

**FORT LEE BOARD OF EDUCATION
FORT LEE, NEW JERSEY**

PUBLIC BUSINESS MEETING AGENDA

**THE BOARD OF EDUCATION WILL IMMEDIATELY ENTER CLOSED SESSION TO DISCUSS
CONFIDENTIAL MATTERS.**

THE REGULAR PUBLIC MEETING WILL COMMENCE AT 7:30 P.M.

Monday, August 24, 2020

Meeting Start Time: 6:45 pm

Zoom Meeting:

<https://us02web.zoom.us/j/89719230184?pwd=bmtOcGcrUjlvWGZFd0VVRGh2VGJCZz09>

CALL TO ORDER BY THE PRESIDENT

FLAG SALUTE

PUBLIC ANNOUNCEMENT

The New Jersey Open Public Meetings Law was enacted to ensure the right of the public to have advance notice 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 the Act, the Fort Lee Board of Education has caused notice of this meeting to be published on August 20, 2020 and posted on the district website at www.flboe.com; published in the Board's designated online media outlet/newspaper: The Record; filed with the Clerk of the Borough of Fort Lee; and mailed to all persons, if any, who have requested said notice. Please be advised that this meeting is being taped and may be broadcasted on local TV and the district's website at a future date.

The Open Public Meeting Act allows for remote participation at Board Meetings and defines "meeting" as any gathering whether corporeal or by means of communication equipment, which is attended by, or open to, all of the members of a public body, held with the intent, on the part of the members of the body present, to discuss or act as a unit upon the specific public business of that body.

ROLL CALL

REPORT OF THE SUPERINTENDENT OF SCHOOLS

- HIB Report

COMMITTEE REPORTS

PUBLIC WORK SESSION - QUESTIONS AND COMMENTS FROM BOARD MEMBERS ON ITEMS LISTED ON TONIGHT'S AGENDA OR ANY OTHER TOPIC

PUBLIC COMMENT - COMMENTS FROM THE PUBLIC ON ITEMS LISTED ON TONIGHT'S AGENDA OR ANY OTHER TOPIC

PUBLIC PARTICIPATION

Public participation shall be governed by the following rules (per District Policy #0167):

1. A participant must be recognized by the presiding officer and must preface comments by an announcement of his/her name, place of residence, and group affiliation, if appropriate.
2. Participants are limited to three minutes in which to make their statement. Additional time may be granted at the discretion of the presiding officer.
3. The Board will not entertain any comments from persons who communicate obscene material, make statements which are considered bias intimidation in which a person intends to intimidate any individual or group because of race, color, religion, gender, handicap, sexual orientation or ethnicity or makes comments intending to harass or speak any offensive language.
4. All statements shall be directed to the presiding officer; no participant may address or question Board members individually.
5. The presiding officer may:
 - a. Interrupt, warn, or terminate a participant's statement when the statement is too lengthy, abusive, obscene, or irrelevant;
 - b. Request any individual to leave the meeting when that person does not observe reasonable decorum;
 - c. Request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
 - d. Call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action; and
 - e. Waive these rules when necessary for the protection of privacy or the efficient administration of the Board's business.

RESOLUTIONS

BOARD

- 1B** **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, approves the following **minutes**:

Public Business Meeting Minutes
Private Executive Meeting Minutes

August 10, 2020
August 10, 2020

- 2B** **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, approves Administration and Board Members to participate virtually in the **New Jersey School Boards Annual Workshop** from October 20-22, 2020 at a cost of \$900 for up to 25 participants.

- 3B** **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, approves **Environetics Group Architects, PC (ENV) as Architect of Record**, effective July 1, 2020 through June 30, 2021.
- 4B** **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, approves the **Settlement Agreement** between the Board and Employee #4793 for the terms and conditions specified.

CURRICULUM

- 1CUR** **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the **out-of-district placements** for the 2020-2021 school year as outlined on the attached list. [See Appendix Page 13](#)
- 2CUR** **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves **Amanda Seewald of MARACAS, LLC, as a consultant to provide a professional development training to World Language and English Language Learner (ELL) Teachers** during the 2020-2021 school year as outlined below.

Professional Development Training	Total Not to Exceed	Account
To provide four (4) days (or equivalent) of professional development training to World Language and English Language Learner (ELL) Teachers with personalized, need-based professional development aimed at building skills and strategies for online, hybrid and in-person learning	\$4,000.00	#11-000-221-320-30-000

- 3CUR** **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the **District Professional Development Plan and Mentoring Plan** for the 2020-2021 school year. [See Appendix Page 15 & 21](#)
- 4CUR** **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the **District Curriculum** for the 2020-2021 school year. [Curriculum Document Folder](#) (To open link - right click the link, select Copy Hyperlink then paste that in the Address bar of any browser)
https://drive.google.com/drive/folders/1LHGn7y8p_4-G4KA08C1MW1bqYytiKsN5
- 5CUR** **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, hereby adopts the **textbooks and resources** for use during the 2020-2021 school year. [Academic Textbooks & Resources 2020-2021](#)

FINANCE

- 1F **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the payment of the claims on the current bills list in the amount of **\$869,187.42 for July 2020 checks**. [See Appendix Page 84](#)
- 2F **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the payment of the claims on the current **Cafeteria bills list in the amount of \$6,894.92 for July 2020 checks**. [See Appendix Page 100](#)
- 3F **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, authorizes the submission of the application for the 2020-2021 IDEA Grant Funds to the New Jersey Department of Education.

IDEA	
Basic	\$936,223
Preschool	\$ 23,700
TOTAL	\$959,923

BE IT FURTHER RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the acceptance of the 2020-2021 IDEA Grant Funds.

PERSONNEL

- 1P **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the attendance of staff members at the **staff trips/conferences** listed on the attached summary. [See Appendix Page 102](#)
- 2P **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the following **resignation**:

<u>RESIGNATION</u>			
Employee	Position	Location	Effective Date
Andrew Zito	PT PE Paraprofessional and Assistant Football Coach	S4/HS	Declined Position

3P **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the following **appointments** for the 2020-2021 school year, pending verification of employment:

APPOINTMENTS						
First Name	Last Name	Position	Loc	Position Control #	Annual Salary Prorated	Effective Date
Solanly	Ortega	Interim Assistant Principal	LFCIS	N/A	\$450.00/month	8/25/20
Seara	Moon	Teacher Special Education Social Studies	FLHS	New	Step 4/ MA+60 \$68,275.00 Plus 3 days NTO	9/1/2020
Jason	Kang	Teacher Grade 6 LAL - Social Studies (Pending Certification)	LFCIS	05-1006-11	Step 1/MA \$60,575.00 Plus 3 days NTO	10/1/2020
Rushan	Buerano	Registered Nurse (.5)	FLHS	07-3114-08	\$38.00/hour	9/1/2020
Gina	Ruesga	Interim Principal	LFCIS/ LFCMS	N/A	\$900.00/month	7/15/2020
Stephanie	Kim	Instructional Aide Grade 6 Resource (.83)	LFCIS	05-9101-27	Step 1/ Degree \$21,975.00	9/1/2020
Kevin	Seavers	Instructional Aide Grades 9-12 Resource (.83)	FLHS	07-9101-59	Step 1/ Degree \$21,975.00	9/1/2020
Pooja	Bhansali	Instructional Aide Grade 5-6 LLD (.83)	LFCIS	05-9101-87	Step 2/ Degree \$22,806.00	9/1/2020
Leonard	Braun	Instructional Aide Grade 5 Inclusion (.83)	LFCIS	05-9101-88	Step 1/ Degree \$21,975.00	9/1/2020
Tereza	Mossad	Instructional Aide PK Spec Ed (.83)	S2	02-9101-104	Step 1/ Degree \$21,975.00	9/1/2020
Yana	Ruban	Instructional Aide Grade 3 Resource (.83)	S4	04-9101-102	Step 1/ Degree \$21,975.00	9/1/2020
Saul	Gomez	Instructional Aide Grade 5 Resource	LFCIS	05-9101-08	Step 1/ Degree \$21,975.00	9/1/2020

4P THEREFORE BE IT RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the following additional **staff transfers** during the 2020-2021 school year.

TRANSFERS						
Name	From Location	From Position	To Location	To Position	Salary Change	Effective Date
Brittany Sikoryak	S1	Teacher Special Ed Inclusion Grade 3	S1	Teacher Special Ed Inclusion Grade 1	N/A	9-1-2020
Kaitlyn Rakas	S1	Teacher Grade 3	S1	Teacher Grade 1	N/A	9-1-2020
Ariana Glogower	S1	Teacher Grade 1	S1	Teacher Grade 3	N/A	9-1-2020
Elsa Osso	S1/S3/IS	Teacher G&T	S1/S2/S3/S4/IS	Teacher G&T	N/A	9-1-2020
Lisa Novello	S2	Personal Aide Grade 3 LLD 2:1	MS	Personal Aide Grade 8 1:1 (Blind Student)	Step 4/ Degree \$31,270.00	9-1-2020
Angelica Quezada	S2	Instructional Aide Preschool	S2	Instructional Aide Grade 2 LLD	N/A	9-1-2020

5P THEREFORE BE IT RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the following **leaves**:

LEAVES								
Name	Position	Loc	Type	New or Amended	Paid Leave	Unpaid Leave with benefits	Unpaid Leave No Benefits	Return Date
Thomas Cirone	Teacher Art	HS	Family Leave	New	9/1/20 to 9/9/20	9/10/20 to 12/13/20	N/A	12/14/20
Helene Azizo	PT Paraprofessional	MS	FFCRA	New	9/1/20 to 12/31/20	N/A	N/A	1/1/21
Marjorie O'Connell	Teacher Special Education	MS	Maternity	Amended	10/13/20 to 10/15/20	10/16/20 to 12/31/20	1/1/21 to 1/31/21	2/1/21
Genna Kornweiser	Teacher BSI	IS	Maternity	New	12/7/20 to 1/19/21	1/20/21 to 5/2/21	N/A	5/3/21

6P THEREFORE BE IT RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the appointment of **leave replacements** during the 2020-2021 school year, as outlined below:

LEAVE REPLACEMENTS					
Name	Grade/Subject	Loc	Salary	Effective Dates	Reason for opening
Alyson Levine	Teacher Grade 2	S3	Continuous Assignment.	9/1/20 to 6/30/21	Cassandra Gonzalez (Maternity)
Alyssa Piccinich	Teacher Grade 2	S1	Sub pay for the first 10 days \$100 per day, day 11-60 \$110 per day, day 61+ at the daily rate equal to a BA, Step 1; No Benefits.	9/1/20 to 2/2/21 Plus 3 days NTO	Anastasia Flindanis (Maternity Leave)
Miranda Jang	Teacher Art	HS	Sub pay for the first 10 days \$100 per day, day 11-60 \$110 per day, day 61+ at the daily rate equal to a BA, Step 1; No Benefits. (Pending Certification)	9/1/20 to 12/15/20 Plus 3 days NTO	Thomas Cirone (FMLA)

7P THEREFORE BE IT RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the appointment of the following **Substitutes** for the 2020-2021 school year:

SUBSTITUTES
Jason Kang Yang Xiao

8P THEREFORE BE IT RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the **2020 Summer Employment of Child Study Team staff members**, as outlined below:

Summer 2020 CST Case Management Staff					
First Name	Last Name	Position	# of Hours Not to Exceed	Hourly Rate	Stipend Not to Exceed
Dimitra	Kotsiotas	Occupational Therapist	30	\$48.43 Amended	\$1,452.90 Amended
Samantha	D'Auria	Social Worker	42	\$48.43 Amended	\$2,034.06 Amended
Christina	Fitzsimmons	Social Worker	(60+10)=70 Amended	\$63.38	\$4,436.60 Amended
Pamela	Rothman	School Psychologist	(42+10)=52 Amended	\$70.17	\$3,648.84 Amended

- 9P** **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the following staff member to assist in the **Student Meal Distribution for Summer 2020**, to be charged against Account #11-000-270-161-00-000.

Name	Hourly Rate	Total Not to Exceed
Rosa Pelletier	\$19.00 x 30 hours	\$570.00

- 10P** **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the appointment of the following staff members as **Anti-Bullying Specialists** for the 2020-2021 school year:

Location	Anti-Bullying Specialists	
School No. 1	Marisa Buonomo	Lorraine Bortnick
School No. 2	Meghan Lynch	Rachel Cola
School No. 3	Aimee DeSheplo	Pamela Rothman
School No. 4	Andria Fusco	Pamela Rothman
Lewis F. Cole Intermediate School	Katie Dublirer (Lead ABS) Angela Waack (Support ABS) Kaitlyn Clausman (Support ABS)	Stephanie Borgono
Lewis F. Cole Middle School	Katie Dublirer (Lead ABS) Matthew Addeo (Support ABS) Debra Brigida (Support ABS)	Daniel Bialik
Fort Lee High School	Luddy Serulle (Lead ABS) David Cuzzo (Support ABS)	Yaron Goldrich

- 11P** **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the placement of the following **Internships, Student Teachers or Practicum Candidates** during the 2020-2021 school year:

Internships/Student Teachers/Practicum Candidates							
Referring University	Student Name	Type of Placement	Subject Area	# Hours	Months From-To	School Placed	Cooperating Staff Member
Montclair State University	Peter Krajlic, Jr.	Internship	School Administrator	300	9-2020 to 1-2021	FLHS	Joseph Finizio

- 12P** **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves **sick day payouts for 2019-2020 retirees**, as per the attached. [See Appendix Page 103](#)

- 13P THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the following staff members for extra compensation for the following district assignment, for the 2020-2021 school year, as deemed necessary.

Name	District Assignment	Extra Compensation
Dmitry Alkhazov Frankie Skrivanic Nicholas Coscia John Mayer Tammi Gil	Filming of Public Board Meetings	\$25.00 per hour

- 14P THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the appointment of the following **Faculty Coordinators and Program Coordinators** for the 2020-2021 school year.

2020-2021 Faculty Coordinators/Program Coordinators			
Name	Department	Class	Stipend
Daniel Cirone	English	N/A	\$5,000
Heather Maye	Math	N/A	\$5,000
Kevin Oliver	Science	N/A	\$5,000
Adrian Rodriguez	History	N/A	\$5,000
Francesca Marotta	World Language	N/A	\$5,000
Marielle Bakian	ESL	N/A	\$5,000
April Congilio	Special Education High School	N/A	\$5,000
Jodi Etra	Pre-IB Coordinator	C	\$4,754
Suzanne Elkhechen	IB CAS Coordinator	A	\$2,126
David Cuzzo	School Community Service Coordinator	N/A	\$7,140
Cean Spahn	K-8 Testing Coordinator	N/A	\$5,000
Stephen Dominquez	Title I (Rescind appointment)	N/A	-\$6,000

- 15P THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves a **pensionable stipend of \$6,500, for each teaching staff member assigned to teach a sixth period** at Lewis F. Cole Middle School and Fort Lee High School for the 2020-2021 school year as outlined below:

<u>6th Period Stipends</u>			
Lewis F. Cole Middle School			
Name	Subject	Name	Subject
Kristina Marquez	Technology	Christina Murphy	Math
David Fidel	Social Studies	Marjorie O'Connell	Science
Laura Gemignani	Special Education	Angela Papas	Science
Tara Gratacos	Physical Education & Health	Zachary Schlemm	Physical Education & Health
Stefanie Katic	Math	Phillip Zappel	Physical Education & Health
Kathleen Larson	Computers	Elisa Minissale	Science
Christine Lepore	Physical Education & Health		
Fort Lee High School			
Name	Subject	Name	Subject
Cirone, Daniel	English	Picone, Joseph	Arts
Salame, Charles	English	Welte, Harry	Arts
Pacciani, Nicole	English & Special Education	Catalano, Melanie	Arts
Schultz-Etra, Jodi	English	Callahan, Genevieve	Science
Glebas, Gary	Math	Chowdhury, Tahreen	Science
Pagano, Calogero	Math & Special Education	Konstantinova, Patricia	Science
Turtoro, Christopher	Math	Schwed, Amarillys	Science
Yoon, Jang	Math	Cuff, Holly	Science
Marotta-Baccan, Francesca	World Language	Oliver, Kevin	Science
Torres, Rocio	World Language	Colorado, Julieth	Science
Elkhechen, Suzanne	World Language	Powers, Erin	Science
Bernardo, Cinzia	World Language	Healy, Rachel	Special Education
Hetman, Kathryn	Arts		

- 16P THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the appointment of **additional Certificated Home Instructors** for the 2020-2021 school year, at the hourly rate of \$45.00 per hour for teaching staff and \$30.00 per hour for certified paraprofessionals.

<u>HOME INSTRUCTORS</u>	
Name	Content Areas
Andrew Guddemi	K-8 Generalist, K-12 Special Education, K-12 Social Studies

17P THEREFORE BE IT RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the appointment of CARES Grant Counselors for the 2020-2022 school years, at the hourly rate of \$45.00 per hour, for certificated staff not to exceed \$15,000.00.

<u>CARES Grant Counselors</u>
Aimee DeSheplo
Andria Fusco
Angela Waack
Kaitlyn Clausman
Debbie Brigida
Luddy Serulle-Green
Laura Caddell
Diana Acosta
Tara Lawlor
Elisa Murphy
Marisa Buonomo
Katie Dublirer
Nicole Alvarez
Matt Addeo

POLICY

1POL THEREFORE BE IT RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the **second reading and adoption of the following policy/regulation updates** listed below: [Click here for 2020-08-24 #1POL Back-up](#)

Policy/Reg No.	Topic
P1648	Restart And Recovery Plan (M) (New)
P1648.02	Remote Learning Options For Families (M) (New)
P1649	Federal Families First Coronavirus (COVID-19) Response Act (FFCRA) (M) (New)
P2270	Religion In Schools (Revised)
P2431.3	Heat Participation Policy For Student-Athlete Safety (M) (Revised)
P2622	Student Assessment (M) (Revised)
P&R 5111	Eligibility Of Resident/Nonresident Students (M) (Revised)
P&R 5320	Immunization (Revised)
P&R 5330.04	Administering An Opioid Antidote (M) (Revised)
P5440	Honoring Student Achievement
P5610	Suspension (M) (Revised)
R5610	Suspension Procedures (M) (Revised)
P5620	Expulsion (M) (Revised)
P&R 8320	Personnel Records (M) (Revised)
P8420	Emergency And Crisis Situations (M) (Revised)

OLD BUSINESS

NEW BUSINESS

ADJOURNMENT

RESPECTFULLY SUBMITTED,

Haquisha Q. Taylor

HAQQUISHA Q. TAYLOR
SCHOOL BUSINESS ADMINISTRATOR/BOARD SECRETARY

HQT/sa
Attachments
08-24-2020

PUBLIC SCHOOLS	STUDENT ID	STATUS	TUITION	ESY 2020
Leonia - MD High School (w/ESY)	2531814605	returning	53,617.00	
Ridgefield - High School	1623744862	returning	54,780.00	
Ridgefield - High School 1:1 Aide			44,872.00	
Ridgefield - High School (w/ESY)	1582894720	change	63,199.00	
Ridgefield - AUT High School	4008435867	returning	54,780.00	
Ridgefield-AUT Slocum	8868083062	returning	54,780.00	
Ridgefield -AUT Slocum 1:1 Aide			44,782.00	
Ridgefield -AUT Slocum	5928854122	returning	54,780.00	
Ridgefield -AUT Slocum 1:1 Aide			44,782.00	
Ridgefield - MD High School (w/ESY)	8826727356	change	48,878.00	
Ridgefield - MD High School (w/ESY)	7226183191	returning	48,878.00	
Ridgefield - MD Bergen Blvd (w/ESY)	3714884192	returning	48,878.00	
Ridgefield -MD High School (w/ESY)	7229632250	returning	48,878.00	
Ridgefield-MD Slocum	9516929593	returning	41,940.00	
BERGEN CO. SPECIAL SERVICES	STUDENT ID	STATUS	TUITION	ESY 2020
BCSS- Bleshman	6634300938	change	76,860.00	
BCSS- Brownstone (w/ESY)	2337187990	returning	62,640.00	5,300.00
BCSS- Brownstone 1:1 Aide			52,000.00	4,500.00
BCSS-HIP PSD (w/ESY)	8956136717	returning	64,980.00	5,300.00
BCSS - HIP (w/ESY)	9764274786	returning	78,660.00	5,300.00
BCSS - HIP	3518992146	returning	78,660.00	
BCSS-HIP PSD (w/ESY)	7487294742	returning	64,980.00	5,300.00
BCSS-New Bridges Middle/HS (w/ESY)	8988769900	returning	82,620.00	7,800.00
BCSS-New Bridges 1:1 Aide			52,000.00	7,000.00
BCSS-New Bridges Middle/HS	9518097066	returning	82,620.00	
BCSS-NOVA North, Emerson	9448895883	returning	62,640.00	
BCSS-NOVA North, Emerson	7396617921	returning	62,640.00	
BCSS - Springboard (w/ESY)	7902403640	returning	61,740.00	5,300.00
BCSS-Venture	6035429181	returning	89,460.00	
BCSS - Visions (w/ESY)	8595685856	returning	61,740.00	5,300.00
BCSS - Washington Elementary (w/ESY)	9741442488	returning	64,980.00	7,800.00
BCSS - Washington Elementary 1:1 Aide			52,000.00	
BCSS - Washington Emerson	4738863273	returning	82,620.00	

	PRIVATE APPROVED (IN STATE)	STUDENT ID	STATUS	TUITION	ESY 2020
	Barnstable Academy	8387445247	returning	48,750.00	
	Calais School (w/ESY)	7636578829	returning	82,950.00	
	Calais School 1:1 Aide (w/ESY)			43,260.00	
	Chapel Hill Academy (w/ESY)	2592036042	returning	73,920.00	
	Chapel Hill Academy (w/ESY)	6070654653	returning	73,920.00	
	Chapel Hill Academy	1726658318	returning	73,920.00	
	Chapel Hill Academy	1584656833	returning	73,920.00	
	Chapel Hill Academy 1:1 Aide			33,600.00	
	Commuity Lower School	6695691740	returning	45,301.00	
	Cornerstone	8508613405	returning	88,088.00	
	Cornerstone	5323156886	returning	88,088.00	
	Craig School (w/ESY)	9231517763	returning	57,480.00	2,100.00
	Felician School - Lodi (w/ESY)	7787052120	returning	66,424.10	
	Felician School - Lodi 1:1 Aide			51,455.00	
	Forum School - Waldwick, NJ (w/ESY)	9425908191	returning	81,603.99	
	Forum School - Waldwick 1:1 Aide			38,391.00	
	Forum School - Waldwick (w/ESY)	7979304786	returning	81,603.99	
	Forum School - Waldwick	6634300938	returning	81,603.21	
	Forum School - Waldwick 1:1 Aide			45,225.00	
	Fusion Academy - Englewood	8132698276	returning	60,004.00	
	HoHoKus School	5741646152	shared time	9,900.00	
	New Alliance Academy (w/ESY)	4914576973	returning	91,665.00	
	Paradigm School (w/ESY)	1318218269	returning	78,644.80	
	The Phoenix Center	1915114325	returning	68,272.20	
	The Phoenix Center 1:1 Aide			30,780.00	
	Sage Day, Mahwah (w/ESY)	9797935170	returning	64,620.00	3,600.00
	Sage Day, Rochelle Park	6464426537	reruning	64,620.00	
	Windsor Bergen Academy (w/ESY)	9563252289	returning	65,870.25	
	Windsor Preparatory HS (w/ESY)	3228232240	returning	65,595.48	
	Windsor Preparatory HS (w/ESY)	2864189198	returning	65,595.48	
	YCS/George Washington School (w/ESY)	6447045681	returning	61,254.00	
	YCS/G.Washington School 1:1 Aide		returning	41,118.00	
	Shrub Oak Academy (w/ESY)	3746895425	returning	82,357.00	



Fort Lee School District Professional Development Plan

District Name	Superintendent Name	Plan Begin/End Dates
Fort Lee Public Schools	Ken Rota	July 2020 – June 2021

The Fort Lee District Professional Development Plan is subject to change based upon support needed for teachers or other staff to develop their skills to deliver instruction and assess student progress remotely. Changes shall augment teacher capacity to support learners who are now learning more independently at home, rather than at school.

1: Professional Learning Goals *6A:9-3.3 Professional standards for teachers*

PL Goal No.	Professional Learning Goals	Identified Group	Rationale/Sources of Evidence
1	<p>Continue implementation and support of Balanced Literacy Reading Workshop through training and coaching to develop a cadre of teachers who understand and deliver research based best instructional practices of Balanced Literacy Gr. K- 4 ELA – using the Reader’s and Writer’s Workshop Model, including teaching and learning in a remote environment</p> <p>2. Using this model, teachers will explore best practices in the teaching of word study (vocabulary, grammar, phonics, spelling, etc.)</p>	Teachers and Principals/Supervisors	<p>Teacher feedback and benchmark evaluation results, disaggregated by school, show there is a need to continue to implement more effective instruction in this area.</p> <p>A growing body of research points to Balanced Literacy as a collaborative professional learning is an important strategy for improving teacher effectiveness.</p> <p>Goals will address grade-specific NJSL standards, retain or further develop teachers’ skills and understandings to support students to meet the expectations described by the standards for ELA K-5</p> <p>Analysis of teacher evaluation and teacher recommendations data revealed that teachers in the specific grade level were interested in receiving PD in this area.</p> <p>Standard One: Learner Development Standard Two: Learning Differences Standard Five: Application Of Content Standard Eight: Instructional Strategies</p>



2	<p>To build capacity of K-12 teachers to implement a K-12 virtual-Hybrid Curriculum. Training on Google Classroom, Google Meet, Zoom, SeeSaw, Ed Puzzle, GoMath, Flipped Classroom, and Google Forms will be used as tools, specific to their class material and curriculum to promote interactive learning. Teachers will interact with students through new pedagogical practices, allowing them to actively engage in their own learning using technology to address the NJSLs. In addition, teachers will learn how to enhance collective participation for students to work and interact with each other in a virtual learning environment.</p> <p>2. To build capacity of Grade K-12 teacher's use of ATLAS, a new curriculum management program for the school district.</p>	Teachers and Principals/Supervisors	<p>Research revealed formative assessment is a strategy to inform teaching and improve student learning. Analysis of teacher feedback and ScIP panel recommendations revealed that teachers across the district were interested in receiving PD in this area. Standard Five: Application Of Content Standard Six: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. Standard Seven: Planning for Instruction Standard Eight: Instructional Strategies</p>
3	<p>To continue the work of the equity team to participate in professional learning, provide professional development to all staff to develop a collective voice committed to creating and sustaining meaningful educational change through a focus on: establishing common beliefs toward equity, conducting data-informed inquiry into equity, and exploring a process to address equity issues. To enhance understanding of equity so that we are on the forefront of conversations, in and out of the classroom, on race, socioeconomic status, and implicit bias in our systems to ensure each and every student has access to powerful learning opportunities with the supports they need to be successful.</p>	Teachers, Students Principals/Supervisors, Community Members	<p>Standard One: Learner Development within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>



4	To deliver Math and Science Professional Development to Middle School and High School teachers to introduce multiple chrome extensions, such as desmos and equatio to diversify instructional strategies and increase student engagement in math and science courses.	MS and HS Math and Science Teachers	Develop a more student centered approach to teaching and learning through the use of various technologies. Standard Five: Application Of Content Standard Seven: Planning for Instruction Standard Eight: Instructional Strategies
5	To provide World Language teachers with professional development focused on using the reader’s and writer’s model of comprehensible input in a remote setting. To unpack and discuss the changes to the World Language NJ Student Learning Standards.	World Language Teachers, Supervisors and Faculty Coordinators	Analysis of teacher revealed that teachers across the district were interested in receiving PD in this area. Standard Five: Application Of Content Standard Seven: Planning for Instruction Standard Eight: Instructional Strategies

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Principals and supervisors will provide teachers with support as outlined in each respective school’s PDP. All school PDPs include a goal and school-wide professional learning activities aligned with this goal. Principals and supervisors will gather input from peers, staff, and other districts/schools to create a schedule with dedicated time for PLCs, grade level and departmental meetings and student intervention and enrichment. Principals and supervisors will provide and review student achievement data in the PLCs, grade level and departmental meetings to guide teacher practice, instruction, and planning. Teachers will track achievement data of students in	District supervisors will schedule regular meetings with teachers in district to support PD goals. Lead teachers and faculty coordinators in each content area will discuss the material with school or district colleagues, including administrators at their discretion. Teachers will work with their respective school leaders and colleagues to continue the



	<p>their charge. 3rd and 4th grade elementary school teachers will continue to receive training on Balanced Literacy Reading Workshop</p>	<p>implementation and/or refine the past practices using the Balanced Literacy Reading Workshop.</p>
2	<p>Building- level principals and assistant principals will provide teachers with support as outlined in each school’s PDP. All school PDPs include a goal and school-wide professional learning activities aligned with this goal. Supervisors and teachers will receive training, including refresher training when needed on the use of technology and the Atlas program.</p>	<p>Principals, assistant principals, directors, and supervisors will participate in district-sponsored training on technology. District supervisors will schedule regular meetings with teachers in district to support PD goals. Teachers will participate in specific goal related PD sessions in and out of district.</p>
3	<p>Principals and designees will disaggregate achievement to explore equitable access and inclusion of all student with unobstructed entrance into programs and activities within our schools. Principals and designees will explore and analyze treatment patterns and interactions between individuals and within our school environments that are characterized by acceptance, valuing, respect, support, safety, and security. Principals and teachers will work toward equitable opportunity for students to learn so that every child, regardless of characteristics and identified needs, is presented with the challenge to reach high standards and are given the requisite supports to achieve the high standards of excellence.</p>	<p>District Equity Team will schedule regular meetings with teachers in district to support PD goals. Equity Team Members will participate in specific goal related PD sessions in and out of district. Equity team members will discuss the material with school or district colleagues, including administrators at their discretion.</p>
4/5	<p>Teachers will align teaching strategies to the instructional shifts in Math, Science and World Language. Teachers will design common assessments in alignment with the standards. Teachers will participate in training on the use of computer software in alignment with the textbook and standards Teachers will continue to receive formal and informal support by technology staff developers and supervisor in technology integration</p>	<p>District supervisors will schedule regular meetings with teachers in district to support PD goals. Teachers will participate in specific goal related PD sessions in and out of district. Lead teachers and faculty coordinators in each content area will discuss the material with school or district colleagues, including administrators at their discretion.</p>

3: School Leader Training Needs Pursuant to N.J.S.A. 18A: 26-8.2

	Principals will be working on the new standards and aligning teaching	District supervisors will schedule regular
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	<p>strategies to the instructional shifts as well as the use of technology in a virtual environment. Teachers will continue to design common on-line assessments in alignment with the standards.</p> <p>School Leaders will continue to receive formal and informal support by technology staff developers and supervisor in technology integration</p>	<p>meetings with teachers in district to support PD goals.</p> <p>Teachers will participate in specific goal related PD sessions in and out of district.</p> <p>Lead teachers and faculty coordinators in each content area will discuss the material with school or district colleagues, including administrators at their discretion.</p> <p>Standards for School Leaders Standard 4. Curriculum, Instruction and Assessment</p>
	<p>Equity Team Members, Building-level principals, assistant principals, teachers, CST, guidance counselors, and I&RS team members will participate in equity training to support academic achievement of all students</p>	<p>Teachers will participate in equity training.</p> <p>Training feedback evaluations will be analyzed and used to assess program.</p> <p>Standards for School Leaders Standard 5. Community of Care and Support for Students Standard 6. Professional Capacity of School Personnel</p>
	<p>All district Administration will be responsible for using the ATLAS tool to organize district curriculum.</p>	<p>Standards for School Leaders Standard 10. School Improvement</p>

<p>State Mandated PD Activities Pursuant to N.J.S.A. 18A: 26-8.2</p>
<p>All new staff will participate in an orientation and a robust New Teacher Mentorship Program and training.</p> <p>All mandated PD requirements will be conducted by teachers utilizing Safe Schools.</p> <p>District administrators and staff members will participate in training on ESSA and new state student learning standards in their respective curriculum areas.</p> <p>All faculty as well as Administration will be responsible for using the ATLAS tool to search and analyze curriculum.</p>



4: Resources and Justification

Resources
<p>To meet the PL needs of the districts’ school per this plan, the initial recommendation is to allocate approximately \$100,000 of the district budget for this purpose. The allocation will come from a combination of state and federal funds and will be adjusted if necessary, pending board approval. This amount covers costs for external providers/consultants, materials, technology resources, travel expenses, subscriptions to online resources, and staff stipends. The plan controls expenses by relying largely on in-district expertise to provide the specified activities. PL activities involving work by collaborative teams will be implemented through the team structures and procedures in place at each school.</p>

Justification
<p>The district provides high quality professional learning experiences which are necessary to support these initiatives and improve educators’ practice. Emphasis will be placed on the development of PLCs, promoting teachers and administrators as reflective practitioners, support for the development of quality SGOs, and effective data use to drive instruction at the student, class, school, and district levels.</p>

Signatures: _____

CSA Signature

District Board of Education Signature

Date



New Teacher Induction and
Mentoring Program Guide

2020-2021

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SECTION ONE: VISION, GOALS, & OBJECTIVES

Vision

Our vision for mentoring and induction was developed by faculty members, the Local Professional Development Committee, and administrators. The plan was presented to the Board of Education.

The Fort Lee Public School District is an organization dedicated to providing an excellent education that challenges all learners in a safe and secure environment. We recognize the powerful responsibility and impact that teachers have in meeting this mission. Novice teachers and teachers who are new to the district are in need of support in organizational and instructional matters to develop their skills and knowledge of the district to maintain and enhance the educational process. As a community of learners we are dedicated to providing that support and enhancing the effectiveness of our educational organization through comprehensive mentoring and induction activities.

Research confirms that effective teachers are the single most important factor in promoting student achievement (Darling-Hammond & Youngs, 2002). Teachers influence learning and their success will determine the success of an entire generation of students. Accordingly, recent studies confirming alarming teacher attrition rates have prompted school districts to identify effective practices aimed at increasing teacher retention.

Across the nation nearly fifty percent of new teachers do not reach their fifth year of teaching. Social isolation, anxiety over curriculum requirements and other stressors contribute to this loss. Successful mentoring programs link supportive and experienced model teachers to provide assistance in critical areas to promote professional and personal growth as well as successful integration into the educational organization. Successful mentoring programs address the causes of new teacher attrition. Benefits of the mentor/novice teacher relationship are reaped by all parties in the district. Students' level of education is improved when their teachers are engaged in ongoing professional development of their instructional skills leading to more effective teaching and learning opportunities. The novice teachers benefit when they are successfully integrated into the culture of the school, have become part of the mission of outstanding education, and have developed their skills to be more effective in implementing the theoretical knowledge they bring from their educational experience. Mentors also benefit from the process as they are able to share their skills and knowledge, recognizing the value they have in the school as well as gaining new insight into their own instructional skills as they pass them on to others.

Goals

- Enhance the skills and knowledge of classroom practice for novice teachers
- Identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching
- Provide an on-site support system for novice teachers in order to assist them in the performance of their duties and adjustment to the challenges of teaching
- Develop instructional skills to facilitate student achievement
- Revitalize the skills of mentor teachers
- Attract and retain new teachers
- Support new teachers to facilitate the development of high performing, reflective practitioners
- Integrate new teachers into the culture of the school community
- Provide high quality professional development opportunities that result in increased student learning and achievement
- Develop cadres of mentor teachers and teacher leaders that will assist new teachers

Education Commission of the States, Ingersoll and Kralic (ecs.org), February 2004

Murnane et al 1991, *Who Will Teach? Policies That Matter*; Harvard University Press, Cambridge, MA.

R. Ingersoll and T. Smith, 2003 *Educational Leadership*, 60 (8) 30-33

A. Hafner and J. Owings 1991, *Careers in Teaching: Following Members of the High School Class of 1972 In and Out of Teaching*, NCES Report No. 91-470, Washington D.C. U.S. D.O.E. National Center for Educational Stats

WHEN YOU TRULY BELIEVE
IN SOMETHING AND YOU
CARRY IT IN YOUR HEART,
YOU ACCEPT NO EXCUSES,
ONLY RESULTS.

-KEN BLANCHARD

Objectives

The new teacher will be able to:

- Identify building personnel and resources
- Complete necessary district documentation (i.e., HQT, benefits, payroll)
- Create classroom routines and rules for effective management
- Build a rapport with their district mentor/buddy and other district personnel
- Understand the place of the school in the community
- Broaden their repertoire of instructional strategies
- Identify sources of assistance to address classroom instructional issues
- Address the learning needs of individual students

The mentor/buddy teacher will be able to:

- Provide support for the new teacher
- Identify areas of need and provide alternative models for the new teacher
- Broaden their own instructional repertoire

Expected Outcomes

- Become acclimated to the school and District
- Gain confidence and expertise in improving teaching skills and fostering student learning
- Acquire advanced knowledge, skills and practices
- Form collegial relationships with other teachers
- Build strong relationships with students' parents and guardians
- Demonstrate instructional strategies to meet the diverse needs of all students
- Apply classroom management strategies with confidence
- Apply and understand various assessment measures to monitor student learning and adjust teaching methods accordingly
- Plan lessons by utilizing student achievement data
- Remain in the profession

Program Timeline

Fort Lee New Teacher Induction and Mentoring Program Timeline


ACTIVITY	PARTIES INVOLVED	TIME
Needs Assessment	All district stakeholders. Selected survey vendors and consultants	March - July
Mentor/Buddy Training	Mentors/Buddies, Curriculum Supervisor, Director of Human Resources	August
Mentoring Placement	Principals, Curriculum Supervisors, Human Resources	July - August
Summer New Teacher Orientation	New teachers and District Administrators	Three days - end of August
Opening Days Orientation	All District Personnel	Two days - September prior to students' arrival
Mentor/Buddy/New Teacher Meet and Greet	Mentors/Buddies and New teachers	August during New Teacher Orientation
Weekly Mentor/Novice Teacher Meetings throughout the year	Mentors and Novice teachers	September to June
Fort Lee New Teacher Academy	New teachers, Various district administration and teacher leaders	One session per month - September through March
District-wide professional development	All teachers, Instructional area specialists within the district, Principals, Director of Curriculum, Selected consultants and presenters	Dates to be determined
Program Evaluation	New teachers, Mentors, Buddies, District Stakeholders	March - June
Program Planning	District Administration and Stakeholders	July - August

SECTION TWO: MENTOR/BUDDY SELECTION

Guidelines for Selecting Mentors/Buddies

In order to maintain a consistency within the district, the mentor selection process is standardized. The approach to setting criteria and establishing a process is an inclusive one. The following values and belief systems are embodied in all chosen mentors.

- Student success is teacher success. Therefore teaching is viewed as a career-long journey of growth and improvement in the skills that teachers need to facilitate student success.
- The desire to help others learn, the reflective skills of teachers, and the disposition toward continual learning are highly valued.
- The best mentors/buddies are effective teachers who are models of continual learning and willing to risk learning in front of other teachers.
- The mentor's/buddy's job is to model professional growth, to help the new teacher improve teaching and enhance student learning, and to support the new teacher's professional growth.
- Most veteran teachers can be mentors/buddies, but all mentor/buddy candidates will know what is expected of them and what they must model if they are assigned as a mentor/buddy.
- Those who are trained as mentors/buddies by the district are encouraged to, but are not required to, take on mentoring positions in the district.
- There need to be several checkpoints in the selection and mentoring process to ensure that all mentors/buddies are effective.
- There need to be planned opportunities and processes for monitoring the teacher mentoring, checking for problems, and dealing with any problems that arise.
- The stress of mentoring and modeling is lowered because of the expectation that all participants will be learners.
- Ongoing training and support is required for mentors/buddies and new teachers, separately and together. This creates and supports the expectation for collaboration and professional growth so mentoring serves as a model for the entire staff.



THE STAKES ARE HIGH. EVERY DAY, WE WAGER THE FUTURE OF THIS COUNTRY ON OUR TEACHERS. WE ARE DAILY ENTRUSTING THE DREAMS OF THE OUR YOUNG PEOPLE TO THOSE WHO TEACH THEM. WHETHER THOSE DREAMS ARE DELAYED, DENIED, OR FULFILLED IS OURS TO DECIDE.

No Dream Denied
National Commission on Teaching and America's Future
January 2003,

Process and Criteria for Selecting Mentors/Buddies

Procedure

1. District posts mentoring/buddy positions during June for the following school year.
2. Application stating qualifications is submitted through Applitrack.
3. Applications are reviewed by the Curriculum Supervisor and Director of Human Resources.
4. Mentors/Buddies are matched with new teachers based on the new teachers' experience, content, and grade level needs.
5. Principal approves mentor/buddy assignments.
6. Mentors/Buddies are trained for the school year (as needed).

Selection Criteria

1. Must hold a NJ Standard Instructional Certification.
2. Must be a tenured teacher.
3. Outstanding performance record as documented by administrators.
4. Rated Highly Effective or Effective on previous year's Teacher Evaluation.
5. Demonstrated interpersonal and communication skills.
6. Comprehensive and current professional knowledge.
7. Demonstrated organizational skills.
8. Established high level of professionalism.
9. Ability to facilitate adult learning.
10. Must meet all qualifications of a Mentor Teacher as defined by the New Jersey Department of Education.

Teaching philosophies may differ. Mentors/Buddies have to be confident enough to accept that new teachers need a variety of role models and professional contacts from which to draw ideas and inspiration. Thus, induction mentoring is best developed with a professional setting that encourages a collegial exchange of ideas. It is up to the mentor/buddy to help create and encourage this type of environment.

Matching mentors/buddies and new teacher's is an important first step. Success depends on high expectations for the mentor/buddy/new teacher relationship. A teacher's style is a very personal thing. It is important that mentors/buddies keep in mind that "style" is something most people discover about themselves and is not given to them. Creating clones is not the job of mentors/buddies, but rather to help new teachers discover their own instructional style and to seek best practices for instruction.²

² *What Successful Mentors Do*, Corwin Press, Thousand Oaks, CA, 2005

Self-Assessment: Should I Become a Mentor/Buddy?

This checklist is designed to help teachers who are considering becoming mentors/buddies. Please place an X in the column that represents the degree to which the statement characterizes the ways you see yourself. You may add those qualities (see 19 and 20 [*]) that represent the unique or special assets you might bring to mentoring.

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

SECTION THREE: ROLES AND RESPONSIBILITIES OF MENTOR/BUDDY AND DISTRICT

Role of Mentors/Buddies

General Responsibilities

1. To instill confidence in the beginning teacher
2. To provide opportunities for the exchange of ideas
3. To support and share in professional development with the beginning teacher
4. To provide a resource for the beginning teacher to ask questions
5. To assist the beginning teacher in problem situations
6. To offer assistance and strategies for classroom management
7. To observe the beginning teacher's practice and offer appropriate suggestions
8. To prepare the teacher for acceptable routines and practices
9. To provide a non-threatening environment that encourages the need to reflect
10. To provide opportunities to share and review curricular materials
11. To provide introduction and encourage interaction with other colleagues
12. To be a confidant and a supportive colleague
13. To develop a relationship based upon open dialogue

Specific Responsibilities

1. To initiate the first contact with the new teacher during the summer prior to employment
2. To share professional credentials and experience with the new teacher
3. To attend mandated workshops during the school year (mentor training, etc.)
4. To inform the new teacher of the format of scheduled observations
5. To serve as a model of a master teacher and provide opportunity to be informally observed by the new teacher
6. To record interactions by maintaining a detailed log and submitting it monthly
7. To maintain confidentiality during classroom observations and to preserve this integrity by discarding written notes
8. To maintain the role of a professional confidant at all times throughout the process
9. To present at one or more New Teacher Meetings

Role of Principal

1. To implement the selection process and recommend a qualified mentor to the new teacher
2. To develop an acceptable observation schedule according to prescribed guidelines
3. To provide a schedule that supports interaction between the new teacher and mentor/buddy
4. To observe and evaluate the new teacher according to prescribed guidelines
5. To keep accurate and relevant records of formal observations and evaluations
6. To provide guidance to the new teacher in developing a professional improvement plan at within the first 30 days
7. To meet with mentors/buddies and discuss the effectiveness of the mentoring relationship
8. To review formal observations and written evaluations with the new teacher
9. To make final recommendation for certification and reemployment
10. To ensure that new teachers are mentored 1x per week within the first four weeks of school (8 weeks for CE holders)

Role of Mentor Program Coordinator

1. To provide written information related to the mentor program
2. To plan, coordinate, and conduct training sessions for mentors/buddies and new teachers

Role of Human Resources

1. To implement the program throughout the district
2. To monitor and approve the selection process of the mentors/buddies
3. To provide an evaluation process for the mentor program and analyze the findings
4. To notify the state with the names and qualifications of the mentors
5. To secure the approval of the Board of Education via the Superintendent of Schools

Role of Curriculum Supervisors

1. To provide the new teacher with information and access to the available district resources
2. To support and encourage the new teacher in the implementation of new teaching strategies and the investigation of available resources
3. To provide a non-threatening supportive atmosphere that fosters open communication

Mentor Job Description

Title: Mentor

Reports To: Building Principal

Qualifications:

1. New Jersey Teacher Certification
2. Tenure in district or at least three years of successful teaching experience
3. Completion of mentoring training
4. Willingness to continue to train as a mentor

Terms of Employment: Per negotiated contract and completion of duties.

Duties:

1. Facilitates a compatible working relationship with the provisional teacher by discussing expectations and arriving at a mutual understanding about how best to work together.
2. Assesses the background of the provisional teacher and provides the type and amount of support indicated by this background. This responsibility may be shared with others on the Provisional Teacher Support Team.
3. Orients the provisional teacher to the district/school policies, procedures, and expectations.
4. Visits the provisional teacher's classroom and provides feedback, coaching, and support.
5. Models effective teaching techniques.
6. Is accessible for informal support and consultation.
7. May not formally evaluate the provisional teacher. All observations and feedback provided by the mentor are for the purpose of professional development and support and should be considered confidential.
8. May share responsibility for a first-year teacher with one or more other mentor teachers pursuant to the principal's approval.
9. Presents at least one topic during afterschool New Teacher Meetings.
10. Tracks meetings times on the Mentoring Meeting Log and submits the log each month.
11. Other duties are requested by the principal.

Mentors of Alternate Route Teachers

Individuals entering the teaching field through the alternate route program bring a wealth of information, experience, and fresh perspective to the classroom and to their peers, as well as a strong desire to do what is necessary to change their career path. These traits are highly valued in education and it is essential that we support them in attaining success and remaining in the profession of teaching.

These teachers have not had standard training in pedagogy and instructional strategies prior to entering the classroom, nor have they done any structured student teaching. It is the responsibility of the district to provide the additional support as alternate route teachers begin their first experiences teaching children in formal settings. The district mentoring plan is designed to augment the formal training they receive from the State for the first nine months of their work as teachers, by providing intensive support and on-site training. All alternate route teachers will enter the district as part of the novice teacher cohort and like their peers, they will be assigned a district mentor teacher who will meet with them over the school year on a weekly to biweekly basis.

Additionally, alternate route teachers will receive intensive observation and constructive critique by a second tier of mentors, who will work with them on a daily basis for a period of no less than 20 days, totally 90 hours of direct support through observation, written and verbal review of teaching, goal setting and problem solving.

Alternate route mentors will be provided with all mentor materials and resources as well as additional resources to assist them in guiding their novice teacher's development. These will be selected from the following, based on the mentor experience and knowledge and the novice teacher needs.

- *The First 60 Days of Teaching* by Robert L. DeBruyn
- *The Skillful Teacher, Building Your Teaching Skills* by Jon Saphier
- *Making Mentoring Work*, an ASCD Action Tool by Laura Lipton and Bruce Weilman
- *Mentoring Matters, A Practical Guide to Learning-Focused Relationships* by Laura Lipton and Bruce Weilman

Additional support will be provided by building principals and academic supervisors through regular meetings and observations.

Additional Roles and Responsibilities

The roles of the Mentor/Buddy are:

- to listen.
- to be available.
- to promote trust and be someone for whom the new teacher can rely on.
- to establish lines of communication.
- to be encouraging.
- to share things that work and those that do not.
- to familiarize the new teacher to curriculum and Fort Lee Public Schools.
- to share information on procedures and available resources.
- to walk through paperwork and procedures a little bit at a time.
- to familiarize the new teacher to lesson plan and grade book procedures.
- to introduce the new teacher to building staff.
- to respect the confidentiality of the mentor/buddy/new teacher relationship.

The responsibilities of the Mentor/Buddy are:

- to attend the mentor training session and all mentorship meetings conducted throughout the school year.
- to commit time to work with the new teacher for one year.
- to meet informally and formally with the new teacher throughout the year.

The benefits of mentorship are:

- the ability to foster a sense of pride through assisting another person to get started in the profession.
- the development of awareness of the importance of communicating in a professional and collegial manner.
- the satisfaction of sharing a rich pedagogical treasure in a coaching role
- a small stipend

What a Mentor/Buddy Provides

- **INSTRUCTIONAL SUPPORT:**
This includes observing the new teacher, offering suggestions for improvement, modeling good teaching practices, and assisting in lesson preparation.
- **PROFESSIONAL SUPPORT:**
New teachers need to be informed of school policies and procedures, counseled on legal and ethical issues related to their work, and advised as to how to handle relations with administrators, other teachers and staff, students, parents, and members of the community.
- **PERSONAL SUPPORT:**
Mentors/Buddies can relieve the stress of teaching by putting the new teacher's problems in the proper perspective and by giving meaningful praise and encouragement.
- **CONFIDENTIAL RELATIONSHIP:**
It is important that the new teacher be able to discuss problems openly with the mentor/buddy, so that the problems can be addressed in a timely and informed manner to ensure a strong start to the year.
- **INTENSIVE HELP AT THE START OF THE SCHOOL YEAR:**
This may include activities such as helping the new teacher construct adequate lesson plans, making certain the he or she has all needed materials, and working together with the new teacher to address classroom management issues effectively.
- **SERVES AS A LIAISON**
One function of the mentor/buddy is to refer the new teacher to other teachers and educational resources when appropriate so that he or she is exposed to a variety of perspectives and educational techniques.

Ultimately, the mentor/buddy will use the principles and skills of peer-coaching and other related techniques to help the new teacher achieve district, school, and personal goals. The mentor/buddy will also assist the new teacher in solving problems in the areas of curriculum, instruction, classroom management, and non-instructional issues and responsibilities that relate to effective teaching.

Education is the most powerful weapon you can use to change the world.

-Nelson Mandela

The Pitfalls to Mentoring

The decision to accept a mentorship role can be one of the most professionally rewarding experiences of a teacher's career; however, it can also become frustrating if the mentor/buddy becomes caught up in one or more recognized pitfalls. Potential mentoring difficulties may be summarized into four general categories:

1. Overextending
2. Proceeding without clarification of the mentor's/buddy's role
 - From the administration
 - From the new teacher
3. Assuming too much responsibility for the new person
4. Underutilizing avenues for self-professional growth

1. Overextending

Teachers want to be effective managers of their personal and professional lives, but too often they find themselves saying “yes” to too many projects, i.e. pupil assistance committees, student curriculum planning, team teaching responsibilities, supervising student groups, and mentoring a novice teacher. The “Super Teacher” myth implies that teachers can do all that is asked of them - and do it perfectly. Many teachers have “caretaker personalities.” They care for and give to others much more than to themselves.

It is imperative to set realistic goals and standards and to focus on celebrating successes. Be sure not to overextend yourself by trying to take on too many responsibilities.

2. Proceeding without clarification of the mentor's/buddy's role

It is essential to the success of the mentorship experience to have clear, open communication with administration and the new teacher regarding the expectations of both the mentor/buddy and beginning teacher. Effective communication should take place during the onset of the mentorship experience, and if any difficulties or questions arise, it is necessary to seek out assistance immediately.

3. Assuming Too Much Responsibility for the New Teacher

Mentors/Buddies may become too involved with the new teacher, fostering a relationship of dependency. It is not uncommon for the mentor to be overprotective and/or assume too many obligations to ensure the new teacher's success. It is paramount that mentors/buddies have a clearly defined concept of facilitating as compared to defending.

Mentors/Buddies may face the unwelcome reality that the new teacher has significant deficiencies or problems that go beyond the mentor's/buddy's ability or authority to address. The decision to seek assistance should not be viewed as failure on the part of the mentor, but more as a professional responsibility – one that is to be handled prudently and with sensitivity.

4. Under-Utilizing Professional Growth

One of the major misconceptions about teaching is that it is a relatively simple, easy to learn, task. In the psychological and educational literature, it is widely recognized that novices do not learn simply by copying or modeling what experts do. The research reveals that professional growth in teaching has an emerging quality and takes substantial time. It also reveals that complex understanding and skills follow developmental patterns similar to other complex learning endeavors. To assist new teachers in their route from novice to expert requires that the mentor/buddy, not only understands these precepts, but also is able to facilitate the beginner's professional growth through a variety of methods and techniques.

Therefore, mentors/buddies must incorporate into their professional repertoire various skills directed toward working with adult learning, conducting observations and data collections, problem-solving, demonstrating empathy, and providing constructive criticism. As a result, it is incumbent that mentors participate in professional growth opportunities to not only enrich themselves but also to better facilitate the novice teacher's growth.

SECTION FOUR: COACHING A NEW TEACHER

Successful mentors/buddies are active listeners. In order to fine tune listening skills, here are some ideas from Barry Sweeney.

Active listeners . . .

Find out more information

“What are you concerned about?”

Repeat the information

“You’re saying that this was typical?”

Repeat back the feelings

“So you are frustrated with this class.”

Encourage more information

“Please go on. I want to understand it.”

Show you are listening

“examples: nod, eye contact, sit facing”

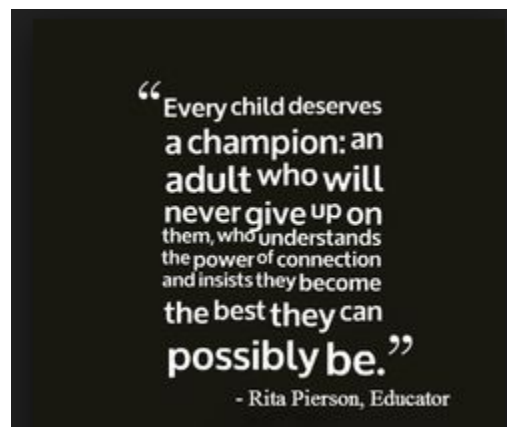
Summarize what was said

“The specific data that you want me to collect are the number of times kids are off task and the students’ names.”

****Coaching with appropriate feedback is a key ingredient for a learning relationship between the mentor and the new teacher. ****

Feedback:

- Is most helpful when it is requested
- Describes and does not judge
- Is specific
- Is directed at behavior the teacher can control
- Builds mutual respect and trust
- Is more acceptable if it is a pattern of behavior
- Is more credible when the coach recognizes a need for feedback too



The following diagram provides examples of judgmental/non-judgmental feedback:

Judgmental is...	Non-judgmental is...
<ul style="list-style-type: none">▪ Assigning quality to something<ul style="list-style-type: none">• right/wrong• good/bad• should/should not▪ Criticism or praise▪ Personal interpretation or conclusion▪ Negative assumptions▪ Opinion	<ul style="list-style-type: none">▪ Based on observation of what is seen or heard▪ Concrete and specific data or facts▪ Free from interpretation▪ Positive assumptions▪ Fact

Mentor Tips: Coaching Feedback

Mentor/coaching feedback is not akin to an evaluation. Rather, mentor/coaching feedback has the opportunity to nurture incremental steps toward professionalism. The opportunity for an inexperienced teacher to observe a master teacher at work with a group of students or modeling their successful strategies for the new teachers is invaluable. The ideal is to review a videotaped lesson performed by the novice teacher with his or her students and analyze the strengths of the lesson.

The ultimate goal of quality mentoring is to develop greater interdependence in the novice teacher as she/he develops skills, confidence, and an understanding of who they are as an educator.

A strong component of a quality mentor/coaching relationship is the sense of confidentiality that exists between the mentors and the novice teacher. The sense of safety that is created between the novice teachers and those providing support give the novice teacher freedom to innovate, try new lessons, take risks, and grow without fear of being ridiculed. The last thing we want novice teachers to do is teach their first year thirty times. Teaching is about learning. Learning can only happen in a safe environment.

Mentor Tips: Inquiry Guidelines for Providing Feedback to New Teachers

1. Avoid yes/no openers (“did you...,” “can you...,” “will you...,” “have you...” etc.)
2. Delete judgmental words, negative assumptions, and embedded advice
3. Use open-ended questions that invite complex thinking and reflection
4. Use plural nouns when their use would open or extend thinking (e.g., option/options)
5. Use introductory phrases:
 - a. “As you...”
 - b. “When; you...”
 - c. “While you...”
 - d. “Given that...”
 - e. “Thinking about...”
6. Use exploratory language
 - a. “might”
 - b. “if”
 - c. “if any”, “if anything”
7. Precede the question with a framing statement when appropriate
8. Listen to and assess the context of the conversation in order to construct the question.

Mentor Tips: Facilitating Reflection

Reflection is the key to self-discovery. Holding conversations about one's work is essential to professional growth and development. Professional dialogue is the goal of a quality mentor/new teacher relationship.

The following reflection questions/leading statements were created to focus upon and positively influence student and adult learning. These reflections are intended to be used in both formal mentor meetings and informal mentor/new teacher discussions.

Use of these techniques for generating deep thought take mentors out of the judgment process and place judgment into the hands of the new teachers.

Certainly, no mentor program would bombard new teachers with all these queries. However, the range of questions offered will serve as models for areas to reflect upon with new teachers and their mentors.

The following reflection statements/questions are general in terms of the overall teaching experience...

- Significant events for me so far are...
- This month I am most proud of...
- I have noticed that I am doing well with...
- As I talk with parents, I will...
- By the end of the quarter, I want to be able to...
- I am building rapport with students by...
- The (3-5) most important procedures in my classroom are...
- How are you established a safe learning environment in the classroom?
- What classroom activities have you been addressing and/or will continue to address throughout the next month?
- What are some ways you have established positive expectations in your classroom?
- How are you working with staff in your building to form collegial relationships?
- To differentiate instruction, what strategies would you like to implement?
- What is your most stressful time of the day? What are some procedures or routines you might establish to make this less stressful?
- One of my professional goals is...
- Resiliency and flexibility are two useful and essential qualities for a teacher to demonstrate in the classroom. In what ways have you demonstrated resiliency and flexibility during the last two months? During the school year?
- What are you the most proud of this month? This year?
- What was your favorite lesson, why?
- What was your most difficult moment? How did you deal with this situation?
- What are you looking forward to next year?
- What will you miss the most about your class from this year?
- What did your students teach you?
- What are three things you will do the same next year? Why?

- What is one thing you plan to change next year? Why?
- What is the best instructional strategy you implemented for this year?
- What is the best assessment activity you implemented for this year?
- If you had one piece of advice to give to beginning teachers, what would it be?
- Think of one student with whom you really connected. What have you learned from that relationship that you will repeat? Is there anything you would change?
- What is the best community building activity you developed this year?
- What do you hope your students remember about this year and you as their teacher?
- What did you learn about teaching that you were not expecting?

The following reflection statements/questions are lesson specific and may be helpful in observation debriefing sessions...

- Describe what was going on today.
- State the purposes of the lesson.
- In what ways was the learning appropriate for these students?
- Do you think the lesson accomplished your objectives? In what ways?
- Did the learners achieve the learning objectives? How do you know?
- On what did you base your instructional strategies?
- Did you alter any of your plans? How?
- Can you recall what the students were doing that made you feel that way?
- Did anything happen in the class that surprised you?
- How does this compare with what you hoped/expected would happen?
- What did you learn from today's events?
- What are some issues or concerns you would like to explore?
- What did you notice about the students?
- What could be some of the reasons this happened this way?
- If you imagined a replay, what would it look like?
- What pleased you most about this lesson? Can you talk more about that?
- What evidence do you have for that?
- What resources might be helpful?
- Has anything like this happened before?
- Help me to understand...
- What has worked for you in the past?
- What have you tried so far?
- What factors did you take into account in planning this?
- What did you expect would happen?
- What conclusions are you drawing?
- Does this remind you of anything in other lessons or experiences?
- What other approaches might you take?
- How might you do that?
- May I offer a resource?
- May I share an experience?

SECTION FIVE:

ROLES AND RESPONSIBILITIES OF THE NOVICE TEACHER

The Fort Lee School District will provide a trained mentor who will support and facilitate the professional growth of the novice teacher through orientation, observations, conferences, and other opportunities for professional development.

The responsibilities of the Novice Teacher are the following:

1. to be willing to discuss classroom and other professional issues with the mentor informally.
 - The novice teacher will also meet with the mentor to ensure a strong start to the school year. The mentor will assist the novice teacher with specifics procedures, expectations, and norms (e.g. opening day, physical plant, curriculum expectations, faculty, resources, daily routine, etc.).
2. to remain open to feedback and suggestions provided by the mentor.
 - The novice teacher will seek help from the mentor, colleagues, and the administration when needed. The novice teacher should not hesitate to approach faculty members, be forthright in communicating classroom problems, and should willingly seek assistance with other professional problems as they arise. The novice teacher will fully understand the criteria and process by which they will be evaluated; however, the mentor will not be involved in the process. Overall, it is important that the novice teacher remain open to the suggestions of the mentor in order that he or she may work towards delivering the quality of instruction that is expected in Fort Lee Schools.
3. to seek opportunities to observe the mentor and other teachers.
 - From time to time, novice teachers will make observations of the mentor and other teachers so that they will be exposed to a variety of strategies concerning teaching and professional practices.

These observations will help the novice teacher develop good teaching practices, acquire new knowledge, skill, and standards of professional competence. At a minimum, these visits will serve as a springboard for discussion.

4. to attend meetings (F.L.I.T) with other new-to-Fort Lee teachers to discuss and share first year experiences.
 - From time to time, the novice teacher will meet with other beginning teachers. These meetings will provide opportunities for novice teachers to discuss their experiences with their peers and thus assist in providing moral support to the novice teacher. Novice teachers will also share their successes and areas of concern with regard to their classrooms. In addition, the novice teachers will make suggestions as to topics or professional development that could assist them.
5. to take advantage of opportunities for professional development.
 - The novice teacher should also take advantage of the professional development opportunities offered by the district and other professional development providers. These seminars, workshops, conferences, and other activities will help the novice teacher hone teaching skills and remain informed about current issues related to sound professional teaching practices.

SECTION SIX: TIPS FOR THE NOVICE TEACHER

New Teacher Tips: Advice for Beginning Teachers

- Share, share, share
- Don't be afraid to alter a lesson if it is not working
- Recognize you can't do it all
- Ask a lot of questions
- Talk with mentor/ other grade level teachers
- Always be on time
- Explore your building for supplies and materials
- Develop positive, caring relationships with parents early
- **Good classroom management skills are half the battle – Take Charge of Your Class – you have to manage in order to teach**
- It's OK to ask for help – successful teachers are always seeking support
- Document everything: keep a running log/journal
- Always be organized
- Keep track of your supplies: classroom, library, paper, textbooks, etc.
- Enjoy your students for who they are and who you are helping them become
- Establish classroom routines before 7:55 a.m. the first day
- Be consistent, be consistent, and be consistent
- Advocate for your students and public education
- Document student behavior issues
- Have a back-up plan or two or three
- Take time for yourself
- Treat others kindly
- Involve students in planning and clean up
- Know and use students' interests and talents
- Share a sense of humor
- Go to the novice teacher/mentor meetings
- It's OK to stop and re-teach
- Talk it over
- Have patience
- Assess understanding; it is not necessary to grade every line and every word
- Reach out for parental help and volunteers
- Understand that you might feel overwhelmed, but take one thing at a time
- Don't put things off
- Develop support systems – both professionally and personally
- Take advantage of workshops
- Realize often that you are still learning, and you will be...forever
- The more you learn, the more you realize you have a lot more to learn
- Be flexible – try, try and try again

New Teacher Tips: Review the Following Policies and Procedures

Building-wide Information -

- Daily class or period schedule
- Passing time
- School-year schedule
- Class roster

Routines -

- Attendance procedures
- Assigned duties – times and places
- School arrival/departure
- Bus schedule

Assessment Policies -

- Curriculum guidelines
- NJCCCS/CCSS
- Report Card guidelines and
- Grading policies

Support Resources -

- Teachers
- Administrators
- ESL Teacher
- Special Education teachers
- School counselors
- School Nurse
- District behavior and learning
- Business Administrator
- Guidance department

Emergency Procedures –

- Red folder

- Health concerns and accidents
- Evacuation/Emergency Drills
- Health concerns and accidents

People -

- Superintendent
- Vice Principal
- Secretaries
- Custodians
- Librarian (Media Specialist)
- Mentor
- Child Study Team members
- Guidance

Physical Spaces and Materials -

- Procedures and rules for common areas
- Classroom equipment and supplies
- Office machines
- Room and school keys
- Technology use

Behavior Management Policies –

- School-wide behavior management plan
- Procedure for sending students to the office
- General discipline policies

Other –

- Observation/Evaluation forms
- Leave request forms
- Requisitions

New Teacher Tips: First Day Procedures You Will Teach

Beginning Class:

- Entering the class
- Roll call, absent, tardy
- Academic warm-ups
- Distributing materials

Room/School Areas:

- Shared materials
- Teacher's desk
- Drinks, bathroom, pencil sharpener
- Student storage/lockers
- Learning centers, stations
- Playground, school grounds
- Lunchroom
- Halls

Instructional Activities:

- Student movement in the room
- Signals for attention
- Student talk during seatwork
- Activities to do when work is done
- Technology procedures
- Bringing materials to school
- Cooperative group procedures

Ending Class:

- Putting away supplies, equipment
- Cleaning up
- Organizing class materials
- Dismissing class

Interruptions:

- Talk among students
- Conduct during interruptions
- Passing out books, supplies
- Out-of-seat policies
- Transition between subjects

Student Work:

- In-Class participation
- In-Class assignments
- Cooperative groups/projects

Work requirements:

- Heading papers
- Use of pen or pencil
- Writing on back of paper
- Neatness, legibility
- Incomplete work
- Late work
- Missed work/make-up work
- Supplies
- Due dates
- Use of manuscript or cursive

Assignments:

- Posting assignments
- Giving assignments
- Provision for absentees
- Long-term assignments
- Students exchanging papers
- Marking and grading assignments
- Turning in and handing back assignments
- Students correcting errors

Procedures:

- Determining grades
- Recording grades
- Extra credit work
- Keeping papers, grades
- Assignments

Parent Communication:

- Initial parent letter
- Weekly communication system
- Positive phone calls
- Volunteers in the classroom
- Homework policy
- Back-to-school Night
- Conferences

Other Procedures:

- Emergency drills/fire drills
- Lunch procedures
- Hall procedures
- Bus procedures

New Teacher Tips: New Teacher Checklist

Before School Begins:

- ✓ Be confident. Be kind. Be prepared. Be ready to laugh at yourself.
- ✓ Remember your philosophy and ethics.
- ✓ Review school handbook.
- ✓ Develop a rapport with the principal, vice-principal, and support staff.
- ✓ Meet all staff members with kindness and smiles.
- ✓ Tour the school.
- ✓ Get to know the custodians, office staff, and cafeteria staff.
- ✓ Learn state and district policies.
- ✓ Find out what forms you will need to have and use.

Organize your Classroom:

- ✓ Make your room attractive, welcoming, and inviting.
- ✓ Arrange furniture and check for needed repairs.
- ✓ Make sure all bulletin boards are engaging and creative.
- ✓ Keep working areas free of materials not being used.
- ✓ Generate an inventory of materials and keep it updated.
- ✓ Check that all equipment, computers are in good working condition.
- ✓ Organize your materials and personal teaching supplies.

Preplanning Checklist:

- ✓ I have located and organized my classroom materials.
- ✓ I filed a copy of the materials I ordered in my records.
- ✓ I completed my classroom schedule.
- ✓ I posted my schedule in my classroom.
- ✓ I gave a copy of my schedule to my principal.
- ✓ I am prepared to give assessment tests to my students.
- ✓ I have prepared my lesson plans.
- ✓ I have prepared my behavior management system. (Marshall Hierarchy)
- ✓ I have posted my behavior management expectations in the room.
- ✓ I have prepared my anecdotal record system.
- ✓ I have arranged my classroom setting and environment.
- ✓ My assignments for the first day are copied and organized.
- ✓ I have prepared what I am going to say and do my first day with my students.
- ✓ I will plan for tomorrow today.
- ✓ I am ready.

New Teacher Tips: Classroom Management

“It Is All About Relationships...Relationships...Relationships”

Tips for Building Self-Esteem

Self-esteem is how people feel about themselves. It is their perception of self-worth. If students have positive self-esteem, they feel good about themselves. If students have negative self-esteem, they will not value themselves and will be present to others as negative. Ultimately, the results of self-esteem show up everywhere.

Since there is a correlation between academic achievement and self-esteem, you become a facilitator of self-esteem and can make a difference. You can promote a feeling within a student of being loveable and capable. As the teacher, you can create a safe and accepting environment where the student feels free to grow and change.

Positive Environment-Setting:

- Be non-judgmental-accept students as they are.
- Validate feelings.
- See uniqueness.
- Encourage positively - Say, “You can succeed,” or “You can exert effort.”
- Reaffirm a student’s existence – a smile, a compliment or a nod
- Respect others’ feelings.
- Provide undivided recognition by focusing on the individual with good eye contact.
- Provide a safe classroom – minimize risk.
- Foster openness.
- Participate in, as well as facilitate, the sharing of feelings.
- Maintain boundaries that allow encourage give and take.
- Emphasize what each student knows.
- Give student choices.
- Teach self-awareness.
- Use humor, but not at the expense of students.
- Acknowledge positive qualities.
- Use “I” messages – “Heather, I hear exciting events in your story.” Teach students to use “I” messages when solving conflict.
- Separate the action from the person.
- Demonstrate appropriate ways for releasing anger.
- Genuinely listen and reflect on what you hear.
- Give support for growth and change.
- Develop skills to help the students feel better about themselves.
- Use praise where appropriate, but remember contrived praise is not genuine and could lead to mistrust.
- **Admit when you are wrong or when unintended consequences occur.**

Praise:

- Not all students react to praise the same way. Your objective in using praise is to get students to develop an internal locus of control to improve behavior and academic achievement. Suggested uses of praise:
- Give praise for desired behavior, and define the behavior. “Thank you for picking up the paper. You really helped the class save time.”
- Vary your praise and be creative. Be specific about what behavior you are complementing.
- At times, give praise privately to avoid competition, embarrassment, or “teacher’s pet” syndrome.
- Praise needs to be genuine and matched by your body language.
- Draw the student’s attention to his or her effort and ability. “You sure learned those ten addition facts quickly. You must have spent a lot of time practicing.”

New Teacher Tips: Suggestions for Classroom Rules and Consequences

Give thought to establishing rules, consequences, and procedures. Some teachers find it desirable to have the students participate in the making of classroom rules. This gives students a sense of ownership. Make sure your rules are consistent with school policy.

Tips for Rules:

- Limit yourself to 3-5 rules
- State rules in positive terms
- Keep rules short, precise and succinct to focus on specific behavior
- Post rules and send copies home
- Teach the rules, possibly use role-play and/or quiz
- Enforce the rules so as to preserve student dignity
- Let students make their own rules to show ownership of the classroom

Sample Rules:

- Students will walk while in the classroom or halls
- Students will listen when teacher or others are talking
- Students will bring all needed materials to class
- Students will raise their hands for permission to speak
- Students will be in their seats when the bell rings

Tips for Consequences:

- Be clear and specific
- Have a range of alternatives
- Don't make *consequences* a *punishment*
- Relate consequences to the rule
- Make consequences natural or logical
- Follow through and be consistent

Suggested Consequences for Sample Rules:

- Students need to go back and retrace their steps by walking
- Students will describe appropriate behavior
- Teacher will not respond to student who has not raised his/her hand

New Teacher Tips: Guidelines for Effective Discipline

Use an “active eye.” See what is going on. Do not become preoccupied with someone or something and ignore the rest of the class. It has said that, “One teacher on his/her feet is worth two in the seat.” Active, engaged participation by you benefits your discipline program as well as being an effective teaching strategy/management.



Be Persistent and Consistent:

Students must know what to expect and they need to hear those expectations many times before they become internalized. Be patient, and repeat yourself often.

- **Enforce every consequence you give.** If you tell a student there will be a consequence for some behavior, follow through with the consequence. This is very important if you want students to respect you.
- **Never give a consequence you cannot enforce.** In other words, do not threaten a detention if you know you will not be there to follow through on it.

Promptly Manage Inappropriate Behavior:

Effective classroom managers know that misbehavior must be handled immediately or there is risk of “snowballing.” Instead of involving one or two students, soon there may be several. In order to provide maximum time for learning and to reduce minor behavior problems, there are some strategies that you can employ that deal with behavior in the least amount of time, with the least disruption and the least negative feelings.

Eye Contact:

Simply looking the student directly in the eye for prolonged contact while you continue your lesson sends a non-verbal message that says, “I saw what you did and I want it stopped.”

Proximity:

Continuing your lesson while you move about the room, pausing near “trouble spots”, can let students know that even though they are not near the teacher’s desk, they are still expected to demonstrate appropriate behavior. Getting “boxed in” behind your desk or podium encourages misbehavior in the far corners of the room.

Pause:

The continuous sound of “teacher talk” can provide students with a noise screen for their own conversations. An occasional pause, just a few seconds of silence, can bring an off-task student back into focus.

Gesture:

This can be added to the above strategies for emphasis. A shaking of your head helps to stress your message to the student.

Asking for a Response:

Hearing our name can be an attention-getter, even if we are not paying attention. Working an off-task student’s name into a question can often bring the student back into the lesson. Remember the student’s dignity. It would be appropriate to say the student’s name first, in order to allow them to hear the question they will be expected to answer. The purpose is to get the student back into the lesson, not to embarrass him/her.

Praising Appropriate Behavior:

With larger numbers of misbehaving students, addressing the whole group may be necessary. Rather than addressing the negative behavior, praising the students demonstrating appropriate behavior cues the misbehaving students and reinforces the other students.

Active Participation:

Sometimes having the students respond to a question or become involved in an activity can eliminate the undesired behavior. Asking for a show of hands, having students perform a physical activity or having each student write a quick answer to a question can make all students accountable for an immediate response.

Rewards and Reinforcement

Rewarding students with an enjoyable activity that is contingent on appropriate behavior can be effective in motivating students to commit to the completion of a task. "If we can finish this chapter by 9:45, we'll have time to play the map game."

Student Responsibility:

Encourage students to become a responsible part of the whole by teaching them to remind a talker to listen quietly.

Severe Discipline Problems:

Even though you may have planned your day to avoid down time; planned a stimulating, motivating lesson; taught the rules, consequences and procedures to your class, you will probably have a situation where misbehavior is severe. Consequences, whether for major or minor behavior, should be logical, natural, and related to the rule. Now is the time to think about what your options are:

- Can you keep students after school?
- Is there a detention policy?
- What is the procedure for getting assistance from a counselor or principal?
- In what cases should the principal be involved in your discipline procedures?

Having this knowledge will be make it possible for you to keep your sense of autonomy in handling any situation. Getting assistance from others is different from giving away your role in the discipline plan.

Enlisting the assistance of parents is an important strategy to employ. Your approach will have a lot to do with the level of cooperation you might receive. Very few parents object to a teacher approaching them with an idea that might help their child if the idea shows the teacher's commitment to the success of that student.

Parents may react negatively when told, "Here's what your child did today!" Never accuse; neutrally explain the situation. Consider parents as partners in the process of education and a source of support for a mutually agreed upon solution to discipline problems. The good news is that all students can behave and learn to a high degree.

New Teacher Tips: Additional Discipline Strategies

Sample Rules:

- Be on Time
- Be Prepared to Work
- Be Respectful to Others
- Stay on Task
- Keep your Area Clean

Sample Consequences:

- Warning
- Call Home
- Detention
- Referral to Principal
- *Severe infractions are referred immediately*

Best Bet Discipline Strategies:

- Learn all names the first day or two.
- Identify the 20% who cause 80% of the problems.
- Keep your eyes moving all the time.
Rarely sit down.
- Move around and through the room.
- Make eye contact. Give “the look” when necessary.
- Start out with small signals before using a “big blast.”
- Exhibit some attention-seeking behaviors.
- Get to know your students as individuals.
- Learn what “bait” to use to “hook” the troublemakers.
- Have a private chat with problem students.
- Refuse to be “baited” by students into debates; some things are nonnegotiable
- Ask a parent or guardian to attend class.
- Develop a sign out system.
- Start out firm, and stay that way.
- Create a warm atmosphere.
- Use a firm, confident voice.
- Greet students by name at the door.
- Never pass up an opportunity to be friendly.
- Never try to talk “OVER” students. Insist on their attention by lowering your voice.
- Ask a disrupter to assume a positive role.
- Invite an administrator to class.
- Do not belittle or embarrass students.
- Assess your students’ reading and writing skills so you know what academic level of work you can expect.
- Teach to a variety of learning styles.
- Reflect on what works.
- Never shout at anyone.
- Do not take misbehavior personally.
- Ask for help from a veteran or an administrator.
- **Over-plan your lessons so there is no “lag” time.**
- **Have well prepared, engaging lessons each day.**
- Keep students informed, and create a partnership for their academic progress.

New Teacher Tips: Working with Students with Special Needs

Students with special needs:

- Often require shorter, doable learning assignments
- Frequently demonstrate a need to be positively reinforced within short periods.
- Often require more frequent learning assistance from the teacher.
- Require teacher instruction to be simple, precise, clear, and concrete.
- May need to repeat teacher instructions so that the teacher can monitor student level of understanding.
- May react with violent outburst when touched, threatened, or interacted with in a negative manner.
- Need to have positive behaviors strengthened rather than negative behaviors weakened or recognized.
- Responds well to “time-out” areas and positive recognition as classroom management tools.
- May need to have learning and behavior expectations revisited frequently
- Respond well to role-playing of expectations.

Modify the classroom environment by modifying:

- Standards
- Instructional methods
- Tasks and assignments
- General classroom structure
- Number of acceptable responses

Support students with special needs by:

- Increasing child involvement
- Using specific consequences
- Using outside support
- Developing behavior contracts

New Teacher Tips: Planning for a Substitute

- Prepare a sub folder ahead of time.
- Follow district procedure for requesting a substitute (AESOP).
- Try not to schedule a test or a quiz for the class with a substitute.
- Do not assume the substitute will be knowledgeable in your content area.
- If you feel the substitute would have difficulty following your daily lesson plan, leave one day's activities in a special folder for the substitute teacher to use.
- Have a "buddy" teacher who can welcome your substitute and offer assistance. When you return, check with your "buddy" to see how effective the sub was in the classroom. This arrangement can be reciprocal.
- When you return, ask the students how the day went, and then put the day behind you and begin anew.
- Remember, you do not have control over what the substitute does or does not do during the day. However, you do have the responsibility to provide appropriate plans.
- Have students help prepare a classroom substitute notebook. Include seating charts, materials, rules, expectations, procedures, and bell schedule.
- Leave the subfolder in an obvious place with all up-to-date student rosters and school safety plans.

New Teacher Tips: Substitute Teacher Folder Contents

Prepare a “Substitute Teacher Folder” that includes the following items:

- Detailed lesson plans for three to five days (Keep in mind, what was appropriate in September may not work in May; therefore, maintain current plans.)
- Bell and class schedules
- Student seating charts for every class and/or period (teachers may want to consider using student photographs in their seating charts)
- Classroom rules
- Teacher duty schedules
- Maps of the school
- Written procedures to follow in emergencies and disaster drills
- A list that identifies students who participate in educational “pull-out” programs and the times
- Identification of students with special needs and effective instructional strategies to use when working with these students
- A written description of where classroom materials, books, and audio-visual materials are located
- Assembly instructions
- Special procedures used at the school, such as walking students to and from the playground, buses, etc.
- Any medical alerts and/or student allergies
- A copy of the student computer use agreement and a list of students approved to use the Internet
- A roster of volunteers, times that they are expected, and any volunteer instructions
- Any special directions or instructions that the classroom teacher feels would be beneficial to a substitute teacher.



New Teacher Tips: Orientation to School Procedures

1. Suggestions for the first day and week with students
2. Attendance procedures, roll book, and lesson plans
3. Examples of room arrangements and bulletin boards
4. Reading groups and other small group practices and suggestions
5. Office referral forms for nurse, discipline, parent pick-up, etc.
6. Suggestions for classroom management
7. Answering questions from parents or the press
8. Communicating with parents/caregivers
9. Setting up the classroom
10. Procedures for handing out textbooks and other materials
11. Special education, especially regarding inclusion
12. Faculty and student handbooks
13. Health-alert list
14. Back-to-School Night
15. Parent conferences and logs
16. Emergency exits and areas to bring students for fire drills, etc.
17. Field trips guidelines and procedures
18. Student records and confidentiality
19. Grading, interim, and report card procedures and dates
20. Using new or unapproved curriculum materials and controversial topics

SECTION SEVEN: PROFESSIONAL LEARNING COMPONENTS FOR NEW TEACHERS

Professional development (PD) is aligned with the professional standards for teachers. PD is an essential part of the growth process for all educators. New teachers work with supervisors, mentors, buddies, colleagues, and outside professionals in a collaborative environment to develop their skills. Exposure to new ideas, skills and dispositions combined with discussion among colleagues fosters the creation of a learning environment that supports the intellectual development of our faculty and district (Standard One). Our staff development program offers opportunities for collegial interaction to prepare all teachers for the many challenges they will face in the classroom.

A. Initial Orientation

1. New Teacher Orientation Days
 - Critical District Policies
 - Attendance
 - Teacher observation/evaluation
 - Affirmative Action
 - Suicide Prevention
 - Drug and Alcohol Abuse
2. Teacher Evaluation and Professional Development
 - Classroom Management
 - Benefits, Long Term Disability, 403 B, Direct Deposit
 - NJ Core Curriculum Content Standards
 - Curriculum & Instruction
 - Mentor/Buddy/New teacher Relationship
 - Lesson Planning
 - Mentoring Program Introduction
3. Letters of introduction from mentor/buddy to new teacher
4. Literature for mentors/buddies
 - School calendar
 - Description of mentor program
 - Cover letter from mentor
5. Community Orientation
 - Significant resources in the community
6. Principal/Building Orientation

B. Ongoing staff development

(NJ Professional Standards for Teachers are included in parentheses)

1. Two day summer training for new teachers related to curriculum and instruction,

classroom management, and topical and strategic issues, e.g.,

- Assertive Discipline (6)
 - Cooperative Learning (2,4,8)
 - Differentiation of Instruction (4)
 - Reading and Writing Across the Curriculum (8)
 - Multiple Intelligences (3)
 - Brain-based Learning (2)
 - Inclusion (7)
 - Developing Inquiry Skills(4)
 - Teaching the Whole Child (1,3)
 - Character Education (2)
 - Achieving the Standards for All (7)
 - Assessment(5,10)
2. One day summer orientation to district procedures for new teachers with information about:
 - Human Resources, e.g., benefit entitlements
 - Highly Qualified Status, e.g., certification issues
 - District resources/community dynamics
 3. Meetings with new teachers during New Teacher Academy sessions will be scheduled seven times during the school year and address the following areas:
 - Planning, instructional and evaluation procedures (4)
 - Parental communication (9)
 - Classroom organization/management (6)
 - Diversity Issues, e.g., gender, cultures, special needs students (3)
 - Ongoing resources available within the school district and outside professional organizations (9& 10)
 4. Building level meetings of mentors/buddies/new teachers to address building level and curriculum issues (4)

PROFESSIONAL LEARNING COMPONENTS FOR NEW TEACHERS CONTINUED

State regulations for mentoring require that all new teachers acquire the knowledge, disposition, and performances defined in the New Jersey Professional Standards for Teachers. These standards describe what all teachers should know and be able to do.

The ten teaching standards are:

1. Subject matter knowledge
2. Human growth and development
3. Diverse learners
4. Instructional planning and strategies
5. Assessment
6. Learning environments
7. Special needs
8. Communication
9. Collaboration and partnerships
10. Professional development

During the first year of teaching under a provisional certificate, teachers will be evaluated by a school leader according to NJ ACHIEVE.

After completion of the summative evaluation, the school leader will make one of the following three recommendations according to *N.J.A.C. 6A:9-8.6*:

- Approved: State Department of Education issues a Standard Certificate.
- Insufficient: The Certificate of Eligibility with Advanced Standing (CEAS) remains in effect for one more year.
- Disapproved: The CEAS is invalidated. The novice teacher may appeal this decision to the State Board of Examiners.

**Under the provisions of N.J.A.C.6A:9.2, the definition of a “novice teacher” was changed to ensure that any full-time or part-time teacher who has not completed one year of full-time teaching under a valid state teaching certificate will be mentored.

New Jersey Professional Standards for Teachers

All professional learning opportunities are aligned with and support the New Jersey Professional Standards for Teachers as referenced in N.J.A.C. 6A:9-3.3. The standards and the corresponding indicators are also available at <http://www.nj.gov/njded/profdev/profstand/standards.pdf>.

Standard One: Subject Matter Knowledge

Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and

design developmentally appropriate learning experiences, making the subject matter accessible and meaningful to all students.

_____ **Standard Two: Human Growth and Development**

Teachers shall understand how children and adolescents develop and learn in a variety of school, family, and community contexts and provide opportunities that support their intellectual, social, emotional, and physical development.

_____ **Standard Three: Diverse Learners**

Teachers shall understand the practice of culturally responsive teaching.

_____ **Standard Four: Instructional Planning and Strategies**

Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving, and the performance skills of all learners.

_____ **Standard Five: Assessment**

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

_____ **Standard Six: Learning Environment**

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe, and respectful learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

_____ **Standard Seven: Special Needs**

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

_____ **Standard Eight: Communication**

Teachers shall use knowledge of effective verbal, nonverbal, and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration, and supportive interaction.

_____ **Standard Nine: Collaboration and Partnership**

Teachers shall build relationships with parents, guardians, families, and agencies in the larger community to support students' learning and well-being.

_____ **Standard Ten: Professional Development**

Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning.

Novice Teacher Training Components

All novice teachers (those holding a Certificate of Eligibility, Certificate of Eligibility with Advanced Standing, or a Standard Teacher of the Handicapped) are assigned a mentor upon beginning the provisional year and participate in a one-year mentoring program.

The following are key elements of a successful mentoring program:

- The implementation of a local mentoring program.
- Conducting a new teacher orientation program
- Providing ongoing professional development opportunities
- Understanding and applying the New Jersey Professional Standards for Teachers including:
 - Classroom Management
 - Addressing Diversity
 - Lesson Planning
 - Use of Standards-based Formative Assessments
 - Designing Professional Goals
 - Understanding the importance of reflecting on one's teaching practice.



SECTION EIGHT: PROFESSIONAL LEARNING COMPONENTS FOR MENTORS/BUDDIES

Communication and Building Trust: Standard 8 (Communication)
Standard 10 (Professional Development)

A positive mentor/buddy new teacher relationship involves building and maintaining respect, trust, and effective communication. Trust is built over time by doing the following:

- Listen in ways that show you respect the novice teacher and that his/her ideas are valued;
- Practice openness when sharing information;
- Explain what you understand and admit when you do not understand something;
- Explain why you shift the level of your support according to the situation;
- Follow through. Do what you say you will do;
- Continuously work at safeguarding confidentiality;
- Be open to feedback;
- Be truthful;
- Be consistent; and
- Be supportive publicly and privately.

Questioning Techniques: Standard 4 (Instructional Planning and Strategies)
Standard 10 (Professional Development)

In purposeful mentoring relationships, the mentor skillfully employs questioning techniques that challenge and stretch both the mentor/buddy and the new teacher to reflect on their classroom practices which enhance student learning. A mentor/buddy should employ many of the following questioning techniques:

- Questions should be open-ended;
- Questions should focus on the event or behavior and not the person;

- Questions should be probing;
- Questions should be non-judgmental and should promote reflection.

Use of Standards-Based Formative Assessments: Standard 1 (Subject Content Knowledge)
 Standard 4 (Instructional Planning and Strategies)
 Standard 5 (Assessment)
 Standard 6 (Learning Environment)

The use of standards-based formative assessments provides a confidential structure for interaction between a mentor and a new teacher. The purpose is to allow the mentor to guide and support the new teacher in identifying professional learning activities that are most appropriate to improve classroom teaching. Together the mentor and the new teacher determine the next steps by focusing on what to observe during classroom visitations, by collaboratively planning lessons, and by modeling lessons.

Classroom Visitation: Standard 1 (Subject Content Knowledge)
 Standard 3 (Diverse Learners)
 Standard 4 (Instructional Planning and Strategies)
 Standard 5 (Assessment)
 Standard 6 (Learning Environment)
 Standard 7 (Special Needs)
 Standard 8 (Communication)
 Standard 10 (Professional Development)

When a mentor visits the classroom of a new teacher, he/she has the opportunity to observe what is happening in the classroom. By using reflective questioning techniques to engage the new teacher in reflection after the classroom visitation, the new and mentor can begin to set goals to improve performance.

Collegial Coaching: Standard 1 (Subject Content Knowledge)
 Standard 3 (Diverse Learners)
 Standard 4 (Instructional Planning and Strategies)
 Standard 5 (Assessment)
 Standard 6 (Learning Environment)
 Standard 7 (Special Needs)
 Standard 10 (Professional Development)

There are four phases in the collegial coaching cycle: planning, observation of the teaching performance; reflection; and debriefing. During the planning phase, the mentor and new teacher determine what specifically will be observed during the classroom delivery of the lesson and how data will be collected so that decisions can be made as to the effectiveness of the lesson. The mentor observes and collects data on the instructional or learning behaviors determined during the planning phase. Following observation, the mentor and new teacher meet to reflect on instructional actions and the relationship between teaching behaviors and student learning. Debriefing includes problem-solving to effect changes in instructional practices.

Designing Professional Growth Activities: Standard 8 (Communication)
Standard 10 (Professional Development)

Mentor ensures movement of the new teacher from dependence to self-direction through the ongoing support and guidance from the mentor. The use of collaborative learning logs, the NJ Professional Teacher Standards, classroom visitations, and/or collegial coaching can provide the mentor with tools to assist the new teacher in planning for ongoing professional learning opportunities. Examples of research-based professional learning activities include:

- Providing direct assistance: answering questions suggesting strategies, supplying resources;
- Creating opportunities for the new teacher to become involved in professional activities such as faculty activities, professional association, and special projects;
- Providing information on the mentor's own professional development plan as a model;
- Assisting the new teacher in setting long- and short-term goals;
- Suggesting or providing books, articles, and professional videos.

SECTION NINE: RESOURCES/FORMS

CHECKLIST OF MENTORING TOPICS

****New and mentor teachers meet, at least, bi-weekly over the course of 30 weeks commencing at the beginning of the new teacher's contracted employment. Over this period, the mentors and new teachers to discuss practice, build collegial support, and to observe effective teaching practice. The three phases of the structure for this in-person contact is as follows.**

Mechanics of the School Building -- Pre-Planning August/September

	School layout
	Community characteristics
	School culture and demographics
	School handbooks
	How to order supplies
	Copying procedures
	Use of AV equipment
	Daily schedules
	Homeroom procedures
	Understanding and explaining student schedules
	Attendance procedures
	Lunch schedules
	Discipline policies and referrals
	Interim reports
	Guidance department and Child Study Team procedures
	Referrals to the nurse
	Library / Media Center procedures and hours and rules of use
	Field trips
	Relations with parents
	Faculty meetings
	Procedures for attendance, grading, and completing report cards (PowerSchool)
	Extra-curricular and co-curricular activities
	Emergency procedures and fire drills
	Teacher evaluation procedures
	Calling in sick or using personal/professional days

**Curriculum and Classroom Management
September/October**

	Subjects/topics to be taught
	Textbooks and available resources
	Policy and procedures for making up work and tests
	How to engage students constructively
	Multiple activities for each class
	Developing a positive, open, friendly, yet confident attitude with students
	Maintaining a safe, pleasant, neat classroom environment
	Content of lesson plans
	The pacing of a class period / differentiating instruction
	Lengths of teaching units
	Quality and quantity of homework assignments
	Availability of reference materials
	How to request new or additional materials
	Special education issues
	504 / IEP implementation
	Referrals to guidance

**Educational Strategies
September through June**

	Having and maintaining high expectations for student achievement
	Addressing multiple intelligences
	Developing relevant lessons to current events and everyday life
	Facilitating active, fully engaged, student learning
	Providing for on-going classroom assessment and/or authentic assessment
	Creating lessons that foster interdisciplinary teaching and interdependence
	Infusing frequent and appropriate use of technology into the curriculum
	Incorporating cooperative learning components in classroom teaching methods
	Using differentiated instruction for each class according to ability level
	Following and maintaining Individual Education Programs of students
	Maintaining a positive working relationship with colleagues
	Being aware of the district initiatives regarding standardized testing



Mentoring Observation Form

This form is not intended for the evaluation of teachers. Rather, it is intended as a guide for observation of mentors and protégés. It should serve to focus the observation and guide the discussion following the observation.

Person observing: _____

Person being observed: _____

Date, time, location, & length: _____

PRE-OBSERVATION QUESTIONS:

1. What is important for me to know about your class before observing it?
2. What is your planned lesson for today? What standards and benchmarks will you be addressing?
3. What specific student behaviors would you like me to watch for, if any?
4. What specific teacher behaviors would you like me to watch for, if any?
5. Upon which of the following would you most like me to concentrate: planning, environment, instruction, professionalism, or other?
6. Additional comments/requests/suggestions:



Observation Inventory

In the left hand column, please record what specific behaviors, elements (planning, environment, instruction, professionalism), and lesson essentials (standards, benchmarks, etc) are to be observed. In the middle column, list what was observed in the above areas: for example, "I noticed that Eric got on task when you stood near his desk." In the right hand column, record any suggestions, comments, etc. that are discussed during the post-observation conference. Use the space at the bottom for any additional comments or suggestions you may have for the person being observed.

Behaviors:		POST-OBSERVATION COMMENTS:
Classroom elements (planning, environment, instruction, professionalism):		
Lesson essentials (following plans, addressing standards & benchmarks):		
Additional comments and suggestions:		

Confidential Mentor Observation Checklist

Lesson Development

Follows Approved Curriculum	
Develops Written Plans	
Obtains Materials	

Pedagogy

States Objectives/Directions	
Uses Appropriate Pacing	
Relates Materials/Activities to Objectives	
Utilizes Appropriate Questions/Techniques	
Monitors/Modifies Instruction	
Implements Varied Instructional Techniques	
Differentiates Instruction	
Allows for Wait Time	
Utilizes a Variety of Assessments	
Brings Lessons to Closure	

Professionalism

A. Classroom Environment

Mutually Supportive	
Fair and Equitable	
Demonstrates Multi-culturalism	
Promotes Positive Self Concepts	
Maximizes Student Involvement	
Encourages Student Participation	
Communicates Enthusiasm	
Positive Environment	

B. Classroom Management

Sets Rules, Procedures, and Routines	
Monitors Behavior	
Communicates Inappropriate Behavior to Parent/Appropriate Personnel	

CHECKLIST: Classroom Management

SUBJECT	RULES PROCEDURES FOR STUDENTS	COMMENTS
I. BEGINNING CLASS		
A. Roll call, absentees, students who will be leaving early		
B. Tardy students		
C. Behavior during PA announcements		
D. Warm-ups or routines		
E. Distributing supplies and materials		
II. INSTRUCTIONAL ACTIVITIES		
A. Teacher-student contacts		
B. Student movement within the room		
C. Student movement in and out of room		
D. Signal for student attention		
E. Headings for papers		
F. Student talking during seatwork		
G. What students do when work is done		
H. Laboratory procedures <ol style="list-style-type: none"> 1. Distributions of materials and supplies 2. Safety routines 3. Cleaning up 		
III. ENDING THE CLASS		
A. Putting away supplies and equipment		
B. Organizing different classes' materials		
C. Dismissing the class		
IV. OTHER PROCEDURES		
A. Student contacts with teacher's desk, storage materials		
B. Fire and disaster drills		
C. Lunch procedures		

Getting Ready for the School Year- Checklists

Here are some things to think about and be aware of before the school year gets underway.

	QUESTION	CHECK	NOTES
1.	Do I have keys to my classroom or other rooms I may need to access?		
2.	What are the “school rules” and policies I need to present to students?		
3.	Are assistants available and, if so on what schedule?		
4.	What are the procedures for obtaining books and materials from the Media Center for students and staff?		
5.	What audio-visual materials and equipment are available, and what are the procedures for obtaining them.		
6.	What computers are available and how are they repaired? Can I be trained on the school’s hardware and software?		
7.	What is the required paperwork for the first day(s) of school, student and staff attendance, and the lunch program?		
8.	What is the procedure for the arrival and dismissal of students on the first day of school; for everyday after that?		
9.	What is the daily schedule for special needs students? Do students leave my room? If so, what are their schedules?		
10.	What are the specials and lunch schedules?		
11.	How/when do students leave the building at the end of the day? Are bus students and “walkers” handled differently?		

12.	What are the school's policies about suspension and keeping students after school for either make-up work or detention? Do parents need to be notified?		
13.	What is the procedure for duplicating materials?		
14.	How do I get assistance for emergencies, illness, or discipline problems?		
15.	Do I call my mentor/buddy teacher in an emergency?		
16.	What are the procedures for early dismissal and later arrivals?		
17.	When is the procedures available and when should s(he) be consulted?		
18.	When is the school nurse available and what are appropriate reasons for making a referral?		
19.	When are numbers of the Child Study Team available and what are appropriate reasons for making a referral? Psychologist _____ Learning Consultant _____ Social Worker _____		
20.	Are Guidance Counselors and a Substance Abuse Counselor available and what are appropriate reasons for making a referral?		
21.	What resources are available in the district for help in diagnosing or working with students with severe learning or behavior problems?		
22.	What janitorial services are available for my room? What are the students and I expected to do in preparation for the custodian?		

23.	What are the procedures for letting students use the restroom during school time? Are passes necessary?		
24.	What is the bell schedule?		
25.	What is the format for lesson planning?		
26.	Are my lesson plans for the first several days of school ready for each class?		
27.	Have I prepared time fillers to use if needed?		
28.	Have I reviewed the district and school calendars?		
29.	Where are students files kept and what are the procedures for accessing them?		
30.	What are my after school, evening, and weekend obligations during the year?		
31.	How often are fire drills held and how am I aware of them?		
32.	What is the emergency exit plan for my classroom? (Code Blue)		
33.	What are the expectations for reporting to parents?		
34.	When are parent conferences and "Back-to-School Night"?		
35.	What do parents expect at "Back-to-School Night" and parent conferences?		

ADDITIONAL IDEAS/SUGGESTIONS/THOUGHTS:

Substitutes

CONTACT LIST

PEOPLE YOU WILL WANT TO KNOW IN YOUR SCHOOL:

Principal	_____
Assistant Principal(s)	_____
Secretaries'	_____

Nurse	_____
Guidance Counselor(s)	_____

BSI Reading Teachers	_____

BSI Math Teachers	_____

ESL/Bilingual Teachers	_____

Speech Teachers	_____

Occupational/Physical Therapist	_____
Child Study Team Members	_____

I&RS Committee Member's	_____

504 Coordinator	_____
Computer Technician	_____

Computer Teacher	_____
Librarian/Media Specialist	_____
Custodian's	_____

SECTION TEN: PROGRAM EVALUATION/DATA COLLECTION & ASSESSMENT

The Fort Lee mentoring plan will be evaluated on five levels.

Level 1:	Participants' Reactions
Level 2:	Participants' Learning
Level 3:	Organization and Support
Level 4:	Participants' Use of New Knowledge
Level 5:	Student Learning Outcomes

Assessment may be measured by:

- Questionnaires
- Simulations
- Demonstrations
- Participant reflections
- Portfolios
- District and school records
- Interviews
- Video and/or audiotapes
- Direct observations
- Student records

Mentoring Program Assessment

The administration will gather written and oral data from both the mentors/buddies and the new teachers regarding the Fort Lee Public Schools Mentoring Program. This data will be used to evaluate the program's effectiveness and to make recommendations for its improvement.



Methods of Data Collection

1. ***Goal Setting Worksheet***--Each new teacher is given the option to set goals (aligned with SGOs, PDPs, or of personal choice) throughout the term of the program to document the professional successes and challenges experienced. There is a sample form at the end of this section.
2. ***Mentor/Mentee Meeting Log***- It is the expectation that mentors keep a meeting log to record meetings, interactions, and support provided to the new teacher. Logs are submitted at the end of every month to Michele Carlor. A sample log is included in this section.
3. ***Exit Summary***--Each new teacher will write a summary, citing both positive and negative aspects, of his or her experiences at the end of the mentoring program. There is a sample form at the end of this section.
4. ***Suggestions for Improvement***-At the end of the school year, each mentor and new teacher member will write suggestions for improvement regarding the mentoring program. There is a sample form at the end of this section.

Appendices

Appendix A: Teacher Mentoring Log

Instructions: Please log each session with your mentee. Submit this log form to the district office (Attn: Michele Carlor) on the last working day of each month for the duration of your mentorship. Please keep a record for yourself also.

Month: _____ Year: _____ School/District: _____

Mentor Name: _____ Mentor Signature: _____

Mentee Name: _____ Mentee Signature: _____



--- Reminder for September mentoring: Mentors and Mentees must meet at least 1x per week for the first 4 weeks.

<u>Date</u>	<u>From:</u> <u>Time</u> <u>To:</u>	<u>Description of Activities to Meet Monthly Goal</u>	<u>Total</u> <u>Time</u>

Appendix B: Mentor/Buddy Exit Survey / Suggestions for Improvement

NAME: _____ DATE: _____

For the academic year _____ to _____

Please complete the following survey: The results are not intended for evaluation of individual mentor teachers. Rather, your answers will be compiled to provide data for the improvement of the support team.

Directions: Please circle the appropriate rating.

I. How well did you orient your new teacher to:

A. The building and staff?	A Great Deal	Somewhat	Very Little	Not At All
B. The community?	A Great Deal	Somewhat	Very Little	Not At All
C. School rules and policies	A Great Deal	Somewhat	Very Little	Not At All
D. Classroom rules and policies	A Great Deal	Somewhat	Very Little	Not At All
E. The nature and needs of students?	A Great Deal	Somewhat	Very Little	Not At All
F. The content to be covered?	A Great Deal	Somewhat	Very Little	Not At All

II. Would you want to serve as a mentor/buddy to another professional teacher?

III. Comments

Fort Lee School District Mentoring Program

Appendix C: New Teacher Survey / Suggestions for Improvement

(to be completed by new teacher by June 5 and submitted to Michele Carlor)

Please complete the following survey: The results are not intended for evaluation of individual mentor teachers. Rather, your answers will be compiled to provide data for the improvement of

I. How well did your mentor/buddy orient you to:

A. The building and staff?	A Great Deal	Somewhat	Very Little	Not At All
B. The community?	A Great Deal	Somewhat	Very Little	Not At All
C. School rules and policies?	A Great Deal	Somewhat	Very Little	Not At All
D. Classroom rules and policies?	A Great Deal	Somewhat	Very Little	Not At All
E. The nature and needs of students?	A Great Deal	Somewhat	Very Little	Not At All
F. The content to be covered?	A Great Deal	Somewhat	Very Little	Not At All

II. How regularly did your mentor/buddy use the following to help you grow? Please circle the appropriate rating.

A. Mutual goal-setting/planning	A Great Deal	Somewhat	Very Little	Not At All
B. Scripting	A Great Deal	Somewhat	Very Little	Not At All
C. Other methods of observation and data collection	A Great Deal	Somewhat	Very Little	Not At All
D. Conferring	A Great Deal	Somewhat	Very Little	Not At All
E. Log-keeping	A Great Deal	Somewhat	Very Little	Not At All
F. Self-evaluation	A Great Deal	Somewhat	Very Little	Not At All

III. How often did you discuss the following with your mentor/buddy?

A. What to teach and why?	A Great Deal	Somewhat	Very Little	Not At All
B. How to teach and why?	A Great Deal	Somewhat	Very Little	Not At All
C. How to evaluate?	A Great Deal	Somewhat	Very Little	Not At All

IV. Comments

Appendix D: Fort Lee New Teacher Academy

A 22-hour Mentoring/New Teacher Induction professional development sessions for all new teachers who are teaching under a provisional license will be offered throughout the year.

Who is expected to attend?

- New Teachers
 - Teachers who are new to the teaching profession
 - Teachers who are new to the Fort Lee Public Schools

Why is attendance important?

- PD hours are earned by all attendees and presenters
- Opportunity for group support for novice teachers
- The opportunity to collaborate with your colleagues at different schools
- Time for mentors/buddies and mentees to process information and experiences provided by building administrators

Who will be teaching the New Teacher Academy Workshops?

- Workshops will be co-taught by teachers and the administrative team

What topics will be covered and when will these topics be covered?

- Each session will be no longer than 1- hour.
- Each workshop will alternate between the High School and Middle School.

	New Teachers	New to District Teachers
	(Must attend all sessions)	(Must attend 5 of 7 sessions)
September	Differentiation	Differentiation
October	Lesson Planning	Lesson Planning
November	Technology in the Classroom	Technology in the Classroom
December	Classroom Management Revisited – The Fresh Start	Classroom Management Revisited – The Fresh Start
January	Data-Driven Instruction	Data-Driven Instruction
February	Teacher Led Conversation	Teacher Led Conversation
March	Culturally Responsive Learning	Culturally Responsive Learning

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Pending Payments							
3P LEARNING, INC./ 10219							
	2021-0590	11-000-222-610-01-020-/ A/V MATER.		CF	INV-US-9389-MATHSEEDS SUBSC		1,336.50
A. SCHEPISI ROOFING, CO./ 7864							
	1920-3325	P1-000-400-450-40-003-/ HS PORTICO REPAIRS	1920-3325	CF	INV 2686-DOWNSPOUT-FLHS		4,250.00
AASA -AMER ASSOC SCHOOL ADM INC (AASA)/ 1067							
	2021-0559	11-000-230-890-20-000-/ MISC EXPENDITURES		CF	ID 473828-AASA-K.ROTA		470.00
AMAZON, LLC/ 8663							
	2021-0752	11-000-251-600-10-000-/ SUPPLIES		CF	INV 584873687773-INK CARTRIDGE		62.67
ASCD, CORP/ 1127							
	2021-0869	11-000-230-890-20-000-/ MISC EXPENDITURES		CF	ID 1299758-ASCD DUES-K.ROTA		89.00
AT&T LONG DISTANCE/ 1004							
	2021-0412	11-000-230-530-10-722-/ TELEPHONE/COMMUNICATIONS		CP	ACCT 0303697878001-JUL 2020		22.82
		11-000-230-530-10-722-/ TELEPHONE/COMMUNICATIONS		CP	ACCT 0303697878001-AUG 2020		23.40
Total for A T & T CORP/ 1004							\$46.22
B C C A/ 6510							
	2021-0517	11-402-100-800-08-000-/ OTHER OBJECTS		CF	2020-21 BCCA DUES-M.RAFTERY		200.00
BERGEN FENCE, INC./ 1344							
	1920-3405	30-000-430-450-15-200-/ MS-RENOV-CONSTR		CP	INV 51944-FENCE-LFCIS		3,100.00
		30-000-430-450-15-200-/ MS-RENOV-CONSTR		CF	INV 51945-FENCE REPAIR-LFCIS		650.00
Total for BERGEN FENCE, INC./ 1344							\$3,750.00
BIG NORTH ATHLETIC CONF INC./ 8345							
	2021-0518	11-402-100-800-08-000-/ OTHER OBJECTS		CF	2020-21 ANNUAL DUES		4,090.00
	2021-0519	11-402-100-800-08-000-/ OTHER OBJECTS		CF	2020-21 ASSMNT-CHR/WNTR TRK		725.00
Total for BIG NORTH ATHLETIC CONFERENCE/ 8345							\$4,815.00
BROWN & BROWN BENEFIT ADVISORS, INC./ 9646							
	2021-0441	11-000-291-270-10-259-/ MEDICAL/PRESB BENEFITS		CP	INV 125409-JUL 2020		2,500.00
		11-000-291-270-10-259-/ MEDICAL/PRESB BENEFITS		CP	INV 125409-AUG 2020		2,500.00
		11-000-291-270-10-259-/ MEDICAL/PRESB BENEFITS		CP	INV 125443-SEPT 2020		2,500.00
Total for BROWN & BROWN BENEFIT ADVISORS, INC./ 9646							\$7,500.00
CALIFON CONSULTANTS, LLC/ 8149							
	2021-0573	11-000-251-610-11-000-/ SUPPLIES-HUMAN RESOURCES		CF	INV 1588-PUBLICATION SUBSC		200.00
CBIZ INSURANCE SERVICES, INC./ 10234							

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Pending Payments							
	2021-0608	11-000-262-520-10-000-/ INSURANCE		CF	INV 499038-SAIF POLLUTION RNWL		13,075.00
	2021-0607	11-000-262-520-10-000-/ INSURANCE		CF	INV 496520-COMM UMBRELLA EXC		35,396.00
Total for CBIZ INSURANCE SERVICES, INC./ 10234							\$48,471.00
COMMAND RADIO COMMUNICATIONS, INC./ 9917							
	1920-3432	P1-000-266-300-40-000-/ SECURITY-PROF/TECH	1920-3432	CF	INV 130811-RPTR SYSTM-SCH 2		19,036.38
COOPER ELECTRIC S/ 1396							
	2021-0634	11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	S041007419.001-ELECTRIC SUPPL		1,410.83
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	S040895107.001-ELECTRIC SUPPL		261.81
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	S040614249.002-ELECTRIC SUPPL		409.71
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	S040395801.001-ELECTRIC SUPPL		207.92
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	S040395801.002-ELECTRIC SUPPL		81.98
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	S040200963.002-ELECTRIC SUPPL		356.40
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	S040138109.001-ELECTRIC SUPPL		1,352.88
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	S040086348.002-ELECTRIC SUPPL		43.07
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	S040099927.001-ELECTRIC SUPPL		280.98
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	S040086348.003-ELECTRIC SUPPL		204.98
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	S040086348.001-ELECTRIC SUPPL		665.38
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	S039817130.001-ELECTRIC SUPPL		269.05
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	S039658996.002-ELECTRIC SUPPL		153.75
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	S039651770.001-ELECTRIC SUPPL		546.41
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	S041393155.002-ELECTRIC SUPPL		50.00
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	S041416579.001-ELECTRIC SUPPL		423.46
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	S041432501.001-ELECTRIC SUPPL		1,145.74
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	S041416579.002-ELECTRIC SUPPL		84.90
Total for COOPER ELECTRIC SUPPLY CO./ 1396							\$7,949.25
COUNTRY WATCH, INC./ 6576							
	1920-1979	P1-000-222-600-06-019-/ LIBRARY SUPPLIES	INV 11835	CF	INV 11835-LIBRARY SUPPL		374.25
EASTERN BAG & PAPER, CO./ 9655							
	2021-0620	11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	INV 13065227-CREDIT		-42.72
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	INV 13072443-CREDIT		-268.75
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	INV 13115510-CUSTODIAL SUPPL		813.00
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	INV 13102603-CUSTODIAL SUPPL		503.14
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	INV 13102604-CUSTODIAL SUPPL		865.52
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	INV 13054285-CUSTODIAL SUPPL		332.00

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Pending Payments							
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	INV 13105352-CUSTODIAL SUPPL		232.80
					Total for EASTERN BAG & PAPER, CO./ 9655		\$2,434.99
EASTERN DATACOMM/ 8781							
	2021-0401	11-000-230-530-10-722-/ TELEPHONE/COMMUNICATIONS		CP	INV ST20202021BOE-SHORETEL RNW		2,100.00
		11-000-230-530-10-722-/ TELEPHONE/COMMUNICATIONS		CP	INV ST20202021HS-SHORETEL RNW		9,200.00
		11-000-230-530-10-722-/ TELEPHONE/COMMUNICATIONS		CP	INV ST20202021SCH1-SHORETEL RN		2,400.00
		11-000-230-530-10-722-/ TELEPHONE/COMMUNICATIONS		CP	INV ST20202021SCH2-SHORETEL RN		4,100.00
		11-000-230-530-10-722-/ TELEPHONE/COMMUNICATIONS		CP	INV ST20202021SCH3-SHORETEL RN		2,100.00
		11-000-230-530-10-722-/ TELEPHONE/COMMUNICATIONS		CP	INV ST20202021SCH4-SHORETEL RN		2,075.00
		11-000-230-530-10-722-/ TELEPHONE/COMMUNICATIONS		CP	INV ST20202021CST-SHORETEL RNW		1,400.00
		11-000-230-530-10-722-/ TELEPHONE/COMMUNICATIONS		CF	INV ST20202021MS-SHORETEL RNW		5,000.00
					Total for EASTERN DATACOMM/ 8781		\$28,375.00
EDITORIAL PROJECTS IN EDUC-(TOP JOBS)/ 1574							
	2021-0574	11-000-251-592-11-000-/ MISC PURCH PRINTING-HR		CF	INV SIN031896-JOB POSTINGS		3,050.00
EDUCATIONAL DATA SERVICE, INC./ 1580							
	2021-0405	11-000-251-340-10-293-/ BIDDING-RIGHT TO KNOW		CP	INV 131020-LICENSE/MAINT FEE		5,070.00
	2021-0406	11-000-251-340-10-293-/ BIDDING-RIGHT TO KNOW		CF	INV 130840-RIGHT TO KNOW INPUT		300.00
	2021-0407	11-000-230-340-10-000-/ PURCH TECH SERV		CF	INV 130451-DISC/TRD/CPML SVC		2,050.00
					Total for EDUCATIONAL DATA SERVICE, INC./ 1580		\$7,420.00
EDUCATIONAL DEVELOPMENT SOFTWARE, LLC/ 8942							
	2021-0402	11-000-230-610-20-000-/ CENTRAL OFF-SUPPLIES		CF	INV1382-HIBSTER-MAINT/HOSTING		7,600.00
ENVIRONETICS GROUP ARCHITECTS, PC/ 10150							
	2021-0551	12-000-400-450-01-002-/ S#1 WINDOW REPLACEMENTS		CP	INV 20030-1-WINDOW RPLC-SCH 1		6,147.61
		12-000-400-450-01-002-/ S#1 WINDOW REPLACEMENTS		CP	INV 20030-2-WINDOW RPLC-SCH 1		2,284.41
	2021-0552	12-000-400-450-07-019-/ FLHS WINDOW REPLACEMENT		CP	INV 20029-1-WINDOW RPLC-FLHS		13,077.10
		12-000-400-450-07-019-/ FLHS WINDOW REPLACEMENT		CP	INV 20029-2-WINDOW RPLC-FLHS		5,452.67
	2021-0586	12-000-400-450-07-021-/ FLHS CAFE/OFFICE A/C		CP	INV 20031-1-AC UPGRADE-FLHS		4,976.49
		12-000-400-450-07-021-/ FLHS CAFE/OFFICE A/C		CP	INV 20031-2-AC UPGRADE-FLHS		2,672.10
	2021-0582	12-000-400-450-06-001-/ LFCMS CAFETERIA A/C		CP	INV 20032-1-CAF ARCH FEE-LFCMS		4,973.25
		12-000-400-450-06-001-/ LFCMS CAFETERIA A/C		CP	INV 20032-2-CAF ARCH FEE-LFCMS		1,751.70
	2021-0554	12-000-400-450-01-003-/ S#1 FIELD RENOVATION		CP	INV 20033-1-FIELD RENOV-SCH 1		5,521.51
		12-000-400-450-01-003-/ S#1 FIELD RENOVATION		CP	INV 20033-2-FIELD RENOV-SCH 1		1,040.06
	2021-0553	12-000-400-450-04-019-/ S#4 FIELD RENOVATION		CP	INV 20034-1-FIELD RENOV-SCH 4		6,041.51

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Pending Payments							
		12-000-400-450-04-019-/ S#4 FIELD RENOVATION		CP	INV 20034-2-FIELD RENOV-SCH 4		954.00
	2021-0545	12-000-400-450-07-020-/ FLHS LOCKER REPLACEMENTS		CP	INV 20013-5-LOCKER REPL-FLHS		10,895.73
		12-000-400-450-07-020-/ FLHS LOCKER REPLACEMENTS		CP	INV 20013-6-LOCKER REPL-FLHS		440.00
	1920-2540	P1-000-400-450-40-003-/ HS PORTICO REPAIRS	1920-2540	CP	INV 20038-3-CLOCK TWR-HS		440.00
					Total for ENVIRONETICS GROUP ARCHITECTS, PC/ 10150		\$66,668.14
FAIRVIEW TIRE CO. INC./ 9372							
	1920-3499	P1-000-263-420-40-000-/ GROUNDS-MAINT/REPAIR	1920-3499	CF	B&G EQUIP SVC-FLHS		361.20
G.T. MARKETING, LTD./ 8786							
	2021-0564	11-190-100-610-06-011-/ ART SUPL		CF	INV 107095-ART SUPPL		4,010.00
GARDEN STATE COALITION OF SCHOOLS/ 1829							
	2021-0596	11-000-230-890-20-000-/ MISC EXPENDITURES		CF	INV 3545-2020-21 DUES-K.ROTA		2,500.00
GILSANZ MURRAY STEFICEK, LLP/ 10088							
	1920-2169	P3-000-402-334-07-000-/ MASONRYFLHS-ARCH/ENG FEE	INV 110003	CF	INV 110003-PORTICO REPAIRS		18.28
I LEMOINE PROPERTY LLC/ 10276							
	2021-0428	11-000-262-441-10-000-/ RENTAL OF LAND & BLDG. O		CP	INV 214-RENT-JUL 2020		13,486.67
		11-000-262-441-10-000-/ RENTAL OF LAND & BLDG. O		CF	INV 241-RENT-AUG 2020		13,486.67
	2021-0429	11-000-262-622-10-000-/ ENERGY-ELECTRICITY		CP	INV 253-UTILITIES-JUL 2020		680.11
					Total for I LEMOINE PROPERTY LLC/ 10276		\$27,653.45
INSTITUTE FOR MULTI-SENSORY EDUCATION/ 9060							
	2021-0557	11-000-221-580-30-000-/ SUPERVISORS-TRAVEL		CP	INV 92208-REG-C.BECHER		1,275.00
		11-000-221-580-30-000-/ SUPERVISORS-TRAVEL		CF	INV 92038-REG-C.HODGE		1,275.00
					Total for INSTITUTE FOR MULTI-SENSORY EDUCATION/ 9060		\$2,550.00
INTRADO INTERACTIVE SERVICES CORP./ 9673							
	2021-0597	11-000-230-530-50-723-/ SCHOOL MESSENGER		CF	INV 119467-SCHL MSGR		14,500.00
		11-190-100-400-50-021-/ PURCHASED TECHNICAL SERV		CF	INV 119467-PURCH TECH SVC		313.75
					Total for INTRADO INTERACTIVE SERVICES CORP./ 9673		\$14,813.75
IXL LEARNING, INC./ 8295							
	2021-0706	11-000-222-320-05-000-/ PROF SRVC-MEDIA/LILBR		CF	INV S377343-IXL LICENSE-GR 5-6		5,737.00
KAMCO SUPPLY OF NJ, LLC/ 9114							

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Pending Payments							
	1920-1168A	P1-000-262-610-40-000-/ GENERAL SUPPLIES	INV B352D/00	CF	INV B352D/00-CEILING TILES		6,002.07
LALA, JOSEPH/ 9974							
	1920-1874	P1-000-400-450-03-018-/ SCH #3 SECURITY MANTRAP	081020	CF	FOOTINGS-SCH3 MANTRAP		12,500.00
LAUTERBACH, CHRISTOPHER/ 10455							
	NAP Check	DB:10-481- CR:10-101-		CF	PK TUITION REFUND-C. LAUTERBAC		900.00
LEE & LOW BOOKS, INC./ 8696							
	1920-3067	P2-241-100-610-30-000-/ TITLE 3-GENL SUP		CF	INV-010697-BOOKS-GR 3-6		847.49
LINDA MCCUE PRODUCTIONS, LLC/ 10450							
	2021-0864	11-000-221-320-30-000-/ PRCH PROF & EDUC SVC		CF	INV 080620-REOPEN PLAN VIDEO		1,800.00
MAGAZINE SUBSCRIPTION SV, INC./ 2389							
	2021-0580	11-000-222-600-01-019-/ LIBRARY SUPPLIES		CF	INV 18498-LIBRARY SUPPL		165.77
MASER CONSULTING PA/ 10195							
	1920-1088	P1-000-261-420-40-070-/ CLEAN,REPAIR,MAINT-HS	1920-1088	CF	INV 599723-WALL REPAIRS-FLHS		1,187.50
MILLENNIUM COMMUNICATION GROUP, INC./ 8769							
	1920-3543	P1-000-262-420-40-400-/ CLEAN/ MAINT	1920-3543	CF	INV 24099-IP NTKW DOME CAMERA		58,919.22
MUNICIPAL CAPITAL FINANCE/ 10236							
	2021-0426	11-000-230-440-10-000-/ RENTAL-COPIERS		CP	INV 13965270520-JUL 2020		671.42
		11-000-230-440-10-000-/ RENTAL-COPIERS		CP	INV 13965230620-AUG 2020		671.42
		11-000-230-440-10-000-/ RENTAL-COPIERS		CP	INV 13965220720-SEPT 2020		671.42
		11-000-251-440-10-000-/ RENTAL-COPIERS		CP	INV 13965270520-JUL 2020		487.97
		11-000-251-440-10-000-/ RENTAL-COPIERS		CP	INV 13965230620-AUG 2020		487.97
		11-000-251-440-10-000-/ RENTAL-COPIERS		CP	INV 13965220720-SEPT 2020		487.97
		11-190-100-440-10-991-/ COPIER RENTAL- SCH 1		CP	INV 13965270520-JUL 2020		1,280.57
		11-190-100-440-10-991-/ COPIER RENTAL- SCH 1		CP	INV 13965230620-AUG 2020		1,280.57
		11-190-100-440-10-991-/ COPIER RENTAL- SCH 1		CP	INV 13965220720-SEPT 2020		1,280.57
		11-190-100-440-10-992-/ COPIER RENTAL- SCH 2		CP	INV 13965270520-JUL 2020		792.61
		11-190-100-440-10-992-/ COPIER RENTAL- SCH 2		CP	INV 13965230620-AUG 2020		792.61
		11-190-100-440-10-992-/ COPIER RENTAL- SCH 2		CP	INV 13965220720-SEPT 2020		792.61
		11-190-100-440-10-993-/ COPIER RENTAL-SCH 3		CP	INV 13965270520-JUL 2020		792.61
		11-190-100-440-10-993-/ COPIER RENTAL-SCH 3		CP	INV 13965230620-AUG 2020		792.61
		11-190-100-440-10-993-/ COPIER RENTAL-SCH 3		CP	INV 13965220720-SEPT 2020		792.61
		11-190-100-440-10-994-/ COPIER RENTAL-SCH 4		CP	INV 13965270520-JUL 2020		792.61
		11-190-100-440-10-994-/ COPIER RENTAL-SCH 4		CP	INV 13965230620-AUG 2020		792.61

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Pending Payments							
		11-190-100-440-10-994-/ COPIER RENTAL-SCH 4		CP	INV 13965220720-SEPT 2020		792.61
		11-190-100-440-10-996-/ COPIER RENTAL-MS		CP	INV 13965270520-JUL 2020		1,166.91
		11-190-100-440-10-996-/ COPIER RENTAL-MS		CP	INV 13965230620-AUG 2020		1,166.91
		11-190-100-440-10-996-/ COPIER RENTAL-MS		CP	INV 13965220720-SEPT 2020		1,166.91
		11-190-100-440-10-997-/ COPIER RENTAL-HS		CP	INV 13965270520-JUL 2020		2,013.30
		11-190-100-440-10-997-/ COPIER RENTAL-HS		CP	INV 13965230620-AUG 2020		2,013.30
		11-190-100-440-10-997-/ COPIER RENTAL-HS		CP	INV 13965220720-SEPT 2020		2,013.30
Total for MUNICIPAL CAPITAL FINANCE/ 10236							\$23,994.00
N J ASSOCIATION OF DESIGNATED PERSONS/ 8160							
	2021-0799	11-000-262-890-40-000-/ OTHER OBJECTS		CF	INV 2021139-MBRSHP-S.BENDUL		125.00
NASSP/ 2593							
	2021-0549	11-401-100-600-07-000-/ STDNT ACT HS-SUPPLIES		CF	INV 9001330686-HNR SOCIETY AFF		385.00
NJ ASSOCIATION OF SCHOOL ADMIN (NJASA)/ 3845							
	2021-0558	11-000-230-890-20-000-/ MISC EXPENDITURES		CF	2020-21 NJASA DUES-K.ROTA		2,150.00
	2021-0572	11-000-251-890-11-000-/ MISC EXP.-HUMAN RESOUCES		CF	2020-21 NJASA DUES-J.MURPHY		1,554.00
Total for NJASA, CORP/ 3845							\$3,704.00
NJ SCHOOL BUILDING & GROUNDS (DUES)/ 7205							
	2021-0666	11-000-262-890-40-000-/ OTHER OBJECTS		CF	INV 1596-MBRSHP DUES-S.BENDUL		325.00
NJPSA, CORP (MEMBERSHIP DUES ONLY)/ 2583							
	2021-0677	11-000-240-890-05-000-/ MISC EXP-MEMBERSHIP		CF	ID 57059-NJPSA DUES-G.RUESGA		1,170.00
	2021-0581	11-000-240-890-01-000-/ MISC EXP-MEMBERSHIP		CF	ID 33624-NJPSA DUES-R.GIACOMEL		845.00
Total for NJPSA, CORP/ 2583							\$2,015.00
NJSBA (NJ SCHOOL BOARDS ASSOCIATION)/ 2700							
	2021-0599	11-000-230-895-20-000-/ BOE- DUES/FEES		CF	INV-04034-S8S6C0-NJSBA DUES		23,691.10
NJSIAA/ 2890							
	2021-0516	11-402-100-800-08-000-/ OTHER OBJECTS		CF	2020-21 NJSIAA ANNUAL DUES		2,500.00
NORTH JERSEY SPECIAL EDUCATION/ 8662							
	2021-0719	11-000-240-890-60-000-/ MISC EXP-MEMBERSHIP		CF	NJSEAA MBRSHP DUES-D.DAVIS		250.00
O' DIBELLA MUSIC/ 2743							
	2021-0604	11-402-100-600-08-000-/ ATHLETIC SUPPLIES		CF	INV 1371733-SOUND SYSTM REPAIR		250.00
OUTFRONT MEDIA, LLC/ 9328							

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Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Pending Payments							
	2021-0450	11-000-262-441-10-000-/ RENTAL OF LAND & BLDG. O		CF	INV 04976543-PARKING LEASE		10,200.00
PATHOGEND OF NEW JERSEY, INC./ 10217							
	1920-3429	P1-000-262-420-40-000-/ CLEANING/ MAINT/ REPAIR	1920-3429	CF	INV 20201230-ATP METER		2,860.00
PITNEY BOWES GLOBAL FINANCIAL SERV, LLC/ 9312							
	2021-0422	11-000-230-530-10-996-/ POSTAGE-MS MAINT/RENT		CP	INV 3311566831-JUL 2020		178.48
PRECISION ELECTRIC MOTOR WORKS, INC./ 10126							
	1920-2576	P1-000-261-420-40-020-/ CLEAN,REPAIR,MAINT-SCH 2	FSR16376	CF	INV FSRI6376-PUMP REPAIR		6,205.00
READYREFRESH BY NESTLE/ 1907							
	2021-0440	11-000-230-610-20-000-/ CENTRAL OFF-SUPPLIES		CP	INV 20G0418747747-JUL 2020		322.70
REALLY GOOD STUFF, INC./ 5977							
	1920-3224	11-190-100-610-02-000-/ GENERAL SUPPLIES		CF	INV 7221570-CLSRM SUPPL		303.34
RIS CONSTRUCTION/ 10247							
	1920-2943	P1-000-261-420-40-020-/ CLEAN,REPAIR,MAINT-SCH 2	1920-2943	CF	INV 2197-ROOF RAILS		5,750.00
RODRIGUEZ, JANA E/ 10454							
	NAP Check	DB:10-481- CR:10-101-		CF	PK TUITION REFUND-M. RODRIGUEZ		315.00
SCENARIO LEARNING, LLC (VECTOR)/ 9939							
	2021-0571	11-000-251-340-11-000-/ PURCH TECH SERVICE-HR		CF	INV6083-SAFE SCHOOLS		1,740.08
SCIARRILLO, CORNELL, MERLINO, MCKEEVER &/ 9056							
	2021-0439	11-000-230-331-20-000-/ LEGAL-NEGOTIATIONS		CP	INV 12490-NEGOTIATIONS-JUL 20		1,245.75
		11-000-230-331-20-704-/ LEGAL-BOARD ATTORNEY		CP	INV 12488-GEN COUNSEL-JUL 20		2,532.75
		11-000-230-331-20-704-/ LEGAL-BOARD ATTORNEY		CP	INV 12492-TENURE-JUL 20		478.50
		11-000-230-331-20-705-/ LEGAL-SPECIAL ED		CP	INV 12489-SPECIAL ED-JUL 20		1,938.75
					Total for SCIARRILLO, CORNELL, MERLINO, MCKEEVER &/ 9056		\$6,195.75
SHI INTERNATIONAL, CORP/ 8855							
	2021-0639	11-000-252-340-50-000-/ PURCHASED TECHNICAL SERV		CF	INV B12142360-GOGUARDIAN SUBSC		23,419.12
SOUTH BERGEN WORKERS COMPENSATION/ 3101							
	2021-0437	11-000-291-260-10-000-/ WORKERS COMP.		CF	200-21 WORKERS COMP PREMIUM		177,231.00
SPECTROTEL HOLDING COMPANY, LLC/ 9243							
	2021-0411	11-000-230-530-10-722-/ TELEPHONE/COMMUNICATIONS		CP	INV 9740434-JUL 2020		2,411.47

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Pending Payments							
		11-000-230-530-10-722-/ TELEPHONE/COMMUNICATIONS		CP	INV 9786336-AUG 2020		2,433.85
					Total for SPECTROTEL HOLDING COMPANY, LLC/ 9243		\$4,845.32
SPECTRUM BUSINESS/ 8777							
	2021-0413	11-000-222-600-50-019-/ TECH SUPPLIES		CP	INV 0054187071820-JUL 2020		152.44
STAPLES ADVANTAGE(BIDS)/ 7804							
	2021-0142	11-190-100-610-01-000-/ GENERAL SUPPLIES		CP	INV 3452522080-SCHL SUPPL		2,723.10
		11-190-100-610-01-000-/ GENERAL SUPPLIES		CP	INV 3452522085-SCHL SUPPL		197.68
		11-190-100-610-01-000-/ GENERAL SUPPLIES		CP	INV 3453250316-SCHL SUPPL		23.44
		11-190-100-610-01-000-/ GENERAL SUPPLIES		CF	INV 3453349824-SCHL SUPPL		12.80
					Total for STAPLES ADVANTAGE, INC./ 7804		\$2,957.02
STRAUSS ESMAY ASSOC, LLP/ 3290							
	2021-0403	11-000-230-339-20-718-/ OTHER PURCH-POLICY		CF	INV 2021-156-POLICY ALERT/SUPP		4,735.00
STS OF NJ/ 10119							
	2021-0727	11-000-270-890-10-000-/ MISC EXP-TRANSPORT		CF	INV 879-1830-MBRSH-TRANSP		200.00
STUDY ISLAND, LLC (EDMENTUM, INC.)/ 6436							
	2021-0662	11-000-222-610-01-020-/ A/V MATER.		CF	INV136370-PROGRAM LICENSE		1,080.00
SUCCESS ADVERTISING, CORP/ 9330							
	2021-0734	11-000-251-592-11-000-/ MISC PURCH PRINTING-HR		CF	INV 314550-PARAS ADVERTISEMENT		2,780.43
SYSTEMS 3000, INC./ 3324							
	2021-0434	11-000-251-330-10-290-/ PURCH PROF-SYSTEMS 3000		CP	INV 264-094322-JUN-DEC 2020		2,628.00
	2021-0433	11-000-251-330-10-290-/ PURCH PROF-SYSTEMS 3000		CP	INV S-4533101-PROF SVC/SUPP		13,451.00
	2021-0432	11-000-251-330-10-290-/ PURCH PROF-SYSTEMS 3000		CF	INV 264-HS473426-HOSTING FEE		5,381.00
					Total for SYSTEMS 3000, INC./ 3324		\$21,460.00
USA GENL CONTRACTORS CORP/ 8386							
	1920-3552	P1-000-262-420-40-400-/ CLEAN/ MAINT	1920-3552	CF	INV 20-467-ROOF SVC-SCH 2		2,400.00
VALLEY PHYSICIAN SERVICES/ 8792							
	2021-0724	11-000-270-290-10-000-/ OTHER EMPLOYEE BENEFITS		CP	INV 467016C5622-ADMIN FEE/EXAM		250.00
VERIZON CONNECT NWF, INC/ 9291							
	2021-0409	11-000-270-420-10-000-/ CLEANING, REPAIR, & MAIN		CP	INV OSV000002170462-JUL 2020		104.00
		11-000-270-420-10-000-/ CLEANING, REPAIR, & MAIN		CP	INV OSV000002198246-AUG 2020		104.00
					Total for VERIZON CONNECT NWF, INC./ 9291		\$208.00
VERIZON WIRELESS, LLC/ 5334							

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Pending Payments							
	2021-0410	11-000-230-530-10-722-/ TELEPHONE/COMMUNICATIONS		CP	INV 9859808509-JUL 2020		4,134.61
WEST PUBLISHING CORP DBA THOMSON							
REUTERS/ 3562							
	2021-0442	11-000-211-600-10-000-/ SUPPLIES		CP	INV 842759489-JUL 2020		149.54
YELLOW FOLDER, LLC/ 9509							
	2021-0570	11-000-251-340-11-000-/ PURCH TECH SERVICE-HR		CF	INV 20201290-YLW FLDER ANNUAL		3,000.00
Total for Pending Payments							\$694,376.06

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Unposted Checks							
BERGEN COUNTY SOIL CONSERVATION/ 7520							
	2021-0802	12-000-400-450-04-019-/ S#4 FIELD RENOVATION		CF	FL SCH4 INSP/COMPLIANCE FEE	73459	1,075.00
	2021-0803	12-000-400-450-01-003-/ S#1 FIELD RENOVATION		CF	FL SCH1 INSP/COMPLIANCE FEE	73459	975.00
Total for BERGEN COUNTY SOIL CONSERVATION/ 7520							\$2,050.00
FRONTLINE TECHNOLOGIES GROUP, LLC/ 7532							
	2021-0589	11-000-219-390-60-000-/ PUR TECH SRV		CF	INVUS120329-IEP DIRECT UNLMTD	73460	17,786.00
	2021-0569	11-000-251-340-11-000-/ PURCH TECH SERVICE-HR		CF	INVUS120318-HR SVCS	73460	44,015.56
Total for FRONTLINE TECHNOLOGIES GROUP, LLC/ 7532							\$61,801.56
LOCKER MAN, INC/ 1842							
	2021-0543	12-000-400-450-07-020-/ FLHS LOCKER REPLACEMENTS		CP	INV 391191-LOCKERS-FLHS	73461	24,070.00
	2021-0544	12-000-400-450-07-020-/ FLHS LOCKER REPLACEMENTS		CP	INV 391195-LOCKERS-FLHS	73461	33,958.00
Total for THE LOCKER MAN, INC/ 1842							\$58,028.00
PITNEY BOWES GLOBAL FINANCIAL SERV, LLC/ 9312							
	2021-0424	11-000-230-530-10-998-/ POSTAGE-CO MAINT/RENT		CP	INV 3311369263-JUL 2020	73462	461.46
		11-000-230-530-10-998-/ POSTAGE-CO MAINT/RENT		CP	INV 3311615580-AUG 2020	73462	461.46
		11-000-230-530-10-998-/ POSTAGE-CO MAINT/RENT		CP	INV 3311753105-SEPT 2020	73462	461.46
Total for PITNEY BOWES GLOBAL FINANCIAL SERV, LLC/ 9312							\$1,384.38
PSE&G CO./ 2965							
	2021-0444	11-000-262-621-10-001-/ NATURAL GAS		CP	67-346-296-00-JUL 2020	73463	50.11
		11-000-262-621-10-001-/ NATURAL GAS		CP	67-594-054-04-JUL 2020	73463	150.60
		11-000-262-622-10-001-/ HEAT & ELECTRICITY		CP	42-032-502-18-JUL 2020	73463	1,451.71
		11-000-262-622-10-001-/ HEAT & ELECTRICITY		CP	67-594-054-04-JUL 2020	73463	1,552.53
	2021-0445	11-000-262-621-10-002-/ NATURAL GAS		CP	42-033-500-18-JUL 2020	73463	175.18
		11-000-262-622-10-002-/ HEAT & ELECTRICITY		CP	42-033-500-18-JUL 2020	73463	4,623.16
	2021-0447	11-000-262-621-10-004-/ NATURAL GAS		CP	42-414-513-06-JUL 2020	73463	145.82
		11-000-262-622-10-004-/ HEAT & ELECTRICITY		CP	42-414-513-06-JUL 2020	73463	4,957.07
	2021-0448	11-000-262-621-10-006-/ NATURAL GAS		CP	66-551-113-07-JUL 2020	73463	1,364.59
		11-000-262-622-10-006-/ HEAT & ELECTRICITY		CP	68-801-108-00-JUL 2020	73463	1,782.01
		11-000-262-622-10-006-/ HEAT & ELECTRICITY		CP	42-317-006-05-JUL 2020	73463	4,508.18
		11-000-262-622-10-006-/ HEAT & ELECTRICITY		CP	42-542-500-02-JUL 2020	73463	10,372.39

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Unposted Checks							
	2021-0449	11-000-262-621-10-007-/ NATURAL GAS		CP	65-306-236-04-JUL 2020	73463	264.91
		11-000-262-622-10-007-/ HEAT & ELECTRICITY		CP	42-033-501-07-JUL 2020	73463	9,708.36
		11-000-262-622-10-007-/ HEAT & ELECTRICITY		CP	68-801-132-06-JUL 2020	73463	482.52
Total for PSE&G CO./ 2965							\$41,589.14
SPECTRUM BUSINESS/ 8777							
	2021-0414	11-000-222-600-50-019-/ TECH SUPPLIES		CP	INV 0041333070320-JUL 2020	73465	4.99
SUEZ WATER NEW JERSEY/ 3480							
	2021-0443	11-000-262-490-10-000-/ WATER		CP	ACCT 10006484412222-JUL 2020	73464	2,281.11
		11-000-262-490-10-000-/ WATER		CP	ACCT 10000844412222-JUL 2020	73464	531.29
		11-000-262-490-10-000-/ WATER		CP	ACCT 10001804412222-JUL 2020	73464	141.47
		11-000-262-490-10-000-/ WATER		CP	ACCT 10001916312222-JUL 2020	73464	2,297.38
		11-000-262-490-10-000-/ WATER		CP	ACCT 10004164412222-JUL 2020	73464	400.35
		11-000-262-490-10-000-/ WATER		CP	ACCT 10005184412222-JUL 2020	73464	154.20
		11-000-262-490-10-000-/ WATER		CP	ACCT 10005427312222-JUL 2020	73464	150.43
		11-000-262-490-10-000-/ WATER		CP	ACCT 10006184412222-JUL 2020	73464	158.45
		11-000-262-490-10-000-/ WATER		CP	ACCT 10006551170238-JUL 2020	73464	1,660.85
		11-000-262-490-10-000-/ WATER		CP	ACCT 10007427312222-JUL 2020	73464	265.26
		11-000-262-490-10-000-/ WATER		CP	ACCT 10009404944131-JUL 2020	73464	266.37
		11-000-262-490-10-000-/ WATER		CP	ACCT 10002916312222-JUL 2020	73464	266.37
		11-000-262-490-10-000-/ WATER		CP	ACCT 10000470520837-JUL 2020	73464	1,113.39
		11-000-262-490-10-000-/ WATER		CP	ACCT 10004272104489-JUL 2020	73464	266.37
Total for SUEZ WATER NEW JERSEY/ 3480							\$9,953.29
Total for Unposted Checks							\$174,811.36

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Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator, be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed. Run on 08/20/2020 at 11:59:55 AM

Fund Summary		Fund	Sub	Computer	Computer	Hand	Hand	Total
Category	Fund	Category	Fund	Checks	Checks Non/AP	Checks	Checks Non/AP	Checks
10	10				\$1,215.00			\$1,215.00
10	11			\$616,764.89				\$616,764.89
10	12			\$126,306.14				\$126,306.14
10	P1			\$120,285.62				\$120,285.62
Fund 10	TOTAL			\$863,356.65	\$1,215.00			\$864,571.65
20	P2			\$847.49				\$847.49
30	30			\$3,750.00				\$3,750.00
30	P3			\$18.28				\$18.28
Fund 30	TOTAL			\$3,768.28				\$3,768.28
GRAND	TOTAL			\$867,972.42	\$1,215.00	\$0.00	\$0.00	\$869,187.42

Chairman Finance Committee

Member Finance Committee

Fort Lee Board of Education

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Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Pending Payments							
CBIZ INSURANCE SERVICES, INC./ 10234							
	2021-0608	11-000-262-520-10-000-/ INSURANCE		CF	INV 499038-SAIF POLLUTION RNWL		13,075.00
	2021-0607	11-000-262-520-10-000-/ INSURANCE		CF	INV 496520-COMM UMBRELLA EXC		35,396.00
					Total for CBIZ INSURANCE SERVICES, INC./ 10234		\$48,471.00
COMMAND RADIO COMMUNICATIONS, INC./ 9917							
	1920-3432	P1-000-266-300-40-000-/ SECURITY-PROF/TECH	1920-3432	CF	INV 130811-RPTR SYSTM-SCH 2		19,036.38
ENVIRONETICS GROUP ARCHITECTS, PC/ 10150							
	2021-0552	12-000-400-450-07-019-/ FLHS WINDOW REPLACEMENT		CP	INV 20029-1-WINDOW RPLC-FLHS		13,077.10
	2021-0545	12-000-400-450-07-020-/ FLHS LOCKER REPLACEMENTS		CP	INV 20013-5-LOCKER REPL-FLHS		10,895.73
					Total for ENVIRONETICS GROUP ARCHITECTS, PC/ 10150		\$23,972.83
I LEMOINE PROPERTY LLC/ 10276							
	2021-0428	11-000-262-441-10-000-/ RENTAL OF LAND & BLDG. O		CP	INV 214-RENT-JUL 2020		13,486.67
		11-000-262-441-10-000-/ RENTAL OF LAND & BLDG. O		CF	INV 241-RENT-AUG 2020		13,486.67
					Total for I LEMOINE PROPERTY LLC/ 10276		\$26,973.34
INTRADO INTERACTIVE SERVICES CORP./ 9673							
	2021-0597	11-000-230-530-50-723-/ SCHOOL MESSENGER		CF	INV 119467-SCHL MSGR		14,500.00
LALA, JOSEPH/ 9974							
	1920-1874	P1-000-400-450-03-018-/ SCH #3 SECURITY MANTRAP	081020	CF	FOOTINGS-SCH3 MANTRAP		12,500.00
MILLENNIUM COMMUNICATION GROUP, INC./ 8769							
	1920-3543	P1-000-262-420-40-400-/ CLEAN/ MAINT	1920-3543	CF	INV 24099-IP NTWK DOME CAMERA		58,919.22
NJSBA (NJ SCHOOL BOARDS ASSOCIATION)/ 2700							
	2021-0599	11-000-230-895-20-000-/ BOE- DUES/FEES		CF	INV-04034-S8S6C0-NJSBA DUES		23,691.10
OUTFRONT MEDIA, LLC/ 9328							
	2021-0450	11-000-262-441-10-000-/ RENTAL OF LAND & BLDG. O		CF	INV 04976543-PARKING LEASE		10,200.00
SHI INTERNATIONAL, CORP/ 8855							
	2021-0639	11-000-252-340-50-000-/ PURCHASED TECHNICAL SERV		CF	INV B12142360-GOGUARDIAN SUBSC		23,419.12
SOUTH BERGEN WORKERS COMPENSATION/ 3101							
	2021-0437	11-000-291-260-10-000-/ WORKERS COMP.		CF	200-21 WORKERS COMP PREMIUM		177,231.00
SYSTEMS 3000, INC./ 3324							

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Pending Payments							
	2021-0433	11-000-251-330-10-290-/ PURCH PROF-SYSTEMS 3000		CP	INV S-4533101-PROF SVC/SUPP		13,451.00
Total for Pending Payments							\$452,364.99

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Unposted Checks							
FRONTLINE TECHNOLOGIES GROUP, LLC/ 7532							
	2021-0589	11-000-219-390-60-000-/ PUR TECH SRV		CF	INVUS120329-IEP DIRECT UNLMTD	73460	17,786.00
	2021-0569	11-000-251-340-11-000-/ PURCH TECH SERVICE-HR		CF	INVUS120318-HR SVCS	73460	44,015.56
				Total for FRONTLINE TECHNOLOGIES GROUP, LLC/ 7532			\$61,801.56
LOCKER MAN, INC/ 1842							
	2021-0543	12-000-400-450-07-020-/ FLHS LOCKER REPLACEMENTS		CP	INV 391191-LOCKERS-FLHS	73461	24,070.00
	2021-0544	12-000-400-450-07-020-/ FLHS LOCKER REPLACEMENTS		CP	INV 391195-LOCKERS-FLHS	73461	33,958.00
				Total for THE LOCKER MAN, INC/ 1842			\$58,028.00
PSE&G CO./ 2965							
	2021-0448	11-000-262-622-10-006-/ HEAT & ELECTRICITY		CP	42-542-500-02-JUL 2020	73463	10,372.39
				Total for Unposted Checks			\$130,201.95

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AUG 24 2020 BILLS OVER \$10,000

Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator, be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed. Run on 08/20/2020 at 09:44:55 AM

Fund Summary		Computer	Computer	Hand	Hand	Total
Fund Category	Sub Fund	Checks	Checks Non/AP	Checks	Checks Non/AP	Checks
10	11	\$410,110.51				\$410,110.51
10	12	\$82,000.83				\$82,000.83
10	P1	\$90,455.60				\$90,455.60
Fund 10	TOTAL	\$582,566.94				\$582,566.94
GRAND	TOTAL	\$582,566.94	\$0.00	\$0.00	\$0.00	\$582,566.94

Chairman Finance Committee

Member Finance Committee

Fort Lee Board of Education

Bills And Claims Report By Vendor Name

AUG 24 2020 CAFETERIA BILLS LIST

va_bill5.102317
07/31/2020

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Pending Payments							
CAFETERIA REFUNDS/ 10453							
	2021-0910	60-910-310-890-03-000-/ MISC- EXPENDITURES-SCH 3		CP	MICHELLE FIELDS		8.45
		60-910-310-890-06-000-/ MISC- EXPENDITURES-MS		CP	MICHELLE FIELDS		6.50
		60-910-310-890-06-000-/ MISC- EXPENDITURES-MS		CP	KYUNGPHIL LEE		25.35
		60-910-310-890-07-000-/ MISC- EXPENDITURES-HS		CP	MICHELLE FIELDS		3.95
Total for CAFETERIA REFUNDS/ 10453							\$44.25
KEEP'M KOOL, LLC/ 9772							
	2021-0908	60-910-262-420-40-060-/ KITCHEN MAINT. LFCMS		CF	INV 8366-FREEZER AT LFCMS		539.00
		60-910-262-420-40-070-/ KITCHEN MAINT. FLHS		CF	INV 8384-FREEZER AT FLHS		868.00
Total for KEEP'M KOOL, LLC/ 9772							\$1,407.00
METRO FIRE & SAFETY EQUIP. CO. INC/ 2485							
	2021-0689	60-910-262-420-40-060-/ KITCHEN MAINT. LFCMS		CF	KITCHEN HYDRO TESTING-LFCMS		630.50
		60-910-262-420-40-070-/ KITCHEN MAINT. FLHS		CF	KITCHEN HYDRO TESTING-FLHS		700.50
Total for METRO FIRE & SAFETY EQUIP. CO./ 2485							\$1,331.00
POMPTONIAN/ 8947							
	2021-0911	60-910-310-500-00-000-/ CAFE-OTHER PURCH		CF	FLE 256 073120-CAFE LABOR/EXP.		4,112.67
Total for Pending Payments							\$6,894.92

* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial

Run on 08/20/2020 at 08:49:11 AM

Fort Lee Board of Education

Bills And Claims Report By Vendor Name

va_bill5.102317
07/31/2020

AUG 24 2020 CAFETERIA BILLS LIST

Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator, be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed. Run on 08/20/2020 at 08:49:11 AM

Fund Summary		Fund	Sub	Computer	Computer	Hand	Hand	Total
Category	Fund	Category	Fund	Checks	Checks Non/AP	Checks	Checks Non/AP	Checks
60	60			\$6,894.92				\$6,894.92
GRAND	TOTAL			\$6,894.92	\$0.00	\$0.00	\$0.00	\$6,894.92

Chairman Finance Committee

Member Finance Committee

**STAFF TRIPS AND CONFERENCES
BOARD AGENDA OF 8/24/2020**

First	Last Name	District Location	Conference	City, State	Dates	Total Cost Not to Exceed
Diane	Baker	CO	Racial Justice Online Workshop	On-Line	8/17-18/2020	\$195.00
Jodi	Etra	HS	Racial Justice Online Workshop	On-Line	8/17-18/2020	\$195.00
Angela	Johnson	HS	Racial Justice Online Workshop	On-Line	8/17-18/2020	\$195.00
TOTAL						\$585.00

**Fort Lee Board Of Education
Unused Sick Days**

ACCOUNT #	LAST NAME	FIRST NAME	Date of Hire	Retirement Date	Title	Location	2010-2011 or Current Salary	Daily Factor	Daily Amount	Unused Sick Days	Allowable Days @ 75%	Maximum Days	Payment/ Board Share	Total TSA Limit 2019	Employee 403b Contributions As of 6/30/20	Employer Contributions 2020	Employer Contributions 2021
Hired Before 7/1/96:																	
11-000-291-299-10-000	Ciconne	Robert	11/13/84	07/01/20	Teacher	School 3	\$ 108,765.00	200	\$ 543.83	\$ 235.00	\$ 176.25	\$ 100.00	\$ 54,382.50	\$ 57,000.00	\$ 14,000.00	\$ 43,000.00	\$ 11,382.50
11-000-291-299-10-000	Frate	Carol	09/30/90	07/01/20	Secretary	Central Office	\$ 46,158.00	240	\$ 192.33	\$ 216.00	\$ 162.00	\$ 100.00	\$ 19,232.50	\$ 57,000.00	\$ 1,000.00	\$ 19,232.50	
11-000-291-299-10-000	Elefteriou	Kristen	09/01/89	07/01/20	Teacher	School 1	\$ 86,300.00	200	\$ 431.50	\$ 199.00	\$ 149.25	\$ 100.00	\$ 43,150.00	\$ 57,000.00	\$ 3,600.00	\$ 43,150.00	-
Hired After 7/1/96:																	
11-000-291-299-10-000	Adams	Mark	09/01/05	07/01/20	Teacher	Middle School	\$ 107,975.00	200	\$ 539.88	\$ 95.00	\$ 71.25	\$ 71.25	\$ 15,000.00	\$ 57,000.00	\$ 9,300.00	\$ 15,000.00	
11-000-291-299-10-000	Leonard	Mark	09/01/00	12/01/19	Teacher	School 4	\$ 98,230.00	200	\$ 491.15	\$ 48.00	\$ 36.00	\$ 36.00	\$ 15,000.00	\$ 57,000.00	\$ -	\$ 15,000.00	
Note: Per contract-Amount is capped at \$15,000 if hired after 7/1/96																	
													\$ 146,765.00			\$ 135,382.50	\$ 11,382.50
																	\$ 146,765.00