Tinton Falls	\$29,400	\$23,520
SR30	Tinton Falls	\$18,815	\$15,052
5MMS/2MES late run	Eatontown	\$12,712	\$0- route may not run

5MMS/2MES	Eatontown	\$33,317	\$26,653.60
6MMS/5MES	Eatontown	\$33,317	\$26,653.60
Nutswamp	Middletown	\$13,000	\$10,400

I. Non Public Transportation Reimbursement:

Recommend the Board approve the non-public transportation reimbursement in the amount of \$41,588 and authorize the School Business Administrator to appropriate such funds into account 11-000-100-567-00-01.

J. Homeless Reimbursement:

Recommend the Board approve the homeless reimbursement in the amount of \$32,777 and authorize the School Business Administrator to appropriate such funds into account #11-000-100-567-00-01.

K. Extraordinary Aid Account Number change:

Recommend the Board approve the change in account number to charge unbudgeted extraordinary aid to 11-000-100-567-00-01.

L. Digital Divide Grant:

Recommend the Board approve the application for the Digital Divide Grant.

M. 2019-2020 Education Secondary Education Act Districtwide Parental Involvement Policy:

Recommend the Board approve the 2020-2021 ESEA Districtwide Parental Involvement Policy as per the approval process of the 2020-2021 ESEA Grant:

District Wide Parental Involvement Policy

* * * *

PART I. GENERAL EXPECTATIONS

The Monmouth Regional High School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

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- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child’s learning.
- (B) that parents are encouraged to be actively involved in their child’s education at school.
- (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Monmouth Regional High School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA: annual back to school night and through the questionnaire distributed in June.
2. The Monmouth Regional High School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Back-to-School Night and Conferences through Guidance Counselors
3. The Monmouth Regional High School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Back-to-School Night and Conferences through Guidance Counselors

4. The Monmouth Regional High School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Letter submitted through parent portal – Superintendent will compose the letter.

1. The Monmouth Regional High School District will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The school district will provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

B. The school district will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Back to School night and conferences through Guidance Counselors

C. The school district will with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Back to School night and conferences through Guidance Counselors

D. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative

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formats upon request, and, to the extent practicable, in a language the parents can understand:

Letter submitted through parent portal – Superintendent will compose the letter.

N. 2020-2021 Education Secondary Education Act School Parent Involvement Policy:
Recommend the Board approve the 2020-2021 ESEA School Parental Involvement Policy as per the approval process of the 2020-2021 ESEA Grant:

TITLE I School Parental Involvement Policy

1. Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written involvement policy agreed on by the parents that describes the requirements of SEC. 1118. PARENTAL INVOLVEMENT (c) through (f) as listed below and outlined in the Title I law:

POLICY INVOLVEMENT- MRHS served under this part shall —

- (1) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

Back to School Night

- (2) Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement.

Meetings organized through Parent Portal through Guidance Counselors/CST

- (3) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy.

Meetings organized through Parent Portal through Guidance Counselors/CST

- (4) provide parents of participating children —
 - (A) timely information about programs under this part.
 - (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

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Meetings organized through Parent Portal through Guidance Counselors/CST

- (5) if the school wide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

Contact the Superintendent's office for comments

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parental involvement policy, MRHS shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

District / School Goals

BUILDING CAPACITY FOR INVOLVEMENT- To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, MRHS will assist under this part —

- (1) Shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

Notification through parent portal

- (2) Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

Meetings /communications organized/sent through Parent Portal through Guidance Counselors/CST

- (3) Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

Meetings /communications organized/sent through Parent Portal through Guidance Counselors/CST

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- (4) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Meetings /communications organized/sent through Parent Portal through Guidance Counselors/CST

- (5) May involve parents in the development of training for staff to improve the effectiveness of such training.
- (6) May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training.
- (7) May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
- (8) May train parents to enhance the involvement of other parents.
- (9) May arrange meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.
- (10) May adopt and implement model approaches to improving parental involvement.
- (11) May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.
- (12) May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- (13) Shall provide such other reasonable support for parental involvement activities under this section as parents may request.

ACCESSIBILITY– In carrying out the parental involvement requirements of this part, the district, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand.

Communication through parent portal in guidance/CST.

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O. Statement of Assurance Special Education Policies and Procedures 2020-2021:
Recommend the Board approve the following for 2020-2021:

NEW JERSEY DEPARTMENT OF EDUCATION OFFICE OF SPECIAL EDUCATION
PROGRAMS

**BOARD OF EDUCATION POLICIES AND PROCEDURES FOR ELIGIBILITY UNDER
PART B OF THE IDEA STATEMENT OF ASSURANCES FOR 2020-21**

PART I - POLICIES

In accordance with Part B of the IDEA and *N.J.A.C. 6A:14-1.1, N.J.A.C. 6A:14-1.2(b) and (c)*, the district board of education shall adopt and assure compliance with the following policies: (*An * indicates that the policy/procedure is a new requirement that was not included in the policies/procedures adopted in 2009, underlining indicates that a model policy or procedure has been amended from the language in the policies/procedures adopted in 2009*):

Policy #1: All students with disabilities, who need special education and related services, including students with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified, and evaluated according to *N.J.A.C. 6A:14-3.3*.

Policy #2: Homeless students are located, identified and evaluated according to *N.J.A.C. 6A:14- 3.3*, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 *et seq.*

Policy #3: Students with disabilities are evaluated according to *N.J.A.C. 6A:14-2.5* and 3.4.

Policy #4: An individualized education program is developed, reviewed, and as appropriate, revised according to *N.J.A.C. 6A:14-3.6* and 3.7.

Policy #5: To the maximum extent appropriate students with disabilities are educated in the least restrictive environment according to *N.J.A.C. 6A:14-4.2*.

Policy #6: Students with disabilities are included in statewide and districtwide assessment programs, with appropriate accommodations, where necessary, according to *N.J.A.C. 6A:14- 4.10*. All students with disabilities will participate in statewide assessments or the applicable alternate assessment, in grades 3, 4, 5, 6, 7, 8, and high school in the applicable courses.

Policy #7: Students with disabilities are afforded the procedural safeguards required by *N.J.A.C. 6A:14-2.1 et seq.*, including appointment of a surrogate parent as set forth at *N.J.A.C. 6A:14-2.2*, when appropriate.

Policy #8: The rules set forth in *N.J.A.C. 6A:14* ensure a free appropriate public education is available to all students with disabilities between the ages of three and 21, including students with disabilities who have been suspended or expelled from school.

1. The obligation to make a free, appropriate public education available to each eligible student begins no later than the student's third birthday and that an individualized education program is in effect for the student by that date.
2. If a child's third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP will begin.
3. A free, appropriate public education is available to any student with a disability who needs special education and related services, even though the student is advancing from grade to grade.
4. The services and placement needed by each student with a disability to receive a free, appropriate public education are based on the student's unique needs and not on the student's disability; and
5. The services and placement needed by each student with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the student's home as possible, and, when the IEP does not describe specific restrictions, the student is educated in the school he or she would attend if not a student with a disability.

Policy #9: Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under this chapter will experience a smooth transition and have an individualized education program developed and implemented according to *N.J.A.C. 6A:14-3.3(e)* and *N.J.A.C. 6A:14-3.7*.

Policy #10: Full educational opportunity to all students with disabilities is provided.

Policy #11: The compilation, maintenance, access to and confidentiality of student records are in accordance with *N.J.A.C. 6A:32-7*.

Policy #12: Provision is made for the participation of students with disabilities who are placed by their parents in nonpublic schools according to *N.J.A.C. 6A:14-6.1* and *6.2*.

Policy #13: Students with disabilities who are placed in private schools by the district board of education, are provided special education and related services at no cost to their parents according to *N.J.A.C. 6A:14-1.1* and *N.J.A.C. 6A:14-7.5(b)3*.

Policy #14: All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law, pursuant to *N.J.A.C. 6A:14-1.2(b)13*.

Policy #15: Pursuant to *N.J.A.C. 6A:14-1.2(b)4*, the in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified and that appropriate in-service training is provided. The district board of education shall maintain information to demonstrate its efforts to:

1. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities.
2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others.
3. Acquire and disseminate to teachers, administrators, school board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials, and technology.
4. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
5. Provide for joint training activities of parents and special education, related services, and general education personnel.

Policy #16: Instructional materials will be provided to blind or print-disabled students in a timely manner, consistent with a plan developed by the district.

Policy #17: For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the district will provide, pursuant to the

Developmentally Disabled Uniform Application Act, N.J.S.A. 30:4-25.10 et seq. and N.J.A.C. 6A:14-1.2(b)17, the necessary materials to the parent to apply for such services.

Policy #18: When the school district utilizes electronic mail, parents are informed as to whether they may use electronic mail to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. If this is permitted, parents shall be informed of the procedures to access the electronic mail system and that they may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent as required by N.J.A.C. 6A:14-1.2(b)18.

Policy #19: The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's IEP, pursuant to N.J.A.C. 6A:14-4.5(d).

*Policy #20: The school district has a plan in effect to establish stability in special education programming. The plan considers the consistency of the location, curriculum, and staffing in the provision of special education services as required by N.J.A.C. 6A:14-3.7(c) 4.

*Policy #21: The school district screens students who have exhibited one or more potential indicators of dyslexia or other reading disabilities in accordance with N.J.S.A. 18A:40-5.1 et seq.

PART II – PROCEDURES

In accordance with Part B of the IDEA and N.J.A.C. 6A:14-1.1, N.J.A.C. 6A:14-1.2(b) and (c), the district board of education shall assure compliance with the following policies and related procedures below:

Policy #1: All students with disabilities, who need special education and related services, including students with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3.

AND

Policy #2: Homeless students are located, identified and evaluated according to N.J.A.C. 6A:14- 3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 *et seq.*

AND

Policy #7: Students with disabilities are afforded the procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq. including appointment of a surrogate parent as set forth at N.J.A.C. 6A:14-2.2, when appropriate.

AUGUST 18, 2020

Pursuant to 20 U.S.C. §1412(a) (3), procedures to locate students with disabilities (child find) must ensure that:

- ❑ Person(s) responsible to conduct child find activities are identified.
- ❑ Child find activities are conducted for all children ages three through 21, who reside within the district or attend nonpublic schools within the district.
- ❑ Child find activities are conducted at least annually.
- ❑ Child find activities (meetings, printed materials, and/or public service announcements) are conducted in the native language of the population, as appropriate.
- ❑ Child find activities address public and nonpublic students, including highly mobile students such as migrant and homeless students.
- ❑ Child find activities for nonpublic school students are comparable to activities conducted for public school students.
- ❑ Child find activities for nonpublic school children provide for consultation with appropriate representatives of the nonpublic school and parents on how to carry out these activities.
- ❑ Child find activities include outreach to a variety of public and private agencies and individuals concerned with the welfare of students, such as clinics, hospitals, physicians, social service agencies and welfare agencies.

Procedures for interventions in the general education program must ensure that:

- ❑ Criteria/steps for initiating interventions in the general education program are identified.
- ❑ Parents, teachers, and other school professionals, as appropriate, are informed of the procedures to initiate interventions in the general education program.
- ❑ Activities are in place to determine whether the interventions are effective.
 - School personnel who are responsible for the implementation/evaluation of the interventions are identified; and
 - The type, frequency, duration, and effectiveness of the interventions are documented.

Procedures for referral must ensure that:

- ❑ Steps are in place to refer students after it has been determined that interventions in the general education program are not effective in

- alleviating the educational difficulties.
- ❑ Steps are in place to refer students directly to the child study team when warranted.
- ❑ Steps are in place to refer students who may have a disability but are advancing from grade to grade.
- ❑ Steps for initiating a referral to the child study team by school personnel identify:
 - The information/documentation of student performance required in the referral.
 - Forms, if any, that are to be submitted by school personnel.
 - School personnel who are responsible to process referrals; and
 - Timelines for processing referrals including the date that initiates the 20-day timeline for conducting the referral/identification meeting.
- ❑ Steps for processing written referrals received from parents identify:
 - School personnel who are responsible to process referrals from parents; and
 - Timelines for processing referrals including the date that initiates the 20-day timeline for conducting the referral/identification meeting.
- ❑ School personnel, parents and agencies are informed of referral procedures.

For students with disabilities potentially in need of a surrogate parent, procedures must ensure that:

- ❑ A surrogate parent is provided to a student in accordance with *N.J.A.C. 6A:14-2.2* when:
 - The parent of the student cannot be identified or located.
 - An agency of the State has guardianship of the student and that agency has not taken steps to appoint a surrogate parent for the student.
 - The student is a ward of the state and no State agency has taken steps to appoint a surrogate parent for the student.
 - No parent can be identified for the student in accordance with *N.J.A.C. 6A:14-1.3* except a foster parent, the foster parent does not agree to serve as the student's parent and no State agency has taken steps to appoint a surrogate parent for the student.
 - The student is an unaccompanied homeless youth and no State agency has taken steps to appoint a surrogate parent for the student.

- The district will make reasonable efforts to appoint a surrogate parent within 30 days of its determination that a surrogate parent is required for a student.
- The district will appoint a person who will be responsible for appointing surrogate parents and overseeing the process. The responsible person will:
 - Determine whether there is a need for a surrogate parent for a student.
 - Contact any State agency that is involved with the student to determine whether the State has had a surrogate parent appointed for the student; and
 - Make reasonable efforts to select and appoint a surrogate parent for the student within 30 days of determining that there is a need for a surrogate parent for the student.

- The district will establish a method for training surrogate parents that includes provision of information with respect to parental rights and procedural safeguards available to parents and students in accordance with *N.J.A.C. 6A:14*.
 - The district will appoint a person that will be responsible for training surrogate parents.
 - The training of surrogate parents will ensure that surrogate parents have knowledge and skills that ensure adequate representation of the child with a disability.
 - The training will be designed to make surrogate parents familiar with State and federal requirements for assessment, individualized education program development, and parental rights with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;
 - Surrogate parents will be provided with copies of the Parental Rights in Special Education booklet; *N.J.A.C. 6A:14*; the Special Education Process; Code Training Materials from the Department of Education Website; and other relevant materials; and
 - Surrogate parents will be provided information to enable them to become familiar with the nature of the child's disability.

- The district will ensure that:
 - All persons serving as surrogate parents have no interest that conflicts with those of the student, he or she represents.
 - All persons serving as surrogate parents possess knowledge and skills that ensure adequate representation of the student.
 - All persons serving as surrogate parents are at least 18 years of age.

- If the school district compensates the surrogate parent for providing such services, a criminal history review of the person in accordance with *N.J.S.A. 18A:6-7.1* is completed prior to his or her serving as the surrogate parent; and
- No person appointed as a surrogate parent will be an employee of the New Jersey Department of Education, the district board of education or a public or nonpublic agency that is involved in the education or case of the child.

Policy #3: Students with disabilities are evaluated according to *N.J.A.C. 6A:14-2.5* and 3.4.

Procedures: Due to the specificity of the requirements at *N.J.A.C. 6A:14-2.5* and 3.4, no additional written procedures are required.

Policy #4: An individualized education program is developed, reviewed and as appropriate, revised according to *N.J.A.C. 6A:14-3.6* and 3.7.

Procedures: Due to the specificity of the requirements at *N.J.A.C. 6A:14-2.6* and 3.7, no additional written procedures are required.

Policy #5: To the maximum extent appropriate, students with disabilities are educated in the least restrictive environment according to *N.J.A.C. 6A:14-4.2*.

Procedures: Due to the specificity of the requirements at *N.J.A.C. 6A:14-4.2*, no additional written procedures are required.

Policy #6: Students with disabilities are included in statewide and districtwide assessment programs, with appropriate accommodations, where necessary, according to *N.J.A.C. 6A:14- 4.10*. All students with disabilities will participate in statewide assessments or the applicable alternate assessment, in grades 3, 4, 5, 6, 7, 8, and high school in the applicable courses.

Procedures: Due to the specificity of the requirements at *N.J.A.C. 6A:14-4.10*, no additional written procedures are required.

Policy #8: A free, appropriate public education is available to all students with disabilities between the ages of three and 21, including students with disabilities who have been suspended or expelled from school.

Procedures regarding the provision of a free, appropriate public education to students with disabilities who are suspended or expelled must ensure that:

- ❑ School officials responsible for implementing suspensions/expulsions in the district are identified.
- ❑ Each time a student with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager.
- ❑ A system is in place to track the number of days a student with disabilities has been removed for disciplinary reasons.
- ❑ Suspension from transportation is counted as a day of removal if the

student does not attend school.

- If transportation is included in the student's IEP as a required related service, the school district shall provide alternate transportation during the period of suspension from the typical means of transportation.
- Removal for at least half of the school day is reported via the Electronic Violence and Vandalism Reporting System.
- If the district has an in-school suspension program, participation in the program is **not** considered a removal when determining whether a manifestation determination must be conducted if the program provides the following:¹
 - Opportunity for the student to participate and progress in the general curriculum.
 - Services and modifications specified in the student's IEP.
 - Interaction with peers who are not disabled to the extent they would have in the current placement; and
 - The student is counted as present for the time spent in the in-school suspension program.
- When a series of short-term removals will accumulate to more than 10 school days in the year:
 - School officials and the case manager consult to determine whether the removals create a change of placement according to *N.J.A.C. 6A:14-2.8(c)2*.
 - Written documentation of the consultation between school officials and the case manager is maintained.
 - If it is determined that there is no change in placement, school officials, the case manager and special education teacher consult to determine the extent to which services are necessary to:
 - Enable the student to participate and progress appropriately in the general education curriculum; and
 - Advance appropriately toward achieving the goals set out in the student's IEP; and
 - Written documentation of the consultation and services provided is maintained.
- Steps are in place to convene a meeting of the IEP team and, as necessary or required, conduct a functional behavioral assessment, and review the behavioral intervention plan according to *N.J.A.C. 6A:14 Appendix A, Individuals with Disabilities Education Act Amendments of 2004 20 U.S.C. §1415 *et seq.**

Procedures regarding the provision of a free, appropriate public education to preschool age students with disabilities must ensure that:

¹ For the purpose of documenting all removals, in-school suspension must be reported via the Electronic Violence and Vandalism Reporting System even if services were provided.

- Eligible preschool age children who are not participating in an early intervention program have an IEP in effect by their third birthday. Steps include: ²
 - Responding to referrals according to *N.J.A.C. 6A:14-3.3(e)*
 - Having a program in place no later than 90 calendar days from the date of consent.

Procedures regarding the provision of a free, appropriate public education to students with disabilities who are advancing from grade to grade must ensure that:

- A student with a disability, who is advancing from grade to grade with the support of specially designed services, may continue to be eligible when:
 - As part of a reevaluation, the IEP team determines that the student continues to require specially designed services to progress in the general education curriculum; and
 - The use of functional assessment information supports the IEP team's determination.

Policy #9: Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under this chapter will experience a smooth transition and have an individualized education program developed and implemented according to *N.J.A.C. 6A:14-3.3(e)* and *N.J.A.C. 6A:14-3.7*.³

- A child study team member of the district will participate in the preschool transition planning conference arranged by the designated service coordinator from the early intervention system and will:
 - Review the Part C Individualized Family Service Plan for the child.
 - Provide the parent(s) written district registration requirements.
 - Provide the parents written information with respect to available district programs for preschool students, including general education placement options; and
 - Provide the parent(s) a form to use to request that the Part C service coordinator be invited to the child's initial IEP meeting.

- The Part C service coordinator will be invited to the initial IEP meeting for a student transitioning from Part C to Part B.

Policy #10: Full educational opportunity to all students with disabilities is provided.

²This procedure does not apply to secondary school districts or charter schools that do not serve preschool age children.

³This procedure does not apply to secondary school districts or charter schools that do not serve preschool age children.

Procedures: Due to the specificity of the requirements at *N.J.A.C. 6A:14-1.1*, no additional written procedures are required.

Policy #11: The compilation, maintenance, access to and confidentiality of student records are in accordance with *N.J.A.C. 6A:32-7*.

Procedures: Due to the specificity of the requirements at *N.J.A.C. 6A:32-7*, no additional written procedures are required.

Policy #12: Provision is made for the participation of students with disabilities who are placed by their parents in nonpublic schools according to *N.J.A.C. 6A:14-6.1* and *6.2*.

Procedures: Due to the specificity of the requirements at *N.J.A.C. 6A:14-6.1* and *6.2*, no additional written procedures are required.

Policy #13: Students with disabilities who are placed in private schools by the district board of education, are provided special education and related services at no cost to their parents according to *N.J.A.C. 6A:14-1.1(d)* and *N.J.A.C. 6A:14-7.5(b)3*.

Procedures: Due to the specificity of the requirements at *N.J.A.C. 6A:14-1.1* and *7.5(b) 3*, no additional written procedures are required.

Policy #14: All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law.

Procedures: Due to the specificity of the requirements at *N.J.A.C. 6A:14-1.2(b) 13*, no additional written procedures are required.

Policy #15: The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified and that appropriate in- service training is provided. The district board of education shall maintain information to demonstrate its efforts to:

1. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities.

2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others.

3. Acquire and disseminate to teachers, administrators, school board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials, and technology.

4. Insure that the in-service training is integrated to the maximum

extent possible with other professional development activities; and

5. Provide for joint training activities of parents and special education, related services, and general education personnel.

Procedures: Due to the specificity of the requirements at *N.J.A.C. 6A:14-1.2(b) 14*, no additional written procedures are required.

Policy #16: Instructional materials will be provided to blind or print-disabled students in a timely manner.

Instructional materials will be provided to blind or print-disabled students in accordance with a plan developed by the district. The plan will be the Individualized Education Program of each student with a disability, which will set forth the instructional materials needed, how they will be provided, and address any assistive technology needed to permit the student to utilize the materials.

Policy #17: For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the district will provide, pursuant to the Uniform Application Act, *N.J.S.A. 30:4-25.10 et seq.*, the necessary materials to the parent to apply for such services.

Procedures: Due to the specificity of the requirements at *N.J.A.C. 6A:14-1.2(b) 17*, no additional written procedures are required.

Policy #18: When the school district utilizes electronic mail, parents are informed as to whether they may use electronic mail to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. If this is permitted, parents shall be informed of the procedures to access the electronic mail system and that they may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent as required by *N.J.A.C. 6A:14*.

Procedures: Due to the specificity of the requirements at *N.J.A.C. 6A:14-1.2(b) 18*, no additional written procedures are required.

Policy #19: The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's IEP.

Procedures: Due to the specificity of the requirements at *N.J.A.C. 6A:14-4.5(d)*, no additional written procedures are required.

*Policy #20: The school district has a plan in effect to establish stability in special education programming. The plan considers the consistency of the

location, curriculum, and staffing in the provision of special education services.

Procedures: Due to the specificity of the requirements at *N.J.A.C. 6A:14-3.7(c) 4*, no additional written procedures are required.

*Policy #21: The school district screens students who have exhibited one or more potential indicators of dyslexia or other reading disabilities in accordance with *N.J.S.A. 18A:40-5.1 et seq.* The district board of education shall maintain information to demonstrate its efforts to:

1. Select and implement age-appropriate screening instruments for the early diagnosis of dyslexia and other reading disabilities.
2. Ensure that each student enrolled in the district who has exhibited one or more potential indicators of dyslexia or other reading disabilities is screened for dyslexia and other reading disabilities using the selected screening tool no later than the student's completion of the first semester of second grade.
3. Develops a procedure to screen eligible newly-enrolled students in accordance with the legislation.
4. Ensures the screening is administered by a teacher or other teaching staff member properly trained in the screening process for dyslexia and other reading disabilities; and
5. Ensures that students who are diagnosed with dyslexia or other reading disability receive appropriate evidence-based interventions.

P. Mandatory In-Service Programs 2020-2021:

Recommend the Board approve the following mandatory in-service programs for the 2020-2021 school year:

Bullying Harassment and Intimidation
Recognizing Child Abuse and Neglect
Alcohol and Drug Abuse and Awareness
Youth suicide prevention
Youth suicide awareness
Cyberbullying primer
Blood borne Pathogens

OTHER ITEMS A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P

Motion:	Second
Roll Call Vote:	

AUGUST 18, 2020

Policy - First Reading-none

Policy - Second Reading and Adoption-

Recommend the Board approve a second reading and adoption of the following policy(ies):

Number	Details
1250	Visitors
3510	Operation and Maintenance of Plant
3541.33	Transportation Safety
5141.2	Illness
5141.2	Administrative Procedures Illness
5141.3	Health Exams
9322	By law- Public and Executive Session

POLICY SECOND READING AND ADOPTION

Motion:	Second
Roll Call Vote:	

COMMITTEE REPORTS

CORRESPONDENCE

At this time, the public has the opportunity to address the Board on any subject. The Board members cannot comment about specific personnel. The public has to be aware that comments made must be civil and in a positive manner. Remember, there are consequences for libelous and slanderous comments.

If there is anyone present who wishes to make a public comment at this time, please state your name, address, and email. The Board will listen to all comments, but we will not engage in a dialog. After investigating any issues, the Administration will be in contact with you as soon as possible.

Thank you for coming to the meeting and for your comments.

PUBLIC COMMENTS:

BOARD COMMENTS

AUGUST 18, 2020

RESOLUTION TO ENTER PRIVATE SESSION

WHEREAS, the Sen. Byron M. Baer Open Public Meetings Act, N.J.S.A. 10:4-6 et seq., (the “Act”) provides that the Monmouth Regional High School Board may hold an “Executive Session” from which the public is excluded to discuss matters that are confidential or are one of the nine (9) subject matters listed Section 12(b) of the Act; and

WHEREAS, it is recommended by the Superintendent and Business Administrator that the Monmouth Regional High School Board go into Executive Session on August 18, 2020 to discuss matters that are permissible for discussion in Executive Session; and

WHEREAS, the length of the Executive Session is estimated to be XX minutes after which the public meeting of the Board shall reconvene and proceed with business; and

WHEREAS, that the Board hereby declares that its discussion of the following subject(s) will be made public at a time when the public’s interest in disclosure is greater than any privacy or governmental interest being protected from disclosure.

NOW, THEREFORE, BE IT RESOLVED by the Monmouth Regional High School Board that the Board shall go into Executive Session to discuss the following items:

- 1. Personnel
- 2. Negotiations

ITEMS DISCUSSED IN EXECUTIVE SESSION MAY OR MAY NOT RESULT IN BOARD ACTION WHEN THE BOARD RECONVENES TO PUBLIC SESSION.

REOPEN PUBLIC SESSION _____

Motion:	Second
Roll Call Vote:	

ROLL CALL:

Anthony Gaetano		Mary Anne Linder	
Jonathan Cohen		Steven B. Seavey	
Barbara Van Wagner		Sharon Wisdom	
Susan Fisher		Nancy Uddin	
James Convery			
Andrew Teeple, Superintendent		Maria Parry Business Administrator	
Martin Barger, Esq.			
Winter Garrison Student Council Representative		Ashley Louissaint, Student Council Representative	

XIII. ADJOURNMENT _____

Motion:	Second
Roll Call Vote:	