



**BEVERLY CITY BOARD OF EDUCATION**

**601 Bentley Avenue**

**Beverly, New Jersey 08010**

**[www.beverlycityschool.org](http://www.beverlycityschool.org)**

**REGULAR MEETING**

**Beverly City School**

**6:00 PM**

**April 28, 2022**

**Beverly School Library**

**AGENDA**

**1. CALL TO ORDER**

The New Jersey Open Public Meeting law was enacted to ensure the right of the public to have advance notice of and to attend the meetings of public bodies at which any business affecting their interests is discussed or acted upon. In accordance with the provisions of this Act, the Beverly City Board of Education has caused notice of this meeting to be given by having the date, time, and place faxed to City Hall on Broad Street and advertised in the Burlington County Times in writing on January 16, 2022. A copy was also submitted to the Beverly Post Office.

There will be two opportunities for public input at every Board of Education meeting. The first opportunity, titled "Public Comment on Agenda Items Only," is your opportunity to provide comments to the Board of Education, prior to the Board taking action. This opportunity is only for items that appear on the agenda.

The second opportunity, titled "Public Comment," is your opportunity to ask questions or provide comment that may be of interest to the educational welfare of the district but is not restricted to agenda items only.

At no time during these public comment periods will the Board allow disparaging remarks about students, district personnel, or members of the Board of Education. In addition, the Board will not allow remarks about specific students or district personnel. If such remarks are made, the Board President will declare the speaker out of order and will request the speaker cease and desist from making such comments. Refusal to do so may result in removal from the Board meeting.



2. Pledge of Allegiance

3. Roll Call

Barbara Kelly	_____	Robert Thibault	_____
Donato Marable	_____	Richard Wolbert	_____

4. President opens meeting

5. Board Member Comments on the Agenda

6. Public Comment on Agenda Items Only

7. MOTION: BE IT RESOLVED, that the Board of Education approve the regular meeting minutes for March 24, 2022.

Roll Call

Barbara Kelly	_____	Robert Thibault	_____
Donato Marable	_____	Richard Wolbert	_____

MONTHLY FINANCIALS/CONTRACTS:

8. The following action items A through G will be considered under consent agenda. Any item that requires further discussion may be pulled from the consent agenda and acted upon separately.

A. MOTION: To accept the financial Report of the Secretary for the month ending March 2022: Balance on hand \$3,232,063.31

Board Secretary's Month Certification

Budgetary Line Item Status

Certification of No Over-expenditures – Recommend acceptance that pursuant to N.J.A.C. 6A:23-2.12(c)3, Dr. Brian F. Savage, Board Secretary, certifies that as of March 2022, budgetary line item account has obligations and payments (contracted orders) which in total exceed the amount appropriated by the District Board of Education pursuant to N.J.S.A.18A:22-8 and 18A:22-8.1, which would be in violation of N.J.A.C. 6A:23-2.12 (a), that the District financial accounts have been reconciled and are in balance.



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School Business Administrator/Board Secretary

Date

Board Certification – Recommend acceptance that through the adoption of this resolution, the Beverly City Board of Education, pursuant to N.J.A.C. 6A:23-2.12 (c) 4, certifies that as of March 2022, after review of the Secretary's monthly financial report (appropriations section) and upon consultation with the Business Administrator and other appropriate district officials, that to the best of our knowledge no major account or fund has been over-expended in violation of N.J.A.C. 6A:23-2.12 (c)4 i-vi and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.

B. MOTION: To accept the financial report of the Treasurer of School Monies ending March 2022.

C. MOTION: To approve to authorize the Business Administrator to make transfers within accounts for the month of March 2022.

D. MOTION: To approve the purchase orders in the amount of \$95,846.11 for the month of April 2022.

E. MOTION: BE IT RESOLVED, that the Board of Education approve the bills totaling \$376,575.96 for the month of April 2022 to be paid, and the Secretary and the President be hereby authorized and directed to draw orders on the Treasurer for the payment of same.

F. MOTION: To approve the gross payroll wages for the pay period ending March 15, 2022 in the amount of \$182,248.70 and for the pay period ending March 31, 2022 in the amount of \$182,285.02 in the total amount of \$364,533.72 for the month of March 2022.

G. MOTION: BE IT RESOLVED, that the Board of Education approve the New Jersey Schools Insurance Group Resolution Authorizing the Completion of an Application and Receipt of a Safety Grant Award

WHEREAS, the New Jersey Schools Insurance Group ("NJSIG") is a school board insurance group authorized by N.J.S.A. 18A:18B-1, et seq. to provide insurance coverage and risk management services for its members;

WHEREAS, the Beverly City School, hereinafter referred to as the "Educational Institution," is a member of NJSIG; and,

WHEREAS, in accordance with NJSIG Policy 3710, the goal of the safety grant program is to provide members the necessary resources to complete risk reduction projects and improve the safety of the population NJSIG members serve.

NOW THEREFORE, BE IT RESOLVED that: 1) The Educational Institution applies for a safety grant through the NJSIG safety grant program for the 2022-2023 fiscal year in the amount of \$4,320.00 for the purpose set forth in their safety grant



application, which is attached hereto; and, 2) The Business Administrator or their designee is hereby authorized to take all action necessary to apply for and receive a safety grant award.

Roll Call

Barbara Kelly		Robert Thibault	
Donato Marable		Richard Wolbert	

MONTHLY FINANCIALS/CONTRACTS:

9.MOTION: RESOLVED, to adopt the budget for the 2022-2023 school year be adopted in the CURRENT EXPENSE FUND 10 amount of \$9,949,004.00 SPECIAL REVENUE FUND 20 in the amount of \$972,946.00 and DEBT SERVICE FUND 40 in the amount of \$86,894.00

FURTHER, be it resolved that \$2,996,899.00 should be raised for the GENERAL FUND and \$86,894.00 should be raised for the DEBT SERVICE FUND for the 2022-2023 school year.

FURTHER, be it resolved that the revenues for the 2022-2023 school year be adopted in the amounts of CURRENT EXPENSE FUND 10 in the amount of \$9,949,004.00 SPECIAL REVENUE FUND 20 in the amount of \$972,946.00 and DEBT SERVICE FUND 40 in the amount of \$86,894.00

BE IT RESOLVED, that the Beverly City Board of Education accept Categorical Special Education State Aid of \$182,606.00 Categorical Security Aid of \$105,269.00 Adjustment Aid of \$758,309.00 Categorical Transportation Aid of \$193,173.00 and Equalization Aid of \$4,452,104.00 and

WHEREAS, the Beverly City Board of Education recognizes school staff and Board members will incur travel expenses related to and within the scope of their current responsibilities and for travel that promotes the delivery of instruction or furthers the efficient operation of the school district; and

WHEREAS, N.J.A.C. 6A:23A-7.2 et seq. requires Board members to receive approval of these expenses by a majority of the full voting membership of the Board and staff members to receive prior approval of these expenses by the Superintendent of Schools and a majority of the full voting membership of the Board; and

WHEREAS, a Board of Education may establish, for regular district business travel as defined in NJAC 6A:23A-1.2, which includes attendance at regularly scheduled in-State county meetings, Department or Association sponsored events or in-State professional development activities for which the registration fee does not exceed \$150.00 per employee or board member, where prior Board approval shall not be required unless the annual threshold for a staff member exceeds \$1,500.00 in a given school year (July 1 through June 30); and



WHEREAS, travel and related expenses not in compliance with N.J.A.C. 6A:23A-7.3 et seq., but deemed by the Board of Education to be necessary and unavoidable as noted on the approved Board of Education Out of District Travel and Reimbursement Forms; now

THEREFORE, BE IT RESOLVED, the Board of Education approves all travel not in compliance with N.J.A.C. 6A: 23A-7.3 et seq. as being necessary and unavoidable as noted on the approved Board of Education Out of District Travel and Reimbursement Forms; and

BE IT FURTHER RESOLVED, the Board of Education approves travel and related expense reimbursements in accordance with N.J.A.C. 6A: 23A-7.3, to a maximum expenditure of \$20,000.00 for all staff and board members.

WHEREAS, school district policy #9120 & #0177, NJAC 6A:23A-5.2(b) and NJAC 6A:23A-9.3(c)14 provides that the Board of Education shall establish in the annual school budget a maximum expenditure amount that may be allotted for such public relations and professional services for 2022-2023 School Year.

NOW, THEREFORE BE IT RESOLVED, that the Beverly City Board of Education hereby establishes the school district public relations and professional services maximum for the 2022-2023 School Year at the sum of:

Professional Services:

Attorney(s):	<u>\$30,000.00</u>
Auditor:	<u>\$20,000.00</u>
Treasurer of School Monies:	<u>\$5,000.00</u>
OT/PT/Speech:	<u>\$120,000.00</u>
School Physician:	<u>\$3,000.00</u>
Public Relations:	<u>\$2,000.00</u> and

BE IT FURTHER RESOLVED that the School Business Administrator shall track and record these costs to insure that the maximum amount is not exceeded.

BE IT FURTHER RESOLVED that the supporting documentation of this budget also contains an itemization of certain expenditures required under administrative regulations.

BE IT FURTHER RESOLVED that the 2022-2023 budget includes a withdrawal of \$800,000.00 from Capital Reserve. The monies will be used to install HVAC upgrades throughout the Beverly School. This project is included in the District's Long Range Facility Plan and the project will be submitted to the School Facilities to get a project number.



BE IT FURTHER RESOLVED that the 2022-2023 budget includes a withdrawal of \$140,000.00 from the Tuition Reserve.

Roll Call

Barbara Kelly	_____	Robert Thibault	_____
Donato Marable	_____	Richard Wolbert	_____

PERSONNEL:

10. Consent Agenda:

The following action items A through H will be considered under consent agenda. Any item that requires further discussion may be pulled from the consent agenda and acted upon separately.

A.MOTION: To approve the Sub Caller List:

BE IT RESOLVED, that the Board of Education approve the Sub Caller List for the month of May 2022.

B. MOTION: BE IT RESOLVED, that the Board of Education approve the Custodial Summer work on an "as needed" basis.

C. MOTION: BE IT RESOLVED, that the Board of Education approve the Custodial Summer Help compensation to be set at \$18.50 per hour.

D. MOTION: To approve the Extended School Year (ESY) Summer School Staff:

BE IT RESOLVED, that the Board of Education approve the following staff for the Extended School Year (ESY) Summer School at a rate of \$40.00 an hour for a teacher/nurse and \$20.00 an hour as a Paraprofessional:

- Kathleen Kehlenbeck – Teacher
- Danielle Blythe – Teacher
- Scott Morrissey – Teacher
- Karen Spratt – Teacher
- Ashlee Sacarello – Paraprofessional
- Carrie Dougherty – Paraprofessional
- Marcy Field – RBT
- Kenya Marshall – RBT
- Poonam Lokanadham – Occupational Therapist
- Maureen Tornetta – Physical Therapist
- Deb McMire – Nurse

E. MOTION: BE IT RESOLVED, that the Board of Education approve the Summer Scholar Growth Academy funded by ARP ESSER: Summer Learning and Enrichment at the rate of \$40.00 per hour/teachers and \$18.00 per hour/paraprofessionals, four hours a day, four days a week, from July 5, 2022 through July 28, 2022 for the following staff:





Amy Hornbeck – Teacher  
Abigail Grenier – Teacher  
Kayla Costigan – Teacher  
Karen Spratt – Teacher  
Francesca DiMedio – Teacher  
Ron Vogelei – Teacher  
Glenn Dempster – Teacher  
Lois Harmon – Teacher  
Travis Knauss – Teacher  
Alana Schwoebel – Paraprofessional  
Natasha Carr – Paraprofessional

F. MOTION: BE IT RESOLVED, that the Board of Education approve the resignation of Carly Fanslau, Director of Pupil Services, effective April 28, 2022.

G. MOTION: BE IT RESOLVED, that the Board of Education approve the retirement of Sandy Coyne, Teacher, effective June 30, 2022.

H. MOTION: BE IT RESOLVED, that the Board of Education approve the summer planning hours through the ARP:ESSER grant for ten hours maximum at the rate of \$40.00 per hour for the following staff:

Amy Hornbeck  
Kathleen Kehlenbeck  
Abigail Grenier  
Kayla Costigan  
Karen Spratt  
Francesca DiMedio

Roll Call

Barbara Kelly	_____	Robert Thibault	_____
Donato Marable	_____	Richard Wolbert	_____

CURRICULUM & INSTRUCTION:

11. Consent Agenda:

The following action items A through E will be considered under consent agenda. Any item that requires further discussion may be pulled from the consent agenda and acted upon separately.



A. MOTION: BE IT RESOLVED, that the Board of Education approve the Extended School Year Program beginning July 5, 2022 to July 28, 2022, PreK-8<sup>th</sup> grade, Monday through Thursday, 8:30 AM – 12:30 PM.

B. MOTION: BE IT RESOLVED, that the Board of Education approve the REVISED 2021-2022 school year calendar.

C. MOTION: BE IT RESOLVED, that the Board of Education approve the summer hours of Monday through Thursday, beginning the week of June 20, 2022 (first Friday off June 24<sup>th</sup>) and ending the week of August 29, 2022 (last Friday off September 2<sup>nd</sup>).

D. MOTION: BE IT RESOLVED, that the Board of Education approve the 2022-2023 school year calendar.

E. MOTION: BE IT RESOLVED, that the Board of Education approve the Computer Science and Design Thinking Curriculum.

Roll Call

Barbara Kelly	_____	Robert Thibault	_____
Donato Marable	_____	Richard Wolbert	_____

12. Old Business –

- BPU Grant

13. New Business –

- Keystone Engineering Group Proposal HVAC Project
- Dumpster Enclosure Change Order

14. Superintendent's Report:

- A. Enrollment Report
- B. Attendance Report
- C. Nurse's Report
- D. H.I.B. Incidents:

0 incidents reported: \_\_\_\_\_ was confirmed bullying, \_\_\_\_\_ determined to be non-HIB related or non-actionable HIB, and \_\_\_\_\_ inconclusive.





E. Discipline Report:

Total Suspensions:   4  

F. Drills:

- Shelter in Place – March 28, 2022 – 9:39 AM
- Fire Drill – April 13, 2022 – 2 minutes 24 seconds – 2:19 PM
- Lockdown Drill – April 26, 2022 – 9:39 AM

15. Correspondence

16. Board Comments

17. Public Comments

18. Adjournment

Roll Call

Barbara Kelly	<u>          </u>	Robert Thibault	<u>          </u>
Donato Marable	<u>          </u>	Richard Wolbert	<u>          </u>



BEVERLY CITY BOARD OF EDUCATION  
601 Bentley Avenue  
Beverly, New Jersey 08010  
[www.beverlycityschool.org](http://www.beverlycityschool.org)  
REGULAR MEETING

Beverly City School  
March 24, 2022

6:00 PM  
Beverly School Library

Minutes

1. CALL TO ORDER

The meeting was called to order at 6:00 p.m. by the Board President, Richard Wolbert and the following was read: The New Jersey Open Public Meeting law was enacted to ensure the right of the public to have advance notice of and to attend the meetings of public bodies at which any business affecting their interests is discussed or acted upon. In accordance with the provisions of this Act, the Beverly City Board of Education has caused notice of this meeting to be given by having the date, time, and place faxed to City Hall on Broad Street and advertised in the Burlington County Times in writing on January 16, 2022. A copy was also submitted to the Beverly Post Office.

There will be two opportunities for public input at every Board of Education meeting. The first opportunity, titled "Public Comment on Agenda Items Only," is your opportunity to provide comments to the Board of Education, prior to the Board taking action. This opportunity is only for items that appear on the agenda.

The second opportunity, titled "Public Comment," is your opportunity to ask questions or provide comment that may be of interest to the educational welfare of the district but is not restricted to agenda items only.

At no time during these public comment periods will the Board allow disparaging remarks about students, district personnel, or members of the Board of Education. In addition, the Board will not allow remarks about specific students or district personnel. If such remarks are made, the Board President will declare the speaker out of order and will request the speaker cease and desist from making such comments. Refusal to do so may result in removal from the Board meeting.

2. Board President, Richard Wolbert led Pledge of Allegiance

3. Roll Call

Barbara Kelly	Present	Robert Thibault	Present
Donato Marable	Present	Richard Wolbert	Present

4. Richard Wolbert, Board President opened the meeting.



5. Board Member Comments on the Agenda

There were no board member comments on the agenda.

6. Public Comment on Agenda Items Only

There were no public comments on the agenda.

7. A motion was made by Robert Thibault and seconded by Barbara Kelly to approve the following action items:

A. BE IT RESOLVED, that the Board of Education approve the regular meeting minutes for February 24, 2022.

B. MOTION: BE IT RESOLVED, that the Board of Education approve the change of the Board meeting from June 23, 2022 to June 30, 2022.

Roll Call

Barbara Kelly	Affirmative	Robert Thibault	Affirmative
Donato Marable	Affirmative	Richard Wolbert	Affirmative

MONTHLY FINANCIALS/CONTRACTS:

8. A motion was made by Barbara Kelly and seconded by Donato Marable to approve the following action items:

A through I will be considered under consent agenda. Any item that requires further discussion may be pulled from the consent agenda and acted upon separately.

A. MOTION: To accept the financial Report of the Secretary for the month ending January 2022: Balance on hand \$2,795,445.52

Board Secretary's Month Certification

Budgetary Line Item Status

Certification of No Over-expenditures – Recommend acceptance that pursuant to N.J.A.C. 6A:23-2.12(c)3, Dr. Brian F. Savage, Board Secretary, certifies that as of January 2022, budgetary line item account has obligations and payments (contracted orders) which in total exceed the amount appropriated by the District Board of Education pursuant to N.J.S.A.18A:22-8 and 18A:22-8.1, which would be in violation of N.J.A.C. 6A:23-2.12 (a), that the District financial accounts have been reconciled and are in balance.



Brian F. Savage

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School Business Administrator/Board Secretary

Date

Board Certification – Recommend acceptance that through the adoption of this resolution, the Beverly City Board of Education, pursuant to N.J.A.C. 6A:23-2.12 (c) 4, certifies that as of January 2022, after review of the Secretary's monthly financial report (appropriations section) and upon consultation with the Business Administrator and other appropriate district officials, that to the best of our knowledge no major account or fund has been over-expended in violation of N.J.A.C. 6A:23-2.12 (c)4 i-vi and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.

B. MOTION: To accept the financial Report of the Secretary for the month ending February 2022: Balance on hand \$2,284,949.55

Board Secretary's Month Certification

Budgetary Line Item Status

Certification of No Over-expenditures – Recommend acceptance that pursuant to N.J.A.C. 6A:23-2.12(c)3, Dr. Brian F. Savage, Board Secretary, certifies that as of February 2022, budgetary line item account has obligations and payments (contracted orders) which in total exceed the amount appropriated by the District Board of Education pursuant to N.J.S.A.18A:22-8 and 18A:22-8.1, which would be in violation of N.J.A.C. 6A:23-2.12 (a), that the District financial accounts have been reconciled and are in balance.

Brian F. Savage

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School Business Administrator/Board Secretary

Date

Board Certification – Recommend acceptance that through the adoption of this resolution, the Beverly City Board of Education, pursuant to N.J.A.C. 6A:23-2.12 (c) 4, certifies that as of February 2022, after review of the Secretary's monthly financial report (appropriations section) and upon consultation with the Business Administrator and other appropriate district officials, that to the best of our knowledge no major account or fund has been over-expended in violation of N.J.A.C. 6A:23-2.12 (c)4 i-vi and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.

C. MOTION: To accept the financial report of the Treasurer of School Monies ending January 2022.

D. MOTION: To accept the financial report of the Treasurer of School Monies ending February 2022.



E. MOTION: To approve to authorize the Business Administrator to make transfers within accounts for the month of January 2022.

F. MOTION: To approve to authorize the Business Administrator to make transfers within accounts for the month of February 2022.

G. MOTION: To approve the purchase orders in the amount of \$130,523.80 for the month of March 2022.

H. MOTION: BE IT RESOLVED, that the Board of Education approve the bills totaling \$581,573.60 for the month of March 2022 to be paid, and the Secretary and the President be hereby authorized and directed to draw orders on the Treasurer for the payment of same.

I. MOTION: To approve the gross payroll wages for the pay period ending February 15, 2022 in the amount of \$188,878.67 and for the pay period ending February 28, 2022 in the amount of \$186,987.85 in the total amount of \$375,866.52 for the month of February 2022.

Roll Call

Barbara Kelly	Affirmative	Robert Thibault	Affirmative
Donato Marable	Affirmative	Richard Wolbert	Affirmative

MONTHLY FINANCIALS/CONTRACTS:

9. A motion was made by Donato Marable and seconded by Barbara Kelly to approve the following action items A through G will be considered under consent agenda. Any item that requires further discussion may be pulled from the consent agenda and acted upon separately.

A.MOTION: RESOLVED, to adopt the budget for the 2022-2023 school year be adopted in the CURRENT EXPENSE FUND 10 amount of \$9,949,004.00 SPECIAL REVENUE FUND 20 in the amount of \$972,946.00 and DEBT SERVICE FUND 40 in the amount of \$86,894.00

FURTHER, be it resolved that \$2,996,899.00 should be raised for the GENERAL FUND and \$86,894.00 should be raised for the DEBT SERVICE FUND for the 2022-2023 school year.

FURTHER, be it resolved that the revenues for the 2022-2023 school year be adopted in the amounts of CURRENT EXPENSE FUND 10 in the amount of \$9,949,004.00 SPECIAL REVENUE FUND 20 in the amount of \$972,946.00 and DEBT SERVICE FUND 40 in the amount of \$86,894.00



BE IT RESOLVED, that the Beverly City Board of Education accept Categorical Special Education State Aid of \$182,606.00 Categorical Security Aid of \$105,269.00 Adjustment Aid of \$758,309.00 Categorical Transportation Aid of \$193,173.00 and Equalization Aid of \$4,452,104.00 and

BE IT RESOLVED, that the School Business Administrator is authorized to advertise said tentative budget in the *Burlington County Times* in accordance with the format required by the State Department of Education and according to law; and

BE IT FURTHER RESOLVED, that a public hearing will be held at the Beverly City School Media Center on Bentley Avenue, Beverly, New Jersey on Thursday, April 28, 2022 at 6:00 p.m. for the purpose of holding a special public hearing on the 2022-2023 school budget.

WHEREAS, the Beverly City Board of Education recognizes school staff and Board members will incur travel expenses related to and within the scope of their current responsibilities and for travel that promotes the delivery of instruction or furthers the efficient operation of the school district; and

WHEREAS, N.J.A.C. 6A:23A-7.2 et seq. requires Board members to receive approval of these expenses by a majority of the full voting membership of the Board and staff members to receive prior approval of these expenses by the Superintendent of Schools and a majority of the full voting membership of the Board; and

WHEREAS, a Board of Education may establish, for regular district business travel as defined in NJAC 6A:23A-1.2, which includes attendance at regularly scheduled in-State county meetings, Department or Association sponsored events or in-State professional development activities for which the registration fee does not exceed \$150.00 per employee or board member, where prior Board approval shall not be required unless the annual threshold for a staff member exceeds \$1,500.00 in a given school year (July 1 through June 30); and

WHEREAS, travel and related expenses not in compliance with N.J.A.C. 6A:23A-7.3 et seq., but deemed by the Board of Education to be necessary and unavoidable as noted on the approved Board of Education Out of District Travel and Reimbursement Forms; now

THEREFORE, BE IT RESOLVED, the Board of Education approves all travel not in compliance with N.J.A.C. 6A: 23A-7.3 et seq. as being necessary and unavoidable as noted on the approved Board of Education Out of District Travel and Reimbursement Forms; and

BE IT FURTHER RESOLVED, the Board of Education approves travel and related expense reimbursements in accordance with N.J.A.C. 6A: 23A-7.3, to a maximum expenditure of \$20,000.00 for all staff and board members.

WHEREAS, school district policy #9120 & #0177, NJAC 6A:23A-5.2(b) and NJAC 6A:23A-9.3(c)14 provides that the Board of Education shall establish in the annual school budget a maximum expenditure amount that may be allotted for such public relations and professional services for 2022-2023 School Year.





NOW, THEREFORE BE IT RESOLVED, that the Beverly City Board of Education hereby establishes the school district public relations and professional services maximum for the 2022-2023 School Year at the sum of:

Professional Services:

Attorney(s):	<u>\$30,000.00</u>
Auditor:	<u>\$20,000.00</u>
Treasurer of School Monies:	<u>\$5,000.00</u>
OT/PT/Speech:	<u>\$120,000.00</u>
School Physician:	<u>\$3,000.00</u>
Public Relations:	<u>\$2,000.00</u> and

BE IT FURTHER RESOLVED that the School Business Administrator shall track and record these costs to insure that the maximum amount is not exceeded.

BE IT FURTHER RESOLVED that the supporting documentation of this budget also contains an itemization of certain expenditures required under administrative regulations.

BE IT FURTHER RESOLVED that the 2022-2023 budget includes a withdrawal of \$800,000.00 from Capital Reserve. The monies will be used to install HVAC upgrades throughout the Beverly School. This project is included in the District's Long Range Facility Plan and the project will be submitted to the School Facilities to get a project number.

B. BE IT RESOLVED, that the Board of Education approve the submittal of the application for review and approval of the Preschool Education Aide (PEA) 2022-2023 grant including the district enrollment and planning workbook in amount of \$740,340.00.

C. MOTION: BE IT RESOLVED, Authorizing the Beverly City Board of Education to approve the 2020-2021 Annual Comprehensive Financial Report (ACFR) and the Auditor's Management Report (AMR) on Administrative Findings: Financial Compliance and Performance. There are no findings or recommendations in the ACFR and AMR Reports.

D. MOTION: BE IT RESOLVED, that the Board of Education approve the acceptance of the School Security Grant application and acceptance of Grant funds for the 2020-2022 school years in the amount of \$20,000.00 and the availability of local funds in case the total estimated costs of the proposed work exceed the school district's grant allowance.

E. MOTION: BE IT RESOLVED, that the Board of Education approve Dafeldecker Associates to implement and administer our federally required (49 CFR Part 382 FMCSR) Controlled Substance and Alcohol Abuse Compliance Program.



F. MOTION: BE IT RESOLVED, that the Board of Education approve the following REVISED substitute pay rates for the 2021-2022 School Year effective March 28, 2022:

Custodian - \$18.50 per hour  
 \$19.50 per hour (with Black seal)

G. MOTION: BE IT RESOLVED, that the Board of Education approve the following change orders for the Modular Building project:

Change Order #1: Relocate existing manhole and install additional sanitary piping - \$63,793.33

Change Order #2: Additional electrical conduit from modular building to boiler room - \$6,304.58

Roll Call

Barbara Kelly	Affirmative	Robert Thibault	Affirmative
Donato Marable	Affirmative	Richard Wolbert	Affirmative

PERSONNEL:

10. Consent Agenda:

A motion was made by Barbara Kelly and seconded by Donato Marable to approve the following action items A through K will be considered under consent agenda. Any item that requires further discussion may be pulled from the consent agenda and acted upon separately.

A. MOTION: To approve the Sub Caller List:

BE IT RESOLVED, that the Board of Education approve the Sub Caller List for the month of April 2022.

B. MOTION: BE IT RESOLVED, that the Board of Education approve to advertise for the following ESY positions (Tentative ESY = Based on Needs of Students/Student Attendance)

- Special Education Teachers @ \$40.00 per hour TBD following articulation of ESY needs
- 1 School Nurse @ contracted rate with Professional Medical Staffing
- 1 Speech Therapist (Part-Time) @ \$35.00 per hour
- Paraprofessionals @ \$20.00 per hour TBD following articulation of ESY needs
- Occupational Therapist @ \$35.00 (Part-time)
- Physical Therapist @\$35.00 (Part-time)
- RBT's @\$25.00 per hour TBD following articulation of ESY needs

C. MOTION: To approve the CST Summer hours:



BE IT RESOLVED, that the Board of Education approve the following CST staff summer hours up to 10 days:

- Joanne Mills – Social Worker
- Chelsea Light – School Psychologist

D. MOTION: BE IT RESOLVED, that the Board of Education approve Kenya Marshall as Registered Behavior Technician (RBT) in the amount of \$40.00 per hour effective February 25, 2022 (REVISED position title).

E. MOTION: BE IT RESOLVED, that the Board of Education approve the FMLA for Meredith Shockley, effective May 12, 2022 and return to work on November 28, 2022.

F. MOTION: BE IT RESOLVED, that the Board of Education approve the resignation for Frank Vespe, Paraprofessional, effective March 16, 2022.

G. MOTION: BE IT RESOLVED, that the Board of Education approve Justin Lee, sub custodian, at the rate of \$16.50 per hour (no boiler license), retroactive March 2, 2022.

H. MOTION: BE IT RESOLVED, that the Board of Education approve Anayansi Aviles, sub custodian, at the rate of \$17.50 per hour (boiler license), retroactive March 16, 2022.

I. MOTION: BE IT RESOLVED, that the Board of Education approve the Art Club conducted by Brittney Calimer, effective April 6, 2022 through June 15, 2022 (only Wednesdays) at the rate of \$40.50 per hour.

J. MOTION: BE IT RESOLVED, that the Board of Education approve the resignation of Shaquasia Higgins, Paraprofessional, effective March 15, 2022.

K. MOTION: BE IT RESOLVED, that the Board of Education approve Tiyana Reynolds, sub custodian, at the rate of \$16.50 per hour (no boiler license), effective March 25, 2022.

Roll Call

Barbara Kelly	Affirmative	Robert Thibault	Affirmative
Donato Marable	Affirmative	Richard Wolbert	Affirmative

CURRICULUM & INSTRUCTION:

11. A motion was made by Donato Marable and seconded by Barbara Kelly to approve the following: BE IT RESOLVED, that the Board of Education approve the Extended School Year Program beginning July 5, 2022 to July 28, 2022, PreK-8<sup>th</sup> grade, Monday through Thursday, 8:30 AM – 12:30 PM.



Roll Call

Barbara Kelly	Affirmative	Robert Thibault	Affirmative
Donato Marable	Affirmative	Richard Wolbert	Affirmative

12. Old Business

- Classroom Modular Building – Dr. Savage updated the Board of Education on the progress of the classroom modular building. Mobilization for the construction will begin in the next two weeks.

13. New Business

- BPU Grant – Dr. Savage gave an update on the application for the BPU Grant for HVAC project within the school.

14. Superintendent's Report:

A. Enrollment Report is included for review. There are 326 students.

B. Attendance Report: 91%

C. Nurse's Report is included for review. It was noted the nurse substitute is doing an excellent job.

D. H.I.B. Incidents:

0 incidents reported: 0 was confirmed bullying, 0 determined to be non-HIB related or non-actionable HIB, and 0 inconclusive.

E. Discipline Report:

Total Suspensions: 4

F. Drills:

- Lockdown Drill – February 28, 2022 – 9:38 AM

- Fire Drill – March 7, 2022 – 10:01 AM – 2 minutes

15. Correspondence

There was no correspondence this month.

16. Board Comments



Mr. Thibault was excited about the articles in the Beverly Bee.

17. Public Comments

The open to the public comment portion of the meeting began at 6:25 p.m. and closed at 6:25 p.m.

There were no public comments.

18. Adjournment

A motion was made by Robert Thibault and seconded by Barbara Kelly to adjourn the Board of Education Meeting at 6:26 p.m.

Roll Call

Barbara Kelly	Affirmative	Robert Thibault	Affirmative
Donato Marable	Affirmative	Richard Wolbert	Affirmative

Respectfully submitted:

**Brian F. Savage**

Brian F. Savage, Ed.D.

Staff Accountant/Board Secretary

REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Beverly City Board of Education  
 General Fund - Fund 10  
 Interim Balance Sheet  
 For 9 Month Period Ending 03/31/2022

=====  
 ASSETS AND RESOURCES  
 =====

--- A S S E T S ---

101	Cash in bank		\$3,065,441.87
102-107	Cash and cash equivalents		\$500.00
116	Capital reserve Account		\$181,976.00
121	Tax levy receivable		\$547,374.12
	Accounts receivable:		
132	Interfund	\$0.23	
141	Intergovernmental - State	\$2,259,109.63	
			\$2,259,109.86

--- R E S O U R C E S ---

301	Estimated Revenues	\$7,695,778.00	
302	Less Revenues	(\$7,440,649.14)	
			\$255,128.86
			-----
	Total assets and resources		\$6,309,530.71
			=====



REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
General Fund - Fund 10  
Interim Balance Sheet  
For 9 Month Period Ending 03/31/2022

=====

LIABILITIES AND FUND EQUITY

=====

--- L I A B I L I T I E S ---

Other current liabilities including Net Assets (\$231,078.00)

TOTAL LIABILITIES

-----  
(\$231,078.00)  
-----

FUND BALANCE

--- A p p r o p r i a t e d ---

753 Reserve for Encumbrances - Current Year \$2,795,345.32  
Reserved fund balance:

760 Reserved Fund Balance \$392,738.95

601 Appropriations \$8,970,528.00

602 Less : Expenditures \$4,959,493.90

603 Encumbrances \$2,795,345.32 (\$7,754,839.22)

-----  
\$1,215,688.78

Total Appropriated

\$4,403,773.05

--- U n a p p r o p r i a t e d ---

770 Unreserved Fund Balance - \$3,411,585.66

303 Budgeted Fund Balance (\$1,274,750.00)

TOTAL FUND BALANCE

-----  
\$6,540,608.71

TOTAL LIABILITIES AND FUND EQUITY

\$6,309,530.71  
=====

Beverly City Board of Education  
 General Fund - Fund 10  
 Interim Balance Sheet  
 For 9 Month Period Ending 03/31/2022

RECAPITULATION OF FUND BALANCE:	Budgeted	Actual	Variance
Appropriations	\$8,970,528.00	\$7,754,839.22	\$1,215,688.78
Revenues	(\$7,695,778.00)	(\$7,440,649.14)	(\$255,128.86)
	<u>\$1,274,750.00</u>	<u>\$314,190.08</u>	<u>\$960,559.92</u>
Less: Adjust for prior year encumb.	<u>\$0.00</u>	<u>\$0.00</u>	
Budgeted Fund Balance	<u>\$1,274,750.00</u>	<u>\$314,190.08</u>	<u>\$960,559.92</u>
	=====	=====	=====
Recapitulation of Budgeted Fund Balance by Subfund Fund 10 (includes 10, 11, 12, and 13)	\$1,274,750.00	\$314,190.08	\$960,559.92
TOTAL Budgeted Fund Balance	<u>\$1,274,750.00</u>	<u>\$314,190.08</u>	<u>\$960,559.92</u>
	=====	=====	=====

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
GENERAL FUND - FUND 10  
INTERIM STATEMENTS COMPARING  
BUDGET REVENUE WITH ACTUAL TO DATE AND  
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE  
For 9 Month Period Ending 03/31/2022

		BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***					
1XXX	From Local Sources	\$3,203,328.00	\$2,955,494.85		\$247,833.15
3XXX	From State Sources	\$4,476,164.00	\$4,476,164.00		.00
4XXX	From Federal Sources	\$16,286.00	\$8,990.29		\$7,295.71
TOTAL REVENUE/SOURCES OF FUNDS		\$7,695,778.00	\$7,440,649.14		\$255,128.86
*** EXPENDITURES ***					
		APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
--- CURRENT EXPENSE ---					
11-1XX-100-XXX	Regular Programs - Instruction	\$1,533,885.00	\$1,070,369.30	\$421,686.71	\$41,828.99
11-2XX-100-XXX	Special Education - Instruction	\$501,248.00	\$340,864.78	\$143,183.63	\$17,199.59
11-230-100-XXX	Basic Skills - Remedial Instruction	\$208,388.00	\$144,955.30	\$60,546.70	\$2,886.00
11-240-100-XXX	Bilingual Education - Instruction	\$62,740.00	\$43,918.00	\$18,822.00	\$0.00
11-401-100-XXX	School-Spon. Cocurr. Acti-Instr	\$10,800.00	\$2,379.00	\$2,465.00	\$5,956.00
11-402-100-XXX	School-Spons. Athletics - Instruction	\$9,000.00	\$3,850.36	\$2,352.00	\$2,797.64
--- UNDISTRIBUTED EXPENDITURES ---					
11-000-100-XXX	Instruction	\$2,674,020.00	\$1,272,899.77	\$1,382,602.97	\$18,517.26
11-000-211-XXX	Attendance and Social Work Services	\$40,424.00	\$30,629.46	\$9,597.18	\$197.36
11-000-213-XXX	Health Services	\$155,035.00	\$95,349.94	\$58,470.85	\$1,214.21
11-000-216-XXX	Speech, OT,PT & Related Svcs	\$130,198.00	\$98,489.67	\$27,593.70	\$4,114.63
11-000-217-XXX	Other Support Serv - Students Extra Srvc	\$21,978.00	\$13,141.23	\$7,858.77	\$978.00
11-000-218-XXX	Guidance	\$22,803.00	\$16,407.80	\$6,388.66	\$6.54
11-000-219-XXX	Child Study Teams	\$191,288.00	\$125,624.16	\$49,626.20	\$16,037.64
11-000-221-XXX	Improv of Inst. - Instruc Staff	\$253,286.00	\$195,816.49	\$57,360.52	\$108.99
11-000-222-XXX	Educational Media Serv/School Library	\$4,420.00	\$2,745.89	\$203.77	\$1,470.34
11-000-223-XXX	Instructional Staff Training Services	\$20,540.00	\$19,165.87	\$0.00	\$1,374.13
11-000-230-XXX	Supp. Serv.-General Administration	\$225,741.00	\$154,087.62	\$47,653.80	\$23,999.58
11-000-240-XXX	Supp. Serv.-School Administration	\$29,229.00	\$17,543.75	\$8,479.45	\$3,205.80
11-000-25X-XXX	Central Serv & Admin. Inform. Tech.	\$138,979.00	\$110,095.35	\$27,712.04	\$1,171.61
11-000-261-XXX	Require Maint. for School Facilities	\$80,400.00	\$65,929.68	\$4,024.02	\$10,446.30
11-000-262-XXX	Custodial Services	\$396,686.00	\$293,137.52	\$58,684.10	\$44,864.38
11-000-266-XXX	Security	\$53,549.00	\$40,050.54	\$13,350.18	\$148.28
11-000-270-XXX	Student Transportation Services	\$406,911.00	\$221,785.03	\$132,053.44	\$53,072.53
11-XXX-XXX-2XX	Allocated and Unallocated Benefits	\$985,980.00	\$567,631.49	\$254,629.63	\$163,718.88
TOTAL GENERAL CURRENT EXPENSE		\$8,157,528.00	\$4,946,868.00	\$2,795,345.32	\$415,314.68
EXPENDITURES/USES OF FUNDS					

REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Beverly City Board of Education  
 GENERAL FUND - FUND 10  
 INTERIM STATEMENTS COMPARING  
 BUDGET REVENUE WITH ACTUAL TO DATE AND  
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE  
 For 9 Month Period Ending 03/31/2022

*** EXPENDITURES - cont'd ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
*** CAPITAL OUTLAY ***				
12-XXX-XXX-73X Equipment	\$13,000.00	\$12,536.80	\$0.00	\$463.20
12-000-4XX-XXX Facilities acquisition & constr. serv.	\$800,000.00	\$89.10	.00	\$799,910.90
TOTAL CAP OUTLAY EXPEND./USES OF FUNDS	\$813,000.00	\$12,625.90	\$0.00	\$800,374.10
TOTAL GENERAL FUND EXPENDITURES	\$8,970,528.00	\$4,959,493.90	\$2,795,345.32	\$1,215,688.78

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
GENERAL FUND - FUND 10  
SCHEDULE OF REVENUES  
ACTUAL COMPARED WITH ESTIMATED  
For 9 Month Period Ending 03/31/2022

		ESTIMATED	ACTUAL	UNREALIZED
		-----	-----	-----
--- LOCAL SOURCES ---				
1210	Local Tax Levy	\$3,201,126.00	\$2,860,267.00	\$340,859.00
1XXX	Miscellaneous	\$2,202.00	\$95,227.85	(\$93,025.85)
	TOTAL	\$3,203,328.00	\$2,955,494.85	\$247,833.15
		=====	=====	=====
--- STATE SOURCES ---				
3121	Categorical Transportation Aid	\$193,173.00	\$193,173.00	.00
3131	Extraordinary Aid	\$35,000.00	\$35,000.00	.00
3132	Categorical Special Education Aid	\$182,606.00	\$182,606.00	.00
3176	Equalization	\$3,201,807.00	\$3,201,807.00	.00
3177	Categorical Security	\$105,269.00	\$105,269.00	.00
3178	Adjustment Aid	\$758,309.00	\$758,309.00	.00
	TOTAL	\$4,476,164.00	\$4,476,164.00	\$0.00
		=====	=====	=====
--- FEDERAL SOURCES ---				
4200	Federal Grants including Medicaid Reimbursement	\$16,286.00	\$8,990.29	\$7,295.71
	TOTAL	\$16,286.00	\$8,990.29	\$7,295.71
		=====	=====	=====
--- OTHER FINANCING SOURCES ---				
	TOTAL REVENUES/SOURCES OF FUNDS	\$7,695,778.00	\$7,440,649.14	\$255,128.86
		=====	=====	=====

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
GENERAL FUND - FUND 10  
STATEMENT OF APPROPRIATIONS  
COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
For 9 Month Period Ending 03/31/2022

	Appropriations	Expenditures	Encumbrances	Available Balance
*** GENERAL CURRENT EXPENSE ***				
--- Regular Programs - Instruction ---				
11-110-100-101 Kindergarten - Salaries of Teachers	\$139,358.00	\$91,268.39	\$42,843.40	\$5,246.21
11-120-100-101 Grades 1-5 - Salaries of Teachers	\$606,669.00	\$423,359.96	\$175,112.82	\$8,196.22
11-130-100-101 Grades 6-8 - Salaries of Teachers	\$374,317.00	\$246,691.76	\$112,524.70	\$15,100.54
--- Regular Programs - Home Instruction ---				
11-150-100-101 Salaries of Teachers	\$12,610.00	\$9,350.00	\$3,260.00	\$0.00
--- Regular Programs - Undistr. Instruction ---				
11-190-100-106 Other Salaries for Instruction	\$226,642.00	\$147,813.84	\$67,184.07	\$11,644.09
11-190-100-320 Purchased Prof.-Ed. Services	\$979.00	.00	.00	\$979.00
11-190-100-340 Purchased Technical Services	\$63,500.00	\$56,992.99	\$6,437.91	\$69.10
11-190-100-500 Other Purch. Serv. (400-500 series)	\$37,000.00	\$26,049.61	\$10,867.59	\$82.80
11-190-100-610 General Supplies	\$61,810.00	\$58,036.80	\$3,456.22	\$316.98
11-190-100-640 Textbooks	\$11,000.00	\$10,805.95	.00	\$194.05
TOTAL	\$1,533,885.00	\$1,070,369.30	\$421,686.71	\$41,828.99
--- SPECIAL EDUCATION - INSTRUCTION ---				
Learning and/or Language Disabilities Mild or Moderate:				
11-204-100-101 Salaries of Teachers	\$196,968.00	\$137,806.20	\$57,143.80	\$2,018.00
11-204-100-106 Other Salaries for Instruction	\$102,500.00	\$61,226.80	\$31,122.61	\$10,150.59
TOTAL	\$299,468.00	\$199,033.00	\$88,266.41	\$12,168.59
Resource Room/Resource Center:				
11-213-100-101 Salaries of Teachers	\$197,680.00	\$137,751.78	\$54,917.22	\$5,011.00
11-213-100-106 Other Salaries for Instruction	\$4,100.00	\$4,080.00	.00	\$20.00
TOTAL	\$201,780.00	\$141,831.78	\$54,917.22	\$5,031.00
TOTAL SPECIAL ED - INSTRUCTION				
	\$501,248.00	\$340,864.78	\$143,183.63	\$17,199.59
--- Basic Skills/Remedial-Instruction ---				
11-230-100-101 Salaries of Teachers	\$208,388.00	\$144,955.30	\$60,546.70	\$2,886.00
TOTAL	\$208,388.00	\$144,955.30	\$60,546.70	\$2,886.00
--- Bilingual Education-Instruction ---				
11-240-100-101 Salaries of Teachers	\$62,740.00	\$43,918.00	\$18,822.00	\$0.00
TOTAL	\$62,740.00	\$43,918.00	\$18,822.00	\$0.00
--- School spons.cocurricular activities-Instruction ---				
11-401-100-100 Salaries	\$6,800.00	\$635.00	\$365.00	\$5,800.00
11-401-100-500 Purchased Services (300-500 series)	\$4,000.00	\$1,744.00	\$2,100.00	\$156.00
TOTAL	\$10,800.00	\$2,379.00	\$2,465.00	\$5,956.00
--- School sponsored athletics-Instruct. ---				
11-402-100-100 Salaries	\$5,000.00	\$2,352.00	\$2,352.00	\$296.00
11-402-100-600 Supplies and Materials	\$4,000.00	\$1,498.36	.00	\$2,501.64
TOTAL	\$9,000.00	\$3,850.36	\$2,352.00	\$2,797.64
--- UNDISTRIBUTED EXPENDITURES ---				



Beverly City Board of Education  
GENERAL FUND - FUND 10  
STATEMENT OF APPROPRIATIONS  
COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
For 9 Month Period Ending 03/31/2022

	Appropriations	Expenditures	Encumbrances	Available Balance
--- Instruction ---				
11-000-100-561 Tuition to Other LEAs within State Regular	\$786,778.00	\$625,931.78	\$156,755.20	\$4,091.02
11-000-100-562 Tuition to Other LEAs within State Special	\$418,795.00	\$290,680.74	\$120,567.40	\$7,546.86
11-000-100-563 Tuition to Co.Voc.School Dist.-reg.	\$190,111.00	\$152,088.80	\$38,022.20	.00
11-000-100-565 Tuition to Co.Spec.Serv. & Reg. Day schls	\$1,200,799.00	\$163,933.31	\$1,036,830.95	\$34.74
11-000-100-566 Tuition to Priv Sch for Disbl w/i State	\$73,010.00	\$40,265.14	\$25,927.22	\$6,817.64
11-000-100-568 Tuition - State Facilities	\$4,527.00	.00	\$4,500.00	\$27.00
TOTAL	\$2,674,020.00	\$1,272,899.77	\$1,382,602.97	\$18,517.26
--- Attendance and social work services ---				
11-000-211-100 Salaries	\$38,424.00	\$28,791.54	\$9,597.18	\$35.28
11-000-211-300 Purchased Prof. & Tech. Svc.	\$2,000.00	\$1,837.92	.00	\$162.08
TOTAL	\$40,424.00	\$30,629.46	\$9,597.18	\$197.36
--- Health services ---				
11-000-213-100 Salaries	\$102,335.00	\$73,667.76	\$28,403.60	\$263.64
11-000-213-300 Purchased Prof. & Tech. Svc.	\$50,900.00	\$20,448.50	\$30,067.25	\$384.25
11-000-213-600 Supplies and Materials	\$1,300.00	\$1,233.68	.00	\$66.32
11-000-213-800 Other Objects	\$500.00	.00	.00	\$500.00
TOTAL	\$155,035.00	\$95,349.94	\$58,470.85	\$1,214.21
--- Speech, OT,PT & Related Svcs ---				
11-000-216-100 Salaries	\$64,998.00	\$40,798.80	\$20,400.20	\$3,799.00
11-000-216-320 Purchased Prof. Ed. Services	\$65,200.00	\$57,690.87	\$7,193.50	\$315.63
TOTAL	\$130,198.00	\$98,489.67	\$27,593.70	\$4,114.63
--- Other support services - Students - Extra Srvc				
11-000-217-100 Salaries	\$21,003.00	\$13,141.23	\$7,858.77	\$3.00
11-000-217-320 Purchased Prof. Ed. Services	\$975.00	.00	.00	\$975.00
TOTAL	\$21,978.00	\$13,141.23	\$7,858.77	\$978.00
--- Guidance ---				
11-000-218-105 Sal Secr. & Clerical Asst.	\$15,183.00	\$8,792.30	\$6,388.66	\$2.04
11-000-218-320 Purchased Prof. - Ed. Services	\$7,620.00	\$7,615.50	.00	\$4.50
TOTAL	\$22,803.00	\$16,407.80	\$6,388.66	\$6.54
--- Child Study Teams ---				
11-000-219-104 Salaries Other Prof. Staff	\$158,888.00	\$106,360.76	\$43,321.52	\$9,205.72
11-000-219-105 Sal Secr. & Clerical Asst.	\$25,026.00	\$18,768.78	\$6,256.26	\$0.96
11-000-219-320 Purchased Prof. - Ed. Services	\$2,859.00	.00	.00	\$2,859.00
11-000-219-390 Other Purch. Prof. & Tech Svc.	\$1,615.00	\$313.31	.00	\$1,301.69
11-000-219-600 Supplies and Materials	\$2,800.00	\$81.31	\$48.42	\$2,670.27
11-000-219-800 Other Objects	\$100.00	\$100.00	.00	.00
TOTAL	\$191,288.00	\$125,624.16	\$49,626.20	\$16,037.64
--- Improv. of instr. Serv. ---				
11-000-221-102 Salaries Superv. of Instr.	\$200,376.00	\$147,415.84	\$52,946.28	\$13.88
11-000-221-104 Salaries Other Prof. Staff	\$8,050.00	\$6,029.10	\$2,009.70	\$11.20

Beverly City Board of Education  
GENERAL FUND - FUND 10  
STATEMENT OF APPROPRIATIONS  
COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
For 9 Month Period Ending 03/31/2022

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-221-105 Sal Secr. & Clerical Asst.	\$2,550.00	\$1,465.34	\$1,064.74	\$19.92
11-000-221-11X Other Salaries	\$5,360.00	\$4,019.40	\$1,339.80	\$0.80
11-000-221-390 Other Purch. Prof. & Tech Svc.	\$36,900.00	\$36,886.81	.00	\$13.19
11-000-221-600 Supplies and Materials	\$50.00	.00	.00	\$50.00
TOTAL	\$253,286.00	\$195,816.49	\$57,360.52	\$108.99
--- Educational media serv./sch.library ---				
11-000-222-300 Purchased Prof. & Tech Svc.	\$1,420.00	.00	.00	\$1,420.00
11-000-222-600 Supplies and Materials	\$3,000.00	\$2,745.89	\$203.77	\$50.34
TOTAL	\$4,420.00	\$2,745.89	\$203.77	\$1,470.34
--- Instructional Staff Training Services ---				
11-000-223-500 Other Purchased Services (400-500 series)	\$20,540.00	\$19,165.87	.00	\$1,374.13
TOTAL	\$20,540.00	\$19,165.87	\$0.00	\$1,374.13
--- Support services-general administration ---				
11-000-230-100 Salaries	\$169,241.00	\$125,029.77	\$43,981.83	\$229.40
11-000-230-331 Legal Services	\$20,000.00	\$3,750.00	\$3,000.00	\$13,250.00
11-000-230-332 Audit Fees	\$13,200.00	\$10,350.00	.00	\$2,850.00
11-000-230-339 Other Purchased Prof. Svc.	\$4,000.00	\$50.00	.00	\$3,950.00
11-000-230-530 Communications/Telephone	\$5,300.00	\$3,594.42	\$671.97	\$1,033.61
11-000-230-590 Other Purchased Services	\$3,000.00	\$2,664.54	\$0.00	\$335.46
11-000-230-610 General Supplies	\$4,000.00	\$1,708.20	.00	\$2,291.80
11-000-230-895 BOE Membership Dues and Fees	\$7,000.00	\$6,940.69	.00	\$59.31
TOTAL	\$225,741.00	\$154,087.62	\$47,653.80	\$23,999.58
--- Support services-school administration ---				
11-000-240-105 Sal Secr. & Clerical Asst.	\$25,529.00	\$17,043.75	\$8,479.45	\$5.80
11-000-240-600 Supplies and Materials	\$3,200.00	.00	.00	\$3,200.00
11-000-240-800 Other Objects	\$500.00	\$500.00	.00	.00
TOTAL	\$29,229.00	\$17,543.75	\$8,479.45	\$3,205.80
--- Central Services ---				
11-000-251-100 Salaries	\$109,679.00	\$83,009.06	\$26,563.02	\$106.92
11-000-251-340 Purchased Technical Services	\$4,299.10	\$3,753.47	\$456.52	\$89.11
11-000-251-600 Supplies and Materials	\$2,200.90	\$595.82	\$692.50	\$912.58
TOTAL	\$116,179.00	\$87,358.35	\$27,712.04	\$1,108.61
--- Admin. Info. Technology ---				
11-000-252-340 Purchased Technical Services	\$22,800.00	\$22,737.00	.00	\$63.00
TOTAL	\$22,800.00	\$22,737.00	\$0.00	\$63.00
TOTAL Cent. Svcs. & Admin IT	\$138,979.00	\$110,095.35	\$27,712.04	\$1,171.61
--- Required Maint.for School Facilities ---				
11-000-261-420 Cleaning, Repair & Maint. Svc	\$47,400.00	\$46,027.57	\$1,251.83	\$120.60
11-000-261-610 General Supplies	\$33,000.00	\$19,902.11	\$2,772.19	\$10,325.70

Beverly City Board of Education  
GENERAL FUND - FUND 10  
STATEMENT OF APPROPRIATIONS  
COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
For 9 Month Period Ending 03/31/2022

	Appropriations	Expenditures	Encumbrances	Available Balance
TOTAL	\$80,400.00	\$65,929.68	\$4,024.02	\$10,446.30
--- Custodial Services ---				
11-000-262-1XX Salaries	\$115,297.00	\$84,180.36	\$29,714.46	\$1,402.18
11-000-262-107 Salaries of Non-Instructional Aids	\$500.00	\$103.62	\$396.38	.00
11-000-262-300 Purchased Prof. & Tech. Svc.	\$87,100.00	\$55,803.29	\$3,548.32	\$27,748.39
11-000-262-420 Cleaning, Repair & Maint. Svc.	\$73,800.00	\$66,003.00	\$6,156.88	\$1,640.12
11-000-262-441 Rental of Land & Bldgs Other Than Lease	\$600.00	\$445.23	\$148.41	\$6.36
11-000-262-490 Other Purchased Property Svc.	\$4,000.00	\$972.00	.00	\$3,028.00
11-000-262-520 Insurance	\$89.00	.00	.00	\$89.00
11-000-262-590 Misc. Purchased Services	\$39,100.00	\$38,940.92	.00	\$159.08
11-000-262-621 Energy (Natural Gas)	\$34,000.00	\$18,075.06	\$6,939.63	\$8,985.31
11-000-262-622 Energy (Electricity)	\$41,700.00	\$28,400.04	\$11,780.02	\$1,519.94
11-000-262-8XX Other Objects	\$500.00	\$214.00	\$0.00	\$286.00
TOTAL	\$396,686.00	\$293,137.52	\$58,684.10	\$44,864.38
--- Security ---				
11-000-266-100 Salaries	\$53,549.00	\$40,050.54	\$13,350.18	\$148.28
TOTAL	\$53,549.00	\$40,050.54	\$13,350.18	\$148.28
TOTAL Oper & Maint of Plant Services	\$530,635.00	\$399,117.74	\$76,058.30	\$55,458.96
--- Student transportation services ---				
11-000-270-161 Sal Pupil Trans (Bet Home & Sch) -Sp Ed	\$30,374.00	\$23,191.24	\$7,098.48	\$84.28
11-000-270-162 Sal Pupil Trans. Other than Bet Home & Sch	\$24,724.00	\$19,241.24	\$5,297.08	\$185.68
11-000-270-503 Contr Svc-Aid in Lieu Paymnts-Non Pub Sch	\$40,000.00	\$16,395.00	\$17,790.00	\$5,815.00
11-000-270-511 Contract Svc (btw Home & Sch.)-vendors	\$40,499.00	\$23,134.46	\$9,893.34	\$7,471.20
11-000-270-512 Contract Svc (other btw home & sch)-vndrs	\$2,000.00	.00	\$1,100.00	\$900.00
11-000-270-515 Contract Svc (Sp Ed.)-joint agreements	\$90,492.00	\$57,140.70	\$32,352.11	\$999.19
11-000-270-517 Contract Svc (reg std) - ESCs	\$922.00	.00	.00	\$922.00
11-000-270-518 Contract Svc (Sp Ed) - ESCs	\$177,900.00	\$82,682.39	\$58,522.43	\$36,695.18
TOTAL	\$406,911.00	\$221,785.03	\$132,053.44	\$53,072.53
--- Personal Services-Employee Benefits---				
11-XXX-XXX-210 Group Insurance	\$35,268.00	\$10,924.74	.00	\$24,343.26
11-XXX-XXX-220 Social Security Contributions	\$79,000.00	\$61,113.92	\$17,886.08	.00
11-XXX-XXX-241 Other Retirement Contrb. - PERS	\$90,586.00	\$89,739.00	.00	\$847.00
11-XXX-XXX-242 Other Retirement Contrb. - ERIP	\$914.00	.00	.00	\$914.00
11-XXX-XXX-250 Unemployment Compensation	\$25,000.00	\$14,490.57	\$10,509.43	.00
11-XXX-XXX-260 Workman's Compensation	\$24,250.00	\$19,463.74	.00	\$4,786.26
11-XXX-XXX-270 Health Benefits	\$708,962.00	\$362,745.46	\$223,388.18	\$122,828.36
11-XXX-XXX-280 Tuition Reimbursement	\$10,000.00	.00	.00	\$10,000.00
11-XXX-XXX-290 Other Employee Benefits	\$12,000.00	\$9,154.06	\$2,845.94	.00
TOTAL	\$985,980.00	\$567,631.49	\$254,629.63	\$163,718.88
Total Undistributed Expenditures	\$5,831,467.00	\$3,340,531.26	\$2,146,289.28	\$344,646.46
*** TOTAL CURRENT EXPENSE EXPENDITURES ***	\$8,157,528.00	\$4,946,868.00	\$2,795,345.32	\$415,314.68
*** TOTAL CURRENT EXPENSE EXPENDITURES & TRANSFERS ***	\$8,157,528.00	\$4,946,868.00	\$2,795,345.32	\$415,314.68

Beverly City Board of Education  
GENERAL FUND - FUND 10  
STATEMENT OF APPROPRIATIONS  
COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
For 9 Month Period Ending 03/31/2022

Appropriations	Expenditures	Encumbrances	Available Balance
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Beverly City Board of Education  
 GENERAL FUND - FUND 10  
 STATEMENT OF APPROPRIATIONS  
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
 For 9 Month Period Ending 03/31/2022

	Appropriations	Expenditures	Encumbrances	Available Balance	
*** CAPITAL OUTLAY ***					
--- EQUIPMENT ---					
Undist. Exp. - Non-instructional Services					
12-000-300-730	Non-instructional services	\$13,000.00	\$12,536.80	.00	\$463.20
TOTAL		\$13,000.00	\$12,536.80	\$0.00	\$463.20
--- Facilities acquisition and construction services ---					
12-000-400-390	Other Purchased Prof. & Tech Services	\$36,000.00	\$89.10	.00	\$35,910.90
12-000-400-450	Construction Services	\$664,000.00	.00	.00	\$664,000.00
12-000-400-710	Land and improvements	\$100,000.00	.00	.00	\$100,000.00
Sub Total		\$800,000.00	\$89.10	\$0.00	\$799,910.90
TOTAL		\$800,000.00	\$89.10	\$0.00	\$799,910.90
TOTAL CAPITAL OUTLAY EXPENDITURES		\$813,000.00	\$12,625.90	\$0.00	\$800,374.10

Beverly City Board of Education  
GENERAL FUND - FUND 10  
STATEMENT OF APPROPRIATIONS  
COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
For 9 Month Period Ending 03/31/2022

	Appropriations	Expenditures	Encumbrances	Available Balance
*** EDUCATION JOBS FUND **				
*** FEMA COMMUNITY DEVELOPMENT BLOCK GRANT ***				
TOTAL GENERAL FUND EXPENDITURES	\$8,970,528.00	\$4,959,493.90	\$2,795,345.32	\$1,215,688.78



REPORT OF THE SECRETARY CERTIFICATION PAGE  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
General Fund - Fund 10

For 9 Month Period Ending 03/31/2022

I, \_\_\_\_\_, Board Secretary/Business Administrator  
certify that no line item account has encumbrances and expenditures,  
which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.

\_\_\_\_\_  
Board Secretary/Business Administrator

\_\_\_\_\_  
Date

All Accounts in the Expense Account File appear to be included in the details of THE REPORT OF THE SECRETARY

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REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Beverly City Board of Education  
 School-Based Budget - Fund 15  
 Interim Balance Sheet  
 For 9 Month Period Ending 03/31/22

=====

ASSETS AND RESOURCES

=====

--- A S S E T S ---

--- R E S O U R C E S ---

\_\_\_\_\_

\_\_\_\_\_

=====

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
School-Based Budget - Fund 15  
Interim Balance Sheet  
For 9 Month Period Ending 03/31/22

=====

LIABILITIES AND FUND EQUITY

=====

FUND BALANCE

-----

--- Appropriated ---

Reserved fund balance:

--- Unappropriated ---

-----

=====

REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Beverly City Board of Education  
 School-Based Budget - Fund 15  
 Interim Balance Sheet  
 For 9 Month Period Ending 03/31/22

=====  
 LIABILITIES AND FUND EQUITY  
 =====

RECAPITULATION OF FUND BALANCE:

	Budgeted	Actual	Variance
	-----	-----	-----
Less: Adjust for prior year encumb.	\$0.00	\$0.00	
	-----	-----	-----

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education

School-Based Budget - Fund 15  
INTERIM STATEMENTS COMPARING  
BUDGET REVENUE WITH ACTUAL TO DATE  
For 9 Month Period Ending 03/31/22

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***	_____	_____	_____	_____
	_____	_____	_____	_____
	=====	=====	=====	=====
	ESTIMATED	ACTUAL	UNREALIZED	
	_____	_____	_____	

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education

School-Based Budget - FUND 15  
STATEMENT OF APPROPRIATIONS  
COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
For 9 Month Period Ending 03/31/22

	Appropriations	Expenditures	Encumbrances	Available Balance
*** APPROPRIATIONS ***				
--- SPECIAL EDUCATION - INSTRUCTION ---				
--- UNDISTRIBUTED EXPENDITURES ---				

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
School-Based Budget - Fund 15  
Interim Balance Sheet  
For 9 Month Period Ending 03/31/22

=====  
C A P I T A L O U T L A Y  
=====

Appropriations	Expenditures	Encumbrances	Available Balance
_____	_____	_____	_____
=====	=====	=====	=====



REPORT OF THE SECRETARY CERTIFICATION PAGE  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
School-Based Budget - Fund 15

For 9 Month Period Ending 03/31/22

I, \_\_\_\_\_, Board Secretary/Business Administrator  
certify that no line item account has encumbrances and expenditures,  
which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.

\_\_\_\_\_  
Board Secretary/Business Administrator

\_\_\_\_\_  
Date

All Accounts in the Expense Account File appear to be included in the details of THE REPORT OF THE SECRETARY

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REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Beverly City Board of Education  
 Special Revenue Fund - Fund 20  
 Interim Balance Sheet  
 For 9 Month Period Ending 03/31/22

=====  
 ASSETS AND RESOURCES  
 =====

--- A S S E T S ---

101	Cash in bank		(\$121,100.60)
	Accounts receivable:		
141	Intergovernmental - State	\$5,522.00	
142	Intergovernmental - Federal	\$7,235.00	
			\$12,757.00

--- R E S O U R C E S ---

301	Estimated Revenues	\$3,202,388.00	
302	Less Revenues	(\$1,603,418.00)	
			\$1,598,970.00

		\$1,490,626.40
Total assets and resources		=====

REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Beverly City Board of Education  
 Special Revenue Fund - Fund 20  
 Interim Balance Sheet  
 For 9 Month Period Ending 03/31/22

=====  
 LIABILITIES AND FUND EQUITY  
 =====

--- LIABILITIES ---

481	Deferred revenues	(\$9,440.00)
-----	-------------------	--------------

TOTAL LIABILITIES

-----  
(\$9,440.00)  
=====

FUND BALANCE

--- Appropriated ---

753	Reserve for encumbrances - Current Year	\$345,802.94
-----	---	--------------

601	Appropriations	\$3,202,388.00
-----	----------------	----------------

602	Less: Expenditures	\$1,702,321.60	
-----	--------------------	----------------	--

603	Encumbrances	\$345,802.94	(\$2,048,124.54)
-----	--------------	--------------	------------------

-----  
\$1,154,263.46

TOTAL FUND BALANCE

-----  
\$1,500,066.40

TOTAL LIABILITIES AND FUND EQUITY

-----  
\$1,490,626.40  
=====

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
Special Revenue Fund - Fund 20  
INTERIM STATEMENTS COMPARING  
BUDGET REVENUE WITH ACTUAL TO DATE AND  
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE  
For 9 Month Period Ending 03/31/22

		BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***					
3XXX	From State Sources	\$739,915.00	\$739,915.00		.00
4XXX	From Federal Sources	\$2,462,473.00	\$863,503.00		\$1,598,970.00
TOTAL REVENUE/SOURCES OF FUNDS		\$3,202,388.00	\$1,603,418.00		\$1,598,970.00
*** EXPENDITURES ***					
		APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
STATE PROJECTS:					
	Preschool Education Aid (218)	\$739,915.00	\$478,115.86	\$248,695.45	\$13,103.69
TOTAL STATE PROJECTS		\$739,915.00	\$478,115.86	\$248,695.45	\$13,103.69
FEDERAL PROJECTS:					
	ESSA Title I - Part A/D (231-239)	\$138,852.00	\$71,589.14	\$24,170.86	\$43,092.00
	I.D.E.A. Part B (Handicapped) (250-259)	\$125,980.00	\$90,754.73	\$31,171.55	\$4,053.72
	ESSA Title II - Part A/D (270-279)	\$10,714.00	\$6,428.40	\$4,285.60	.00
	ESSA Title IV (280-289)	\$12,086.00	\$9,399.75	\$2,686.25	.00
	Digital Divide Program (478)	\$87,434.00	\$87,434.00	.00	.00
	Coronavirus Relief Grant Program (479)	\$26,423.00	\$9,171.56	\$11,261.43	\$5,990.01
	CRRSA-ESSER II Grant Program (483)	\$542,782.00	\$542,782.00	.00	.00
	CRRSA Act-Learning Acceleration Grant Program (484)	\$34,833.00	\$13,061.86	\$5,598.14	\$16,173.00
	CRRSA Act-Mental Health Grant Program (485)	\$45,000.00	\$24,750.60	\$8,678.40	\$11,571.00
	ARP - ESSER Grant Program (487)	\$1,219,868.00	\$368,833.70	\$8,350.56	\$842,683.74
	ARP - ESSER Accelerated Learning Coaching (488)	\$50,000.00	.00	.00	\$50,000.00
	ARP - ESSER Evidence-Based Summer Learning (489)	\$40,000.00	.00	\$904.70	\$39,095.30
	ARP - ESSER Evidence-Based Comprehensive (490)	\$40,000.00	.00	.00	\$40,000.00
	ARP - ESSER NJ Tiered System of Supports (491)	\$88,501.00	.00	.00	\$88,501.00
TOTAL FEDERAL PROJECTS		\$2,462,473.00	\$1,224,205.74	\$97,107.49	\$1,141,159.77
*** TOTAL EXPENDITURES ***		\$3,202,388.00	\$1,702,321.60	\$345,802.94	\$1,154,263.46

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
SPECIAL REVENUE - FUND 20  
SCHEDULE OF REVENUES  
ACTUAL COMPARED WITH ESTIMATED  
For 9 Month Period Ending 03/31/22

	ESTIMATED	ACTUAL	UNREALIZED
	-----	-----	-----
--- STATE SOURCES ---			
3218	Preschool Education Aid	\$739,915.00	\$739,915.00
			.00
	Total Revenue from State Sources	\$739,915.00	\$739,915.00
			\$0.00
	=====	=====	=====
--- FEDERAL SOURCES ---			
4411-16	Title I	\$138,852.00	\$65,873.00
			\$72,979.00
4420-29	I.D.E.A. Part B (Handicapped)	\$125,980.00	\$84,875.00
			\$41,105.00
4530	CARES Act Education Stabilization Fund	\$87,434.00	\$94,669.00
			(\$7,235.00)
4532	Coronavirus Relief Fund Grant	\$26,423.00	\$26,423.00
			.00
4534	CRRSA Act - ESSER II	\$542,782.00	\$542,782.00
			.00
4535	CRRSA Act - Learning Acceleration Grant	\$34,833.00	\$11,196.00
			\$23,637.00
4536	CRRSA Act - Mental Health Grant	\$45,000.00	\$21,858.00
			\$23,142.00
4540	ARP-ESSER Grant Program	\$1,219,868.00	.00
			\$1,219,868.00
4541	ARP-ESSER Accelerated Learning Coaching	\$50,000.00	.00
			\$50,000.00
4542	ARP-ESSER Evidence-Based Summer Learning	\$40,000.00	.00
			\$40,000.00
4543	ARP-ESSER Evidence-Based Comprehensive Beyond the School Day	\$40,000.00	.00
			\$40,000.00
4544	ARP-ESSER NJ NTiered System of Supports	\$88,501.00	.00
			\$88,501.00
4XXX	Other Federal Aids	\$22,800.00	\$15,827.00
			\$6,973.00
	Total Revenues from Federal Sources	\$2,462,473.00	\$863,503.00
			\$1,598,970.00
	=====	=====	=====
	TOTAL REVENUES/SOURCES OF FUNDS	\$3,202,388.00	\$1,603,418.00
			\$1,598,970.00
	=====	=====	=====

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
Special Revenue Fund - Fund 20  
STATEMENT OF APPROPRIATIONS - RESTRICTED STATE ENTITLEMENTS  
COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
For 9 Month Period Ending 03/31/22

	Appropriations	Expenditures	Encumbrances	Available Balance
Local Projects:				
State Projects:				
--- Preschool Education Aid - Instruction ---				
20-218-100-101 Salaries of Teachers	\$256,571.00	\$179,674.77	\$76,896.23	.00
20-218-100-106 Other Sal. For Instruction	\$87,410.00	\$44,116.33	\$42,883.67	\$410.00
20-218-100-321 Purchased Prof & Ed Services	\$5,000.00	\$2,679.60	.00	\$2,320.40
20-218-100-600 General Supplies	\$15,706.00	\$6,010.55	.00	\$9,695.45
Total Instruction	\$364,687.00	\$232,481.25	\$119,779.90	\$12,425.85
--- Preschool Education Aid - Support Services ---				
20-218-200-102 Salaries of Supervisors of Instruction	\$35,121.00	\$26,126.28	\$8,708.76	\$285.96
20-218-200-103 Salaries of Program Directors	\$38,004.00	\$28,272.88	\$9,690.96	\$40.16
20-218-200-104 Salaries of Other Professional Staff	\$13,606.00	\$3,400.92	\$10,205.08	.00
20-218-200-105 Salaries of Secr. And Clerical Assistants	\$22,384.00	\$14,855.01	\$7,256.91	\$272.08
20-218-200-110 Other Salaries	\$41,180.00	\$30,879.52	\$10,299.84	\$0.64
20-218-200-173 Salaries of Community Parent Involvement Spec.	\$12,263.00	\$8,528.80	\$3,655.20	\$79.00
20-218-200-176 Salaries of Master Teachers	\$81,526.00	\$57,068.20	\$24,457.80	.00
20-218-200-200 Personal Services - Employee Benefits	\$131,144.00	\$76,503.00	\$54,641.00	.00
Total Support Services	\$375,228.00	\$245,634.61	\$128,915.55	\$677.84
-- TOTAL Preschool Education Aid --	\$739,915.00	\$478,115.86	\$248,695.45	\$13,103.69
=====				
TOTAL STATE PROJECTS	\$739,915.00	\$478,115.86	\$248,695.45	\$13,103.69
Federal Projects:				
--- CARES Act Educational Stabilization Fund ---				
--- Bridging the Digital Divide Program				
--- Support Services ---				
20-478-200-4XX Purchased Property	\$87,434.00	\$87,434.00	.00	.00
Total Support Services	\$87,434.00	\$87,434.00	\$0.00	\$0.00
TOTAL Bridging the Digital Divide Program	\$87,434.00	\$87,434.00	\$0.00	\$0.00
--- Coronavirus Relief Grant Program ---				
-- Instruction --				
20-479-100-6XX Instructional Supplies	\$26,423.00	\$9,171.56	\$11,261.43	\$5,990.01
Total Instruction	\$26,423.00	\$9,171.56	\$11,261.43	\$5,990.01
TOTAL Coronavirus Relief Grant Program	\$26,423.00	\$9,171.56	\$11,261.43	\$5,990.01
--- Other Federal Programs ---				
20-231 to 20-239-XXX-XXX ESSA Title I - Part A/D	\$138,852.00	\$71,589.14	\$24,170.86	\$43,092.00

	Appropriations	Expenditures	Encumbrances	Available Balance
	-----	-----	-----	-----
20-25X-XXX-XXX I.D.E.A. Part B	\$125,980.00	\$90,754.73	\$31,171.55	\$4,053.72
20-27X-XXX-XXX ESSA Title II - Part A/D	\$10,714.00	\$6,428.40	\$4,285.60	.00
20-28X-XXX-XXX ESSA Title IV	\$12,086.00	\$9,399.75	\$2,686.25	.00
20-483-XXX-XXX CRRSA-ESSER II Grant Program	\$542,782.00	\$542,782.00	.00	.00
20-484-XXX-XXX CRRSA Act-Learning Acceleration Grant Program				
	\$34,833.00	\$13,061.86	\$5,598.14	\$16,173.00
20-485-XXX-XXX CRRSA Act-Mental Health Grant Program	\$45,000.00	\$24,750.60	\$8,678.40	\$11,571.00
20-487-XXX-XXX ARP-ESSER Grant Program	\$1,219,868.00	\$368,833.70	\$8,350.56	\$842,683.74
20-488-XXX-XXX ARP-ESSER Accelerated Learning Coaching	\$50,000.00	.00	.00	\$50,000.00
20-489-XXX-XXX ARP-ESSER Evidence-Based Summer Learning	\$40,000.00	.00	\$904.70	\$39,095.30
20-490-XXX-XXX ARP-ESSER Evidence-Based Comprehensive	\$40,000.00	.00	.00	\$40,000.00
20-491-XXX-XXX ARP-ESSER NJ Tiered System of Supports	\$88,501.00	.00	.00	\$88,501.00
TOTAL Other Federal Programs	\$2,348,616.00	\$1,127,600.18	\$85,846.06	\$1,135,169.76
	=====	=====	=====	=====
TOTAL FEDERAL PROJECTS	\$2,462,473.00	\$1,224,205.74	\$97,107.49	\$1,141,159.77
20-XXX-XXX-XXX All Other State/Fed/Loc Projects	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL EXPENDITURES	\$3,202,388.00	\$1,702,321.60	\$345,802.94	\$1,154,263.46
	=====	=====	=====	=====



REPORT OF THE SECRETARY CERTIFICATION PAGE

TO THE BOARD OF EDUCATION

Beverly City Board of Education

Special Revenue Fund - Fund 20

For 9 Month Period Ending 03/31/22

I, \_\_\_\_\_, Board Secretary/Business Administrator  
certify that no line item account has encumbrances and expenditures,  
which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.

\_\_\_\_\_  
Board Secretary/Business Administrator

\_\_\_\_\_  
Date

All Accounts in the Expense Account File appear to be included in the details of THE REPORT OF THE SECRETARY

---

REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Beverly City Board of Education  
 Capital Projects Fund - Fund 30  
 Interim Balance Sheet  
 For 9 Month Period Ending 03/31/22

=====

ASSETS AND RESOURCES

=====

--- A S S E T S ---

101	Cash in bank		(\$48,624.56)
	Accounts receivable:		
141	Intergovernmental - State	(\$185,244.00)	
		-----	(\$185,244.00)

--- R E S O U R C E S ---

	Total assets and resources	-----	-----	(\$233,868.56)
			=====	

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education

Capital Projects Fund - Fund 30  
Interim Balance Sheet  
For 9 Month Period Ending 03/31/22

=====  
LIABILITIES AND FUND EQUITY  
=====

FUND BALANCE

--- Appropriated ---

--- Unappropriated ---

770	Fund balance	(\$233,868.56)	
			-----
	TOTAL FUND BALANCE		(\$233,868.56)
	TOTAL LIABILITIES AND FUND EQUITY		(\$233,868.56)
			=====

REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Beverly City Board of Education

Capital Projects Fund - Fund 30  
 INTERIM STATEMENTS COMPARING  
 BUDGET REVENUE WITH ACTUAL TO DATE AND  
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE  
 For 9 Month Period Ending 03/31/22

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***	_____	_____	_____	_____
	_____	_____	_____	_____
	=====	=====	=====	=====
*** EXPENDITURES ***	_____	_____	_____	AVAILABLE BALANCE
	_____	_____	_____	_____
	=====	=====	=====	=====

REPORT OF THE SECRETARY CERTIFICATION PAGE  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education

Capital Projects Fund - Fund 30  
For 9 Month Period Ending 03/31/22

I, \_\_\_\_\_, Board Secretary/Business Administrator  
certify that no line item account has encumbrances and expenditures,  
which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.

\_\_\_\_\_  
Board Secretary/Business Administrator

\_\_\_\_\_  
Date

All Accounts in the Expense Account File appear to be included in the details of THE REPORT OF THE SECRETARY

---

REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Beverly City Board of Education  
 Debt Service Fund - Fund 40  
 Interim Balance Sheet  
 For 9 Month Period Ending 03/31/22

=====

ASSETS AND RESOURCES

=====

--- A S S E T S ---

101	Cash in bank		(\$9,095.52)
-----	--------------	--	--------------

--- R E S O U R C E S ---

301	Estimated Revenues	\$83,194.00	
302	Less Revenues	(\$74,098.00)	
		\$9,096.00	

		\$0.48	
Total assets and resources		\$0.48	=====



REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education

Debt Service Fund - Fund 40  
Interim Balance Sheet  
For 9 Month Period Ending 03/31/22

=====

LIABILITIES AND FUND EQUITY

=====

FUND BALANCE

--- Appropriated ---

Reserved fund balance:

601	Appropriations		\$83,194.00		
602	Less : Expenditures	\$83,193.76			
			(\$83,193.76)		
					\$0.24
	Total Appropriated				\$0.24
--- Unappropriated ---					
770	Fund Balance				\$0.24
	TOTAL FUND BALANCE				\$0.48
	TOTAL LIABILITIES AND FUND EQUITY				\$0.48

RECAPITULATION OF FUND BALANCE:

	Budgeted	Actual	Variance
Appropriations	\$83,194.00	\$83,193.76	\$0.24
Revenues	(\$83,194.00)	(\$74,098.00)	(\$9,096.00)
	\$0.00	\$9,095.76	(\$9,095.76)
--- Change in Maint. / Capital reserve account ---			
Subtotal	\$0.00	\$9,095.76	(\$9,095.76)
Less: Adjust for prior year encumb.	\$0.00	\$0.00	
	\$0.00	\$9,095.76	(\$9,095.76)
Budgeted Fund Balance	\$0.00	\$9,095.76	(\$9,095.76)

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education

Debt Service Fund - Fund 40  
INTERIM STATEMENTS COMPARING  
BUDGET REVENUE WITH ACTUAL TO DATE AND  
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE  
For 9 Month Period Ending 03/31/22

		BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***					
--- Local Sources ---					
1210	Local tax levy	\$83,194.00	\$74,098.00		\$9,096.00
	Total Local Sources	\$83,194.00	\$74,098.00		\$9,096.00
	TOTAL REVENUE/SOURCES OF FUNDS	\$83,194.00	\$74,098.00		\$9,096.00

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education

Debt Service Fund - Fund 40  
INTERIM STATEMENTS COMPARING  
BUDGET REVENUE WITH ACTUAL TO DATE AND  
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE  
For 9 Month Period Ending 03/31/22

*** EXPENDITURES ***	APPROPRIATIONS	EXPENDITURES/Enc.	AVAILABLE BALANCE
	-----	-----	-----
--- Additional State School Bldg. Aid - Ch. 10 ---			
40-703-510-830 Interest	\$18,194.00	\$18,193.76	\$0.24
40-703-510-910 Redemption of principal	\$65,000.00	\$65,000.00	.00
	-----	-----	-----
TOTAL	\$83,194.00	\$83,193.76	\$0.24
	=====	=====	=====
TOTAL USES OF FUNDS BEFORE TRANSFERS	\$83,194.00	\$83,193.76	\$0.24
	=====	=====	=====
*** TOTAL USES OF FUNDS ***	\$83,194.00	\$83,193.76	\$0.24
	=====	=====	=====

REPORT OF THE SECRETARY CERTIFICATION PAGE  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
Debt Service Fund - Fund 40

For 9 Month Period Ending 03/31/22

I, \_\_\_\_\_, Board Secretary/Business Administrator  
certify that no line item account has encumbrances and expenditures,  
which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.

\_\_\_\_\_  
Board Secretary/Administrator

\_\_\_\_\_  
Date

All Accounts in the Expense Account File appear to be included in the details of THE REPORT OF THE SECRETARY

---

REPORT OF THE TREASURER TO THE BOARD OF EDUCATION

BEVERLY CITY SCHOOLS  
ALL FUNDS

FOR THE MONTH ENDING: MARCH 2022

CASH REPORT					
FUNDS	(1) Beginning Cash Balance REVISED	(2) Cash Receipts This Month	(3) Cash Disbursements This Month	(4) Ending Cash Balance	
<b>GOVERNMENTAL FUNDS</b>					
1	General Fund - Fund 10	2,472,292.79	1,017,405.26	792,250.22	2,697,447.83
2		0.00			0.00
3	ED JOBS - Fund 18	-			-
4	Special Revenue Fund - Fund 20 (see page 2)	(515,550.91)	831,558.00	89,081.77	226,925.32
5	Capital Project Fund - Fund 30	16,332.18	1.24		16,333.42
	Debt Service Fund - Fund 40	39,714.22	74,098.00	74,096.88	39,715.34
6					
	Total Governmental Funds (Lines 1 thru 5)	2,012,788.28	1,923,062.50	881,331.99	2,980,421.91
<b>ENTERPRISE FUNDS</b>					
7					
10	Food Program Fund - Fund 60	189,603.00	29,323.18	24,903.36	194,022.82
8					-
9					-
11					-
12					
	Total Operating Account	2,202,391.28	1,952,385.68	906,235.35	3,174,444.73
<b>TRUST AND AGENCY FUNDS</b>					
13					
14	Payroll	19,867.37	235,674.69	235,674.69	19,867.37
15	Payroll Agency - Fund 90	50,233.27	251,098.14	276,438.80	24,892.61
16	FSA account	260.77	0.02	50.00	210.79
17					
18	Other - School Activities	12,196.86	450.95		12,647.81
	Total Trust & Agency Funds (Lines 13 thru 15)	82,558.27	487,223.80	512,163.49	57,618.58
19					
	Total All Funds (Lines 6,12, and 16)	2,284,949.55	2,439,609.48	1,418,398.84	3,232,063.31

*Pablo Canela*

Treasurer of School Moneys

4/10/2022

REPORT OF THE TREASURER TO THE BOARD OF EDUCATION

BEVERLY CITY SCHOOLS  
SPECIAL REVENUE FUND

FOR THE MONTH ENDING: MARCH 2022

CASH REPORT					
SPECIAL REVENUE FUND		(1) Beginning Cash Balance	(2) Cash Receipts This Month	(3) Cash Disbursements this Month	(4) Ending Cash
1	Local Project	307,345.76			307,345.76
2	Early Childhood Program Aid	533,019.19		66,019.05	467,000.14
3	Preschool Education Aid	-			-
4	DEPA	10,752.22			10,752.22
	TARA	8,806.06			8,806.06
	Distance Learning Network Aid	3,508.00			3,508.00
	Character Education Aid	3,470.95			3,470.95
	Mentoring Aid	2,058.00			2,058.00
11	Other- State	7,643.00			7,643.00
12	P.L. 103-382 Title I & III	(249,400.91)	60,351.00	11,237.72	(200,287.63)
13	P.L. 103-382 Title II	(45,681.99)	6,428.00		(39,253.99)
14	P.L. 103-382 Title IV	(50,968.37)	9,399.00		(41,569.37)
15	P.L. 103-382 Title V	47.90			47.90
17	I.D.E.A. Part B (Handicapped)	(247,785.34)	84,875.00	5,880.00	(168,790.34)
18	P.L. 101-392 Vocational	-			-
19	P.L. 91-230 Adult Basic Education	-			-
20	Other -	(798,365.38)	670,505.00	5,945.00	(133,805.38)
		-			-
21	Total Special Revenues (Line 1 thru 20) (Must agree with line 3, page 1)	(515,550.91)	831,558.00	89,081.77	226,925.32

Form A - 149

Bank Reconciliation

Bank Name	WSFS Bank			Prepared by
Account number	General operating Acct			Date:
Statement Date	March 31, 2022			
Fund/Funds	10,,20,40,			
1	Balance per Bank			3,656,498.90
	Reconciling Items			
	Additions			
	Deposits in transit			
	Date			
	Amount			
2a				
2b				
2c				
2d	Total D.I.T.'s			
2	Misc	2,351.08		
3	Total Additions		2,351.08	
	Deductions			
	Outstanding Checks			
	(attached list)	500,737.43		
4				
5	Other (explain)	-		
6	Total Deductions		500,737.43	
7	Net Reconciling Items			(498,386.35)
8	Adjusted Balance per Bank As of		March 31, 2022	3,158,112.55
9	Balance per Board Secretary's Records As of		3/31/2022	** 3,295,634.96
	Reconciling Items:			
	Additions			
10	Interest Earned	-		
11	Other (Explain)		Pending journal entries	
12	Total Additions		-	
	Deductions			
13	Bank Charges			
14	Other (Explain)	137,524.77	Pending journal entries	
15	Total deductions		137,524.77	
16	Net Reconciling Items			(137,524.77)
17	Adjusted Board Secretary's Balance As of		March 31, 2022	3,158,110.19
* Line 8 MUST EQUAL line 17.				2.36
** If for general fund, special revenue fund, capital projects fund or debt service fund, must agree with amount per board secretary's report				
Page 3a				



Form A - 149

Bank Reconciliation

Bank Name	WSFS Bank			Prepared by
Account number	REFERENDUM ACCT			Date:
Statement Date	March 31, 2022			
Fund/Funds	FUND 30			
1	Balance per Bank			16,332.18
	Reconciling Items			
	Additions			
	Deposits in transit			
	Date			
	Amount			
2a				
2b				
2c				
2d	Total D.I.T.'s			
2	Misc	-		
3	Total Additions		-	
	Deductions			
	Outstanding Checks			
4	(attached list)	-		
5	Other (explain)	-		
6	Total Deductions		-	
7	Net Reconciling Items			-
8	Adjusted Balance per Bank As of		March 31, 2022	16,332.18
9	Balance per Board Secretary's Records As of		3/31/2022	** (48,624.56)
	Reconciling Items:			
	Additions			
10	Interest Earned	-		
11	Other (Explain)	64,957.98	Pending journal entries	
12	Total Additions		64,957.98	
	Deductions			
13	Bank Charges			
14	Other (Explain)		Pending journal entries	
15	Total deductions		-	
16	Net Reconciling items			64,957.98
17	Adjusted Board Secretary's Balance As of		March 31, 2022	16,333.42
* Line 8 MUST EQUAL line 17.				(1.24)
** If for general fund, special revenue fund, capital projects fund or debt service fund, must agree with amount per board secretary's report				
Page 3a.1				

Form A - 149

Bank Reconciliation

Bank Name	WSFS Bank			Prepared by
Account number	2400000357			Date:
Statement Date	March 31, 2022			
Fund/Funds	Net Payroll			
1	Balance per Bank			25,924.47
	Reconciling Items			
	Additions			
	Deposits in transit			
	Date			
	Amount			
2a				
2b				
2c	Misc			
2d	Misc			
2	Misc	-		
3	Total Additions		-	
	Deductions			
	Outstanding Checks			
4	(attached list)	6,057.10		
5	Other (explain)	-		
6	Total Deductions		6,057.10	
7	Net Reconciling Items			(6,057.10)
8	Adjusted Balance per Bank As of	March 31, 2022		19,867.37
9	Balance per Board Secretary's Records As of			** -
	Reconciling Items:			
	Additions			
10	Interest Earned			
11	Other (Explain)			
12	Total Additions		-	
	Deductions			
13	Bank Charges			
14	Other (Explain)			
15	Total deductions		-	
16	Net Reconciling items			-
17	Adjusted Board Secretary's Balance As of			* -
<p>* Line 8 MUST EQUAL line 17.</p> <p>** If for general fund, special revenue fund, capital projects fund or debt service fund, must agree with amount per board secretary's report</p>				

# Form A - 149

## Bank Reconciliation

Bank Name	WSFS Bank	Prepared by
Account number	6101433275	Date:
Statement Date	March 31, 2022	
Fund/Funds	Payroll Agency (90)	

1		Balance per Bank				39,289.78
		Reconciling Items				
		Additions				
		Deposits in transit				
		Date				
		Amount				
2a						
2b						
2c						
2d						
2		MISC	WSFS Bank			
3		Total Additions			-	
		Deductions				
		Outstanding Checks				
4		(attached list)		14,397.17		
5		Other (prior period voids)		-		
6		Total Deductions			14,397.17	
7		Net Reconciling Items				(14,397.17)
8		Adjusted Balance per Bank As of		March 31, 2022		24,892.61
9		Balance per Board Secretary's Records As of			**	
		Reconciling Items:				
		Additions				
10		Interest Earned				
11		Other (Explain)				
12		Total Additions			-	
		Deductions				
13		Bank Charges				
14		Other (Explain)				
15		Total deductions			-	
16		Net Reconciling items				-
17		Adjusted Board Secretary's Balance As of			*	-

\* Line 8 MUST EQUAL line 17.  
 \*\* If for general fund, special revenue fund, capital projects fund or debt service fund, must agree with amount per board secretary's report

Form A - 149

Bank Reconciliation

Bank Name	WSFS Bank	Prepared by	
Account number	2400000340		Date:
Statement Date	March 31, 2022		
Fund/Funds	School Activities		

1		Balance per Bank				12,647.81
		Reconciling Items				
		Additions				
		Deposits in transit				
		Date				
		Amount				
2a						
2b						
2c						
2d						
2		total D.I.T.'s				
3		Total Additions				
		Deductions				
		Outstanding Checks				
4		(attached list)		0.00		
5		Other - due current fund		0.00		
6		Total Deductions			0.00	
7		Net Reconciling Items				0.00
8		Adjusted Balance per Bank As of		March 31, 2022		12,647.81

See Page 3d for Summary

9		Balance per Board Secretary's Records As of				**
		Reconciling Items:				
		Additions				
10		Interest Earned				
11		Other (Explain)				
12		Total Additions			-	
		Deductions				
13		Bank Charges				
14		Other (Explain)				
15		Total deductions			-	
16		Net Reconciling items				-
17		Adjusted Board Secretary's Balance As of				*

\* Line 8 MUST EQUAL line 17.

\*\* If for general fund, special revenue fund, capital projects fund or debt service fund, must agree with amount per board secretary's report

Form A - 149

Bank Reconciliation

Bank Name	WSFS Bank	Prepared by Date:
Account number	9500064390	
Statement Date	March 31, 2022	
Fund/Funds	FSA account	

1		Balance per Bank				210.79
		Reconciling Items				
		Additions				
		Deposits in transit				
		Date				
		Amount				
2a						
2b						
2c						
2d						
2		total D.I.T.'s				
3		Total Additions				
		Deductions				
		Outstanding Checks				
4		(attached list)		0.00		
5		Other - due current fund		0.00		
6		Total Deductions			0.00	
7		Net Reconciling Items				0.00
8		Adjusted Balance per Bank As of		March 31, 2022		210.79
See Page 3d for Summary						
9		Balance per Board Secretary's Records As of				**
		Reconciling Items:				
		Additions				
10		Interest Earned				
11		Other (Explain)				
12		Total Additions			-	
		Deductions				
13		Bank Charges				
14		Other (Explain)				
15		Total deductions			-	
16		Net Reconciling items				-
17		Adjusted Board Secretary's Balance As of				*

\* Line 8 MUST EQUAL line 17.

\*\* If for general fund, special revenue fund, capital projects fund or debt service fund, must agree with amount per board secretary's report

BEVERLY CITY SCHOOLS  
ANALYSIS OF RECONCILING ITEMS  
As of 3-31-22

**FUND-10**

cash per Board Secretary's Report ( Fund 10,16,17)

3,247,417.87

**NEEDED GENERAL LEDGER ADJUSTMENTS:**

<b>Prior year diff 6-30-21</b>	(555,987.74)
Audit adj - 6-30-21	
July - June serv charges	(14.40)
WIRE /PAYROLL POSTING	(915.47)
6-30-21 PAYROLL	12,119.14
7-29-21 TRASFER - SUI	(5,171.57)

(549,970.04)

cash per Treasurer school monies report

2,697,447.83



FUND 20                      20  
cash per Board Secretary's Report                      -                      (121,100.60)

**NEEDED GENERAL LEDGER ADJUSTMENTS:**

Prior year diff 6-30-21                      348,025.92  
    Audit adj - 6-30-21                                           348,025.92  
  
cash per Treasurer school monies report                      226,925.32



**FUND 30**

cash per Board Secretary's Report \_\_\_\_\_ (48,624.56)

**NEEDED GENERAL LEDGER ADJUSTMENTS:**

Prior year diff 6-30-21 64,946.95

    Audit adj - 6-30-21

    Due to current fund -payroll charges

    Due to current fund disb adj

    trnsfer from general fund

        fund 30 acct check

Interest 11.03

.

64,957.98

cash per Treasurer school monies report 16,333.42

**FUND 40**

**cash per Board Secretary's Report** \_\_\_\_\_ (9,096.64)

**NEEDED GENERAL LEDGER ADJUSTMENTS:**

**Prior year diff 6-30-21** 48,810.86

Audit adj - 6-30-21

48,810.86

**cash per Treasurer school monies report** **39,714.22**

MISC

**FUND 60**

cash per Balance Sheet.

178,414.33

**NEEDED GENERAL LEDGER ADJUSTMENTS:**

Prior year diff 6-30-21                      15,608.49  
Audit adj - 6-30-21

\_\_\_\_\_

15,608.49

cash per Treasurer school monies report

194,022.82

BEVERLY CITY SCHOOLS  
 OUSTANDING CHECK LIST

3/31/2022

CHECK #      AMOUNT      CHECK #      AMOUNT      CHECK #      AMOUNT

OPERATING ACCOUNT

-

PAGE 1

16502	34.65	25922	535.50
17961	867.83	25923	495.00
18116	1,605.20	25924	2,126.24
18815	7.50	25928	
18870	180.00	25970	5,863.47
19035	600.00	26072	16.24
19086	437.50	26131	38,022.20
19652	12.40	26132	48,368.62
19653	14.20	25138	540.00
21136	391.68	25141	1,035.00
21845	32,981.00	26143	600.00
22596	11,720.00	26144	410.34
22605	36,399.00	26146	9.87
22976	8,287.50	26147	14,725.07
23357	166,061.03	26149	447.70
23367	200.00	26152	4,791.92
23992	500.00	26157	279.00
24114	31,023.70	26165	2,537.50
24156	158.00	26166	328.37
24160	21.1	26171	7,624.50
24731	500.00	26172	358.05
24842	1,250.00	26178	89.10
24854	39,871.00	26180	5,247.00
24905	1,150.00	26181	420.00
25021	5,793.48	26186	739.18
25583			
25589	23,500.20		
25590			
25725	823.59		
25792	437.00		
25889	300.00		

365,127.56

135,609.87

-

BEVERLY CITY SCHOOLS  
OUTSTANDING CHECK LIST

3/31/2022

CHECK #	AMOUNT	CHECK #	AMOUNT	CHECK #	AMOUNT
---------	--------	---------	--------	---------	--------

OPERATING ACCOUNT

PAGE 2

\_\_\_\_\_  
-  
\_\_\_\_\_

\_\_\_\_\_  
-  
\_\_\_\_\_

\_\_\_\_\_  
-  
\_\_\_\_\_

BEVERLY CITY SCHOOLS  
 OUSTANDING CHECK LIST

3/31/2022

CHECK #	AMOUNT	CHECK #	AMOUNT	CHECK #	AMOUNT		
						TOTAL OPERATING ACCT OS	<u>500,737.43</u>
						BEG BAL OS CKS	1,327,393.30
						ISSUED	343,020.81
						CASHED	(1,169,381.68)
						void	(295.00)
							<u>500,737.43</u>
							-

BEVERLY CITY SCHOOLS  
 OUSTANDING CHECK LIST

3/31/2022

CHECK #	AMOUNT	CHECK #	AMOUNT	CHECK #	AMOUNT
<u>NET PAYROLL ACCOUNT</u>					
202822	182.23				
205215	167.61	218385	180.29		
		218392	85.77		
206123	984.06				
206225	539.01				
207363	128.39				
209414	1,470.75				
211739	85.80				
212824	5.27				
214204	87.25				
214205	198.20				
216090	963.13				
216862	307.27				
217139	138.20				
217513					
218176	85.82				
218362	448.05				
	<u>5,791.04</u>		<u>266.06</u>		<u>-</u>
TOTAL O/S CHECKS -PAYROLL ACCT					<u>6,057.10</u>
		BEG BAL OS CKS			5,971.33
			ISSUED		454.24
			CASHED		(368.47)
					<u>6,057.10</u>

BEVERLY CITY SCHOOLS  
 OUSTANDING CHECK LIST

3/31/2022

CHECK #	AMOUNT	CHECK #	AMOUNT	CHECK #	AMOUNT
---------	--------	---------	--------	---------	--------

PAYROLL AGENCY

10539	14.20				
11994	400.00				
12191	425.00				
12192	272.86				
12193	5,619.16				
12195	100.00				
12196	4,874.74				
12197	600.00				
12198	1,766.21				
12199	325.00				

14,397.17

BEG BAL OS CKS	17,175.13
ISSUED	36,932.35
CASHED	(39,710.31)
void	
	<u>14,397.17</u>

-



BEVERLY CITY SCHOOLS  
OUTSTANDING CHECK LIST

3/31/2022

CHECK #	AMOUNT	CHECK #	AMOUNT	CHECK #	AMOUNT
<u>FUND 30 REFERENDUM ACCOUNT</u>					

18

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

BEG BAL OS CKS	-
ISSUED	-
CASHED	-
void	-
	_____
	_____
	-

# Beverly City Board of Education March Transfer Report

va\_s1701  
04/15/2022

Budget Category	Accounts	Original Budget	Revenues Allowed + Pr Yr Reserve	Orig + Rvnues Allowed + Pr Yr Reserve	Maximum Transfer Out Allowed	YTD Net Transfers	% change of Transfers	Remaining Transfers Out Allowed	Account Balance
<b>INSTRUCTION</b>									
<b>Regular Programs</b>	<b>11-1XX-100-XXX</b>	<b>1,835,506.00</b>	<b>0.00</b>	<b>1,835,506.00</b>	<b>183,550.60</b>	<b>( 301,621.00)</b>	<b>-16.43</b>	<b>0.00</b>	<b>41,828.99</b>
	<b>12-1XX-100-XXX</b>								
	<b>13-1XX-100-XXX</b>								
	<b>15-1XX-100-XXX</b>								
Special Education, Basic Skills/Remedial and Bilingual Instruction and Speech/OT/PT and Ex	1X-2XX-100-XXX 1X-000-216-XXX 1X-000-217-XXX	672,279.00	0.00	672,279.00	67,227.90	252,273.00	37.53	319,500.90	25,178.22
Vocational Programs-Local	1X-3XX-100-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School-Spon. Co/Extra-Curr. Activities, School Sponsored Athletics, and Other Instructions	11-4XX-100-XXX 11-4XX-200-XXX 12-4XX-100-XXX 15-4XX-100-XXX 15-4XX-200-XXX	22,000.00	0.00	22,000.00	2,200.00	( 2,200.00)	-10.00	0.00	8,753.64
Community Services Programs/Operations	1X-800-330-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL INSTRUCTIONAL EXPENSE</b>		<b>2,529,785.00</b>	<b>0.00</b>	<b>2,529,785.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>75,760.85</b>
<b>UNDISTRIBUTED EXPENDITURES</b>									
Tuition	11-000-100-XXX	2,415,820.00	0.00	2,415,820.00	241,582.00	258,200.00	10.69	499,782.00	18,517.26
Attendance and Social Work, Health, Guidance, Child Study Teams, Education Media Services/	1X-000-211-XXX 1X-000-213-XXX 1X-000-218-XXX 1X-000-219-XXX 1X-000-222-XXX	457,122.00	0.00	457,122.00	45,712.20	( 43,152.00)	-9.44	2,560.20	18,926.09
Improvement of Instruction Services and Instructional Staff Training Services	1X-000-221-XXX 1X-000-223-XXX	229,326.00	0.00	229,326.00	22,932.60	44,500.00	19.40	67,432.60	1,483.12
General Administration	1X-000-230-XXX	250,541.00	0.00	250,541.00	25,054.10	( 24,800.00)	-9.90	254.10	23,999.58
School Administration	1X-000-240-XXX	32,429.00	0.00	32,429.00	3,242.90	( 3,200.00)	-9.87	42.90	3,205.80
Central Services & Administrative Information Technology	1X-000-25X-XXX	141,379.00	0.00	141,379.00	14,137.90	( 2,400.00)	-1.70	11,737.90	1,171.61
Operation and Maintenance of Plant Services	1X-000-26X-XXX	589,535.00	0.00	589,535.00	58,953.50	( 58,900.00)	-9.99	53.50	55,458.96
Student Transportation Services	1X-000-270-XXX	425,711.00	0.00	425,711.00	42,571.10	( 18,800.00)	-4.42	23,771.10	53,072.53
Personal Services-Employee Benefits	1X-XXX-XXX-2XX	1,094,880.00	0.00	1,094,880.00	109,488.00	( 108,900.00)	-9.95	588.00	163,718.88
Food Services	11-000-310-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

# Beverly City Board of Education

## March Transfer Report

va\_s1701  
04/15/2022

Budget Category	Accounts	Original Budget	Revenues Allowed + Pr Yr Reserve	Orig + Rvnues Allowed + Pr Yr Reserve	Maximum Transfer Out Allowed	YTD Net Transfers	% change of Transfers	Remaining Transfers Out Allowed	Account Balance
Transfer Property Sale Proceedes to Debt Service Reserve	11-000-520-934	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfer from General Fund Surplus to Debt Service Fund to Repay CDL	11-000-520-936	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL UNDISTRIBUTED EXPENSE</b>		<b>5,636,743.00</b>	<b>0.00</b>	<b>5,636,743.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>339,553.83</b>
<b>TOTAL GENERAL CURRENT EXPENSE</b>		<b>8,166,528.00</b>	<b>0.00</b>	<b>8,166,528.00</b>	<b>400.00</b>	<b>9,000.00</b>	<b>225.00</b>	<b>9,400.00</b>	<b>415,314.68</b>
Equipment	12-XXX-XXX-73X 15-XXX-XXX-73X	4,000.00	0.00	4,000.00	400.00	9,000.00	225.00	9,400.00	463.20
Facilities Acquisition and Construction Services	12-000-4XX-XXX	800,000.00	0.00	800,000.00	0.00	0.00	0.00	0.00	799,910.90
Capital Reserve-Transfer to Capital Expend. Fund	12-000-4XX-931	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Reserve-Transfer to Repayment of Debt	12-000-4XX-933	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL CAPITAL EXPENDITURES</b>		<b>804,000.00</b>	<b>0.00</b>	<b>804,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>800,374.10</b>
<b>TOTAL SPECIAL SCHOOLS</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
Transfer of Funds to Charter Schools	10-000-100-56X	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfer of Funds to Renaissance	10-000-100-571	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
General Fund Contribution to School Based Budgets	10-000-520-930	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>OPERATING BUDGET GRAND TOTAL</b>		<b>8,970,528.00</b>	<b>0.00</b>	<b>8,970,528.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,215,688.78</b>

\_\_\_\_\_  
School Business Administrator Signature

\_\_\_\_\_  
Date

# Beverly City Board of Education Expense Account Adjustment Analysis By Account#

va\_exaa1.082406  
04/15/2022

Selected Cycle : March

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance
<b>Current Appropriation Adjustments</b>								
11-000-213-104- -	HEALTH SVC SALARIES	bt - March	000044	03/30/2022	BSAVAGE	\$78,822.00	\$11,000.00	\$89,822.00
			Total For Account # 11-000-213-104- -			\$67,998.00	(\$11,000.00)	\$56,998.00
11-000-216-100- -	SPEECH TEACHER SALARY	bt - March	000044	03/30/2022	BSAVAGE	\$62,200.00	(\$3,000.00)	\$59,200.00
			Total For Account # 11-000-216-100- -			\$13,859.00	(\$11,000.00)	\$2,859.00
11-000-216-320- -	SPEECH/OT/PT PROF SER	bt - March	000044	03/30/2022	BSAVAGE	\$46,400.00	\$1,000.00	\$47,400.00
			Total For Account # 11-000-216-320- -			\$35,000.00	(\$2,000.00)	\$33,000.00
11-000-219-320- -	CST PROF/ED SVS	bt - March	000044	03/30/2022	BSAVAGE	\$38,600.00	\$500.00	\$39,100.00
			Total For Account # 11-000-219-320- -			\$0.00	\$500.00	\$500.00
11-000-261-420- -	MAINT CLEANING/REPAIRS	bt - March	000044	03/30/2022	BSAVAGE	\$46,268.00	(\$11,000.00)	\$35,268.00
			Total For Account # 11-000-261-420- -			\$79,586.00	\$11,000.00	\$90,586.00
11-000-261-610- -	MAINT SUPPLIES	bt - March	000044	03/30/2022	BSAVAGE	\$7,800.00	(\$1,000.00)	\$6,800.00
			Total For Account # 11-401-100-100- -			\$3,000.00	\$1,000.00	\$4,000.00
11-000-262-590- -	OPER MISC PURCHASE	bt - March	000044	03/30/2022	BSAVAGE	\$3,000.00	\$1,000.00	\$4,000.00
			Total For Account # 11-000-262-590- -			\$0.00	\$500.00	\$500.00
11-000-262-800- -	OPER MISC EXPENSE	bt - March	000044	03/30/2022	BSAVAGE	\$0.00	\$500.00	\$500.00
			Total For Account # 11-000-262-800- -			\$46,268.00	(\$11,000.00)	\$35,268.00
11-000-291-210- -	GROUP INSURANCE	bt - March	000044	03/30/2022	BSAVAGE	\$79,586.00	\$11,000.00	\$90,586.00
			Total For Account # 11-000-291-210- -			\$7,800.00	(\$1,000.00)	\$6,800.00
11-000-291-241- -	EMP BEN OTH RETIRE	bt - March	000044	03/30/2022	BSAVAGE	\$3,000.00	\$1,000.00	\$4,000.00
			Total For Account # 11-000-291-241- -			\$3,000.00	\$1,000.00	\$4,000.00
11-401-100-100- -	COCURR SALARIES	bt - March	000044	03/30/2022	BSAVAGE	\$3,000.00	\$1,000.00	\$4,000.00
			Total For Account # 11-401-100-100- -			\$3,000.00	\$1,000.00	\$4,000.00
11-401-100-500- -	COCURR OTH PURCH SVS	bt - March	000044	03/30/2022	BSAVAGE	\$3,000.00	\$1,000.00	\$4,000.00
			Total For Account # 11-401-100-500- -			\$3,000.00	\$1,000.00	\$4,000.00

**Total Current Appr.**

**\$0.00**

va\_po04.102317  
04/01/2022

## Beverly City Board of Education Entered Purchase Order Report By PO Number

Approval Status Legend: IR=Incomplete Requisition, CR=Completed Requisition, EP= Entered PO

PO#	Control#	Vendor#/Name	Account #	Description	Date	Ba- Entered tch By	Approval Status (2 needed)	PO Amount
22-00427		2213/DELL COMPUTER CORPORATION	11-000-262-300-	OPER PURCH PROF/TECH	04/01/22	1 DBRYSONREQ	CR-	2,757.92
					Total For 1 Transactions	On PO# 22-00427		\$2,757.92
22-00428		2135/WILSON LANGUAGE TRAINING	20-489-100-600-	ESSER III SUMMER SUPPLIE	04/01/22	1 DBRYSONREQ	CR-	11,940.90
					Total For 1 Transactions	On PO# 22-00428		\$11,940.90
22-00429		1795/SCHOOL HEALTH CORP	11-000-213-610-	HEALTH SUPPLIES	04/01/22	1 DBRYSONREQ	CR-	239.51
					Total For 1 Transactions	On PO# 22-00429		\$239.51
22-00430		3268/PARA PLUS TRANSLATIONS, INC.	11-000-216-320-	SPEECH/OT/PT PROF SER	04/01/22	1 DBRYSONREQ	CR-	68.50
					Total For 1 Transactions	On PO# 22-00430		\$68.50
22-00431		2984/STAPLES ADVANTAGE	11-000-219-610-	CST SUPPLIES	04/01/22	1 DBRYSONREQ	CR-	31.46
					Total For 1 Transactions	On PO# 22-00431		\$31.46
22-00432		1752/SCHOOL SPECIALTY, LLC.	11-190-100-610-	GENERAL SUPPLIES	04/01/22	1 DBRYSONREQ	CR-	203.01
					Total For 1 Transactions	On PO# 22-00432		\$203.01
22-00433		3710/RIVERSIDE INSIGHTS	11-000-219-610-	CST SUPPLIES	04/01/22	1 DBRYSONREQ	CR-	121.00
					Total For 1 Transactions	On PO# 22-00433		\$121.00
22-00434		1752/SCHOOL SPECIALTY, LLC.	20-218-100-600-	PRE-K PEA IN SUPPLS & MA	04/01/22	1 DBRYSONREQ	CR-	3,131.43
					Total For 1 Transactions	On PO# 22-00434		\$3,131.43
22-00435		1008/LAKESHORE LEARNING MAT.	20-218-100-600-	PRE-K PEA IN SUPPLS & MA	04/01/22	1 DBRYSONREQ	CR-	3,762.63
					Total For 1 Transactions	On PO# 22-00435		\$3,762.63
22-00436		3715/RIVELL, LLC	20-487-200-400-	ARP-ESSER BUILDING	04/01/22	1 DBRYSONREQ	CR-	5,668.47
					Total For 1 Transactions	On PO# 22-00436		\$5,668.47
22-00437		2865/CM3 BUILDING SOLUTIONS INC	20-487-200-400-	ARP-ESSER BUILDING	04/01/22	1 DBRYSONREQ	CR-	7,830.00
					Total For 1 Transactions	On PO# 22-00437		\$7,830.00

# Beverly City Board of Education

## Entered Purchase Order Report By PO Number

va\_po04.102317  
04/01/2022

Approval Status Legend: IR=Incomplete Requisition, CR=Completed Requisition, EP= Entered PO

PO#	Control#	Vendor#/Name	Account #	Description	Date	Entered By	Approval Status	PO Amount
22-00438		1735/JONES SCHOOL SUPPLY CO., INC.	11-000-230-610- -	GEN ADMIN-SUPPLIES	04/01/22	1 DBRYSONREQ	CR-	39.49
					Total For 1 Transactions On PO# 22-00438			\$39.49
22-00439		1059/GENERAL CHEMICAL CO.	20-479-100-600- -	COVID RELIEF FUNDS	04/01/22	1 DBRYSONREQ	CR-	1,473.23
					Total For 1 Transactions On PO# 22-00439			\$1,473.23
22-00440		1059/GENERAL CHEMICAL CO.	20-479-100-600- -	COVID RELIEF FUNDS	04/01/22	1 DBRYSONREQ	CR-	35.10
					Total For 1 Transactions On PO# 22-00440			\$35.10
22-00441		1059/GENERAL CHEMICAL CO.	20-479-100-600- -	COVID RELIEF FUNDS	04/01/22	1 DBRYSONREQ	CR-	234.00
					Total For 1 Transactions On PO# 22-00441			\$234.00
22-00442		1059/GENERAL CHEMICAL CO.	20-479-100-600- -	COVID RELIEF FUNDS	04/01/22	1 DBRYSONREQ	CR-	236.98
					Total For 1 Transactions On PO# 22-00442			\$236.98
22-00443		2865/CM3 BUILDING SOLUTIONS INC	11-000-261-610- -	MAINT SUPPLIES	04/01/22	1 DBRYSONREQ	CR-	267.00
					Total For 1 Transactions On PO# 22-00443			\$267.00
22-00444		2865/CM3 BUILDING SOLUTIONS INC	11-000-261-610- -	MAINT SUPPLIES	04/01/22	1 DBRYSONREQ	CR-	820.00
					Total For 1 Transactions On PO# 22-00444			\$820.00
22-00445		3722/DAFELDECKER ASSOCIATES, LLC	11-000-270-800- -	TRANS MISC EXPENSE	04/01/22	1 DBRYSONREQ	CR-	150.00
					Total For 1 Transactions On PO# 22-00445			\$150.00
22-00446		3723/ROOT 24, INC.	11-000-262-300- -	OPER PURCH PROF/TECH	04/01/22	1 DBRYSONREQ	CR-	3,500.00
					Total For 1 Transactions On PO# 22-00446			\$3,500.00
22-00447		3724/EASTERN DOOR SERVICE	11-000-262-300- -	OPER PURCH PROF/TECH	04/01/22	1 DBRYSONREQ	CR-	7,500.00
					Total For 1 Transactions On PO# 22-00447			\$7,500.00

# Beverly City Board of Education Entered Purchase Order Report By PO Number

va\_po04.102317  
04/01/2022

PO#	Control#	Vendor#/Name	Account #	Description	Date	Entered By	Approval Status	PO Amount
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**Report Totals**

Current Entered	\$50,010.63
Prior Entered	\$0.00
<b>Total Entered</b>	<b>\$50,010.63</b>

# Beverly City Board of Education

## Entered Purchase Order Report By PO Number

va\_po04.102317  
04/28/2022

Approval Status Legend: IR=InComplete Requisition, CR=Completed Requisition, EP= Entered PO

PO#	Control#	Vendor#/Name	Account #	Description	Date	Ba- Entered tch By	Approval Status (2 needed)	PO Amount
22-00448		3361/NEW JERSEY SCHOOLS	11-000-291-260-	WORKERS' COMP.	04/28/22	1 DBRYSONREQ	CR-	18,330.35
22-00449		2272/CLC LOCKSMITHS LLC	11-000-261-420-	MAINT CLEANING/REPAIRS	04/28/22	1 DBRYSONREQ	CR-	175.50
22-00450		3073/CMRS-FP	11-000-230-530-	TELEPHONE POSTAGE	04/28/22	1 DBRYSONREQ	CR-	1,000.00
22-00451		3020/SPIEZLE ARCHITECTURAL GROUP	12-000-400-390-	FACILITIES-PROF/TECH SVC	04/28/22	1 DBRYSONREQ	CR-	1,372.94
22-00452		3632/RMR SERVICES & REPAIR, LLC	11-000-261-420-	MAINT CLEANING/REPAIRS	04/28/22	1 DBRYSONREQ	CR-	1,248.47
22-00453		3268/PARA PLUS TRANSLATIONS, INC.	11-000-216-320-	SPEECH/OT/PT PROF SER	04/28/22	1 DBRYSONREQ	CR-	265.97
22-00454		3583/JAY'S LANDSCAPING, LLC	11-000-262-420-	OPER CONTRACT	04/28/22	1 DBRYSONREQ	CR-	3,875.00
22-00455		2473/GRAINGER	11-000-261-610-	MAINT SUPPLIES	04/28/22	1 DBRYSONREQ	CR-	279.78
22-00456		3206/ATLANTIC BUSINESS PRODUCTS	11-190-100-610-	GENERAL SUPPLIES	04/28/22	1 DBRYSONREQ	CR-	925.15
22-00457		2209/COYNE, SANDRA	11-000-291-270-	OTHER HEALTH BENEFITS	04/28/22	1 DBRYSONREQ	CR-	104.40
22-00458		1059/GENERAL CHEMICAL CO.	20-479-100-600-	COVID RELIEF FUNDS	04/28/22	1 DBRYSONREQ	CR-	600.26
22-00459		3411/TOWNSHIP OF DELANCO	11-000-262-622-A-	GASOLINE	04/28/22	1 DBRYSONREQ	CR-	257.76
22-00460		1815/BEVERLY SEWERAGE AUTHORITY	11-000-262-490-	OTHIPURPROP	04/28/22	1 DBRYSONREQ	CR-	382.00
22-00461		3643/CINNAMINSON FIRE DISTRICT #1	11-000-261-420-	MAINT CLEANING/REPAIRS	04/28/22	1 DBRYSONREQ	CR-	54.00
22-00462		1001/SYSTEMS 3000	11-000-252-340-	AIT PUR TECH SERV	04/28/22	1 DBRYSONREQ	CR-	642.00
22-00463		1775/PEMBERTON TWP. BOARD OF	11-000-216-320-	SPEECH/OT/PT PROF SER	04/28/22	1 DBRYSONREQ	CR-	389.50
22-00464		2865/CMS BUILDING SOLUTIONS INC	11-000-261-420-	MAINT CLEANING/REPAIRS	04/28/22	1 DBRYSONREQ	CR-	1,090.25



# Beverly City Board of Education

## Entered Purchase Order Report By PO Number

va\_po04.102317  
04/28/2022

Approval Status Legend: IR=InComplete Requisition, CR=Completed Requisition, EP= Entered PO

PO#	Control#	Vendor#/Name	Account #	Description	Date	Ba- Entered tch By	Approval Status (2 needed)	PO Amount
22-00465		3725/FOX FENCE-ROSANDO FENCE CO.	11-000-270-420-	TRANS	04/28/22	1 DBRYSONREQ	CR-	9,846.00
22-00466		3726/KEYSTONE ENGINEERING GROUP,	20-487-200-400-	ARP-ESSER BUILDING	04/28/22	1 DBRYSONREQ	CR-	3,935.80
<b>Report Totals</b>								
								Current Entered
								Prior Entered
								Total Entered
								\$44,775.13
								\$0.00
								\$44,775.13

# Beverly City Board of Education

## 21 Fully Approved Requisitions converted into Entered Purchase Orders.

va\_areq1  
020514  
04/01/2022

Req#	PO#	Req. by	Vendor	Ship	Attention	Total Price
22-00427	22-00427	DBRYSONRE Q	DELL COMPUTER CORPORATION	000	JACK DOOLEY	2,767.92
22-00428	22-00428	DBRYSONRE Q	WILSON LANGUAGE TRAINING CORP	000	K. LAWLER	11,940.90
22-00429	22-00429	DBRYSONRE Q	SCHOOL HEALTH CORP	000	NURSE	239.51
22-00430	22-00430	DBRYSONRE Q	PARA PLUS TRANSLATIONS, INC.	000		68.50
22-00431	22-00431	DBRYSONRE Q	STAPLES ADVANTAGE	000	LYNN COLE	31.46
22-00432	22-00432	DBRYSONRE Q	SCHOOL SPECIALTY , LLC.	000	C. STONE	203.01
22-00433	22-00433	DBRYSONRE Q	RIVERSIDE INSIGHTS	000	C. FANSLAU	121.00
22-00434	22-00434	DBRYSONRE Q	SCHOOL SPECIALTY , LLC.	000	A. HORNBECK	3,131.43
22-00435	22-00435	DBRYSONRE Q	LAKESHORE LEARNING MAT.	000	AMY HORNBECK	3,762.63
22-00437	22-00437	DBRYSONRE Q	CM3 BUILDING SOLUTIONS INC	000		7,830.00
22-00436	22-00436	DBRYSONRE Q	RIVELL, LLC	000		5,668.47
22-00438	22-00438	DBRYSONRE Q	JONES SCHOOL SUPPLY CO., INC.	000	E. GIACOBBE	39.49
22-00439	22-00439	DBRYSONRE Q	GENERAL CHEMICAL CO.	000		1,473.23
22-00440	22-00440	DBRYSONRE Q	GENERAL CHEMICAL CO.	000		35.10
22-00441	22-00441	DBRYSONRE Q	GENERAL CHEMICAL CO.	000		234.00
22-00442	22-00442	DBRYSONRE Q	GENERAL CHEMICAL CO.	000		236.98
22-00443	22-00443	DBRYSONRE Q	CM3 BUILDING SOLUTIONS INC	000		267.00
22-00444	22-00444	DBRYSONRE Q	CM3 BUILDING SOLUTIONS INC	000		820.00
22-00445	22-00445	DBRYSONRE Q	DAFELDECKER ASSOCIATES, LLC	000		150.00
22-00446	22-00446	DBRYSONRE Q	ROOT 24, INC.	000		3,500.00
22-00447	22-00447	DBRYSONRE Q	EASTERN DOOR SERVICE	000		7,500.00

## Beverly City Board of Education

# 19 Fully Approved Requisitions converted into Entered Purchase Orders.

va\_areq1  
020514  
04/28/2022

Req#	PO#	Req. by	Vendor	Ship	Attention	Total Price
22-00448	22-00448	DBRYSONRE	NEW JERSEY SCHOOLS INSURANCE	000		18,330.35
		Q				
22-00449	22-00449	DBRYSONRE	GLC LOCKSMITHS LLC	000		175.50
		Q				
22-00450	22-00450	DBRYSONRE	CMRS-FP	000		1,000.00
		Q				
22-00451	22-00451	DBRYSONRE	SPIEZLE ARCHITECTURAL GROUP INC	000		1,372.94
		Q				
22-00452	22-00452	DBRYSONRE	RMR SERVICES & REPAIR, LLC	000		1,248.47
		Q				
22-00453	22-00453	DBRYSONRE	PARA PLUS TRANSLATIONS, INC.	000		265.97
		Q				
22-00454	22-00454	DBRYSONRE	JAY'S LANDSCAPING,LLC	000		3,875.00
		Q				
22-00455	22-00455	DBRYSONRE	GRAINGER	000		279.78
		Q				
22-00456	22-00456	DBRYSONRE	ATLANTIC BUSINESS PRODUCTS	000		925.15
		Q				
22-00457	22-00457	DBRYSONRE	COYNE, SANDRA	000		104.40
		Q				
22-00458	22-00458	DBRYSONRE	GENERAL CHEMICAL CO.	000		600.26
		Q				
22-00459	22-00459	DBRYSONRE	TOWNSHIP OF DELANCO	000		257.76
		Q				
22-00460	22-00460	DBRYSONRE	BEVERLY SEWERAGE AUTHORITY	000		382.00
		Q				
22-00461	22-00461	DBRYSONRE	CINNAMINSON FIRE DISTRICT #1	000		54.00
		Q				
22-00462	22-00462	DBRYSONRE	SYSTEMS 3000	000		642.00
		Q				
22-00463	22-00463	DBRYSONRE	PEMBERTON TWP. BOARD OF EDUC.	000		389.50
		Q				
22-00464	22-00464	DBRYSONRE	CM3 BUILDING SOLUTIONS INC	000		1,090.25
		Q				
22-00465	22-00465	DBRYSONRE	FOX FENCE-ROSANDO FENCE CO. INC.	000		9,846.00
		Q				
22-00466	22-00466	DBRYSONRE	KEYSTONE ENGINEERING GROUP, INC.	000		3,935.80
		Q				

# Beverly City Board of Education Entered Purchase Order Report By PO Number

va\_po04.102317  
04/28/2022

Approval Status Legend: IR=InComplete Requisition, CR=Completed Requisition, EP= Entered PO

PO#	Control#	Vendor#/Name	Account #	Description	Date	Ba- Entered tch By	Approval Status (2 needed)	PO Amount
22-00467		3157/FOLLETT SOFTWARE	11-000-222-320- -	LIB/MEDIA PCH PRF/ED SVS	04/28/22	1 DBRYSONREQ	CR-	1,060.35

### Report Totals

Current Entered      \$1,060.35  
 Prior Entered        \$0.00  
 Total Entered        \$1,060.35

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## Beverly City Board of Education

# One (1) Fully Approved Requisition converted into an Entered Purchase Order.

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va\_areq1  
020514  
04/28/2022

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Req#	PO#	Req. by	Vendor	Ship Attention	Total Price
22-00467	22-00467	DBRYSONRE Q	FOLLETT SOFTWARE	000	1,060.35

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# Beverly City Board of Education

## Bills And Claims Report By Vendor Name

va\_bill5.102317  
04/28/2022

for Batches 50,51 and Check Date is 04/29/2022

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
<b>Posted Checks</b>							
ASI MOBILE STAGES/ 3720	22-00404	11-401-100-500- / COCURR OTH PURCH SVS		CP	Deposit	26251	600.00
					<b>Total for ASI MOBILE STAGES/ 3720</b>		<b>\$600.00</b>
B.C.I.T./1952	22-00172	11-000-100-563- / TUITION-CO VOC SCHOOL		CP	MAY 2022	26252	19,011.10
					<b>Total for B.C.I.T./ 1952</b>		<b>\$19,011.10</b>
B.C.S.S.S.D./ 1266	22-00230	11-000-100-565- / TUITION-CSSD & DAY SCHOO		CP	MARCH 2022-A.T.#22-0591	26253	3,411.92
					<b>Total for B.C.S.S.S.D./ 1266</b>		<b>\$3,411.92</b>
BANCROFT NEUROHEALTH/ 3454	22-00121	11-000-100-566- / TUITION-PRIVATE SCHOOL		CP	MAY 22- J.L	26254	5,822.60
					<b>Total for BANCROFT NEUROHEALTH/ 3454</b>		<b>\$5,822.60</b>
BAYADA NURSES INC/ 2591	22-00208	11-000-213-300- / HEALTH PURCHASED PROF/ED		CP	17228025	26255	810.75
		11-000-213-300- / HEALTH PURCHASED PROF/ED		CP	17244047	26255	1,104.50
		11-000-213-300- / HEALTH PURCHASED PROF/ED		CP	17260086	26255	1,351.25
		11-000-213-300- / HEALTH PURCHASED PROF/ED		CP	17276355	26255	1,069.25
		11-000-213-300- / HEALTH PURCHASED PROF/ED		CP	17292438	26255	1,069.00
		11-000-213-300- / HEALTH PURCHASED PROF/ED		CP	17308490	26255	810.75
		11-000-213-300- / HEALTH PURCHASED PROF/ED		CP	17308766	26255	256.50
					<b>Total for BAYADA NURSES INC/ 2591</b>		<b>\$6,472.00</b>
BEVERLY SEWERAGE AUTHORITY/ 1815	22-00460	11-000-262-490- / OTHPURPROP WATERSEWER		CF	482000-0	26256	382.00
					<b>Total for Beverly Sewerage Authority/ 1815</b>		<b>\$382.00</b>
BONNIE BRAE/ 3713	22-00338	20-250-100-500- / IDEA TUITION		CP	MARCH 2022-2022-03	26257	9,240.00
					<b>Total for BONNIE BRAE/ 3713</b>		<b>\$9,240.00</b>
BROWN, JESSICA/ 3671	22-00228	11-000-270-503- / TRANS AID IN LIEU PAY		CP	March 19 days	26258	570.00
					<b>Total for BROWN, JESSICA/ 3671</b>		<b>\$570.00</b>
CAMDEN CO. EDUCATIONAL SVC./ 1982							

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

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# Beverly City Board of Education Bills And Claims Report By Vendor Name

va\_bill5.102317  
04/28/2022

for Batches 50,51 and Check Date is 04/29/2022

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
<b>Posted Checks</b>							
CDW GOVERNMENT INC./ 2884	22-00279	11-000-270-515- / TRANS SP ED JOINT AGREE		CP	MARCH 2022	26198	682.34
					Total for CAMDEN CO. EDUCATIONAL SVC./ 1982		\$682.34
CDW GOVERNMENT INC./ 2884	22-00383	20-479-100-600- / COVID RELIEF FUNDS		CF	S382464	26199	201.70
		20-479-100-600- / COVID RELIEF FUNDS		CP	S531711	26199	211.68
		20-479-100-600- / COVID RELIEF FUNDS		CP	V276120	26199	350.00
		20-479-100-600- / COVID RELIEF FUNDS		CF	V930503	26199	413.99
					Total for CDW GOVERNMENT INC./ 2884		\$1,177.37
CINNAMINSON FIRE DISTRICT #1/ 3643	22-00461	11-000-261-420- / MAINT CLEANING/REPAIRS		CF	22-000923	26200	54.00
					Total for CINNAMINSON FIRE DISTRICT #1/ 3643		\$54.00
CLC LOCKSMITHS LLC/ 2272	22-00449	11-000-261-420- / MAINT CLEANING/REPAIRS		CF	70346	26201	175.50
					Total for CLC LOCKSMITHS LLC/ 2272		\$175.50
CM3 BUILDING SOLUTIONS INC/ 2865	22-00443	11-000-261-610- / MAINT SUPPLIES		CF	57917	26202	267.00
					Total for CM3 BUILDING SOLUTIONS INC/ 2865		\$267.00
CMRS-FP/ 3073	22-00450	11-000-230-530- / TELEPHONE POSTAGE		CF	ACT 600027659	26203	1,000.00
					Total for CMRS-FP/ 3073		\$1,000.00
COMCAST CABLEVISION/ 1792	22-00059	11-190-100-340- / PURCHASED TECH SVC		CP	act # 8499 05 117 0029668	26204	301.17
		11-190-100-340- / PURCHASED TECH SVC		CP	act # 8499 05 117 0032811	26204	113.17
					Total for COMCAST CABLEVISION/ 1792		\$414.34
COOPER PEDIATRIC NEUROLOGY/ 2608	22-00345	11-000-216-320- / SPEECH/OT/PT PROF SER		CF	H.H. DOB 2/14/2014	26205	375.00
					Total for COOPER PEDIATRIC NEUROLOGY/ 2608		\$375.00
COYNE, SANDRA/ 2209	22-00457	11-000-291-270- / OTHER HEALTH BENEFITS		CF	OTHER HEALTH BENEFITS	26206	104.40
					Total for SANDRA COYNE/ 2209		\$104.40
EDUCATIONAL SERVICES UNIT/ 1858							

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

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# Beverly City Board of Education

## Bills And Claims Report By Vendor Name

va\_bill5.102317  
04/28/2022

for Batches 50,51 and Check Date is 04/29/2022

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
<b>Posted Checks</b>							
FILEBANK INC./ 2887	22-00215	11-000-270-518- / TRANS ESC SP ED CONTRACT		CP	APR 22- 22E0790	26207	14,477.57
	22-00166	11-000-216-320- / SPEECH/OT/PT PROF SER		CP	BEV-AAC-220315	26207	196.00
		11-000-216-320- / SPEECH/OT/PT PROF SER		CP	BEV-PT-220315	26207	495.00
		11-000-216-320- / SPEECH/OT/PT PROF SER		CP	BEV-PT-220331	26207	742.50
		11-000-270-518- / TRANS ESC SP ED CONTRACT		CP	MARCH 22- 22E-0688	26207	14,477.57
				Total for EDUCATIONAL SERVICES UNIT/ 1858			\$30,388.64
FILEBANK INC./ 2887	22-00093	11-000-251-340- / BUS OFF PURCH TECH SERV		CP	MAY 2022	26208	115.02
				Total for FILEBANK INC./ 2887			\$115.02
FP MAILING SOLUTIONS/ 3072	22-00098	11-000-230-530- / TELEPHONE POSTAGE		CF	RI105284531 4/22-7/22	26209	86.85
				Total for FP MAILING SOLUTIONS/ 3072			\$86.85
GENERAL CHEMICAL CO./ 1059	22-00416	11-000-261-610- / MAINT SUPPLIES		CF	309540	26210	437.80
		11-000-261-610- / MAINT SUPPLIES		CP	311593	26210	150.50
	22-00441	20-479-100-600- / COVID RELIEF FUNDS		CF	312687	26210	234.00
	22-00440	20-479-100-600- / COVID RELIEF FUNDS		CF	313016	26210	35.10
	22-00439	20-479-100-600- / COVID RELIEF FUNDS		CF	313032	26210	1,473.23
				Total for GENERAL CHEMICAL CO./ 1059			\$2,330.63
GLOUCESTER COUNTY SPECIAL SVC./ 1914	22-00278	11-000-270-515- / TRANS SP ED JOINT AGREE		CP	FEB 2022-2V3249 M.A.	26211	4,740.27
	22-00277	11-000-100-565- / TUITION-CSSD & DAY SCHOO		CP	MARCH 2022-2V3470 M.A.	26211	385.00
				Total for GLOUCESTER COUNTY SPECIAL SVC./ 1914			\$5,125.27
GST TRANSPORT, CORP./ 2738	22-00233	11-000-270-511- / TRANS CONT SVS REG		CP	APRIL 2022	26212	3,297.78
				Total for GST Transport, Corp./ 2738			\$3,297.78
HEALTH RESERVES, LLC./ 3676	22-00175	11-000-216-320- / SPEECH/OT/PT PROF SER		CP	303/331	26213	2,422.50
				Total for HEALTH RESERVES, LLC./ 3676			\$2,422.50
HORIZON DENTAL OPTION PLAN/ 2999	22-00100	11-000-291-270- / OTHER HEALTH BENEFITS		CP	298887816-APRIL 2022	26214	3,596.68
				Total for Horizon Dental Option Plan/ 2999			\$3,596.68

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

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# Beverly City Board of Education

## Bills And Claims Report By Vendor Name

for Batches 50,51 and Check Date is 04/29/2022

va\_bill5.102317  
04/28/2022

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
<b>Posted Checks</b>							
JESUS THE GOOD SHEPARD PARISH/ 3259	22-00095	11-000-262-420- / OPER CONTRACT SERVICES		CP	MAY 2022	26215	1,531.16
					Total for JESUS THE GOOD SHEPARD PARISH/ 3259		\$1,531.16
JONES SCHOOL SUPPLY CO., INC./ 1735	22-00438	11-000-230-610- / GEN ADMIN-SUPPLIES		CF	1867157	26216	39.49
					Total for JONES SCHOOL SUPPLY CO., INC./ 1735		\$39.49
JONES, AMIE/ 3596	22-00266	20-280-100-100- / T-4 SALARIES		CP	225/325- 12 HOURS	26217	1,812.00
					Total for JONES, AMIE/ 3596		\$1,812.00
KEYSTONE ENGINEERING GROUP, INC./ 3726	22-00466	20-487-200-400- / ARP-ESSER BUILDING		CF	2200529	26218	3,935.80
					Total for KEYSTONE ENGINEERING GROUP, INC./ 3726		\$3,935.80
LEXISNEXIS RISK SOLUTIONS FL INC./ 3573	22-00096	11-000-262-300- / OPER PURCH PROF/TECH SVS		CP	MARCH 2022	26219	92.89
					Total for LEXISNEXIS RISK SOLUTIONS FL INC./ 3573		\$92.89
LOWE'S/ 3138	22-00107	11-000-261-610- / MAINT SUPPLIES		CP	902664	26220	60.37
				CP	902901	26220	261.18
					Total for LOWE'S/ 3138		\$321.55
MGL PRINTING SOLUTIONS/ 2945	22-00370	11-000-251-610- / BUSINESS SUPPLIES		CF	187450	26221	692.50
					Total for MGL Printing Solutions/ 2945		\$692.50
NETWORK SUPPORT LLC/ 2672	22-00099	11-190-100-340- / PURCHASED TECH SVC		CP	2029	26222	850.00
				CP	2030	26222	187.50
				CP	2031	26222	700.00
				CP	2032	26222	800.00
				CP	2033	26222	900.00
				CP	2034	26222	600.00
				CP	2035	26222	700.00

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

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# Beverly City Board of Education

## Bills And Claims Report By Vendor Name

va\_bill5.102317  
04/28/2022

for Batches 50,51 and Check Date is 04/29/2022

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
<b>Posted Checks</b>							
NEW JERSEY SCHOOLS INSURANCE GROUP/ 3361	22-00448	11-190-100-340- / PURCHASED TECH SVC		CP	2036 Total for Network Support LLC/ 2672	26222	150.00 \$4,887.50
				CF	CON-0000030427	26223	18,330.35 \$18,330.35
					Total for NEW JERSEY SCHOOLS INSURANCE GROUP/ 3361		
NJ AMERICAN WATER CO./ 1140	22-00104	11-000-262-300- / OPER PURCH PROF/TECH SVS		CP	3/22/2022	26224	328.37 \$328.37
				CF	ORD0577795	26225	1,100.00 \$1,100.00
					Total for NJ TRANSIT-RIVERLINE/ 2506		
NUTRI-SERVE FOOD MGMT/ 2821	22-00240	60-910-310-500- / FOOD SERVICE COSTS		CP	930031922	26226	5,309.86
		60-910-310-500- / FOOD SERVICE COSTS		CP	930032622	26226	4,888.67
		60-910-310-500- / FOOD SERVICE COSTS		CP	930040222	26226	5,401.09
					Total for NUTRI-SERVE FOOD MGMT/ 2821		\$15,599.62
PALMYRA BOARD OF EDUCATION/ 1249	22-00201	11-000-100-561- / TUITION-LEA REGULAR		CP	MAY 2022	26227	78,377.60
		11-000-100-562- / TUITION-LEA SPECIAL EDUC		CP	MAY 2022	26227	26,517.70
					Total for PALMYRA BOARD OF EDUCATION/ 1249		\$104,895.30
PARA PLUS TRANSLATIONS, INC./ 3268	22-00409	11-000-216-320- / SPEECH/OT/PT PROF SER		CP	160641	26228	83.50
		11-000-216-320- / SPEECH/OT/PT PROF SER		CF	161026	26228	25.00
		11-000-216-320- / SPEECH/OT/PT PROF SER		CF	161423	26228	68.50
					Total for PARA PLUS TRANSLATIONS, INC./ 3268		\$177.00
PAYROLL PURCHASE ORDER/ 1704	PRL-FICA	11-000-291-250- / UNEMPLOYMENT COMPENSATIO		HP	1Q2022 BD SHARE SUI	3312022	6,644.42
					Total for PAYROLL PURCHASE ORDER/ 1704		\$6,644.42
PEMBERTON TWP. BOARD OF EDUC./ 1775							

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# Beverly City Board of Education Bills And Claims Report By Vendor Name

va\_bill5.102317  
04/28/2022

for Batches 50,51 and Check Date is 04/29/2022

Vendor # / Name		PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
<b>Posted Checks</b>								
	22-00463		11-000-216-320- / SPEECH/OT/PT PROF SER		CF	FEB 2022	26229	389.50
	22-00391		11-000-100-562- / TUITION-LEA SPECIAL EDUC		CP	MARCH 2022 C.B.	26229	4,227.40
			11-000-100-562- / TUITION-LEA SPECIAL EDUC		CP	MARCH 2022 X.D.	26229	3,176.90
			Total for PEMBERTON TWP. BOARD OF EDUC./ 1775					\$7,793.80
<b>PRESENTATION SYSTEMS INC./ 3585</b>								
	22-00382		11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	58203	26230	1,000.00
			Total for PRESENTATION SYSTEMS INC./ 3585					\$1,000.00
<b>PRO ED/ 1117</b>								
	22-00379		11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	2929547	26231	166.10
			Total for PRO ED/ 1117					\$166.10
<b>PROFESSIONAL MEDICAL STAFFING/ 3579</b>								
	22-00417		11-000-213-104- / HEALTH SVC SALARIES		CP	2-3429	26232	1,428.00
			11-000-213-104- / HEALTH SVC SALARIES		CP	2-3456	26232	1,848.75
			11-000-213-104- / HEALTH SVC SALARIES		CP	2-3485	26232	1,848.75
			11-000-213-104- / HEALTH SVC SALARIES		CP	2-3511	26232	1,708.50
			11-000-213-104- / HEALTH SVC SALARIES		CP	2-3634	26232	1,887.00
			11-000-213-104- / HEALTH SVC SALARIES		CP	2-3555	26232	739.50
			Total for PROFESSIONAL MEDICAL STAFFING/ 3579					\$9,460.50
<b>PRUDENTIAL INS. CO. - NJEA/ 2395</b>								
	22-00108		11-000-291-270- / OTHER HEALTH BENEFITS		CP	0021331918 - MAY 2022	26233	406.23
			Total for PRUDENTIAL INS. CO. - NJEA/ 2395					\$406.23
<b>PSE &amp; G/ 1141</b>								
	22-00102		11-000-262-622- / OPER ENERGY - ELECTRICIT		CP	3/29/2022 ELECTRICIT	26234	3,559.76
			11-000-262-621- / OPER ENERGY - GAS		CP	3/29/2022-GAS	26234	4,020.39
			Total for PSE & G/ 1141					\$7,580.15
<b>RIVELL, LLC/ 3715</b>								
	22-00386		11-190-100-500- / OTHER PURCHASED SVC		CP	2410	26235	780.89
	22-00436		20-487-200-400- / ARP-ESSER BUILDING		CF	2417	26235	5,668.47
			Total for RIVELL, LLC/ 3715					\$6,449.36
<b>RIVERSIDE INSIGHTS/ 3710</b>								
	22-00433		11-000-219-610- / CST SUPPLIES		CF	INV119055	26236	121.00
			Total for RIVERSIDE INSIGHTS/ 3710					\$121.00

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# Beverly City Board of Education Bills And Claims Report By Vendor Name

va\_bill5.102317  
04/28/2022

for Batches 50,51 and Check Date is 04/29/2022

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
<b>Posted Checks</b>							
RMR SERVICES & REPAIR, LLC/ 3632	22-00452	11-000-261-420- / MAINT CLEANING/REPAIRS		CP	19180	26237	625.23
		11-000-261-420- / MAINT CLEANING/REPAIRS		CF	19185	26237	623.24
					<b>Total for RMR SERVICES &amp; REPAIR, LLC/ 3632</b>		<b>\$1,248.47</b>
ROOT 24, INC./ 3723	22-00446	11-000-262-300- / OPER PURCH PROF/TECH SVS		CF	M11716D	26238	3,500.00
					<b>Total for ROOT 24, INC./ 3723</b>		<b>\$3,500.00</b>
SCHOLASTIC EDUCATION/ 3721	22-00419	20-489-100-600- / ESSER III SUMMER SUPPLIE		CF	37877819	26239	904.70
					<b>Total for SCHOLASTIC EDUCATION/ 3721</b>		<b>\$904.70</b>
SCHOOL HEALTH CORP/ 1795	22-00429	11-000-213-610- / HEALTH SUPPLIES		CF	4050569-00	26240	186.51
					<b>Total for SCHOOL HEALTH CORP/ 1795</b>		<b>\$186.51</b>
SCHOOL SPECIALTY , LLC./ 1752	22-00414	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208129826836	26241	349.42
					<b>Total for SCHOOL SPECIALTY, LLC./ 1752</b>		<b>\$349.42</b>
SHI INTERNATIONAL CORP./ 3563	22-00420	20-487-200-400- / ARP-ESSER BUILDING		CF	B15102176	26242	421.16
					<b>Total for SHI INTERNATIONAL CORP./ 3563</b>		<b>\$421.16</b>
SPIEZZLE ARCHITECTURAL GROUP INC/ 3020	22-00451	12-000-400-390- / FACILITIES-PROF/TECH SVC		CF	20K037-14	26243	1,372.94
					<b>Total for SPIEZZLE ARCHITECTURAL GROUP INC/ 3020</b>		<b>\$1,372.94</b>
STATE OF NJ HEALTH BENEFITS PR/ 2394	22-00182	11-000-291-270- / OTHER HEALTH BENEFITS		HP	APRIL 2022	42022	62,136.05
		20-218-200-200- / PSEA EMP BENEFITS		HP	APRIL 2022	42022	10,929.00
					<b>Total for STATE OF NJ HEALTH BENEFITS PR/ 2394</b>		<b>\$73,065.05</b>
TOWNSHIP OF DELANCO/ 3411	22-00459	11-000-262-622-A / GASOLINE		CF	MARCH 2022	26244	257.76
					<b>Total for TOWNSHIP OF DELANCO/ 3411</b>		<b>\$257.76</b>
VERIZON/ 1139	22-00103	11-190-100-500- / OTHER PURCHASED SVC		CP	3/27/2022	26245	139.40

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

Run on 04/27/2022 at 02:28:37 PM

# Beverly City Board of Education

## Bills And Claims Report By Vendor Name

va\_bill5.102317  
04/28/2022

for Batches 50,51 and Check Date is 04/29/2022

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
<b>Posted Checks</b>							
WASTE MANAGEMENT OF NJ/ 1169					Total for VERIZON/ 1139		\$139.40
	22-00101	11-000-262-420- / OPER CONTRACT SERVICES		CP	3056295-0502-8	26246	914.18
					Total for WASTE MANAGEMENT OF NEW JERSEY/ 1169		\$914.18
WATERLOGIC EAST, INC./ 3453					Total for WATERLOGIC EAST, INC./ 3453		\$148.41
	22-00097	11-000-262-441- / OPER RENTALS		CF	04/04/22-06/30/22-1344406	26247	148.41
WESTERN PEST SERVICES/ 2521					Total for WESTERN PEST SERVICES/ 2521		\$198.50
	22-00094	11-000-262-300- / OPER PURCH PROF/TECH SVS		CP	APRIL 2022	26248	198.50
XEROX CORPORATION/ 3443					Total for XEROX CORPORATION/ 3443		\$424.14
	22-00058	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CP	015829685	26249	285.90
		11-190-100-610- / GENERAL SUPPLIES INSTRUC		CP	MARCH 2022	26249	138.24
XTEL COMMUNICATIONS/ 2813					Total for XTEL COMMUNICATIONS/ 2813		\$1,896.94
	22-00060	11-190-100-500- / OTHER PURCHASED SVC		CP	10000013454	26250	1,896.94
Total for Posted Checks							\$375,515.61

va\_bill5.102317  
04/28/2022

# Beverly City Board of Education Bills And Claims Report By Vendor Name

for Batches 50,51 and Check Date is 04/29/2022

*Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator, Run on 04/27/2022 at 02:28:37 PM  
be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed.*

Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
10	11	\$253,931.75		\$68,780.47		\$322,712.22
10	12	\$1,372.94				\$1,372.94
Fund 10	TOTAL	\$255,304.69		\$68,780.47		\$324,085.16
20	20	\$24,901.83		\$10,929.00		\$35,830.83
60	60	\$15,599.62				\$15,599.62
GRAND	TOTAL	\$295,806.14	\$0.00	\$79,709.47	\$0.00	\$375,515.61

Chairman Finance Committee

Member Finance Committee

# Beverly City Board of Education

## Bills And Claims Report By Vendor Name

for Batch 53 and Check Date is 04/29/2022

va\_bill5.102317  
04/28/2022

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
<b>Posted Checks</b>							
FOLLETT SOFTWARE/ 3157	22-00467	11-000-222-320- /LIB/MEDIA PCH PRF/IED SVS		CF	1465209	26259	1,060.35
Total for Follett Software/ 3157							\$1,060.35
Total for Posted Checks							\$1,060.35

# Beverly City Board of Education Bills And Claims Report By Vendor Name

va\_bill5.102317  
04/28/2022

for Batch 53 and Check Date is 04/29/2022

Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator, Run on 04/28/2022 at 10:29:32 AM  
be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed.

Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
10	11	\$1,060.35				\$1,060.35
GRAND	TOTAL	\$1,060.35	\$0.00	\$0.00	\$0.00	\$1,060.35

Chairman Finance Committee      Member Finance Committee



# Payroll to Budget Transfer Report

Account#	Check#	Check Date	Check Amount	Check Description
11-000-211-105- -	903152022	03/15/2022	1,599.53	ATTEND SVCS- CLER SAL
11-000-213-104- -	903152022	03/15/2022	3,841.10	HEALTH SVC SALARIES
11-000-213-105- -	903152022	03/15/2022	521.35	HEALTH SVCS- CLER SAL
11-000-216-100- -	903152022	03/15/2022	3,399.90	SPEECH TEACHER SALARY
11-000-217-106- -	903152022	03/15/2022	857.94	EXTRAORD PARA SAL
11-000-219-104- -	903152022	03/15/2022	7,139.24	CST SALARIES
11-000-219-105- -	903152022	03/15/2022	1,042.71	CST SECY/CLER SALARIES
11-000-221-102- -	903152022	03/15/2022	6,526.86	CURR/INSTR SALARIES
11-000-221-104- -	903152022	03/15/2022	334.95	CURR/INSTR PROF SALARIES
11-000-221-110- -	903152022	03/15/2022	223.30	CI OTHER SALARIES
11-000-230-100- -	903152022	03/15/2022	5,895.32	GEN ADMIN SPRINTEND SAL
11-000-230-104- -	903152022	03/15/2022	199.20	TREASURER SALARIES
11-000-230-105- -	903152022	03/15/2022	525.94	GENERAL ADMIN- CLER SAL
11-000-240-105- -	903152022	03/15/2022	525.94	SCH ADMIN SEC/CLER SAL
11-000-251-104- -	903152022	03/15/2022	3,557.49	BUSINESS ADMIN SALARIES
11-000-251-105- -	903152022	03/15/2022	1,007.18	BUS ADMIN/SECY SALARIES
11-000-262-110- -	903152022	03/15/2022	2,725.43	OPER/CUST SALARIES
11-000-262-110-OT -	903152022	03/15/2022	1,622.98	OPER/CUSTODIAL OT
11-000-266-100- -	903152022	03/15/2022	2,225.03	UE S SALS OF SEC G & INV
11-000-270-161- -	903152022	03/15/2022	1,272.43	SAL. FOR PUPIL TRANS(BET
11-000-270-162- -	903152022	03/15/2022	1,022.43	SAL. FOR PUPIL TRANS(BET
11-110-100-101- -	903152022	03/15/2022	6,791.23	KNDG TEACHER SALARIES
11-110-100-101-01 -	903152022	03/15/2022	47.30	PRESCH/KIND- SUBSTITUTES
11-120-100-101- -	903152022	03/15/2022	28,966.37	GR. 1-5 TEACHER SALARIES
11-120-100-101-01 -	903152022	03/15/2022	139.22	GRADES 1-5 - SUBSTITUTES
11-130-100-101- -	903152022	03/15/2022	18,345.40	GR. 6-8 TEACHER SALARIES
11-150-100-101- -	903152022	03/15/2022	1,920.00	HOME INSTRUCT SALARIES T
11-190-100-106- -	903152022	03/15/2022	9,764.92	OTHER SALARIES-INSTR
11-204-100-101- -	903152022	03/15/2022	9,383.30	LLD TEACHER SALARIES
11-204-100-101-01 -	903152022	03/15/2022	95.00	LLD-SUBSTITUTES
11-204-100-106- -	903152022	03/15/2022	3,467.34	LLD PARA SALARY
11-213-100-101- -	903152022	03/15/2022	8,994.75	RR TEACHER SALARIES
11-213-100-101-01 -	903152022	03/15/2022	38.28	RESOURCE RM- SUBSTITUTES
11-230-100-101- -	903152022	03/15/2022	9,931.81	BSC SKILLS TEACHER SALAR
11-240-100-101- -	903152022	03/15/2022	3,137.00	BILINGUAL TEACHER SALARI
11-401-100-100- -	903152022	03/15/2022	66.00	COCURR SALARIES
20-218-100-101- -	903152022	03/15/2022	12,853.60	PSEA TEACHER SAL
20-218-100-106- -	903152022	03/15/2022	2,573.82	PSEA AIDES SAL
20-218-200-102- -	903152022	03/15/2022	1,451.46	PSEA SUPERV SAL
20-218-200-103- -	903152022	03/15/2022	1,615.16	PRE-K SALARIES OF SUPERV
20-218-200-104- -	903152022	03/15/2022	1,700.46	PSEA OTHER PROF SAL
20-218-200-105- -	903152022	03/15/2022	499.64	PRE-K SALARIES OF SECR A
20-218-200-110- -	903152022	03/15/2022	1,716.64	OTHER SALARIES
20-218-200-173- -	903152022	03/15/2022	609.20	PEA SS CMTY PARENT INV S
20-218-200-176- -	903152022	03/15/2022	4,076.30	PEA SS MASTER TEACHERS
20-231-100-101- -	903152022	03/15/2022	5,618.86	TITLE I TEACHER SALARIES
20-484-100-100- -	903152022	03/15/2022	932.99	LEARNING ACCERATION
20-485-200-100- -	903152022	03/15/2022	1,446.40	MENTAL HEALTH SALARIES

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Account#	Check#	Check Date	Check Amount	Check Description
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<b>Total # of Payments</b>	48.00	<b>Total Check Amount</b>	182,248.70	
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# Payroll to Budget Transfer Report

Account#	Check#	Check Date	Check Amount	Check Description
11-000-211-105- -	903302022	03/30/2022	1,599.53	ATTEND SVCS- CLER SAL
11-000-213-104- -	903302022	03/30/2022	2,304.66	HEALTH SVC SALARIES
11-000-213-105- -	903302022	03/30/2022	521.35	HEALTH SVCS- CLER SAL
11-000-216-100- -	903302022	03/30/2022	3,399.90	SPEECH TEACHER SALARY
11-000-217-106- -	903302022	03/30/2022	1,024.89	EXTRAORD PARA SAL
11-000-218-105- -	903302022	03/30/2022	632.54	GUID SECY/CLER SALARIES
11-000-219-104- -	903302022	03/30/2022	7,139.24	CST SALARIES
11-000-219-105- -	903302022	03/30/2022	1,042.71	CST SECY/CLER SALARIES
11-000-221-102- -	903302022	03/30/2022	6,526.86	CURR/INSTR SALARIES
11-000-221-104- -	903302022	03/30/2022	334.95	CURR/INSTR PROF SALARIES
11-000-221-105- -	903302022	03/30/2022	105.42	CURR/INSTR SECY/CLER SAL
11-000-221-110- -	903302022	03/30/2022	223.30	CI OTHER SALARIES
11-000-230-100- -	903302022	03/30/2022	5,895.32	GEN ADMIN SPRINTEND SAL
11-000-230-104- -	903302022	03/30/2022	199.20	TREASURER SALARIES
11-000-230-105- -	903302022	03/30/2022	947.63	GENERAL ADMIN- CLER SAL
11-000-240-105- -	903302022	03/30/2022	1,053.05	SCH ADMIN SEC/CLER SAL
11-000-251-104- -	903302022	03/30/2022	3,557.49	BUSINESS ADMIN SALARIES
11-000-251-105- -	903302022	03/30/2022	1,007.18	BUS ADMIN/SECY SALARIES
11-000-262-110- -	903302022	03/30/2022	2,632.99	OPER/CUST SALARIES
11-000-262-110-OT -	903302022	03/30/2022	2,304.14	OPER/CUSTODIAL OT
11-000-266-100- -	903302022	03/30/2022	2,225.03	UE S SALS OF SEC G & INV
11-000-270-161- -	903302022	03/30/2022	1,272.43	SAL. FOR PUPIL TRANS(BET
11-000-270-162- -	903302022	03/30/2022	1,022.43	SAL. FOR PUPIL TRANS(BET
11-110-100-101- -	903302022	03/30/2022	6,791.23	KNDG TEACHER SALARIES
11-110-100-101-01 -	903302022	03/30/2022	26.84	PRESCH/KIND- SUBSTITUTES
11-120-100-101- -	903302022	03/30/2022	28,966.37	GR. 1-5 TEACHER SALARIES
11-120-100-101-01 -	903302022	03/30/2022	232.76	GRADES 1-5 - SUBSTITUTES
11-130-100-101- -	903302022	03/30/2022	18,345.40	GR. 6-8 TEACHER SALARIES
11-130-100-101-01 -	903302022	03/30/2022	232.24	GRADES 6-8 - SUBSTITUTES
11-150-100-101- -	903302022	03/30/2022	820.00	HOME INSTRUCT SALARIES T
11-190-100-106- -	903302022	03/30/2022	13,051.01	OTHER SALARIES-INSTR
11-204-100-101- -	903302022	03/30/2022	9,383.30	LLD TEACHER SALARIES
11-204-100-101-01 -	903302022	03/30/2022	95.00	LLD-SUBSTITUTES
11-204-100-106- -	903302022	03/30/2022	4,210.05	LLD PARA SALARY
11-213-100-101- -	903302022	03/30/2022	8,994.75	RR TEACHER SALARIES
11-230-100-101- -	903302022	03/30/2022	9,931.81	BSC SKILLS TEACHER SALAR
11-240-100-101- -	903302022	03/30/2022	3,137.00	BILINGUAL TEACHER SALARI
11-401-100-100- -	903302022	03/30/2022	103.00	COCURR SALARIES
20-218-100-101- -	903302022	03/30/2022	12,828.55	PSEA TEACHER SAL
20-218-100-106- -	903302022	03/30/2022	3,074.67	PSEA AIDES SAL
20-218-200-102- -	903302022	03/30/2022	1,451.46	PSEA SUPERV SAL
20-218-200-103- -	903302022	03/30/2022	1,615.16	PRE-K SALARIES OF SUPERV
20-218-200-104- -	903302022	03/30/2022	1,700.46	PSEA OTHER PROF SAL
20-218-200-105- -	903302022	03/30/2022	921.33	PRE-K SALARIES OF SECR A
20-218-200-110- -	903302022	03/30/2022	1,716.64	OTHER SALARIES
20-218-200-173- -	903302022	03/30/2022	609.20	PEA SS CMTY PARENT INV S
20-218-200-176- -	903302022	03/30/2022	4,076.30	PEA SS MASTER TEACHERS
20-231-100-101- -	903302022	03/30/2022	5,618.86	TITLE I TEACHER SALARIES
20-484-100-100- -	903302022	03/30/2022	932.99	ESSER II ACCERATION SAL
20-485-200-100- -	903302022	03/30/2022	1,446.40	MENTAL HEALTH SALARIES

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Account#	Check#	Check Date	Check Amount	Check Description
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Total # of Payments	50.00	Total Check Amount	187,285.02	
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## **Beverly Substitutes**

Mecca Abdur-Rahim

Delores Beverly

Moral Best

Conor Dempster

Michael Dirr

Lee Ann Kaminski

Crystal McRae

Daniel Miranda

Gregory Morgan

John Nemeth

Andrea Santiago

Gerry Scott

Kathy Tatti

Krystina Watson

Ida Williams-Moore

Lynn Wright

April 27, 2022

Dear Beverly City Board of Education,

Please accept this letter of resignation effective Thursday, April 28, 2022.

Thank you,

Carly Fanslau

# 10G

To Whom it May Concern,

June 30th, 2022, will be my last day of employment at the Beverly City School District. I will be officially retiring on July 1st, 2022. I would like to formally thank the Beverly community for the many years of joy I experienced teaching the students of this wonderful town. It has been an honor to have been a part of this wonderful district.

Sincerely,  
Sandy Coyne

**REVISED**



**2021-2022 School Year Calendar**

**SEPTEMBER 2021**

S	M	T	W	Th	F	S
			31	①	②	3
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**OCTOBER 2021**

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**NOVEMBER 2021**

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**DECEMBER 2021**

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**JANUARY 2022**

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**FEBRUARY 2022**

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

**MARCH 2022**

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**APRIL 2022**

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**MAY 2022**

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**JUNE 2022**

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**September**

New Teachers  
Staff Only  
Open House for Parents & Students  
4 PM – 6 PM  
SCHOOL CLOSED  
School Opens for Students

August 31  
September 1- 2  
September 2  
  
September 6  
September 7

**October**

Student Dismissal 12:30 PM  
SCHOOL CLOSED  
Student Dismissal 12:30 PM

October 8  
October 11  
October 29

**November**

Student Dismissal 12:30 PM  
Parent Teacher Conference  
1:15 PM – 3:15 PM & 5 PM – 7 PM  
Parent Teacher Conference  
1:15 PM – 3:15 PM  
SCHOOL CLOSED  
1<sup>st</sup> Marking Period Ends  
Report Cards Issued  
12:30 PM Dismissal for ALL  
SCHOOL CLOSED

November 1 - 3  
November 1  
  
November 2  
  
November 4 - 5  
November 11  
November 19  
November 24  
November 25-26

**December**

Winter Concert 7:00 PM  
12:30 PM Dismissal for ALL  
SCHOOL CLOSED  
Winter Recess

December 2  
December 23  
December 24-31

**January**

Student Dismissal 12:30 PM  
SCHOOL CLOSED  
2nd Marking Period Ends

January 14  
January 17  
January 27

**February**

Report Cards Issued  
Student Dismissal 12:30 PM  
SCHOOL CLOSED

February 4  
February 17  
February 18 & 21

**March**

Parent Teacher Conference  
1:15 PM – 3:15 PM  
Student Dismissal 12:30 PM  
Student Dismissal 12:30 PM

March 9-10  
March 9-11  
March 31

**April**

3<sup>rd</sup> Marking Period Ends  
Report Cards Issued  
12:30 PM Dismissal for ALL  
SCHOOL CLOSED – Spring Recess

April 4  
April 8  
April 14  
April 15-22

**May**

Student Dismissal 12:30 PM  
Student Dismissal 12:30 PM  
SCHOOL CLOSED

May 6  
May 26  
May 27 & 30

**June**

Spring Concert 7:00 PM  
Field Day  
Student Dismissal 12:30 PM  
Student Dismissal 12:30 PM  
Last Day for Students & Staff  
SCHOOL CLOSED

June 2  
June 3  
June 7  
June 13-16  
June 16  
June 17

**Legend:**

12:30 PM Dismissal	School Closed
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O Staff Only

**Summary of Student/Staff Days-**

Month	Students	Staff	Month	Students	Staff
September	18	20	February	18	18
October	20	20	March	23	23
November	18	18	April	15	15
December	17	17	May	20	20
January	20	20	June	12	12
<b>Total</b>			<b>Students - 183</b>		
			<b>Staff - 185</b>		

In the event of emergency closings, the calendar will be adjusted by reducing President's Day Weekend, Memorial Day Weekend, and Spring Recess holiday and/or by adding days in June to fulfill the 180 day State requirement.

In-Service Days may be added as deemed necessary by the Board of Education.  
\*\* Added snow days if needed





## 2022-2023 School Year Calendar

### SEPTEMBER 2022

S	M	T	W	Th	F	S
	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

### OCTOBER 2022

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### NOVEMBER 2022

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

### DECEMBER 2022

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### JANUARY 2023

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Legend:

12:30 PM Dismissal	School Closed
-----------------------	------------------

O Staff Only

#### September

New Teachers  
**SCHOOL CLOSED**  
 Staff Only  
 Open House for Parents & Students  
 4 PM – 6 PM  
 School Opens for Students

#### October

Student Dismissal 12:30 PM  
**SCHOOL CLOSED**  
 Student Dismissal 12:30 PM

#### November

Student Dismissal 12:30 PM  
 Parent Teacher Conference  
 1:15 PM – 3:15 PM & 5 PM – 7 PM  
 Parent Teacher Conference  
 1:15 PM – 3:15 PM  
**SCHOOL CLOSED**  
 1<sup>st</sup> Marking Period Ends  
 Report Cards Issued  
 12:30 PM Dismissal for ALL  
**SCHOOL CLOSED**

#### December

Winter Concert 7:00 PM  
 12:30 PM Dismissal for ALL  
**SCHOOL CLOSED**  
 Winter Recess

#### January

**SCHOOL CLOSED**  
 Student Dismissal 12:30 PM  
**SCHOOL CLOSED**  
 2<sup>nd</sup> Marking Period Ends

#### February

Report Cards Issued  
 Student Dismissal 12:30 PM  
**SCHOOL CLOSED**

#### March

Parent Teacher Conference  
 1:15 PM – 3:15 PM  
 Student Dismissal 12:30 PM

#### April

3<sup>rd</sup> Marking Period Ends  
 Report Cards Issued  
 12:30 PM Dismissal for ALL  
**SCHOOL CLOSED – Spring Recess**

#### May

Student Dismissal 12:30 PM  
**SCHOOL CLOSED**

#### June

Spring Concert 7:00 PM  
 Field Day  
 Student Dismissal 12:30 PM  
 Student Dismissal 12:30 PM  
**SCHOOL CLOSED**  
 Last Day for Students & Staff

September 1  
 September 2 & 5  
 September 6 & 7  
 September 7  
 September 8

October 7  
 October 10  
 October 31

November 7-9  
 November 7

November 8  
 November 10-11  
 November 14  
 November 18  
 November 23  
 November 24-25

December 1  
 December 23  
 December 26-January 2

January 2  
 January 13  
 January 16  
 January 27

February 3  
 February 16  
 February 17 & 20

March 8-9  
 March 8-10

April 4  
 April 21  
 April 6  
 April 7-14

May 25  
 May 26 & 29

June 1  
 June 2  
 June 6  
 June 14-15 & 19-22  
 June 16  
 June 22

### FEBRUARY 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

### MARCH 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### APRIL 2023

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### MAY 2023

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### JUNE 2023

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

#### Summary of Student/Staff Days:

Month	Students	Staff	Month	Students	Staff
September	17	19	February	18	18
October	20	20	March	23	23
November	18	18	April	14	14
December	17	17	May	21	21
January	20	20	June	15	15
<b>Total</b>			<b>Students - 183</b>		
			<b>Staff - 185</b>		

In the event of emergency closings, the calendar will be adjusted by reducing President's Day Weekend, Memorial Day Weekend, and Spring Recess holiday and/or by adding days in June to fulfill the 180 day State requirement.

In-Service Days may be added as deemed necessary by the Board of Education.

\* - Added snow days if needed

**BEVERLY K-8**  
**Computer Science**  
**and**  
**Design Thinking**  
**Curriculum**



*Enter A Learner.*

*Exit A Leader.*

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# Section I - General Curriculum Information

## Beverly City Computer Science and Design Curriculum

### Goal

The goal of the Beverly City School Pre-K through Eighth-grade Technology Curricular Framework is to promote a deep understanding of digital tools and their impact on our ability to communicate and share information.

The Beverly City School School uses technology to manage the constant change that occurs in our global society. Students are able to use a variety of technological resources and materials to transfer information to new situations and experiences. Students are also taught the implications of these technological tools and how they can solve but also create problems. Students are encouraged to work through real-life scenarios to best manage their use.

The Computer Science and Design Thinking standards were recently revised in 2020, and the following is a description of the alterations and the impact on classroom instruction.

### Computer Science and Design Thinking

New approaches necessary for solving the critical challenges that we face as a society will require harnessing the power of technology and computing. Rapidly changing technologies and the proliferation of digital information have permeated and radically transformed learning, working, and everyday life. To be well-educated, global-minded individuals in a computing-intensive world, students must have a clear understanding of the concepts and practices of computer science. As education systems adapt to a vision of students who are not just computer users but also computationally literate creators who are proficient in the concepts and practices of computer science and design thinking, engaging students in computational thinking and human-centered approaches to design through the study of computer science and technology serves to prepare students to ethically produce and critically consume technology.

### *Mission*

Computer science and design thinking education prepares students to succeed in today's knowledge-based economy by providing equitable and expanded access to high-quality, standards-based computer science and technological design education.

### *Vision*

All students have equitable access to a rigorous computer science and design thinking education. Students will benefit from opportunities to engage in high-quality technology programs that foster their ability to:

- develop and apply computational and design thinking to address real-world problems and design creative solutions;
- engage as collaborators, innovators, and entrepreneurs on a clear pathway to success through postsecondary education and careers;
- navigate the dynamic digital landscape to become healthy, productive, 21st-century global-minded individuals; and
- participate in an inclusive and diverse computing culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.

Please note that the concepts and skills previously included in 8.1 Educational Technology of the 2014 NJSL — Technology have been expanded and integrated across multiple disciplinary concepts in the 2020 NJSL — Career Readiness, Life Literacies, and Key Skills standard 9.4. Given the ubiquity of technology, our students will continue to be required to demonstrate increasing levels of proficiency to access, manage, evaluate, and synthesize information

in their personal, academic, and professional lives. Therefore, the standards that were housed in one discipline have been enhanced and restructured to reflect the continued need for student learning in technology literacy, digital citizenship, and information and media literacy.

## **Curriculum Requirements and Considerations**

### **NJDOE Curriculum Requirements**

**Computer Science and Design Thinking** curriculum and instruction are aligned to the NJSLS in accordance with the Department's curriculum implementation timeline and include the following: (N.J.A.C. 6A:8) Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements; Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans; Assessments, including, formative, summative, benchmark, and alternative assessments; List of core instructional and supplemental materials, including various levels of texts at each grade level; Pacing guide; Interdisciplinary connections; Integration of 21st century skills through NJSLS 9; Integration of technology through the NJSLS; and Career education.

The NJDOE Curriculum Requirements were outlined in a memo dated September 1, 2016.

A copy of the letter is at the end of this section. A reduced summary is here.

TO: District Superintendents  
District School Business Administrators  
District Curriculum Directors/Supervisors District Board of Education Presidents

FROM: Pamela J. Leggio P.J.L. QSAC Director  
SUBJECT: QSAC Statement of Assurance (SOA)  
Instruction and Program #3 – Curriculum Alignment and Adoption Requirements

The purpose of this memo is to clarify the requirements for board-adopted, aligned curricula, so that you can provide an accurate response in the QSAC Statement of Assurance (SOA), Instruction and Program indicator #3. As required by N.J.A.C. 6A:8-3.1, all curricula must include:

- interdisciplinary connections throughout the K-12 curriculum;
- integration of 21<sup>st</sup> century themes and skills; and
- supportive curricula and instructional tools for helping students acquire required knowledge and skills.

These tools include at a minimum:

- pacing guide
- list of core instructional materials, including various levels of texts at each grade level
- benchmark assessments
- modifications for special education students, English language learners, students at risk of school failure and gifted students

Further, all curricula must be aligned to current academic standards. As you know, the New Jersey State Board of Education has adopted academic standards in 21<sup>st</sup> Century Life and Careers, Comprehensive Health and Physical Education, Science, Visual and Performing Arts, Technology, Visual and Performing Arts, World Languages, Mathematics and Language Arts Literacy on July 9, 2014. All curricula in all content areas must be aligned to these new standards.

Finally, indicator #3 requires that an adoption date be entered for each of the nine content areas. Enter the month and year that the curriculum was initially adopted.

PJL:qsac2016/i&p#3

C: Executive County Superintendents Executive County Business Officials County Education Specialists County Child Study Supervisors County QSAC Support Staff  
or developed by curriculum developers familiar with the NGSS being developed. ...

## **New Jersey Administrative Code Summary and Statutes Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections**

### **New Jersey Legislative Statutes and Administrative Code**

#### **Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections**

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSL, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

#### **Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

#### **Computer Science Endorsement Law: N.J.S.A. 18A:26-2.26**

The State Board of Education shall authorize a computer science education endorsement to the instructional certificate. The endorsement shall authorize the holder to teach computer science in all public schools, and shall be required to teach computer science in grades 9 through 12 beginning at such time as the State board determines that there is a sufficient number of teachers holding the computer science education endorsement to make the requirement feasible.

#### **Offer Courses in Computer Science Law: N.J.S.A. 18A:7C-1.1**

No later than the beginning of the 2018-2019 school year, each public school enrolling students in grades nine through 12, other than a county vocational school district, shall offer a course in computer science. The course shall include, but need not be limited to, instruction in computational thinking, computer programming, the appropriate use of the Internet and development of Internet web pages, data security and the prevention of data breaches, ethical matters in computer science, and the global impact of advancements in computer science.

#### **Certain Computer Science Course may satisfy credit requirement: N.J.S.A. 18A:7C-2.1**

Beginning with the 2016-2017 grade nine class, the State Board of Education shall require that the local graduation requirements adopted by a board of education permit an Advanced Placement computer science course to satisfy a part of the total credit requirement in mathematics. For an Advanced Placement computer science course to satisfy a part of the mathematics credit requirement, the student must be concurrently enrolled in or have successfully completed algebra 1 and geometry or the content equivalent.

#### **Amistad Law: N.J.S.A. 18A 52:16A-88**

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

#### **Holocaust Law: N.J.S.A. 18A:35-28**

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

## **Beverly City Curriculum Development Considerations**

Considerations were to:

- (1) meet all New Jersey Department of Education Curriculum requirements
- (2) make sure Beverly is addressing all K-8 Computer Science and Design Thinking NJSLs and make recommendations if not,
- (3) locate and / or produce suitable activities to teach Visual and Performing Arts NJSLs
- (4) produce a document useful to Beverly staff and the Beverly community

We analyzed our K-8 curriculum in all content areas to identify where the Holocaust and Amistad standards were being met. This document outlines it for each grade:[2021 Amistad, Holocaust, LGBTQ and People with Disabilities](#)

## **NJ SLS- Computer Science and Design Thinking Instruction**

### **Intent and Spirit of the Computer Science and Design Thinking Standards**

All students receive computer science and design thinking instruction from Kindergarten through grade 12 in the state of New Jersey. The study of these disciplines focuses on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.

Revised Standards Framework for NJ Designed Standards New to this version of the NJSLs-CS&DT are the following:

- ❖ Standard 8.1 Computer Science
  - Computer Science, previously a strand entitled 'Computational Thinking: Programming' in standard
- ❖ 8.2 of the 2014 NJSL Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.
  - Standard 8.2 Design Thinking
    - This standard, previously standard 8.2 Technology Education of the 2014 NJSLs – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

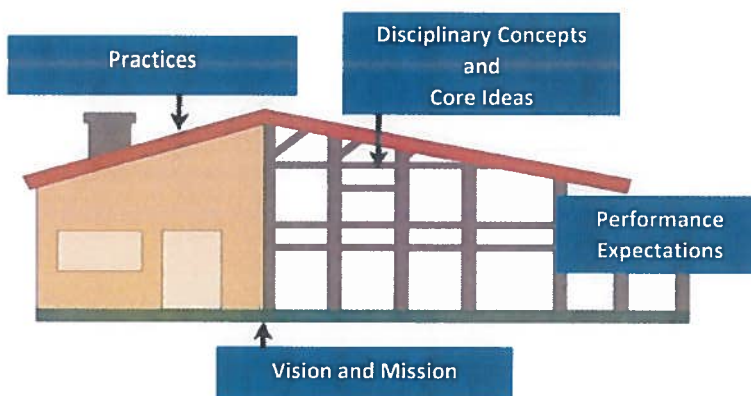
\* Again, please note that the concepts and skills previously included in 8.1 Educational Technology of the 2014 NJSLs – Technology have been expanded and integrated across multiple disciplinary concepts in the 2020 NJSLs – Career Readiness, Life Literacies, and Key Skills standard 9.4. Given the ubiquity of technology, our students will



continue to be required to demonstrate increasing levels of proficiency to access, manage, evaluate, and synthesize information in their personal, academic, and professional lives. Therefore, the standards that were housed in one discipline have been enhanced and restructured to reflect the continued need for student learning in technology literacy, digital citizenship, and information and media literacy.

The design of this version of the NJSLS – Computer Science and Design Thinking (NJSLS-CS&DT) is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of computer science and design thinking as stated in the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;
- prioritize the important ideas and core processes that are central to computing and have lasting value beyond the classroom; and
- reflect the habits of mind central to technology that lead to post-secondary success.



In this diagram:

- The Vision and Mission serve as the foundation for each content areas' standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.
- The Performance Expectations are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that are most important for students to know in order to be prepared for post-secondary success.
- The Disciplinary Concepts and Core Ideas are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band (i.e., end of grades 2, 5, 8, and 12).
- The Practices are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are an integral part of K-12 students' learning of the disciplines.

## Disciplinary Concepts and Core Ideas

### *Computing Systems*

People interact with a wide variety of computing devices that collect, store, analyze, and act upon information in ways that can affect human capabilities both positively and negatively. The physical components (hardware) and instructions (software) that make up a computing system communicate and process information in digital form.



### *Networks and the Internet*

Computing devices typically do not operate in isolation. Networks connect computing devices to share information and resources and are an increasingly integral part of computing. Networks and communication systems provide greater connectivity in the computing world.

### *Impacts of Computing*

Computing affects many aspects of the world in both positive and negative ways at local, national, and global levels. Individuals and communities influence computing through their behaviors and cultural and social interactions, and, in turn, computing influences new cultural practices.

### *Data & Analysis*

Computing systems exist to process data. The amount of digital data generated in the world is rapidly expanding, so the need to process data effectively is increasingly important. Data is collected and stored so that it can be analyzed to better understand the world and make more accurate predictions.

### *Algorithms & Programming*

An algorithm is a sequence of steps designed to accomplish a specific task. Algorithms are translated into programs, or code, to provide instructions for computing devices. Algorithms and programming control all computing systems, empowering people to communicate with the world in new ways and solve compelling problems.

### *Engineering Design*

People design for enjoyment and to solve problems, extend human capabilities, satisfy needs and wants, and improve the human condition. Engineering Design, a systematic approach to creating solutions to technological problems and finding ways to meet people's needs and desires, allows for the effective and efficient development of products and systems.

### *Interaction of Technology and Humans*

Societies influence technological development. Societies are characterized by common elements such as shared values, differentiated roles, and cultural norms, as well as by entities such as community institutions, organizations, and businesses. Interaction of Technology and Humans concerns the ways society drives the improvement and creation of new technologies, and how technologies both serve and change society.

### *Nature of Technology*

Human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.

### *Effects of Technology on the Natural World*

Many of engineering and technology's impacts on society and the environment are widely regarded as desirable. However, other impacts are regarded as less desirable. Effects of Technology on the Natural World concerns the positive and negative ways that technologies affect the natural world.

### *Ethics & Culture*

Ethics and Culture concerns the profound effects that technologies have on people, how those effects can widen or narrow disparities, and the responsibility that people have for the societal consequences of their technological decisions.

## **Computer Science and Design Thinking Practices**

The practices describe the behaviors and ways of thinking that computationally literate students use to fully engage in today's data-rich and interconnected world. Computational thinking is at the heart of the practices and refers to the thought processes involved in expressing solutions as computational steps that can be carried out by a computer. It requires understanding the capabilities of computers, formulating problems addressed by a computer, and designing algorithms that a computer can execute. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

Practice	Description
<p>1 Fostering an Inclusive Computing and Design Culture</p>	<p>Building an inclusive and diverse computing culture requires strategies for incorporating perspectives from people of different genders, ethnicities, and abilities. Incorporating these perspectives involves understanding the personal, ethical, social, economic, and cultural contexts in which people operate. Considering the needs of diverse users during the design process is essential to producing inclusive computational products. When engaging in this practice, students:</p> <ul style="list-style-type: none"> <li>● Include the unique perspectives of others and reflect on one's own perspectives when designing and developing computational products.</li> <li>● Address the needs of diverse end users during the design process to produce artifacts with broad accessibility and usability.</li> <li>● Employ self- and peer-advocacy to address bias in interactions, product design, and development methods.</li> </ul>
<p>2 Collaborating Around Computing and Design</p>	<p>Collaborative computing is the process of performing a computational task by working on pairs in teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts. When engaging in this practice, students:</p> <ul style="list-style-type: none"> <li>● Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.</li> <li>● Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.</li> <li>● Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders. Evaluate and select technological tools that can be used to collaborate on a project.</li> </ul>
<p>3 Recognizing and Defining Computational Problems</p>	<p>The ability to recognize appropriate and worthwhile opportunities to apply computation is a skill that develops over time and is central to computing. Solving a problem with a computational approach requires defining the problem, breaking it down into parts, and evaluating each part to determine whether a computational solution is appropriate. When engaging in this practice, students:</p> <ul style="list-style-type: none"> <li>● Identify complex, interdisciplinary, real-world problems that can be solved computationally.</li> <li>● Decompose complex real-world problems into manageable sub-problems that could integrate existing solutions or procedures.</li> <li>● Evaluate whether it is appropriate and feasible to solve a problem</li> </ul>

	computationally.
4 Developing and Using Abstractions	<p>Abstractions are formed by identifying patterns and extracting common features from specific examples in order to create generalizations. Using generalized solutions and parts of solutions designed for broad reuse simplifies the development process by managing complexity. When engaging in this practice, students:</p> <ul style="list-style-type: none"> <li>● Extract common features from a set of interrelated processes or complex phenomena.</li> <li>● Evaluate existing technological functionalities and incorporate them into new designs.</li> <li>● Create modules and develop points of interaction that can apply to multiple situations and reduce complexity.</li> <li>● Model phenomena and processes and simulate systems to understand and evaluate potential outcomes.</li> </ul>
5 Creating Computational Artifacts	<p>The process of developing computational artifacts embraces both creative expression and the exploration of ideas to create prototypes and solve computational problems. Students create artifacts that are personally relevant or beneficial to their community and beyond. Computational artifacts can be created by combining and modifying existing artifacts or by developing new artifacts. Examples of computational artifacts include programs, simulations, visualizations, digital animations, robotic systems, and apps. When engaging in this practice, students:</p> <ul style="list-style-type: none"> <li>● Plan the development of a computational artifact using an iterative process that includes reflection on and modification of the plan, taking into account key features, time and resource constraints, and user expectations.</li> <li>● Create a computational artifact for practical intent, personal expression, or to address a societal issue.</li> <li>● Modify an existing artifact to improve or customize it.</li> </ul>
6 Testing and Refining Computational Artifacts	<p>Testing and refinement is the deliberate and iterative process of improving a computational artifact. This process includes debugging (identifying and fixing errors) and comparing actual outcomes to intended outcomes. Students also respond to the changing needs and expectations of end users and improve the performance, reliability, usability, and accessibility of artifacts. When engaging in this practice, students:</p> <ul style="list-style-type: none"> <li>● Systematically test computational artifacts by considering all scenarios and using test cases.</li> <li>● Identify and fix errors using a systematic process.</li> <li>● Evaluate and refine a computational artifact, multiple times, to enhance its performance, reliability, usability, and accessibility.</li> </ul>
7 Communicating About Computing and Design	<p>Communication involves personal expression and exchanging ideas with others. In computer science, students communicate with diverse audiences about the use and effects of computation and the appropriateness of computational choices. Students write clear comments, document their work, and communicate their ideas through multiple forms of media. Clear communication includes using precise language and carefully considering possible audiences. When engaging in this practice, students:</p> <ul style="list-style-type: none"> <li>● Select, organize, and interpret large data sets from multiple sources to support a claim.</li> <li>● Describe, justify, and document computational and/or design processes and solutions using appropriate terminology consistent with the intended audience</li> </ul>

	<p>and purpose.</p> <ul style="list-style-type: none"> <li>• Articulate ideas responsibly by observing intellectual property rights and giving appropriate attribution.</li> </ul>
--	--

### Standards in Action: Climate Change

Although the future of work is unclear, thought leaders assert that artificial intelligence, the Internet of Things, robotics, and machine learning will be ubiquitous in tomorrow's workplaces (Malyn-Smith et al, 2018). This vision of the future includes a new machine age, where humans will shape technology, technology will shape human interaction, and where technologies and humans will collaborate to discover and innovate (Mervis, 2016; Van Opstal, Evans, Bates, & Knuckles, 2008).

At the core of computer science and design thinking education, is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. Learning experiences that enable students to apply content knowledge and employ computational thinking skills prepare students for the work of tomorrow by proposing solutions concerning the balancing of societal, environmental, and economic needs for a sustainable future. Further, leveraging topics such as computational sustainability and clean technology (Cleantech), technologies that either reduce or optimize the use of natural resources while reducing the negative effect that technology has on the planet and its ecosystems, is essential for developing a populace with the knowledge and skills necessary to mitigate the effects of climate change.

### Structure of the NJSLS - Computer Science and Design Thinking

The *core ideas* are derived from the disciplinary concepts. Students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The *performance expectations* describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

Coding of Performance Expectations: To promote a unified vision of the NJSLS-CSDT, an abbreviated form of the disciplinary concepts is included in the alphanumeric code.

The disciplinary concepts are abbreviated as follows:

- Computing Systems (CS)
- Networks and the Internet (NI)
- Impacts of Computing (IC)
- Data & Analysis (DA)
- Algorithms & Programming (AP)
- Engineering Design (ED)
- Interaction of Technology and Humans (ITH)
- Nature of Technology (NT)
- Effects of Technology on the Natural World (ETW)
- Ethics & Culture (EC)

For each standard, the performance expectation code should be interpreted as follows (e.g., 8.1.2.NI.1):

8.1	2	NI	1
Standard number	By the end of grade	Disciplinary Concept	Performance Expectation

**Staff Support for Computer Science and Design Thinking Instruction**

- Beverly Administration
- K-12 Computer Science Framework
  - [Curriculum, Assessment and Pathways](#)
  - [Teacher Development](#)
  - [Computer Science in Early Childhood Education](#)
- Computer Science Teachers Association
  - [CS Teacher Standards](#)
  - [CS Education Glossary](#)
- [Computer Science Education - AVID Open Access](#)
- [CODE Open Access](#)
- [Digital Technologies HUB](#)

# BEVERLY K-8

Computer Science and

Design Thinking

CURRICULUM

2022



*Enter A Learner.*

*Exit A Leader.*

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## Section II - Computer Science and Design Thinking Instruction

### Summary of Kindergarten- Grade 8 Computer Science and Design Thinking Instruction

The focus of the Beverly City School Pre-K through Eighth-grade Technology Curricular Framework is to promote a deep understanding of digital tools and their impact on our ability to communicate and share information.

The Beverly City School School uses technology to manage the constant change that occurs in our global society. Students are able to use a variety of technological resources and materials to transfer information to new situations and experiences. Students are also taught the implications of these technological tools and how they can solve but also create problems. Students are encouraged to work through real-life scenarios to best manage their use.

The Computer Science and Design Thinking standards were recently revised in 2020, and the following is a description of the alterations and the impact on classroom instruction.

### NJ SLS- Career Readiness, Life Literacies, and Key Skills

Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

An education in career readiness, life literacies, and key skills fosters a population that:

- ❖ Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
- ❖ Uses effective communication and collaboration skills and resources to interact with a global society;
- ❖ Possesses financial literacy and responsibility at home and in the broader community;
- ❖ Plans, executes, and alters career goals in response to changing societal and economic conditions; and
- ❖ Seeks to attain skill and content mastery to achieve success in a chosen career path.

### Disciplinary Concepts

#### *Creativity and Innovation*

Creativity includes the use of a wide range of idea-creation techniques (such as brainstorming) to generate new and worthwhile ideas (both incremental and radical concepts). Additionally, within creativity, flexibility is evident through the elaboration, refinement, analysis and evaluation of ideas in order to maximize creative efforts. Originality and inventiveness in work may also be evident while understanding the real-world limits to adopting new ideas. Failure is viewed as an opportunity to learn and adapt as well as understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.



By the end of grade 2	By the end of grade 5	By the end of grade 8
Brainstorming can create new, innovative ideas.	<p>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p> <p>Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.</p>	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

### *Critical Thinking and Problem-solving*

Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	<p>Multiple solutions exist to solve a problem.</p> <p>An essential aspect of problem-solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</p>

### *Digital Citizenship*

By the end of grade 2	By the end of grade 5	By the end of grade 8
<p>Digital artifacts can be owned by individuals or organizations.</p> <p>Individuals should practice safe behaviors when using the Internet.</p> <p>An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.</p>	<p>Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.</p> <p>Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned</p>	<p>Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.</p> <p>There are tradeoffs between allowing information to be public and keeping information private and secure.</p> <p>Digital footprints are publicly</p>

<p>Digital communities allow for social interactions that can result in positive or negative outcomes.</p> <p>Young people can have a positive impact on the natural world in the fight against climate change.</p>	<p>video, photos, and music. Digital identities must be managed in order to create a positive digital footprint.</p> <p>Digital tools have positively and negatively changed the way people interact socially.</p> <p>Digital engagement can improve the planning and delivery of climate change actions.</p>	<p>accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.</p> <p>Digital communities are used by Individuals to share information, organize, and engage around issues and topics of interest.</p> <p>Digital technology and data can be leveraged by communities to address effects of climate change.</p>
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### *Global and Cultural Awareness*

To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

By the end of grade 2	By the end of grade 5	By the end of grade 8
Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction

### *Information and Media Literacy*

Information and Media Literacy empowers learners to access, retrieve and produce well managed resources. This access promotes and fosters inquiry learning as well as a deep understanding of target knowledge, skills or concepts. Information and Media Literacy is the vehicle for learners to pursue and create relevant information using the opportunities of high-quality materials. Information and media literacy also includes a basic understanding of ethical use of information.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<p>Digital tools and media resources provide access to vast stores of information that can be searched.</p> <p>Digital tools can be used to display data in various ways.</p> <p>A variety of diverse sources,</p>	<p>Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.</p> <p>Digital tools can be used to modify and display data in various ways that can be organized to</p>	<p>Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.</p> <p>Digital tools make it possible to</p>

<p>contexts, disciplines and cultures provide valuable and necessary information that can be used for different purposes.</p> <p>Information is shared or conveyed in a variety of formats and sources.</p>	<p>communicate ideas.</p> <p>Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision making.</p> <p>Specific situations require the use of relevant sources of information.</p>	<p>analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.</p> <p>The mode of information can convey a message to consumers or an audience.</p> <p>Sources of information are evaluated for accuracy and relevance when considering the use of information.</p> <p>There are ethical and unethical uses of information and media.</p>
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#### Technology Literacy

By the end of grade 2	By the end of grade 5	By the end of grade 8
<p>Digital tools have a purpose.</p> <p>Collaboration can simplify the work an individual has to do and sometimes produce a better product.</p>	<p>Different digital tools have different purposes.</p> <p>Collaborating digitally as a team can often develop a better artifact than an individual working alone.</p>	<p>Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.</p> <p>Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.</p>

#### Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.

- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

## **Social and Emotional Learning (SEL)**

SEL refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people (NJ DOE, 2019).

SEL is being used as a way for educators to adopt more equitable practice and for students to develop and apply important competencies for dealing with relationships, stress, and other factors that can affect behavior and interactions. In this way, SEL is considered a key strategy for educators who seek to reduce the opportunity gap between students from high-need environments and those who are not. For example, Gregory and Fergus note that many districts and schools seeking to reduce disciplinary disparities use SEL as a strategy to engage in a more proactive approach to managing behavior instead of using exclusionary disciplinary practices.

A targeted focus on SEL implementation also supports greater equity because all students develop the social and emotional competencies that allow them to engage more deeply in learning. Through well-implemented SEL programs, educators can help students see that the social and emotional competencies they need for successfully navigating their schooling experience are similar to those needed for navigating their life outside of school. When thinking about your students' social and emotional development, remember that competencies develop in culturally and context-dependent ways and, also, that how and when students use social and emotional competencies is fluid. Thus, it is important to pay attention to what is impacting students' use of these competencies. Remember, too, that the cultural norms and practices of a school or classroom can influence how students are accessing information and engaging in learning. For example, are all students getting equal opportunities to engage in classroom discussions or to take on responsibilities within the classrooms?

Finally, SEL supports equity by providing that Tier 1 foundation for all students, as discussed earlier, because everyone needs well-developed social and emotional skills to successfully navigate their daily lives.

## **Social and Emotional Competencies**

New Jersey has identified five core social and emotional competencies based on a model used by CASEL. These competencies represent the outcomes we want to achieve when engaging in SEL efforts. The competencies are

- ❖ *Self-awareness*, which is the ability to recognize one's emotions and know one's strengths and limitations;
- ❖ *Self-management*, which is the ability to regulate and control one's emotions and behaviors, particularly in stressful situations;

- ❖ *Social awareness*, which is the ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others;
- ❖ *Relationship skills*, which refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts; and
- ❖ *Responsible decision-making*, which refers to the ability to use multiple pieces of information to make ethical and responsible decisions.

In the SEL landscape, terminology can sometimes be confusing. So let's take a minute to clarify some key terms. *Social and emotional learning* is the process of developing and applying the social and emotional competencies that are the outcomes of that learning. The term SEL supports the idea that there are many varied steps we can take to develop and apply social and emotional competencies.

In the field, the terms *competency* and *skill* are often used interchangeably as an umbrella term for a particular set of related knowledge, skills, and attitudes that contribute to someone being socially and emotionally competent. The New Jersey Department of Education uses the term *competency* for this broad concept. Competencies consist of a set of related attitudes, knowledge, and skills that, together, allow an individual to perform a task effectively or to exhibit a particular behavior. The terms *attitudes*, *knowledge*, and *skills* are more granular in nature than the term *competency*. Attitudes constitute beliefs and emotions we hold about a particular topic or object, and they are often influenced by our upbringing and contextual cues. Knowledge is information or an understanding we have about something or how to do something. Skills are our abilities to perform targeted tasks. The Department refers to these contributing factors, individually, as *sub-competencies*. For example, the competency of social awareness consists of multiple related sub-competencies, including beliefs, such as awareness of differences; knowledge, such as recognizing different social cues; and skills, such as an awareness of differing points of view and perspectives. New Jersey uses the term *indicators* to refer to developmentally appropriate sub-competencies by grade band.

### **Integrating Social Emotional Learning**

SEL is a process, and there are multiple ways to implement it in a classroom. Generally, there are three classroom-based approaches to SEL, which can be implemented either through SEL programs or through general SEL practices.

- First, you can provide instruction targeting specific social and emotional competencies, focusing on the underlying knowledge, attitudes, and skills that constitute each competency. For example, you could set time aside in class to specifically teach your students how to communicate effectively with their peers.

- You can also integrate SEL instruction into core academic content. For example, a language arts teacher can teach empathy through a story being read and discussed in class, and, to build social awareness, a social studies teacher can explore the social implications of historical events for students today.

- Finally, you can help students develop social and emotional competencies through general teaching practices that encourage a safe and supportive learning environment. For example, you might teach students how to resolve interpersonal conflicts as they work in cooperative groups.

These approaches are not mutually exclusive. Each is important and they can all work together to help students develop and apply social and emotional competencies, as well as academic competencies. In subsequent modules, you will learn about specific activities and strategies for teaching social and emotional competencies, as well as about general teaching practices that promote SEL. In addition, the New Jersey Department of Education has compiled competency-specific instructional strategies, which can be found on the NJ DOE [Department's website](#).

### Integrating SEL with Academics

For teachers and other instructional staff to promote deeper student learning, they must make a strategic connection between SEL and academic instruction. Well-developed social and emotional competencies help students meet the demands of more rigorous college and career readiness standards, as well as instructional shifts related to those standards. The standards are asking you and students to think outside the box, and they require students to interact in new ways with content, with each other, and with their own learning.

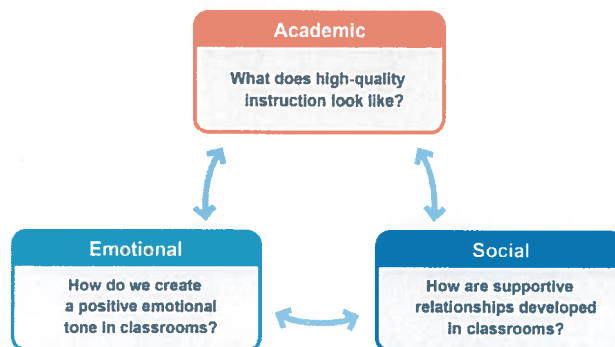
For example:

- ❖ Standards require students to participate in classroom discussions and explain their points of view. Thus, students need to learn communication skills and how communication must vary depending on their audience and their communication objective.
- ❖ Given more rigorous academic content, students are more likely to become frustrated, so they need to learn how to recognize what frustrates them and to regulate that frustration in order to persevere.
- ❖ With more collaborative learning, students must demonstrate greater responsibility within the classroom, both for their own learning and for working effectively with others to achieve a common goal.

There is a deep connection between the academic, social, and emotional aspects of the classroom, yet we tend to think of each one in isolation rather than thinking of how they intersect. If, instead, we think about their connections with one another, we can begin to integrate them, maximize student learning, and make instruction more relevant for students.

When we consider social, emotional and academic aspects together, we can maximize learning experiences for students. To start thinking this way, ask yourself the following questions:

- ❖ Academic — What does high-quality instruction look like?
- ❖ Social — How are supportive relationships developed in the classroom?
- ❖ Emotional — How do we create positive emotional tones in the classroom?



(NJDOE, 2019)

## Kindergarten- Grade 8 Computer Science and Design Thinking Instruction

### Computer Science and Design Thinking Practices

The practices describe the behaviors and ways of thinking that computationally literate students use to fully engage in today's data-rich and interconnected world. Computational thinking is at the heart of the practices and refers to the thought processes involved in expressing solutions as computational steps that can be carried out by a computer. It requires understanding the capabilities of computers, formulating problems addressed by a computer, and designing algorithms that a computer can execute. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

Practice	Description
1 Fostering an Inclusive Computing and Design Culture	<p>Building an inclusive and diverse computing culture requires strategies for incorporating perspectives from people of different genders, ethnicities, and abilities. Incorporating these perspectives involves understanding the personal, ethical, social, economic, and cultural contexts in which people operate. Considering the needs of diverse users during the design process is essential to producing inclusive computational products. When engaging in this practice, students:</p> <ul style="list-style-type: none"><li>● Include the unique perspectives of others and reflect on one's own perspectives when designing and developing computational products.</li><li>● Address the needs of diverse end users during the design process to produce artifacts with broad accessibility and usability.</li><li>● Employ self- and peer-advocacy to address bias in interactions, product design, and development methods.</li></ul>
2 Collaborating Around Computing and Design	<p>Collaborative computing is the process of performing a computational task by working on pairs in teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts. When engaging in this practice, students:</p> <ul style="list-style-type: none"><li>● Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.</li><li>● Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.</li><li>● Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders. Evaluate and select technological tools that can be used to collaborate on a project.</li></ul>
3 Recognizing and Defining Computational Problems	<p>The ability to recognize appropriate and worthwhile opportunities to apply computation is a skill that develops over time and is central to computing. Solving a problem with a computational approach requires defining the problem, breaking it down into parts, and evaluating each part to determine whether a computational solution is appropriate. When engaging in this practice, students:</p>

	<ul style="list-style-type: none"> <li>● Identify complex, interdisciplinary, real-world problems that can be solved computationally.</li> <li>● Decompose complex real-world problems into manageable sub-problems that could integrate existing solutions or procedures.</li> <li>● Evaluate whether it is appropriate and feasible to solve a problem computationally.</li> </ul>
4 Developing and Using Abstractions	<p>Abstractions are formed by identifying patterns and extracting common features from specific examples in order to create generalizations. Using generalized solutions and parts of solutions designed for broad reuse simplifies the development process by managing complexity. When engaging in this practice, students:</p> <ul style="list-style-type: none"> <li>● Extract common features from a set of interrelated processes or complex phenomena.</li> <li>● Evaluate existing technological functionalities and incorporate them into new designs.</li> <li>● Create modules and develop points of interaction that can apply to multiple situations and reduce complexity.</li> <li>● Model phenomena and processes and simulate systems to understand and evaluate potential outcomes.</li> </ul>
5 Creating Computational Artifacts	<p>The process of developing computational artifacts embraces both creative expression and the exploration of ideas to create prototypes and solve computational problems. Students create artifacts that are personally relevant or beneficial to their community and beyond. Computational artifacts can be created by combining and modifying existing artifacts or by developing new artifacts. Examples of computational artifacts include programs, simulations, visualizations, digital animations, robotic systems, and apps. When engaging in this practice, students:</p> <ul style="list-style-type: none"> <li>● Plan the development of a computational artifact using an iterative process that includes reflection on and modification of the plan, taking into account key features, time and resource constraints, and user expectations.</li> <li>● Create a computational artifact for practical intent, personal expression, or to address a societal issue.</li> <li>● Modify an existing artifact to improve or customize it.</li> </ul>
6 Testing and Refining Computational Artifacts	<p>Testing and refinement is the deliberate and iterative process of improving a computational artifact. This process includes debugging (identifying and fixing errors) and comparing actual outcomes to intended outcomes. Students also respond to the changing needs and expectations of end users and improve the performance, reliability, usability, and accessibility of artifacts. When engaging in this practice, students:</p> <ul style="list-style-type: none"> <li>● Systematically test computational artifacts by considering all scenarios and using test cases.</li> <li>● Identify and fix errors using a systematic process.</li> <li>● Evaluate and refine a computational artifact, multiple times, to enhance its performance, reliability, usability, and accessibility.</li> </ul>
7 Communicating About Computing	<p>Communication involves personal expression and exchanging ideas with others. In computer science, students communicate with diverse audiences about the use and effects of computation and the appropriateness of computational choices. Students write clear</p>



and Design	<p>comments, document their work, and communicate their ideas through multiple forms of media. Clear communication includes using precise language and carefully considering possible audiences. When engaging in this practice, students:</p> <ul style="list-style-type: none"> <li>● Select, organize, and interpret large data sets from multiple sources to support a claim.</li> <li>● Describe, justify, and document computational and/or design processes and solutions using appropriate terminology consistent with the intended audience and purpose.</li> <li>● Articulate ideas responsibly by observing intellectual property rights and giving appropriate attribution.</li> </ul>
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## Kindergarten -Grade 2

### NJSLS- Computer Science and Design Thinking Standards

#### 8.1 Computer Science by the End of Grade 2

##### Computing Systems

Core Idea Performance Expectations	Performance Expectations
Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
Computing devices interpret and follow the instructions they are given literally.	8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.
Describing a problem is the first step toward finding a solution when computing systems do not work as expected.	8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology.

##### Networks and the Internet

Core Idea Performance Expectations	Performance Expectations
Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.	<p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p> <p>8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.</p>
Connecting devices to a network or the Internet provides great benefits, but care must be taken to use authentication measures, such as strong passwords, to	8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

protect devices and information from unauthorized access.	8.1.2.NI.4: Explain why access to devices need to be secured
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### Impacts of Computing

Core Idea Performance Expectations	Performance Expectations
Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).	8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

### Data & Analysis

Core Idea Performance Expectations	Performance Expectations
Individuals collect, use, and display data about individuals and the world around them.	8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
Computers store data that can be retrieved later. Data can be copied, stored in multiple locations, and retrieved.	8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
Data can be used to make predictions about the world.	8.1.2.DA.3: Identify and describe patterns in data visualizations.  8.1.2.DA.4: Make predictions based on data using charts or graphs.

### Algorithms & Programming

Core Idea Performance Expectations	Performance Expectations
Individuals develop and follow directions as part of daily life.  A sequence of steps can be expressed as an algorithm that a computer can process.	8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
Real world information can be stored and manipulated in programs as data (e.g., numbers, words, colors, images).	8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
Computers follow precise sequences of steps that automate tasks.	8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
Complex tasks can be broken down into simpler	8.1.2.AP.4: Break down a task into a sequence of steps.

instructions, some of which can be broken down even further.	
<p>People work together to develop programs for a purpose, such as expressing ideas or addressing problems.</p> <p>The development of a program involves identifying a sequence of events, goals, and expected outcomes, and addressing errors (when necessary).</p>	<p>8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.</p> <p>8.1.2.AP.6: Debug errors in an algorithm or program that includes sequences and simple loops</p>

## 8.2 Design Thinking by the End of Grade 2

### Engineering Design

Core Idea Performance Expectations	Performance Expectations
Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.	<p>8.2.2.ED.1: Communicate the function of a product or device.</p> <p>8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.</p> <p>8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p>
Limitations (constraints) must be considered when engineering designs.	8.2.2.ED.4: Identify constraints and their role in the engineering design process.

### Interaction of Technology and Humans

Core Idea Performance Expectations	Performance Expectations
Human needs and desires determine which new tools are developed.	<p>8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.</p> <p>8.2.2.ITH.2: Explain the purpose of a product and its value.</p>
<p>Technology has changed the way people live and work.</p> <p>Various tools can improve daily tasks and quality of life.</p>	<p>8.2.2.ITH.3: Identify how technology impacts or improves life.</p> <p>8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.</p>

	8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
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### Nature of Technology

Core Idea Performance Expectations	Performance Expectations
Innovation and the improvement of existing technology involves creative thinking.	8.2.2.NT.1: Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together.  8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.

### Effects of Technology on the Natural World

Core Idea Performance Expectations	Performance Expectations
<p>The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals.</p> <p>Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants.</p> <p>Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.</p>	<p>8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.</p> <p>8.2.2.ETW.2: Identify the natural resources needed to create a product.</p> <p>8.2.2.ETW.3: Describe or model the system used for recycling technology.</p> <p>8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.</p>

### Ethics & Culture

Core Idea Performance Expectations	Performance Expectations
The availability of technology for essential tasks varies in different parts of the world.	8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

## Pre-Kindergarten - Grade 2 Computer Science and Design Thinking Instruction

### Content/Materials:

Elementary Computing for ALL <https://www.elementarycomputingforall.org/>

### Computational Thinking and Literature

- Infinite Loops
  - If you Give a Mouse a Cookie
    - This classic fictional story describes a boy's encounter with a mouse with a long list of requests - with the "punchline" at the end being that the first request will come back, leading to an unending cycle. In computing, we call this an infinite loop. With our resources, you can read this to your children and tie it to computational thinking, introducing them to the reasoning necessary to successfully end loops in their code.
    - Computational Thinking discussion <https://www.canonlab.org/givemousecookie>
  - There's a Hole in My Pocket
    - This fictional story features an elephant with a hole that needs to be repaired. However, the elephant needs materials and labor to do so, and this involves a sequence of barter and tasks to try to obtain them, circling back to needing the needle and thread. In computing, we call this an infinite loop. With our resources, you can read this to your children and tie it to computational thinking, introducing them to the reasoning necessary to successfully end loops in their code.
    - Computational Thinking discussion <https://www.canonlab.org/prekreadinglist>
- Coding
  - Hello Ruby: Adventures in Coding
    - This fictional story describes Ruby meeting her friends in different scenarios on her adventure finding gems. Each of the ten chapters integrates one or more computational thinking concepts.  
The story emphasizes many CT skills, such as sequencing (give specific step-by-step instructions), decomposition (break down a big problem into small tasks), and debugging (detect and solve problems).
    - Computational Thinking discussion <https://www.canonlab.org/helloruby>
  - How to Code a Sandcastle
    - This is a fictional story about Pearl who has tried many times to build a sandcastle, only to have it destroyed by frisbees, dogs, and sharks! She asks her robot friend Pascal to help her build the sandcastle by giving him instructions in computer code. Working with Pascal, Pearl learns how to decompose problems to make them more understandable, give specific instructions in the right order, and use code she's written, over and over again. This provides interesting examples of using a robot to complete a seemingly simple task. This focuses on the need for specific instructions and provides an introduction to introductory coding concepts such as sequences and loops, and decomposition.
    - Computational Thinking discussion <https://www.canonlab.org/copy-of-margaretmoon-1>
- Diverse Role Models
  - Margaret and the Moon

- This true story about Margaret Hamilton shows her love for mathematics as a child and how that grew into a love for more complex mathematics later. It then describes her work for NASA programming software for the first lunar landing.  
Amidst the storytelling, it weaves in several very important concepts for computing. In age-appropriate language, it introduces real-time constraints and the importance of planning for everything that could go wrong.
      - Computational Thinking discussion <https://www.canonlab.org/copy-of-givemousecookie>
    - Hidden Figures: The True Story of Four Black Women and the Space Race
      - <https://www.canonlab.org/prekreadinglist>
  - Design Process / Persistence
    - Rosie Revere, Engineer
      - This is a fictional story about Rosie, who loves to invent but gives up when adults laugh at her inventions. Great-great-aunt Rose (implied to be Rosie Riveter) laughs too, but points out the success prior to failure. You build on the success rather than get disappointed by lack of complete success.  
This provides interesting examples of using common items to create innovative inventions. This focuses on creativity and seeing failure as an opportunity to re-engineer.
      - Computational Thinking discussion <https://www.canonlab.org/rosierevereengineer>
    - The Most Magnificent Thing
      - This is a fictional story about a girl that decides to build the most magnificent thing but with all her planning, she fails over and over again until she decides to quit. Her best friend, who is a dog, convinces her to take a walk to clear her mind which allows her to return to her project and build it just right! Her perseverance and creativity allow her to create a truly magnificent thing!  
This provides interesting examples of using common items to create innovative inventions. This focuses on creativity and seeing failure as an opportunity to re-engineer.
      - Computational Thinking discussion <https://www.canonlab.org/copy-of-rosierevereengineer>
  - Data
    - The Art of Clean Up
      - This a fictional picture book showing everyday scenes followed by new versions of those everyday scenes with items in it sorted in some way.  
This provides interesting examples of organizing data in different ways. This can be used along with fun activities to explore the different ways to organize data.
      - Computational Thinking discussion <https://www.canonlab.org/artofcleanup>
  - Spatial Reasoning
    - Lucy and the City
      - This a fictional story about Lucy, a young raccoon whose family accidentally leaves her behind during their search for food. She has to find her way home with some help from an owl and her memories about sights, sounds, and smells on her way there.  
This teaches spatial reasoning, which has been correlated with success in computer science, yet it is not a formal part of school curricula. The owl flies above, and the reader is shown a map containing a 2-d grid of streets.
      - Computational Thinking discussion <https://www.canonlab.org/copy-of-margaretmooon>
    - Mapping My Day <https://www.canonlab.org/prekreadinglist>

## Computer Science and Design Thinking, Literature, Math, Character Education, and Social Skills

- **Coding As Another Language (CAL)** <https://sites.tufts.edu/codingasanotherlanguage/> - Engages children in six behaviors that we can also find in the regular playground: content creation, creativity, choices of conduct, communication, collaboration and community building. The CAL ScratchJr curriculum fosters young children's general technical skills, computational thinking, and engineering abilities. It also supports foundational math, reading, and language arts skills that are commonly taught in early childhood classrooms. The CAL pedagogy promotes the exploration of the similarities and differences between natural and artificial languages for the creation process, their syntax and grammar, and their potential to empower individuals. In the coding playground, ten of these values are explicitly explored: Curiosity, Perseverance, Open-Mindedness, Optimism, Honesty, Patience, Generosity, Gratitude, Forgiveness, Fairness. Creative programming can be a pathway for character development, for exploring the social-emotional dimension and ethical dimension of learning. The ideas from computer science addressed in this curriculum include: algorithms, design process, representation, debugging, control structures, modularity, and hardware/software. The powerful ideas from literacy that will be placed in conversation with these powerful ideas from computer science are: sequencing, the writing process, alphabet and letter-sound correspondence, editing and audience awareness, literary devices, phonological awareness, and tools of communication and language.
  - **KIBO** <https://sites.tufts.edu/codingasanotherlanguage/curricula/kibo/>
    - Materials <https://drive.google.com/drive/folders/1ijgCiSMHsI5unMu2fQyZEUu35S0ObkBO?usp=sharing>
    - Pre-K <https://sites.tufts.edu/codingasanotherlanguage/curricula/pre-kindergarten-kibo/>
    - Kindergarten <https://sites.tufts.edu/codingasanotherlanguage/curricula/kindergarten-kibo/>
    - Grade 1 <https://sites.tufts.edu/codingasanotherlanguage/curricula/1st-grade-kibo/>
    - Grade 2 <https://sites.tufts.edu/codingasanotherlanguage/curricula/2nd-grade-kibo/>
  - **ScratchJr (CAL-ScratchJr)** <https://sites.tufts.edu/codingasanotherlanguage/curricula/scratchjr/>
    - Materials <https://drive.google.com/drive/folders/1F-pnKc3roSjXfbfNQKcXz3Tdlvhblz80?usp=sharing>
    - Kindergarten Lessons <https://sites.tufts.edu/codingasanotherlanguage/curricula/kindergarten-scratchjr/>
    - Grade 1 Lessons <https://sites.tufts.edu/codingasanotherlanguage/curricula/1st-grade-scratchjr/>
    - Grade 2 Lessons <https://sites.tufts.edu/codingasanotherlanguage/curricula/2nd-grade-scratchjr/>

### Assessments:

- Exit Slips
- Teacher Observation
- Reflection
- Checklist/Rubric
- Portfolio

## Grade 3-5

### NJSLS- Computer Science and Design Thinking Standards

#### 8.1 Computer Science by the End of Grade 5

##### Computing Systems

Core Idea Performance Expectations	Performance Expectations
Computing devices may be connected to other devices to form a system as a way to extend their capabilities	8.1.5.CS.1: Model how computing devices connect to other components to form a system.
Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).	8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
Shared features allow for common troubleshooting strategies that can be effective for many systems.	8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

##### Networks and the Internet

Core Idea Performance Expectations	Performance Expectations
Information needs a physical or wireless path to travel to be sent and received.	8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.
Distinguishing between public and private information is important for safe and secure online interactions.  Information can be protected using various security measures (i.e., physical and digital).	8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.

##### Impacts of Computing

Core Idea Performance Expectations	Performance Expectations
The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.	8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.  8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.



## Data & Analysis

Core Idea Performance Expectations	Performance Expectations
Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
The type of data being stored affects the storage requirements.	8.1.5.DA.2: Compare the amount of storage space required for different types of data.
Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.  8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

## Algorithms & Programming

Core Idea Performance Expectations	Performance Expectations
Different algorithms can achieve the same result.  Some algorithms are more appropriate for a specific use than others.	8.1.5.AP.1: Compare and refine multiple algorithms for the same task and determine which is the most appropriate.
Programming languages provide variables, which are used to store and modify data.	8.1.5.AP.2: Create programs that use clearly named variables to store and modify data.
A variety of control structures are used to change the flow of program execution (e.g., sequences, events, loops, conditionals).	8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.
Programs can be broken down into smaller parts to facilitate their design, implementation, and review. Programs can also be created by incorporating smaller portions of programs that already exist.	8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.  8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.
Individuals develop programs using an iterative process involving design, implementation, testing, and review.	8.1.5.AP.6: Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.

## 8.2 Design Thinking by the End of Grade 5

### Engineering Design

Core Idea Performance Expectations	Performance Expectations
<p>Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.</p>	<p>8.2.5.ED.1: Explain the functions of a system and its subsystems.</p> <p>8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.</p> <p>8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.</p>
<p>Engineering design requirements include desired features and limitations that need to be considered.</p>	<p>8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).</p> <p>8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process.</p> <p>8.2.5.ED.6: Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process.</p>

### Interaction of Technology and Humans

Core Idea Performance Expectations	Performance Expectations
<p>Societal needs and wants determine which new tools are developed to address real-world problems.</p>	<p>8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.</p>
<p>A new tool may have favorable or unfavorable results as well as both positive and negative effects on society.</p> <p>Technology spurs new businesses and careers.</p>	<p>8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.</p> <p>8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.</p> <p>8.2.5.ITH.4: Describe a technology/tool that has made</p>

	the way people live easier or has led to a new business or career.
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### Nature of Technology

Core Idea Performance Expectations	Performance Expectations
<p>Technology innovation and improvement may be influenced by a variety of factors.</p> <p>Engineers create and modify technologies to meet people's needs and wants; scientists ask questions about the natural world.</p>	<p>8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.</p> <p>8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.</p> <p>8.2.5.NT.3: Redesign an existing product for a different purpose in a collaborative team.</p> <p>8.2.5.NT.4: Identify how improvement in the understanding of materials science impacts technologies.</p>

### Effects of Technology on the Natural World

Core Idea Performance Expectations	Performance Expectations
<p>The technology developed for the human designed world can have unintended consequences for the environment.</p> <p>Technology must be continually developed and made more efficient to reduce the need for non-renewable resources.</p>	<p>8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.</p> <p>8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.</p> <p>8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.</p> <p>8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.</p> <p>8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.</p>

## Ethics & Culture

Core Idea Performance Expectations	Performance Expectations
Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

## Third Grade Computer Science and Design Thinking Instruction

### Content/materials:

#### Computational Thinking and Math

- Action Fractions- integrated mathematics - computational thinking using Everyday mathematics  
<https://www.canonlab.org/action-fractions-materials>
  - Brownie Bites- Sequence; Decomposition Fractions
  - Animal Number Story- Scratch Basics Addition
  - Sharing Equally- Scratch Basics; Decomposition Division
  - Fraction Circles 1- Sequence; Repetition Unit Fraction Addition
  - Polygon Partners- Debugging; Sequence; Geometry
  - Fraction Circles 2- Sequence Different wholes
  - Storyboarding: Fraction Comic Strip-Decomposition; Equivalent Fractions
  - Fraction Comic Animation-Decomposition; Debugging Equivalent Fractions
  - Fraction Number Line Exploration-Sequence Fractions on a Number Line
  - The Frog and The Fly-Repetition; Debugging Partitioning a Line into Equal Parts
  - Fraction Number-Line Mysteries-Decomposition; Debugging Fractions on a Number Line
  - My Fraction Number Story- Decomposition; Debugging Fraction Comparison; Unit Fraction Addition
- EPIQC Activities
  - Reversibility -This activity introduces participants to the concept of reversibility, which is a key theme in quantum computing. Because of quantum physics, all quantum computations must be reversible.  
[https://drive.google.com/file/d/1ue\\_0X2aCM7-78xE09QX4Y-tuMKnTlfsa/view?usp=sharing](https://drive.google.com/file/d/1ue_0X2aCM7-78xE09QX4Y-tuMKnTlfsa/view?usp=sharing)
  - Reversibility Relay Race - This activity introduces participants to the concept of reversibility, which is a key theme in quantum computing. Because of quantum physics, all quantum computations must be reversible.  
<https://drive.google.com/file/d/1LvAFzdI4mQ9IBPEk7wHet5H9nwBjyhoF/view?usp=sharing>
  - Measurement Perturbs State- (Jelly Beans) Explore how measuring something can change it  
<https://drive.google.com/file/d/1IDnkU2EZ4-1WVaYMDVSLfzM5g3gBRlxE/view?usp=sharing>
  - Measurement Perturbs State - (Balloons) Explore how measuring something can change it  
[https://drive.google.com/file/d/1b75U\\_FwOS5eix0209YbBaVaqeiq83YJf/view?usp=sharing](https://drive.google.com/file/d/1b75U_FwOS5eix0209YbBaVaqeiq83YJf/view?usp=sharing)

- Exponential Growth- Explore how quickly numbers can grow  
[https://drive.google.com/file/d/18HBi9LKDZkjcFnM0d\\_9ZE7O-zdYrSH6U/view?usp=sharing](https://drive.google.com/file/d/18HBi9LKDZkjcFnM0d_9ZE7O-zdYrSH6U/view?usp=sharing)

#### Assessments:

- Exit Slips
- Teacher Observation
- ReflectionChecklist/Rubric
- Portfolio
- Sample Assessments

### Fourth Grade Computer Science and design Thinking Instruction

#### Content/materials:

#### Computational Thinking and Math

- Action Fractions- integrated mathematics - computational thinking using Everyday mathematics  
<https://www.canonlab.org/action-fractions-materials>
  - Introducing Conditionals: A Rounding Shortcut-Conditionals Rounding whole numbers
  - Zoo Animals-Scratch Basics Multi-step number story
  - Robot Boxes-Variables Area and Perimeter
  - Math Chat- Variables Area and Perimeter
  - Fraction Circles: Pizza Sharing -Sequence; Repetition; Decomposition Equal Parts
  - Ambling Animals- Variables; Conditionals Comparing fractions
  - Slicing Sandwiches- Repetition; Conditionals; Variables Comparing fractions: (Same Denominator)
  - Comparing Fractions: Same Numerators- Conditionals; Decomposition; Debugging Comparing fractions: (Same Numerator)
  - Adding Fractions with Same Denominators-Variables; Adding Fractions with same Denominators
  - Subtracting Fractions -Repetition Subtracting fractions
  - Getting Mack Home- Repetition Subtracting fractions
  - Storyboarding: Time for Lunch, Mack! -Mixed Fractions on a Number Line Decomposition

#### Computer Science and Language

##### Elementary Computing for All Unit 1

- Act 1 Curriculum- incorporates structured inquiry, linguistic scaffolds, collaborative learning, and exploration of diverse pioneers CS field to learn computer science with Scratch.
  - <https://sites.google.com/uci.edu/elementarycomputingforall/act-1?authuser=0>
  - Unit 1 Computer Science and Scratch Basics - This unit introduces the field of Computer Science and orients students to the Scratch programming environment. Students will learn about the study of computers and relate it to skills they will learn with the Scratch program. Components of the Scratch project will be introduced, such as color-coded-blocks, sprites, and backdrops. They will understand how the sprites and code interact through an unplugged activity. Students will then learn the Scratch platform by exploring the interface in a scavenger hunt activity and modifying an existing project.

- iii. Init 2 sequence- When creating an algorithm, the order of the actions matters. In this module, students explore algorithms a sequence of actions to complete a task and sequence - the order of steps in a script. Students will start a sprite in the specific location using the go to x: y: block and move a sprite using the glide block. Students learn by modifying an existing project. Students will then plan the 3-step sequence for each letter of a name poem, then begin building their project in Scratch.
- iv. Unit 3 Events- In event-based programming, scripts are triggered when specific events occur (e.g., a sprite is clicked or a key is pressed). In this unit, students learn to use a variety of events to trigger scripts that resize sprites or cause a sprite to do or say something. Students learn by modifying an existing project, then building their own project.
- v. Unit 4 Loop- A loop can be used to animate a sprite by repeating a sequence of instructions. In this module, students will learn by playing Scratch Charades, to introduce the use of loops in block-based programming, then modify a project to animate a sprite by switching costumes or moving to the next costume along with repeated step movement. Finally, they will plan and build their own animated project. Wait blocks will be included to increase or decrease the speed of the animation.
- vi. Unit 5 Cumulative Project-In this unit, students will choose a country and create a cartoon with a sprite that shares information about the culture of the chosen country. Students will incorporate the CT concepts of sequence, events, and loops in order to meet the project's requirements.

#### Assessments:

- Exit Slips
- Teacher Observation
- Reflection Checklist/Rubric
- Portfolio

### Fifth Grade Computer Science and Design Thinking Instruction

#### Content/Materials:

#### Computer Science, Design Thinking, and Language

EC4All Act 2 Unit 1 -This unit provides an overview of the Scratch programming environment. The computer science concepts of *sequence*, *event*, and *loop* are reviewed/introduced using an existing Scratch Project. Students will use a learning strategy called TIPP&SEE to understand and modify a scratch project. Students will create their own animated story using Scratch.

<https://sites.google.com/uci.edu/elementarycomputingforall/act-2?authuser=0>

- [A2:U1.Scratch Basics. Sequence and Events Review](#)-Students will review Scratch Basics skills and the CS Concepts of Sequence & Event.
- [A2:U1.2 Animation Unplugged & TIPP&SEE](#)-The concepts of Loop & Animation will be introduced through an unplugged "Flipbook" activity and by completing a TIPP&SEE for an existing animation project.

- [A2:U1.3 Quest & Animated Story: Plan](#)- Students modify an existing project by adding and changing repeat loops to complete a “Quest.” Students also think through how Animation works as they plan their Animation Story Project.
- [A2:U1.4 Animated Story: Build](#)- Students build their Animation Story Project.
- [A2:U1.5 Animated Story: Reflect & Share](#)- Students reflect on their own Animation Story Project, then share their project with partners.

EC4All Act 2 Unit 2- In this unit, students will learn about loops with conditions that can be used to initiate the actions of a sprite. When a condition is true, a sprite will run certain actions. Conditions can change, which will initiate or stop the running of actions in a program. Students will learn by playing Twister Maze, an unplugged, interactive game to introduce the use of loops with conditions in block-based programming. Students will then modify a project to explore the actions of a sprite when certain conditions are true. Finally, they will plan and build their own project using loops with conditions to initiate certain actions of the sprites.

- [A2:U2.1 Intro to Loops with Conditions](#) -Students will be introduced to the computer science concept of Loops with Conditions and will play an unplugged, hands-on activity.
- [A2:U2.2 Exploring Loops with Conditions](#)- Students explore a Scratch Project to identify how Loops with Conditions work and the types of sensing conditions that are used in loops.
- [A2:U2.3 Loops with Conditions Quest & Plan](#)- Students modify an existing project and plan a new project using loops with conditions.
- [A2:U2.4 Loops with Conditions Build Project](#)- Students complete a Debugging Challenge and build their new loops with conditions project.
- [A2:U2.5 Loops with Conditions: Reflect & Share](#)- Students reflect on their own projects, then share their projects with a partner/class. Students learn about a Memorable Computer Scientist.

**Assessments:**

- Exit Slips
- Teacher Observation
- Reflection
- Checklist/Rubric
- Portfolio

**Grade 6-8**

**NJSLS- Computer Science and Design Thinking Standards**

**8.1 Computer Science by the End of Grade 8**

**Computing Systems**

Core Idea Performance Expectations	Performance Expectations
The study of human–computer interaction can improve the design of devices and extend the abilities of humans.	8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
Software and hardware determine a computing system’s capability to store and process information.	8.1.8.CS.2: Design a system that combines hardware and software components to process data.

The design or selection of a computing system involves multiple considerations and potential trade-offs.	8.1.8.CS.3: Justify design decisions and explain potential system trade-offs.
Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.	8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

### Networks and the Internet

Core Idea Performance Expectations	Performance Expectations
Protocols, packets, and addressing are the key components for reliable delivery of information across networks.	8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination.  8.1.8.NI.2: Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.
The information sent and received across networks can be protected from unauthorized access and modification in a variety of ways.  The evolution of malware leads to understanding the key security measures and best practices needed to proactively address the threat to digital data.	8.1.8.NI.3: Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.  8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.

### Impacts of Computing

Core Idea Performance Expectations	Performance Expectations
Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.  8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.



## Data & Analysis

Core Idea Performance Expectations	Performance Expectations
<p>People use digital devices and tools to automate the collection, use, and transformation of data.</p> <p>The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.</p>	<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p>
<p>Data is represented in many formats. Software tools translate the low-level representation of bits into a form understandable by individuals. Data is organized and accessible based on the application used to store it.</p>	<p>8.1.8.DA.2: Explain the difference between how the computer stores data as bits and how the data is displayed.</p> <p>8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.</p>
<p>The purpose of cleaning data is to remove errors and make it easier for computers to process.</p>	<p>8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.</p>
<p>Computer models can be used to simulate events, examine theories and inferences, or make predictions.</p>	<p>8.1.8.DA.5: Test, analyze, and refine computational models.</p> <p>8.1.8.DA.6: Analyze climate change computational models and propose refinements.</p>

## Algorithms & Programming

Core Idea Performance Expectations	Performance Expectations
<p>Individuals design algorithms that are reusable in many situations.</p> <p>Algorithms that are readable are easier to follow, test, and debug.</p>	<p>8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.</p>
<p>Programmers create variables to store data values of different types and perform appropriate operations on their values.</p>	<p>8.1.8.AP.2: Create clearly named variables that represent different data types and perform operations on their values.</p>
<p>Control structures are selected and combined in programs to solve more complex problems.</p>	<p>8.1.8.AP.3: Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.</p>
<p>Programs use procedures to organize code and hide</p>	<p>8.1.8.AP.4: Decompose problems and sub-problems</p>

<p>implementation details. Procedures can be repurposed in new programs. Defining parameters for procedures can generalize behavior and increase reusability.</p>	<p>into parts to facilitate the design, implementation, and review of programs.</p> <p>8.1.8.AP.5: Create procedures with parameters to organize code and make it easier to reuse.</p>
<p>Individuals design and test solutions to identify problems taking into consideration the diverse needs of the users and the community.</p>	<p>8.1.8.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users.</p> <p>8.1.8.AP.7: Design programs, incorporating existing code, media, and libraries, and give attribution.</p> <p>8.1.8.AP.8: Systematically test and refine programs using a range of test cases and users.</p> <p>8.1.8.AP.9: Document programs in order to make them easier to follow, test, and debug.</p>

## 8.2 Design Thinking by the End of Grade 8

### Engineering Design

Core Idea Performance Expectations	Performance Expectations
<p>Engineering design is a systematic, creative, and iterative process used to address local and global problems.</p> <p>The process includes generating ideas, choosing the best solution, and making, testing, and redesigning models or prototypes.</p>	<p>8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.</p> <p>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.</p> <p>8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).</p> <p>8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.</p>
<p>Engineering design requirements and specifications involve making trade-offs between competing requirements and desired design features.</p>	<p>8.2.8.ED.5: Explain the need for optimization in a design process.</p> <p>8.2.8.ED.6: Analyze how trade-offs can impact the design of a product.</p>

	8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).
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### Interaction of Technology and Humans

Core Idea Performance Expectations	Performance Expectations
Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants.  New needs and wants may create strains on local economies and workforces.  Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.	8.2.8.ITH.2: Compare how technologies have influenced society over time.  8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.  8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.  8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

### Nature of Technology

Core Idea Performance Expectations	Performance Expectations
Technology advances through the processes of innovation and invention which relies upon the imaginative and inventive nature of people.  Sometimes a technology developed for one purpose is adapted to serve other purposes.  Engineers use a systematic process of creating or modifying technologies that is fueled and constrained by physical laws, cultural norms, and economic resources. Scientists use systematic investigation to understand the natural world	8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.  8.2.8.NT.2: Analyze an existing technological product that has been repurposed for a different function.  8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose.  8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand

	and led to a new product.
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### Effects of Technology on the Natural World

Core Idea Performance Expectations	Performance Expectations
<p>Resources need to be utilized wisely to have positive effects on the environment and society.</p> <p>Some technological decisions involve tradeoffs between environmental and economic needs, while others have positive effects for both the economy and environment.</p>	<p>8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.</p> <p>8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).</p> <p>8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.</p> <p>8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.</p>

### Ethics & Culture

Core Idea Performance Expectations	Performance Expectations
<p>Technological disparities have consequences for public health and prosperity.</p>	<p>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</p> <p>8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.</p>

### Sixth- Eighth Grade Computer Science and Design Thinking Instruction

#### Content/Materials:

#### Computer Science and ELA

##### EPIQC Activities

- Superposition- Explore how something can be two things at once  
[https://drive.google.com/file/d/1KZdmU\\_2jtIQTuQjZIZ2DLIEeRVhBcDaT/view?usp=sharing](https://drive.google.com/file/d/1KZdmU_2jtIQTuQjZIZ2DLIEeRVhBcDaT/view?usp=sharing)
- Classical Error Detection and Correction- Exploring how computers find and fix errors  
[https://drive.google.com/file/d/1c2NkzN-GorHR3mXTa\\_OU4BCuJJpzAzCt/view?usp=sharing](https://drive.google.com/file/d/1c2NkzN-GorHR3mXTa_OU4BCuJJpzAzCt/view?usp=sharing)

- Plinko Probability- Explore how to manipulate probability distributions  
[https://drive.google.com/file/d/138nf\\_B5Rp4K24i8EDvgMDS37GE5YK4du/view?usp=sharing](https://drive.google.com/file/d/138nf_B5Rp4K24i8EDvgMDS37GE5YK4du/view?usp=sharing)
- EPIQC Zines short, comic-book-style pamphlets about a number of quantum computing topics ranging from superposition to quantum notation. These begin with analogies accessible to a broad audience and often end with a detailed discussion of the underlying math, quantum algorithms, and/or related quantum gates.  
<https://www.epiqc.cs.uchicago.edu/zines>  
[https://drive.google.com/drive/folders/1XQZwFj5xQMcxH\\_nm80uKY-yC5VIHTTd4?usp=sharing](https://drive.google.com/drive/folders/1XQZwFj5xQMcxH_nm80uKY-yC5VIHTTd4?usp=sharing)
- History of Quantum Computing <https://www.epiqc.cs.uchicago.edu/qc-history>
- Quantum Computing <https://www.epiqc.cs.uchicago.edu/quantum-computing-zine>
- Quantum and Measurement <https://www.epiqc.cs.uchicago.edu/zine-quantum-and-measurement>
- 1 QUBIT <https://www.epiqc.cs.uchicago.edu/1qubit>
- 2 QUBITS <https://www.epiqc.cs.uchicago.edu/2-qubits>
- Quantum and Reversibility <https://www.epiqc.cs.uchicago.edu/zines-quantum-and-reversibility>
- Scratch Encore <https://www.canonlab.org/scratchencorematerials>
- Scratch Encore YouTube  
[https://www.youtube.com/channel/UCPI4mW6Ov\\_sz5O6Xo1QBJew/videos](https://www.youtube.com/channel/UCPI4mW6Ov_sz5O6Xo1QBJew/videos)
- Assessments <https://docs.google.com/document/d/e/2PACX-1vQdDrteCGMOUFIIE7zn0hbTOTnyARJSBGmbrCBLbQ0YQpunn2XRimR5QOHobQY0uLFctnCmBMkBGy5b/pub>
- Modules
  - i. Scratch Basics  
[https://docs.google.com/document/d/e/2PACX-1vRAb5fZTcu6letiMNNgAdaQEvUgnmO0yoUrT3UXplXsdknyFYdEdDPZd0li\\_DkWtBa58SYqD6BjETEa/pub](https://docs.google.com/document/d/e/2PACX-1vRAb5fZTcu6letiMNNgAdaQEvUgnmO0yoUrT3UXplXsdknyFYdEdDPZd0li_DkWtBa58SYqD6BjETEa/pub)
  - ii. Events  
<https://docs.google.com/document/d/e/2PACX-1vSH6XdU-W9HJ2Tg-b1VKF-xV1EZhtZyHEjEugrTT0h5r4it8CVsUOILAOgzww1Aadch4OOAAgaZoQ4z/pub>
  - iii. Animation  
[https://docs.google.com/document/d/e/2PACX-1vQldHSHhGkkhh-CY\\_EoPP8G5ETegklgA\\_l\\_dca8fCo7nhYGtxGEICmnV8DX2q4iFXtFiihzLwSSIMsNb/pub](https://docs.google.com/document/d/e/2PACX-1vQldHSHhGkkhh-CY_EoPP8G5ETegklgA_l_dca8fCo7nhYGtxGEICmnV8DX2q4iFXtFiihzLwSSIMsNb/pub)
  - iv. Conditional Loops  
[https://docs.google.com/document/d/e/2PACX-1vTtxg5637\\_jESohBADtSZ79u8qPlk3nR4meNRWkOnU4Qd6ZgHcx6QF-kdvZmn8iUla53qwROKGDs\\_Y/pub](https://docs.google.com/document/d/e/2PACX-1vTtxg5637_jESohBADtSZ79u8qPlk3nR4meNRWkOnU4Qd6ZgHcx6QF-kdvZmn8iUla53qwROKGDs_Y/pub)
  - v. Decomposition by Sequence  
[https://docs.google.com/document/d/e/2PACX-1vRfDJrCrpa3eH7HmtDuEuOVwQXPpjl\\_sKpTRu6vv9kH0fQVYmyjriSSGAT7177D3p1PDV2NioZAKg-A/pub](https://docs.google.com/document/d/e/2PACX-1vRfDJrCrpa3eH7HmtDuEuOVwQXPpjl_sKpTRu6vv9kH0fQVYmyjriSSGAT7177D3p1PDV2NioZAKg-A/pub)
  - vi. One Way Synchronization  
[https://docs.google.com/document/d/e/2PACX-1vQxzsM13iQQPA0dY9ZBJT3OehKBj2UOIGczl6Z\\_GYE18EqcolRYzE4wb0lCzxxw1o4f\\_X0mrTz16mlA/pub](https://docs.google.com/document/d/e/2PACX-1vQxzsM13iQQPA0dY9ZBJT3OehKBj2UOIGczl6Z_GYE18EqcolRYzE4wb0lCzxxw1o4f_X0mrTz16mlA/pub)
  - vii. Two Way Synchronization  
[https://docs.google.com/document/d/e/2PACX-1vSvDnV41GNyt\\_-XFdW\\_062eVfKfAVERK3cShS0tp6a4QOUwudT1Hf2vtfVaLS6BkJnuz1Tfvkpah8g0/pub](https://docs.google.com/document/d/e/2PACX-1vSvDnV41GNyt_-XFdW_062eVfKfAVERK3cShS0tp6a4QOUwudT1Hf2vtfVaLS6BkJnuz1Tfvkpah8g0/pub)

- viii. Variables  
<https://docs.google.com/document/d/e/2PACX-1vS7CSC0P0QkrM467-n2bl29Ruhx-Ge4S WZXMIAtdG7sfr2hVY4ikHhf-pFLbTvFPbVM4jeyAW3MM6U/pub>
- ix. Custom Events  
[https://docs.google.com/document/d/e/2PACX-1vS3oh9UUd887luGPzxkxkEyyszmmwAAI-4 Gx8XxiRm-hVP\\_O9FXQghV4NJx9\\_C1IL4paqWcMFCuF1rcd/pub](https://docs.google.com/document/d/e/2PACX-1vS3oh9UUd887luGPzxkxkEyyszmmwAAI-4 Gx8XxiRm-hVP_O9FXQghV4NJx9_C1IL4paqWcMFCuF1rcd/pub)
- x. Complex Conditionals  
[https://docs.google.com/document/d/e/2PACX-1vS0J4ce-lqGvT-iMueSpPRun0Ua15fRzIQ i9QqvA4w89xc7UIXkWCbZZxP4hReXOM\\_0AMBeS0enPVps/pub](https://docs.google.com/document/d/e/2PACX-1vS0J4ce-lqGvT-iMueSpPRun0Ua15fRzIQ i9QqvA4w89xc7UIXkWCbZZxP4hReXOM_0AMBeS0enPVps/pub)
- xi. Input Variables & If-Then\_Else  
<https://docs.google.com/document/d/e/2PACX-1vRh0AIPuKeO44bJOd6vgFxKvsyk14t6M 7PVYAhcMDfhZSWZonCXUkz1-yICOV8-vt2t2psVFpF-d3E9/pub>
- xii. Decomposition by Purpose  
[https://docs.google.com/document/d/e/2PACX-1vTRpqzMVibgcrnxVhkbrwVuYgBBiLWsvf ZX2bwnm4AlmME0L5HwOFmXWcl372\\_UJtzgzU00WUnOPNk\\_/pub](https://docs.google.com/document/d/e/2PACX-1vTRpqzMVibgcrnxVhkbrwVuYgBBiLWsvf ZX2bwnm4AlmME0L5HwOFmXWcl372_UJtzgzU00WUnOPNk_/pub)
- xiii. Initialization <https://docs.google.com/document/d/e/2PACX-1vSRxM1TxCfJTJIYHL6tItaoh MHI0XvAHHDEijl0q3UHmd79qto2YPOXLcOhOcgEUQsEOQHgJ11jNw-/pub>

**Assessments:**

- Exit Slips
- Teacher Observation
- Reflection
- Checklist/Rubric
- Portfolio

<b>Learning Style Accommodations</b>
<p><u>English Language Learners:</u></p> <ol style="list-style-type: none"> <li>1. Consult with ESL teacher to gain action plan strategies she has developed. If she has given you a strategy list, please use it. If the student speaks the language being taught, ask if they would like to serve as a model.</li> <li>2. Allow additional opportunities for drawing to assist ELL student to retell content information in pictures and then graduate to words</li> <li>3. Actively help students build connections and associations in order to access background knowledge or previously taught information</li> <li>4. Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)</li> <li>5. Always model writing assignments on the document camera or on the marker board</li> <li>6. Modify assignments (fewer questions or fewer vocabulary)</li> <li>7. Provide concrete examples of vocabulary words through the use of visuals</li> <li>8. Provide small group instruction</li> <li>9. Provide preferential seating</li> <li>10. Provide extended time</li> </ol>



11. Assess whether a student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels
12. Model Think Alouds to increase student comprehension
13. Cut and match as a sentence option
14. Create sequence charts with pictures for first, then, next, last

Students with Disabilities:

1. Follow student's IEP and consult with students' case manager(s) to access information learning styles
2. Use a highlight marker to identify key words, phrases, or sentences for student to read
- 3.. Buddy in class to assist and clarify
4. Provide specific guidelines
5. Provide mnemonic devices
6. Repeat major points of information
7. Provide visual cues (posters, number lines, gestures, use of technology)
8. Highlight new vocabulary and key words
9. Use advance organizers
10. Allow for frequent breaks (sensory/brain)
11. Be aware of student's preferred learning style and provide matching instruction materials
12. Seat student near model (student/teacher)
13. Provide blanks for students to enter words most relevant to proving comprehension.

Gifted & Talented:

1. Modify the content through text within student's ZPD and challenge them through acceleration, compacting, allowing freedom, but guidance to select appropriately challenging books—advanced content in areas of personal interest
2. Provide content that is thematic, broad based, and integrative rather than just single-subject areas
3. Provide opportunities to generalize, integrate, and apply ideas to content
4. Encourage students to move through content at their own pace
5. Provide enrichment activities for student to explore more deeply the history of the country of the language's origin
6. Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery
7. Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world
8. Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas

Students with 504 Plans:

Follow student's 504 plan and consult with Kerri Lawler, 504 plan coordinator, to access information on student's learning styles

**Environmental Strategies**

- Provide a structured learning environment
- Change student seating
- Alter location or personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule

**Presentation Strategies**

- Record lessons so the student can review
- Use computer-aided instruction and other audiovisual equipment
- Select audio books
- Highlight main ideas and supporting details in the book
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques
- Ask student to repeat/paraphrase context to check understanding
- Simplify and repeat instructions
- Vary instructional pace
- Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, "spell check"
- Reinforce study skill strategies (survey, read, recite, review)
- Pre-teach and/or re-teach important concepts
- Prepare advanced organizers/study guides for new material

**Behavioral Strategies**

- Provide a quiet area or environment for student to read, write, listen, think, and speak
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Establish a home/school communication system for monitoring
- Cooperatively generate rules and consequences for classroom behavior
- Reinforce self-monitoring and self-recording of behaviors

**Organizational Strategies**

- Model and reinforce organizational systems (i.e. color-coding of books read, highlighting tape, etc.)
- Write out homework assignments, check student's recording of assignments
- Set time expectations for assignments
- Teach study/organizational skills

**Evaluation Methods**

- Limit amount of material presented on page having student use an index card to eliminate overwhelmed feelings
- Provide a sample or practice test
- Provide for oral testing or sit with a student during AR tests
- Provide tests in segments so that student hands in one segment before receiving the next part
- Provide personal copy of test tools and allow for color-coding/highlighting
- Adjust time for completion
- Modify weights of tests when grading



At Risk Students:

1. If a student has an action plan from I&RS, use it. Consult with student's I&RS advocate for additional assistance.
2. Provide a structured learning environment where a student can read, write, think, speak, and listen clearly to the new language.
3. Provide visuals to support the vocabulary being taught
4. Change student seating
5. Vary the method of lesson presentation using multi-sensory techniques
6. Provide small group or individual instruction
7. Buddy in class to assist and clarify
8. Actively help students build connections and associations in order to access background knowledge or previously taught information
9. Directly teach language learning strategies
10. Repeat major points of information
11. Provide visual cues (Frayer's model for difficult vocabulary that is aligned to classroom texts)
12. Allow student to retell a story rather than write to check for comprehension



STUDENT COUNT

GRADE/TEACHER

PRE-K

Ms. Scarperia	12
Ms. Foglio	12
Ms. Spratt	12
Ms. Grenier	11

KINDERGARTEN

Mrs. Shockley	14
Ms. Costigan	15
Ms. Kehlenbeck	2

FIRST GRADE

Ms. DiMedio	18
Mrs. Farrelly	14
Ms. Kehlenbeck	3

SECOND GRADE

Mrs. Maldonado	11
Mr. Vogelei	10
Ms. Kehlenbeck	4

THIRD GRADE

Mrs. McCloskey	14
Mrs. Fisher	12
Mrs. Blythe	2

FOURTH GRADE

Mrs. Saric	18
Ms. Balkovic	16
Mrs. Blythe	3

FIFTH GRADE HOMEROOM

Ms. Gottlieb	33
Mrs. Blythe	1

SIXTH GRADE HOMEROOM

Mrs. Torrillo	21
Mr. Morrissey	2

SEVENTH GRADE HOMEROOM

Mr. Dempster	14
Mr. Knazek	17
Mr. Morrissey	7

EIGHTH GRADE HOMEROOM

Mrs. Druding	25
Mr. Morrissey	3

**TOTAL COUNT                      326**

Attendance Totals for Beverly Elementary School from 04/01/2022 - 04/25/2022  
Report 1005 run on 04/25/2022

Grade	PTC	HR	Total	Days Possible	Days Present	Days Absent	Days Tardy	A-D-E	A-D-A	% ATT	ADA/ADE
01	All	All	35	385	344	41	23	35	31.273	89.351	89.351
02	All	All	26	276	255	21	27	25.091	23.182	92.391	92.391
03	All	All	29	319	303	16	15	29	27.545	94.984	94.984
04	All	All	37	407	382	25	36	37	34.727	93.857	93.857
05	All	All	34	374	340	34	18	34	30.909	90.909	90.909
06	All	All	24	254	233	21	13	23.091	21.182	91.732	91.732
07	All	All	38	418	381	37	8	38	34.636	91.148	91.148
08	All	All	28	308	284	24	23	28	25.818	92.208	92.208
3F	All	All	22	232	200	32	21	21.091	18.182	86.207	86.207
4F	All	All	24	264	237	27	27	24	21.545	89.773	89.773
KF	All	All	32	352	298	54	33	32	27.091	84.659	84.659
<b>TOTAL</b>			<b>329</b>	<b>3,589</b>	<b>3,257</b>	<b>332</b>	<b>244</b>	<b>326.273</b>	<b>296.091</b>	<b>90.75</b>	<b>90.75</b>

Column header "Total" represents total number of all Students throughout the reporting period who factor into the attendance totals.

Grade	PTC	HR	Total	Days Possible	Days Present	Days Absent	Days Tardy	A-D-E	A-D-A	% ATT	ADA/ADE
01	All		35	385	344	41	23	35	31,273	89.351	89.351
02	All		26	276	255	21	27	25,091	23,182	92.391	92.391
03	All		29	319	303	16	15	29	27,545	94.984	94.984
04	All		37	407	382	25	36	37	34,727	93.857	93.857
05	All		34	374	340	34	18	34	30,909	90.909	90.909
06	All		24	254	233	21	13	23,091	21,182	91.732	91.732
07	All		38	418	381	37	8	38	34,636	91.148	91.148
08	All		28	308	284	24	23	28	25,818	92.208	92.208
3F	All		22	232	200	32	21	21,091	18,182	86.207	86.207
4F	All		24	264	237	27	27	24	21,545	89.773	89.773
KF	All		32	352	298	54	33	32	27,091	84.659	84.659
<b>TOTAL</b>			<b>329</b>	<b>3,589</b>	<b>3,257</b>	<b>332</b>	<b>244</b>	<b>326,273</b>	<b>296,091</b>	<b>90.75</b>	<b>90.75</b>

Total Sum of All Schools ADE: 326.273

Total Sum of All Schools ADA: 296.091



## NURSE'S MONTHLY REPORT

Date Range: 3/19/2022 – 4/26/2022

Student Visits: 208

Physicals Processed: 12

F/U Health Screening Failures: 0

Emergency Services: 0

Employee Visits: 3

Documented Contagious Illnesses: 14

CST Referrals Completed Per Request: 0

AED/Pads Monthly Checks: 1

Other:

- Student Health Screening 3 days/week: 1
- Communication w/parents RE: IMM Deficiencies: 0
- Sent home emergency care plans for completion: 0
- Streamlined medical need into Genesis for teacher accessibility and confidentiality: 2
- Facilitated school health visits and med administration
- Reviewed health forms and secured meds: 2
- Monitored the weekly activity level of COVID in Burlington County
- Tracking/assessing students with COVID symptoms, referral, F/U test results and return to school
- Weekly CDRSS tracking system completion
- Coordination with basketball and soccer coaches for required paperwork
- Educating coaches on players' medical needs
- Facilitated school based biweekly COVID testing for unvaccinated staff: 7
- Collect and review biweekly COVID testing results from unvaccinated staff
- Conducted scoliosis screening of 5<sup>th</sup> grade students
- Monitor (by phone or computer VM) absentees for medical reasons
- Parental paperwork requests (sending faxes or emails): 8