

ANNUAL DELEGATE ASSEMBLY

The Conference Center at Mercer
1200 Old Trenton Road, West Windsor, New Jersey 08550

May 16, 2026

AGENDA

8:00 a.m.	REGISTRATION & BREAKFAST	
9:00 a.m.	CALL TO ORDER	
	Presiding: Michael Jacobs, President	
	PLEDGE OF ALLEGIANCE	Delegates
	RECOGNITION OF COMMITTEE CHAIRS	Michael Jacobs
	REPORT OF THE PRESIDENT	Michael Jacobs
	REPORT OF THE EXECUTIVE DIRECTOR	Dr. Timothy J. Purnell
	ADOPTION OF THE RULES FOR THE CONDUCT OF THE DELEGATE ASSEMBLY	Michael Jacobs Parliamentarian, David White
	REPORT OF THE NOMINATING COMMITTEE	Irene LeFebvre
	REPORT OF THE V.P. FOR LEGISLATION/RESOLUTIONS	Dr. Tom Connors
	REPORT OF THE RESOLUTIONS SUBCOMMITTEE	Dr. Tom Connors
	CONSIDERATION OF RESOLUTIONS	Dr. Tom Connors
	INSTALLATION OF OFFICERS	Irene LeFebvre Michael Jacobs
	ADJOURNMENT	Michael Jacobs

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**New Jersey School Boards Association
413 West State Street
Trenton, New Jersey 08618
(609) 695-7600**

DELEGATE CERTIFICATION FORM

I, the undersigned, hereby certify that I am a regular voting member of the _____
Board of Education in the county of _____; that to the best of my
knowledge, said Board of Education is a member in good standing of the New Jersey School Boards
Association, and that I am duly appointed and authorized to act as the Delegate from said Board of
Education at the Annual Delegate Assembly on May 16, 2026.

FULL NAME

STREET ADDRESS

SIGNATURE

CITY/STATE/ZIP

Summary of Delegate Action Form

Enclosed for your convenience to report to your board of education.

<u>Item Considered</u>	<u>Notes – Action Taken</u>
<p><u>Election of Vice-President</u> <u>Legislation/Resolutions</u></p>	
<p><u>RESOLUTION NO. 1</u></p> <p>South Orange and Maplewood Board of Education (Essex) proposes additional policy language to be included in NJSBA’s <i>Manual of Positions and Policies on Education (P&P)</i> supporting the belief that school districts should be allowed or given the option, but not required, to use ranked choice voting in school board elections.</p> <p><u>RECOMMENDATION:</u></p> <p>The Resolutions Subcommittee recommends approval of the resolution with the following substitute resolved clause that would create <u>additional</u> policy language to be included in NJSBA’s <i>Manual of Positions and Policies (“P&P”)</i> at File Code No. 9112 - Elections/Appointment:</p> <p>The NJSBA believes school districts should be permitted to use ranked choice voting in school board elections.</p>	
<p><u>RESOLUTION NO. 2</u></p> <p>Essex County School Boards Association (Essex) proposes <u>new</u> policy language to be included in NJSBA’s <i>Manual of Positions and Policies on Education (“P&P”)</i>.</p> <p>The proposed resolution requests that the NJSBA support the inclusion of three separate</p>	

- broad belief statements indicating, in summary, that:
- public schools must carry out the State’s constitutional obligation to provide all students with a thorough and efficient education;
 - public school buildings must be free from civil immigration enforcement activities; and
 - boards of education should adopt policies and procedures that protect the health and safety of all students, while also honoring valid judicial authority.

RECOMMENDATION:

The Resolutions Subcommittee recommends approval of the proposed resolution with the following substitute resolved clause, which would create new policy language to be included in NJSBA’s *Manual of Positions and Policies on Education* File Code No. 3516 - Safety Issues in Schools:

The NJSBA believes that boards of education have a responsibility to ensure that their school buildings are safe havens for all students regardless of their immigration status and are not to be used as venues for immigration enforcement absent judicial authority.

RESOLUTION NO. 3

Egg Harbor Township Board of Education (Atlantic) proposes new policy language for adoption by the Delegate Assembly and inclusion in the NJSBA’s *Manual of Positions and Policies on Education (P&P)*.

The resolution supports the belief that school districts should be involved in discussions pertaining to Payment In Lieu of Taxes (PILOT) agreements; and, as a result, have the option to share the delegated funds in an effort to offset the expenses related to potential increases in student enrollment and/or potential increases in various services required to support additional students.

RECOMMENDATION:

The Resolutions Subcommittee recommends approval of the proposed resolution with the following substitute resolved clause, which would create new policy language to be included in NJSBA’s *Manual of Positions and Policies on Education* File Code No. 3210 – Local Funds:

The NJSBA believes that in circumstances where direct allocation of PILOT revenues to school districts is not provided, municipalities and school districts should consider negotiated community benefit agreements, or other legally permissible fiscal arrangements to offset educational costs attributable to development.

RESOLUTION NO. 4

West Milford Board of Education (Passaic) proposes new policy language for adoption by the Delegate Assembly and inclusion in the NJSBA’s *Manual of Positions and Policies on Education* (P&P).

The proposed resolution requests that the NJSBA support the belief that New Jersey’s school funding system should recognize structural limitations on local revenue capacity caused by state-imposed land-use and environmental restrictions; and, as a result, should ensure equitable consideration for affected school districts in state aid calculations.

RECOMMENDATION:

The Resolutions Subcommittee recommends approval of the proposed resolution with the following substitute resolved clause, which would create new policy language to be included in NJSBA’s *Manual of Positions and Policies on Education* File Code No. 3220 – State Funds:

The NJSBA believes in an equitable distribution of education aid and related support payments which ensure that all school districts have an opportunity to benefit from government financial assistance, and which considers a school district’s unique circumstances, including, but not limited to, circumstances that impact a school district’s capacity to raise revenue locally.

RESOLUTION NO. 5

Glen Rock Board of Education (Bergen) proposes additional policy language for adoption by the Delegate Assembly and inclusion in the NJSBA's *Manual of Positions and Policies on Education (P&P)*.

The proposed resolution supports equitable pricing, transparency, and cooperative purchasing opportunities for instructional materials and digital educational resources, while preserving local board authority over curriculum decisions.

RECOMMENDATION:

The Resolutions Subcommittee recommends approval of the proposed resolution with the following substitute resolved clause, which would create additional policy language to be included in NJSBA's *Manual of Positions and Policies on Education* File Code No. 6160 – Instructional Services and Resources:

The NJSBA believes that purchasers of textbooks and other curricular materials should be provided with a wide array of consumer information on available programs and products to assist them in making informed selections. When purchasing such materials, districts should employ strategies that promote the efficient use of taxpayer resources, where it is practical to do so.

RESOLUTION NO. 6

Secaucus Board of Education (Hudson) proposes additional policy language for adoption by the Delegate Assembly and inclusion in the NJSBA’s *Manual of Positions and Policies on Education (P&P)*.

The resolution proposes updating NJSBA policy to increase representation for sending districts on county vocational school boards of estimate while maintaining county oversight. It also calls for greater transparency, fiscal accountability, and more predictable tuition-setting practices to improve collaboration and align with regional workforce needs.

RECOMMENDATION:

The Resolutions Subcommittee recommends approval of the proposed resolution with the following substitute resolved clause, which would create additional policy language to be included in NJSBA’s *Manual of Positions and Policies on Education* File Code No. 9300 – Governance:

The NJSBA believes that governance and advisory structures for County Vocational-Technical School Districts should reflect the shared financial and educational responsibility between counties and local sending school districts. The Association supports statutory and regulatory changes that promote greater transparency, fiscal accountability, and collaboration in decisions related to tuition rates, capital planning, enrollment capacity, and program expansion.

The NJSBA believes that governance models for county vocational-technical schools should encourage the creation of advisory

<p>structures that allow local district officials to review tuition methodologies, long-term capital plans, and fiscal impacts prior to adoption.</p> <p>The NJSBA believes that policies governing tuition increases for county vocational-technical schools should include mechanisms that promote fiscal predictability and public transparency consistent with the principles of responsible budgeting applied to other public-school districts in New Jersey.</p>	
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NEW JERSEY SCHOOL BOARDS ASSOCIATION

BOARD OF DIRECTORS 2025-2026

(As of April 24, 2026)

OFFICERS/EXECUTIVE COMMITTEE

<i>President</i>	Michael A. Jacobs Ridgefield Board of Education (Bergen)
<i>Vice President for County Activities</i>	Barry Walker Bridgewater-Raritan Regional Board of Education
<i>Vice President for Finance</i>	Dr. Tom Connors Piscataway Board of Education
<i>Interim Vice President for Legislation/Resolutions</i>	Dr. Tom Connors Piscataway Board of Education
<i>Immediate Past President (IPP)</i>	Karen Cortellino, M.D. Montville Township Board of Education (Morris)
EX OFFICIO	Timothy J. Purnell, Ed.D. Executive Director/CEO New Jersey School Boards Association

MEMBERS & ALTERNATES

ATLANTIC

Louis Della Barca, Egg Harbor Township Board of Education
Theresa Hudson, Absecon Board of Education (Alt.)

BERGEN

Michael Sprague, Norwood Board of Education
Behrooz Pasdar, Emerson Board of Education (Alt.)

BURLINGTON

Michael McClure, Maple Shade Board of Education
Carlye Lamarca, Burlington Township Board of Education (Alt.)

CAMDEN

Karen Sorbello, Magnolia Board of Education
Vacancy (Alt.)

CAPE MAY

Jacqueline McAlister, Ocean City Board of Education
Vacancy (Alt.)

CUMBERLAND

Cedric Holmes, Vineland Board of Education
Erica Williams-Mosley, Bridgeton Board of Education (Alt.)

ESSEX

Benjamin Morse, Bloomfield Board of Education
Kasey Dudley, Bloomfield Board of Education (Alt.)

GLOUCESTER

Dr. Rena' Morrow, Monroe Township Board of Education
Crystal Greene, Clayton Board of Education (Alt.)

HUDSON

Hector Gonzalez, Jr., Bayonne Board of Education
Vacancy (Alt.)

HUNTERDON

Robert Imhoff, High Bridge Board of Education
Elizabeth Fiore, Readington Board of Education (Alt.)

MERCER

Dana Krug, West Windsor-Plainsboro Board of Education
Addie Lane, Trenton Board of Education (Alt.)

MIDDLESEX

Liwu Hong, East Brunswick Board of Education
Diana Jaquez, New Brunswick Board of Education (Alt.)

MONMOUTH

Kathy Winecoff, Millstone Township Board of Education
Kenneth Cook, Keansburg Board of Education (Alt.)

MORRIS

Diane Morris, Mine Hill Township Board of Education
Irene LeFebvre, Boonton Town Board of Education (Alt.)

OCEAN

Victoria Pakala, Brick Township Board of Education
Dana Weber, Island Heights Board of Education (Alt.)

PASSAIC

Alan Paris, Clifton Board of Education
Maryann Capursi, Passaic City Board of Education (Alt.)

SALEM

Eileen Miller, Woodstown-Pilesgrove Regional Board of Education
John Ashcraft, Penns Grove-Carneys Point Board of Education (Alt.)

SOMERSET

Jean Trujillo, Hillsborough Township Board of Education
Jennifer Agugliaro, Watchung Board of Education (Alt.)

SUSSEX

Ronald Hoffman, Hardyston Township Board of Education
Kaitlin Gagnon, Sparta Township Board of Education (Alt.)

UNION

William Hulse, Cranford Board of Education
Dicxiana Carbonell, Union Township Board of Education (Alt.)

WARREN

Scott Nodes, Greenwich Township Board of Education
Jaelyn Rowbotham, Harmony Township Board of Education (Alt.)

COUNTY ASSOCIATION LEADERSHIP

Michael Jacobs, Ridgefield Board of Education, Bergen County
Julie Kozempel, Washington Township Board of Education, Gloucester County (Alt.)

URBAN BOARDS

Rita Martin, Winslow Township Board of Education, Camden County
Marsha Hershman, Lindenwold Board of Education, Camden County (Alt.)
Rosa E. Moreno-Ortego, Elizabeth Board of Education, Union County
Cynthia Atkins, Roselle Board of Education, Union County (Alt.)
Diane Johnson, Pennsauken Board of Education, Camden County
Sheri Lowery, Pemberton Township Board of Education, Burlington County (Alt.)

VOCATIONAL BOARDS

Jon-Henry Barr, Union County Vocational Board of Education
Ruth Hands, Cumberland County Vocational Board of Education (Alt.)

PROCEDURAL SUGGESTIONS FOR DELEGATES

Action in delegate meetings is sometimes prolonged when parliamentary procedure has not been properly followed in difficult situations. To speed the meeting, delegates might consider the following procedures:

Making Motions

To be discussed, a resolution must be moved by a delegate, preferably from the sponsoring board. The Vice President for Legislation/Resolutions does not move the resolution but merely reads a summary of the objectives sought in the resolution and the Resolutions Subcommittee's recommendation for delegate action as sent to all boards of education.

The recommendations proposed to the Delegate Assembly at the end of the discussion pages in this Delegate Handbook are made by the Resolutions Subcommittee. The Subcommittee is authorized by the NJSBA Bylaws to review all resolutions to come before the Delegate Assembly for policy consideration. Research on the issues presented in these resolutions sometimes leads the Resolutions Subcommittee to offer an alternative solution to the objectives sought with the Subcommittee recommending a substitute resolved clause for delegate approval. If a board delegate so chooses, the substitute resolved clause may be moved as the original motion for delegate approval.

When moving a resolution as originally presented by the sponsoring board of education, please say:

I move Resolution No. ____ as originally submitted.

When moving a resolution with the substitute resolved clause recommended in the discussion pages, please say:

I move Resolution No. ____ with the substitute resolved clause and recommended policy language for NJSBA's Manual of Positions and Policies on Education.

Making Amendments

Any motion to amend a resolution or committee report recommendations must be submitted in writing to the Chair and official reporter before or at the time the motion is made on the floor.

An amendment form may be obtained at the Legal Table which is located at the front of the meeting room to your right. Delegates may consult with an NJSBA staff attorney should assistance be required in drafting an amendment.

When moving to amend a motion, please clarify your intent by saying one of the following:

- “I move to strike on page ____, line ____ the word(s) _____.”

- “I move to strike on page ____, line ____ the word(s) _____ and insert the word(s) _____.”

- “I move to insert the word(s) _____ between _____ and _____ on page ____, line _____.”

- “I move to add at the end of line ____ on page ____ the word(s) _____.”

Postponing or Referring a Motion

When delegates wish to defer action in order to develop more information, they should move to refer a resolution to a committee for study or refer a report back to the original committee for further study.

Close Votes

Whenever a delegate doubts the result of a vote as inconclusive or a tie, they may move that the vote be recast. If this motion is seconded, a majority vote is required to order a recount.

RULES FOR THE CONDUCT OF THE DELEGATE ASSEMBLY

1. **Credentials:** (a) The credential cards of all voting delegates shall be kept visibly displayed during the meeting. Voting shall be by electronic device. (b) The delegate to the Delegate Assembly must be either the delegate of record or alternate of record or show proof of designated representation by the local board. A signed statement by the school business administrator on school district letterhead must be provided to show proof of designated representation by the local board. The delegate must show proof of identity at time of registration. (c) The registration desk shall close during the voting process in any contested election and no credentials shall be issued during such period. (d) An official count of all registered delegates shall be prepared and submitted to the President for announcement at the meeting just prior to the distribution of ballots in a contested election.
2. **Parliamentary Procedure:** (a) Robert's Rules of Order Newly Revised, current edition, shall govern the proceedings unless otherwise inconsistent with these rules. (b) There shall be an official parliamentarian to whom questions may be directed only through the Chair.
3. **Seating:** (a) All voting delegates, officers, members of the Board of Directors, county school board association representatives and staff shall be seated in front sections for easy access to the microphones for speaking privileges. (b) All others shall be seated at the rear of the meeting room.
4. **Recognition by Chair:** (a) An eligible speaker shall use a microphone and gain recognition of the Chair before speaking. (b) They shall give their full name and local board or official capacity. (c) Speakers shall state, at the outset, if they are speaking for or against a motion.
5. **Written Amendments:** (a) All motions to amend a resolution or committee report shall be submitted by the maker in writing to the Chair before or at the time the motion is made. The Chair has discretion to require any other motion to be submitted in writing. A majority vote is needed to pass the motion.
6. **Time Limitations on Speakers:**
 - a. The first presentation of a delegate moving a question shall be limited to three minutes. Subsequent presentations shall be limited to two minutes each. No authorized speaker shall speak a second time on the same question until all persons seeking the floor shall have had an opportunity to speak once.*
 - b. The first presentation of a delegate moving an amendment to a question shall be limited to two minutes. Subsequent presentations shall be limited to one minute each. No authorized speaker shall speak a second time on the same amendment until all persons seeking the floor shall have had an opportunity to speak once.
 - c. Discussion on a committee report shall be limited to 15 minutes with the provision that, if continuation is desired, a motion may be passed by a two-thirds vote of the delegates

present and voting to extend discussion time for a period of not more than five minutes, with a separate motion being required for each such extension.*

- d. Discussion on a proposed amendment to the Bylaws shall be limited to 15 minutes with the provision that, if continuation is desired, a motion may be passed by a two-thirds vote of the delegates present and voting to extend discussion time for a period of five minutes, with a separate motion being required for each such extension.*
- e. Discussion on a resolution shall be limited to 15 minutes with the provision that, if continuation is desired, a motion may be passed by a two-thirds vote of the delegates present and voting to extend discussion time for a period of not more than five minutes, with a separate motion being required for each such extension.*
- f. If a motion to amend the main motion is made, time will be suspended on the main resolution or committee report and five minutes will be allowed for discussion of the proposed amendment with the provision for extension as noted above (d). At the conclusion of a vote on the proposed amendment, time will be resumed on the main resolution or committee report.*

* Time clocks will be stopped when questions on parliamentary procedure are discussed and while proposed amendments are being prepared for presentation.

7. **Straw Poll:** There shall be no straw poll vote while the meeting is in session.
8. **A Motion to Call the Question:** (a) May not be made by a delegate at the conclusion of their remarks; (b) Will be deemed out of order if there are delegates waiting to speak and if discussion on the matter has not exceeded five minutes. A two-thirds vote of the delegates present and voting is needed to pass the motion.
9. **Motion to Reconsider:** Notwithstanding any provisions to the contrary in Robert's Rules of Order Newly Revised, current edition, once a resolution or Bylaws amendment has been voted upon, the delegates may not reconsider the vote on that resolution or Bylaws amendment.
10. **Breach of Order:** In debate, a member's remarks must be germane to the question before the assembly – that is, their statements must have bearing on whether the pending motion should be adopted. If a member commits only a slight breach of order—such as addressing another member instead of the chair in debate, or in a single instance, failing to confine their remarks to the merits of the pending question, the chair will advise the member to avoid it. They may then continue speaking if no further breaches occur. If the offense is more serious—for example, when a member persists in speaking on completely irrelevant matters in debate—the chair will warn the member; however, with or without such a warning, the president or any delegate may “call the member to order.” If the chair does this, they shall say, ‘The member is out of order and will be seated.’ Another member wishing to call a member to order shall rise and say, without waiting to be recognized, [Chair or Presiding Officer], I call the member to order,’ and then resume their seat. If the chair finds the point of order well taken, they shall declare the offender out of order and direct them to be seated.

11. Suspension of Rules: These rules may be overridden by a two-third vote of the delegates present and voting.

NOTE: These Rules of Conduct for the May 16, 2026, Delegate Assembly will sunset at the adjournment of the Delegate Assembly.

Minutes

NJSBA Annual Delegate Assembly

November 22, 2025

The Annual Delegate Assembly of the New Jersey School Boards Association (NJSBA) was held at the Conference Center at Mercer County Community College on November 22, 2025. Interim President Karen Cortellino, M.D., presided over the meeting. Executive Director Dr. Timothy J. Purnell provided a written report to the members. There were 96 delegates present, representing 19 counties.

Interim President Karen Cortellino, M.D. called the meeting to order at 9:00 a.m. She reminded everyone in attendance that only certified delegates have the right to speak and vote on pending matters. She indicated that voting tallies and policy amendment language will be visible on the screen.

Interim President Cortellino also reminded the delegates that members of the staff, NJSBA Board of Directors members who are not serving as delegates, past presidents of the Association, and county school board presidents or their designees are afforded speaking privileges but do not have voting privileges. Non-voting board of education members who do not have speaking privileges and guests are viewing this meeting through the NJSBA online conference platform.

Interim President Cortellino announced that adequate notice of the meeting had been provided to three major newspapers and filed with the New Jersey Secretary of State and posting of the notice was in the first-floor lobby of NJSBA headquarters located at 413 West State Street in Trenton. The Association provided notices in the following ways: a preview of the agenda was published on the NJSBA website and a news advisory highlighting agenda items of interest to the news media was sent to all daily newspapers in the state; the Resolutions Subcommittee report was placed on the NJSBA website to allow boards of education time to discuss these items before today's meeting.

She reported that the Delegate Assembly Handbook and other materials related to the November 22 agenda were mailed on November 6 to delegates who requested a Handbook by October 31. An electronic copy was also posted on the NJSBA website.

Interim President Cortellino led the delegates in the Pledge of Allegiance.

She acknowledged the following officers for their contributions to the Association.

Interim President

Karen Cortellino, M.D., Montville Township (Morris)

Vice President for County Activities

Barry Walker, Bridgewater-Raritan Regional (Somerset)

Vice President for Finance

Dr. Tom Connors, Piscataway (Middlesex)

Vice President for Legislation/Resolutions

Vacant

Immediate Past President

Karen Cortellino, M.D., Montville Township (Morris)

Dr. Cortellino also acknowledged the special contributions of those who have chaired the Association's standing and *ad hoc* committees:

Audit Committee

Scott Nodes, Greenwich Township (Warren)

Standards and Assessment Committee

Eileen Miller, Woodstown-Pilesgrove Regional (Salem)

Special Education Committee

Irene LeFebvre, Boonton Town (Morris)

Lisa J. Marshall, Warren Hills Regional (Warren)

Urban Boards Committee

Marsha Hershman, Lindenwold (Camden)

School Finance Committee

Paula Colbath, Fort Lee (Bergen)

NJSIAA Representatives

Tammy Wagner, Stafford Township (Ocean)

Barry Fitzgerald, Lenape Regional (Burlington)

Howard Krieger, Upper Freehold Regional (Monmouth)

Steve Shohfi, Lavallette (Ocean)

Barry Walker, Bridgewater-Raritan (Somerset)

NJSIG Board of Trustees

Irene LeFebvre, Boonton Town (Morris)

Richard Casey, Ocean Gate (Ocean)

Special Appointments

United States Senate Youth Program (USSYP) Selection Committee

Dr. Tom Connors, Piscataway (Middlesex)

New Jersey Statewide Student Support Services (NJSS)

Irene LeFebvre, Boonton Town (Morris)

School Safety and Security Task Force

William Hulse, Cranford (Union)

The Commission on the Effects of Social Media

Chanta L. Jackson, Neptune Township (Monmouth)

The Educator Evaluation Work Group

Robert Morrison. Watchung Hills Regional, (Somerset)

The Governor's Task Force for the LGBTQIA+

JoAnn Groeger, Lawrence Township (Mercer)

President's Report – Interim President Cortellino acknowledged the challenges the Association has faced over the last few months but that, through the commitment of its members, all standing together, there is nothing that cannot be accomplished in pursuit of its mission to advance the achievement of all students in New Jersey.

She announced that at the end of today's business, we will have elected two new officers filling current vacancies. She stated it has been an honor and a privilege to serve as President and Interim President for the past few years.

Dr. Cortellino acknowledged the hard work of the Association staff and the leadership of the Executive Director, Dr. Timothy Purnell. She thanked the members for their commitment to the children of New Jersey.

Interim President Cortellino concluded by wishing all a happy Thanksgiving and a safe holiday season.

Executive Director's Report - In his Executive Director report, Dr. Timothy Purnell highlighted recent gains and achievements made by the NJSBA. Among them were intentional investments in human capital, including expanding the NJSBA staff by 16 new employees, 14 of whom are providing direct support to districts. He also highlighted NJSBA's Unsung Superheroes award, recognizing the dedicated professionals who are the heartbeat of our schools.

In addition, Dr. Purnell spoke about the organization's focus on three pillars: content, connection, and advocacy. Within those pillars, Dr. Purnell discussed the addition of several podcasts, including the recent addition of 'What's Brewing in Education Law.' He also mentioned the success of the Women in Leadership event, which sold out for two consecutive years. NJSBA is seeking a larger venue for this very popular event in the future.

Tied to the pillar of advocacy, he touched on the legislative team's work, specifically their ability to foster strong relationships with the state legislature, noting that Jonathan Pushman, senior director of advocacy, has been elected to serve on governor-elect Mikie Sherrill's transition team.

Furthermore, Dr. Purnell illustrated some of NJSBA's future initiatives. Some of those include free policy manuals for every district, a customizable strategic planning dashboard for districts, crisis communication support, and executive coaching.

Rules for Conduct of the Delegate Assembly – Interim President Cortellino announced participants will be using an electronic voting card for the meeting today. When a call for a vote is announced, members wait for the overhead screen to indicate that polling is open. After the poll is open, members enter their vote. They are to firmly press the corresponding number on the device, then press GO at the lower left of the device. When the little red/green light flashes on their device, their vote has been entered. Once they vote, they cannot vote again. Once the polling is closed, the tally of the vote will be shown on the screen. The procedure for voting will remain the same whether it is for a resolution, amendment, or any other procedure.

Interim President Cortellino pointed out that there are two stationary microphones stationed in the aisles and are numbered. If a member wishes to speak at any time, they are to walk to the nearest microphone and they will be recognized in the order they come to the microphone. Once a member is recognized, they must identify themselves by name, board, and state if they are the voting delegate and if they are speaking for or against the motion so that the official reporter can keep accurate minutes. In order to facilitate the smooth running of the meeting, the members must position themselves at a microphone to make a motion. Seconders must also position themselves at a microphone to second a motion.

Three time clocks are going to be used to time the deliberations. One clock will time discussion on the main motion; another will time discussion on proposed amendments; and the third clock will time speakers.

Proposed amendments from the floor will be shown on the overhead screen. All deletions will be highlighted and [bracketed] and additional language will be underlined. It is required that amendments be submitted in writing when the motion is made. Amendments must be written before being presented at the microphone. After the amendment is proposed, the person making the motion will retain a copy – and give the other copies to a staff member who will collect and deliver one copy to the amendment typist and the other to the parliamentarian.

Interim President Cortellino introduced the Delegate Assembly's parliamentarian, David White, whose role is not to issue decisions or rulings but to advise the Association on parliamentary procedure and address any questions on the rules. Mr. White stated that the Rules and Procedures for the Delegate Assembly, which are included in the handbook, and the 12th edition of Robert's Rules of Order will be adhered to. All decisions, whether it is a majority vote or 2/3 vote – are determined by those present and voting. Abstentions do not count as affirmative votes. Only the delegates can vote. A quorum constitutes 50 delegates from 11 counties. There were 96 delegates present, representing 19 counties which constituted a quorum. When the parliamentarian issues a decision, it will prevail, and the meeting continues.

Adoption of the rules for the conduct of the DA was moved by Holly Morell, Fort Lee Bd. of Ed. (Bergen) and duly seconded.

*With no further discussion, the motion to adopt the rules for the conduct of the November 22, 2025, Delegate Assembly was **APPROVED**.*

Minutes of the May 10, 2025, Delegate Assembly – Correction noted on pages 22 - 23, Nominating Committee meeting attendance, Michael McClure was in attendance as an advisor and Patrick Ireland was not in attendance. Hearing no other corrections to the minutes of the May 10, 2025, Delegate Assembly, Interim President Cortellino declared the minutes approved as corrected.

Committee Reports – Interim President Cortellino announced that the following reports were published in the delegate handbook and do not require any action: Legislative and Special Education Committees.

Report of the Vice President for Legislation/Resolutions – Interim President Cortellino, temporarily filling the vacancy of Vice President for Legislation/Resolutions, presented the Emergency Resolutions Subcommittee report. The cutoff for Emergency Resolutions was November 5, 2025. The Association received no Emergency Resolutions.

Dr. Cortellino presented the report of the Resolutions Subcommittee. The Resolutions Subcommittee met virtually on Wednesday, October 29, 2025, via Zoom Workplace, to review the resolutions that would come before the Annual Delegate Assembly at the November 22, 2025, meeting.

The Association received five (5) resolutions on or before the official cutoff date of October 3, for the Annual Delegate Assembly. One of the resolutions from the Bridgewater-Raritan Regional Board of Education was not properly formatted and was promptly returned to the sponsor with a detailed explanation of the deficiencies. Accordingly, four resolutions were forwarded to the Resolutions Subcommittee for action. Of these, three resolutions were adopted by the Resolutions Subcommittee and forwarded to the Delegate Assembly for consideration, while one resolution was removed from the agenda pursuant to Article V, Section 5(f). The actions taken are as follows:

- R01 – Delran Bd. of Educ. – Criminal History Review: **ADOPTED**
- R02 – Clifton Bd. of Educ. – Special Education Funding: **REMOVED FROM AGENDA**
- R03 – Clifton Bd. of Educ. – Universal Free School Meals: **ADOPTED**
- R04 – Bridgewater-Raritan Bd. Of Educ. – STEM: **ADOPTED**
- R05 – Bridgewater-Raritan Bd. Of Educ. – Nonpartisan Schools: **NOT ACCEPTED FOR FILING**

Discussion of the Three Resolutions

Resolution No. 1 – Delran Board of Education (Burlington)

The Delran Board of Education, Burlington County (Delran), proposes new policy language for adoption by the Delegate Assembly, and for inclusion in the NJSBA’s Manual of Positions and Policies

on Education (P&P). The proposed resolution requests that the NJSBA support a limitation on the period of time for which a board member and charter school trustee's criminal history can be reviewed, and that it support language that would consider the nature of the crime committed before a board member or charter school trustee could be permanently disqualified from service.

RECOMMENDATION: The Resolutions Subcommittee recommends approval of the proposed resolution with the following substitute language that would amend current policy language to be included in NJSBA's Manual of Positions and Policies in File Code 9111:

The NJSBA believes that board members and charter school trustee members should have the opportunity to demonstrate affirmatively to the Commissioner of Education, evidence of rehabilitation upon finding a criminal offense that would disqualify them from membership, and consideration shall be given to the date of the offense.

A motion to rescind the resolution was made by Amy Rafanello, Delran Board of Education (Burlington). Motion was duly seconded.

A motion to object to rescind the resolution was made by Joseph Bucs, Northern Burlington County Regional (Burlington). The motion was duly seconded but failed.

Discussion by Delegates ensued.

A motion was made by Joseph Bucs, Northern Burlington County Regional Board of Education (Burlington) to rescind the resolution indefinitely. The motion was duly seconded and passed.

74 APPROVED / 22 OPPOSED

Resolution No. 3 – Clifton Board of Education (Passaic)

The Clifton Public School District Board of Education has proposed new policy language supporting the belief that there should be universal free school meals for all Pre-K through 12 students in New Jersey.

RECOMMENDATION: The Resolutions Subcommittee recommends approval of the proposed resolution with the following substitute language that would amend current policy language to be included in NJSBA's Manual of Positions and Policies in File Code 3542.

The NJSBA believes that a free school meals program should be offered to all students at the expense of the state and/or federal government.

Before discussion, staff discussed the background and research that was involved in the write-up, and the subsequent recommendation from the Committee.

Discussion by Delegates ensued.

A motion was made by Richard Mejia, Clifton Board of Education (Passaic) to move the resolution. Motion was duly seconded and passed as recommended.

63 APPROVED / 21 OPPOSED

Resolution No. 4 - The Bridgewater-Raritan Board of Education

The Bridgewater-Raritan Board of Education has proposed new policy language supporting the belief that Science, Technology, Engineering, and Mathematics (STEM) education should be integrated into aspects of Pre-K through 12 curricula for all New Jersey students.

RECOMMENDATION: NJSBA, therefore, recommends adoption of the proposed resolution with the following substitute language that would revise the language in policy file code No. 6142.

The NJSBA believes that local boards of education should dedicate an equitable amount of instructional time to science education in elementary and middle schools relative to the amount of instructional time allocated to other subject areas.

A request to withdraw the resolution was made by Lucy Li, Bridgewater-Raritan Board of Education (Somerset).

An objection to the request to withdrawal the resolution was made by Lisa Santangelo, Hunterdon Central Regional Board of Education (Hunterdon).

A motion made by Julia Jones Jasper to amend the proposal to read: ... encourage the integration of STEM education into all aspects... Motion duly seconded and failed.

Time on the motion expires. Motion to continue discussion failed.

Discussion on approval of the proposed amendment with revised language by the Resolutions Subcommittee: "The NJSBA believes that local boards of education should dedicate an equitable amount of instructional time to science education in elementary and middle schools relative to the amount of instructional time allocated to other subject areas."

Motion made by Barry Fitzgerald, Lenape Regional Board of Education (Burlington) to postpone proposed resolution indefinitely. Motion was duly seconded and passed.

52 APPROVED / 42 OPPOSED

Report of the Nominating Committee

Irene LeFebvre, Immediate Past President, Boonton Town (Morris) provided the report of the Nominating Committee.

Procedures for nominating officers are set forth in the NJSBA Bylaws. According to those Bylaws, there shall be a standing committee of the Association called the Nominating Committee. It is established at least 170 days prior to the annual meeting at which the regular is held by selecting volunteers to serve on the committee. The membership must consist of the following persons:

- 4 members of the Board of Directors, one from each of the geographical areas of the state Northeast, Northwest, Central, and South, elected by the Board of Directors;
- 4 persons, one from each of the geographical areas of the state, elected by the County School Boards Association presidents;
- 4 persons, appointed at-large by the President, with the advice and consent of the Board of Directors;
- the Immediate Past President; and
- the President as a non-voting member.

Committee members serve for a 2-year term and hold office until their respective successors have been elected or appointed.

No two members of the Nominating Committee, excluding the President and Immediate Past President, may represent boards of education in the same county. Committee members shall be eligible to serve on the Nominating Committee for one 2-year term. They would be eligible to serve again after a 2-year break. The President names one member as the chair of the committee.

No person who serves on the Nominating Committee may be nominated as a candidate for office at the forthcoming election.

Vacancies among the members of the committee shall be filled for the unexpired term in the same manner in which the original appointment was made.

Pursuant to Association Bylaws, the report of the Association's Nominating Committee was published in School Board Notes and posted on the NJSBA website, on November 3, 2026.

The NJSBA Nominating Committee met pursuant to Article VII, Section 5 of the Bylaws of the Association to interview candidates for NJSBA offices. Ten (10) applications were received. Seven (7) candidates interviewed for the office of NJSBA president while three (3) applicants applied for the unexpired term of Vice President Legislation/Resolutions.

The Nominating Committee submits the following candidates to serve as Association President for the balance of the unexpired 2025-2027 term:

- President: Michael Jacobs – Ridgefield Board of Education (Bergen)
- Vice President for Legislation/Resolutions: Bernadette Dalesandro, Netcong Board of Education (Morris)

Additional Information for Filling Officer Positions According to NJSBA bylaws, candidates for all positions may also be nominated by petition, signed by at least ten members from at least five different boards of education, filed with the NJSBA Executive Director, on or before October 17, 2025 at 5:00 p.m. for the office of Vice President Legislation/Resolutions and on or before October 30, 2025 at 5:00 p.m. for the office of President.

No petitions for the office of the Vice President for Legislation/Resolutions were received by the filing deadline. At the time of publication, no petitions for President had been received. The following Nominating Committee members were present at meetings for selection of candidates for office:

- Chair: Irene LeFebvre, Immediate Past President, NJSBA
Boonton Town Board of Education (Morris)
- EX OFFICIO: Karen Cortellino, M.D., Interim President, NJSBA
Montville Township Board of Education (Morris)
- Advisory Role: Michael McClure, Maple Shade Board of Education, (Burlington)
- Diane Morris, Mine Hill Board of Education, (Morris)
- Michael J. Sprague, Norwood Board of Education, (Bergen)
- Victoria Pakala, Brick Board of Education, (Ocean) County
- Marsha Hershman, Lindenwold Board of Education, (Camden)
- Jennifer Knittel, Washington Township Board of Education, (Warren)
- Dr. Courtney Washington, Roselle Board of Education, (Union)
- Donna Iacone, Cinnaminson Board of Education, (Burlington)
- Ray Morris, Newton Board of Education, (Sussex)
- Alan Paris, Clifton Board of Education, (Passaic)
- JoAnn Groeger, Lawrence Township Board of Education, (Mercer)
- Jacqueline McAlister, Ocean City Board of Education, (Cape May)

Installation of Officers

The next order of business is installing the officers of the Association who will hold office from the conclusion of today's Delegate Assembly until the annual meeting in the year 2027.

Officers were asked to present themselves and stand to the right of the podium.

- President, Michael Jacobs
- Vice President for Legislation/Resolutions, Bernadette Dalesandro

Dr. Cortellino addressed the Assembly body. Delegates to the New Jersey School Boards Association, friends and guests, these candidates for office have been chosen in accordance with NJSBA Bylaws. They are to carry on the trust and office of the Association, and to further the betterment of public education in New Jersey, in accordance with established ethics, bylaws, and policy.

Oath of Office

Do you, elected officers of the Association, declare yourselves ready to be installed in?

Collective "Yes."

If you understand and are willing to accept the following charges, please signify by saying "I do" after each charge.

Raise your right hands.

Do you solemnly promise to faithfully and impartially perform the duties incumbent upon these offices to the best of your ability for the balance of the respective unexpired terms and until your successors have been elected and installed?

Collective, "I do."

And, do you solemnly agree that you will, at all times, and to the best of your ability, observe the Bylaws, policies and the code of ethics of the New Jersey School Boards Association.

And, do you solemnly promise that you will do everything in your power at all times, to uphold and advance the dignity, the honor, and the service of the Association and assist its members in encouraging and promoting all movements for the betterment of public education in New Jersey.

Collective, "I do."

Dr. Cortellino congratulates each and every one of the officer and then states, "to you my friends, as witness to this ceremony, I declare, in the responsibility and privilege granted me for performing this installation, that these officers have been duly installed in accordance with the Bylaws and concepts of the Association, and, therefore, will preside over the New Jersey School Boards Association beginning at the conclusion of this Delegate Assembly".

Presentation by President Michael Jacobs

After being sworn in, President Jacobs addressed the assembly, thanking the nominating committee. He emphasized the importance of unity within the NJSBA. "We are at our best when we stand together.

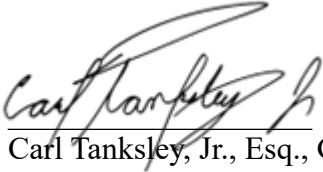
Unity does not mean that we agree on everything. It means respect, collaboration, and a shared commitment to the 1.4 million students who depend on us.”

Adjournment

The Annual Delegate Assembly was brought to adjournment jointly by Interim President Karen Cortellino, M.D., and incoming President Michael Jacobs, who together thanked everyone for taking the time to attend the Delegate Assembly.

Having no further business, a motion was made by Irene LeFebvre, Boonton Town (Morris) to adjourn. Motion was duly seconded and carried. The meeting was adjourned at 11:51 a.m.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Carl Tanksley, Jr.", written in black ink over a horizontal line.

Carl Tanksley, Jr., Esq., General Counsel

November 22, 2025, Semiannual Delegate Assembly

Registration List

County	Account	Last Name	First Name
Atlantic	Galloway Township Bd of Ed	Chester	Belinda
Atlantic	Mullica Township Bd of Ed	Wyld	Joy
Atlantic	Pleasantville Bd of Ed	King	Patricia
Atlantic	Mullica Township Bd of Ed	Stollenwerk	Robert
Bergen	Garfield Bd of Ed	Focarino	Allan B.
Bergen	Rochelle Park Bd of Ed	Holz	Christina
Bergen	Demarest Bd of Ed	Holzberg	Diane
Bergen	East Rutherford Bd of Ed	Lorusso	Gina
Bergen	Fort Lee Bd of Ed	Morell	Holly
Bergen	Pascack Valley Regional Bd of Ed	Stankus	James
Bergen	Glen Rock Bd of Ed	Stephenson	Karyn
Bergen	Cliffside Park Bd of Ed	Pantoliano	Letizia
Bergen	Oradell Bd of Ed	Norian	Mary Katherine
Bergen	Ridgefield Bd of Ed	Jacobs	Michael
Bergen	Ramsey Bd of Ed	Capuano	Nicholas
Bergen	Dumont Bd of Ed	DeWald	Robert
Bergen	Bergen County Special Services Bd of Ed	Barnaskas	William
Burlington	Delran Bd of Ed	Rafanello	Amy
Burlington	Chesterfield Bd of Ed	Rochester	Andrew
Burlington	Lenape Regional Bd of Ed	Fitzgerald	Barry
Burlington	Burlington Township Bd of Ed	Lamarca	Carlye
Burlington	Cinnaminson Bd of Ed	Iacone	Donna
Burlington	Cinnaminson Bd of Ed	Bleistine	Eileen
Burlington	Maple Shade Bd of Ed	Richek	Jason
Burlington	Rancocas Valley Regional Bd of Ed	Adams	Jesse
Burlington	Cinnaminson Bd of Ed	Meeker	John
Burlington	Bordentown Regional Bd of Ed	Papp	Laura
Burlington	Pemberton Township Bd of Ed	Lowery	Sheri
Burlington	Burlington Township Bd of Ed	Reksten Riggi	Velina Marie
Camden	Haddon Township Bd of Ed	Cook	Christopher
Camden	Haddon Township Bd of Ed	Kendall	John

Camden	Brooklawn Bd of Ed	MacAdams	Kyrstlin
Camden	Lindenwold Bd of Ed	Roldan	Lauren
Camden	Lindenwold Bd of Ed	Hershman	Marsha
Camden	Brooklawn Bd of Ed	Cecilio	Michele
Camden	Clementon Bd of Ed	Freiling	Randall
Cape May	Lower Township Bd of Ed	Cox	Lauren
Essex	Newark Bd of Ed	James-Frison	Allison K.
Essex	Livingston Bd of Ed	Gong	Fang
Essex	Newark Bd of Ed	Anderson	Kanileah
Gloucester	Logan Township Bd of Ed	Russell	John
Gloucester	Woodbury Bd of Ed	Pegues	Joseph
Gloucester	Washington Township Bd of Ed	Kozempel	Julie
Gloucester	Mantua Bd of Ed	Leach	Michele
Gloucester	West Deptford Township Bd of Ed	Barna	Nancy
Gloucester	Clayton Bd of Ed	Shaw	Nicole
Hunterdon	Milford Bd of Ed	Cramer	Benjamin
Hunterdon	Readington Bd of Ed	Rizza	David
Hunterdon	High Bridge Bd of Ed	Hodges	Gregory
Hunterdon	Milford Bd of Ed	Hanson	Laura
Hunterdon	Hunterdon Central Regional Bd of Ed	Santangelo	Lisa
Hunterdon	Kingwood Bd of Ed	Valachovic	Mandi
Hunterdon	N. Hunterdon-Voorhees Reg'l Bd of Ed	Hintz	Tara
Mercer	East Windsor Regional Bd of Ed	Bourjolly	Jeanne
Mercer	New Jersey School Boards Association	Cambara	Jessi
Mercer	Lawrence Township Bd of Ed	Groeger	Jo Ann
Mercer	MSU District	Freeman	Lon
Mercer	Mercer Co Special Services Bd of Ed	Morgan Santo	Stacy
Mercer	Trenton Bd of Ed	Marrero-Lopez	Yolanda
Middlesex	Jamesburg Bd of Ed	Luck-Deak	Anne
Middlesex	North Brunswick Bd of Ed	Toth	Hayley
Middlesex	East Brunswick Township Bd of Ed	Herrick	Laurie
Middlesex	Old Bridge Township Bd of Ed	Jodrey	Marjorie
Middlesex	South Brunswick Bd of Ed	Mitchell	Mike
Middlesex	Piscataway Township Bd of Ed	Salgado Cowan	Nancy
Middlesex	Piscataway Township Bd of Ed	Patel	Prashant

Middlesex	South Plainfield Bd of Ed	Miller	Sharon
Middlesex	Middlesex Boro Bd of Ed	Schueler	Sharon
Middlesex	Piscataway Township Bd of Ed	Connors	Thomas
Monmouth	Matawan Aberdeen Regional Bd of Ed	Pell	Dianna
Monmouth	Middletown Township Bd of Ed	Tobacco	Jacqueline
Monmouth	Union Beach Bd of Ed	Van Houten	Jeannette
Monmouth	Millstone Township Bd of Ed	Winecoff	Kathy
Monmouth	Oceanport Bd of Ed	Patterson	Mark
Monmouth	Red Bank Regional Bd of Ed	Woods	Nicole
Monmouth	Marlboro Township Bd of Ed	Mendez	Valentina
Morris	Parsippany Troy Hills Bd of Ed	Cogan	Alison
Morris	Montville Township Bd of Ed	Fano	Christine
Morris	Jefferson Township Bd of Ed	Brown	Christopher
Morris	Montville Township Bd of Ed	Cortellino	Karen
Morris	Riverdale Bd of Ed	Ferrara	Lisa
Morris	Rockaway Township Bd of Ed	Mezik	Lisa
Morris	Morris Hills Regional Bd of Ed	Bertram	Michael
Morris	Washington Township Bd of Ed	Waskis	Robert
Morris	Town of Dover Bd of Ed	Shauer	Susan
Ocean	Barnegat Bd of Ed	Geene	Carol
Ocean	Barnegat Bd of Ed	Continanza	Doreen
Ocean	Brick Township Bd of Ed	Malgeri	George
Ocean	Central Regional Bd of Ed	Borawski	Merissa
Ocean	Ocean Gate Bd of Ed	Casey	Richard
Ocean	Lavallette Bd of Ed	Shohfi	Steve
Ocean	Jackson Township Bd of Ed	Rivera	Tara
Ocean	Brick Township Bd of Ed	Pakala	Victoria
Passaic	Clifton Bd of Ed	Santiago	Anthony
Passaic	North Haledon Bd of Ed	O'Donnell	Dina Bracigliano
Passaic	Clifton Bd of Ed	Bassford	Judith
Passaic	Manchester Regional Bd of Ed	Baez-Molina	Liliana
Passaic	North Haledon Bd of Ed	DeNova	Lucia
Passaic	Clifton Bd of Ed	Mejia	Richard
Salem	Woodstown-Pilesgrove Regional Bd of Ed	Miller	Eileen
Salem	Alloway Township Bd of Ed	Dennison	Michael
Somerset	Somerset Co ESC	Walker	Barry

Somerset	Manville Bd of Ed	Babich	Debra
Somerset	Somerville Bd of Ed	Van Horn	Denise
Somerset	Bridgewater-Raritan Regional Bd of Ed	Loughran	Jennifer
Somerset	Bridgewater-Raritan Regional Bd of Ed	Li	Jeremy
Somerset	Montgomery Township Bd of Ed	Filak	Joanna
Somerset	Bridgewater-Raritan Regional Bd of Ed	Li	Lanfang
Somerset	Bridgewater-Raritan Regional Bd of Ed	Singer	Steven
Somerset	Montgomery Township Bd of Ed	Wang	Ting
Somerset	Manville Bd of Ed	Canica	Tyler
Sussex	Stanhope Bd of Ed	Badolato	Avery
Sussex	Sparta Township Bd of Ed	Serafino	Emily
Sussex	Sparta Township Bd of Ed	Gagnon	Kaitlin
Sussex	Green Township Bd of Ed	Bilik	Marie
Union	Springfield Bd of Ed	Silva	Adriana
Union	Rahway Bd of Ed	Robson	Bernard
Union	Roselle Park Bd of Ed	Kirkland	Brittany
Union	Roselle Bd of Ed	Atkins	Dr. Cynthia
Union	Roselle Park Bd of Ed	Makar	Jennifer
Warren	Washington Township Bd of Ed	Knittel	Jennifer
Warren	Harmony Bd of Ed	Bezak	Lindsay
Warren	Harmony Bd of Ed	Marshall	Rebecca
Warren	Franklin Township Bd of Ed	DiGilio	Rudolph

ANNUAL REPORT

NJSBA AUDIT COMMITTEE REPORT

**Prepared for the Annual Delegate Assembly
May 16, 2026**

**by
Jon-Henry Barr, Chairperson**

In June 1991, the Delegate Assembly established the Audit Committee. The Committee consists of five members appointed by the president: the Vice President for Finance and four members of the Board of Directors. A complete list of the committee members who are serving during 2025-2026 is attached to this report.

Following is a summary of the major items approved or reviewed by the Committee since last year's Delegate Assembly.

At the July 15, 2025, meeting, the Audit Committee reviewed and approved the minutes of its preceding meeting that was held on May 2, 2025. Also, Mr. Faford noted that NJSBA's three-year audit services contract with Suplee, Clooney & Company ("Suplee") had expired. Since Suplee has extensive experience working with the complex accounting requirements associated with employers that participate in the state of New Jersey's pension and post-retirement health care plans and since NJSBA has been very satisfied with their auditing services, Mr. Faford recommended that Suplee be rehired to complete the 2024 – 2025 audit. Suplee's proposed fee was \$23,000. After some discussion regarding Suplee's hourly rates to complete any possible additional work that was outside the scope of their proposal, the Committee approved management's recommendation to rehire Suplee to complete the 2024 – 2025 audit.

At the September 18, 2025, meeting, the Audit Committee reviewed and approved the minutes of its preceding meeting that was held on July 15, 2025. The Audit Committee also reviewed and approved the annual reports of actual Executive Committee, Executive Director, Board of Directors and staff expenses for 2024-2025. During this review the Association's management noted that expenses were slightly higher than the prior year and explained the reasons when there were significant increases.

At this meeting the Committee also reviewed a full-year summary of the 2024 – 2025 budget transfers. Mr. Faford noted that many of the transfers were driven primarily by recent organizational changes and increased use of consultants due to temporary vacancies. Additionally, Robert Butvilla, partner of the Suplee & Clooney accounting firm, noted that his firm issued an unmodified ("clean") opinion of the Association's financial statements for the fiscal year ended June 30, 2025. Mr. Butvilla also noted that his firm's work found no significant

errors or exceptions during the course of their work, nor did they detect any deficiencies in NJSBA's internal controls that were considered material weaknesses.

For the draft audit report that was made available to the Audit Committee, Mr. Butvilla noted that excluding the impact of non-cash depreciation, amortization charges and pension charges, NJSBA posted a profit for the year ended June 30, 2025. Mr. Butvilla also mentioned that the Finance team was helpful and cooperative in helping his team complete the audit. John Faford added that the Association had a free balance of more than \$7.6million as of June 30, 2025, leaving the Association in a healthy financial position.

At the January 29, 2026, meeting, the Audit Committee reviewed and approved the minutes of the previous Committee meeting held on September 18, 2025. In addition, NJSBA management presented a summary of the year-to-date budget transfers and noted that a large transfer of \$50,000 to Consulting expenses was required to account for the high rate of consultants' use to temporarily fill several high-level staff positions and to help with the development of a new program providing executive-level coaching to districts seeking such training.

At the March 26, 2026, meeting, the Audit Committee reviewed and approved summaries of the 2026 – 2027 budgeted out-of-state travel expenses for both the Executive Committee (\$72,800) and the Executive Director (\$25,714). These budgets assume that all such out-of-state conferences will be attended in person, but if that is not the case, the associated budget dollars will effectively be returned to the Association's free balance. These funds are part of the NJSBA operating budget that was approved by the board at its January 2026 meeting. The Audit Committee also approved the minutes of the previous Committee meeting held on January 29, 2026, and reviewed a summary of the year-to-date budget transfers.

The next Audit Committee meeting is scheduled for April 30, 2026.

AUDIT COMMITTEE ROSTER

2024-2027

2025-2027 Dr. Tom Connors, Vice President for Finance,
Piscataway Township Board of Education, Middlesex County
E-mail: tconnors@njsba.org

2025-2027 Jon-Henry Barr
Union County Vocational Board of Education, Union County
E-mail: jhb2c@aol.com

2025-2027 - **VACANCY**

2024-2026 Cedric Holmes
Vineland Board of Education, Cumberland County
E-mail: cholmes@vineland.org

2024-2026 Diane Johnson,
Pennsauken Board of Education, Camden County
E-mail: diane.johnson@pennsauken.net

COMMITTEE RESOURCES

Paul Williams
Harmony Board of Education, Warren County
Email: williamsp@htesd.org

Natalia Ioffe
Jersey City Board of Education, Hudson County
Email: nataliaioffe@jcboe.org

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Timothy J. Purnell, Ed.D., Executive Director/CEO, NJSBA
John Faford, Director, Finance & Operations, NJSBA

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E-mail: jfaford@njsba.org

New Jersey School Boards Association
413 West State Street
Trenton, NJ 08618

Phone: 609-695-7600
Fax: 609-695-0413

REPORT OF THE LEGISLATIVE COMMITTEE

Prepared for the May 16, 2026, Delegate Assembly

CHARGE:

1. The Committee shall encourage, promote and assist in the development of local, county and Statewide legislative networks.
2. The Committee may initiate legislative policy recommendations for consideration by the Board of Directors or the Delegate Assembly.
3. The Committee shall review issues and NJSBA's advocacy agenda and offer input on these matters.
4. The Committee shall clarify existing positions on legislation by analyzing bills pending in the Legislature.
5. The Committee shall recommend a biannual legislative agenda.
6. The Committee members may be called upon to testify at meetings and hearings of the State Legislature on issues.
7. The Committee shall serve as a membership base for the Resolutions Subcommittee.
8. The Committee members may participate in NJSBA's legislative training activities.
9. The Committee shall review federal legislation and other initiatives that affect local school boards and offer input on these matters.
10. The Committee shall serve as a united voice for the needs of all children by testifying, initiating local resolutions, writing/meeting/telephoning legislators, and communicating with local board members at county functions.

At the heart of the Committee's charge is its crucial service as a link between local boards of education and the New Jersey School Boards Association on current legislative and administrative code issues. Committee members encourage, promote and assist in the development of local, county and Statewide legislative networks.

The Legislative Committee consists of 80 members and alternates who represent their respective legislative districts. Having members from all legislative districts ensures that each legislator is contacted on a regular basis by board members who advocate and champion the needs of 1.4 million public school children. Having active Committee members and alternates ensures a stronger and more consistent message to ALL legislators. Please look at the vacancy list below. If you know of any board members in your district who would be great in our advocacy efforts, let us know.

Legislative Committee Vacancies (as of April 10, 2026)

<u>LD #</u>	<u>County</u>		
4-alt	Atlantic, Camden and Gloucester	33-alt	Hudson
11-alt	Monmouth	34-alt	Essex
13-alt	Monmouth	37-alt	Bergen
19-mem	Middlesex	38-alt	Bergen
22-alt	Somerset and Union		

Since the last report, the Committee met on December 6, 2025, and March 14, 2026, during which it heard from invited guest speakers, received updates from the governmental relations staff, and held discussions on various timely educational and legislative issues.

December 6, 2025 Meeting

OPENING REMARKS

Dr. Timothy Purnell, Executive Director / CEO and Vice President Pro Tem., thereby allowing him to preside over the virtual meeting, called the meeting to order and delivered opening remarks. He expressed his sincere appreciation for the committee participating on a Saturday morning, and for their continued efforts in promoting public education advocacy for both board members and students across the state. Dr. Purnell stated guest speaker Senator Vin Gopal would be speaking later.

Dr. Purnell also introduced newly elected President Michael A. Jacobs. Mr. Jacobs spoke of his appreciation for his new role as President, and the importance of the committee with their advocacy efforts. Dr. Purnell and Mr. Jacobs wished the committee a happy holiday season, and a happy and healthy New Year.

A quorum count, and members who will be departing the committee were recognized for their service.

GUEST SPEAKER

Dr. Purnell welcomed and provided an introduction to the meeting's guest speaker from the NJ Legislature:

- Senator Vin Gopal, Legislative District #11, Majority Whip, Senate Education Committee Chair

The Senator, who chairs the Senate Education Committee, provided opening remarks to the audience and thanked the committee for sharing the morning with him. Mr. Jonathan Pushman, Senior Director of Advocacy, then moderated a very robust and lively discussion. The Senator

engaged with the committee for over an hour outlining his legislative priorities and responded to questions from committee members. In addition, the Senator was able to commit to attending Workshop 2026 as a panelist once again for the Legislative Panel discussion, which the committee greatly appreciated.

Some of the issues and legislation discussed included:

- Priorities for “lame duck” and the 2026-2027 legislative session.
- School funding reform legislation:
 - o S-3917/A-5310: Makes various changes to school funding law and Educational Adequacy Report; establishes Special Education Funding Review Task Force.
 - o S-4885/A-5966: Requires Commissioner of Education to take certain action concerning preliminary State school aid notices and school district budgets and creates New Jersey Education Funding Portal; modifies certain provisions in school funding law.
- Expectations for the Sherrill Administration.
- Charter school reform:
 - o S-4713: Establishes various requirements for charter schools, charter school board of trustees members, and charter management organizations.
 - o S-4716: Concerns charter school enrollment, student placements, reporting, and athletics.
- School district regionalization, consolidation, and shared services.
 - o S-4861: Requires executive county superintendent of schools to establish consolidation plan to combine school districts in county into regional school districts.
- PILOT (payments in lieu of taxes) agreements.
- The importance of civility in today’s political environment, and why respectful dialogue is essential for democracy.
- Education reforms at the federal level.

LEGISLATIVE UPDATES

Mr. Jonathan Pushman, Senior Director of Advocacy, referred to the agenda and various meeting materials that were sent to attendees in advance of the meeting that highlighted some of the most significant legislative developments and advocacy activities of the Association since the last committee meeting. The materials included:

- A Governmental Relations Update that provides a detailed summary of recent legislative and Murphy administration activity.
- Draft 2026-2027 Legislative Advocacy Agenda and Action Plan
- School Funding Report (Dec. 2025)
- Bio for Senator Vin Gopal, Legislative District #11

The Governmental Relations staff of Mr. Pushman, Mr. John Burns, Esq., Senior Legislative and Policy Counsel and Mr. Harrison Silver, Legislative Advocate, then led a PowerPoint presentation. Highlights of the presentation included the following:

- Updates on the proposed FY2026 state budget.
- Promotion of the NJSBA Capitol Watch newsletter (<https://www.njsba.org/capitol-watch/>).
- Newly signed laws and other gubernatorial action.
- Education-related legislation that has been considered by the Legislature since the September 2025 committee meeting.

A copy of the PowerPoint presentation and a meeting summary was provided to the committee members. The Governmental Relations staff responded to member inquiries and questions that were submitted via the Zoom chat and Q&A function during the meeting, and an unedited copy of the public chat was provided as well to the members.

A meeting summary can also be found in the December 9, 2025, edition of School Board Notes:

<https://www.njsba.org/news-information/school-board-notes/school-board-notes-december-9-2025/>

Approval of 2026-2027 Legislative Advocacy Agenda and Action Plan

Mr. Pushman provided a broad overview of the draft Association Advocacy Agenda & Action Plan for 2026-2027 and discussed the addition of several advocacy items based on feedback from the committee at its last meeting in September. The agenda consists of approximately 21 items within the following issue areas:

1. Student Achievement
2. School Funding & Finance
3. Special Education
4. Staffing & Labor Relations
5. Student Health and Well-Being
6. Facilities And Construction
7. Governance and Operations (new priority item added)

After responding to questions and receiving member feedback, the committee voted to approve the agenda. It will now be presented to the NJSBA Executive Committee and Board of Directors for final approval in early January 2026.

DISCUSSION AND COMMITTEE SHARING

- Mr. Pinney discussed a new civility initiative to be scheduled sometime in 2026. He explained the need to promote civility at board meetings, adding the Association is partnering with the Eagleton Institute to provide boards of education with resources to improve discourse.

- There are two remaining Legislative Committee meetings on the 2025-2026 Association governance calendar, which was approved by the NJSBA Board of Directors in early 2025. The March date is virtual in consideration of weather, and the May 2026 meeting will be virtual as well.
- Saturday, March 14, 2026, 9:00 am (Virtual)
- Saturday, May 30, 2026, 9:00 am (Virtual)

Committee meetings will take place on Saturdays at 9 a.m., **March 14, 2026**

March 14, 2026 Meeting

OPENING REMARKS

Due to a vacancy for the Vice President of Legislation/Resolution position, Dr. Tom Connors, Vice President for Finance, was appointed Vice President *Pro Tem*. and presided over the virtual meeting. Dr. Connors called the meeting to order and delivered opening remarks. Dr. Timothy Purnell, Executive Director / CEO and Mr. Michael A. Jacobs, President, also provided welcome remarks and expressed their appreciation to the committee members for their continued efforts in promoting public education advocacy for board members and students across the state. Dr. Connors stated guest speaker Mr. Chris Williams, Chief of Staff, NJ Department of Education, would be speaking later.

A quorum count and announcements of newly appointed committee members that were approved by the NJSBA Board of Directors at its most recent meeting took place. Recognition of a member who departed the committee followed.

GUEST SPEAKER

Dr. Connors welcomed and provided an introduction to the meeting's guest speaker from the NJ Department of Education:

- Chris Williams, Chief of Staff, NJ Department of Education

Mr. Williams engaged in a robust discussion for nearly an hour outlining the NJDOE's priorities and responding to questions from committee members. Some of the issues included:

- Modernizing the school funding formula, expanding early learning programs, and addressing the state's teacher shortages. Mr. Williams also discussed literacy initiatives, high-impact tutoring programs, and mental health services in schools.

Mr. Williams acknowledged these challenges and said he will consider the committee's input as the NJ DOE develops its policies alongside Commissioner Lily Laux.

LEGISLATIVE UPDATES

Mr. Jonathan Pushman, Senior Director of Advocacy, gave a warm welcome to Mr. Jesse Young, who is rejoining NJSBA as the new Director of Governmental Relations. The NJSBA

Governmental Relations staff provided a detailed report of the latest developments in and around the State House since the last committee meeting. Highlights of the presentation included the following:

- Promotion of the NJSBA Capitol Watch newsletter: (<https://www.njsba.org/capitol-watch/>).
- Newly signed laws and other gubernatorial action.
- Education-related legislation that has been considered by the Legislature since the December 2025 committee meeting.
- The Governmental Relations staff will be hosting a webinar on Tuesday, March 24th to provide more detailed analysis of state aid numbers and budget details once the full budget is released.
- Public budget hearings have been scheduled where stakeholders can provide testimony on the proposed budget. The Assembly Budget Committee will convene on March 18th and on March 25th at the State House. The Senate Budget and Appropriations Committee is meeting March 26th with an all-virtual format, and March 30th at MetLife Stadium in East Rutherford.
- Mr. Pushman re-emphasized the governor's Action Teams' collaborative approach which he had the honor of serving on.

A copy of the PowerPoint presentation and a meeting summary was provided to the committee members. The Governmental Relations staff responded to member inquiries and questions that were submitted via the Zoom chat and Q&A function during the meeting, and an unedited copy of the public chat was provided as well to the members.

A meeting summary can also be found in the March 17, 2026, edition of *School Board Notes*:

<https://www.njsba.org/news-information/school-board-notes/school-board-notes-march-17-2026/>

DISCUSSION AND COMMITTEE SHARING

- A member was pleased to announce that Lt. Governor Dale Caldwell will be joining the virtual May 20th Middlesex County School Boards Association meeting. All members are welcome to attend.
- Member Lisa J. Marshall is serving on the Special Education Transportation Task Force, which was established by law at the end of the 2024-2025 legislative sessions.
- Dr. Karen Cortellino confirmed she will be chairing a new Delegate Assembly task force that will be meeting for the first time at the end of March to review the entire Delegate Assembly process.
- There is one remaining Legislative Committee meeting on the 2025-2026 Association governance calendar, which was approved by the NJSBA Board of Directors in early 2025. The May 2026 meeting will be held virtually via Zoom.
- Saturday, May 30, 2026, 9:00 am (Virtual)

Committee meetings will take place on Saturdays at 9 a.m.

Staff

- ❖ Jonathan Pushman, Senior Director, Advocacy
- ❖ Carl Tanksley, Jr., Esq., General Counsel
- ❖ Jesse Young, Director, Governmental Relations
- ❖ Ray Pinney, Chief Membership Engagement Officer
- ❖ John Burns, Esq., Senior Counsel, Legislation and Policy
- ❖ Harrison Silver, Legislative Advocate
- ❖ Charles Muller, Business Administrator in Residence
- ❖ Anette Airey, Administrative Assistant

LEGISLATIVE COMMITTEE ROSTER

(Prepared for May 16, 2026)*

State District	Name	Title	Board of Education
1	Michele Barbieri	Member	Upper Township (Cape May)
	Josephine Sharpe	Alternate	Wildwood City (Cape May)
2	Patrick Ireland	Member	Egg Harbor Township (Atlantic)
	Amy Hassa	Alternate	Greater Egg Harbor Reg. (Atlantic)
3	Carolyn Kegler	Member	Logan Township (Gloucester)
	Cheryl Potter	Alternate	Elk Township (Gloucester)
4	John Shaw	Member	Winslow Township (Camden)
	Vacancy	Alternate	
	Maryjo Dintino	Resource	Gloucester Township (Camden)
5	Naomi Davidson	Member	Runnemede (Camden)
	Matthew McDevitt	Alternate	Pennsauken (Camden)
6	Joyce Miller	Member	Gibbsboro (Camden)
	Randall Freiling	Alternate	Pine Hill (Camden)
7	Lester Holley	Member	Edgewater Park (Burlington)
	Sean Toner	Alternate	Palmyra (Burlington)
8	Janet DiFolco	Member	Mount Holly (Burlington)
	Janis Knoll	Alternate	Evesham (Burlington)
9	Richard Casey	Member	Ocean Gate (Ocean)

	Regina Tarnowski	Alternate	Barnegat (Ocean)
10	Steve Shohfi	Member	Lavallette (Ocean)
	John Henry	Alternate	Brick (Ocean)
11	Paul Savoia	Member	Red Bank (Monmouth)
	Vacancy	Alternate	
12	Tara Rivera	Member	Jackson (Ocean)
	Jesse Tossetti	Alternate	Manalapan/Englishtown (Monmouth)
13	Dr. Paul Christopher	Member	Shore Regional (Monmouth)
	Vacancy	Alternate	
14	Kate Rattner	Member	Monroe (Middlesex)
	Stacy Morgan Santo	Alternate	Mercer County Spc Svcs (Mercer)
15	Jo Ann Groeger	Member	Lawrence Township (Mercer)
	Larry Traylor	Alternate	Trenton (Mercer)
16	Karyn Gove	Member	High Bridge (Hunterdon)
	Mike Mitchell	Alternate	South Brunswick (Middlesex)
17	Shantell Cherry	Member	Piscataway (Middlesex)
	Hayley Toth	Alternate	North Brunswick (Middlesex)
18	Sharon Miller	Member	South Plainfield (Middlesex)
	Laurie Herrick	Alternate	East Brunswick (Middlesex)
19	Vacancy	Member	

	Stephan Lally	Alternate	Woodbridge (Middlesex)
20	Jerry Jacobs	Member	Elizabeth (Union)
	Dr. Courtney Washington	Alternate	Roselle (Union)
21	Robin McKeon	Member	Bernards Township (Somerset)
	Sharon Schueler	Alternate	Middlesex Borough (Middlesex)
22	Bernard Robson	Member	Rahway (Union)
	Vacancy	Alternate	
23	Teresa Kane	Member	Milford (Hunterdon)
	Lisa Marshall	Alternate	Warren Hills (Warren)
24	Raymond Morris	Member	Newton (Sussex)
	Alyssa Eisner	Alternate	Green Township (Sussex)
25	Michael Bertram	Member	Morris Hills Regional (Morris)
	Robin Ghebreal	Alternate	Wharton (Morris)
26	Alison Cogan	Member	Parsippany Troy (Morris)
	Dino Cappello	Alternate	Denville (Morris)
	Charles Caraballo	Resource	Bloomingtondale (Passaic)
27	Judy Bassford	Member	Clifton (Passaic)
	Pamela Chirls	Alternate	Livingston (Essex)
28	Hasani Council	Member	Newark (Essex)
	William Meyer	Alternate	South Orange/Maplewood (Essex)
29	Reginald Bledsoe	Member	Essex Co Voc Bd of Ed (Essex)
	Arthur Pettigrew	Alternate	Harrison (Hudson)
30	Dr. Denise Lowe	Member	Howell (Monmouth)

	Cherie Adams	Alternate	Belmar (Monmouth)
31	Sam Maggio	Member	Bayonne (Hudson)
	Jose Soares	Alternate	Kearny (Hudson)
32	Antonio Grana	Member	Hoboken (Hudson)
	Afaf Muhammad	Alternate	Jersey City (Hudson)
33	Adam Parkinson	Member	Hudson Co Schools of Tech (Hudson)
	Vacancy	Alternate	
34	Jeffrey Wingfield	Member	Orange (Essex)
	Vacancy	Alternate	
35	Lucia DeNova	Member	North Haledon (Passaic)
	Liliana Baez-Molena	Alternate	Manchester Reg (Passaic)
36	Lori Hoffman	Member	Ridgefield (Bergen)
	Dr. Letizia Pantoliano	Alternate	Cliffside Park (Bergen)
37	Clara Williams	Member	Teaneck (Bergen)
	Vacancy	Alternate	
38	Alan Feigenson	Member	River Dell Regional (Bergen)
	Vacancy	Alternate	
39	Dr. Jeffrey Pollack	Member	Dumont (Bergen)
	Mary Ellen Nye	Alternate	Ho-Ho-Kus (Bergen)
40	Pamela Priscoe	Member	Verona (Essex)
	Alexander Clavijo	Alternate	Hawthorne (Passaic)

****Note: Roster is current as of April 10, 2026. It may not include any changes or new appointments approved by the Board of Directors at its May 1, 2026, meeting.**

REPORT OF THE SCHOOL FINANCE COMMITTEE

Prepared for the May 16, 2026, Delegate Assembly

CHARGE:

The School Finance Committee is a Standing Committee of the Association consisting of nine members appointed annually by the president. The committee shall monitor the school funding law in New Jersey and its impact on all types of school districts in the state. The committee shall also study issues relating to school finance, report periodically to the Delegate Assembly, recommend additions, modifications, or deletions to policy as needed, and take any other action as directed by the president, executive board, Board of Directors or Delegate Assembly.

REPORT:

Since the November 22, 2025 Delegate Assembly, the School Finance Committee has met once, on April 8, 2026.

April 8, 2026, Meeting

Agenda/Discussion Items

1. **Welcome** – April Miller, Chair
2. **Review of Committee Charge** – Chair Miller read the mission of the committee, which is to monitor the school funding laws in New Jersey that impact school districts, and study issues related to school finance.
3. **Committee Member and Staff Introductions**
4. **Meeting Materials** – Jonathan Pushman, NJSBA’s Senior Director of Advocacy, referred to the agenda and various meeting materials that were sent to the members in advance of the meeting. The materials included:
 - Agenda
 - Committee Roster
 - Committee Charge (NJSBA Bylaws)
 - Transition Action Team Report: “Delivering a Strong Education for New Jersey Children”
 - Report: NJDOE Examination of School Funding Policies (2025)
 - FY2027 Proposed State Budget in Brief
 - FY2027 Proposed State Detailed Budget
5. **Presentation** – Jonathan Pushman, Jesse Young (NJSBA Director of Governmental Relations), Charles Muller (NJSBA Business Administrator in Residence), and Harrison Silver (NJSBA Legislative Advocate) delivered a PowerPoint presentation, which provided an overview of the proposed state budget for fiscal year (FY) 2027, NJDOE’s December 2025 report examining school funding policies, and Governor Sherrill’s

Action Team report highlighting school funding priorities of her new administration. The highlights of the presentation were:

- **Education Highlights of Governor Sherrill’s Proposed FY27 Budget:** The administration’s budget proposal, presented to the Legislature on March 10, includes \$22.5 billion for pre-K to 12 education – approximately 37% of the total proposed state budget. That includes approximately \$12.4 billion in formula aid – a \$372 million (3.1%) increase over FY26. Importantly, the presentation focused on numerous proposed changes (all subject to legislative approval and only applicable for FY27) to how this aid would be distributed, including:
 - A cap of 3% on year-over-year aid decreases in each district for the four main categories of state aid (Equalization, Special Education, Security, Transportation).
 - A cap of 6% on year-over-year aid increases in each district for the four main categories of state aid.
 - The use of three-year averages of income and property values when calculating a district’s local fair share.
 - The use of special education enrollment for the purposes of calculating special education aid (a change from a statewide census-based rate).
 - These one-year changes were also included in the final budget for FY26, but because they were enacted through the budget rather than separate legislation, they only applied to FY26.

The presentation also discussed the fifth straight year of flat funding of Extraordinary Special Education Aid; a 9.3% increase in preschool education aid; increased NJDOE resources for SFRA transparency and fiscal oversight; funding to transition the NJ4S program to a new statewide mental health initiative (SPARK) to expand mental health services in K-12 schools and help students with complex, high-acuity needs; increased funding for high-impact tutoring; and increased funding for grants to explore shared services agreements.

6. **NJDOE’s 2025 report:** Language in the FY2026 appropriations bill required NJDOE to “undertake an examination of codifying school funding policies and ensuring that these policies are enacted through distinct and non-temporary legislation.” NJDOE issued its report to the Legislature in December 2025, offering options and policy implications for legislative solutions on local resource measures, special education funding, extraordinary special education aid, transportation aid, limits to annual changes in state aid, and tax levy flexibility. The report is available on NJDOE’s website: https://www.nj.gov/education/stateaid/docs/FY2026%20Resolution%201378_School%20Funding%20Report_Final_12.1.2025_AE.pdf

- **Governor Sherrill’s Action Team report:** Prior to her inauguration, Gov. Sherrill convened ten “Action Teams,” each one tasked with developing recommendations in a designated policy area. The education Action Team, called “Delivering a Strong Education for New Jersey Children,” issued its final report in early 2026. (NJSBA’s Senior Director of Advocacy, Jonathan Pushman, was one of 19 experts who served on this Action Team.) The final report included recommendations across a host of issues

related to public education in New Jersey and specifically issued three main recommendations related to modernizing and stabilizing the School Funding Reform Act. Those recommendations were: 1) fully fund the School Funding Reform Act, appropriate funds for a modernization cost study, and continue modifications of SFRA through budget language in the FY27 budget; 2) implement short-term measures to provide greater transparency and fairness, and an improved process; and 3) commission an external study to make recommendations to modernize the formula and develop cost-saving initiatives. The report is available on the governor's website:

https://www.nj.gov/governor/library/docs/Education_Report_2026-01-014.pdf

- **NJSBA budget testimony:** Finally, the presentation briefly discussed NJSBA's position on the proposed FY27 budget. The Association submitted written testimony to the Senate Budget and Appropriations Committee and Assembly Budget Committee and provided verbal testimony at public hearings in front of each committee. The NJSBA offered support for the one-year SFRA revisions proposed in the budget, increases in other line items (including preschool funding, high-impact tutoring, and shared services grants), and increased transparency and fiscal oversight. The NJSBA also offered three State cost-neutral recommendations for the Legislature to consider when putting together the FY27 budget bill: 1) tax levy flexibility for certain districts; 2) adjusted thresholds for extraordinary special education aid; and 3) dedicating the increase in shared services grants to limited purpose regional school districts. A copy of NJSBA's written testimony can be found online: <https://www.njsba.org/wp-content/uploads/2026/03/NJSBA-FY2027-Budget-Testimony.pdf>

7. **Discussion and Sharing:** The Committee held an open and robust conversation on the current state of school funding in New Jersey, discussing both statewide issues and concerns of individual districts. The main themes that appeared throughout the conversation were:

Rising costs: Boards of education are facing astronomically rising costs, particularly for health benefits. For both districts who take part in the School Employees' Health Benefits Program (SEHBP) and those who have left the state plan, boards are facing increasingly tough budget situations when state aid and local revenue cannot keep up with double-digit percentage increases in benefit costs. The Committee discussed concerns related to Chapter 44 and the urgent need for legislative action to address these costs to avoid even larger cuts and/or class size increases heading into 2027.

Local share: The Committee discussed the constraints posed by the 2% cap and other concerns for certain districts in meeting their local share under the SFRA. While the FY26 budget and the FY27 proposed budget both include the use of three-year averages of income and property values to calculate a district's local share (measures that are meant to decrease fluctuations), many districts' local shares have risen significantly over the past several years. Against the tax levy growth cap, these large increases result in some districts not being able to meet their local share. Some districts have been able to take advantage of tools at their disposal to raise their tax levies over those years, but those decisions have not come easily and have raised concerns regarding financial burdens placed on taxpayers.

Fluctuations in state aid: The Committee also discussed the combination of fluctuating state aid numbers and the two years of caps on increases and decreases in aid.

Responding to stakeholder input to limit fluctuations in state aid and provide greater predictability from one year to the next, the FY26 budget included a 6% cap on increases in year-over-year state aid in the four main categories and a 3% cap on decreases in the four main categories. These caps are again included in the FY27 proposed budget. While these caps have reduced volatility in the funding formula, almost half of districts in FY27 are being capped at a 6% increase, meaning that they would otherwise be set to receive more state aid without these caps in place. Some members of the committee expressed understanding that the cap on increases helps offset the 3% cap on decreases.

8. **Next Steps:** The Committee discussed the importance of continuing to review and monitor the implementation of the current SFRA formula and to identify potential improvements to how New Jersey funds its public schools and opportunities for boards and the NJSBA to effectively advocate for those improvements. The Committee plans to schedule another virtual meeting following the Commissioner of Education's appearance at hearings in front of the Assembly Budget Committee (April 15) and Senate Budget and Appropriations Committee (May 12).

Additional information on the education section of the state budget proposal can be found in School Board Notes. The full fiscal year 2027 Detailed Budget can be found on the [Office of Management and Budget's website](#). The NJDOE's 2026-2027 state aid summaries can be found on [NJDOE's website](#). Information related to legislative deliberations on the budget, including analyses published by the Office of Legislative Services and testimony submitted by department heads, is available on the [State Legislature's website](#).

<u>School Finance Committee 2026</u>		
April Miller, <i>Chair</i>	Pitman	Gloucester County
Judith Bassford	Clifton	Passaic County
Laura Genovese-Behrmann	Ramsey	Bergen County
Joseph Bucs	Northern Burlington County Regional	Burlington County
Richard Casey	Ocean Gate	Ocean County
Kellie Hinkle	Haddon Township	Camden County
Matthew Kitchen	Keansburg	Monmouth County
Cheryl Potter	Elk Township	Gloucester County
Jean Trujillo	Hillsborough	Somerset County
Michael Jacobs	NJSBA President	Ex Officio
Dr. Tom Connors	NJSBA Vice President for Finance	Ex Officio
Dr. Timothy Purnell	NJSBA Executive Director / CEO	

Staff

Jonathan Pushman	Senior Director of Advocacy, Governmental Relations
Jesse Young	Director, Governmental Relations
Charles Muller	Business Administrator in Residence
Harrison Silver	Legislative Advocate, Governmental Relations
Anette Airey	Administrative Assistant

REPORT OF THE NOMINATING COMMITTEE

Filed with the Executive Director

March 24, 2026

by

Irene LeFebvre, Chairperson

Re: Report of the Nominating Committee to Fill the Vacancy in the Office of Vice President for Legislation and Resolutions

On March 21, 2026, pursuant to Article VII, §5 of the Association bylaws, the NJSBA Nominating Committee met to interview candidates to fill the vacancy for the above-referenced unexpired term in the office of Vice President for Legislation and Resolutions. The office was vacated on January 6 of this year, and the unexpired term will expire at the close of the May 2027 Delegate Assembly. Five (5) applications were received by the filing deadline of February 27, 2026.

The Committee discussed and deliberated over all five candidates. After deliberation, the Committee submits this report naming the following candidate to fill the unexpired term of the office of Vice President for Legislation and Resolutions. The vacancy will be voted upon at the Delegate Assembly meeting scheduled for May 16 of this year.

The Nominating Committee submits the following candidate to serve the balance of the 2025-27 term of office:

Vice President for Legislation and Resolutions

- Charles Caraballo, Bloomingdale Board of Education, Passaic County

Applications were also received by:

- Richard Casey – Ocean Gate Board of Education, Ocean County
- Jessica DeCicco – Washington Township Board of Education, Morris County
- Julie Kozempel – Washington Township Board of Education, Gloucester County
- Barry Fitzgerald – Lenape Regional High School Board of Education, Burlington County

Filing for Petition for Nomination:

According to NJSBA bylaws, candidates for the above-referenced unexpired term may also be nominated by petition, signed by at least ten (10) members from at least five (5) different boards of education, filed with the NJSBA Executive Director. The deadline for petition applications was Friday, April 10, 2026, at 5:00 p.m. and no petitions were received by that deadline..

NOMINATING COMMITTEE MEMBERS

- Chair: Irene LeFebvre, Boonton Town Board of Education, Morris County
- Immediate Past President (IPP): Karen Cortellino, M.D., Montville Township Board of Education, Morris County
- Diane Morris, Mine Hill Board of Education, Morris County
- Michael Sprague, Norwood Board of Education, Bergen County
- Marsha Hershman, Lindenwold Board of Education, Camden County
- Jennifer Knittel, Washington Township Board of Education, Warren County
- Donna Iacone, Cinnaminson Board of Education, Burlington County
- Ray Morris, Newton Board of Education, Sussex County
- Jo Ann Groeger, Lawrence Township Board of Education, Mercer County
- Jacqueline McAlister, Ocean City Board of Education, Cape May County
- Alan Paris, Clifton Board of Education, Passaic County
- Dr. Courtney Washington, Roselle Board of Education, Union County
- Victoria Pakala, Brick Township Board of Education, Ocean County
- Patrick Ireland, Egg Harbor Township Board of Education, Atlantic County
- EX OFFICIO: Michael Jacobs, President, Ridgefield Board of Education, Bergen County

NJSBA STAFF

- Carl Tanksley, Jr., Esq., General Counsel
- Lauren Liu, Executive Assistant to the General Counsel / Legal Researcher

REPORT OF THE RESOLUTIONS SUBCOMMITTEE

by
Dr. Tom Connors
Interim Vice-President for Legislation/Resolutions

The Resolutions Subcommittee met virtually on Tuesday, April 14, 2026, via Zoom Workplace, to review the resolutions that will come before the Annual Delegate Assembly on May 16, 2026.

The Association received seven (7) resolutions on or before the official cutoff date of March 5. One resolution from was not properly formatted and was returned to the sponsor with a detailed explanation of the deficiencies. Accordingly, six resolutions were forwarded to the Resolution Subcommittee for action. All six resolutions were adopted by the Resolution Subcommittee and forwarded to the Delegate Assembly for consideration. The actions taken are as follows:

1. [R01 – South Orange and Maplewood Board of Education – Ranked Choice Voting: ADOPTED](#)
2. [R02 – Essex County School Boards Association – Immigration: ADOPTED](#)
3. [R03 – Egg Harbor Board of Education – PILOT Programs: ADOPTED](#)
4. [R04 – West Milford Board of Education – School Funding Formula: ADOPTED](#)
5. [R05 – Glen Rock Board of Education – Procurement: ADOPTED](#)
6. [R06 – Secaucus Board of Education – Governance of Vocational-Technical Schools: ADOPTED](#)

It should be noted that the following board members also appeared before the Resolution Subcommittee to advocate for adoption of the respective resolutions:

- R01: Jeffrey Bennett – South Orange and Maplewood Bd of Ed
- R02: Reginald Bledsoe – Essex County School Boards Association
- R05: Boaz Cohen – Glen Rock Board of Education
- R06: Mark Toback – Secaucus Board of Education

Pursuant to Article V, Section 6, action taken by the Resolutions Subcommittee may be overridden by the delegates in attendance at the Delegate Assembly upon prior notice, a motion, and simple majority vote. The motion to override must state specifically the remedy sought by the moving party. The motion to override shall not be subject to debate except that both the maker of the motion and the chair of the Resolutions Subcommittee shall be given three minutes to address the delegates concerning the motion.

Enclosed are the resolutions admitted to the Annual Delegate Assembly agenda by the Resolutions Subcommittee.

Enclosures: Summaries of Resolutions R01 – R06

NEW JERSEY SCHOOL BOARDS ASSOCIATION

**413 West State Street
Trenton, NJ 08618**

1-888-886-5722

SEMIANNUAL DELEGATE ASSEMBLY

May 16, 2026

**The following resolution was received from the
South Orange & Maplewood Board of Education (Essex):**

- WHEREAS, the Board of Education of the School District of South Orange & Maplewood is committed to strengthening democratic participation and promoting electoral processes that reflect the full range of community preferences; and
- WHEREAS, New Jersey school districts strive to ensure that local board of education elections provide fair opportunities for all candidates and enable voters to express nuanced preferences in multi-candidate, multi-seat contests; and
- WHEREAS, all school districts in New Jersey are required to use an electoral system known as "Plurality Block Vote" or "Plurality At-Large," where every voter may make as many votes as there are seats to be filled, those votes are unranked, and the candidates with the most votes win
- WHEREAS, in such elections-particularly where several candidates compete for multiple at-large seats-the current Plurality Block Voting structure can amplify small differences in voter support in ways that do not always reflect the broader distribution of community sentiment or the relative strength of individual candidates; and
- WHEREAS, these structural features may inadvertently favor tightly grouped voting patterns and limit mechanisms through which voter preferences can be expressed or aggregated to achieve more equitable representation; and
- WHEREAS, Ranked Choice Voting (RCV)-a system in which voters may rank candidates in order of preference and votes are counted in an "instant-runoff" or Single Transferable Vote process-has been demonstrated in other jurisdictions to support majority-backed winners, reduce vote-splitting among similar candidates, and allow proportional representation in multi-seat elections; and
- WHEREAS, Multiwinner RCV can democratically accommodate an electoral field of any size, without dilution effects; and

WHEREAS, research from states and municipalities implementing RCV shows that voters report high satisfaction with the process, greater clarity in expressing preferences, and confidence that election results more accurately reflect community priorities; and

WHEREAS, New Jersey currently does not provide statutory authority for school districts to adopt RCV for local school board elections, nor do districts have the flexibility to request such a system even where community dynamics may suggest its potential benefits; and

WHEREAS, The Delegate Assembly is the official policymaking body of the New Jersey School Boards Association; and

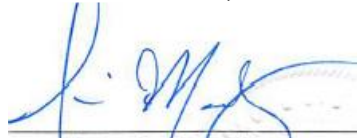
WHEREAS, Education-related policies resulting from prior Delegate Assembly and Board of Directors actions are codified in the NJSBA's Manual of Positions and Policies on Education; now, therefore, be it further

RESOLVED, That the South Orange-Maplewood Board of Education proposes the following new policy language for adoption by the Delegate Assembly and inclusion in NJSBA's Manual of Positions and Policies on Education:

The NJSBA supports allowing, but not requiring, districts to use Ranked Choice Voting in school board elections; now, be it

RESOLVED, that this resolution be placed on the agenda for consideration at the May 16th, 2026, Delegate Assembly. Adopted at a regular meeting of the South Orange-Maplewood Board of Education on December 18th, 2025.

Adopted at a board meeting of the
South Orange and Maplewood Board of Education
On December 18, 2025



Imani Moody, Board Secretary

RESOLUTION NO. 1

SYNOPSIS

Resolution No. 01 from the South Orange-Maplewood Board of Education (Essex County) proposes additional language to NJSBA's *Manual of Positions and Policies on Education* (P&P) supporting the belief that school districts should be allowed, but not required, to use ranked choice voting in school board elections. The resolution asserts that plurality block voting, which is currently used in multi-winner school board elections in New Jersey, may not be representative of community sentiment, and that multi-winner ranked choice voting would more accurately and proportionately reflect community preferences.

BACKGROUND

Pursuant to *N.J.S.A.* 19:3-4, all elections in New Jersey currently utilize plurality-style voting:

N.J.S.A. 19:3-4: "At every election, the person or persons, to the number to be elected therein, who shall by law be qualified for the office or offices to be filled at such election, and for whom the greatest number of votes shall have been given therein for such office or offices, shall be deemed and taken to be elected to such office or offices."

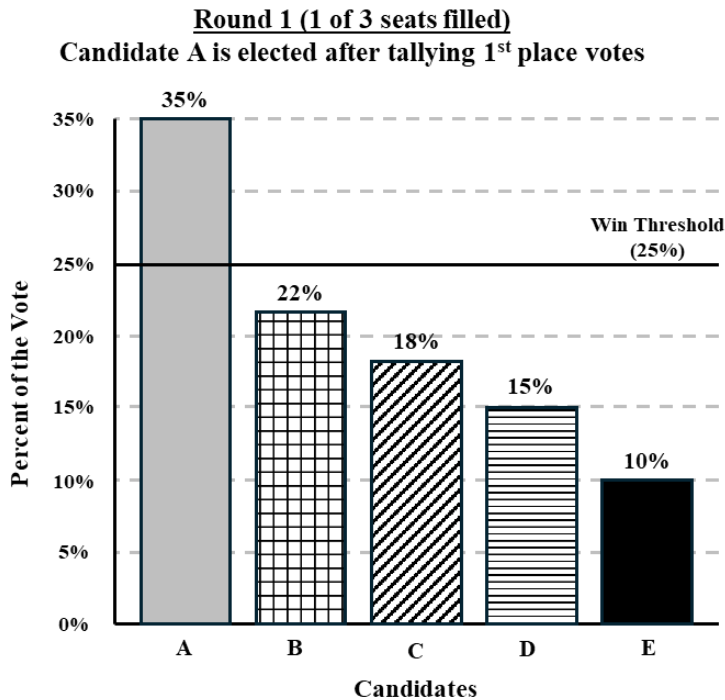
In single-winner elections, plurality voting is a system in which the candidate who receives the most votes wins election. This type of system is the most common in the United States and provides a winner even if no candidate receives a majority (over 50 percent) of votes. In those elections, voters place a single vote for their preferred candidate. In elections with multiple seats on the ballot, including board of education elections, plurality block voting is an electoral system in which the candidates who receive the most votes win election to the number of corresponding open seats. In these elections, voters are allowed to cast one vote for each seat that is listed on the ballot; in an election with three open seats, the three candidates receiving the highest vote totals are elected to office.

In contrast to plurality voting, ranked choice voting allows voters to "rank" a certain number of candidates. In elections that utilize single-winner ranked choice voting, a candidate automatically wins election if they are ranked first by more than 50 percent of voters. If no candidate reaches that quota, the candidate who received the least number of first-ranked votes is eliminated. That candidate's votes are then redistributed among the candidates who were ranked in second place on those ballots. At this point, a candidate who reaches the 50 percent threshold wins; if that does not happen, the process of elimination and vote redistribution is repeated until a candidate wins election.

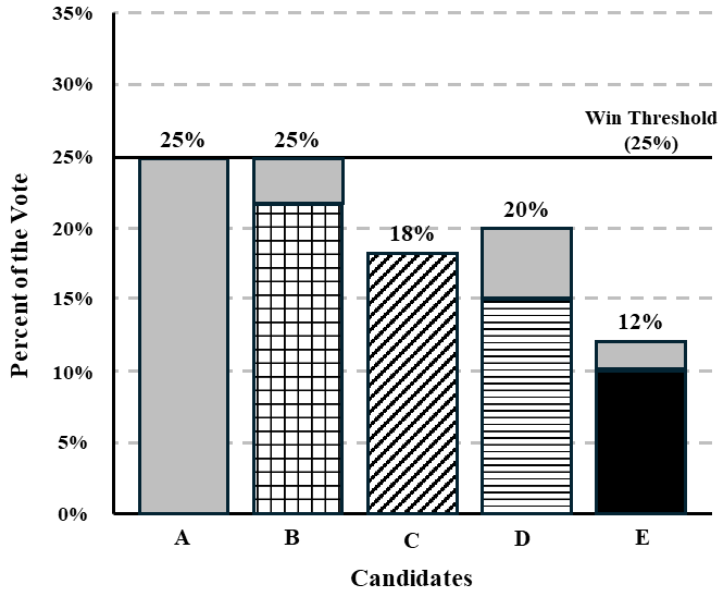
Multi-winner ranked choice voting is a form of ranked choice voting that may be used in elections in which there is more than one winner, such as board of education elections. The process for determining multiple winners is more complex than that of single-winner ranked choice voting. In a multi-winner election, voters again "rank" a pre-determined maximum

number of candidates. The following formula is used to determine the percentage of votes a candidate must exceed to automatically win election: $\frac{1}{(\text{number of open seats} + 1)}$. For example, if at least four candidates are in a contested election vying for three open seats, a candidate must win at least 25 percent of the vote to be elected. (This ensures that no more than the available number of candidates can exceed the required vote threshold.) If a candidate exceeds the necessary vote total during the first round of voting, that candidate wins election and the portion of that candidate’s excess votes above the election threshold are redistributed proportionally among the other candidates, based upon who the first-place candidate’s voters ranked as their second choices. If no candidate reaches the threshold, the candidate who received the least number of first-ranked votes is eliminated. That candidate’s votes are then redistributed among the candidates who were ranked in second place on those ballots. This process is repeated until all seats have been filled.

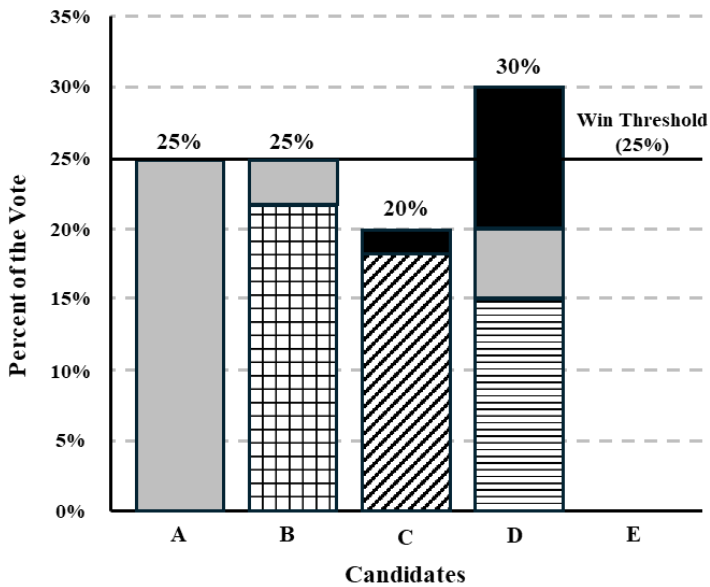
The example below illustrates how multi-winner ranked choice voting might work in an election with three open seats and five candidates:



Round 2 (2 of 3 seats filled)
Candidate B is elected after redistributing A's excess votes
Candidate E is eliminated for having the fewest votes



Round 3 (3 of 3 seats filled)
Candidate D is elected after redistributing E's 2nd place votes



While ranked choice voting is not currently allowed by state law in New Jersey, bills have been introduced in the Legislature during each of the last three legislative sessions (S-1643/A-1745 in 2026-2027) that would allow municipalities and school boards to adopt ranked choice voting for

their local elections following voter approval of an ordinance or resolution. Several municipalities in the state have already passed ordinances that would ask voters to decide whether to change election systems should state law be updated.

Ranked choice voting has been implemented in many single-winner elections nationally, including in statewide elections in Alaska and Maine and in many municipal elections around the country. Multi-winner ranked choice voting is also increasingly being used in municipal elections, and is currently used in a handful of school board elections, including in Cambridge, MA; Portland, ME; Westbrook, ME; Burlington, VT; and Albany, CA.

South Orange-Maplewood's resolution requests the addition of new language to NJSBA's P&P that would guide the Association to advocate for district-level choice in using ranked choice voting in school board elections. Adding such language to NJSBA's P&P would not change state statute and would not require anything new of boards of education, absent the passage of legislation.

RELEVANT NJSBA POLICY

NJSBA's P&P File Code 9112 states:

The NJSBA believes that a uniform statewide system of school elections run by county election officials standardizes the election process, avoids confusion and encourages voter turnout. A collaborative relationship should exist between election officials and school officials. Interested groups at the statewide and county levels, including the New Jersey Association of Election Officials, should work collaboratively to promote procedures that foster the cost-efficiency of school elections and encourage voter turnout.

The same file code further provides:

The NJSBA believes in continuing efforts to increase voter turnout in school district elections.

Finally, File Code 1430 states:

The NJSBA believes the authority for management of public schools should rest with local boards of education and State authority over school districts should not exceed the scope necessary to fulfill the constitutional mandate for a thorough and efficient system of free public education.

DISCUSSION

Several key changes have occurred to board of education elections in New Jersey in the past few decades. Prior to 1995, boards of education fully conducted their own elections, and Title 18A of New Jersey's statutes (the Education section) governed these elections. *P.L. 1995, c.278* transferred the responsibilities of board of education elections to county clerks, county boards of election, and district boards of election, and the statutes related to these elections were repealed from Title 18A and moved to Title 19 (the Elections section), which also governs primary, general, and other statewide elections. Board of education elections remained in April, and while school districts were no longer conducting their own elections, the election officials billed districts for their election costs.

With the signing of *P.L. 2011, c.202* in 2012, boards of education were encouraged to move their elections from April to November. One of the benefits of boards moving their elections to November – in addition to eliminating voter approval of the district budget – was that, other than in limited circumstances, they would no longer incur costs for the payment of board workers, voting machines, printing ballots, or any other related election costs.

These previous changes in election law provide important context to NJSBA's previous research on board elections. Through a substitute resolve clause at the May 2000 Delegate Assembly, the NJSBA was directed to form an ad hoc committee to study the benefits of a "bifurcated" school elections process that would have allowed districts to elect to conduct their own elections despite the passage of *P.L. 1995, c.278*, which had transferred the organization of board elections to election officials in 1995. The committee's final report ("Report of the Ad Hoc Committee on School Elections"), prepared for the May 2001 Delegate Assembly, outlined the challenges boards may face because of a "bifurcated" system. Further, the report recommended that the Delegate Assembly adopt policy language in support of a "uniform statewide system of school elections run by county election officials." These recommendations came at a time of heavy voter confusion following a weeks-long recount in the 2000 presidential election. Further, there were concerns among boards of education that the costs of elections were unclear, and now that county election officials were billing boards for their election costs, a more uniform system of elections would allow for more transparent billing. While the committee's recommended policy language was adopted by the Delegate Assembly in May 2001 and now resides in P&P File Code 9112, the "uniform statewide system of school elections" referenced in 2001 refers to the oversight and cost of elections, rather than the specific election style used. Therefore, while South Orange-Maplewood's resolution – supporting the belief that individual boards of education should be able to choose their own style of election format – appears to run counter to this established policy, the intent of the policy in File Code 9112 that was adopted by the Delegate Assembly in May 2001 does not necessarily apply to this kind of election change, given that boards of education no longer conduct their own elections and no longer owe the costs of their elections (except for special elections or the handful of districts that still have April elections).

Research on multi-winner elections has shown that plurality block voting – the system currently in use in school board elections in New Jersey – may have several drawbacks, including vote splitting (where candidates with similar, popular platforms may both lose to a candidate with a less popular platform), disproportionate representation (where an entire group of candidates running on a similar platform wins election despite the views of the electorate not being entirely in favor of that platform), significant shifts in election outcomes (entire slates of incumbents losing their seats because of a slight change in public opinion), and bullet voting (where voters cast votes for fewer than the maximum allowed candidates in order to make those votes more powerful). Ranked choice voting may improve upon each of these issues by providing winners who more closely align with the proportional viewpoints of the electorate; limiting the strength of “spoiler” votes; reducing the likelihood that “extreme” candidates win election because of vote-splitting among similar, more popular candidates; allowing incumbents the opportunity to stay elected for longer periods of time when a slight change in public opinion may otherwise cause them to lose election; and ensuring that every vote cast is meaningful because of the redistribution of votes on a losing ballot. Research on ranked choice voting in [New York City’s single-winner mayoral election](#) and [Portland’s multi-winner city council election](#) illustrates just some of the many instances of improved proportionality in representation.

[Multiple pieces](#) of research have also concluded that ranked choice voting may lead to more civility during the campaign cycle. Ranked choice voting incentivizes candidates with similar platforms to work together during campaigning because such candidates have more of a likelihood of being elected together, rather than competing for the same votes in a plurality block system. More civility in campaigns can decrease negativity and improve the overall climate – a potential benefit for New Jersey’s nonpartisan school board elections – and further has the potential to lead to decreased campaign costs. Finally, while critics of ranked choice voting often cite voter confusion as a barrier to initiating the new system of voting, [polling has shown](#) that voters in jurisdictions that have switched to ranked choice voting have learned how the system works fairly easily, and in some instances the switch has encouraged higher voter turnout, especially among younger voters. While research on the benefits and detriments of ranked choice voting is still ongoing as more jurisdictions across the country begin to adopt this election system, it appears that adopting such a system for school board elections in New Jersey may be beneficial.

Above all, as stated in P&P File Code 1430 and throughout many of NJSBA’s belief statements, the NJSBA continually advocates for local control and the ability of boards of education to choose what works best for them and their local communities. If a board were to decide that ranked choice voting works best for its purposes, it should have an avenue through which to make that choice a reality. As submitted, South Orange-Maplewood’s resolution does not intend for the NJSBA to advocate that *all* boards of education use ranked choice voting, but rather that boards should have the option to use ranked choice voting if they choose.

STATEMENT OF REASONS

1. Existing NJSBA policy asserts that authority for management of public schools should rest with local boards of education. The resolution, as submitted, would allow boards of education to decide what is best for their individual communities.
2. Existing NJSBA policy states that there should be a uniform system of school elections, but this policy was approved in the context of individual boards conducting and paying for their own elections, rather than commenting specifically on the *type* of election system being used. Therefore, this existing policy does not apply to the resolution as submitted.
3. Ranked choice voting in multi-winner elections could lead to more proportional representation, improved civility during the campaign process, higher voter turnout, and higher voter satisfaction.

RECOMMENDATION

The Resolutions Subcommittee recommends approval of the proposed resolution, with substitute language, which would create additional policy language to be included in NJSBA's *Manual of Positions and Policies on Education* File Code 9112 - Elections/Appointment:

The NJSBA believes school districts should be permitted to use ranked choice voting in school board elections.

NEW JERSEY SCHOOL BOARDS ASSOCIATION

**413 West State Street
Trenton, NJ 08618**

1-888-886-5722

**SEMIANNUAL DELEGATE ASSEMBLY
May 16, 2026**

**The following resolution was received from the
Essex County School Boards Association (Essex):**

- WHEREAS,** The New Jersey Constitution guarantees every child residing in the State the right to a “thorough and efficient system of free public schools,” a mandate that applies to all students regardless of immigration status; and
- WHEREAS,** Comprehensive public school districts, regional school districts serving multiple municipalities, and county vocational-technical school districts are creations of State law and are subject to extensive regulation, funding, and oversight by the State, including through the New Jersey Department of Education; and
- WHEREAS,** Although local boards of education govern school districts and districts are not direct instrumentalities of the Governor’s Executive Branch, public school districts function as agents of the State in fulfilling New Jersey’s constitutional obligation to provide public education and related student services; and
- WHEREAS,** State and federal law require New Jersey public schools to enroll students without regard to immigration status and to safeguard students’ rights to privacy, safety, and equal access to educational opportunity; and
- WHEREAS,** The presence or perception of civil immigration enforcement activity in or around school facilities may deter student attendance, inhibit family engagement, and disrupt the educational environment, thereby undermining student well-being, educational equity, and public safety; and
- WHEREAS,** The State of New Jersey has identified public schools as sensitive locations deserving heightened protections to ensure that they remain safe, welcoming spaces dedicated to teaching and learning; and
- WHEREAS,** The Delegate Assembly is the official policymaking body of the New Jersey School Boards Association; and
- WHEREAS,** Education-related policies adopted by the Delegate Assembly and the Board of Directors are codified in the NJSBA Manual of Positions and Policies on Education, which guides

the Association’s advocacy and positions before State and federal policymakers; now, therefore, be it further

RESOLVED, That the Essex County School Boards Association proposes the following new policy language for adoption by the Delegate Assembly and inclusion in the NJSBA Manual of Positions and Policies on Education:

The NJSBA believes that public school districts—whether comprehensive, regional, or vocational-technical—serve as essential partners of the State in carrying out New Jersey’s constitutional obligation to provide a thorough and efficient education to all students.

The NJSBA affirms that public schools must remain safe, inclusive, and trusted environments, free from civil immigration enforcement activities that interfere with students’ access to education, compromise student privacy or well-being, or undermine the relationship between schools and the communities they serve.

The NJSBA further believes that boards of education should adopt policies and practices, consistent with State and federal law, that protect student rights, preserve continuity of instruction, and reinforce the role of public schools as places of learning and support—not venues for civil immigration enforcement—while honoring valid judicial authority; now, be it

RESOLVED, That this resolution be placed on the agenda for consideration at the May 16, 2026 Annual Delegate Assembly.

Adopted at a regular meeting of the
Essex County School Boards Association
on March 3, 2026
by Reginald Bledsoe
Association President

RESOLUTION NO. 2

SYNOPSIS

Resolution No. 02 from the Essex County School Boards Association (Essex) proposes **new** policy language for adoption by the Delegate Assembly, and inclusion in the NJSBA’s *Manual of Positions and Policies on Education* (P&P). The proposed resolution requests that the NJSBA support the inclusion of three separate broad belief statements indicating, in summary, that public schools must carry out the State’s constitutional obligation to provide all students with a thorough and efficient education; public school buildings must be free from civil immigration enforcement activities; and boards of education should adopt policies and procedures that protect the health and safety of all students, while also honoring valid judicial authority.

BACKGROUND

The right of all children to access and receive a free public education, without regard to their immigration status, has been recognized since the United States Supreme Court issued its decision in connection with *Plyler v. Doe*¹ on June 15, 1982. In this seminal decision, a Texas statute which withheld from local school districts any state funds used to educate children who were not “legally admitted” into the country, and also authorized local school districts to deny enrollment in their public schools to those children who were not “legally admitted” to the country, was challenged as unconstitutional. The United States Supreme Court held that it was a violation of the Equal Protection Clause of the Fourteenth Amendment for a state to discriminate against undocumented children by denying them access to a state’s system of free public K-12 education, and also held that states cannot lawfully withhold funding for the education of undocumented students.

The constitutional mandate espoused in *Plyler v. Doe* is specifically delineated in our State’s education laws and regulations, as enrollment in New Jersey’s public school districts is predicated solely upon domicile within the school district, and is wholly unrelated to the immigration status of a student and/or their parent or guardian. In this regard, *N.J.S.A. 18A:38-1(a)*² provides that, “Public schools shall be free to ... persons over five and under 20 years of age ... who [are] domiciled within the school district”; *N.J.A.C. 6A:22-3.3(b)*³ states, in relevant part, “... immigration/visa status shall not affect eligibility to attend school. Any student who is domiciled in the school district or otherwise eligible to attend school there pursuant to *N.J.A.C. 6A:22-3.2*⁴ shall be enrolled without regard to, or inquiry concerning, immigration status”; and

¹ <https://supreme.justia.com/cases/federal/us/457/202/>.

² <https://lis.njleg.state.nj.us/nxt/gateway.dll?f=templates&fn=default.htm&vid=Publish:10.1048/Enu>.

³ <https://www.nj.gov/education/code/current/title6a/chap22.pdf>.

⁴ *Id.*

[N.J.A.C. 6A:22-3.4\(d\)](#)⁵ prohibits a school district from conditioning enrollment on the receipt of “[d]ocumentation or information relating to citizenship or immigration/visa status”

There are also a multitude of federal and New Jersey State laws and regulations which prohibit discrimination against all individuals, which necessarily includes our State’s public school students, based on their immigration status or that of their parents. Most notably, these laws and regulations include, without limitation:

- Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, and *national origin* in programs and activities, which includes programs and activities of New Jersey’s public school districts, receiving federal financial assistance; (emphasis added) and
- The New Jersey Law Against Discrimination prohibits discrimination and bias-based harassment in employment, housing, and places of public accommodation, which includes the State’s public school districts, based on *national origin, ancestry, nationality, race, and other protected characteristics* (emphasis added).

During his first term of office, one of President Trump’s top priorities was immigration reform. As a result, many states, including New Jersey, adopted orders and directives to clarify the appropriate and lawful role of State officials and law enforcement officers in federal immigration enforcement efforts. In this regard, and in November 2018, the New Jersey Attorney General’s Office issued the “[Immigrant Trust Directive](#)”⁶. By its terms, the directive was a policy “designed to strengthen trust between New Jersey’s law enforcement officers and the state’s diverse immigrant communities.” In this directive, the New Jersey Attorney General’s Office made clear that, State officials “are not responsible for enforcing civil immigration violations except in narrowly defined circumstances” and that, instead, those responsibilities “fall to the federal government and those operating under its authority.” Consequently, the directive indicated, among other things, that state, county, and local law enforcement agencies and officials would not, except as permitted in clearly defined circumstances, inquire about a person’s citizenship or immigration status, and would not, except in limited circumstances, provide assistance to federal immigration authorities when the sole purpose of that assistance was to enforce federal civil immigration law.

When President Trump’s first term ended, President Biden issued a series of directives on immigration matters which were focused on altering federal immigration enforcement priorities. Among other things, the Biden administration issued guidelines for Immigration and Customs Enforcement (ICE) and Customs and Border Protection (CBP) enforcement actions. These guidelines declared that immigration enforcement actions could not be taken in or near a location that would restrain people’s access to essential services or engagement in essential activities, and designated a non-exhaustive list of protected areas, which included: “Schools, such as known

⁵ *Id.*

⁶ https://www.nj.gov/lps/dcj/agguide/directives/ag-directive-2018-6_v2.pdf.

and licensed daycares, pre-schools, and other early learning programs; primary schools; secondary schools; post-secondary schools up to and including colleges and universities; as well as scholastic or education-related activities or events,” as well as “Places where children gather such as a playground, recreation center, childcare center, before- or after-school care center, foster care facility, group home for children, or school bus stop.” Based on these guidelines, and until January 2025, school buildings and premises were “safe” from federal immigration enforcement efforts.

A. Recent Immigration Enforcement Efforts

Following the start of his new term as President in January 2025, President Trump reinitiated broad sweeping federal immigration enforcement efforts and reform. Among others, on January 20, 2025, the Acting Department of Homeland Security Secretary issued a directive *rescinding* the Biden administration’s guidelines for ICE and CBP enforcement actions. Therefore, school buildings were no longer regarded as “off limits” for federal immigration enforcement actions.

B. Response to President Trump’s Immigration Efforts

Almost immediately following the rescission of the Biden administration’s guidelines for ICE and CBP enforcement actions, the New Jersey Department of Education (NJDOE) issued a [broadcast memorandum](#)⁷ announcing the establishment of a [website](#)⁸ that provides “guidance and resources designed to help school staff understand and adhere to State and Federal requirements related to immigrant students and families.” In its broadcast memorandum, the NJDOE emphasized the State’s “commitment to ensuring that every student, regardless of immigration status, national origin, or religion, can attend public school safely” and reiterated that, based on the United States Supreme Court’s decision in *Plyler v. Doe*, “public schools are constitutionally obligated to provide all children with access to free public education, emphasizing that educating undocumented students is not a choice but a **legal responsibility**” (emphasis added).

To the extent that federal immigration enforcement efforts are initiated on school grounds, the NJDOE’s guidance and resources indicate that:

- Public school districts must honor valid judicial search or arrest warrants, court orders, and subpoenas signed by a judge;

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<https://www.nj.gov/education/broadcasts/2025/jan/22Special/GuidanceonSchoolRelatedStateandFederalRequirementsPertainingtoImmigrantStudentsandFamilies.pdf>.

⁸ <https://nj.gov/education/security/studentrights/index.shtml>.

- It is “vitally important for school officials to obtain a copy of any judicial search or arrest warrant, court order, or subpoena and present it to legal counsel before taking any action in response to immigration officials, including Immigration and Customs Enforcement (ICE) personnel”; and
- Protocols must be developed by school districts when immigration officials approach a school for immigration enforcement activities regarding students, and those protocols must be “designed to protect the safety of all students.”

The NJDOE also provided an “example protocol” that school districts can follow, which includes alerting the chief school administrator or superintendent if/when an immigrant agent seeks to or enters school grounds in an official capacity; obtaining information from the agent regarding their credentials, the purpose of the access request, and any documentation that authorizes school access; complying with a request if the immigration agent declares the existence of exigent circumstances and demands immediate access; and not providing information about students’ attendance or locations, or making students available without first consulting with the chief school administrator or superintendent. The “example protocol” also made clear that “Chief School Administrators are not required to grant access to school premises absent an official judicial search warrant or arrest warrant signed by a judge or exigent circumstances,” and “an administrative immigration warrant is not sufficient to require admittance.”

Next, and before he left office, Governor Murphy signed the “Safe Communities Act” into law on January 20, 2026. The Safe Communities Act, codified as [*P.L. 2025, c. 401*](#)⁹, requires the Attorney General, no more than 180 days following the enactment of the law (or by approximately July 19, 2026), to develop model policies to ensure personal freedom in “sensitive locations,” which include public schools, and to ensure that eligible individuals are not deterred from seeking services to which they are entitled or otherwise eligible to receive. According to the bill’s statement, “The model policies would prohibit sensitive locations from assisting or participating in federal civil law enforcement, and would prohibit enforcement on entity premises at those locations.” For purposes of the Safe Communities Act, “federal civil law enforcement” is defined as “any effort to investigate, enforce, or assist in the investigation or enforcement of any federal civil immigration law, and includes any effort to investigate, enforce, or assist in the investigation or enforcement of any violations of Title 8 of the United States Code.” Once developed, the Commissioner of Education shall require public schools, and request private schools, to adhere to the model policies developed. In short, the Safe Communities Act aims to protect residents’ access to essential services, regardless of their immigration status.

⁹ https://pub.njleg.state.nj.us/Bills/2024/A6500/6308_R1.PDF.

Finally, on February 11, 2026, newly sworn-in Governor Sherrill issued [Executive Order No. 12](#)¹⁰ which states, in relevant part, “WHEREAS, the use for [federal] civil immigration enforcement purposes of particular State properties that serve sensitive populations would risk causing undue harm to all New Jerseyans, including citizens and individuals with lawful presence, by discouraging sensitive populations from seeking essential services or discouraging their relatives or caregivers from accompanying or visiting them,” and “Except as authorized by a judicial warrant or judicial order or as authorized under Paragraph 5 of this Order, Executive Branch departments and agencies shall not permit or consent to federal immigration officers entering, accessing, or using nonpublic areas of State property for the purpose of facilitating federal enforcement of civil immigration law.”

RELEVANT NJSBA POLICY

File Code 1430 State and National Units

Federal Role in Education

A. **The NJSBA believes** that it is the responsibility of the federal government to identify national interests in education, including national standards, and to provide full funding of those identified interests and initiatives. The role of the federal government should be to provide leadership in issues of national consequence that states and localities alone are unlikely to be able to meet, such as, protection of constitutional and civil rights for students and school employees; collection, analysis and reporting of national education statistics, and provision of general information about education. [*Authority: DA 11/09- ER (A)*] ...

C. **The NJSBA believes** the authority for the management of public schools must remain with local boards of education. Federal authority over school districts should not exceed the scope necessary to meet national goals, including national standards, and to fulfill the state constitutional mandate for a thorough and efficient system of free public education. Federal authorities must give local districts the flexibility necessary to achieve the objectives and goals of federal education programs while maintaining local control. [*Authority: DA 11/02-3, DA 11/09-ER (A)*]

State Role in Education

A. **The NJSBA believes** the authority for management of public schools should rest with local boards of education and State authority over school districts should not exceed the scope necessary to fulfill the constitutional mandate for a thorough and efficient system of free public education. [Authority: DA 10/78- CR Graduation Requirements, DA 6/80-A, DA 6/93-SR, DA 6/95-SR]

¹⁰ <https://nj.gov/infobank/eo/057sherrill/pdf/EO-12.pdf>.

File Code 4119.24 (Staff/Pupil Relations)

Discrimination and Intimidation

The NJSBA believes that schools should develop a culture that promotes mutual respect and constructive relationships among staff and pupils. The learning environment within schools should be free from all forms of discrimination and intimidation and should encourage fulfillment of each student's potential. Acts of discrimination and/or intimidation by staff or students should not be tolerated and proven acts of discrimination/intimidation should result in disciplinary action. *[Authority: BD 10/90, DA 11/96-SR, DA 5/02-SR, DA 11/06-SR, DA 11/11-SR, DA 12/16-SR, DA 11/21-SR]*

File Code 5118 (Nonresidents)

Proof of Residency

The NJSBA believes that students who reside within the boundaries of a school district are entitled to receive a free, thorough and efficient public education. Each school district should be entitled to confirm the residency status of each student using any appropriate and legal method while maintaining respect for each resident's right to privacy. *[Authority: DA 5/09-1, DA 5/17-SR, DA 5/22-SR]*

File Code 5131.5 (Vandalism/Violence)

School Violence

A. **The NJSBA believes** that boards of education have a responsibility to ensure that schools are safe havens for learning by taking actions to diminish the potential for violence and bullying in their schools. *[Authority: DA 10/78-CR Violence; DA 6/93-SR; DA 11/99-ER(A); DA 5/10-2]*

File Code 5141 (Health)

Student Health and Safety

A. **The NJSBA believes** that local boards of education should provide conditions and establish policies that will ensure the health and safety of students. *[Authority: BD 9/06, DA 5/02-SR, DA 5/07-SR, DA 5/12-SR, DA 5/17-SR, DA 5/22-SR]*

File Code 5145.4 (Equal Educational Opportunity)

Student/Student Relations Discrimination and Intimidation

A. **The NJSBA believes** that students have the right to be educated in an environment free of discrimination and intimidation that promotes mutual respect and acceptance among the

students regardless of age, gender, race, ethnicity, religious belief, physical ability, gender identity or expression, affectional or sexual orientation and perceived difference. Students should be expected to treat each other with respect and should not be subjected to or subject other students to demeaning remarks, whether discriminatory and/or intimidating statements and/or actions.

B. **The NJSBA believes** that student acts of discrimination and/or intimidation should not be tolerated. Proven acts of discriminatory practices should result in disciplinary action.

C. **The NJSBA believes** that local school boards and districts should make all necessary and appropriate efforts to raise awareness, employ best practices, and create an inclusive, safe and positive school climate for all students, including, but not limited to those that are actual or perceived as being lesbian, gay, bisexual, transgender, questioning, or other sexual orientation, gender identity or expression. *[Authority: BD 10/19/90, DA 11/97-SR, DA 5/02-SR, DA 5/07-SR, DA 5/12-SR, DA 5/17-SR; DA 5/21-1, DA 5/22-SR]*

File Code 5145.12 (Search and Seizure)

Search and Seizure

The NJSBA believes that public school students have the constitutional right to be free from unreasonable searches and seizures by any person acting in an official capacity on behalf of a local school district. A search of a student by a school official should only be conducted when the official has a reasonable suspicion that a school rule or a law is being violated or when the district has demonstrated a special need for conducting random drug-testing of students. *[Authority: BD 9/82, DA 5/97-SR, DA 11/97 ER-A, DA 5/02-SR, DA 5/07-SR, DA 5/12-SR, DA 5/17-SR, DA 5/22-SR]*

DISCUSSION

The right to access and receive a free public education in New Jersey is constitutionally mandated for all children over five and under 20 years of age, and is solely dependent upon their residency or domicile within a school district's boundaries. Admission to New Jersey's schools is required regardless of whether a student, and/or their parent or guardian, is a citizen. Moreover, children cannot be denied access to our State's public school system for failure to provide "[d]ocumentation or information relating to citizenship or immigration/visa status" *See Plyler v. Doe; N.J.S.A. 18A:38-1(a); N.J.A.C. 6A:22-3.3(b); N.J.A.C. 6A:22-3.2; and N.J.A.C. 6A:22-3.4(d).*

New Jersey is one of the most ethnically and culturally diverse states in the country. According to Governor Sherrill's Executive Order No. 12, "... nearly 25 percent of the State population is foreign-born and approximately 14 percent of the State's native-born residents have at least one immigrant parent." Moreover, "New Jersey's immigrant community is integral to the State's

economic prosperity, as illustrated by a 2020 report that found that immigrant entrepreneurs employ nearly 390,000 people, pay close to \$30 billion in State, local, and federal taxes, and comprise almost 41% of New Jersey’s Science, Technology, Engineering, and Mathematics (STEM) workforce.” Therefore, immigrants are critically important to our State’s communities, and to our economy.

Following the reinitiation of President Trump’s comprehensive federal immigration enforcement reform in 2025, concern intensified throughout the State about how, when, and where federal immigration enforcement efforts would be instituted. With the rescission of protections to school buildings and other previously designated “protected areas,” students were no longer safe from federal immigration enforcement efforts while attending school. Terrified that their children would be deported, some families pulled their children from school. Others sent their children to school, but feared they would not come home. Those students who attend school are distracted by the constant potential threat of deportation, and are unable to focus on their schoolwork or thrive academically. The true impact – physical and mental – on these students and their families cannot be accurately quantified, and will be long-lasting. Consequently, the constitutional right to access and receive a free public education as established by *Plyler v. Doe* in 1982, and codified in our State’s education laws and regulations, is compromised by the potential for federal immigration enforcement efforts to take place during the school day, and in school buildings.

New Jersey’s response to this policy change was swift. The NJDOE issued guidance and resources which made clear that, based on *Plyler v. Doe*, “public schools are constitutionally obligated to provide all children with access to free public education, emphasizing that educating undocumented students is not a choice but a **legal responsibility**” (emphasis added). While recognizing that valid judicial search or arrest warrants, court orders, and subpoenas must always be honored by school districts and the administration, the NJDOE emphasized that access to school grounds is not automatic, and must be accompanied by “an official judicial search warrant or arrest warrant signed by a judge or exigent circumstances.” In other words, the NJDOE reiterated that New Jersey schools must continue to educate all students regardless of their immigration status, and that federal immigration enforcement efforts on school grounds are prohibited absent the requisite legal authority.

Pursuant to the Safe Communities Act, by no later than July 2026, the New Jersey Attorney General is required to develop model policies to ensure personal freedom in “sensitive locations,” which include public schools. These model policies, once developed, will prohibit federal immigration enforcement on school grounds. Following development, the Commissioner of Education will also require public schools, and request private schools, to adhere to the model policies developed.

Finally, and in furtherance of the objectives of the Immigrant Trust Directive and the Safe Communities Act, Governor Sherrill’s Executive Order No. 12 recognizes that federal immigration enforcement activities in certain areas, including school buildings, would cause

undue harm to the State’s residents, and would discourage sensitive populations from seeking essential services (including education). Therefore, absent judicial authority, “Executive Branch departments and agencies shall not permit or consent to federal immigration officers entering, accessing, or using nonpublic areas of State property for the purpose of facilitating federal enforcement of civil immigration law.”

The resolution submitted by the Essex County SBA seeks to add new policy language to an unspecified File Code of the P&P. The proposed resolve clauses indicate, as established by *Plyler v. Doe* and reinforced in State education laws and regulations, public school districts must carry out New Jersey’s constitutional obligation to provide a thorough and efficient education to all students; as embodied in the Immigrant Trust Directive, the NJDOE’s guidance, the Safe Communities Act, and Executive Order No. 12, that public school districts must be safe, inclusive, and trusted environments; and that, consistent with the objective of the Immigrant Trust Directive, the NJDOE’s guidance, the Safe Communities Act, and Executive Order No. 12, public school districts should not be venues for federal immigration enforcement efforts absent the requisite judicial authority.

Although the different resolve clauses in the resolution submitted by the Essex County SBA are separately embodied in various File Codes of the P&P, the true intent of the resolution is not contained within one comprehensive and all-encompassing resolve clause. Therefore, inclusion of new substitute language in File Code 3516 Safety Issues in Schools, namely, “**The NJSBA believes** that boards of education have a responsibility to ensure that its school buildings are safe havens for all students regardless of their immigration status, and are not to be used as venues for immigration enforcement absent judicial authority,” accurately satisfies the intent of the Essex County SBA; is supported by and consistent with existing P&P language; is bolstered by the objectives of the Immigrant Trust Directive, the NJDOE’s guidance, the Safe Communities Act, and Executive Order No. 12; and comports with *Plyler v. Doe*, and State education laws and regulations.

STATEMENT OF REASONS

1. The resolution submitted by the Essex County SBA seeks to include new policy language stating that: “public school districts - whether comprehensive, regional, or vocational-technical - serve as essential partners of the State in carrying out New Jersey’s constitutional obligation to provide a thorough and efficient education to all students”; “public schools must remain safe, inclusive, and trusted environments, free from civil immigration enforcement activities that interfere with students’ access to education, compromise student privacy or well-being, or undermine the relationship between schools and the communities they serve”; and “boards of education should adopt policies and practices, consistent with State and federal law, that protect student rights, preserve continuity of instruction, and reinforce the role of public schools as places of learning and

support - not venues for civil immigration enforcement - while honoring valid judicial authority.”

2. The proposed new language in the Essex County SBA is already embodied in parts/sections of existing P&P language, namely in File Code 1430 (State and National Units); File Code 4119.24 (Staff/Pupil Relations); File Code 5118 (Nonresidents); File Code 5131.5 (Vandalism/Violence); File Code 5141 (Health); File Code 5145.4 (Equal Educational Opportunity); and File Code 5145.12 (Search and Seizure). However, the intent of the Essex County SBA is not presently captured in one comprehensive and all-encompassing provision of the P&P.
3. NJSBA staff propose inclusion of new substitute language in File Code 3516 (Safety Issues in Schools), namely, “**The NJSBA believes** that boards of education have a responsibility to ensure that its school buildings are safe havens for all students regardless of their immigration status and are not to be used as venues for immigration enforcement absent judicial authority.”
4. In alignment with *Plyler v. Doe* and our State’s education laws and regulations, the proposed new substitute language recognizes that all students, irrespective of their immigration status, have the right to access and receive a free public education in New Jersey’s schools.
5. In alignment with the Immigrant Trust Directive, the NJDOE’s guidance and resources, the Safe Communities Act, and Executive Order No. 12, the proposed new substitute language recognizes that school buildings should be safe havens for all who attend, and should not be used as venues for immigration enforcement absent judicial authority.
6. Finally, the proposed new substitute language would satisfy the intent and spirit of the Essex County SBA’s resolution.

RECOMMENDATION

The Resolutions Subcommittee recommends approval of the proposed resolution with substitute language, which would create new policy language to be included in NJSBA's *Manual of Positions and Policies on Education* File Code 3516 - Safety Issues in Schools:

The NJSBA believes that boards of education have a responsibility to ensure that their school buildings are safe havens for all students regardless of their immigration status and are not to be used as venues for immigration enforcement absent judicial authority.

NEW JERSEY SCHOOL BOARDS ASSOCIATION

**413 West State Street
Trenton, NJ 08618**

1-888-886-5722

**SEMIANNUAL DELEGATE ASSEMBLY
May 16, 2026**

**The following resolution was received from the
Egg Harbor Township Board of Education (Atlantic):**

- WHEREAS, Payment In Lieu of Taxes (PILOT) agreements and long-term tax exemptions affect the ratable base of municipalities and may indirectly impact the fiscal capacity of local school districts to fund instructional programs, student services, transportation, and facilities; and
- WHEREAS, The Egg Harbor Township Board of Education's primary responsibility is to ensure that students receive a high-quality, equitable education supported by sustainable, transparent, and predictable funding mechanisms; and
- WHEREAS, Pending legislation, including Senate Bill S-1807 and Senate Bill S-3915, seeks to improve transparency, reporting requirements, and accountability related to municipal tax exemptions and PILOT agreements; and
- WHEREAS, The Delegate Assembly is the official policymaking body of the New Jersey School Boards Association; and
- WHEREAS, Education-related policies resulting from prior Delegate Assembly and Board of Directors actions are codified in the NJSBA 's Manual of Positions and Policies on Education, including File Code 3210 - Local Funds (NJSBA Local Funds Policy); now, therefore, be it
- RESOLVED, That the Egg Harbor Township Board of Education proposes the following additional policy language for adoption by the Delegate Assembly and inclusion in the NJSBA Manual of Positions and Policies 011 Education:

The NJSBA believes that:

1. Transparency, fiscal accountability, and intergovernmental collaboration are essential when municipalities enter into PILOT agreements or grant long-term tax exemptions that may affect local school districts.
2. School districts should receive timely notice, relevant financial information, and projected enrollment impact data related to proposed tax exemption agreements.

3. The State of New Jersey should enact legislation that ensures clear reporting requirements and improved fiscal transparency regarding tax abatements and PILOT agreements, consistent with the intent of S-1807 and S-3915.
4. When municipal actions materially affect school district finances or enrollment, mechanisms should exist to promote equitable consideration of educational impact in municipal planning and redevelopment decisions.
5. In circumstances where direct allocation of PILOT revenues to school districts is not provided, municipalities and school districts should consider shared service agreements, impact fees, negotiated community benefit agreements, or other legally permissible fiscal arrangements to offset educational costs attributable to development.
6. Public policy concerning tax exemptions must balance economic development objectives with the long-term educational needs of students and the fiscal sustainability of local school districts; now, therefore, be it

RESOLVED, That this resolution be placed on the agenda for consideration at the May 16, 2026 Delegate Assembly.

Adopted at a board meeting of the
Egg Harbor Township Board of Education
on February 17, 2026



Daniel Smith
Business Administrator/Board Secretary

RESOLUTION NO. 3

SYNOPSIS

Resolution No. 03 from the Egg Harbor Township Board of Education (Atlantic) proposes **new** policy language supporting the belief that school districts should be involved in discussions pertaining to Payment In Lieu of Taxes (PILOT) agreements and be able to share the funds in an effort to offset the expenses related to potential increases in student enrollment and potential increases in various services needed to support the additional students.

BACKGROUND

The Egg Harbor Township Board of Education has presented a resolution designed to increase the input and influence of school districts when PILOT agreements are being considered in municipalities.

Historically, there has been a structural disconnect in the relationship between New Jersey's school districts and PILOT agreements offered in municipalities. Traditionally, school districts rely heavily on property taxes while PILOT agreements bypass property taxes. This has resulted in tensions between Boards of Education and municipal governments due to how PILOT revenues are distributed compared to conventional property taxes. Under a conventional property tax distribution structure, the property tax revenue is split with the school district receiving generally the largest share about 50-60%, the municipality receives about 25-30%, and the county receives the smallest share about 10-15%. However, with PILOT revenues, about 95% of the payment goes to the municipality, about 5% to the county, and 0% to the school district.

As PILOT programs have shifted from industrial/commercial to residential projects, so have the concerns raised by school districts increased. School districts are concerned that new residential complexes will bring new students to the school system, but not the corresponding tax revenue from the building where the students live.

PILOTS provide a tax incentive for developers to develop properties that generate revenue for the town. In a recent case in Parsippany-Troy Hills Township School district, the district raised concerns about a residential PILOT which would potentially bring additional students into the district that would need to be educated and would result in additional costs to educate those students without any of the revenue from the PILOT being allocated to the School District to fund those costs or being provided additional local tax revenue (<https://www.pthsd.k12.nj.us/page/pilotfaq>). The district was concerned the additional residential housing might lead to larger class sizes, reduced extracurricular activities, and delays in necessary capital improvements. The district's concerns led them to commission a study to prove that the marginal cost of new students outweighs any trickle-down benefit from the municipality's 95% share. This is an example of efforts districts have undertaken since they do not have a seat at the table.

Some towns are cognizant of the optics of shortchanging schools, so some towns have begun creating voluntary side agreements which may include building shared recreational facilities or contributing to specific school capital projects to offset the impact of new residential developments. However, these voluntary efforts, while laudable, are only effective locally.

RELEVANT NJSBA POLICY

NJSBA is already advocating on behalf of pending legislation pertaining to PILOT programs. Furthermore, the existing NJSBA Policies identified below address several areas put forth in the Egg Harbor Township Board of Education resolution.

- Policy 3210 Local Funds – Tax Exempt Properties addresses intergovernmental collaboration and receipt of relevant financial information.
- Policy 7110 Long-Range Facilities Planning and Policy 7110 Long-Range Facilities Planning – Developers’ Responsibility for Impact Studies addresses receiving projected enrollment impact data and promoting equitable consideration of educational impact.
- Policy 1410 Local Units – District Cooperation with Local Government Units addresses shared services agreements.
- Policy 7300 Financing – Developers’ Impact Fees addresses impact fees.

DISCUSSION

There have been new legislative pushes to provide school district involvement in the PILOT agreement discussions. S-1907 (The Singleton Bill) is a recent piece of legislation proposing to mandate that towns share a portion of PILOT revenue with school districts.¹ The New Jersey League of Municipalities has proposed that school Superintendents be notified of PILOT applications within five days and allow the Board to negotiate for special projects or a direct percentage of the annual service charge².

In addition to the above legislative efforts, some school districts have successfully secured revenue sharing or project-specific funding from their municipalities.

- Princeton Avalon Thanet Circle development resulted in the town agreeing to direct 100% of the surplus PILOT funds specifically to the Princeton School district³.
- In Hoboken’s 770 Jackson PILOT agreement, the city council earmarked a portion of the annual service charges for the Hoboken Public Schools⁴. This case has created

¹ <https://www.roi-nj.com/2026/02/05/politics/bill-advances-that-require-towns-to-share-pilot-revenue-with-school-districts/#:~:text=The%20bill%2C%20S%2D1807%2C,projects%20for%20the%20school%20district.>

² <https://www.njlm.org/m/newsflash/Home/Detail/3693#:~:text=The%20Mayor%20or%20the%20municipality's,desire%20to%20enter%20into%20good.>

³ <https://patch.com/new-jersey/princeton/princeton-council-approves-school-district-pilot-sharing-agreement>

⁴ <https://patch.com/new-jersey/hoboken/hoboken-says-its-charter-schools-wont-get-some-pilot-money.>

controversy with the town’s charter schools who were not included in getting a portion of the funds.

- In Hopewell Township, the township committed PILOT revenue for the Hopewell Parc development to fund the expansion of Bear Tavern Elementary School.⁵

In addition to the above considerations, it is important to keep in mind specific concerns as raised by Egg Harbor Township, which include the belief that public policy must balance economic policy development objectives against the long-term educational needs of students and the fiscal sustainability of local school districts. While it is understood that municipalities must encourage development in a fiscally prudent manner, that development should not negatively impact schools that partner with municipalities in providing essential services to residents.

Egg Harbor has also pointed out that transparency and fiscal accountability are essential elements of consideration when municipalities enter into PILOT agreements or grant long-term tax exemptions to developers that may impact local school districts. Absent a statutory mandate, a practice that recognizes the shared benefits and burdens of local development serves both the municipality and the school district by allowing for reasoned and advance planning of the expenditure of limited resources. These practices should also allow the district to receive timely notice of proposed tax exemption agreements so that appropriate planning may take place.

STATEMENT OF REASONS

The above policies notwithstanding, language exists in the proposed resolution that is not currently addressed in existing policy or pending legislation.

RECOMMENDATION

The Resolutions Subcommittee recommends adoption of the proposed resolution with substitute language, which would create new policy language to be included in NJSBA’s *Manual of Positions and Policies on Education* File Code 3210 – Local Funds:

The NJSBA believes that in circumstances where direct allocation of PILOT revenues to school districts is not provided, municipalities and school districts should consider negotiated community benefit agreements, or other legally permissible fiscal arrangements to offset educational costs attributable to development.

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- ⁵ <https://mercerme.com/hopewell-borough-officials-explain-pilot-agreement-for-hopewell-57-during-council-meeting/#:~:text=He%20cited%20Hopewell%20Township's%20recent,borough%20project.%E2%80%9D%20Peters%20said.>

STATE SCHOOL FUNDING FORMULA POLICY

RESOLUTION NO. 4

NEW JERSEY SCHOOL BOARDS ASSOCIATION

**413 West State Street
Trenton, NJ 08618**

1-888-886-5722

**SEMIANNUAL DELEGATE ASSEMBLY
May 16, 2026**

**The following resolution was received from the
West Milford Board of Education (Passaic):**

- WHEREAS,** Municipalities located within the jurisdiction of the Highlands Water Protection and Planning Act are subject to significant land-use restrictions that limit residential, commercial, and industrial development; and
- WHEREAS,** These development limitations constrain local ratable growth, reduce municipal property tax capacity, and increase the financial burden on existing taxpayers; and
- WHEREAS,** Public schools in Highlands municipalities rely heavily on local property taxes to support educational programs and services; and
- WHEREAS,** The current State school funding formula does not adequately account for the reduced fiscal capacity and structural tax limitations imposed by environmental land-use mandates such as those established under the Highlands Act; and
- WHEREAS,** School districts in Highlands municipalities may therefore experience inequitable funding pressures compared to districts with similar student populations but greater opportunities for ratable growth; and
- WHEREAS,** The Delegate Assembly is the official policymaking body of the New Jersey School Boards Association; and
- WHEREAS,** Education-related policies resulting from prior Delegate Assembly and Board of Directors actions are codified in the NJSBA's Manual of Positions and Policies on Education; now, therefore, be it
- RESOLVED,** That the West Milford Board of Education proposes the following new policy language for adoption by the Delegate Assembly and inclusion in NJSBA's Manual of Positions and Policies on Education:

The NJSBA believes that the State of New Jersey's school funding formula should recognize and account for structural limitations on local revenue capacity caused by state-

imposed land-use and environmental regulations, including those established under the Highlands water Protection and Planning Act.

The NJSBA further believes that school districts located in municipalities subject to such restrictions should receive equitable consideration within state aid calculations to ensure that environmental protection policies do not create unintended disparities in educational funding or place disproportionate property tax burdens on local residents; now, therefore, be it further

RESOLVED, That this resolution be placed on the agenda for consideration at the May 16, 2026 Delegate Assembly.

Adopted at a board meeting of the
West Milford Board of Education
on February 17, 2026


Melissa Bertagno
Board Secretary/Business Administrator

RESOLUTON NO. 4

SYNOPSIS

Resolution No. 04 from the West Milford Public School District Board of Education proposes new policy language supporting the belief that New Jersey’s school funding system should recognize structural limitations on local revenue capacity caused by state-imposed land-use and environmental restrictions and should ensure equitable consideration for affected school districts in state aid calculations.

BACKGROUND

School Funding Reform Act:

The “School Funding Reform Act of 2008,” *N.J.S.A.* 18A:7F-43, et seq. (“SFRA”) “establishe[d] a new system for the funding of public school districts” with the goal of “creat[ing] a fair, equitable, and predictable funding formula based on student characteristics, regardless of the community in which a student resides.” *See Assembly Budget Committee Statement to A500* (January 3, 2008)¹. Under the SFRA, a local share is calculated for each school district’s adequacy budget, which “represents the ability of the district to support its adequacy budget based upon the district’s property and personal income wealth.” *Id.* As explained by the legislature at the time of the SFRA’s passage, for the portion of the adequacy budget that cannot be supported locally in accordance with the local share calculation, the district will receive “State equalization aid.” *See Id.*

Highlands Water Protection and Planning Act:

The “Highlands Water Protection and Planning Act,” *N.J.S.A.* 13:20-1, et seq. (the “Highlands Act”), went into effect on August 10, 2004 and established “a comprehensive approach to the protection and preservation of the drinking water and natural resources of the New Jersey Highlands Region, which is the source of the drinking water of over half of the residents of New Jersey.” *See Senate Environment Committee Statement to S1* (June 7, 2004)². As part of this “comprehensive approach” to protect the watershed and other natural resources in the area, “development in the Highlands Region is restricted and strictly regulated under the Highlands Act.” *See* ACR 126 (introduced February 24, 2026)³.

The legislature also included a 10-year state aid program in the Highlands Act to provide the affected municipalities with funds for the vacant land that was subject to development restrictions. *See* A3217 (introduced January 13, 2026)⁴. However, this aid has not been provided

¹ See https://pub.njleg.state.nj.us/Bills/2006/A0500/500_S1.PDF

² See https://pub.njleg.state.nj.us/Bills/2004/S0500/1_S1.PDF

³ See https://pub.njleg.state.nj.us/Bills/2026/ACR/126_I1.PDF

⁴ See https://pub.njleg.state.nj.us/Bills/2026/A3500/3217_I1.PDF

since the FY 2010 State budget, despite the fact that the development restrictions in the Highlands Region are permanent. *See Id.*

The district is the only K-12 district in the State that is located 100% within the Highlands Region. *See* “School districts continue to face funding challenges,” West Milford Messenger (March 10, 2026). Because of this location, the district explained that the Highlands Act’s development restrictions constrain local ratable growth, reduce municipal property tax capacity, and increase the financial burden on existing taxpayers. By way of further explanation, as costs, including, but not limited to, health care, continue to increase, the district is forced to rely heavily on local property taxes to support educational programs and services.

Specifically, according to the district’s superintendent, the district funds 84% of its budget through local tax levy, ranking near the very top of the State in local burden. *See* “School districts continue to face funding challenges,” West Milford Messenger (March 10, 2026). However, because the district’s ratable tax base remains stagnant, the increased taxes are distributed among a limited pool. Therefore, the district experiences inequitable funding pressures compared to districts with similar student populations, but with greater opportunities for ratable growth. Based on the above, it is the district’s position that the SFRA does not adequately account for the reduced fiscal capacity and structural tax limitations imposed by the Highlands Act.

NJSBA’s Advocacy Agenda:

Despite the intention of the SFRA for a “fair, equitable, and predictable funding formula,” the New Jersey Supreme Court cautioned in 2009 that “we do not have the ability to see ahead and to know with certainty that SFRA will work as well as it is designed to work.” *Abbott v. Burke*, 199 N.J. 140, 172 (2009). Accordingly, the NJSBA has long supported the ongoing review of the State’s school funding system, as well as the consideration of school districts’ unique circumstances with respect to same, as evidenced by many of the belief statements in Policy 3220, State Funds (quoted in further detail, as relevant to the district’s resolution, in the below section).

NJSBA continues to recognize the need for the legislature to revisit and modernize the funding formula for public school districts, and NJSBA’s 2026-2027 Legislative Advocacy Agenda in the “School Funding & Finance” specifically supports the following:

- Advocate for continuous full funding of the SFRA to meet the needs of all students in a manner that is consistent, equitable, reliable and sustainable.
- Mitigate the adverse impact on school districts experiencing reductions in state aid due to ensure all students continue to receive a thorough and efficient education.
- Push for ongoing and comprehensive review and study of the funding formula that facilitates public input and will result in the modernization of and improvement to the state’s system of financing public education.

- Promote property tax levy cap flexibility to enable school districts to reach their local fair share, as determined by the funding formula, particularly for districts experiencing reductions in state aid, raising less than their local fair, and/or spending below adequacy.
- Increase state financial support for costs that are largely outside the control of boards of education, such as special education, pupil transportation, and health care.
- Advocate for reform to payment in lieu of taxes (PILOT) arrangements to provide boards of education with more input into such agreements as well as share in the revenue generated by PILOTs.

Proposed Legislation:

The issues raised by the district are also the subject of several recently proposed bills, which are listed below:

- [A4860](#): “Fairness for School Districts in Development Restricted Areas Act” – provides additional school aid to certain school districts located in municipalities that are part of Highlands or Pinelands preservation areas⁵.
- [ACR126](#): Expresses the intent that the SFRA “be revised to eliminate significant reductions in state aid to school districts, especially those districts located in the Highlands Region and other areas of the State in which development is restricted⁶.”
- [A3217](#): Creates a special, non-lapsing fund, the “Highlands Protection Fund,” in the Department of Treasury for the purpose of providing state aid to qualified municipalities that are located in the Highlands preservation area⁷.

⁵ See <https://www.njleg.state.nj.us/bill-search/2026/A4860>

⁶ See <https://www.njleg.state.nj.us/bill-search/2026/ACR126>

⁷ See <https://www.njleg.state.nj.us/bill-search/2026/A3217>

RELEVANT NJSBA POLICY

Although NJSBA’s current “Positions and Policies on Education” (“P&P”) do not reference the district’s *specific* school funding concern, there are several sections of the P&P with broad language that promote fair and equitable school funding and that also address similar situations.

P&P File Code No. 3210, Local Funds:

Tax Replacement Funds

The NJSBA believes that a municipality’s ratable base has a direct impact on the local school tax rate and that the local school district should receive a proportionate share of tax replacement monies paid for tax-exempt properties that would otherwise be collected by property taxes.

[Authority: DA 5/61-8, DA 6/77-CR Property Tax, DA 11/98-3, DA 5/97-1, DA 11/98-3, DA 11/01-SR, DA 11/06-SR, DA 11/11-SR, DA 12/16-SR, DA 11/21-SR]

P&P File Code No. 3220, State Funds, in pertinent part:

State School Finance System

- A. The NJSBA believes that New Jersey’s system of financing public schools should enable all local school districts to provide an equal opportunity for all children in New Jersey to receive a thorough and efficient education.
- B. The NJSBA believes that New Jersey’s school finance system should¹:
 - 2. Provide funds to support and guarantee a thorough and efficient level of education to all public school students;
 - 5. Recognize the diversity, unique circumstances and community composition of each local school district;
 - 6. Provide for equalized aid for capital expenditures and debt service, based on individual districts’ ability to pay as defined by the School Funding Reform Act or its successor;
 - 13. Be modified, as needed, through a comprehensive approach with input from NJSBA members;
 - 16. Be sensitive to legitimate variations in school districts’ capabilities to meet student needs, including, but not limited to, proficiency levels, demographics, socioeconomic status, geographical location and physical abilities.

¹ Section B of P&P File Code No. 3220 has 17 subsections (1-17). The relevant subsections are listed above with their corresponding numbers for ease of the reader when referring back to the policy in its entirety.

- C. The NJSBA believes that the School Finance Committee should, as needed or as requested by the NJSBA Board of Directors, review the equity of distribution for construction state aid in view of socio-economic factors, wealth, geographic characteristics, equalized school tax rate and other financial conditions. [Authority: DA 5/00-6, DA 11/00-CR (School Finance), DA 5/01-CR (School Finance), DA 11/01-SR, DA 11/06-SR, DA 11/11-CR (Ad-Hoc School Finance Committee)]

State Aid to School Districts

- A. The NJSBA believes in an equitable distribution of education aid and related support payments which ensure that all school districts have an opportunity to benefit from government financial assistance.
- G. The NJSBA believes that local school districts educating the children who reside in state tax-exempt properties should not be adversely impacted in bearing the local cost of education for those students. NJSBA supports seeking aid from the state to fully fund the education of such students. [Authority: DA 5/17-SR, DA 5/17-CR (School Finance)]

DISCUSSION

NJSBA policies are clear that the system of financing public schools should recognize the “unique circumstances” of all districts and enable them to provide a thorough and efficient education to their students. *See* P&P File Code No. 3220. To that end, NJSBA’s current legislative agenda pushes for a comprehensive review of the SFRA to modernize the formula, and to fully fund it so that the needs of all students will be met in a manner that is consistent, equitable, reliable, and sustainable.

The district’s “unique circumstances” are not referenced in NJSBA’s P&P, but a comparable situation is addressed. Specifically, in the context of “tax-exempt properties” (not land that is subject to development restrictions like in the district), current NJSBA policy clearly acknowledges that “a municipality’s ratable base has a direct impact on the local school tax rate.” *See* P&P File Code No. 3210. Although this statement encapsulates the district’s issue (and the implication that the lack of a ratable base negatively affects the local school tax rate), the solution offered in this section of P&P Code No. 3210 is only geared towards “tax-exempt” properties, advocating for the affected districts to “receive a proportionate share of tax replacement monies paid for tax-exempt properties that would otherwise be collected by property taxes.” *See Id.* Because the district’s development-restricted property is not tax-exempt, this policy language does not apply, nor is it clear whether “tax replacement monies” would be an adequate solution if this language was expanded to include environmentally protected/development-restricted property.

Therefore, in an effort to capture the district’s circumstances (in addition to school districts with the same issue, even if caused by different circumstances), and while also ensuring flexibility for

NJSBA if faced with a variety of proposed solutions and/or an unanticipated approach by the legislature, we are recommending the below revisions to P&P File Code No. 3220 in the “State Aid to School Districts” section.

STATEMENT OF REASONS

1. NJSBA Policy 3220 addresses, among other things, the “State School Finance System” and “State Aid to School Districts.”
2. The “State School Finance System” section of Policy 3220 promotes the recognition of the unique circumstances of each school district and the goal of enabling all school districts to provide a thorough and efficient education to its students.
3. The “State Aid to School Districts” section of Policy 3220 supports the belief that there should be an “equitable distribution of education and related support payments.”
4. To highlight the district’s circumstances, while not excluding the circumstances of other districts, and for consistency with the “State School Finance System” section of Policy 3220, the below amendments to the “State Aid to School Districts” section in Policy 3220 are proposed.

RECOMMENDATION

The Resolutions Subcommittee recommends approval of the proposed resolution with the following substitute language that would create new policy language to be included in NJSBA’s *Manual of Positions and Policies* in File Code 3220 – State Funds:

The NJSBA believes in an equitable distribution of education aid and related support payments which ensure that all school districts have an opportunity to benefit from government financial assistance, and which considers a school district’s unique circumstances, including, but not limited to, circumstances that impact a school district’s capacity to raise revenue locally.

NEW JERSEY SCHOOL BOARDS ASSOCIATION

**413 West State Street
Trenton, NJ 08618**

1-888-886-5722

**SEMIANNUAL DELEGATE ASSEMBLY
May 16, 2026**

**The following resolution was received from the
Glen Rock Board of Education (Bergen):**

- WHEREAS,** New Jersey public school districts collectively educate approximately 1.37 million students across nearly 600 operating district, each independently procuring instructional materials, digital curriculum, software platforms, and related educational services; and
- WHEREAS,** Instructional materials represent a substantial and recurring statewide expenditure borne largely by local property taxpayers, conservatively estimated between \$360 million and \$500 million annually; and
- WHEREAS,** Even modest cost reductions achieved through enhanced transparency and coordinated purchasing strategies could generate significant recurring savings for New Jersey taxpayers while preserving classroom resources; and
- WHEREAS,** The decentralized procurement structure of New Jersey’s school system may limit collective bargaining leverage, reduce pricing transparency, and create potential disparities among districts of varying size and capacity; and
- WHEREAS,** The Association has historically supported cooperative purchasing, shared services, and other cost-containment strategies that promote efficiency while maintaining local control; and
- WHEREAS,** The Association has consistently affirmed that local boards of education retain primary authority over curriculum, instructional materials, and educational programming decisions; and
- WHEREAS,** Responsible stewardship of public funds requires policies that promote transparency, equitable pricing, voluntary collaboration, and efficient use of taxpayer resources; and
- WHEREAS,** The Delegate Assembly of the New Jersey School Boards Association is the policymaking body authorized to establish positions guiding the Association’s legislative advocacy efforts; now, therefore, be it

RESOLVED, That the Glen Rock Board of Education respectfully requests that the Delegate Assembly of the New Jersey School Boards Association adopt the following policy position:

The NJSBA believes that statewide procurement policies for instructional materials and digital educational resources should promote equitable pricing, transparency, cooperative purchasing opportunities, and responsible fiscal stewardship, while fully preserving local board authority over curriculum decisions and voluntary participation in any statewide purchasing arrangements; and, be it further

RESOLVED, That in furtherance of this policy position, the Association shall advocate for legislative and administrative measures that:

1. Promotes pricing transparency and equitable treatment of New Jersey public school districts in the acquisition of instructional materials and digital educational products;
2. Encourage mechanisms that strengthen statewide negotiating leverage, including voluntary cooperative purchasing structures or consortium-based contracting models administered through appropriate state-authorized entities;
3. Support disclosure practices that improve clarity regarding bundled materials, digital access rights, professional development services, and related supports associated with instructional resource purchases;
4. Direct appropriate state agencies to analyze and report aggregate instructional materials expenditures to improve fiscal transparency and inform policy development;
5. Ensure that no such legislation or procurement reform shall:
 - Mandate the adoption of specific instructional materials or vendors;
 - Transfer curriculum decision-making authority from local boards of education;
 - Require district participation in statewide contracts;
 - Restrict a district's ability to negotiate independently or secure pricing below any statewide agreement.

RESOLVED, That this resolution was duly adopted by the Glen Rock Board of Education on March 2, 2026 and the Board respectfully requests its placement on the agenda for consideration at the May 16, 2026 Annual Delegate Assembly.

Adopted at a regular meeting of the
Glen Rock Board of Education
on March 2, 2026



James Canellas
Business Administrator/Board Secretary

RESOLUTION NO. 5

SYNOPSIS

Resolution No. 5 from the Glen Rock Board of Education (Bergen) proposes additional policy language to NJSBA's *Manual of Positions and Policies on Education* (P&P) that supports equitable pricing, transparency, and cooperative purchasing opportunities for instructional materials and digital educational resources, while preserving local board authority over curriculum decisions.

BACKGROUND

The Glen Rock Board of Education believes that instructional materials represent a substantial and recurring statewide expenditure borne largely by local property taxpayers, which Glen Rock estimates between \$360 million and \$500 million annually across the state. Even modest cost reductions achieved through enhanced transparency and coordinated purchasing strategies could generate significant recurring savings for New Jersey taxpayers while preserving classroom resources.

In its resolution, Glen Rock also sought to specify the precise ways in which the NJSBA would advocate for its proposed policy changes. Specifically, the resolution seeks to have NJSBA advocate for five specific legislative and administrative measures in support of the proposed resolution. However, such restrictive directives unnecessarily hinder NJSBA Governmental Relations staff as these staff members are best situated to exercise professional judgment in determining the best method of achieving the goals stated in the resolution. Because of NJSBA's practice of ensuring that the belief statements codified in the *Manual of Positions and Policies in Education* are broad and enduring, these five specific measures will not be considered part of this resolution.

RELEVANT NJSBA POLICIES

Although current NJSBA policy clearly encourages the use of shared services arrangements, there is no existing policy that specifically addresses such arrangements concerning curricular materials.

P&P File Code No. 6000, Concepts and Roles in Instruction:

Shared Services

The NJSBA believes that districts should be encouraged to share or consolidate personnel and related services. This would include, but not be limited to, alternative school programs, gifted and talented services at all grade levels, prekindergarten programs, and shared classes to provide

programs and expand curricular offerings. *[Authority: DA 11/95-CR Shared Services, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR, DA 11/22-SR]*

P&P File Code No. 1410, Local Units:

District Cooperation with Local Government Units

A. The NJSBA believes that school districts' sharing of services and cooperation with municipal and county governments can benefit all parties and should be encouraged and facilitated, including but not limited to, joint purchasing, joint insurance funds, and insurance pools.

B. The NJSBA believes that the State departments and agencies should encourage sharing of services by providing technical assistance, and the paying of financial incentives directly to the participating school districts, and municipal and county governments. *[Authority: DA 12/91-CR QEA, DA 11/95 CR Shared Services, DA 5/01-SR, DA 11/02-4 DA 5/06-SR, DA- 5/11-SR, DA 5/16-SR, DA 5/21-SR]*

P&P File Code No. 6160, Instructional Services and Resources:

Curricular Materials

The NJSBA believes that purchasers of curricular materials should be provided with a wide array of consumer information on available programs and products to assist them in making informed selections. *[Authority: DA 12/82-CR Urban Education, DA 12/93-1, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR, DA 11/22-SR]*

P&P File Code No. 6161.1 Guidelines for Evaluation and Selection of Instructional Materials:

High Quality Curricular Materials

The NJSBA believes that instructional materials should be rigorous in content and should be updated and upgraded often to reflect advances in technology in appropriate curriculum areas, the best scholarship in each discipline, and the latest research in learning and teaching. Funds should also be available to encourage developers of curricular materials to address the unique needs of diverse student populations. *[Authority: DA 12/83-1, DA 11/97-CR Special Education, DA 11/97-SR, DA 11/02-SR, DA 11/07-SR, DA 11/12-SR, DA 11/17-SR, DA 11/22-SR]*

DISCUSSION

Textbooks shall be selected by the recorded roll call majority vote of the full membership of the board of education of the district and they and other school supplies shall be furnished free of cost for use by all pupils in the public schools and money therefor shall be appropriated and

raised annually in each school district in the same manner as other school moneys are appropriated and raised in the district. *N.J.S.A.* 18A:34-1. NJ statutes and regulations promote cost efficiencies in a variety of ways when it comes to the purchase of textbooks and other curricular materials. For instance, *N.J.S.A.* 18A:34-3 creates a statewide textbook bank from which districts may utilize textbooks that are no longer needed by other districts. In another example, *N.J.A.C.* 6A:23A-2.3 requires the executive county superintendent to study ways to promote cooperative purchasing of textbooks and other instructional materials with the expectation that school districts, educational services commissions, county special services school districts, and jointure commissions shall be the primary entities for procuring such materials for the operation of school districts. *N.J.S.A.* 18A:18A-10 creates the opportunity for districts to purchase textbooks and other supplies through a state procurement contract. *N.J.S.A.* 18A:18A-11 provides, in part, that the boards of education of two or more districts may provide jointly by agreement for the provision and performance of goods and services for their respective districts, or one or more boards of education may provide for such provision or performance of goods or services by joint agreement with the governing body of any municipality or county. This statute even permits non-public schools to be part of these agreements.

The belief statements in the *NJSBA Manual of Positions and Policies on Education* speak to the importance of joint purchasing and the sharing of resources among districts and other governmental units when it's possible to achieve savings for school districts and taxpayers. The Glen Rock board highlights the importance of savings when purchasing curricular materials.

This resolution gives NJSBA the opportunity to revise its policies in this area to ensure clarity in its beliefs that textbooks and other curricular materials should be included in its joint purchasing beliefs. Therefore, NJSBA proposes revising File Code 6160, Instructional Services and Resources, to amplify that districts should be encouraged to employ joint purchasing agreements and other strategies to achieve savings in the purchase of curricular and related materials, where it is prudent and practical to do so.

STATEMENT OF REASONS

1. Districts collectively spend millions of dollars each year purchasing textbooks and other curricular supplies.
2. There are many statutes and regulations that encourage joint purchasing and other strategies to achieve savings when purchasing textbooks and other curricular materials.
3. NJSBA's policies encourage joint purchasing and the sharing of resources among districts and other governmental units.
4. NJSBA's policies should amplify these purchasing opportunities, specifically with respect to curricular materials, to promote savings for districts and the families that they serve.

RECOMMENDATION

The Resolutions Subcommittee recommends approval of the proposed resolution, with substitute language, which would create additional policy language in File Code 6160 - Instructional Services and Resources.

The NJSBA believes that purchasers of textbooks and other curricular materials should be provided with a wide array of consumer information on available programs and products to assist them in making informed selections. When purchasing such materials, districts should employ strategies that promote the efficient use of taxpayer resources, where it is practical to do so.

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**SEMIANNUAL DELEGATE ASSEMBLY
May 16, 2026**

**The following resolution was received from the
Secaucus Board of Education (Hudson):**

- WHEREAS,** County Vocational-Technical School Districts in New Jersey provide critical career and technical education opportunities that support workforce development, college readiness, and regional economic growth; and
- WHEREAS,** Students attending county vocational-technical schools are frequently enrolled from multiple local sending districts whose boards of education are responsible for paying tuition costs for those students; and
- WHEREAS,** Under current statutory governance structures, county vocational-technical school boards are primarily appointed by County Commissioners and do not include formal representation from sending school districts that contribute tuition funding; and
- WHEREAS,** Local boards of education that pay tuition for resident students attending county vocational-technical schools currently have limited opportunity to participate in governance decisions affecting tuition rates, capital planning, enrollment capacity, and long-term fiscal obligations; and
- WHEREAS,** Tuition increases charged to sending districts are not subject to the same fiscal constraints as those imposed upon local school districts under the 2% tax levy cap, which may create financial pressures on local districts and their taxpayers; and
- WHEREAS,** Greater collaboration, transparency, and representation between county vocational-technical school districts and local sending districts would strengthen fiscal accountability and promote regional alignment with workforce needs; and
- WHEREAS,** The Delegate Assembly is the official policy making body of the New Jersey School Boards Association; and
- WHEREAS,** Education-related policies resulting from prior Delegate Assembly and Board of Directors actions are codified in the NJSBA's Manual of Positions and Policies on Education; now, therefore, be it

RESOLVED, That the Secaucus Board of Education proposes the following new policy language for adoption by the Delegate Assembly and inclusion in NJSBA's Manual of Positions and Policies on Education:

The NJSBA believes that governance structures for County Vocational-Technical School Districts should reflect the shared financial and educational responsibility between counties and local sending school districts. The Association supports statutory and regulatory changes that promote greater transparency, fiscal accountability, and collaboration in decisions related to tuition rates, capital planning, enrollment capacity, and program expansion.

The NJSBA further believes that governance models for county vocational-technical schools should provide meaningful representation for sending school districts that contribute tuition funding, preserve appropriate county oversight, and encourage the creation of advisory structures that allow local district officials to review tuition methodologies, long-term capital plans, and fiscal impacts prior to adoption.

The NJSBA also believes that policies governing tuition increases for county vocational-technical schools should include mechanisms that promote fiscal predictability and public transparency consistent with the principles of responsible budgeting applied to other public school districts in New Jersey.

RESOLVED, That this resolution be placed on the agenda for consideration at the NJSBA Delegate Assembly.

Adopted at a regular meeting of the
Secaucus Board of Education
on March 3, 2026



Grace Yeo
Business Administrator/Board Secretary

RESOLUTION NO. 6

SYNOPSIS

Resolution No. 06 from the Secaucus School District Board of Education (Hudson) proposes new language to NJSBA’s *Manual of Positions and Policies on Education (P&P)* expressing the belief that county vocational school district boards of school estimate “should provide meaningful representation for sending school districts that contribute tuition funding” while preserving appropriate county oversight. More broadly, the resolution advocates generally for “statutory and regulatory changes that promote greater transparency, fiscal accountability, and collaboration” between county vocational school districts and their sending districts, citing shared interests in tuition rates, capital planning, enrollment, and program expansion. Focused particularly on county vocational school district tuition, the resolution goes on to state that “policies governing tuition increases...should include mechanisms to promote fiscal predictability and public transparency consistent with the principles of responsible budgeting applied to other public school districts in New Jersey.” These proposals are rooted in Secaucus’ belief that greater collaboration, representation, and transparency between vocational schools and their sending districts “would strengthen fiscal accountability and promote regional alignment with workforce needs.”

BACKGROUND

County Vocational School District (CVSD) Governance

- Per New Jersey law, CVSDs operate under a two-tiered governance structure consisting of a board of education and a board of school estimate.
- The board of education includes the Executive County Superintendent and members appointed by county government leadership. The specific rules governing appointments, including number of appointments, methodology, and qualification requirements, depend on the county (*N.J.S.A. 18A:54-16*).
- The board of education is generally responsible for program and administrative oversight, including, among other duties (*N.J.S.A. 18A:54-20*):
 - Prescribing the course of study;
 - Purchasing, selling, and improving school grounds;
 - Employing and dismissing staff;
 - Suspending and expelling students; and
 - Adopting business rules

- Each CVSD also has a board of school estimate composed of five members: two members of the CVSD board of education, appointed by that board; two members of the county's board of chosen freeholders, appointed by that board; and, depending on the county, either the county supervisor or the director of the board of chosen freeholders (*N.J.S.A. 18A:54-27*)
- The board of school estimate is responsible for adopting the CVSD's budget and certifying the county's contribution. *N.J.S.A. 18A:54-29*

CVSD Funding Sources

Under NJ law and NJ Department of Education regulations, a CVSD board of education may receive, but need not be limited to, the following general fund revenues:

- SFRA aid and other state aid to school districts;
- Funds as may be appropriated by the county;
 - Tuition from sending districts; and
 - Under certain circumstances, a nonresident student fee for students from sending districts outside of the county

N.J.A.C. 6A:23A-17.4; N.J.S.A. 18A:7F-43 et seq.; N.J.S.A. 18A:54-29.2

CVSD Tuition Payments

Rate Methodology

- The maximum tuition rate a CVSD may charge sending districts is calculated separately for each of three program categories: one rate for programs for general education students; one rate for programs for special education students during the regular school year; and one rate for extended school year special education programs. *N.J.A.C. 6A:23A-17.4*.
- The tuition rate may not exceed net actual cost per student, where "net actual cost" is calculated by reducing the CVSD's audited general fund expenditures by the following:
 - SFRA aid and other unrestricted state aid received;
 - All other revenue sources other than tuition that are available to fund the CVSD's education programs for sending school districts (e.g. the county contribution; nonresident fees; Medicaid reimbursements; miscellaneous revenue; extraordinary special education aid)

- All expenditures that are not associated with the education program for sending school districts (e.g. expenditures for postsecondary vocational technical education programs or TPAF and social security contributions)
- Refunds for prior-year tuition adjustments made to sending public school districts.
- CVSDs must adjust the “actual cost per student” to reflect net costs plus a reasonable surplus. Maximum tuition rates must be sufficient to enable the CVSD to cover the net cost of the applicable programs.

N.J.S.A. 18A:46-21; *N.J.S.A.* 18A:54-20.1; and *N.J.A.C.* 6A:23A-17.4(a)-(d).

Sending District Obligations

- Each resident district board of education must ensure that resident students may apply to county vocational schools. This includes an obligation to provide a CVSD with reasonable opportunities to present to students. *N.J.S.A.* 18A:54-20.1; *N.J.A.C.* 6A:19-2.3.
- Resident district board of education must pay tuition and transportation costs for any resident student attending a county vocational school district, *unless*:
 - The student attends a vocational school in a non-resident county and the CVSD of the resident county offers the same program.
 - The student attends the Marine Academy of Science and Technology (MAST) (Monmouth County) but lives outside of Monmouth County and more than 40 miles from MAST. In this case, the student’s district of residence need only provide the student’s parents the same aid-in-lieu amount applicable to nonpublic school students.

N.J.S.A. 18A:54-20.1; *N.J.A.C.* 6A:19-2.3; *N.J.S.A.* 18A:54C-7

State Aid

- Students attending a CVSD on a shared-time basis are partially reported in the ASSA resident enrollment of both the district of residence and the CVSD
- Students attending a CVSD on a full-time basis are reported in ASSA resident enrollment of only the CVSD

N.J.S.A. 18A:7F-45

Representation Rights in Contracted Send-Receive Relationships

In the case of contracted send/receive arrangements pursuant to *N.J.S.A.* 18A:38-8 et seq., the sending district is provided certain representation on the board of education of the receiving district pursuant to *N.J.S.A.* 18A:38-8.1 and 8.2.

Specifically, regarding the number of seats on the receiving district board, *N.J.S.A.* 18A:38-8.2 provides that:

- if the sending district's student comprise less than 10 percent of the total enrollment of the students in the grades of the receiving district in which the students of the sending district will be enrolled, the sending district shall have no representation on the receiving district board of education.
- if the sending district's students comprise at least 10 percent of the total enrollment of the students in the grades of the receiving district in which the students of the sending district will be enrolled, the sending district shall have one representative on the receiving district board of education
- If the total number of students of two or more sending districts, which do not qualify for representation per above, comprise at least 15 percent of the total enrollment of the students in the grades of the receiving district in which the students of the sending districts will be enrolled, they shall have collectively two representatives on the receiving district board of education. The annual designation of the representatives, in the event more than two districts collectively qualify, shall be rotated among the boards of education of the sending districts according to a schedule determined by the joint agreement of the boards.
- the number of representatives designated by the sending districts to be additional members shall not exceed three additional members on a receiving board with originally nine or more members, two additional members on a receiving board with originally seven or eight members, and one additional member on a receiving board with originally less than seven members.

And *N.J.S.A.* 18A:38-8.1 limits the voting rights of those individuals on a receiving district board of education representing the sending district(s) to certain matters:

- Tuition to be charged the sending district by the receiving district and the bill lists or contracts for the purchase, operation or maintenance of facilities, equipment and instructional materials to be used in the education of the pupils of the sending district;
- New capital construction to be utilized by sending district pupils;
- Appointment, transfer or removal of teaching staff members providing services to pupils of the sending district, including any teaching staff member who is a member

of the receiving district's central administrative staff;

- Addition or deletion of curricular and extracurricular programs involving pupils of the sending district;
- Any matter directly involving the sending district pupils or programs and services utilized by those pupils;
- Approval of the annual receiving district budget;
- Any collectively negotiated agreement involving employees who provide services utilized by sending district pupils;
- Any individual employee contracts not covered by a collectively negotiated agreement, if those employees provide or oversee programs or services utilized by sending district pupils; and
- Any matter concerning governance of the receiving district board of education including, but not limited to, the selection of the board president or vice-president, approval of board bylaws, and the employment of professionals or consultants such as attorneys, architects, engineers, or others who provide services to the receiving district board of education.

RELEVANT NJSBA POLICY

P&P File Code No. 6142.12, provides in relevant part, the following beliefs:

the state should fully fund all approved local vocational education, magnet and academy programs, including transportation costs. *[Authority: DA 6/81-CR Vocational Education, DA 11/97-SR]*

that students should have access to a wide array of programs that promote career awareness and develop workplace readiness skills as well as trade and technical skills for specific career paths. Local boards of education, county vocational school boards of education and representatives from business and industry should work collaboratively to plan and develop and deliver programs that meet the needs of students in the most effective and efficient manner. Local districts should not be required to pay tuition to county vocational and technical high schools for programs which are duplicative and redundant to the programs at the local district. *[Authority: DA 11/97-5, DA 11/02-SR, DA 11/07- SR]*

P&P File Code No. 3240, provides, in relevant part, the following belief:

“that the state should assume the costs for any increases in sending-receiving tuition caused by changes in the funding formula or its application that are not under the control of sending or receiving boards of education, until local boards of education have the opportunity to

include the cost of such activity in a complete budget planning cycle.”
[Authority: DA 11/98-CR (School Finance), DA 11/01-SR, DA 11/06-SR, DA 11/11-SR, DA 12/16-SR, DA 11/21-SR]

P&P File Code No. 9271, provides the belief:

“that it is necessary and desirable to set forth a guide to conflict-of-interest situations and unethical activity for board members,” and suggests a Code of Ethics largely substantively identical to the statutory code of ethics.

P&P File Code 9300, provides, in relevant part the following beliefs:

“in sending-receiving circumstances that involve the use of discretion on the part of either board of education, decisions should be based on the best interests of students -- both in the sending district and in the receiving district. To this end, each community needs to be involved in discussions between the sending and receiving boards at all levels. *[Authority: DA 11/98-CR (School Finance), DA 11/98 SR, DA 5/03-SR, DA 5/08-SR, DA 5/13-SR, DA 5/18-SR]*

“that a sending-receiving best practices handbook can assist both sending and receiving districts in their joint effort to provide an effective, articulated educational program based on the Student Learning Standards adopted by the State Board of Education. *[Authority: DA 11/98-CR (School Finance), DA 5/03-SR, DA 5/08-SR, DA 5/13-SR, DA 5/18-SR]*

sending receiving districts should establish meaningful communication, which would include but not be limited to: periodic reevaluation of the sending receiving relationship by a neutral party; full utilization of NJSBA resources; and regularly scheduled meetings between the boards and administrative staff of the districts involved in the relationship.

all information pertaining to the operation of the receiving district should be readily available to a sending district, including, but not limited to: a copy of the budget submitted to the county superintendent; board minutes; curriculum guides; district goals and objectives; audits; the master plan; and Middle States and monitoring reports. *[Authority: DA 6/84-CR Sending-Receiving, DA 6/89-CR Sending to Level III Districts, DA 11/98-CR (School Finance), DA 5/03-SR, DA 5/08-S), DA 5/13-SR, DA 5/18-SR]*

that there should be effective procedures and practices for addressing tuition and budget

development in sending-receiving relationships to include:

- Allowing sending and receiving boards of education to make budgetary provisions for abrupt shifts in tuition costs so that programmatic cuts do not have to be made in order to accommodate tuition increases;
- A tuition reserve account outside the district's spending cap;
- Permitting districts to restrict fund balance for anticipated adjustments in tuition outside the excess fund balance calculation;
- Instituting budgetary procedures so that large tuition increases are spread over several years;

Adjusting the tuition notification calendar to more closely reflect the current budget process so that tuition can be more accurately estimated: move the January 15 tuition notification date (to sending district) to February 15; move the December 15 enrollment notification date (to receiving district) to January 15; allow more time between the time of notification of state aid figures and budget adoption. *[Authority: DA 11/98-CR (School Finance, DA 5/03-SR, DA 5/08-SR), DA 5/13-SR, DA 5/18-SR]*

that year-over-year per pupil tuition increases levied by receiving districts and schools have adversely impacted tuition-paying districts' ability to provide effective educational programs in their districts. The NJSBA recognizes that year-over-year per pupil tuition increases levied by receiving districts and schools have forced some tuition-paying districts to seek voter approval for tax increases well in excess of the 2% cap on the tax levy contravening the intention of P.L. 2010, c.44 and imposing a severe burden on their taxpayers in the event of an affirmative vote and placing the districts programs at risk in the event of a negative vote.

there should be a statutory cap on year-over-year per pupil tuition increases levied by receiving districts and schools. *[Authority: DA 11/14-2, DA 5/18-SR]*

that sending boards of education should have proportional representation, including voting privileges, on receiving districts' boards of education. Representation should be determined by the percent of enrollment that students from the sending district(s) comprise among the student population in the grades for which a sending/receiving relationship exists. Representation and voting privileges of a sending board of education or combination of sending boards should be limited to ensure that a

receiving district board of education always retains the majority voting privilege. Such limits should never preclude any individual sending boards from participating on the receiving board.

[Authority: DA 6/89-CR (Sending to Level III Districts), DA 11/98-CR (School Finance), DA 11/02-CR (Sending/Receiving- 2002, DA 5/03-SR, DA 5/08-SR), DA 5/13-SR, DA 5/18-SR; DA 6/20-1]

the statutory language of *N.J.S.A.* 18A:38-8.1 should be revised to expand the voting rights of sending district representatives on matters before the receiving district board of education to include the ability to vote on all matters that impact the students of the sending district in the receiving district; all district-wide issues, all board governance issues and all matters related to the grade levels to which the sending district sends its students. *[Authority: DA 5/14-4, DA 5/18-SR]*

DISCUSSION

P&P File Codes 6142.12 and 9300 together represent several principles relevant to this resolution:

- Career readiness and education programs benefit from collaboration between local boards of education, county vocational school boards of education, and representatives from business and industry. Such collaboration helps ensure efficiency and alignment to workforce need.
- In circumstances where a student attends a public school district outside their district of residence – such as under contractual send/receive relationships – both the district of residence and the district of attendance share an interest in the educational programs available to that student.
- When a district has a direct financial interest in the operations of a separate district – such as in contractual send/receive relationships under which the sending district pays tuition to the receiving district – measures should be taken to improve transparency and collaborative

decision-making between all districts involved, and to shield districts from any financial harm that may result from circumstances outside their direct control.

These principles are consistent with the resolution’s proposed adoption of additional policy language promoting greater collaboration between resident districts and the CVSDs to which they pay tuition.

This interest in collaboration, however, must be balanced against the need to promote ethical board governance free of real or perceived conflicts of interest. And the prospect of placing a voting representative of sending districts on a CVSD’s board of school estimate raises such conflict-of-interest concerns. Broadly speaking, the resolution, as filed, proposes that the

governance of county- vocational schools should include “meaningful representation” for sending school districts that make tuition payments to support students attending receiving districts. However, such representation is at odds with conflict-of-interest rules. In essence, a member of a CVSD board could be placed in the position of holding one view on a CVSD’s budget in their sending school district capacity, but a separate view of the CVSD’s budget in their CVSD board member capacity. While we may generally assume that such board members would hold the same views in every capacity, conflict of interest rules prohibit placing board members in such positions

Because sending districts’ tuition requirements undoubtedly give them a financial stake in the quality and efficiency of a CVSD’s educational programming, which may be perceived as in conflict with the interests of the CVSD and its staff and students. Indeed, the tuition rules laid out above create a knotty web of real or perceived conflicting interests: enhancing the CVSD’s educational programs to attract more students may be seen as costly to sending districts for potentially increasing their tuition obligations; lowering CVSD program costs may serve the financial interests of sending districts as much as the CVSD’s interests, since tuition rates are tied to actual costs; and modifying the county contribution to the CVSD’s budget has a direct impact on sending districts’ tuition since those county payments are deducted from the CVSD’s costs before certifying tuition rates. These potential conflicts preclude support of a formal voting seat for sending districts on CVSD boards.

A comparison to contracted send/receive relationships is useful here. Since CVSDs may enroll students from any number of school districts within or outside their county, subsection b of *N.J.S.A. 18A:38-8.2* is the most appropriate comparison. That statute provides that, if no individual sending district comprises 10% or more of the enrollment of the receiving district – but two or more sending districts together comprise at least 15% of the enrollment of the receiving district – then those sending districts collectively get two representatives on the receiving district board. If more than two sending districts qualify, those representatives annually rotate among the sending districts according to a schedule determined by joint agreement of the boards.

These rules highlight several dynamics of the sending district/CVSD relationship that would render similar board representation less appropriate:

- While tuition obligations certainly give contracted sending districts a financial stake in their receiving districts’ operations, the contract relationship is less likely to be perceived as competitive compared to the sending district/CVSD relationship. The resident students of a sending district do not “choose” whether to attend the sending district or the receiving district; rather, the district they are eligible to attend is determined according to the terms of the contract. The same cannot be said of the sending district/CVSD relationship, under which students and their families may determine which program is in the best interests of the student. It is also ultimately up to the discretion of the sending district whether to maintain its contractual

relationship with its receiving district (or to sever that relationship and pursue a sending relationship with a different district). This discretion, which does not exist in the sending district/CVSD arrangement, lends contracted sending districts greater interest in representation on their receiving districts' boards.

- A CVSD may enroll students from any number of sending districts. The number of school districts in each county, excluding charter schools and CVSDs, ranges from approximately 10 in Mercer to approximately 75 in Bergen. This range in the number of sending districts that might have to be represented on a CVSD's board makes it less likely that any seat apportionment methodology can fairly balance the interests of the CVSD and the interests of sending districts.

It is also worth noting that State law requires the Executive County Superintendent to serve on that county's CVSD board of education. As a resource for all school districts in their county, empowered by law to provide a variety of support and technical assistance services, the Executive County Superintendent is in a suitable position to bring balanced, countywide perspective to CVSD board deliberations.

STATEMENT OF REASONS

It is consistent with existing NJSBA policy to promote greater collaboration and transparency between CVSDs and their sending districts, so long as that policy cannot be read to imply that sending districts should have formal voting power on CVSD boards of school estimate or boards of education.

RECOMMENDATION

The Resolutions Subcommittee recommends approval of the proposed resolution, with substitute language, which would create additional policy language to be included in NJSBA's *Manual of Positions and Policies on Education* in File Code 9300 - Governance.

The NJSBA believes that governance and advisory structures for County Vocational-Technical School Districts should reflect the shared financial and educational responsibility between counties and local sending school districts. The Association supports statutory and regulatory changes that promote greater transparency, fiscal accountability, and collaboration in decisions related to tuition rates, capital planning, enrollment capacity, and program expansion.

The NJSBA believes that governance models for county vocational-technical schools should encourage the creation of advisory structures that allow local district officials to review tuition methodologies, long-term capital plans, and fiscal impacts prior to adoption.

The NJSBA believes that policies governing tuition increases for county

vocational-technical schools should include mechanisms that promote fiscal predictability and public transparency consistent with the principles of responsible budgeting applied to other public school districts in New Jersey.

RESOLUTIONS REMOVED FROM THE AGENDA

FOR MAY 16, 2026

<u>Sponsor</u>	<u>Objective Sought/NJSBA Policy #</u>	<u>Status Report/Activities</u>
No resolutions were removed from the agenda		

RESOLUTIONS SUBCOMMITTEE OF THE LEGISLATIVE COMMITTEE

2026-2027

CHAIR **Dr. Tom Connors,** NJSBA, Interim VP for Legislations/Resolutions
Piscataway Twp. BOE (Middlesex)

REGION A - MEMBERS

District 1	Michele Barbieri,	Upper Twp. BOE (Cape May)
District 6	Joyce Miller,	Gibbsboro BOE (Camden)
District 7	Lester Holley,	Edgewater Park BOE (Burlington)
District 10	Steve Shohfi,	Lavalette BOE (Ocean)

REGION B – MEMBERS

District 16	Michael Mitchell,	South Brunswick BOE (Middlesex)
District 13	Dr. Paul Christopher	West Long Branch BOE (Monmouth)
District 15	Jo Ann Groeger,	Lawrence Twp. BOE (Mercer)
District 20	Jerry Jacobs,	Elizabeth BOE (Union)

REGION C – MEMBERS

District 22	Sharon Schueler,	Middlesex Borough BOE (Middlesex)
District 23	Lisa Marshall,	Warren Hills BOE (Warren)
District 25	Michael Bertram,	Morris Hills Regional BOE (Morris)
District 28	Judith Bassford,	Clifton BOE (Passaic)

REGION D – MEMBERS

District 37	Clara Williams,	Teaneck BOE (Bergen)
District 36	Dr. Letizia Pantoliano,	Cliffside Park BOE (Bergen)
District 39	Dr. Jeffrey Pollack,	Dumont BOE (Bergen)
District 39	Mary Ellen Nye,	Ho-Ho-Kus BOE (Bergen)

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REGION A – ALTERNATES

District 2	Patrick Ireland,	Egg Harbor Twp. BOE (Atlantic)
District 3	Carolyn Kegler,	Logan Twp. BOE (Gloucester)
District 8	Janet DiFolco,	Mount Holly BOE (Burlington)
District 9	Richard Casey,	Ocean Gate BOE (Ocean)

REGION B – ALTERNATES

District 14	Kate Rattner,	Monroe Twp. BOE (Middlesex)
District 11	Paul Savoia,	Red Bank BOE (Monmouth)
District 17	Shantell Cherry,	Piscataway BOE (Middlesex)
District 18	Sharon Miller,	So. Plainfield BOE (Middlesex)

REGION C – ALTERNATES

District 22	Bernard Robson,	Rahway BOE (Union)
District 24	Raymond Morris,	Newton BOE (Sussex)
District 26	Alison Cogan,	Parsippany BOE (Morris)
District 27	Pamela Chirls,	Livingston BOE (Essex)

REGION D – ALTERNATES

District 35	Lucia DeNova,	North Haledon BOE (Passaic)
District 38	Alan Feigenson,	River Dell Regional BOE (Bergen)
District 31	Sam Maggio,	Bayonne BOE (Hudson)
District 32	Afaf Muhammad,	Jersey City BOE (Hudson)

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INSTALLATION OF NJSBA OFFICERS
(notes)