



Creating a Strategic Plan for the Berkeley Heights Public School District



Mission Statement

The mission of the Berkeley Heights School District, a community partnership that values the direct relationship between exceptional education and individual success, is to challenge students to explore, to excel, and to embrace a lifetime of learning by developing a staff devoted to excellence, applying resources effectively, fostering a culture of mutual respect and integrity, and offering engaging academic curricula and diverse co-curricular programs.

Meeting# 3 Developing Strategic Planning Goals & Objectives

On November 24, 2025, Berkeley Heights Public School District administrators, Board of Education members, staff, parents, and community members came together for Meeting #3 of the Strategic Planning process. The meeting began with a welcome and introduction by Dr. Kim Feltre. NJSBA Facilitator Jeanne Cleary provided an overview of the strategic planning process and the focus for the evening's activity.

The topic for the third meeting, "Destiny by Design", focused on developing goal statements and objectives for each of the three goal areas identified at the second meeting. Participants gathered in self-selected groups to work on the goal area of their choice. There were three tables, one for each goal area.

Each group was asked to identify a recorder to enter their consensus points, and a spokesperson who would report their work to the larger group. Each goal area group reviewed the outcomes from Meeting #1 - Strengths & Challenges, and Meeting #2 - Vision and Initiatives, to identify areas of focus, develop objectives, and then develop an overarching goal statement for their goal area. Each group reported their work to the larger group.

The information that follows is a summary of the work of the goal area groups. As discussed with the meeting participants, all consensus points are recorded and posted on the district website to share this work with the community.

Destiny by Design: Strategic Planning Goals & Objectives

GOAL AREA #1: WHOLE CHILD DEVELOPMENT

Goal Statement: Meeting students where they are so that they can succeed or thrive in their own personal growth.

Objectives:

- Foster Hands-On, Experiential Learning: Provide evidence-based, project-based learning opportunities that minimize screen time and promote collaboration, creativity, and social-emotional growth.
- Develop Social-Emotional and Executive Functioning Skills: Implement programs and activities that strengthen students' social-emotional skills, confidence, and executive functioning abilities through structured support and reflection.
- Cultivate a Culture of Self-Advocacy and Accountability: Create a culture where students are encouraged to communicate their needs respectfully and take responsibility for their learning and actions.
- Ensure Equitable Access to Adaptable Learning Resources: Provide equitable access to technology, facilities, and learning resources that are adaptable to meet the diverse needs of each student. (Alternative seating, Speakers, CMS courtyard)
- Promote Ongoing Professional Development for Whole-Child Teaching: Offer continuous professional development that equips teachers with adaptable instructional strategies that support the social, emotional, and academic development of the whole child.

GOAL AREA #2: ACADEMIC EXCELLENCE & LIFELONG LEARNING

Goal Statement: To cultivate a rigorous, modern learning environment that builds academic excellence and student ownership of success, creating lifelong learners who think critically.

Objectives:

- Strengthen Professional Development: Provide targeted, ongoing professional learning that equips educators to deliver rigorous, modern instruction that builds critical thinking and student ownership of learning.
- Enhance Accountability for Learning: Establish systems that promote shared responsibility among students, teachers, administrators, and families through clear expectations, meaningful feedback, and measures that value both academic and character growth.
- Improve Facilities and Learning Environments: Invest in safe, modern, and adaptable facilities—along with updated technology and resources—that support innovative teaching and meaningful, student-centered learning experiences.

- Modernize Curriculum & Instruction: Implement a rigorous, relevant curriculum that integrates real-world skills, inquiry, and multiple pathways for students to succeed beyond school.
- Expand Opportunities Beyond the Classroom: Provide diverse academic and experiential opportunities—such as career pathways, dual credit, and hands-on learning—to prepare students for success in any post-school path.

GOAL AREA #3: FAMILY & COMMUNITY ENGAGEMENT

Goal Statement: Build trust and strengthen partnerships between schools, families, and community members by creating positive communication practices.

Objectives:

- Identify families' preferred methods, frequency of contact, and what is relevant to them.
- Define what positive communication is.
- Expand on existing community programs so that we can increase community engagement and involvement.

Next Steps

The next step in the Strategic Planning process is the development of the action plans to be addressed by the Superintendent and the administrative team. The timelines will be developed for a 5-year plan.

The action plans will include:

- Major activities for each objective
- Who is responsible for the activity
- The resources to be deployed
- Due dates for completion
- Indicators of Success (how we will know the activity has been accomplished)

Thank you to everyone who has contributed their time, talent, and perspectives during any part of the Strategic Planning meetings. We appreciate your participation and contributions which will benefit students at the Berkeley Heights Public School District.

Please watch the district website for final plan delivery to the Berkeley Heights Board of Education and for ongoing updates for progress made toward meeting the goals of this multi-year strategic plan.



3D Strategic Planning
“Determination, Dream and Destiny by Design”
BERKELEY HEIGHTS PUBLIC SCHOOL DISTRICT
October 28, 2025 - Meeting #2 - Outcomes

Mission Statement

The mission of the Berkeley Heights School District, a community partnership that values the direct relationship between exceptional education and individual success, is to challenge students to explore, to excel, and to embrace a lifetime of learning by developing a staff devoted to excellence, applying resources effectively, fostering a culture of mutual respect and integrity, and offering engaging academic curricula and diverse co-curricular programs.

What Are Our Visions for the Berkeley Heights Public School District?

On October 28, 2025, Berkeley Heights Public School District administrators, Board of Education members, staff, parents, and community members came together for the second strategic planning meeting. The topic for the second meeting was focused on developing a vision and initiatives toward achieving that vision, for the Berkeley Heights Public School District. The meeting began with a welcome and introduction by Berkeley Heights Superintendent, Dr. Kim Feltre. Facilitator Jeanne Cleary, from the New Jersey School Boards Association (NJSBA), was introduced and provided an overview of the strategic planning process and the focus for the evening’s activity.

We reviewed the consensus process utilized in strategic planning. The topic for the evening focused on creating a shared vision for the Berkeley Heights Public School District. We were then asked to imagine — what if, in five years’ time, at the maturation of the strategic plan we are creating, Berkeley Heights Public Schools had become a nationally recognized school district for providing an outstanding education for its students? What if the national media was writing about Berkeley Heights so public-school districts nationwide could emulate what happens here?

Participants gathered in randomly assigned groups, seven (7) groups in total, to develop a shared vision and initiatives. After group discussion, each group identified their consensus points and presented those to the full group of meeting participants.

Group Consensus: Vision & Initiatives

Group 1

Title **From Curiosity to Confidence: BH Sets the Standard for Student Growth and Belonging**

Vision Our district inspires a lifelong love of learning by nurturing curious, confident, and compassionate students. We create inclusive, connected schools where every learner belongs, explores their interests, and grows academically and personally. Through thoughtful use of technology and strong partnerships with families, we empower well-rounded individuals ready to contribute meaningfully to their communities.

Initiatives

- Family Engagement Plan – Create consistent communication tools and events that connect families with schools.
- Learning Pathways – Create clear, connected learning experiences from elementary to high school, emphasizing exploration and choice.
- Lifelong learners/love of learning
- Smart use of technology - knowing how to use it
- Be able to learn wide range/
- How do you diversify yourself/make yourself stand out among other students
- Build confidence/a place to belong
- A good human being/a good member of society
- Continued academic success
- How do you connect the experience from ES to HS
- Well-rounded students
- A place for all students no matter where they are performing
- Students are able to explore a wide range of interests
- K to 8th graders knowing what GL offers
- Better relationship between schools and families (communication)
- Schools that academically meet all range of learners
- District that is inspired
- Curiosity - academically, experiences
- Students, staff, families feel seen and heard

Group 2

Title **District creates an environment of high expectations that empowers every student to reach their full potential.**

Vision Building on the whole child focus the district has implemented rigorous academics matched by modern facilities to hold the whole community to a higher standard.

- Initiatives**
- Redefining expectations to address academic gaps.
 - Establish meaningful opportunities for teachers and parents to communicate about the growth and needs of the student.
 - Implementing a consistent approach across grade levels and subjects using vertical integration.
 - Continuing community engagement to achieve community buy in for program expansion and facility modernization through community outreach initiatives.

Group 3

Title **Berkeley Heights Public Schools Builds the Whole Human from PreK to 12**

Vision We envision a school district where every student thrives in a safe, modern and well-maintained learning environment; where technology enhances - but never replaces - the power of foundational academics; where accountability is embraced by all stakeholders to ensure excellence; and where students grow into respectful, resilient, and well-rounded individuals through intentional focus on social, emotional, and behavioral wellness.

Other points:

1. Modernize and maintain learning environments
2. Cultivate a culture of accountability and excellence.

- Initiatives**
- Focus on small class sizes to facilitate building social-emotional connections with self, peers, and teachers, and reinforce back-to-basic values.
 - Cultivate a culture of accountability and excellence to ensure district leaders hold Principals, teachers, and students accountable in order to hold students accountable to establish clear expectations and follow through.
 - Balance technology and curriculum to promote intrapersonal and interpersonal skills, along with digital citizenship.
 - Focus on facility upkeep/maintenance/upgrades, conducting short-term and long-term projects.

Group 4

Title	Achieving new heights as they foster the whole student for every student
Vision	We envision a learning community where every student is encouraged to discover their strengths, embrace new challenges and grow beyond their perceived limits.
Initiatives	<ul style="list-style-type: none">● Individual growth and metrics that are kept by the student to track academic, creative and personal growth● Innovation- dedicated time each week for students to explore personal passions or inquiry-based projects● Beyond the classroom- partner students with field-based learning opportunities, that connect curriculum and real world application● Create a culture of encouragement● Empower and support staff and create learning models through instructional ideas and engagement strategies

Group 5

Title **Preparation and excellence beyond the classroom Initiatives**

Vision Empowering all learners to strive in the adult world academically and functionally through meaningful learning experiences.

- Meet the child where they are and progress where the child should be.
- Finding ways to measure a child's ability to success academically and life skills
- Changing the foundation curriculum to focus on functional learning.
- The ability for children to use digital literacy appropriately and ethically. Also, for children to learn to socialize without technology.
- Ongoing mentorship past professional development to demonstrate ideal instruction for teachers by fostering a collaborative environment focused on growing and self-reflection.
- Better home communication.

Group 6

Title **Moving towards a positive future**

Vision District sets high expectations to achieve social, emotional, and academic growth by supporting students and teachers in innovative, engaging classrooms.

- Initiatives**
- Hands on learning, empowering, engaging, with differentiation - don't want kids getting bored
 - 21st century classroom - updated rooms
 - Collaborate with other local schools
 - Improving science
 - Support for teachers, support for students
 - Students need support post-pandemic
 - Home & school connection, parent involvement
 - Students feel safe, comfortable and confident
 - Everyone need expectations, responsibility, and accountability
 - Strong foundations
 - High expectations

- Basic skills

Group 7

Title **Empowering Special Needs Students to become their best selves through academic, social, cultural education and opportunities.**

Vision None provided.

Initiatives

- Opportunities for every student to be included and feel that they belong
- Appropriate staff support to maximize learning, teach student agency and self-advocacy
- Academic skills, social skills, and life skills to foster student independence and connect them to their interests inside and outside of school
- Parent and school collaboration on making decisions for students (transition plans, transportation curb to curb, aligned with special services vision and mission)
- Increase in AI and technological resources
- Multicultural awareness, training, and inclusion
- Teacher satisfaction - recruitment and retention

Common Themes

Following the small groups reporting out to the full group, three (3) broad goal areas emerged:

1. Whole Child Development

- Social-emotional learning and wellness
- Building confidence, resilience, and character

- Supporting students' personal growth alongside academics
- Creating inclusive environments where every student feels seen and heard
- Facilities that support inclusive environments

2. Academic Excellence and Lifelong Learning

- High expectations and rigorous academics
- Lifelong learning pathways
- Functional and foundational learning
- Meaningful, engaging learning experiences
- Differentiated instruction and support for all learners

3. Family and Community Engagement

- Strengthening communication between home and school
- Collaborative decision-making with families
- Community outreach and partnerships
- Empowering families to be active participants in student success

**The third strategic planning session is scheduled for:
Monday, November 24, 2025**

During the November 24, 2025, meeting participants will review the outcomes from Meetings 1 & 2 (Strengths & Challenges; Vision & Initiatives) and develop the strategic planning goals and objectives for the Berkeley Heights Public School District.

Attendees will have the opportunity to work with any of the goal areas in which they would like to participate!

Please join us. Bring a friend! Everyone is welcome! We look forward to seeing you!





3D Strategic Planning

“Determination, Dream and Destiny by Design”

BERKELEY HEIGHTS PUBLIC SCHOOL DISTRICT



September 24, 2025 - Meeting #1 - Outcomes

Mission Statement

The mission of the Berkeley Heights School District, a community partnership that values the direct relationship between exceptional education and individual success, is to challenge students to explore, to excel, and to embrace a lifetime of learning by developing a staff devoted to excellence, applying resources effectively, fostering a culture of mutual respect and integrity, and offering engaging academic curricula and diverse co-curricular programs.

What are the Strengths, Achievements and Challenges of the Berkeley Heights School District?

On September 24, 2025, Berkeley Heights Public Schools District administrators, staff, parents/guardians, student and community member participants, twenty-two (22) in all, came together to initiate strategic planning. The meeting began with Dr. Kim Feltre, Superintendent, presenting the current “State of the Schools” report. Jeanne Cleary, Strategic Plan Facilitator from the New Jersey School Boards Association (NJSBA) was present and reviewed the strategic planning process for the group.

We then gathered in seven small groups to identify the strengths and points of pride in our district and community, and to brainstorm what opportunities and challenges the school district faces. Each group identified up to a “top 10” list of strengths and

challenges for the district, which were then shared with the large group of all participants. Underlying all our work is the District’s Mission Statement.

The information that follows is the work of the small groups. As discussed with the meeting participants, all meeting outcomes will be listed in this memo and will be posted on the district website for the wider community.

Strengths	Challenges
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TABLE 1

<ul style="list-style-type: none"> • The programs, like the art program, music, STEM, WIN programs, after school enrichment. • Special Ed program for lower grades • PTO 	<ul style="list-style-type: none"> • Limitations with budget • AI • Struggles with 504 or IEPs being implemented • Focus on the lower average students and the highly intelligent students. • Reaching children/students who are in the middle. • Communications. Students need to be encouraged to talk/email teachers. • The math program keeps changing. How can children absorb what they are learning if the process keeps changing? • There should be a WIN program or some kind of extra help available for high school. Having extra time during lunch to talk to teacher is great but not enough.
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Strengths**Challenges****TABLE 2**

<ul style="list-style-type: none">• Student engagement• Class size• Curriculum• Strong retention of teachers/admins• Parent involvement/engagement• Strong elementary schools & principals• WIN programs in elementary schools	<ul style="list-style-type: none">• Keeping class size consistent in light of increased housing• Communication between teachers across schools (elementary/middle/high)• Testing scores, especially compared with neighboring districts and with scores post-Covid• Infrastructure (e.g., school days missed due to fire alarm)• One person acting as supervisor for math & science• Potential opportunity for grants/other types of funding from county/state/nation• Meeting everyday vs current rotating drop schedule• Consistent policies on technology (AI, social media, etc.)• Metrics of strategic plan• Transparency of WIN program• Additional parent/teacher conference in spring
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Strengths

Challenges

TABLE 3

<ul style="list-style-type: none">• Special education• Education is whole child focused rather than just focusing on academics• Community feeling and sense of belonging• Caring teachers and school staff• Parent involvement and engagement with school activities• Generally positive school experience for students• Local teachers with a lot of experience• Small class size• Small school district (1 middle school and 1 high school)	<ul style="list-style-type: none">• Science/STEM/data science curriculum and qualified teachers• Academically not very competitive• How AI fits in the bigger picture (how teachers use AI and how they teach students to use AI)• Within the curriculum, have the community in mind to solve problems in the community• Infrastructure (building, facility, pipes, etc.)• Career readiness teaching and opportunities in high school• Transportation (parents need to pay)• Teachers' demographics• Potentially increasing student population
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Strengths

Challenges

TABLE 4

<ul style="list-style-type: none">● Academics - strong NJSLA marks● Early elementary schools focus on well-being/ whole child● Staff engagement/ training in early elementary schools● Fresh perspectives brought by new building administration● Diverse electives offered in high school	<ul style="list-style-type: none">● Academics - students who fall behind in NJSLA marks seem to be left behind● Social-emotional well-being starting at middle school level● Staff engagement/maturity/training at middle and high school levels● Opportunity to build trust between BOE/superintendent and school community to obtain more effective communication.● Transparent communication on where budget money is going● Transportation/ bussing● Budget allocation● Benchmarking of district performance against other districts with similar budgets by an independent third party, identifying improvement opportunities
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Strengths**Challenges****TABLE 5**

<ul style="list-style-type: none">• Welcoming community• Great teachers• Customized support to students in need - WIN program in elementary• Good culture building - focus on whole child• Great foundation to become top rank school district• Community engagement for strategic planning• Diversity of options in HS	<ul style="list-style-type: none">• Heavy reliance on technology• Allocation of resources• Transparency on decision making• Clarity of priorities within budget allocation• Communication and engagement before implementation of major changes• Infrastructure improvements• More need for support for average students - v. high achievers or those with special needs
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TABLE 6

<ul style="list-style-type: none">• Caring Teaching Staff• Sports• Availability of AP Courses• Special Needs Support• Counseling & College Fair• Sign Language offering• Mental health higher grades (wellness room, advisory)• Music Program• WIN program in lower grades• PTO• Small class sizes (please keep it!)	<ul style="list-style-type: none">• Facilities - general health of buildings• Parking lots and roadways need paving and upkeep• Science Labs and STEM facilities need updating• Professional development for certain subjects like math and science.• Math and Science scores are not at same level as neighboring districts• BH not keeping up with Computer Science and changing technology at GL• Teaching to “the middle”. Our strongest and weakest students seem to get the most attention. <p>Continued...</p>
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Strengths**Challenges**

	<ul style="list-style-type: none"> • World Language - teachers are worn thin and offerings are weak (honors and regular mixed in one class) • We need grants and other monetary help from the state • Better communication is needed between BOE, Admin, Teachers and Parents • Budget allocation – maybe less towards sports and more towards facilities that all students use • More Dual Enrollment • Consider offering Internship and “real life” opportunities
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TABLE 7

<ul style="list-style-type: none"> • Impressive staff with higher degrees (Ph.D.) • Well organized classroom setting • Useful technology and labs • Strong Guidance Office • Very responsive and communicative staff • Strong teacher \ parent relationship • Academics and Inclusion for Special Ed students is exceptional • Adequate opportunities in Arts, Clubs, Sports • Students are well prepared for post-graduation life (College, Workforce) 	<ul style="list-style-type: none"> • Maintenance is lacking and needs attention (paving, HVAC) • Capital improvements (Tennis Courts at GL) • Enhance AI\Online Security policy • Improve inclusion resources across the district (Elementary-> Middle School->High School) • Enhance transition program for Special Ed students age 18-21 • Offer Dual-Enrollment courses for college credit • Poll the students for social \ community-based opportunities <p style="text-align: right;">Continued...</p> <ul style="list-style-type: none"> • Collaborate with local colleges\universities for internships • Focus on staff retention and recruitment of subject matter experts (i.e. physics, special ed, etc.) • How to sustain a funding balance for IEP students (training, resources, etc.)
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SUMMARY

Each group reported out to the large group their list of strengths and challenges. The group identified and discussed common threads. The following common themes appear below.

Staff & Culture	Facilities & Infrastructure
Whole Child Focus	Budget Transparency & Allocation
Academic & Program Diversity	Academic Gaps & Curriculum Consistency
Community Engagement	Tech & AI Integration
Small Class Sizes & District Scale	Communication & Collaboration
	Program Expansion & Equity

Next Meeting: October 28, 2025, 6:30pm – 8:00pm

Thank you for your commitment to Berkeley Heights Public Schools!

We hope to see you there—attend with a friend!





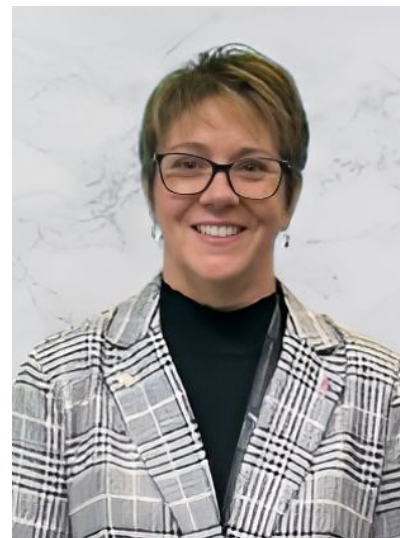
Strategic Planning

State of Berkeley Heights Public Schools

Dr. Kim Feltre, Superintendent of Schools
September 24, 2025



New Superintendent January 1, 2025



Berkeley Heights Public Schools

June 2025 Enrollment: 2,353

School	June 2025 Enrollment	Average Class Size	
Mary Kay McMillin Early Childhood Center (PreK-2)	262	preK = 13.5 Grade 1 = 17.5	K = 18 Grade 2 = 21
William Woodruff Elementary School (K-2)	239	K = 18.75	Grade 1 = 21 Grade 2 = 20
Mountain Park Elementary School (3-5)	226	Grade 3 = 19.75	Grade 4 = 21 Grade 5 = 20.75
Thomas P. Hughes Elementary School (3-5)	253	Grade 3 = 21.25	Grade 4 = 18.4 Grade 5 = 19
Columbia Middle School (6-8)	526	Grade 6 = 20	Grade 7 = 19 Grade 8 = 19
Governor Livingston High School (9-12)	848	Average class enrollment = 19	

Berkeley Heights Public Schools Academic Highlights

- 98.5% Four-Year Graduation Rate
 - 6.8% of students chronically absent
- 56.8% of 11th and 12th graders enrolled in one or more AP courses
 - 76% of students met or exceeded expectations on the NJSLA-ELA
 - 70.1% of students met or exceeded expectations on the NJSLA-Math
 - 50% of students are proficient on the NJSLA-Science
 - 88.9% Graduation Ready as per NJGPA-ELA
 - 73.6% Graduation Ready as per NJGPA-Math



Berkeley Heights Public Schools Demographics

- 47% Female and 52% Male
- 17.2% Students with Disabilities
- 1.6% Multilingual Learners
- 2.3% Economically Disadvantaged



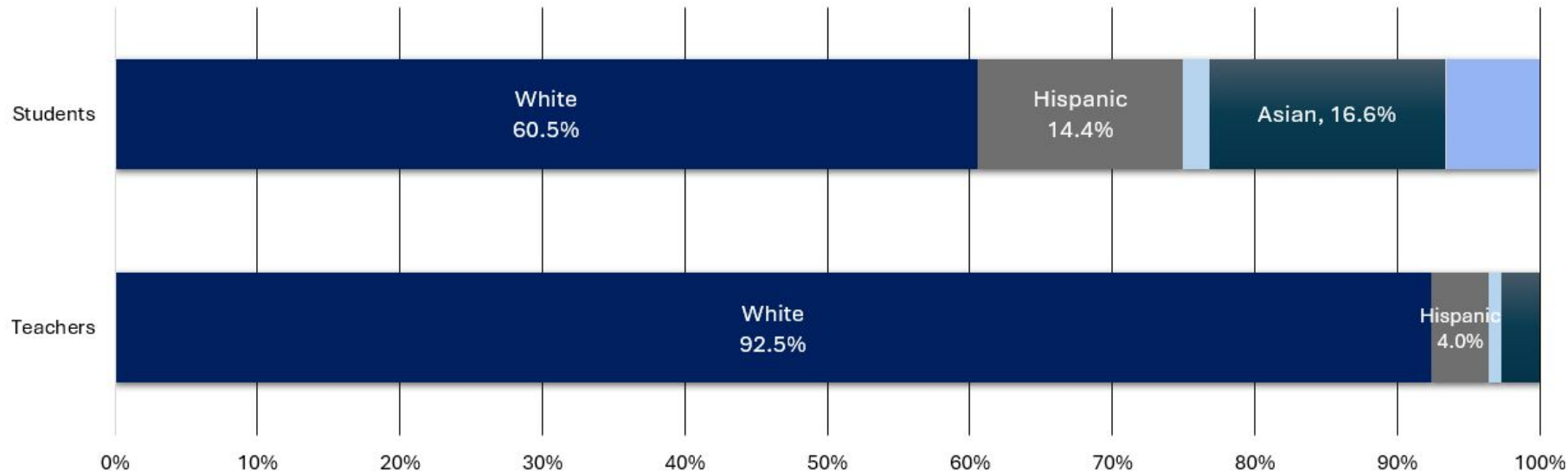


Berkeley Heights Public Schools Staff

- 226 Teachers
- 164 Teachers with 4 or more years experience in district
- 11:1 Student to Teacher Ratio
- 12.4 Average years experience in public schools
- 11.7 Average years experience in district
- 39.6% Bachelor's Degree / 58.7% Master's Degree

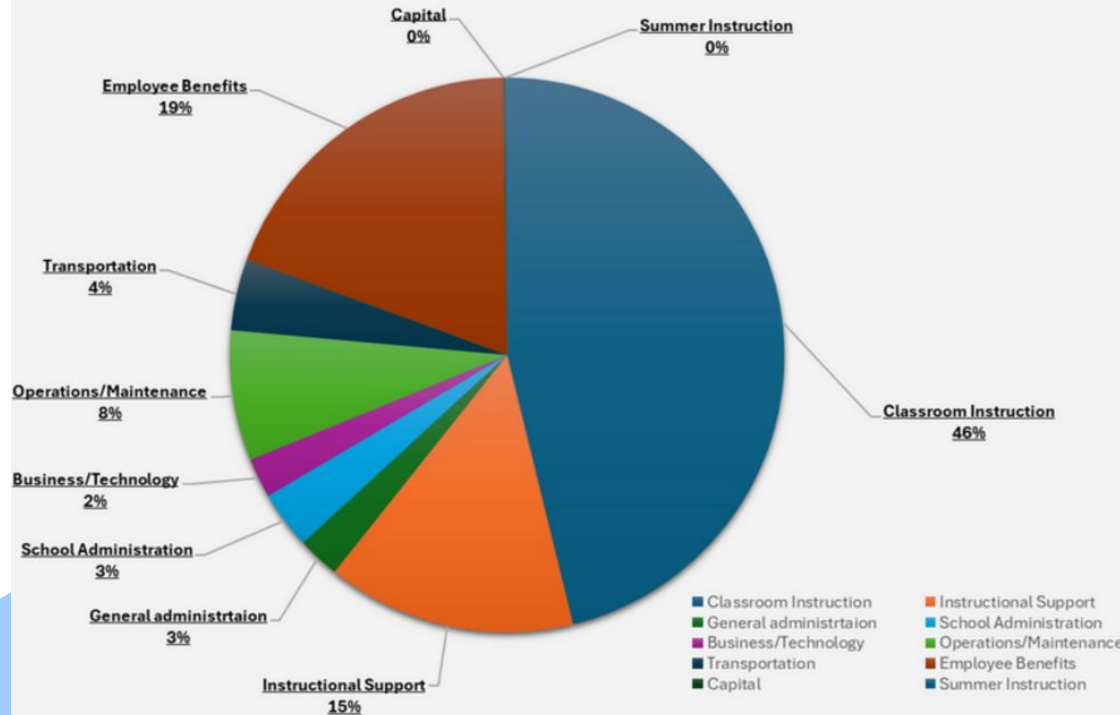
- 20 Administrators
- 13 Administrators with 4 or more years experience in district
- 19.4 Average years experience in public schools
- 8.7 Average years experience in district
- 85% Master's Degree / 15% Doctoral Degree

Demographics of Teachers and Students



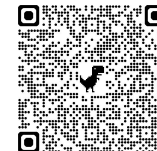
	Teachers	Students
White	92.5%	60.5%
Hispanic	4.0%	14.4%
Black or African American	0.9%	1.8%
Asian	2.7%	16.6%
Native Hawaiian or Pacific Islander	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.0%
Two or More Races	0.0%	6.5%

2025-2026 Budget



Classroom Instruction	27,901,883
Instructional Support	8,770,622
General administration	1,490,824
School Administration	2,027,241
Business/Technology	1,398,506
Operations/Maintenance	4,589,240
Transportation	2,513,262
Employee Benefits	11,601,026
Capital	35,934
Summer Instruction	90,000
	60,418,538

Approved April 24, 2025





The Berkeley Heights Public School District is requesting funding for a District-wide facilities program that would include CAPITAL RENOVATION PROJECTS & CLASSROOM & CORE SPACE UPGRADES in a referendum vote on Tuesday, March 10, 2026.

Email us at referendum@bhsnj.org with any questions or feedback regarding the referendum.



Estimate your tax impact

Please click on one of the Technical Information links below to learn more information about our district-wide facilities plan. Bookmark and keep checking back on this page and our social media accounts, as information will be updated regularly, as it moves through the referendum process.



<https://www.bhsnj.org/page/referendum>

Referendum 2026

» QUESTION #1 TAX IMPACT SHOULD REFERENDUM PASS...

QUESTION #1 - (ZERO TAX IMPACT)

EDUCATIONAL PROJECTS comprised of Media Center Renovations at all schools + CAPITAL RENOVATION PROJECTS comprised of district-wide parking lot / site improvements, security/technology upgrades and partial roofing system replacement at Woodruff ES

TAXES WILL NOT GO UP — DEBT SERVICE REMAINS THE SAME

<p>ZERO TAX IMPACT</p> <p>ON THE AVERAGE ASSESSED HOME (\$318,947)</p>	<p>TOTAL PROJECT COST: \$21,227,000</p> <p>STATE AID: \$7,217,179</p> <p>\$14,009,820</p>	<p>\$0.00</p> <p>PER YEAR</p>	<p>\$0.00</p> <p>PER QTR.</p>	<p>\$0.00</p> <p>PER MONTH</p>
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» Berkeley Heights Public Schools has submitted for Debt Service Aid from the DOE.

» All cost projections based on an assumed 4.15% interest rate / 20yr term; costs may fluctuate slightly prior to vote.

» QUESTION #2 TAX IMPACT SHOULD REFERENDUM PASS...

QUESTION #2 - (ADDITIONAL TAX IMPACT)

EDUCATIONAL PROJECTS comprised of Science & STEM Lab Renovations at GLHS + CMS as well as CAPITAL RENOVATION PROJECTS comprised of Mechanical, Electrical, & Plumbing improvements, and roofing system replacement at various schools.

ESTIMATED TAX IMPACT

ON THE AVERAGE ASSESSED HOME (\$318,947)

<p>TOTAL PROJECT COST: \$29,125,968</p> <p>STATE AID: \$9,902,829</p> <p>= \$19,223,139</p>	<p>\$249⁴⁵</p> <p>PER YEAR</p>	<p>\$62³⁶</p> <p>PER QTR.</p>	<p>\$20⁷⁹</p> <p>PER MONTH</p>
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» The tax impacts have been calculated and result in a lower rate for debt service than currently paid.

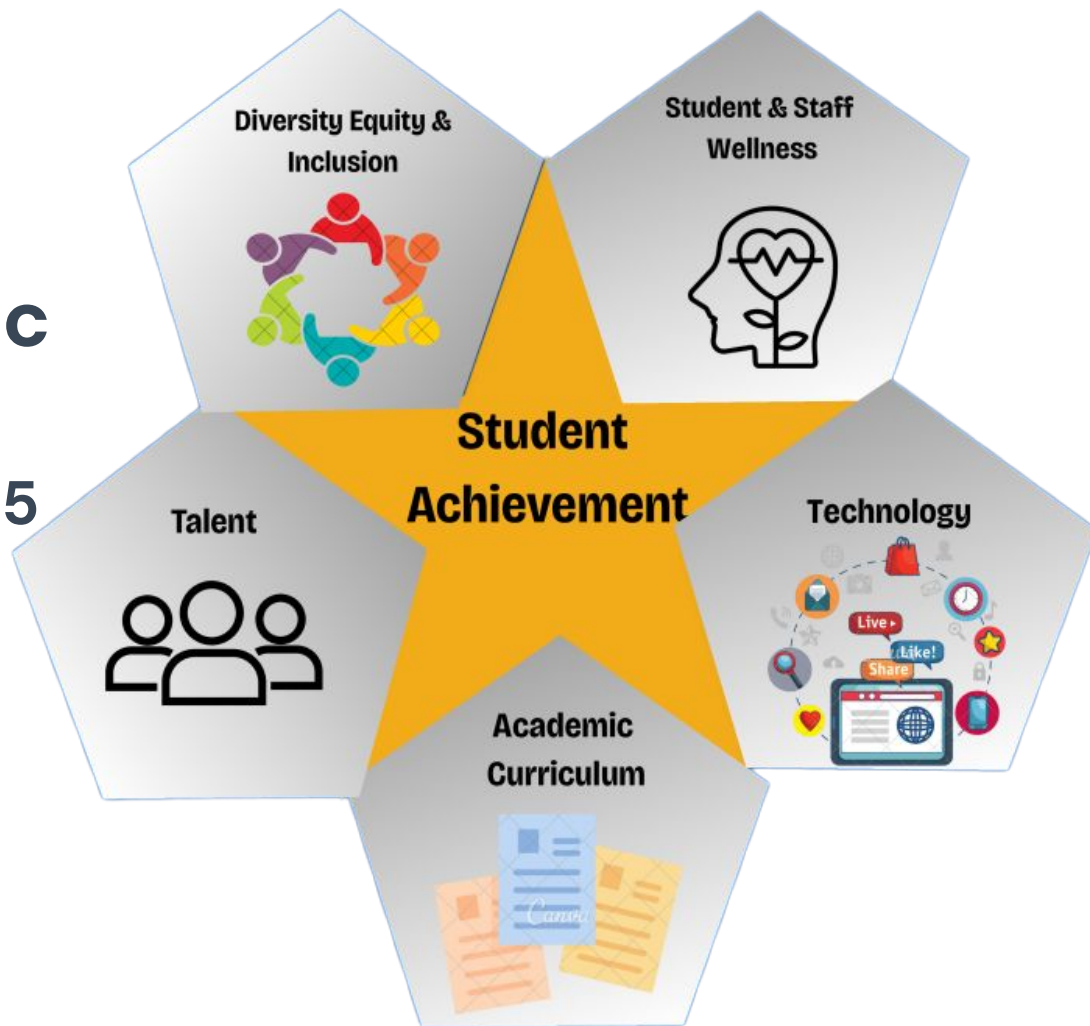
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» All cost projections based on an assumed 4.15% interest rate / 20 yr term; costs may fluctuate slightly prior to vote.



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Strategic Plan 2020–2025



BHPS Mission Statement

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Thank you!



Scan for updates
between meetings

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BHPS will be updating it's District Strategic Plan in Spring 2026 to provide clarity, direction, and focus. The Community is invited to participate in the planning process over the next few months to provide input on objectives and actions to achieve long-term goals.

ALL MEETINGS WILL BE HELD IN THE GLHS CAFETERIA